

**THE INFLUENCE OF STRESS MANAGEMENT TECHNIQUES ON STUDENT
ATHLETES PERFORMANCE AMONG SOCCER PLAYERS IN BENIN METROPOLIS**

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FACULTY OF EDUCATION

UNIVERSITY OF BENIN

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF HUMAN
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AND SPORTS SCIENCE**

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CERTIFICATION

We the undersigned certify that the project was carried out by **IZEKOR Ifueko Ann** with matriculation number **EDU2102456**, of the Department of Human kinetic and sports science, Faculty of Education, University of Benin.

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DEDICATION

This project is dedicated to my beloved parents, Mr&Mrs Izeke

ACKNOWLEDGEMENT

The researcher sincere gratitude goes to God Almighty, for granting her grace and good health to complete this programme. The project completion is another milestone in her academic career. She sincerely appreciates the effort of my project supervisor, Dr. Oriakhi A.U for his support and guidance throughout the course of this project. It is pertinent at this junction to appreciate the effort of the Head of Department of Human kinetic and Sport Science, Dr. Akugbe Unity Oriakhi for his leadership role in the department. The researcher wishes to appreciate the Academic and Non-Academic Staff for their relentless service during the period of her academic journey in the department. She also wishes to appreciate her parents; Mr. and Mrs. Izekor, for their unconditional love, trust, financial, moral and spiritual encouragement, which enabled her to successfully complete this programme.

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ABSTRACT

This research investigated the stress management techniques, sports performance of student athletes among soccer players in Benin Metroplis. A correlation survey research design was employed in the study, five research questions were made in the study and four hypothesis were formulated. A sample of 135 soccer players were selected by multistage sampling procedure. The Instrument was validated by three experts, two from Department of Human Kinetics and sports science and one expert from the Department of Educational Evaluation and Counseling Psychology, all from the University of Benin. The Split-half method of reliability was used and a reliability index of 0.78 was obtained.

Data was analyzed using Descriptive statistics of Frequency units and Percentages while Pearson Product Moment Correlation Coefficient was used to analyzed the hypotheses. The findings of the study revealed that there is a significant relationship between stress relaxation technique and student- athlete sports performance, stress cognitive restructuring technique and student- athlete sports performance, stress exercise technique and student- athlete sports performance, stress goal setting technique and student- athlete sports performance. It was concluded that there is a significant relationship between stress management techniques and student- athlete sports performance. It was therefore recommended that sports psychologist should be attached to student-athlete to help manage their stress.

CHAPTER ONE

INTRODUCTION

Background to Study

In the fast-paced and competitive realm of sports, particularly for student athletes, performance is shaped by not just physical training and skills, but also by psychological and emotional health. Stress, a natural aspect of athletic competition, has become a key area of study due to its considerable effect on sports performance. The transition from adolescence to adulthood, coupled with academic responsibilities and demanding athletic schedules, makes student athletes especially susceptible to stress (Rice et al., 2016).

Stress is characterized as a physical, emotional, or mental response to internal or external pressures that surpass an individual's ability to cope (Rice et al., 2016). In sports, stress can stem from performance pressures, fear of failure, injuries, competitive environments, and the challenge of juggling academics with athletics. Student athletes, particularly those in competitive sports like soccer, often experience heightened stress due to expectations from coaches, teammates, family, and themselves (Gustafsson et al., 2017). If not managed properly, this stress can result in burnout, reduced performance, anxiety, and various health issues. To counter the negative impacts of stress, numerous stress management techniques have been designed and implemented. These include cognitive-behavioral methods such as cognitive restructuring, relaxation techniques, goal setting, mindfulness, and exercise-based interventions, all aimed at lowering stress levels, enhancing mental clarity, and improving overall well-being (Didymus, 2017). For student athletes, these

techniques are vital for sustaining psychological resilience, emotional balance, and motivation.

Relaxation methods such as deep breathing, progressive muscle relaxation, and guided Imagery are commonly employed to promote calmness and alleviate anxiety before competitions (Lindsay et al., 2020). Relaxation is a highly recognized and effective method for managing stress, enhancing both the mental and physical performance of athletes. It involves intentional strategies aimed at lowering physiological arousal, calming the mind, and restoring equilibrium in the body's systems (Weinberg & Gould, 2019). For student-athletes, who juggle the demands of academics and athletics, relaxation can help mitigate the negative impacts of stress, such as muscle tension, anxiety, and decreased focus, all of which can hinder performance (Birrer, Röthlin, & Morgan, 2019). Relaxation techniques assist athletes in controlling the increased physiological arousal associated with competition. When under stress, the body activates the sympathetic nervous system, leading to heightened heart rates, muscle tension, and elevated cortisol levels. Techniques like deep breathing, progressive muscle relaxation, meditation, and mindfulness stimulate the parasympathetic nervous system, reducing arousal and allowing athletes to operate in an optimal performance zone (Grossman et al., 2021). For instance, deep breathing exercises promote oxygen flow to the brain, enhancing mental clarity and decision-making during competition. Studies indicate that relaxation not only alleviates stress but also boosts focus and confidence, essential components for achieving peak performance in sports. Ivarsson et al. (2020) found that student-athletes who integrated relaxation strategies into their training exhibited better attentional control, lower pre-competition anxiety, and improved consistency in performance. This is largely because

relaxation facilitates the —flow state, where concentration is heightened and performance feels effortless. Additionally, relaxation aids in physical recovery following intense training or competition. By reducing muscle tension and heart rate, it speeds up recovery and decreases the chance of overtraining syndrome (Pelka et al., 2021). For student-athletes facing academic pressures, such recovery is vital for maintaining commitment to both academics and sports.

Sessions focused on relaxation before or after practice have been linked to enhanced sleep quality, further benefiting performance through improved reaction times, coordination, and energy levels (Fullagar et al., 2019). In the academic setting, relaxation also indirectly enhances performance by alleviating cognitive fatigue. A calm mind boosts memory, problem-solving skills, and information retention, all of which are crucial for student-athletes balancing sports and academic responsibilities (Birrer et al., 2019). Therefore, relaxation provides a dual benefit:

It enhances physical performance in sports while increasing academic productivity. Cognitive restructuring is a psychological technique grounded in cognitive-behavioral theory that focuses on identifying, questioning, and replacing negative or irrational thoughts with positive and realistic alternatives. For student-athletes, the combination of the mental challenges of competitive sports and academic pressure often leads to stress-inducing thoughts like self-doubt, a fear of failure, or exaggerated negative predictions about their performance. These detrimental thought patterns can result in increased anxiety, diminished focus, and hindered athletic performance (Beck, 2021). The goal of cognitive restructuring is to break this negative cycle by cultivating healthier thought patterns, which can enhance emotional regulation and performance under stress.

The method is based on the idea that it's not the events themselves that create stress, but how individuals interpret these events. For instance, if a soccer player misses a penalty kick, they might view it as proof of their incompetence (—I am a terrible player!), which can heighten stress and undermine self-confidence. Cognitive restructuring encourages reframing this thought to a more constructive one (—Missing one penalty is a learning opportunity; I can improve with practice!), which alleviates emotional strain and helps maintain motivation (Neenan & Dryden, 2020).

From the perspective of stress management, cognitive restructuring enables student-athletes to better manage the mental aspects of performance anxiety. By challenging irrational beliefs and replacing them with more rational, balanced thoughts, athletes can cultivate a more resilient mindset. This cognitive flexibility helps them stay focused during competitions, recover swiftly from setbacks, and effectively handle the pressures of both sports and academics (Williams & Krane, 2021).

In terms of practical use, cognitive restructuring typically involves three steps: (1) identifying stress-inducing thoughts, (2) assessing their accuracy and usefulness, and (3) replacing them with performance-enhancing alternatives. For example, prior to an important match, an athlete might change the thought —I'm going to fail! to —I have trained hard and am ready to give my best effort. This change in mindset can lower anticipatory anxiety, boost self-confidence, and promote consistent performance levels (Hatzigeorgiadis et al., 2019). Research indicates that cognitive restructuring not only alleviates stress but also enhances coping mechanisms and

psychological resilience in athletes. It encourages a growth mindset, where mistakes are seen as part of the learning journey rather than threats to self-worth. This is especially significant for student-athletes managing academic assessments alongside competitive performance, as it fosters balance and helps prevent burnout (Gustafsson et al., 2021). Additionally, cognitive restructuring aids athletes in recognizing and altering negative thought patterns, fostering positive self-talk and healthier mental responses to performance pressures (Beck, 2011; Wagstaff, 2017).

Exercise, while it can also contribute to stress, serves as a means to manage it by improving mood, lowering anxiety, and sharpening focus, ultimately leading to better athletic performance (; Singh et al., 2019). Exercise is widely recognized as one of the most effective methods for managing stress, especially for student-athletes who must balance academic demands with sporting commitments. Engaging in physical activity initiates various physiological and psychological responses that help control stress, boost mood, and enhance overall performance. Regular exercise leads to the release of endorphins natural brain chemicals that elevate mood while simultaneously lowering levels of stress hormones like cortisol and adrenaline (Salmon, 2021). For student-athletes, planned exercise not only ensures physical fitness but also acts as a preventive and therapeutic approach to counteracting stress's adverse effects.

From a physiological standpoint, exercise improves cardiovascular health, muscular endurance, and neuromuscular coordination, all of which are vital for peak athletic performance. Crucially, it bolsters the body's ability to handle stress by enhancing the efficiency of the autonomic nervous system, allowing for quicker recovery from stressful situations. For instance,

aerobic activities such as running, swimming, or cycling promote controlled breathing and heart rate management, essential for maintaining calmness during competitions (Loprinzi & Frith, 2019).

On the psychological front, exercise provides a distraction from stress-inducing thoughts, enabling athletes to focus their mental energy on the current task. For student-athletes balancing academic responsibilities, regular training creates a structured routine that helps mitigate cognitive overload. Additionally, physical activity enhances sleep quality, critical for both academic success and athletic recovery (Reigal et al., 2021). Moreover, participating in enjoyable exercises encourages social interaction among teammates, offering emotional support and fostering a sense of community important factors in reducing stress (Eime et al., 2020).

In terms of stress management, exercise serves both proactive and reactive roles. Proactively, it develops physical and mental resilience, equipping athletes to handle the challenges inherent in competitive sports. Reactively, it provides an outlet to relieve tension accumulated after high-pressure situations such as exams or championship events.

For example, light recovery runs or yoga can effectively lower heart rates and promote relaxation following intense competitions (Ruegsegger & Booth, 2018).

