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Mental Health: The Psychological Impact on Collegiate Student-Athletes

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Mental Health: The Psychological Impact on Collegiate Student-Athletes

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ABSTRACT

Mental health is a prevalent issue that regular students and especially student-athletes struggle with. Many college-athletes deal with many different obligations that cause an increase in stress. The paper will discuss the common mental health disorders that a large percentage of college students struggle with throughout their college experiences. Moreover, the paper will discuss how athlete's deal with psychological disorders due to different factors such as dealing with injuries, ending of sports careers, and pressure from sports performances, which are stressors that cause student athletes to deal with high depression levels. In addition, Elaborate on how injuries are a prevalent issue that causes athletes to deal with negative mental health rates because of the different responses , which are regular emotional responses and problematic responses. Also, will discuss the different stressors such as performance and competition pressure, high academic expectations, and social life can cause a negative effect on a college athlete's mental health. Moreover, the paper will discuss the low percentage of college athletes not utilizing mental health resources. In addition, the paper will touch on the issue that athletes need the support system from athletic trainers and other health care professionals because it can be a positive solution to athletes that suffer from psychological disorders.

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INTRODUCTION

The topic of this paper is about mental health issues that are within college athletics.

Mental health is a controversial topic that has been spreading all around the world. Many athletes deal with many different obligations that cause an increase in stress which can lead to the individual being susceptible to suffering from mental health problems. Based on statistics, around 19.4 percent that are college students have dealt with negative effects regarding mental health problems (Ryan et al., 2018). Also, based on statistics approximately one-fourth of young adults are conflicted with a mental illness, moreover, around 33 percent of college students are experiencing mental disorders such as depression and anxiety (Ryan et al., 2018) . Based on the data, it shows a large number of college athletes and students are dealing with some shape or form of mental health issues. However, Many college athletes face mental illness that has been documented but however there are cases where mental health issues were not documented or even underreported due to the society stigma. Mental health is the most prominent obstacle that collegiate athlete's face during their college career. Injuries and recovery process, performance pressures, academic stressors and expectations are contributing factors of mental health risks for collegiate athletes.

Mental health is “ The state of successful performance of mental functions, resulting in productive activities, fulfilling relationships with other individuals, and the ability to adapt to change and to cope with adversity” (Gamm et al., 2010, p.1). This definition of mental health shows the idea of what a positive impact on your mental health should consist of, however individuals that are struggling with mental health issues are not able to perform those criteria. Another large term that will be used throughout the paper is Mental disorders, “Mental disorders are health conditions that are characterized by alterations in thinking, mood, or behavior, which

are associated with distress and/or impaired functioning, that may cause disability, pain , or death” (Gamm et al., 2010, p.1). The definition of mental disorders shows that mental disorders control your cognition of the brain which is where you process how you feel based on your actions.

The most common mental health disorder that student-athletes are more prone to developing is depression, anxiety, eating disorders, and substance abuse (Ryan et al., 2018). First, Depression interferes with the person's cognition, meaning depression can lead to a negative impact on the individual's mental processing. Depression is the most susceptible to college athletes because of the balance of playing your sport and managing being successful in the classroom. Moreover, data shows that “ anywhere from 10% to 21% of student-athletes suffer from depression (Gill, 2008;Wahto et al., 2016) while another study showed 31% of male and 48% of female student-athletes reported either depression or anxiety symptoms each year for the 2008–2012 academic years (Brown, 2014), (Ryan et al.,2018, p.3). This evidence proves that college-athletes are dealing with depression in regards to both genders, but reported a higher percentage of females dealing with mental health disorders.

Next, another common mental health disorder that student-athletes are prone to develop is anxiety. Anxiety occurs when you're experiencing eeriness and extreme worrying that hinders the individual's mental functioning (Stock & Levine, 2016) (Ryan et., 2018, p.3). Many college-athletes experience anxiety due to peer pressure, performance pressure, and academic pressure. Anxiety can cause individuals to be prone to experiencing other mental disorders that can affect an individual in a long-term aspect , such as disorders like developing phobias from being afraid, post-traumatic stress disorder from traumatic experiences, and obsessive compulsive disorders from just worrying about everything being perfect. The NCAA did a study that examined the

athletic trainer standpoint based on their experience dealing with student-athletes, and approximately 85 percent of athletic trainers believed anxiety was the most prevalent disorder that athletes were experiencing (Brown, 2014) (Ryan et al.,2018, p.4). This data proves that a large percentage of athletes experience fear of being successful in regards to academics, however symptoms can increase in regard to sport performance due to fear of not performing to the individual personal expectations.

In addition, anxiety can lead to other mental disorders such as athlete's being susceptible to developing eating disorders. Studies have shown that women have a higher percentage of experiencing an eating disorder, however there are studies that show that males do experience an eating disorder. Studies have shown that In the women's sport industry, studies have shown that women should be a certain body criteria, in regards to body composition and weight for participating in sports. Studies have shown that males are more likely to develop a binge-eating eating disorder to achieve a certain body weight or body composition for sports purposes, whereas, many women athletes are dealing with eating disorders that tend to report more purging behaviors (Glazer, 2008). This information shows how eating disorders are abused differently compared to males and women.

Moreover, another mental disorder that is common that many college-athletes develop throughout their college experience is substance abuse. The high use of substances has been an issue that is seen in many universities. Many college students, especially student-athletes are abusing alcohol and drugs which is taking a toll on their body physically and mentally. Many student-athletes are known to binge drink especially when doing activities outside sports such as partying in which there are many studies to prove that. There was a study that was conducted by NCAA in 2013, in which data shows that 80 percent of college-athletes has reported that they

have consumed alcohol in a year span, also the study showed that 44 percent of male student-athletes reported that they have participated in binge drinking (Ryan et al .,2018, p.5). This data shows that there is a large percentage of student athletes who are indulging in using the substance of alcohol, in which many student-athletes are drinking multiple drinks which is considered binge-drinking. In addition, many student athletes are indulging into abusing drugs such as cocaine, ephedrine, medication used to treat ADD/ADHD symptoms, marijuana, and steroids (Thompson & Sherman, 2007) (Ryan et al.,2018, p.6). Many student-athletes experience many injuries that cause them to consume a greater percentage of drug use that are used to relieve pain due to high volume of pain. There was a survey that was conducted by NCAA in 2013, That shows that 25 percent of 21,000 of student athletes have reported that they have used a form of pain medication in a year span, However, out of the 25 percent of people that reported that they have consumed pain medication, that 6 percent have reported that they have no prescription for the drug they have been using (Burnsed, 2014) (Ryan et al., 2018, p.6). The data proves that many student-athletes are consuming drugs that they are not prescribed by the doctor. Moreover, student athletes are more susceptible to being addicted to pain relief drugs because they are experiencing a higher amount of experiencing injuries which requires them to get a prescription for taking that drug for relief of pain.

INJURIES & RECOVERY PROCESS

In the world of college athletics a large percentage of student-athletes have experienced some form of injury. Many athlete's face getting an injury for many reasons such as wear and tear of body overtime, incidents happening, poor diet, sleep deficiency, and many other reasons. There are different types of injuries that athlete's face, which are acute, chronic, and long-term injuries. It was a study conducted that involved division one college athletes both male and

females that competed in 16 different sports that competed in a highly competitive conference called the Big Ten conference. In order to get data overtime, from all the injured athletes, they recorded data that was reported in a 3 year time period. The purpose of the study was to monitor the difference of athletes experiencing chronic or acute injuries. In order for the researchers to get data, the athletic trainers had to be involved in the process by reporting all injuries in the Sports Injury Monitoring System (SIMS) and the athletic trainer had to observed an injury-surveillance system in which the systems programmed all the athletes they were testing from each team, a daily log of all the team practices and games, and detailed records of all injuries that happened in the time period with details about the location and time of injury with description of medical attention and rehabilitation the athlete received from the injury. (Yang et al., 2012).

This study also monitored the effects of acute and chronic injuries due to the level of severity that is measured by the amount of time the athlete has to stop participating to recover and treat the injury. Also, They observed the differences of gender regarding the percentage of acute or chronic injuries the athlete experiences while playing and training for the sport. The researchers also make connections between the different contact levels of sports such as high and low contact sports. In addition, the researchers elaborates on the different body regions in which both female and male athletes are experiencing the most injuries and which is followed by an explanation by giving the percentage of injuries , which is caused by either acute or chronic injury. At the end of the study the researchers explain the results and give effective options that will help improve the issues of both acute and chronic injuries that collegiate athletes experience throughout their college experiences.