However, it is crucial to carefully manage the type, intensity, and duration of exercise to prevent overtraining, which can lead to physical exhaustion, a heightened risk of injury, and increased stress. Coaches and sports scientists typically create periodized training programs that balance rigorous physical conditioning with sufficient rest and recovery, ensuring that exercise functions as a stress reliever rather than a source of stress (Meeusen et al., 2019). Likewise, goal setting sharpens focus, provides direction, and boosts motivation. Clear and achievable goals enable athletes to monitor their progress and maintain a sense of control, thus alleviating performance related stress (Weinberg & Gould, 2015). Goal setting is a psychological training method that aids athletes in concentrating their efforts, sustaining motivation, and alleviating stress linked to uncertainty in their performance. For student-athletes, the challenge of juggling academic responsibilities with athletic obligations can create considerable stress, potentially causing anxiety, distraction, or burnout. Establishing clear, attainable, and measurable goals offers a systematic approach to progress, enabling athletes to effectively direct their mental and physical energies (Weinberg & Gould, 2019).

By outlining specific goals, student-athletes can deconstruct overwhelming tasks such as enhancing fitness, mastering skills, or winning championships—into smaller, manageable steps.

This organized strategy minimizes the uncertainty that often induces stress. For example, a soccer player might replace the vague intention of "playing better" with a short-term target of 30 minutes

of extra dribbling practice three times weekly and a long-term objective of boosting goal-scoring accuracy by 20% next season (Locke & Latham, 2020).

From a stress management standpoint, goal setting fosters a sense of control and predictability, which are crucial psychological safeguards against performance anxiety. When athletes recognize their measurable progress, their self-efficacy enhances, diminishing the emotional pressure that comes with competition and academic deadlines (Burton et al., 2021). This method also incorporates regular self-assessment and feedback, allowing athletes to modify their strategies early and avoid last-minute panic before competitions or exams.

Additionally, goal setting enhances time management, critical for student-athletes navigating demanding schedules. Designating specific time slots for training, rest, and study helps prevent mental overload and fatigue. This practice not only mitigates stress but also ensures optimal physical readiness and mental focus during competitions (Filho et al., 2022). Crucially, goals should adhere to the SMART criteria Specific, Measurable, Achievable, Relevant, and Time-bound. This model guarantees that goals are realistic and aligned with the athlete's abilities, thereby avoiding the frustration and stress that result from impracticable ambitions. Coaches and sports psychologists commonly collaborate with student-athletes to establish incremental goals that harmonize academic and athletic objectives, ensuring balance and reducing the risk of burnout (Tod et al., 2021).

Sports performance is a complex concept that involves physical, technical, tactical, and psychological aspects. For student athletes, optimal performance typically arises from a

harmonious balance between physical training and mental readiness. Stress can impede performance by affecting cognitive abilities, disrupting concentration, and increasing the likelihood of injuries (Kellmann et al., 2018). Conversely, effectively managed stress fosters a mental state conducive to readiness, focus, and resilience—key elements for high-level athletic performance. Student athletes juggle full-time academic commitments with participation in competitive sports, which presents them with distinct challenges such as time management issues, fatigue, academic pressure, and competitive anxiety (Watson, 2016). Soccer players, in particular, often face intense training and frequent competitions, making them more susceptible to stress-related problems. The need to achieve on the field while meeting academic expectations amplifies their vulnerability, highlighting the necessity for effective stress management strategies. Integrating stress management techniques into sports psychology programs has been shown to enhance performance outcomes for student athletes. For soccer players, practices such as relaxation, cognitive restructuring, goal setting, and exercise can strengthen their coping skills, foster mental toughness, and maintain optimal arousal levels for peak performance (Jones & Parker, 2018). These interventions not only enhance psychological well-being but also improve physical performance through better focus, reduced muscle tension, and more effective decision-making under stress. Relaxation techniques are crucial for alleviating physiological stress symptoms, such as elevated heart rate and muscle tension, that can hinder technical and tactical skills in soccer (Creswell & Eklund, 2016). Methods like progressive muscle relaxation and guided imagery have been shown to significantly enhance motor coordination, reaction times, and

decision-making during games. For soccer players in the Benin metropolis, where cultural and environmental pressures may be intense, these techniques can offer accessible and effective ways to improve performance. Cognitive restructuring assists athletes in transforming negative and self-defeating thoughts into positive, empowering beliefs. This strategy is particularly beneficial for student athletes grappling with performance anxiety and fear of failure. Soccer players utilizing cognitive restructuring often display greater focus, confidence, and resilience all critical components for consistent performance in high-pressure situations (Wagstaff, 2017). While exercise is an intrinsic element of sports, its role as a stress management tool is frequently overlooked. Participating in structured, non-competitive exercise activities like yoga, aerobic workouts, or swimming has been proven to lower cortisol levels, boost mood, and support recovery (Singh et al., 2019). For soccer players, this can lead to better energy management, lower injury risk, and enhanced overall performance. Goal setting is an essential psychological skill that bolsters athletic performance by providing clarity, structure, and motivation. Athletes who establish specific, measurable, achievable, relevant, and time-bound (SMART) goals show increased commitment, strategic thinking, and self-regulation (Weinberg & Gould, 2015). For student soccer players in the Benin metropolis, goal setting can help align their academic and athletic aspirations, thereby lessening the stress stemming from conflicting roles.

In conclusion, the connection between stress management techniques and the performance of student athletes, particularly soccer players, is both complex and vital. The implementation of psychological strategies like relaxation, cognitive restructuring, exercise, and goal setting has been

shown to positively impact both the mental and physical dimensions of performance. Considering the unique pressures faced by student athletes in the Benin metropolis, investigating the effects of these stress management techniques is timely and essential for developing holistic interventions aimed at enhancing student-athlete success.

Statement of the problem

Student-athletes often encounter a distinct blend of academic and athletic pressures, leading to significant stress levels. In Benin Metropolis, student soccer players may find it challenging to juggle their school obligations alongside demanding training routines and competitive expectations. Although there is growing awareness of mental health issues in sports, many student-athletes do not have access to effective stress management strategies, which could impact their performance both on the field and in academics. The degree to which stress affects their athletic performance, and whether stress management techniques can help alleviate these effects, has not been thoroughly investigated in this setting. This study aims to explore the effect of stress management techniques on the performance of student-athletes, particularly soccer players in Benin Metropolis, with the goal of identifying methods to improve their mental health and athletic performance.

Research Questions:

The following research questions were raised to guide the study.

1. What is the relationship between stress management techniques and athletic performance among soccer players in Benin metropolis?
2. What is the relationship between stress relaxation techniques and athletic performance among soccer players in Benin metropolis?
3. What is the relationship between stress cognitive restructuring technique and athletic performance among soccer players in Benin metropolis?
4. What is the relationship between stress Exercise technique and athletic performance among soccer players in Benin metropolis?
5. What is the relationship between stress Goal setting techniques and athletic performance among soccer players in Benin metropolis?

Hypothesis

The following hypothesis were formulated at 0.05 level of significance.

1. There will be no significant relationship between relaxation and athletic performance among soccer players in Benin metropolis
2. There will be no significant relationship between cognitive restructuring and athletic performance among soccer players in Benin metropolis

3. There will be no significant relationship between Exercise and athletic performance among soccer players in Benin metropolis
4. There will be no significant relationship between Goal setting and athletic performance among soccer players in Benin metropolis

Purpose of the Study

The study investigated the influence of stress management techniques on the athletic performance among soccer players in Benin metropolis. Specific, the objectives of the study were to:

1. Establish the relationship between stress management techniques and athletic performance among soccer players
2. Identify the relationship between relaxation and athletic performance among soccer players
3. Ascertain the relationship between cognitive restructuring and athletic performance among soccer players
4. Elaborate the relationship between Exercise and athletic performance among soccer players
5. Determine the relationship between Goal setting and athletic performance among soccer players

Significance of the Study

This research holds significance for several reasons. Firstly, it offers important insights into the relationship between stress management techniques and the athletic

performance of student soccer players in Benin Metropolis. Understanding how stress affects performance can enable coaches, sports psychologists, and educators to create more efficient training and support programs. Secondly, this study adds to the limited existing research in sports psychology and student-athlete welfare within the Nigerian context. Additionally, it may assist student athletes in developing healthier coping strategies, leading to better academic and athletic results. Finally, policymakers and school administrators can utilize the findings to establish supportive policies aimed at enhancing the overall well-being and performance of student athletes.

Scope and Delimitation of the Study

The variables of the study encompasses the relationship between stress management techniques and student athletes sports performance based on relaxation, cognitive restructuring, exercise and goal setting. The study is delimited to soccer players in Benin metropolis

Definition of Terms

Stress Management Techniques: Methods used to regulate a person's level of stress, particularly chronic stress, to enhance daily functioning. In this research, this includes techniques such as relaxation exercises, time management, and mental skills training.

Student Athletes; Individuals enrolled in educational institutions who actively compete in sports. In this context, it specifically refers to students participating in soccer within schools in Benin Metropolis.

Sports Performance: The level of accomplishment demonstrated by student athletes in their sport, encompassing physical abilities, skill proficiency, focus, endurance, and overall contribution to

the game.

Soccer Players: Athletes engaged in the sport of soccer, whether competitively or recreationally, and in this study, it pertains to student athletes participating in soccer within educational institutions.

Benin Metropolis: The urban area and its surroundings around Benin City, located in Edo State, Nigeria, which serves as the geographical context for this research.

Athletic Performance: The outcomes resulting from a student athlete's participation in sports, measured by their skills, effectiveness, and contributions to team success.

Coping Strategies: Behavioral and psychological methods employed to manage stressors. In this study, they form part of the broader stress management techniques utilized by student athletes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter was reviewed under the following subheadings

- Theoretical Framework
- Concept of Stress
- Stress Management Techniques
 - a. Relaxation Technique and Athletic Performance
 - b. Cognitive Restructuring Technique and Athletic Performance
 - c. Exercise Technique and Athletic Performance
 - d. Goal Setting Technique and Athletic Performance
- Athletic Performance
- Summary of the Reviewed Literature

Theoretical framework

The concept of stress in athletes is best represented as a process that begins when they encounter internal or external demands, moving through cognitive appraisal and physiological responses. Modern interpretations build on Lazarus and Folkman's transactional model, focusing on appraisal and coping, and are backed by recent research indicating that appraisal plays a crucial role in stress-related outcomes in sports (Obbarius, 2021; Spătaru et al., 2024; Robazza et al., 2024). An athlete perceives an event such as a critical match or an academic deadline as "stressful" when they believe the demands exceed their ability to cope. This perception triggers both cognitive (e.g., worry,

rumination) and physical (e.g., increased heart rate, muscle tension) responses, which can hinder their concentration and performance (as established by Lazarus & Folkman). Consequently, the initial part of the framework frames stress as a dynamic interaction (appraisal → coping) that leads to immediate psychological (state anxiety, perceived stress) and physiological (autonomic arousal, HPA-axis activation) effects, which are key factors influencing performance during high-pressure situations (Obbarius, 2021; Spătaru et al., 2024; Robazza et al., 2024).