Acute injury is defined as an “trauma resulting from a specific and identifiable event” (Yang et al., 2012, p.2). Another explanation of the definition of acute injury is an incident that

occurred that caused pain unto the person. An example of an acute injury is a track and field athlete participating in hurdles that has rolled and fallen to the ground. As a result of hitting the hurdle and landing wrong, the athlete suffers from a broken foot that was caused by the athlete hitting the hurdle really hard and landing on the foot in a non proper position. This is an example of an acute injury because the athlete got injured because of the specific incident of the athlete hitting the hurdle and landing on foot wrong. Another example of an acute injury is a football player getting tackled, in which the football player gets injured due to direct contact of getting tackled. That example is an example of acute injury because the athlete is suffering an injury due to that specific moment of getting tackled that resulted in the athlete experiencing pain. Based on researchers, there are different types of acute injuries that are commonly seen that the athlete's reported. The different types of acute injuries are determined by the varying factor of the injury that is reported, however they described the acute injuries as listed: blood vessels, dislocation of a joint, fracture of the bones, issues of internal organs, nerves, open wounds, sprain or strains, superficial or contusion , and other injuries similar in nature (Yang et al., 2012). The different types of acute injuries that the researchers listed, are all injuries that can be resulted in acute injuries but the injuries vary due to the specific incident in which the injury took place. For instance, specific injuries are more common in different sports than others. An example is an acute injury that occurred in field hockey would look much different than an acute injury that track and field athletes experience. Moreover, based on the data of the study that was conducted, data shows that out of the total of the 573 injured athletes over the course of 3 years of studying, testing, and observing the athletes, the athletes reported 1317 injuries, and out of the 573 athletes 288 athlete reported that they have experienced multiple injuries in that time span (Yang et al., 2012). That data shows a significant amount of injuries that the athletes have endured from

during the set amount of time that the study was conducted and many of the injured athletes had exposure to dealing with multiple injuries. The data also reported the injuries based on gender, based on the data, comparing the different genders shows that out of the male population that consisted of 319 male athletes, the male group have endured a total 705 injuries, compared to the female population that consisted of 254 female athletes that experience a total of 612 injuries (Yang et al., 2012). The data reveals in that specific study that males have encountered a greater amount of injuries compared to female athletes. In addition, out of the total number of 1317 injured athletes, the researchers compared the numbers of what kind of injury that athlete's experienced, The data shows that 913 which is 70.7 percent were acute injuries that occurred based on a specific cause of injury (Yang et al., 2012). This data reveals that college athletes undergo a significant amount of the injuries that result from acute injuries. Derived from the study, the statistics shows that football players and wrestlers are more prevalent to experiencing acute injuries (Yang et al., 2012). The data consider wrestlers and football players more susceptible to acute injuries because the sports are full-body contact sports that involve a lot of aggressive body movements. However, the results changed based on the rates by gender of acute injuries, in regards to which sport team is more susceptible to acute injuries. Based on the results of the injury rate of acute injuries in women's sports, the data discovers that women's soccer has the highest amount of acute injury rate, next was women's wrestling, followed by women's field hockey (Yang et al., 2012). In regards to male college athletes, the data discovers that football players had the highest amount of acute injuries, next is men basketball, followed by men wrestling (Yang et al., 2012). This data supports the results for both women and men injury rates that were shown in this specific study, the order of which sports experience a higher volume of acute injuries. In addition, The researchers also elaborated on data that discovers that the injured

athletes were mostly experiencing sprains and strains , however males were experiencing less of the injury sprains and strains which was 60.1 percent of males compared to 66.6 percent of female athletes that were dealing with sprains and strains, however male athletes were dealing with more injuries such as open wounds in which data shows that males 8.1 percent versus females 3.5 percent (Yang et al., 2012). This data shows that female college athletes are more prone to getting a sprain and strain and male athletes are more prone to getting injured by getting open wounds.

Chronic injuries is defined as “An overuse injury defined as a gradual-onset injury caused by repeated microtrauma without a single, identifiable event responsible for the injury” (Yang et al., 2012, p.2). Chronic injuries are injuries that develop overtime from continuous stress getting put on the body, which causes the body to break down due to overuse. An example of a chronic injury is when a track and field/cross country athlete is experiencing shin splints, shin splints are injuries that are developed from a period of time from the constant wear of running. Another example of a chronic injury is a tennis player developing a hurt elbow which results in the injury called “tennis elbow”, in which is caused by the repetition of swinging the tennis racket and just practicing altogether through intensive workouts , just the constant movement which eventually causes wear and tear of the elbow leading to sprains and strains of the forearm. Those are all examples of chronic injuries because those injuries are not caused by a specific activity like acute injuries, they develop through the constant strenuous activities on an everyday that eventually causes an injury to occur. Most chronic injuries are seen in sports that have an extended training season that train all year around, an example is sports such as Track and field, cross country, and swimming which are considered low-contact sports. There was a study that was conducted on 573 injured athletes both men and women collegiate athletes, that

was divided between 16 different sports teams. The researchers of the study were looking to see the difference between the percentage of athletes that were experiencing chronic injuries and acute injuries. Based on the researchers, there are various types of different chronic injuries which has been determined using the consolidation of injury description and condition, and which categorized chronic injuries as follows: bursitis which is weakness of the area, general stress, impingement, inflammation, joint laxity, loose bodies or debris, stress fracture, and tendonitis (Yang et al., 2012). Those listed were common chronic injuries that many athletes have experienced once or multiple times throughout their college experience. The results of the study shows that out of the 573 injured athletes, both male and female, that female athletes had a higher percentage, which was (61.7% versus 38.3%, $P < .0001$) that reported that they experienced chronic injury (Yang et al., 2012). Based on the research conducted out of all the female sports such as women track and field, cross country, wrestling, soccer, rowing, hockey softball, volleyball, and other women sports, the highest percentage of experiencing chronic injuries is field hockey (Yang et al., 2012). This data shows in this specific study, that field hockey accumulates the most chronic injuries due to overuse of the body. From the findings of the study which was based on 10 women and men comparable sports, the data showed that 49% of chronic injuries were more prevalent to getting injured in the lower extremities such as the entire legs, foot, and ankle (Yang et al., 2012). Also, the study found that the most frequent chronic injuries were caused by general stress and pressure on the body which was 26.7% that was reported, which was followed by inflammation and swelling of the injured area which was 20.7% that was reported, and then next tendonitis that was 15.5 that athletes reported from the study (Yang et al., 2012). The researchers also established data that compare the level of severity, the data showed that half of chronic injuries which is 50.8 percent, were injuries that

didn't require for athlete to stop participating in practice and games, in comparison of acute injuries data shows that less than one-third which is 29.8 percent of acute injuries, that didn't require the injured athlete to stop participating (Yang et al., 2012). This data shows that there is a significant difference between the level of severity based on no time off participation of the sport between chronic and acute injuries, the results shows that chronic injuries are less likely to halt an athlete from being active at practice and playing in the games. In addition, the researchers discovered when comparing the level of severity of the injury that it was a major difference in gender, in regards to injury severity involving chronic injuries. The results showed that in comparison of male and female, males experienced a higher percentage of chronic injuries which is twice that of females that was 45.9 percent of males versus 23.1 of females (Yang et al., 2012). This data demonstrates that based on level of severity, male athlete's are reporting they experience more major injuries that have a higher level of severity. Overall, the results from developing a chronic injury is that it causes athlete's to have to rest their body for an extended period of time for recovery depending on the level of pain. Also, the study showed that some chronic injuries don't require the injured athlete to stop participating . However, if chronic injury doesn't get treated properly by the athlete athlete trainer, that it can cause long-term injuries due to neglecting treating the injured area.

Moreover, there are consequences of not treating both acute and chronic injuries. There are also benefits in taking the proper precaution on dealing with injuries as well, Athletes should take the necessary precautions when they are dealing with any injury. The way college athletes can be proactive is by going to seek out treatment and rehabilitation options to help relieve pain from the injured area. College athletes have resources such as athletic trainers, team doctors, and other health professionals that they can go to receive a layout plan on how to recover effectively.

If the athletes ignore the sign and don't take the initiative of getting help from the college athletic trainers or any other health professional, the athlete can cause long-term issues later down the line. Long-term injuries are injuries that don't seem to improve overtime and sometimes don't resolve at all. Many long-term injuries are developed from chronic injuries, the injuries that are caused by overuse, in which in many cases athletes are late to the problem and then results in an injury that affects them for a long extended time . An example of a long-term injury is when an athlete is suffering from a strained hamstring, a strained hamstring is an injury that takes a long-extended time to recover with the proper treatment and rehabilitation. Hamstring sprains are injuries that can affect an athlete daily even after recovering from the injury. Also, hamstring sprains cause the athlete to deal with pain that will require the athlete to see the athletic trainer to create a rehabilitation plan to continue doing treatment such as scraping, ultrasound, massages, stem, and other methods of ways that help relieve pain of the injured area. Another example of a long-term injury is when an athlete tears their anterior cruciate ligament (ACL). ACL's tears are the rupture of the knee ligament (Woodford-Rogers et al., 1994). ACL tears require the athlete to get surgery, however depending on the pain level of the injury it can be a partial tear and which is a chance for the athlete to just do treatment and rehabilitation without having to get surgery. Moreover, ACL tears result in issues with pain throughout the future even when the injury went through the recovery process. This specific injury requires athletes to continue to do treatment and rehabilitation for maintenance purposes to control a low pain level. This example shows how this injury can be a long-term process due to the daily maintenance and precautions that the athletes have to undergo to take care of their bodies, so they can alleviate the pain that they are experiencing. However , there are long-term injuries that can be the end of an athlete's college sport career altogether due to the severity.