Stress-management strategies, including goal-setting, relaxation, cognitive restructuring, exercise, and mindfulness, are regarded within this framework as strategies that influence appraisal, coping resources, and physiological states, operating via two main mechanisms. The first is psychological: techniques like cognitive restructuring and goal-setting can change primary and secondary appraisals by enhancing perceived control, clarifying demands, and building self-efficacy, which can reframe threats as challenges and decrease unhelpful worry (informed by Lazarus & Folkman's theory with empirical support from goal-setting and CBT studies in sports). The second is physiological: methods such as relaxation, exercise, and biofeedback directly adjust autonomic function and allostatic load, fostering a physiological condition that is more conducive to precise motor skills and quick decision-making (supported by research on allostatic load and exercise). Therefore, this framework positions stress-management techniques as immediate moderating and mediating factors that alter the way stress is perceived and how the body reacts to stressors, integrating cognitive reframing and psychophysiological regulation into a cohesive explanatory model (Spătaru et al., 2024; Bu et al., 2023; Tossici et al., 2024).

Athletic performance stands at the framework's distal end, influenced by the immediate cognitive and physiological states shaped by the stress process and adjusted through interventions. Performance is seen as an outcome variable reliant on attentional focus, decision-making skills, motor control, and endurance—all of which diminish under harmful stress yet can improve with effective stress management. Meta-analyses and sport-specific reviews from 2020-2025 indicate that interventions enhancing pre-event self-efficacy, lowering state anxiety, and improving autonomic recovery (assessed through HRV or cortisol levels) are linked to a greater likelihood of maintaining technical accuracy and decision-making quality under pressure (Lochbaum et al., 2023; Williamson, 2024; Tossici et al., 2024). In summary, the framework illustrates performance as the visible outcome of psychological appraisals and physiological preparedness; effective stress management positively shifts both mediators, thus enhancing competitive results.

Connecting stress management to performance, the framework names mediators (such as self-efficacy, cognitive appraisal, state anxiety, physiological arousal) and moderators (such as athlete experience—novice vs. elite, type of sport—precision vs. power, social support, cultural context, training load, and recovery). For instance, conservation-of-resources theory elucidates how changes in valued resources (time, energy, coaching, recovery options) may affect the efficacy of stress-management techniques. An athlete with limited resources may not gain as much from goal-setting or relaxation techniques without also replenishing those resources (Hobfoll; recent applications in sports). Additionally, research on allostatic load suggests that chronic physiological strain (indicated by a high allostatic load index) restricts immediate benefits from individual

interventions, highlighting the need for long-term management of loads to see performance improvements (Bu et al., 2023; recent findings on allostatic load). The framework explicitly addresses these mediators and moderators, recommending that empirical studies incorporate measures of cognitive appraisal, self-efficacy, HRV, corticoid levels (where feasible), and contextual factors like training load and social support to capture the conditional impacts of these elements (Hobfoll; Bu et al.; Spătaru et al.).

To apply this theoretical framework for empirical testing in your Guinea- Metropolis study, it is crucial to select appropriate measures that align with each construct and define testable hypotheses. For stress, use validated self-report scales to assess perceived stress and competitive state anxiety, along with objective physiological indicators (resting HRV, salivary cortisol) where possible to measure allostatic load (recent reviews endorse these measures). For stress-management strategies, implement concrete interventions (e.g., SMART goal-setting approach, progressive muscle relaxation script, 6-8 session cognitive restructuring program, 8-12 week exercise program) and monitor their uptake/adherence and immediate effects on appraisals and arousal. Performance metrics should be sport-specific and objective (such as technical skill evaluations, timed exercises, coaching assessments, match statistics), examined in both low- and high-pressure circumstances (simulated pressure tasks) to track transfer effects. Hypotheses derived from the framework include: (1) stress heightens state anxiety and physiological arousal, resulting in decreased performance; (2) stress-management strategies alleviate maladaptive appraisals and physiological arousal, enhancing self-efficacy and focus; (3) the beneficial impact

of stress management on performance is mediated through alterations in self-efficacy, state anxiety, and HRV, and moderated by the athlete's experience and resource availability (Spătaru et al., 2024; Bu et al., 2023; Lochbaum et al., 2023).

Lastly, the framework has significant practical and research consequences: it suggests a preference for mixed-methods and longitudinal designs, as stress, resources, and allostatic load evolve over time; intervention studies should integrate psychological (cognitive restructuring, goal-setting) and physiological (relaxation, exercise, recovery tracking) elements for optimal effects; and interventions should be culturally tailored to align with local beliefs and resource limitations to enhance ecological validity in Guinea- Metropolis. By integrating transactional appraisal theory, conservation-of-resources, and allostatic load with applied sport models such as goal-setting and self-efficacy, the framework provides a comprehensive structure that connects stressors to performance through mutable cognitive and physiological mechanisms, offering guidance for both measurement and interventions in empirical research (Obbarius, 2021; Hobfoll; Bu et al., 2023; Lochbaum et al., 2023; Tossici et al., 2024). This integrated framework is therefore apt for elucidating existing data variances and for designing testable interventions in your project.

Theories of Stress

General Adaptation Syndrome (GAS) Theory Hans Selye's General Adaptation Syndrome (GAS) theory is a key framework for understanding stress, describing it as a three-phase physiological response: the alarm stage, resistance stage, and exhaustion stage. Though introduced in the mid-20th century, modern researchers continue to update and apply this theory in various contexts, particularly in sports. Recent findings indicate that athletes often experience these phases of adaptation when under pressure (Singh & Gupta, 2021). For example, student-athletes who face prolonged stress without sufficient recovery may suffer burnout and a decline in performance, illustrating the exhaustion stage (Chen et al., 2022). The GAS theory remains crucial for understanding the physiological aspects of stress, particularly in linking biological responses to long-term performance effects (Martínez-Pascual et al., 2023).

Transactional Model of Stress and Coping

Developed by Lazarus and Folkman, the transactional model highlights the role of cognitive appraisal, suggesting that stress arises from an individual's assessment of environmental demands in relation to their coping resources. This perspective is particularly significant for athletes, as how they interpret stressors often matters more than the stressors' objective severity (Lazarus, 1999; updated by Smith & Ho, 2020). Recent studies affirm that athletes who view stressors as challenges rather than threats exhibit greater resilience and better outcomes (Jones et al., 2021). Additionally, this model's focus on coping strategies aligns with modern stress management practices, emphasizing goal setting, relaxation, and cognitive restructuring as vital components

(Lopez & Kim, 2022; Adeyemi, 2023).

Allostatic Load Theory

The allostatic load theory extends the idea of homeostasis by examining the "wear and tear" caused by chronic stress exposure. It posits that the repeated activation of stress response mechanisms can negatively impact both physical and mental health (McEwen, 2004). Recent research indicates that student-athletes facing ongoing competitive stress may suffer from cardiovascular strain, fatigue, and decreased performance (Nguyen & Clarke, 2021). A longitudinal study from 2022 revealed that unmanaged stress in collegiate sports leads to increased allostatic load indicators, such as elevated cortisol levels and compromised immune function (Patel et al., 2022). Furthermore, Williams and Adom's 2024 study emphasized that effective stress management techniques can lower allostatic load, underscoring the theory's relevance in athletic frameworks.

Conservation of Resources (COR) Theory

Hobfoll's conservation of resources (COR) theory suggests that stress arises when individuals perceive a threat to their valued resources, which include time, energy, or social support. In athletic contexts, resources encompass not only physical stamina but also confidence, coaching support, and opportunities for recovery (Hobfoll, 1989). Contemporary research indicates that student-athletes who face a loss of resources (such as insufficient time for rest or academic assistance) are at a higher risk of stress-related performance declines (Okoro & Adebajo, 2021). Recent findings also show that gaining resources like enhanced training facilities or psychological support—can help mitigate the effects of stress (Santos et al., 2023). Thus, COR theory effectively

connects stress to both resource depletion and recovery processes.

Person-Environment Fit Theory

This theory posits that stress manifests when there is a mismatch between an individual and their environment regarding skills, expectations, or resources. In the sports arena, discrepancies between an athlete's abilities and the demands of competition often trigger stress responses (Edwards, 1996). Recent insights in sports psychology suggest that athletes in highly competitive settings report greater stress when they feel their skills are inadequate (Li & Zhang, 2021). A 2023 study by Fernandes and Oladipo found that aligning training intensity with athletes' psychological readiness can alleviate performance-related stress. This theory highlights the importance of creating balanced environments where expectations and abilities are matched to enhance performance outcomes.

Concept of Stress

Stress is a complex phenomenon that encompasses psychological, physiological, and sociocultural elements. Generally, it is perceived as a reaction when environmental demands exceed an individual's ability to cope, potentially resulting in adverse emotional, cognitive, and behavioral effects (Sano et al., 2018; Mansell, 2021). Additionally, the emerging idea of stress which encompasses beliefs about whether stress is beneficial or harmful, has been shown to impact how stressors are perceived, subsequently affecting psychological well-being (Mansell, 2021).

Physiological processes are fundamental to understanding how stress impacts performance and health. Research employing wearable technologies and physiological indicators (e.g., heart rate

variability, resting heart rate, and biomarkers) indicates that both perceived stress and objective physiological states are closely linked to stress-related outcomes (Lundstrom et al., 2024). For instance, in elite swimmers, heart rate variability (HRV) correlates negatively with psychological stress and energy deficits, where lower HRV indicates higher stress and poorer recovery (Lundstrom et al., 2024). Additionally, a study using wearable sensors found that daily stress could be accurately classified in real-world situations, emphasizing the feasibility of continuous monitoring of stress (Tazarv et al., 2021). These findings illustrate that physiological stress indicators complement self-reported data, especially in understanding how stress adversely affects student-athlete performance.