An injury that is career ending, can be caused from the athlete ignoring the injury and still participating in strenuous activity that causes the injury to become worse due to not resting, doing treatment, or doing any maintenance to recover from the injury. Overall, college athletes have many resources provided just for them that can be very beneficial in regards to seeking solutions and creating a game plan to treat the injury that they are facing. The athlete's have resources such as athletic training room in which they are able to utilize equipment such as foam rollers, ice tubs, warm tubs, Muscle stimulators (STEM Machine), Scraping tools, massage guns, weights, resistance bands, ultrasound machine, and many other equipment and tools that the athlete can utilize to begin the process of recovery. Also, in the athletic trainer room, the athlete's have people called certified athletic trainers that can help with recovery techniques to help the athlete's. Athletic trainers play a vital part in collegiate athlete's lives due to having the responsibility of any medical needs the athlete's need. Athletic trainers are people that are designed to cater to the athlete when they are dealing with any health-related issues such as dealing with injuries, preventative injury options, manual treatment, rehabilitation plan, general sickness, mental health issues, setting up doctor appointments, and things in the nature that deals with any health needs. The large majority of the health-related issues that athletes are dealing with can be taken care of by their athletic trainers. Moreover, the athletes have support from their athletic trainers that can help and prevent any injuries that they are experiencing or could be experiencing in the future. Athlete trainers are also able to schedule the athlete to a higher health professional such as team doctor and local doctors that can best help the athlete if they aren't able to provide assistance to the athletes. Moreover, athletic trainers are able to do different treatment techniques such as scraping therapy, STEM therapy, therapeutic ultrasound therapy, cupping therapy, COMBO therapy, and many other treatment techniques that are used by athletic

trainers to help eliminate pain from injured athletes. The first treatment plan that will be discussed is Manual treatment. Manual treatment is a recovery technique that is done by the athletic trainer's physical hands. The manual treatment consists of techniques such as scraping therapy, STEM therapy, ultrasound therapy, cupping therapy, COMBO therapy, massages , stretching, and etc. Scraping technique is a treatment technique that is a metal instrument used to separate soft tissue tightness that can alleviate pain due to loosening tight muscles. Many athletes use this technique when they are experiencing pain from their muscles becoming so tight. Another technique that athletic trainers used for their athletes is STEM therapy. STEM therapy is the use of electric pads that are placed on the injured body area tissue , in which the stem cells are getting active due to the electricity which helps increase recovery time. Moreover, another type of manual treatment is therapeutic ultrasound therapy, therapeutic ultrasound therapy is used by electricity that discovers the area that is experiencing tightness by tightening the muscles until the muscle tissue breaks down, then causing the tight area to loosen up over time which helps alleviate pain. Next, another type of therapy that athletic trainers perform on injured athletes is therapeutic cupping therapy. Therapeutic cupping therapy, is when they put cups on the injured area that grips the skin and muscles like a suction that increases blood flow which helps loosen up tight areas in the muscles, in which help relieve pain. Another example of manual treatment techniques that athletic trainers perform on is COMBO treatment , Combo is the combination of ultrasound and electricity therapy in which it finds a tight muscle area and uses electricity to loosen up muscles. Another therapeutic manual treatment that athletic trainer perform on athletes are massage therapy, either soft tissue massages which just get the soft tissue of the body in which loosen up tight areas, and another massage therapy is deep tissue massages that primary focuses on breaking down scar tissue and knots that are found in the deeper muscle

tissues that promotes pain relief. Another technique is just stretching the athlete, stretching the muscles that are tight in which can cause more range of motion and flexibility. Overall, all of the manual techniques that were discussed are beneficial for the athlete to utilize because it will allow them to potentially speed up recovery time and help to prevent future injuries by using resources that are offered in their athletic training room. Those therapeutic techniques promote positive outcomes that can decrease pain levels and can speed up the overall recovery time. Also, doing those therapeutic manual treatments options can also aid to prevent certain injury from occurring due to just keeping up with the body.

PSYCHOLOGICAL RESPONSE TO INJURY

Injury can play a major factor in a student-athletes life which causes an increase of stress, and different obstacles and challenges that can hinder the athlete psychologically. The psychological response to injury are most commonly negative responses that cause the athlete to create negative habits that makes the athletes problems worse in the long run due to negative coping strategies. There are different factors that add on to the negative aspect of athletes that experience injuries. For instance, what adds on to the stress that is caused by injury is that athletes are also getting demanded from different things like academic, performance pressure, financial problems, and social support. All of these factors are stressors that add on to the initial problems that college athletes are dealing with while experiencing an injury that is already causing a negative effect on the student-athletes. When athlete's are dealing with injuries they experience high stress levels that play a factor in regard to their attitude towards going to athletic training room to get medical treatment and rehabilitation, and overall demeanor towards returning to participating in their sport. For instance, many athletes are experiencing negative

cognitive thoughts towards wanting to be proactive by getting help from athletic trainers that can help them with therapeutic treatment that can be beneficial for the athlete. Also, when the athletes are dealing with stress, the athlete starts worrying and fearing the ability to return back to their sport of just growing anxiety of just getting hurt again or just fear of not performing the same after injury. Many athletes that have experienced injuries have dealt with feeling extreme doubt of their potential due to just being fearful and not knowing what to expect. Moreover, experiencing negative psychological emotions can cause major problems that can initiate mental health disorders that affect their health in a negative way. The common mental health disorders that college-athletes are susceptible to due to injuries are depression, suicide ideation, anxiety, disordered eating, and substance use/abuse (Putukian, 2016). Those common mental health disorders can cause a negative impact and cause major mental health problems that can take a toll on the student athlete mind. Those negative mental health disorders that the athletes experience, can lead to potentially the athlete risking their life due to the negative effects that they are experiencing. In addition, it was a study that was conducted that shows that symptoms of depression are common in athletes, in which 21 percent of collegiate athletes with women, lower classman such as freshmans, and the other population of athletes self-reported that experiencing high pain levels had an major impact that increased risks for reporting depressive symptoms (Putukian, 2016). This study proved that many college athletes, especially female athletes and younger collegiate athletes experience depression symptoms that take a toll on their mental health. Injuries overall can cause problems in general, due to the athlete indulging in negative coping strategies that are affecting the collegiate athlete psychological response.

In addition, many college athletes have experienced injuries throughout their college career. When athletes deal with injuries, there are cases where their psychological responses are

positive, but however there are many incidents where their psychological response is negative, that causes problems down the road. There are psychological stressors such as stress, that lead to an increase in athletes being susceptible to injuries. Moreover, post injuries can cause the athlete to start accumulating negative thoughts and behaviors that affect their mental health significantly. For example, many athletes start putting negative thoughts in their mind that hinders them from being positive which causes the cycle of just starting bad ideas and thoughts about themselves that are not good for the athlete's mental health. For example, when athletes experience getting injured and have to get surgery, and the athlete is just thinking about how they will never be the same or perform the same, and just making negative statements about themselves, can cause the athlete to think negatively overall which causes more issues down the line mentally. When athletes are facing these negative psychological changes, such as stress and other mental health disorders, the athletes tend to start experiencing self-doubt that causes their confidence to decline that causes a negative shift to their performance. For instance, an example is when an athlete starts performing badly due to the constant worrying, fear, and negative thoughts about themselves or even the event which can cause the athlete to also experience negative psychological responses. For example, there was a study that sampled Division 1 football players, in which the study concluded that “ 33% of athletes reported high levels of depressive symptoms, using the center of Epidemiological Studies Depression scale, compared to the 27% of non-injured athletes” (Putukian, 2016). Those results concluded that the athletes that are facing injuries are dealing with mental health issues due to stressors from the injury, which also affect their performance ability due to their mental health issues. However, every athlete's emotional response varies based on the intensity of the injury or how long it takes to recover from the injury. Moreover, based on the severity of the injury, whether it's a quick

recovery injury or long-term injury, it can play a role on the athlete's mental health that can transfer over to their attitude and performance overall.

Moreover, when an athlete is experiencing injury/injuries, there are two different responses that they can be at risk for which are normal emotional reactions and there are problematic reactions that can impact the athlete's mental health significantly. Normal emotional reactions are common responses such as athletes experiencing sadness, isolation, irritation, lack of motivation, anger, frustration, changes of appetite, sleep disturbance, and disengagement, and other common emotions that the majority of all individuals experience when dealing with injury (Putukian, 2016). An example of normal emotional response is when an athlete is running, and twists their ankles and then from the result of twisting their ankles they experience a lot of swelling that causes them to not be able to run from all the pain. As a result from twisting the ankle, the athlete is not able to participate at the track meet that she was supposed to run in, and the emotional response and reaction of the athlete is that she is now really sad and overwhelmed because she missed out on competing for her team and just feels like she let herself, coaches, and team down because she is not contributing to the team due to her injury. Another example of a normal emotional response in regards to experiencing an injury is long-term, is when an athlete in this scenario is when a football player gets hurt after a tackle, and then tears their Anterior cruciate ligament (ACL). As a result of the ACL tear, the player now has to get surgery and the recovery time for an ACL tear is about nine months or more to fully recover from that injury. As a result of that specific injury giving the extended recovery time, the athlete emotional response and reaction is just feeling of extreme heartache, sadness, discouragement because the athlete is no longer able to continue the season, or practice with team, and overall just sad because of the event that occurred which is all normal responses that majority collegiate athletes face when

experiencing injuries. Overall, Emotional reactions are common emotions athletes and regular students face throughout experiencing a hardship such as an injury due to just being human. Injury can cause people to experience general sadness, discouraging, doubtful feelings that arise from experiences from experiencing a negative event such as an injury that can cause a normal emotional change. However, many athletes experience a higher level of negative emotions that leads to problematic reactions, which are problems that can affect the athlete long term that could eventually lead to problems that can never be fixed. A list of problematic responses are separated in 3 different categories that consist of persistent, worsening, and excessive symptoms. An example of persistent symptoms that are problematic responses are changes of appetite, sleep disturbance, and irritability; moreover, examples of worsening symptoms are changes of appetite that develops an eating disorder, sadness developing to depression, decrease levels of motivation leading to apathy, less engagement leading to alienation; in addition, excessive symptoms that also results from problematic emotional response is pain behaviors, excessive anger, frequent emotional episodes and persistent crying, and the use of substance abuse (Putukian, 2016). The different types of problematic responses vary depending on the person and the severity of the event that occurred. As was stated in regards to problematic events, the problematic responses develop overtime by just starting off as a normal emotion response or reaction that causes major mental health disorders as the result. An example of problematic reactions is an athlete who is struggling emotionally that is experiencing a higher level of sadness, feeling of misery, and melancholy, that are causing the athlete to fall into a depression state which can cause other problems such as eating disorders, inability to control anger, gambling, and use of alcohol and other substances to numb their feelings. Another example of a problematic response and reaction is when an athlete is experiencing an injury that causes severe damage to their body such as an

athlete getting a concussion, in which from that concussion the athlete are experiencing extense of negative emotions that causes them to feel worth-less, starting to portray self-hate upon themselves, and emotions of that nature, in which causes the athlete to experience depression , in which depression causes negative factors to play in the athlete life such as the athlete is not showing up to rehabilitation, or classes, and things of that instinct. In a retrospective study of Division I football players, 33% of injured athletes reported high levels of depressive symptoms, using the Center for Epidemiological Studies Depression scale, compared with 27% of non injured athletes (Putukian, 2016, p.1). For instance, there was a study conducted with 262 college athletes in regards to depression and the use of alcohol. The study showed that 21% athletes reported high alcohol use and problems associated with alcohol, in which the athletes that are struggling with severe depression and psychological symptoms had a significantly higher rate of alcohol abuse than those with low depression and low psychological symptoms (Putukian, 2016). This data infers that many collegiate athletes are struggling with consuming high levels of alcohol as a coping strategy to cope with their injury. However, there are problems with athletes underreporting accurate information due to the athlete scared of facing consequences from their coaches and university. In addition, studies have shown that the negative impact differs based on the injury and depends on how long it takes to recover from the injury as well. Overall, both normal emotional responses and problematic emotional responses, causes the athlete to deal with negative emotions that hinder their mental health. Moreover, both normal emotional responses and problematic responses cause the athlete to experience sadness, lack of motivation , and other emotions of that nature. Normal emotional responses are the reactions that are prone to be felt when chronic and acute injuries happen to an athlete. However, problematic emotional responses are the emotions that should be monitored and observed by athletic trainers, coaches, friends, and

family because they cause major issues in the athlete's life in a negative way. The reason why is because problematic problems transpire into bigger problems that cause athletes to develop other major mental health disorders.

Moreover, there are barriers that collegiate athletes face, in regards to getting help for the mental health issues they are dealing with. It is more difficult to persuade an athlete compared to a non-athlete to encourage them to go to someone to get help to get treatment when they are dealing with normal emotional responses or problematic emotional responses. Another thing that is important to understand as a mental health provider, is that privacy is important for an athlete to open up because athletes don't get a lot of privacy because they have coaches, trainers, and team physicians that are involved in their lives. To elaborate, many college athletes don't seek help from mental health counselors because they are scared that the information they are sharing with the mental health counselor is going to be exposed to their coaches, family, athletic trainers, and teammates. This is a concern to most college athletes because they assume that if their coaches, family, teammates know about their mental health problems then they will reap a consequence or dilemma that will cause them to sit out of sport, or get additional help for the problem. Also, many athletes are more likely to not seek treatment because they don't want to show any signs of "weakness" because it can ruin their egos because they have in their brain they need to be tough all the time. For instance many athletes feel like they are expected to be the stronger individuals mentally just because they are taught by the sport to be strong-minded individuals or, not wanting to be considered the weak-link. However, the reality is that athletes are human-being just like everyone else in the world that struggles with mental health issues as well. Also, many athletes will not seek treatment because they are used to just working through the pain, may have a sense of entitlement and never had to struggle, and may not have developed

healthy coping mechanisms to deal with failure (Putukian, 2016). For instance many collegiate athletes do not have the ideal support group, and always had to rely on themselves to just through all of their problems , and the outcome of that is that the athletes do not seek help from athletic trainers, coaches, teammates, or mental health resources. However, one of the biggest obstacles on why many athletes do not seek to get treatment is because of the overall stigma and negative view and thoughts in regards to athletes seeking help, which are the most prevalent barriers.

In addition, it is important for collegiate athletes to have an emotional support system such as coaches, athletic trainers, and other health physicians. However, it is important for the coaches, athletic trainers, team physicians, and other health care providers to have knowledge of signs and symptoms of mental health disorders, when the athletes are dealing with mental health issues. In addition, they should educate themselves on finding resources for the athletes, so the athletes can get help and seek treatment. For example, like resources that are on-campus such as university counselors or other resources, and people that can help the college athletes with finding solutions and treatment options to help. Also, even finding resources off-campus if the college athlete wants to find more services outside of campus. It is important that the athletic trainers and team physicians educate the athletes that their mental health is important. The reason why is because in many cases people do not take into account that mental health issues are real and many people around the world suffer from mental health problems. They should also educate them self the athletic trainers, and sport support system to further educate the athlete on why going to seek treatment from a mental health provider can improve their well being and overall mental health. The ability of seeking treatment from mental health resources will allow the college athlete to be able to just speak to someone, and let go of everything the athlete can be holding in. Also, during treatment sessions the athlete will be learning different strategies and

coping methods that will cause a positive shift in progress of not dealing with mental health disorder. The benefit of receiving treatment is that, "Treatment that can improve resilience and mental toughness can be expected to help mitigate stress and potentially minimize depressive symptoms" (Putukian, 2016). The benefit of the athlete going to seek treatment from mental health technicians, counselors, or any other mental health resources is that treatment just helps find ways on how the athlete can eliminate any mental health issues and symptoms such as depression, anxiety, eating disorder, and more common mental health disorders. The mental health provider will help manage or improve those negative psychological emotions by just finding ways to manage and cope in a healthy manner. In addition, college athletes support systems such as coach, athletic trainer, and school physician should understand and grasp knowledge on is, their job as coaches, athletic trainer, and team physician is to keep the injured athletes involved as possible on the team and give the athlete reassurance that seeking help is a good thing and it can only benefit them. So, it is important for the coaches, athletic trainers, and team physicians to keep the athlete involved by giving the injured athlete emotional support and just encouraging the athlete to seek mental health treatment if the athlete is showing signs of mental health signs and symptoms. This is important because the constant acknowledgement that the support system is giving the athlete who is suffering from mental health disorders will potentially motivate the athlete to keep being consistent with receiving treatment and just knowing that they are supported overall will just be beneficial for the athlete. The extra motivation from their second support system will just allow the athlete to feel secure and cause less worry or doubtfulness that the athlete may be experiencing when the athlete is seeking to get help especially when the athlete had to build up courage to initiate receiving help due to feeling weak, scared of getting consequences, or scared of the consequences.

STRESSORS

Collegiate athletes face many stressors throughout their college experience. Many athletes deal with mental health issues due to performance pressure and athletic stressors. Collegiate athletes deal with performance pressure and athletic stressors due to many reasons. A reason why collegiate athletes face pressure in regards of athletic reasons is because they are expected to attend practice, weights, team meetings, team dinners, study hall, sporting events, athletic meeting, academic stress, coaches expectation, university expectation, and any obligations that the collegiate athlete have in their schedule that the athlete needs to be present for. College athletes have many obligations that play a factor in the stressor of athletic obligation. Collegiate athletes deal with long and strenuous practice everyday for a long extended period of time. Many athletes spend multiple hours practicing whether it is practice or weights. Based on NCAA regulations and rules, student-athletes are only allowed to practice for 8 hours a week during pre-season, however, during in-season of the specific sport the collegiate athletes are obligated to complete up to 20 hours per week with the rule of only being obligated to give athletes at least one day off. In addition, that doesn't include other team obligations such as team meetings, team volunteering, and other events that college athletes are committed to attend. In regards to practicing up to 20 hours a week, the college athletes are also required to attend classes that also take up an extended period of time out of their day. In addition, out of the long hours of classes, athletes also have to spend time doing additional work such as homework and projects on top of going to practice, weights, and other school obligations. Overall, there are different factors that play a factor in different stressors such as athletic pressure, performance pressure, athletic pressure, and financial stressors.