In the context of sports and student-athletes, cognitive appraisal significantly mediates the relationship between stressors and outcomes. The importance of cognitive appraisal showed that young male football players' perception of competitive stress as a challenge or threat affected their emotional reactions. Challenge appraisals led to a greater sense of control and coping resources, resulting in positive emotions, while threat appraisals resulted in feelings of less control and negative emotions (Gomes et al., 2022). This implies that altering appraisal styles could be a viable intervention strategy. Similarly, Mansell (2021) examined the interplay of stress mindset, irrational beliefs, challenge/threat appraisals, and psychological well-being among adult athletes, revealing that stress mindset directly and indirectly influences well-being through how stressors are appraised (Mansell, 2021). These studies suggest that two athletes facing identical stressors may experience vastly different outcomes due to differences in their appraisals and mindsets.

Coping strategies and the fulfillment of psychological needs also play a part in the stress-performance relationship. The concept of basic psychological needs (autonomy, competence, relatedness) outlined in Self-Determination Theory (Deci & Ryan) has gained attention in studies with student-athletes. For example, the Nigerian study *Basic Psychological Needs and Organizational Stress among Student-Athletes in Nigeria* (Jaiyeoba, 2022) looked into how the satisfaction of these needs relates to organizational stress among student-athletes at the NUGA games, finding that need for relatedness significantly negatively influenced organizational stress, accounting for over 50% of the stress variance (Jaiyeoba, 2022). Furthermore, the prospective study *Basic Psychological Needs Satisfaction and Frustration, Stress, and Sports Injury Among University Athletes* (2019) revealed that when basic needs are not met, perceived stress rises, leading to greater likelihood of sports injuries (with need satisfaction negatively predicting injury and stress positively predicting it) (Basic Psychological Needs Satisfaction & Frustration, 2019). Therefore, fulfilling these needs appears to decrease perceived stress and mitigate the risk of injuries while enhancing performance.

Cultural, economic, organizational, and environmental stressors are significant in shaping stress experiences among athletes in Nigeria. In the analysis *Sports Stress in 21st Century: A Management Model in the Nigerian Situation*, Emoghene (2023) discusses how Nigerian athletes face multiple layers of stress, including physical stress from training and competition, alongside social stressors like poverty and familial expectations, economic pressures, and resource availability issues. Emoghene advocates for a model based on Bronfenbrenner's ecological

systems theory, suggesting that interventions at multiple levels (individual, coach, organizational, community) should consider local cultural values. This highlights that understanding stress within the Benin metropolis and similar contexts requires adaptation of imported models to fit local socio-cultural realities (Emoghene, 2023).

The measurement of stress is varied and continuously evolving. Traditionally, researchers have relied on self-report tools like the Perceived Stress Scale (PSS), Satisfaction With Life Scale (SWLS), and Athletic Coping Skills Inventory (ACSI-28) (Jaiyeoba, 2022), which assess subjective stress perception, coping abilities, and life satisfaction. However, self-reports can be limited by biases and recall inaccuracies. Increasingly, studies are incorporating objective physiological markers (HRV, resting heart rate, metabolic data, sensor data) and wearable technology to monitor stress in real- life and training contexts (Lundstrom et al., 2024; Tazarv et al., 2021). For instance, Lundstrom et al. (2024) linked wearable-derived HRV and resting metabolic rates with psychological stress indicators in swimmers, demonstrating that lower HRV corresponded with higher self-reported stress levels. Such triangulation enhances the understanding of how stress affects performance.

The psychological consequences of stress can manifest in emotional, cognitive, behavioral, and performance areas. Stress raises the risk for anxiety, negative moods, burnout, and impaired focus and decision-making (Mansell, 2021; Gomes et al., 2022). In student-athletes, heightened perceived stress correlates with lower life satisfaction and less effective coping strategies (like goal setting, mental preparation, and anxiety management) (Jaiyeoba, 2022). Over time, unaddressed

psychological needs and recurrent stress elevate the risk of injury (Basic Psychological Needs Satisfaction & Frustration, 2019). Cognitive distractions from stress, particularly when situations are appraised as threats, can reduce attentional focus and subsequently detract from performance in activities necessitating precision and quick decision-making (Gomes et al., 2022). These findings emphasize that managing stress is crucial not only for emotional well-being but also for performance outcomes.

In conclusion, current literature affirms that stress represents a dynamic interaction among environmental pressures, individual appraisals and beliefs, coping resources, and physiological responses. Central concepts include cognitive appraisal (challenge vs.threat), stress mindset, satisfaction of basic psychological needs, and coping abilities. Measurement approaches are becoming increasingly multimodal, integrating self-report and physiological data. For student-athletes, especially in regions like Nigeria and the Benin metropolis, stress is influenced by athletic demands as well as academic, organizational, social, and cultural factors. Addressing these various layers and identifying potential moderators (such as satisfying psychological needs, mindset, and social support) is essential. Future research should aim to explore longitudinal changes, test culturally adapted intervention strategies, and incorporate both subjective and objective stress measurements to enhance understanding of how stress management techniques can elevate performance and well-being.

Stress Relaxation Techniques and Athletic Performance

Relaxation is crucial for maximizing athletic performance, particularly in high- stress

environments like competitive soccer, where physical exertion is coupled with significant mental challenges. In the field of sports science, relaxation transcends simply being inactive; it is a purposeful psychophysiological process designed to alleviate tension, stabilize arousal, and cultivate an ideal state for performance (Weinberg & Gould, 2019). Implementing effective relaxation techniques enables athletes to manage stress, enhance recovery, and maintain concentration during training and competitions.

In sports, relaxation is defined as the intentional application of methods aimed at decreasing muscle tension, alleviating psychological stress, and fostering a serene mental state that supports optimal performance (Pelka et al., 2017). This approach is underpinned by the Inverted-U Hypothesis and the Individual Zones of Optimal Functioning (IZOF) model, which propose that moderate arousal levels are best for performance, while excessive anxiety can hinder skill execution. By leveraging relaxation techniques, athletes can fine-tune their arousal levels to stay within their optimal performance zone, leading to improved decision-making, coordination, and endurance. From a physiological standpoint, relaxation has a direct impact on the autonomic nervous system by decreasing sympathetic activation (related to the fight-or-flight response) and increasing parasympathetic activity (related to rest and recovery) (Nakagawa et al., 2018). This transition contributes to lower heart rates, reduced blood pressure, and enhanced oxygen utilization factors that collectively improve stamina and recovery. For soccer players, maintaining lower physiological stress during matches can facilitate consistent performance throughout the game (Paul et al., 2019).

Additionally, techniques such as progressive muscle relaxation (PMR) and deep breathing have been shown to mitigate muscle tremors and prevent overexertion, enabling athletes to perform precise skills like accurate passing and controlled ball handling (Jain & Sharma, 2016). Reduced muscle tension further diminishes the risk of injuries associated with sports by combating early fatigue and poor movement mechanics. Relaxation also offers considerable psychological benefits. Competitive environments can lead to anxiety, negative self-talk, and lapses in attention that detract from performance. Approaches such as mindfulness meditation, guided imagery, and autogenic training assist athletes in redirecting their focus away from disruptive thoughts, creating a flow state where they concentrate entirely on their tasks. In soccer, this enhanced focus can lead to better tactical awareness, improved reading of opponents' movements, and quicker, more accurate decision-making under pressure.

Moreover, relaxation is associated with increased self-confidence and better emotional regulation. Athletes who effectively manage their anxiety can recover from errors more readily, sustain their motivation, and evade the detrimental effects of "choking" during critical situations. In soccer, relaxation techniques are especially pertinent before penalty kicks, free kicks, or other pivotal moments during a match. For instance, a player preparing for a penalty in a championship match might experience rapid heart rate, muscle tension, and thoughts of failure. Employing deep breathing techniques to calm the heart rate, along with mentally envisioning a successful kick, can enhance composure and precision. Similarly, during halftime, practicing progressive muscle relaxation can assist players in physically recovering and mentally refocusing for the second half.

Group relaxation strategies can also be incorporated into training sessions to yield cumulative performance improvements. Coaches can dedicate 10–15 minutes post- practice for guided relaxation, aiding players in recovering swiftly and reducing the risks of burnout from overtraining (Pelka et al., 2017). Numerous studies validate the performance-boosting effects of relaxation. For example, research by Singh and Kumar (2019) revealed that athletes participating in an eight-week PMR program showed notable enhancements in reaction time, endurance, and accuracy compared to a control cohort. Similarly, Paul et al. (2019) found that relaxation breathing techniques improved cardiovascular efficiency and decreased perceived exertion in elite soccer athletes.

A systematic review by Zeidan et al. emphasized that mindfulness-based relaxation techniques reduced competitive anxiety and enhanced cognitive flexibility, which is vital for decision-making in fast-paced sports. These insights highlight that relaxation is not just a recovery tool, but a strategy for optimizing performance. To sum up, relaxation is integral to enhancing athletic performance by addressing the physiological and psychological challenges of competitive sports. For soccer players, mastering relaxation can differentiate between a hurried, inaccurate action and a composed, effective performance. By embedding relaxation techniques into regular training regimens, athletes can maintain optimal arousal levels, sharpen focus, boost stamina, and excel under pressure. The existing evidence suggests that relaxation is not only beneficial but essential for achieving peak athletic performance in high-intensity sports settings.

Stress Cognitive Restructuring Techniques and Athletic Performance

Cognitive restructuring is a psychological approach based on cognitive-behavioral theory aimed at helping individuals recognize, challenge, and change unhelpful thoughts that may lead to anxiety, stress, or poor performance. In sports psychology, this method teaches athletes to identify negative automatic thoughts (such as fear of failure and overemphasizing mistakes), assess their accuracy, and substitute them with more constructive, performance-enhancing thoughts. Between 2020 and 2025, various studies have examined the effects of cognitive restructuring, often as part of cognitive-behavioral therapy (CBT) or psycho-physical training, on athletes' mental health, anxiety levels, mental fitness, and, in certain instances, performance. The following summarizes notable findings, mechanisms, limitations, and implications for student-athletes.

One concrete example is the module by Motevalli, Sulaiman, Wong, and Jaafar (2022) called —Athletes' Psycho-Physical Training and Cognitive Restructuring Module to Enhance University-Athlete Students' Well-Being, which addressed the needs of university student-athletes. This study combined cognitive restructuring with psychological and physical training to enhance self-esteem, confidence, expectations, and performance. The authors observed that it positively affected anxiety, stress, and tension during competitions by helping athletes manage their environments more effectively. This indicates that cognitive restructuring can enhance performance by improving psychological states.

Another pertinent randomized controlled trial, though not limited to athletes, comes from a 2023 study investigating how cognitive-behavioral techniques, including cognitive restructuring, can alleviate exercise anxiety and boost adherence to a resistance training program for individuals

with anxiety disorders. Although the sample did not specifically include athletes, the study found that participants in the resistance training and cognitive-behavioral therapy group experienced greater reductions in exercise anxiety, increased self-efficacy, and better adherence to the program compared to those receiving only resistance training or being on a waitlist. This highlights that skills such as self-efficacy and anxiety management are transferable to athletic performance. In a different educational context, a study conducted in Ilorin, Nigeria, on cognitive restructuring counseling's effect on social anxiety among secondary school students revealed significant reductions in cognitive, behavioral, and physical aspects of social anxiety. While this study is not directly related to sports, it demonstrates the effectiveness of cognitive restructuring in reducing anxiety, which could benefit athletes facing social performance challenges.

Furthermore, a quasi-experimental study in Nigerian secondary schools, titled *Effects of Cognitive Restructuring and Systematic Desensitization Techniques on Students' Mathematics Anxiety in Gombe State*,¹¹ found that combining cognitive restructuring with desensitization significantly decreased mathematics anxiety over seven weeks. Although focused on academics, the trends in anxiety reduction and cognitive shifts are similar to what athletes might experience under performance pressure. While there is limited research directly measuring athletic performance outcomes (such as speed, accuracy, or results), the existing evidence indicates that cognitive restructuring favorably influences psychological factors like anxiety, self-efficacy, and adherence, which may ultimately enhance performance. For instance, in the resistance training with cognitive-behavioral therapy trial, improvements in exercise adherence and self-efficacy are

likely to foster better performance over time with consistent training.

Literature suggests that cognitive restructuring helps athletes alter their perception of threats, which can increase stress and distract attention, by encouraging a more challenge-oriented mindset. It enhances cognitive control by reducing rumination and intrusive thoughts, thus improving focus during performance. Although specific neurophysiological evidence linking cognitive restructuring to athletic contexts from 2020 to 2025 is sparse, studies in related areas indicate that CBT interventions can lower physiological markers of anxiety, such as heart rate and subjective stress. The well-being module by Motevalli et al. (2022) suggests that monitoring internal states alongside external conditions empowers athletes to better manage anxiety in competition.

However, there are limitations in the research. Many studies assess psychological aspects rather than direct performance metrics, and there can be a delay between cognitive changes and performance improvements. Additionally, many participants are not elite athletes or are not in competitive settings but rather students or individuals with anxiety disorders. There is also inconsistency in how cognitive restructuring is implemented (e.g., number of sessions, professional guidance, group versus individual settings, or use alongside other techniques). In athletics, there is a need for more randomized controlled trials that examine cognitive restructuring with specific performance outcomes in pressured athlete populations. For your program with student-athletes in Guinea-Metropolis, these insights suggest that cognitive restructuring should be integrated into a broader CBT framework. You could plan for 6-8 sessions that include

psychoeducation, guided identification of negative thoughts, disputation of cognitive distortions, alternative thinking, and practice under pressure. It is essential to measure not only psychological outcomes (such as anxiety and self-efficacy) but also objective performance metrics relevant to the sport. Additionally, adapting the language and examples to fit your cultural context (regarding beliefs about failure, shame, and criticism) can enhance both acceptance and effectiveness.

Stress Exercise technique and Athletic performance

Exercise has long been acknowledged as a fundamental component in developing athletic performance across various levels of sports engagement. In recreational, amateur, or professional settings, the consistent application of exercise significantly improves physiological, psychological, and technical abilities, all of which are crucial for success in sports. Athletes who adhere to structured training programs exhibit greater strength, endurance, agility, and resilience compared to those who do not follow scientifically based training methods. Modern sports science has redefined exercise from a mere physical activity to a strategic, evidence-supported intervention that optimizes the body's performance in competitive scenarios. Therefore, exercise acts not only as a performance booster but also provides protection against fatigue, injuries, and mental burnout.

Exercise serves as a potent, multifaceted approach to stress management, impacting athletic performance through interconnected physiological, cognitive, and psychosocial pathways. Recent reviews and meta-analyses indicate that structured physical activity consistently alleviates perceived stress, state anxiety, and depression in young adults and student populations issues

particularly relevant to university athletes managing academic and competitive pressures (Huang, 2024; Crombie, 2020; Noetel, 2024; White, 2024; Li, 2025). From a physiological perspective, moderate aerobic and mixed aerobic-resistance programs enhance autonomic regulation, as evidenced by increased heart-rate variability and decreased baseline sympathetic activation, which help athletes recover swiftly from acute stressors and maintain emotional stability (Matei, 2023; Crombie, 2020; Huang, 2024; Lin, 2023; Bravo-Vazquez, 2025). Additionally, single sessions of moderate exercise have been shown to increase levels of circulating endocannabinoids and other neuromodulators, which can mitigate fear and negative emotions, providing both immediate anxiolytic effects and longer-lasting neuroendocrine changes (Matei, 2023; Gourshettiwar, 2024; Crombie, 2020; Gupta, 2024; Firnhaber, 2025). These physiological responses align with psychological findings that point to exercise's ability to elevate mood, lessen rumination, and boost cognitive flexibility, enabling athletes to view pressure as a manageable challenge rather than an overwhelming threat (Huang, 2024; Noetel, 2024; Li, 2025; Soong, 2025; Lin, 2023).

In the realm of sports science, "exercise" encompasses organized, structured, and repetitive physical activities aimed at enhancing or maintaining essential fitness components that contribute to sport-specific performance. It includes various methods such as aerobic workouts (running, cycling, swimming), anaerobic exercises (sprinting, weight training), plyometric training (jumping and explosive movements), flexibility routines (stretching and mobility), and neuromotor exercises (balance and coordination). Each exercise type addresses distinct physiological systems and contributes to different performance goals. Thus, exercise is not uniform; it is a meticulously

designed process tailored to meet an athlete's specific sport, role, and competition schedule.

Controlled studies conducted between 2020 and 2024 affirm the causal relationship between exercise, stress reduction, and performance-enhancing psychological states. Randomized trials that combine resistance training with evidence-based cognitive behavioral techniques have shown greater reductions in anxiety related to exercise and improved adherence and self-efficacy compared to exercise alone, suggesting that psychological support amplifies the stress-relief benefits of physical activity (Mason, 2023; Crombie, 2020; Lin, 2023; Huang, 2024). Systematic reviews focusing on undergraduate and collegiate populations report moderate to large effect sizes for reductions in anxiety and stress following multi-week interventions (Huang, 2024; Donnelly, 2024; Soong, 2025; Li, 2025; Brown, 2024). Furthermore, meta-analytic reviews of psychological strategies for athletes indicate that integrating physical training with psychological skills such as relaxation techniques, goal setting, and CBT yields better outcomes for competition anxiety and performance metrics than either approach alone (Firnhaber, 2025; Wang et al., 2024; Frontiers reviews, 2023; Soong, 2025; Marinelli, 2024). Collectively, these findings suggest that exercise acts as both an effective anxiolytic and a promoter of performance-enhancing psychological traits particularly self-efficacy, focus, and recovery when the intervention is appropriately structured and infused with psychological factors.

Research elucidates the mechanisms that make exercise an effective stress-management strategy for athletes. Acute exercise induces short-term effects such as reduced anxiety, increased positive affect, and biochemical changes like higher endocannabinoid and endorphin levels that diminish

immediate stress responses and enhance focus (Crombie, 2020; Matei, 2023; Gupta, 2024; Gourshettiwar, 2024; Noetel, 2024). With consistent training, exercise leads to adaptations in the hypothalamic- pituitary-adrenal (HPA) axis and autonomic nervous system, which lower baseline arousal and enhance recovery from stress (Huang, 2024; Bravo-Vazquez, 2025; Soong, 2025; Lin, 2023; Marinelli, 2024). Neurocognitively, exercise improves the prefrontal cortex's regulation of emotions and attention, enhancing working memory under stress and reducing distracting negative thoughts that typically impair decision-making during competitions (Li, 2025; Noetel, 2024; Matei, 2023; Firnhaber, 2025; Crombie, 2020). This results in both immediate alleviation of anxiety before performance and longer-term resilience that supports consistent training and competition.

Findings from studies involving university students and athletes are particularly robust and relevant to the context of Guinea-Metropolis, where athletes juggles academic stress with training. Systematic reviews of physical activity programs show considerable declines in perceived stress, anxiety, and depressive symptoms among higher education students following structured interventions of six to twelve weeks, especially those including social or group elements integrated within curricula or campus sports activities (Huang, 2024; Donnelly, 2024; Brown, 2024; Li, 2025; Han, 2025). Collegiate team trials indicate that brief, coach-approved modifications like short aerobic or mobility sessions before practice, coupled with post-session relaxation techniques can enhance sleep quality, readiness to train, and attentional control without requiring substantial resources (Martins et al., 2021; Johnson & Lee, 2022; Li, 2025; Han, 2025; Lin, 2023). Crucially,

adherence and mental health benefits are greater when exercise interventions have social backing supported by teammates, coaches, and the institution reflecting the communal sporting culture commonly found in many West African universities (Brown, 2024; Donnelly, 2024; Han, 2025; Wang et al., 2024; Soong, 2025).

However, recent literature highlights important moderators and considerations that should inform any applied program for student-athletes. Key factors include intensity, duration, and recovery: moderate-intensity aerobic or combined programs are often the most effective for anxiety relief and mood enhancement, while excessive high-intensity training without adequate rest can increase physiological stress and the risk of overtraining, potentially worsening mood and performance (Lin, 2023; Fan, 2025; Marinelli, 2024; Soong, 2025; Li, 2025). The duration of the intervention is also crucial: longer programs (8–12 weeks or more) yield more significant and lasting improvements in stress and resilience than shorter ones (Huang, 2024; Donnelly, 2024; Fan, 2025; Martins et al., 2021; Bravo-Vazquez, 2025). The combination of exercise with psychological support is essential; randomized studies have shown that pairing resistance training with CBT results in superior anxiety reductions and adherence compared to exercise alone, indicating a synergistic effect between physical activity and cognitive strategies (Mason, 2023; Firnhaber, 2025; Marinelli, 2024; Noetel, 2024; Wang et al., 2024). Finally, cultural and contextual relevance is important: many high-quality trials have been conducted in high-income or East Asian settings, and there is a call for more randomized controlled trials in African or low-resource university environments to ensure findings are applicable (Huang, 2024; Brown, 2024; Han,

2025; Li, 2025; Firnhaber,

2025).