PERFORMANCE/COMPETITION PRESSURE

Collegiate athletes developed mental disorders and negative psychological behaviors that are prone to affect the athlete performance due to the impact it can have on the individual.

Competition or performance pressure is the experience of dealing with stress and other negative mental disorders due to the overwhelming pressure of competing. Moreover, the college athletes only feel negative feelings and stress when they are at the competition place or game they are competing at. Based on psychologists and sport psychologists, studies have shown that competition and performance pressure can result in, college athletes experiencing mental disorders such as anxiety, stress, aggressive behavior, and low satisfaction in which can cause negative results to the athlete competition results and overall performance that all has a negative impact on the athlete overall well-being (Zhou & Zhou, 2019). Many college athletes experience high levels of anxiety and nervousness when they are about to compete due to them wanting to achieve personal goals, team goals, coaches expectations, family expectations, friends expectations, and fans expectations. College athletes' overall job as an athlete is to perform at a high level for the success of the specific sport team they represent, individual status, and the university that the athlete attends. Moreover, collegiate athletes experience anxiety, stress, aggressive behaviors and feelings of low satisfaction because of the pressure that they place on themselves, the athlete's individual goals and expectations that they set for themselves. This high level of self-expectation can cause the athlete to experience negative psychological disorders due to the pressure of worrying about having a perfect performance. Due to the additional stress, anxiety, doubt, worry and any other negative negative emotions, can put the athlete at risk of poor performance and competition results due to all of the emotions that the athlete is holding in. Those negative emotions and physiological disorders cause many athletes to not perform well,

based on the expectation that they set for themselves, or coaches expectation. Moreover, many college athletes face competition and performance pressure due to the high expectations and team goals that the athlete coaches put on the athlete. Many college athletes deal with severe anxiety, anxiousness, doubt, aggressive behaviors , and other mental health disorders because they want to achieve the goal that their college coaches placed on them. The additional pressure of coaches' expectations can cause the athlete to be anxious and stressed on meeting the specific goal because they are most likely on scholarship, whether it's a partial scholarship or full scholarship. Due to the athlete being on scholarship, the pressure to perform at an expected level is high because being a college athlete is similar to the athlete having a job. Moreover, the athlete experiences negative effects such as anxiety and other disorders due to the athlete thinking that the performance they gave is not the standard that the coaches are looking for. That specific pressure of the athlete dealing with stress due to focusing on worrying about coaches expectations can also cause the athlete to not perform at their best ability. The reason why the athlete has a high risk of not performing well is because they are not competing with a clear head and are competing with an increased heart rate due to anxiety and anxiousness.

Moreover, There have been studies that has been done, that examined how sequences of perfectionistic dimensions, competitive anxiety, and self-confidence all play a role together, in this study all of the athletes also participate in different self-esteem strategies to try to cope with their psychological responses (Koivula et al, 2001) Research from the study proves that athlete's experience heightened levels of anxiety because athlete's have that nature in themselves to have to do everything to perfection, in which athletes feel like they need to be perfect whether they are practicing their craft or just when they are actually competing. This causes the athlete to develop high expectations for themselves, in which if the athlete does not meet their goal for themselves

then they will be disappointed because in that process the athlete's self-esteem tends to lower due to failure. The high expectations and perfectionism causes the athlete to develop anxiety and other mental disorders such as depression due to the constant worrying, fear, and self-doubt of not meeting that goal or fear of falling short. In addition, athletes that are consumed by the constant mental process and thoughts of attainment of ideal, and perfectionistic standards, research have proven that athletes are more prone to experiencing high level of anxiety due to the discrepancies between their ideal compared to the athlete current self/situations (Koivula et al, 2001). As a result from that, those high standards and expectation can cause the athlete to experience negative outcomes when competing.

In addition, in regards to the athlete pursuing the idea of perfection, many athletes have a goal of hitting to execute perfection in their personal craft or part as a teammate. As a result, the athlete tends to work towards attacking their craft to perfection because athletes are instilled in them by their families, friends, teammates, and coaches that if you practice and practice then it can lead to the athlete to perfect their craft due to continuously practicing. So when the athlete is practicing to gain perfection, it causes the athlete to expect perfection whether it's at practice, or at competition. This can cause a positive or negative impact on the athlete because it causes them to push themselves to the next level, causing the athlete to work hard to perfect their skill which can cause them to have an amazing performance. However, although it can cause positive effects for the athlete, it can cause negative effect on the athlete because when the athlete perform in a way that doesn't meet the standards of perfect or good enough, it can cause the athlete to develop an negative perception about themselves, and can cause them to develop fear of not meeting their standards or failure overall which is called the fear-of-failure syndrome (e.g. Williams & Leffingwell, 1996), (Koivula et al, 2001). As a result of the athlete developing fear-of-failure

syndrome, the athletes are classified for having the aspiration of perfectionistic standpoint and constantly thinking about how they can perform that is considered good enough to their personal standpoint. This can cause the athlete to develop performance pressure due to all of the anxiety they developed from the pressure the athlete put on themselves such as the constant thought of not achieving the goal in which cause the athlete to create a cycle of having self-doubt towards themselves, that causes them to potentially lack confidence within themselves due to the fear of failure. The study shows that the athlete that develop high worries over their mistakes from their performance, the data shows that the athlete are prone to develop higher levels of experience anxiety and negative self thoughts about themselves before they begin to compete at the competition that are performing at, in which it causes them to lose self-confidence in the sport and craft, it causes the athlete to not be able to concentrate in general when competing because of being anxious and nervous, also reacted in a negative way due to poor performance and mistakes that were made in the process (Koivula et al, 2001). Moreover, the authors elaborates on how self-esteem plays a major role when discovering perfectionism which promotes performance anxiety. The way that researchers measure self-esteem rates in individuals, is by just asking the individual how they personally feel about themselves to just determine if the individual has a lack of confidence or high level of self confidence, in which the researchers can determine by the type of responses the individual has of themselves. For example, for college athletes when they are being ask about their sport and how they feel individual about themselves, if an athlete say “ I don’t feel like im good enough” or “ I don’t deserve an good performance” , it shows the researcher that they athlete lack confidence within themselves due to all the negative thoughts. Whereas, when an athlete says “ I am more than good enough to reach this goal” or “ I am very deserving for having a good performance because of all the hard work” , based on the positive

affirmations that the athlete is speaking allows the researchers to discover that the athlete has high confidence levels. Whereas, based on a non-clinical setting, the way that self-esteem is measured by is the consideration of the athlete's overall sense of self-worth, the individual's own sense of worthiness to people or things, but also self-confidence and competence factors (Koivula et al, 2001 DOUBLE CHECK). However, researchers put forward beliefs that self-confidence should be looked at as its own instead of comparing it to self-esteem because self-esteem is composed of two different components (Koivula et al, 2001). The two different components that self-esteem is composed of is the first component which is determining the individual which is the athlete's personal agenda for achieving to be successful and discovering the individual's ability self-worth, the other component is opposite of the first component of the ability of self-worth but discovering the individual's self-acceptance without the individual seeking appraisal from others around them (Koivula et al, 2001). In addition, even though self-esteem is constructed on the individual feeling like they are capable of doing anything, perform to their standards, and feeling of being valued by others around them, these characteristics show more traits of perfectionism as well as an individual's level of self-acceptance (Koivula et al, 2001). Moreover, the researches implied that in order to grasp the interrelation of between the individual self-esteem and both functional and dysfunctional perfectionism, moreover, in the second additional self-esteem must be considered in the equation (Koivula et al, 2001).