For athletic performance, the connection between exercise as a stress management strategy and enhanced competitive results is primarily facilitated through improved training consistency, greater cognitive control under pressure, and better recovery. Meta-analyses and controlled studies suggest that athletes who adhere to consistent, well-structured exercise programs exhibit improvements in sport-related skills, power, and decision-making accuracy, particularly when training is tailored to balance workload and recovery (Wang et al., 2024; Firnhaber, 2025; Marinelli, 2024; Soong, 2025; Lin, 2023). Field research indicates that the mood and arousal stabilization that comes from brief exercise sessions can lower pre-performance anxiety, reducing errors in precision tasks and enhancing reaction times in fast-paced sports (Crombie, 2020; Matei, 2023; Gupta, 2024; Noetel, 2024; Wang et al., 2024). Importantly, the findings highlight a practical takeaway: to convert stress reduction into competitive advantage, exercise interventions need to be intentionally integrated with skill development, recovery strategies, and psychological training; studies have shown that when these components are combined, they yield more substantial and consistent effects on performance than exercise alone (Mason, 2023; Firnhaber, 2025; Marinelli, 2024; Huang, 2024; Donnelly, 2024).

The literature from 2020 to 2025 confirms exercise as a validated and multifaceted stress-management tool that significantly enhances athletic performance when attention is given to dosage, recovery, psychological integration, and cultural relevance. Across systematic reviews,

randomized trials, and studies on mechanisms, moderate and combined exercise programs reduce anxiety, improve autonomic regulation and mood, and boost self-efficacy and focus key mediators that foster better practice adherence and performance under pressure (Huang, 2024; Crombie, 2020; Mason, 2023; Matei, 2023; Noetel, 2024). For your Chapter Two and the Guinea-Metropolis cohort, the optimal evidence-based strategy would be to implement a structured, phased exercise intervention lasting at least 8–12 weeks that includes moderate aerobic and resistance workouts, integrated into team practices and paired with brief psychological skills sessions (such as relaxation techniques, goal setting, and CBT) and monitoring (using subjective stress scales and basic resting heart rate/heart rate variability assessments). In conclusion, exercise plays a multifaceted role in boosting athletic performance. It strengthens cardiovascular and musculoskeletal systems, enhances metabolic efficiency, and reduces injury risks, all while fostering psychological resilience and cognitive clarity.

Furthermore, exercise facilitates tactical and technical elements through drills that simulate real competition conditions. For athletes, especially student-athletes dealing with academic and athletic challenges, structured exercise not only improves performance but also acts as an essential tool for managing stress, promoting sustained participation and success in sports. Ultimately, exercise is a crucial driver of human performance, empowering athletes to surpass their physiological limits and achieve excellence. This comprehensive approach aligns with contemporary research and maximizes the potential for stress reduction from exercise to translate into quantifiable performance improvements for student athletes.

Stress Goal Setting Technique and Athletic Performance

Goal-setting has long been recognized as an effective psychological strategy for improving performance and managing stress among athletes. Recent research substantiates that the systematic application of goals can alleviate the adverse effects of competitive anxiety while enhancing motivation, focus, and performance outcomes. Studies conducted between 2020 and 2025 consistently indicate that athletes who practice structured goal-setting exhibit greater psychological preparedness, increased confidence, and notable improvements in performance compared to those who lack clear goals. For instance, a twelve-week study by Lu, Yu, Gan, and their colleagues (2022) among adolescents in China found that participants who set goals enhanced their physical fitness and displayed better attitudes towards exercise and motivation, indicating that goal-setting fosters a supportive mental environment that enables athletes to view stress as a challenge instead of a threat.

Simić et al. (2023) provided further support by investigating young swimmers who were subjected to public and private goal monitoring. The findings revealed that athletes who shared and tracked their goals publicly showed higher training attendance and performance improvements compared to those in private or control settings. This suggests that goal-setting not only organizes an athlete's mindset but also creates accountability, reducing avoidance behaviors often associated with stress and anxiety. Likewise, a six-week study by Mohamed Aslam and colleagues (2024) involving secondary school handball players in Malaysia found that athletes who practiced structured goal-setting were more motivated and demonstrated better performance outcomes than those in a control

group. These findings collectively illustrate that goal- setting enhances intrinsic motivation, which helps alleviate stress and empowers athletes to thrive under pressure.

However, researchers caution that goal-setting can have downsides if not applied judiciously. A study by Aouani and Amara (2024) on competitive swimmers in Tunisia revealed that while specific and challenging goals improved performance in the 50-meter butterfly event, they simultaneously increased cognitive and physical anxiety. Athletes pursuing these goals reported greater self-confidence than those with ambiguous objectives, indicating that the anxiety induced by difficult goals can be managed with appropriate mental preparation. This is echoed in basketball research published by *Frontiers in Psychology* (2022), which found that goal-setting enabled athletes to maintain shooting performance under time constraints despite heightened anxiety. This suggests that while goal-setting may elevate arousal, effective coping strategies can transform this tension into sharpened focus and improved performance.

Goal-setting interventions have also been explored in African settings, affirming their applicability for student athletes in developing regions. A study at Bayelsa State Sports Academy in Nigeria (2024) examined the effects of a four-week goal-setting program on football passing skills. The experimental group showed significant improvements in technical abilities compared to the control group, leading researchers to conclude that goal-setting offers direction, clarity, and reduced stress during training by replacing vague expectations with structured, achievable objectives. This is particularly significant for student athletes in Guinea-Metropolis, as it reinforces that goal-setting initiatives can be effective even when resources, coaching, and academic

pressures are constrained.

Recent theoretical contributions have clarified the psychological processes through which goal-setting functions. Scholars increasingly reference Self-Determination Theory, Achievement Goal Theory, and the foundational Goal-Setting Theory of Locke and Latham to elucidate why athletes respond positively to specific, measurable, and time-bound goals. Both Lu et al. (2022) and Mohamed Aslam et al. (2024) found that athletes in goal-setting programs exhibited higher self-efficacy and intrinsic motivation—both of which are crucial for stress reduction and consistent performance. Additionally, the role of task orientation has been highlighted; recent research on Chinese track and field athletes (Wang et al., 2025) indicated that task-oriented goals helped manage competitive anxiety, leading to enhanced self-confidence and success in competitions. Collectively, these studies confirm that goal-setting influences performance by not only clarifying external standards but also altering how stress is perceived and managed internally.

Nevertheless, the studies indicate that the effectiveness of goal-setting is influenced by various moderating factors, including the type of goals (process, performance, or outcome), their difficulty, feedback availability, and the cultural or institutional context in which athletes train. Aouani and Amara (2024) found that overly ambitious goals could escalate anxiety, while Simić et al. (2023) showed that public goal monitoring enhances motivation more than private monitoring. These variations suggest that for goal-setting to effectively manage stress for athletes in Guinea-Metropolis, coaches and sport psychologists must tailor goals to the athletes' skill levels and provide consistent feedback to maintain anxiety at manageable levels. Furthermore,

integrating goal-setting with complementary psychological skills such as relaxation techniques, mindfulness, and visualization may prove essential for minimizing stress while maximizing performance outcomes.

In conclusion, contemporary evidence from 2020 to 2025 strongly affirms that goal-setting is an effective stress-management tool with significant positive implications for athletic performance. It notably enhances motivation, self-confidence, and technical execution while fostering psychological resilience against competitive pressures. While some studies indicate that highly specific or challenging goals may increase anxiety, this can be countered with appropriate coaching support and mental skills training. For student athletes in Guinea-Metropolis, implementing structured goal-setting models—especially SMART goals—alongside feedback and stress-management techniques is likely to lead to improved athletic performance and healthier coping mechanisms in the face of competitive and academic challenges.

Athletes performance

Athletic performance encompasses how effectively an athlete performs in their sport, integrating physical, technical, and psychological elements. It is influenced by a variety of interacting factors, such as physiological abilities (endurance, strength, power), execution of skills, mental traits, training practices, and environmental/contextual factors. Recent studies highlight that performance extends beyond sheer physical output; it also necessitates a synthesis of technical skills, optimal biomechanics, mental readiness, and recovery strategies (Effects of Speed, Agility, and Quickness Training, 2025; Functional Training Review, 2025; Strength Training for Runners, 2024;

Psychological Determinants Meta-Analysis, 2025; Cycling Performance Determinants, 2020). For instance, a systematic review by Sun, Soh, Cao et al. (2025) reveals that speed, agility, and quickness (SAQ) training greatly enhances athletic performance across various sports, especially for short, explosive movements and agility-related tasks. Additionally, the 2025 review on functional training demonstrates that such training improves both physical qualities (like strength and power) and technical skills necessary for real sport conditions among diverse athlete groups. Furthermore, Llanos-Lagos, Ramirez-Campillo, and Moran et al. (2024) found that strength training has measurable benefits for middle- and long-distance runners, enhancing their time trials, lactate thresholds, and biomechanical efficiency. Mental factors also play a crucial role; the meta-analysis on psychological determinants (2025) indicates that attributes like motivation and self-efficacy are strongly related to performance, often on par with physical factors. Factors in elite cycling (Phillips & Hopkins et al., 2020) demonstrate that conditions such as altitude, competitive environment, and interactions with opponents influence performance results.

Physical conditioning, which includes movement efficiency, strength, agility, and endurance, is essential for peak athletic performance. Recent systematic reviews stress that physical training must be tailored to specific sports and often utilize multiple methods. For instance, strength training is shown to enhance muscular endurance and running efficiency in long-distance runners (Llanos-Lagos et al., 2024). Research on functional training indicates that exercises resembling sport-specific tasks result in better performance transfer compared to conventional strength or endurance training (Functional Training Review,

2025). The SAQ meta-analysis (Sun et al., 2025) also notes significant improvements in short-sprint results, change-of-direction speed, and agility tests across various demographics and sports. Moreover, assessments of movement quality indicate that athletes with superior movement abilities (balance, coordination, stability) tend to have fewer injuries and improved technical execution, ultimately leading to greater consistency in performance. Endurance capacity depends not only on aerobic fitness but also on psychological resilience, pacing strategies, and managing mental fatigue. Previous reviews on psychological aspects of endurance performance emphasize that psychological strategies (like goal-setting, self-talk, and imagery) can enhance endurance results.

Technical proficiency and motor coordination are vital aspects of athletic success. Technical performance refers to how well an athlete performs sport-specific skills (such as technique, precision, and timing) under various conditions (cognitive load, pressure, fatigue). The functional training review (2025) suggests that gains in physical capacity will only result in performance benefits if technical execution is trained in realistic sport scenarios. The SAQ meta-analysis highlights that improvements in speed and agility stem not just from muscle power, but also from neuromuscular coordination and quick decision-making, which are essential technical components. In the context of sport climbing, Diez-Fernández, Ruibal-Lista, Rico-Díaz et al. (2023) identify factors like grip strategy and movement fluidity as critical to climbing success. In cycling, research by Phillips & Hopkins et al. (2020) reveals that strategies for pacing, drafting, terrain navigation, and aerodynamic positioning significantly impact performances in ways that go

beyond mere physical capability. Studies focusing on youth athletics in Nigeria (Ajibo & Ogu, 2024) demonstrate that access to technical coaching, equipment, and practice facilities plays a crucial role in predicting athletic performance among university athletes, alongside physical conditioning.

Psychological and motivational traits significantly influence athletic performance, particularly in stressful situations, fatigue, or competition. Recent research emphasizes the importance of attributes such as self-efficacy, motivation, resilience, mental toughness, and emotional regulation. The meta-analysis "The complex interplay between psychological factors and sports performance" (2025) found moderate positive associations between motivation ($d \approx 0.525$), self-efficacy ($d \approx 0.413$), conscientiousness ($d \approx 0.316$), and extraversion ($d \approx 0.336$) with performance outcomes, while traits like anxiety had inconsistent effects. Research on resilience among elite Nigerian athletes (Jaiyeoba, Oguntuase, Ogunsanya, & Adereti, 2023) shows that resilience is linked to quick recovery, better stress adaptation, and performance under challenging circumstances. Another study (Ekechukwu & Isiguzo, 2023) found that anxiety and stress significantly predict athletic performance in student athletes, highlighting the intertwining of psychological health with physical training. In Nigeria, mental toughness is shown to correlate with enhanced performance in field events among secondary school athletes (Okwong & Oluwadare, 2019), suggesting that psychological factors vary based on the type of event and competitive environment. Athletic identity also impacts performance; in a study on the psychological effects of COVID-19 in Nigeria, athletes with a strong athletic identity were better able to cope with the negative psychological

ramifications of lockdowns and sustain their training routines, helping maintain performance readiness.

Environmental, contextual, and infrastructural factors significantly impact athletic performance. Access to adequate training facilities, quality equipment, effective coaching, and exposure to competition are consistently identified as strong performance predictors. For instance, research on university athletes in Nigeria (Ajibo & Ogu, 2024) shows that those with greater access to facilities, experienced coaching, and regular competition tend to outperform those with fewer resources. Additionally, a study on facility quality in Cross River State indicates that inadequate equipment and subpar facilities hinder athlete performance at state competitions. In cycling, Phillips & Hopkins et al. (2020) point out that environmental conditions (like road quality, weather, and altitude) along with socio-economic support (nutrition, funding) influence performance significantly. A systematic review focusing on adolescent athletes' eating habits (2018-recent) shows that nutritional intake and hydration affect physical performance and recovery, with variations based on available resources. Research regarding hydration status among footballers in Ibadan (2025) indicates that even mild dehydration can impair an athlete's speed, endurance, and mental resilience, thus negatively affecting overall performance. The approach to measuring and monitoring athletic performance has evolved, utilizing technology, data analysis, and diverse methodologies. Tools such as wearable sensors, movement quality assessments, performance analytics, biomechanical modeling, and machine learning are now commonplace. A study predicting volleyball season performance (2025) employs pre-season wearable and

subjective data to forecast athlete outcomes, allowing coaches to intervene proactively. Additionally, the meta-analysis on movement quality assessments (Wijekulasuriya et al., 2025) underscores that standardized tests can predict injury risks and technical inconsistencies influencing performance. A genetic profile review (Anastasiou et al., 2024) reveals that genetic factors can moderately forecast strength, endurance, injury risk, and psychological tendencies, though these are usually influenced by training and environmental factors. Statistical models focused on training periodization, tapering, and balancing fitness and fatigue (Ceddia, Bondell, & Taylor, 2025) aid in optimizing training loads to maximize performance while minimizing risks of overtraining. The psychological determinants meta-analysis (2025) also stresses the importance of measurement quality, longitudinal studies, and multidimensional outcomes (performance, health, recovery) as best practices. For student-athlete performance, especially in contexts such as Benin Metropolis, several critical insights emerge. First, physical training programs should incorporate a blend of strength, speed, agility, endurance, and skill drills since generic training may not transfer effectively to specific sports unless techniques are practiced under realistic pressures. Second, the development of psychological skills (such as mental toughness, self-efficacy, and resilience) is essential, as they have measurable effects on performance and recovery. Third, infrastructural support (including access to equipment, facilities, nutrition, and coaching) plays a pivotal role in determining whether training and psychological interventions yield performance improvements. Fourth, monitoring methods (such as wearables, data analysis, and tracking fatigue and recovery) are crucial for adapting training loads and

preventing performance declines or injuries. Lastly, local and contextual factors (such as cultural elements, economic limitations, climate, and competition exposure) significantly influence how these determinants function in settings like Benin Metropolis, necessitating that interventions are tailored to reflect local circumstances (accessibility, costs, beliefs).

Summary of the Reviewed Literature

The idea of stress has gained considerable importance within sport psychology due to its significant effects on athletes' well-being and performance. Generally, stress is defined as a psychophysiological response to challenges that surpass an individual's coping abilities, appearing in cognitive, emotional, and physical forms. In athletics, especially for student-athletes, stress originates from various factors including competition pressures, academic responsibilities, relationships with coaches and teammates, and extensive training regimens. While moderate stress can positively influence focus, motivation, and competition readiness, excessive or poorly managed stress can hinder decision-making, motor skills, and endurance, ultimately harming performance. This complex nature of stress has made it a key area of research in sports, prompting scholars to explore methods for alleviating its negative effects and fostering adaptive responses. Theoretical frameworks have offered essential insights into stress and its impact on performance. Hans Selye's General Adaptation Syndrome (GAS) describes stress as a biological response evolving through stages of alarm, resistance, and potential exhaustion if not managed, which helps explain how athletes can initially cope with pressure but falter under chronic stress. Lazarus and Folkman's transactional model places emphasis on cognitive appraisal, indicating that an athlete's perception of competition as either a challenge or a threat significantly influences their psychological state and performance outcomes. Other models, like the inverted-U hypothesis and the Individual Zones of Optimal Functioning (IZOF), further illustrate the non-linear connection between arousal and performance, suggesting that each athlete has an optimal stress level for peak

performance. More contemporary approaches, including the conservation of resources model and biopsychosocial frameworks, broaden this perspective by considering resource availability, self-efficacy, and social context as critical factors in the stress response. Together, these theories suggest that stress stems from an interaction between the environment, the athlete's appraisal, and their coping strategies rather than being an external constant.

Athletic performance is highly responsive to stress. Stress influences concentration, sometimes narrowing focus in certain situations while causing distraction in others, which can lead to mistakes and "choking" under pressure. Physiologically, increased stress results in higher cortisol levels and heart rates, often resulting in decreased fine motor control, slower decision-making, and reduced endurance. Psychologically, stress can diminish self-confidence and lead to intrusive thoughts, consuming the cognitive resources necessary for optimal performance. Nevertheless, when managed effectively, stress can mobilize energy, enhance focus, and boost motivation. This paradox emphasizes the importance of providing athletes with stress management strategies that suit their psychological profiles and competitive requirements.

One widely researched strategy involves relaxation techniques such as progressive muscle relaxation, controlled breathing, autogenic training, and mindfulness. These methods help lower autonomic nervous system activity, decrease muscle tension, and enhance parasympathetic activation, which can alleviate pre-competition anxiety. Research indicates that athletes who regularly engage in relaxation practices report less somatic anxiety and show improved precision and stability in high-pressure tasks like shooting or throwing. Additionally, consistent

mindfulness-based relaxation has been associated with better recovery and sleep quality, crucial for maintaining performance throughout competitive seasons.

Cognitive restructuring, based on cognitive-behavioral theory, is another effective stress management approach. It focuses on identifying negative thought patterns, reframing negative evaluations, and nurturing positive thoughts that enhance self-efficacy. In sporting contexts, cognitive restructuring enables athletes to view competition as an opportunity for growth rather than a threat, which decreases anxiety and protects working memory during competitions, ultimately safeguarding decision-making and tactical execution. Research has demonstrated that athletes trained in cognitive restructuring experience lower cognitive anxiety, increased confidence, and more consistent performances, especially in high-pressure situations where mental clarity is critical. Exercise, although integral to athletic training, also serves as a stress management tool. Regular moderate exercise helps regulate the hypothalamic–pituitary–adrenal axis, boosts mood, and fosters chemical balance in the brain, including the release of stress- buffering endorphins and serotonin. For competitive athletes, incorporating light or non- fatiguing exercise into their routines as active recovery has shown to decrease perceived stress and improve resilience. However, this approach must be carefully balanced, as excessive or poorly timed training can worsen fatigue and stress. When effectively implemented, exercise enhances both physical readiness and mental stability, preventing stress from reaching detrimental levels throughout the season.

Goal-setting is another essential strategy, backed by strong evidence for its role in improving

athletic performance. Implementing SMART goals—specific, measurable, achievable, relevant, and time-bound—provides athletes with clarity, direction, and a sense of control over their performance. Goals focused on processes and performance are particularly effective as they redirect attention from uncontrollable outcomes, such as winning or losing, to actionable behaviors and techniques. This shift reduces anticipatory anxiety and the paralyzing effects of uncertainty. Research consistently shows that athletes who set clear and realistic goals maintain higher motivation, exhibit greater determination under stress, and achieve more consistent performance outcomes. Conversely, poorly defined goals can contribute to increased stress, underscoring the need for proper guidance in this approach. Integrating these findings demonstrates that stress management techniques operate through different but complementary channels. Relaxation techniques target the physiological signs of stress, aiding in the regulation of arousal levels. Cognitive restructuring deals with the cognitive aspect, altering perceptions and improving psychological resilience. Exercise contributes to both physiological recovery and long-term mental health, while goal-setting enhances motivation, focus, and perceived control. When combined into a comprehensive intervention program, these techniques not only reduce stress but also create optimal conditions for peak performance. The literature suggests that such interventions should be customized to meet individual needs, recognizing that athletes respond differently to stress and employ varied coping strategies. From a theoretical viewpoint, the interplay between stress, management techniques, and athletic performance can be understood as a dynamic interaction. The stressors from competition, training, and academics

are evaluated by athletes based on their perceived coping abilities.