STUDY CONDUCTED FOR DISCOVERING HOW PERSONALITY CHARACTERISTICS AND COMPETITION ANXIETY IN INDIVIDUAL AND TEAM SPORTS

In addition, there was a study that was conducted that further discussed how performance/competition anxiety varies due to the personality traits of the athletes and also,

differs based on the individual specific sport they participate in and differs from females and males. This study was evaluating athletes from Thailand University that was based on individual and team pressure that consisted of 237 athletes total and in which individual numbers consisted of 114 and team athletes that consisted of 123 athletes, in which the individual athletes sports were track and field, board games, rifle, equestrian, jujitsu, swimming, fencing, golf, taekwondo, climbing, Pencak silat, tennis ,badminton, table tennis, fitball, and karate-do; whereas, the team sports consisted with the sports such as football, futsal, volleyball, beach volleyball, basketball, social dance, rowing , and rugby. (Kemarati et al, 2022). Anxiety overall is a psychological response that affects individuals emotions which in regards to individual performance. Many studies show that anxiety can cause a negative impact on an athlete's performance due to the anxiety hindering their physical abilities such as functioning their muscles to max capability. Moreover, in this study, the authors elaborates on two different types of anxiety that individuals deal with. The two different anxiety that the authors elaborate on is trait anxiety and state anxiety, based on the sport psychologist trait anxiety is related to a more stable aspect of personality and state anxiety is when you develop temporary negative emotions and feelings in a specific situation (Kemarati et al, 2022). However, both of the two correlations affect an athlete in an unfavorable way when it comes to the athlete's performance. When the athletes are competing, studies have shown that in competition settings, the fear of competing causes a heightened amount of anxiety that hinders the cognition as in the mental breakdown, such as the athlete's thoughts, and basic knowledge and the somatic system such as the athlete's body's natural capability to operate. Based on the authors, the cognition anxiety can reveal negative expectations, doubts, fears, worries, and concerns, self criticism of the athlete, the specific situation the athlete is facing, and the possible consequences from the result of action,

whereas, somatic anxiety is the individual, in this case the athlete personal standpoint of physiological arousal (Kemarat et al, 2022). Moreover, from this specific study, the researchers were elaborating on the idea, very similar to the other articles that were mentioned earlier in the paper regards to competition/performance pressure, that when athletes are dealing with an increased amount of anxiety, the individual performance success rate will decrease due to all the symptoms that overpower the athlete muscles to relax which can lead to muscle tightness that causes risk of poor performance. In regards to the risk of the athlete not performing their craft to the best of their ability, it is caused by the amount of anxiety that also plays a huge role in their physiological, behavioral effects, and the athletes personality changes (Kemarat et al, 2022). Moreover, the way that the athlete physiological effects the athletes is because the physiological effects are the athletes body functioning is causes symptoms of negative reactions such as increase rate of heartbeat, muscles are trembling, increase of sweating, and fast uncontrollable breathing, whereas anxiety can affect the athlete behavioral changes by causing the athlete to develop negative feelings and thoughts about oneself which can causes the athlete to become easily angry, frustrated, displeasure, unfriendliness, and struggles in the individual communication skills (Kemarat et al, 2022). However, based on the effect of these physiological behaviors and changes in the athlete behavioral effects, in the process the athlete's overall personality changes throughout the process. Personality is an individual make up of identity that is distinguished by constant sequences of an individual mindset such as cognition of thoughts, the emotions the individual is constantly feeling in different giving situations, and overall behavior towards the different situations the individual is facing whether it has good or bad outcomes. Based on the study, the authors elaborated on the five different aspects of personality which are neuroticism, extraversion, willingness of different experiences, agreeableness, and

conscientiousness (Kemararat et al, 2022). The study showed based on the five different components of personality the individuals that are able to be agreeable when it comes to specific situations, personal awareness, and athletes that are willing to be open-minded of new things and situations plays an important role in determining the outcome of the individual performance outcome. The study showed that the female soccer players in this study developed characteristics in neuroticism and conscientiousness, were the athletes that were able to learn better by coaches and peers due to their display of self-awareness and the ability to self-criticize their own self. Whereas, in regards to both female and male boxers, study showed that the athletes that demonstrated a large level of personality trait , displayed that the athletes had self-control and self-efficacy (Kemararat et al, 2002). The way the data was collected was by making the participants who were the athletes that competed in individual and team sports complete a questionnaire and just taking tests about their experiences in regards to overall personality traits that they take on and how sports anxiety affects them overall.

The results from this specific study showed that based the the two groups the individual sports athletes and the team sports athletes, that the results showed that there was an major difference in regards to competitive anxiety, however, it was not an no difference between the two group of athletes based on personality (Kemararat, 2022). The results demonstrated that the athletes that participated in individual sports showed heighten levels of experiencing competitive anxiety compared to the little impact of competitive anxiety that the team sports athletes experiencing with the results of ($d= 0.28$, $p=0.03$);Also based on gender difference the results showed that there were no major differences in the competitive anxiety between the female athletes which date showed (22.40 /3.45) whereas the male athlete were really close which data shows (20.49/ 3.85) (Kemararat et al, 2022). These results that were tested by the

researchers show the difference between individual and group sports, and the difference in the competitive levels when comparing genders. However, the results show that the only major differences in anxiety levels is when comparing the two groups, in which the results show an increase in levels of anxiety arises in athletes that compete in individual sports. The author also tested how based on the athlete portraying “agreeableness”, that is taken from the five personality component that the data did show a difference based on gender (2.48/0.54 and 2.62/0.53), however in relation to the other personality components, both genders showed similar characteristic traits to one another. (Kemarati et al, 2022). The authors also did research on the comparisons and differences between personality and competitive anxiety amongst both of the two groups, in which data shows that among the different personalities, neuroticism had a negative correlation in regards to competitive anxiety ($r = -0.472$, $p < 0.001$), meanwhile the other personality such as extraversion ($r = 0.184$, $p = 0.005$), the agreeableness ($r = 0.147$, $p = 0.0240$), and conscientiousness ($r = 0.202$, $p = 0.002$) showed positive correlations in regards to competitive anxiety (Kemarati et al, 2022). This data shows that out of the different personalities, in regards to the difference from personality and anxiety in regards to competition, the athletes only showed negative correlations in neuroticism which is the negative psychological emotions that the athletes are facing when they are experiencing stress and anxiety when they are in competition mode. However, the other results prove that personality traits such as extraversion, agreeableness, and conscientiousness showed positive effects when the athletes are in a stress environment such as when they are competing. The authors also proved the different element of personality which is neuroticism, extraversion, agreeableness, conscientiousness, plays a major effect on athletes that are competing individually or playing team sports in regards to the anxiety that the athletes are experiencing due to performing and overall just in competition mode. The

data shows that in relations to the athlete that plays an individual sport, that neuroticism was the only component that had an negative impact on the athlete anxiety levels during competitions with that data of { $p = -0.55$, $p < 0.001$ }, whereas in comparison of team sports both neuroticism { $p = -0.56$ }, and the agreeableness { $P = 0.36$ } were found to impact the athlete when they are experiencing anxiety from competition or performance. So overall, the results showed that all personality aspects could possibly cause changes when athletes are facing anxiety due to competition, the data shows that 22% of all athletes and athletes that participate in team sports cause competitive anxiety, and 29% of athletes that participate in individual sports (Kemarat, 2022). The authors gave some advice and suggestions in regards to how athletes can better cope with their competition and performance anxiety. The athletes should find resources earlier when they are first noticing the signs of getting anxiety due to competition, so they can gain knowledge of ways on how they can cope with their anxiety so the athlete can help limit and lower their anxiety level for the sake of their own individual success and their team success. Finding resources to help the athlete reduce high anxiety levels will allow them to work on experiencing the negative effects on their thoughts, mind, and body to allow them to have a more positive outcome of their performance.

ACADEMIC EXPECTATIONS

In addition, many college athletes have academic stress that causes an impact on their mental health due to high levels of stress. Academic stress negatively affects many college-athletes due to the other demanding lifestyle of being an athlete and pursuing success in the athlete specific sport or skill. The effect from the athlete having to deal with rigorous sport activities such as attending long hours of practice, weights, team meetings, rehab/treatment, coaches meeting, team events, and long competition schedules, can cause the athlete to deal with

stress due to the strenuous schedule that the athlete is obligated to attend because they are athlete of the school. After long hours of sports obligations, the athletes are also having to attend long hours of classes, four to five classes per semester which is the amount of hours that many college athletes take to be eligible to compete. Moreover, the stress that college athletes face varies from person to person due to the athlete's self-esteem and self-confidence. Self-esteem and self-confidence plays a role because the stress levels change due to the eagerness of the goals for their academic success that the athlete sets for themselves. The athletes that have high expectations in the classroom are most likely to experience higher levels of stress due to the athlete taking out more time out of their day that is already hectic with athletic obligations to make sure they are successful in their courses. Whereas, athletes that have lower expectations in the classroom will most likely experience lower amounts of stress due to not lack of care of being successful in the classroom ,but athlete with lower expectation in the classroom can also experience the same amount of stress due to academic learning abilities, learning struggles ,or athlete not having time to receive extra help due to long schedules. Some athletes have higher or lower expectations for their personal academic performance because some college athletes pursue being successful as an athlete compared to being a successful student, that's the reason why it varies from athlete to athlete.

To illustrate, there was a study that was conducted, that the researchers observed and conducted surveys that reported significant moderate to strong correlation between perceived stress and different variables that affect the athlete, such as depressed moods ($r=0.523$), sleep disturbance ($r=0.459$), fatigue ($r=0,457$), performance demands ($r=0.523$), and goals and development ($r= 0.544$) (Dos Santos et al, 2020). Out of those several variables that the researchers study, academic requirements was the variable that affected the college athletes the

most, in which the athlete experience higher levels of stress from all the many requirements that comes along with academic, Also, academic requirements had the strongest relation with perceived stress which the result was ($r= 0.467$) (Dos Santo et al, 2020). However, the research hypothesized that the result was going to be different, in which the authors thought the variable “academic rigors “ had the greatest impact of stress but results do show that “academic rigors” , that was reported by the athlete that “academic rigors” had the highest level of direct stress, whereas, the athlete reported that they were negative affected mostly from managing their time as students and athletes, in which finding time to do homework, attend study hall, study, and doing assignments (Dos Santos et al, 2020). Time management is very challenging for many college athletes because athlete’s schedules consist of both academic and athletic obligations and many college athletes struggle with finding time due to having athletic activities to attend that takes the majority of the athlete schedule. Also, data shows that different times out of the academic school years shows higher levels of perceived stress affecting the college athletes, that cause the athlete to struggle with sports practices and studying for their classes. This shows due to high perceived stress levels, had an negative impact on both the athlete sports performance and also, the athlete academic performance as well due to lower levels of energy levels and sleep quality in which athletes during the specific time are getting less sleep (Dos Santos et al, 2020). All of these different stressor and factors can cause the athlete to experience health issues such as different sickness and illness, and also cause the athlete to be more prone to injuries due to having low energy and not sleeping properly, not allowing the body to recover properly (Dos Santos et al, 2020). It is vital for the athlete coaches to recognize when their athletes are going through a period of time that the athlete is experiencing high levels of stress especially due to times where college students' lives are more hectic of stress due to exams, midterms, and finals

week. When the athletes are experiencing these stressors the coach should be there to help the athlete create a plan to help manage their schedule to help the athlete in regards to organizing their schedule so they will be able to be successful in the classroom and in their sport.

Moreover, most collegiate athletes tend to prioritize their sport performance and achievements more than how they view their academic performance. For instance, most college athletes put more focus on reaching their personal goals and aspirations within their sports, compared to academics because most college athletes look at academics as part of their plan to be a successful athlete because in order for them to compete they have to be academically eligible to be able to reach that goal. However, athletes receive scholarships based on both their stats from their sports, and also by their academic standpoint whether it from highschool gpa and test scores or if for college transfer athlete based on their academic performance for gpa to receive scholarship. For example, the National Collegiate Athletic Association (NCAA) set academic requirements for the collegiate athlete to reach and maintain in regards to having a certain grade point average (GPA) in order to be eligible for athletic scholarship and also to be able to compete overall at practice and competitions (Dos Santos et al, 2020). However, having these high expectations of the athlete having high performance for your academic development and having high athletic success, can cause additional negative psychological problems that can put a high risk on the college athlete to deal with mental health issues especially disorders such as depression and anxiety (Dos Santos et al, 2020). The reason why the athlete can develop mental health issues from the stress of having high expectations and standards for both athletically and academically, can cause the athlete to stress due to the pressure of achieving both athletic and academic standards. Some athletes will tend to get anxiety and develop depression in the process of striving for these expectations due to the fear of not performing well

athletically or academically but also maybe both. Also, when an athlete develops these negative mental health problems such as anxiety, it can also cause the athlete's performance to decline downwards for both athletics and academics due to them not being in a good mental headspace. Data have shown that based on a survey that was conducted in 2019 by the National College Health Assessment survey from the American College Health Association (ACHA) that was conducted using 67,972 participants, in which, out of the participants that was being researched, studies shown that 27.8 percent of collegiate athletes have reported anxiety, and that 20.2 percent of collegiate athletes have been dealing with depression, the percentage of both anxiety and depression are prevalently high, in which that means those college athletes that reported anxiety and depression are experiencing negative effects in regards of their academic performance due to the symptoms they are facing from anxiety and depression (Dos Santos et al, 2020). For instance, the athletes are dealing with negative psychological effects, are prone to experiencing difficulties within their sports such as the goals that are set for them and are experiencing difficulties in the classroom. Also, data shows that approximately 65.7% in which that includes (50.7% males and 71.8% females) have reported feeling of anxiety with intense overwhelming within a 12-month time frame, and also data shows 45.1% in which consist of (37.1 males and 47.6 females) have experienced symptoms of depression that cause them to not be able to function properly in order to achieve their personal tasks and getting things done to allow them to be successful in their sports endeavors and school obligations (Dos Santos et al, 2020). However, out of all the collegiate athletes that are facing negative mental issues such as struggling with anxiety or depression, it is only a small percentage of college athletes that are seeking help to help control, maintain, or eliminate these symptoms. The data they have collected shows that out of all the 67,972 participants that are experiencing anxiety or

depressions only 24.3% which consist of (13% males and 28.4% females) have reported that the college athletes has gotten an diagnosis of the disorder they are struggling with and are seeking professional help within the past 12-months in order to receive helps with decreasing their symptoms (Dos Santos et al, 2020). This study shows that a large percentage of collegiate athletes are experiencing mental disorders such as anxiety and depression, however, there is a small percentage of college athletes that are not seeking out mental health resources to help with their mental health issues.

SOCIAL LIFE

In addition, athletes are also dealing with mental health issues in regards to their social lives. There is an article that addresses and provides data on the athletes that are developing mental health issues due to difficulties in their social lives. For example, stressors such as emotional intelligence, belonging, depression, and many different aspects that cause mental health problems. College students hide and shadow the fact they have been dealing with mental issues which makes it difficult to understand them. The purpose of why the author wrote this article is to determine if belongingness, which is measured by level of acceptance or rejection, or both plays a factor into the scales of attention, clarity, and repair on an individual's psychological well-being (Moeller et al, 2020).

Mental health in the population of college students and collegiate athletes has sky-rocked around the world. Studies have shown that by “ Using the Depression, Anxiety, Stress Scale (DASS-21) Mahmoud et al. (2012) found 29% of college students had elevated levels of depression, while 27% had elevated anxiety and 24% elevated stress.” (Moeller et al, 2020, p.1). This finding can imply that many college students experience cases such as depression, anxiety, and stress. Those particular feelings that the students have been dealing with are felt while being

in college. There are different things that play a role in the psychosocial stress that college students experience. For example, a new environment, balance of social life, and academic stress, and many other factors that can cause some psychosocial stress that students are facing.

In the research, the authors focused on the emotional intelligence (EQ) of the college students.. Emotional intelligence (EQ) includes “the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions” (Moeller et al, 2020, p.2). The definition of emotional intelligence basically means the ability to grasp emotions and how to operate emotions altogether. The author elaborates on how emotional intelligence plays a part in how individuals' state of mind are functioning and the overall happiness of the individuals. This goes hand in hand on how emotional intelligence plays a factor on the mental health of college students. However, the author expands on how emotional intelligence affects the college students in the classroom and outside activities that the college students are involved in. The authors did more studies to determine the college students' emotions to determine how the students social life is going , whether their social life is positive or negative. This all ties together because the research is showing how emotional intelligence affects the mental well-being of college students.

The authors further elaborated on the sense of belonging and the importance of how students use the sense of belonging as a way to make them feel as if they fit in by using this method as social functioning. A lack of social bonds, interactions with others, or just by experiencing the slightest social exclusion can cause a wave of various emotions and mental health problems that one may experience such as social anxiety, feeling lonely, and depression (Moeller et al, 2020, p.2). This is important because it shows how college students should have healthy social interactions to keep a positive mindset and help function properly in a good state

of well-being. College students experience different emotions daily by force of the various obstacles that may occur.

Moreover, The study that the authors conducted was research that has never been done or talked about. The study was conducted to understand the different factors such as mentioned earlier , the emotional intelligence, belongingness, and overall mental health of the college students. The authors are also researching , “ how the effects of the EQ subscales (attention, clarity, repair) on mental health in college students could provide an opportunity to direct interventions that target specific emotional skills” (Moeller et al, 2020, p,2). The way that the authors conducted these studies they used two different scales. The first scale was “The General Belongingness” which measures the level of belongingness that the college students are experiencing. The other scale that the authors used to perform this research was “The Trait Meta Mood Scale which was used to measure three forms of emotional intelligence: attention to emotions , emotional clarity and repair of emotions (Moeller et al, 2020).

The researchers completed results of the studies that significantly proves their hypothesis was correct. The hypothesis that the authors inferred is that the students that had a higher level of emotional intelligence were going to score higher on having a positive state of well-being and better mental health state. Moreover, The results of the research that was conducted supported their hypothesis. The results showed that students feeling the sense of belonging gives them motivation to execute and perform at higher EQ levels rather than others who may have lower levels of EQ. The results also indicated that the feeling of belongingness whether the student is facing rejection or exclusion can affect the mental health of the individual. The results overall, supported the hypothesis of the researcher by proving and providing accurate intel about how

emotional intelligence, belongingness, and other psychosocial stressors affect the well-being of a person (Moeller, 2020).

UNDERUTILIZATION OF MENTAL HEALTH RESOURCES

In addition, student athletes are dealing with heightened levels of stress that leads to the college athletes to experience mental health issues. There are studies showing that college athletes are not utilizing mental health resources that are offered through the university or through the school athletic programs. Also, there are issues with some universities lacking proper mental health resources for the student-athletes. College athletes face multiple pressures such as academic , athletic, social , and many more pressures that cause high levels of stress, anxiety, depression, and many other mental health disorders that have a huge effect on the athlete's mental well-being. These different pressures and high expectations on the student-athletes can cause the athlete to develop mental health disorders that can put the athlete at risk for disorders that are severe, that can lead to long-term or even life-long effects in the individual's life. Based on data from the “ National College Health Assessment”, they conducted a study on NCAA collegiate athletes, the data shows that about 31% of males and 48% of females have reported that they have experienced depression or anxiety symptoms each year from 2008 to 2012 throughout the academic school year, Also, the data shows that the college athletes are prone to developing clinical or subclinical eating disorder, substance abuse issues, gambling addiction, sleep disturbances , mood disorders, and suicide (Moreland et al, 2018). This study shows that a large percentage of athletes are dealing with mental health disorders , in which the athlete would benefit if they seek help from any mental health resources.

Moreover, although the student-athletes are dealing with mental health disorders, research has shown that college-athletes restrict mental health understanding of how to recognize mental health disorders such as clinical anxiety and stress (Cutler & Dwyer, 2020). When the student-athletes struggle with their mental health literacy, it is harder for them to understand and acknowledge that they are suffering from a mental health disorder which causes them to also not seek help. Also, the college athletes that are aware of the symptoms they are experiencing, still do not seek out help for various reasons. The various reasons on why many college athletes face barriers, in regards to student-athletes seeking out mental health resources is because data shows that the constraint comes from attitudes of numerous athletic stakeholders, gender bias, lack of mental health resources, lack of time, lack of mental health knowledge, and proper institutional protocols (Cutler & Dwyer, 2020). Also, another barrier that the college athletes face is just the individual personal outlook on mental health through media sources, there is data that shows that student-athletes reported that media sources have cause them to have question seeking out mental health resource, due to the fact that some students athlete feels like media representative and the possible reactions would increase and intensify the experience due to how the media over exaggerate everything. Many college students fear that their issues will be blown out of proportion due to the media. Also, it is more difficult to persuade an athlete compared to a non-athlete to encourage them to seek out treatment options such as going to a mental health professional. Another thing that is important for mental health providers to understand, is that privacy is important for an athlete to open up because athletes don't get a lot of privacy because they have coaches, trainers , and team physicians that are involved in their lives. Also, because some athletes also don't get that much privacy depending on how talented they are, some college athletes are heavily seen in the media for their outstanding accomplishments. Many athletes are

more likely to not seek treatment because they don't want to show any signs of "weakness" because it can ruin their egos because they have in their brain they need to be tough all the time. Also, many college athletes will not seek treatment because they are used to just working through the pain, may have a sense of entitlement and never had to struggle, and may not have developed healthy coping mechanisms to deal with failure (Putukian, 2016). However, one of the biggest obstacles on why many athletes do not seek to get treatment is because of the overall stigma and negative view and thoughts in regards to athletes seeking help, which is the most prevalent barrier.

In addition, it is important for collegiate athletes to have an emotional support system such as coaches, athletic trainers, and other health physicians. However, it is important for the coaches, athletic trainers, team physicians, and other health care providers, to have knowledge of signs and symptoms of mental health disorders, so when the athletes are dealing with mental health issues, they can recognize the troubling signs. In addition, they should educate themselves on finding resources for the athletes, so the athletes can get help and seek treatment. It is important that the athletic trainers and team physicians educate the athletes that their mental health is important. They should also educate them on why going to seek treatment from a mental health provider can improve their well-being and overall mental health. The author states, "Treatment that can improve resilience and mental toughness can be expected to help mitigate stress and potentially minimize depressive symptoms"(Putukian, 2016, p. 3). In addition, something the athletes' support system should understand, as coaches, athletic trainers, and team physicians is that they play a huge part in helping the college athletes because they are the people that the athlete have when they are at school, having the knowledge of mental disorders could potentially save an athlete life due to just being able to provide additional support by trying to

find a solutions to help the well-being of the athlete such as referring the athlete to seek mental health resources either on-campus or off-campus.

CONCLUSION

Overall, mental health is a prominent conversation in the world of college athletics. Many college athletes, from all different divisions such as NCAA, NAIA, and NJCAA are struggling with mental health issues. These mental health issues are caused by all the different commitments the athletes are obligated to participate in. Collegiate athletes are exposed to multiple stressors that cause a heightened amount of stress which cause the athlete to be at risk in developing mental health disorders. There are multiple studies that have been conducted that show that a large percentage of college athletes are suffering from symptoms from specific mental health disorders. Also, there is also much research that also proves that the most common mental disorders that college athletes experience is depression and anxiety disorders. There is much evidence that proves that mental health in college athletics is a major concern in the athletic world. However, although there is data that shows the data for athletes that are dealing with mental health problems, there are concerns and assumptions that some college athletes underreport their symptoms due to various factors. College athletes face many different stressors such as injuries and recovery process, performance pressures, academic pressures and expectations that are prevalent factors in the college athlete life that put the athlete at risk for developing mental health problems.

Moreover, the mental disorders that many student-athletes developed throughout their college experience is depression, anxiety, eating disorders, and substance abuse (Ryan et al,2018). Depression can cause many negative factors in the college athlete life due to having a negative effect on the athlete's mental processes which causes problems with the athlete's

cognition. Research has shown that the reason why many college athletes develop depression is because there are many different stressors that the athlete is facing. Based on statistics, about 10% to 21% of college athletes are suffering from depression, Moreover, data shows that 31% of males and 48% of female athletes have documented symptoms of depression or anxiety within a four year time span (Ryan et al, 2018). In addition, the evidence shows that there are gender differences, in regard to male and female experiencing mental health issues, in which mental health disorders are more higher within the female population.

Moreover, Another prevalent mental disorder that collegiate athletes are at risk of developing is anxiety. Anxiety is shown by someone experiencing fearfulness and heightened worrying that stops an individual from being able to function properly (Ryan et al, 2018). The most common incidence where many college athletes experience some level of anxiety is from stressors such as peer pressure, performance pressure, and academic pressure. When an individual is experiencing anxiety, they are also at risk of developing other mental disorders as well that can cause the athlete to have more negative symptoms in their life. The athlete can develop other mental health disorders that can cause them to suffer from long-term symptoms. There was a study that was conducted by the NCAA that looked deeply and did a deep observation on the athletic trainer point of view , in regards to their personal endeavors with a student athlete that is suffering from anxiety. The results of the study show that almost 85% percent of athletic trainers had the point of view that the most common mental health disorder that collegiate athletes are struggling with is anxiety (Ryan et al, 2018). This data proves that given the high percentage, athletic trainers have had many experiences with recognizing that an athlete could possibly have anxiety symptoms, and just a mental health disorder in general.

In addition, when an individual is experiencing mental health disorders, they are also prone to developing a substance abuse disorder. There have been studies showing that student athletes have a high percentage of indulging in using substances. Substance abuse use can have a negative impact on the athlete body and the overall athlete mental well-being. There is evidence that has shown high numbers of athletes that are suffering from addiction to substances. The most common drugs that college athletes are using are ephedrine, cocaine, marijuana, steroids, and ADD/ADHD medication (Ryan et al, 2018). Also, many college athletes are highly at risk of experiencing injuries, so as a result it is also a high percentage of college athletes taking pain medication to decrease their pain. There is also concern in regards to athletes taking medications and different substances without getting proper doctor prescriptions as well. \

Moreover, Throughout a college athlete experience, many athletes face many different injuries. The different injuries that college athletes deal with are chronic injuries, and long term injuries. Based on the severity of the injuries, two different responses, normal responses such as regular emotional behaviors that many individual experiences, but many college athletes experience problematic responses that need to have a negative toll on the athlete's well-being. Also, college athletes experience different stressors that also put them at risk of such as performance and competition pressure, in which many college athletes develop mental health disorders due to the heightened level of anxiety due to the pressure of having a perfect performance or just feeling the pressure due to personal, team, coaches expectations. Another stressor that college athletes experience that causes an college athlete prone to experiencing mental health disorders is academic pressure. College athletes have to spend long hours doing their sport obligations, and still have to meet a requirement for school by going to class, doing homework, and passing the classes. Also, on top of all the high demands of athletes dealing with

competition pressure and academic pressure, the college athletes have to squeeze room for having an average college social life. Emotional intelligence is important for the athlete to have a sense of belonging because many athletes face feeling alone and not having anyone which causes a negative effect on the athletes. Although many athletes are experiencing different types of mental health, data has shown that athletes have low numbers in regards to them using mental health resources to help better their mental being. According to data, it will be beneficial for the athletes to seek mental health resources that are found on campus or recommended by their athletic trainers and coaches. It is important for athletes to understand that their mental health is important , so taking the extra mile to receive help can possibly save a college athlete's life.

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