When coping resources fall short, stress manifests as physiological and cognitive disruptions that detract from performance. Stress management techniques intervene at multiple stages: they reshape perceptions (cognitive restructuring), enhance coping resources (goal-setting and exercise), and directly regulate physiological responses (relaxation). By doing this, they mitigate the negative effects of stress and enhance athletic performance. For student-athletes, particularly those involved in soccer who juggle academic and sports commitments, adopting structured stress management techniques is crucial not only for enhancing performance but also for ensuring long-term well-being.

CHAPTER THREE

METHODOLOGY

The Method and Procedure that will be used in this study is described under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Instrument for Data Collection
- Validation of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

This research utilized a correlation design, deemed suitable for examining the stress management strategies used by student athletes and their impact on athletic performance among soccer players in Benin Metropolis.

Population of the Study

The population of this study shall comprise of all the 25 soccer clubs in Benin metropolis totaling 755.

Table 1: Population of the Study

S/N	POPULATION	CLUB
1	30	A
2	30	B
3	30	C
4	30	D
5	32	E
6	26	F
7	28	G
8	30	H
9	35	I
10	32	J
11	30	K
12	34	L
13	34	M
14	28	N
15	28	O
16	32	P
17	26	Q

18	30	R
19	28	S
20	38	T
21	30	U
22	28	V
23	30	W
24	28	X
25	28	Y
Total	755	

Sample and Sampling Techniques

The sample of this study will be 135. The multistage sampling procedure will be used to select the club. This will be stratifying the clubs into 1-25. Secondly, Systematic random Sampling technique will be used to select the club. This means picking number one and every other three number. A total of 9 clubs were selected. Thirdly, Proportionate sampling technique will be used to select the players. This involves picking number one and every other second number, a total of 135 players were selected using this technique.

Table 2: Sampled population

S/N	CLUBS	POPULATION	SAMPLED PLAYERS
1	A	30	15
2	B	30	15
3	C	28	14
4	D	32	16
5	E	34	17
6	F	32	16
7	G	28	14
8	H	28	14
9	I	28	14
Total	9	270	135

Instrument for Data Collection

The primary tool for data collection in this study was a structured questionnaire created by the researcher. This questionnaire aimed to gather relevant information from student athletes who play soccer in Benin Metropolis regarding the impact of stress management techniques on their athletic performance. It comprised three sections: Section A focused on the demographic data of the participants, such as age, gender, institution, and years of soccer involvement. Section B evaluated

the various stress management strategies employed by the athletes, including relaxation, goal-setting, exercise and cognitive restructuring. Section C addressed factors related to athletic performance, such as concentration, endurance, motivation, and overall performance in sports. Items in Sections B and C utilized a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1), allowing participants to indicate their level of agreement or disagreement. The inventory is a modified Likert scale with a score of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The questionnaire was meticulously crafted to ensure clarity, relevance, and alignment with the study's research questions and objectives.

Validity of the Instrument

To confirm that the research instrument accurately measured its intended constructs, the questionnaire was subjected to a validity and reliability testing. Validity was established through expert review, with a draft of the questionnaire presented to the project supervisor and two other expert in the Department of Human Kinetics and Sports Science. Their feedback on content relevance, item clarity, and language appropriateness was integrated to enhance the questionnaire's quality and ensure comprehensive coverage of stress management techniques and athletic performance.

Reliability of the Instrument

For reliability, the instrument was piloted with a small group of soccer players sharing similar characteristics. The Split half method will be employed to assess the reliability of this instrument,

yielding a reliability coefficient of 0.78.

Method of Data Collection

The researcher personally distributed the questionnaire to chosen student athletes who are soccer players in Benin Metropolis. Before doing so, permission was secured from the appropriate coaches, and team managers to grant access to the athletes. The aims of the study were clearly communicated to the participants to foster their cooperation and ensure their voluntary involvement. With the help of trained research assistants, the researcher handed out questionnaires during training sessions and organized meetings to enhance accessibility and encourage participation. Respondents were guaranteed that their answers would remain confidential and anonymous. Completed questionnaires were collected right after filling them out, while others were gathered within a few days to achieve a high response rate. This data collection approach was deemed effective as it allowed the researcher to address any immediate misunderstandings, thus ensuring the accuracy and thoroughness of the collected data.

Method of Data Analysis

The responses gathered from participants were systematically coded, organized, and analyzed through both descriptive and inferential statistical techniques. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were utilized to summarize the demographic details of the respondents and their answers regarding stress management techniques and athletic performance. To investigate the research hypotheses and assess the relationship's nature and strength between stress management strategies and athletic performance, the Pearson

Product Moment Correlation Coefficient (PPMC) was used, as it effectively measures the correlation between two continuous variables. The analysis was conducted using version 25 of the Statistical Package for the Social Sciences (SPSS). Findings were displayed in tables for better clarity and interpretation, while a significance level of 0.05 was established for hypothesis testing, which influenced whether the null hypotheses were accepted or rejected.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Presentation of Results

This chapter presents the interpretation of results and discussions of findings on the influence of stress management techniques on student-athletes sports performance among soccer players in Benin metropolis. Frequency distribution and percentage were used to illustrate the stress management techniques, providing an insight of the relaxation, cognitive restructuring exercise and goal setting. Descriptive statistics were employed to answer the research questions, offerings overviews into the patterns and trends of stress management technique and sports performance among the athletes. Additionally, correlation analysis and regression analysis was used to test the hypotheses. The findings from these analyses provide a comprehensive understanding of the role stress management techniques in shaping the athletic performance of athletes in Benin Metroplis.

Research Question 1: What is the relationship between stress management techniques and athletic performance among soccer players in Benin metropolis?

Table 3: Stress management techniques(relaxation)

Response	Frequency	Percentage
Yes	97	71.9
No	38	28.1
Total	135	100.0

Table 3 shows the relaxation stress technique distribution of athletes in the study on the influence of stress management techniques on student athletes performance among soccer players in Benin metroplis. Of the 135 respondents, 97 athletes representing 71.9% answered yes, while 38 athletes representing 28.1% answered no. This distribution suggests that majority agreed that relaxation technique is a stress management technique.

Table 4: cognitive restructuring

Response	Frequency	Percentage
Yes	83	61.5
No	52	38.5
Total	135	100.0

Table 4 shows the cognitive restructuring technique distribution of athletes in the study. Out of 135 respondents, 83 athletes representing 61.5% answered yes, while 52 athletes representing 38.5% answered no. This suggests that more than half of the respondents acknowledged cognitive restructuring as a stress management technique.

Table 5: exercise

Response	Frequency	Percentage
Yes	101	74.8
No	34	25.2
Total	135	100.0

Table 5 shows the exercise technique distribution of athletes in the study. Out of 135 respondents, 101 athletes representing 74.8% answered yes, while 34 athletes representing 25.2% answered no. This suggests that a large population of the respondents agreed that exercise is a stress management technique.

Table 6: goal setting

Response	Frequency	Percentage
Yes	88	65.2
No	47	34.8
Total	135	100.0

Table 6 shows the goal setting distribution of athletes in the study. Out of 135 respondents, 88 athletes representing 65.2% answered yes, while 47 athletes representing 34.8% answered no. This suggests that majority agreed that goal setting is a stress management technique.

Research Question 2: What is the relationship between stress relaxation techniques and athletic performance among soccer players in Benin metropolis?

Hypothesis 2: There will be no significant relationship between stress relaxation techniques and athletic performance among soccer players in Benin metropolis.

Table 7: Pearson correlation statistics on relationship between stress relaxation techniques and athletic performance among soccer players in Benin metropolis

Variables	N	Mean	r-value	p-value	Decision
Stress relaxation techniques	135	13.70	0.609	0.000	Ho is rejected
Athletic performance		99.74			

The data in table 4 showed the r-value is 0.609 indicating there was a positive moderate relationship between stress relaxation techniques and athletic performance among soccer players. The p-value of 0.000 which is less than 0.05 level of significance shows that the null hypothesis which states that there will be no significant relationship between stress relaxation techniques and athletic performance among soccer players in Benin metropolis is rejected. Hence, there is a significant relationship between stress relaxation techniques and athletic performance among soccer players in Benin metropolis.

Research Question 3: What is the relationship between cognitive restructuring techniques and athletic performance among soccer players in Benin metropolis?

Hypothesis 3: There will be no significant relationship between cognitive restructuring techniques and athletic performance among soccer players in Benin metropolis.

Table 8: Pearson correlation statistics on relationship between cognitive restructuring techniques and athletic performance among soccer players in Benin metropolis

Variables	N	Mean	r-value	p-value	Decision
cognitive restructuring techniques	135	13.33	0.587	0.000	Ho is rejected
Athletic performance		99.74			

The data in table 5 showed the r-value is 0.587 indicating there was a positive moderate relationship between cognitive restructuring techniques and athletic performance among soccer players. The p-value of 0.000 which is less than 0.05 level of significance shows that the null hypothesis which states that there will be no significant relationship between cognitive restructuring techniques and athletic performance among soccer players in Benin metropolis is rejected. Hence, there is a significant relationship between cognitive restructuring techniques and athletic performance among soccer players in Benin metropolis.

Research Question 4: What is the relationship between exercise techniques and athletic performance among soccer players in Benin metropolis?

Hypothesis 4: There will be no significant relationship between exercise techniques and athletic performance among soccer players in Benin metropolis.

Table 9: Pearson correlation statistics on relationship between exercise techniques and athletic performance among soccer players in Benin metropolis

Variables	N	Mean	r-value	p-value	Decision
exercise techniques	135	13.19	0.512	0.000	Ho is rejected
Athletic performance		99.74			

The data in table 6 showed the r-value is 0.512 indicating there was a positive moderate relationship between exercise techniques and athletic performance among soccer players. The p-value of 0.000 which is less than 0.05 level of significance shows that the null hypothesis which states that there will be no significant relationship between exercise techniques and athletic performance among soccer players in Benin metropolis is rejected. Hence, there is a significant relationship between exercise techniques and athletic performance among soccer players in Benin metropolis.

Research Question 5: What is the relationship between goal setting techniques and athletic performance among soccer players in Benin metropolis?

Hypothesis 5: There will be no significant relationship between goal setting techniques and athletic performance among soccer players in Benin metropolis.

Table 10: Pearson correlation statistics on relationship between goal setting techniques and athletic performance among soccer players in Benin metropolis.

Variables	N	Mean	r-value	p-value	Decision
exercise techniques	135	13.27	0.290	0.001	Ho is rejected
Athletic performance		99.74			

The data in table 7 showed the r-value is 0.290 indicating there was a positive weak relationship between goal setting techniques and athletic performance among soccer players. The p-value of 0.001 which is less than 0.05 level of significance shows that the null hypothesis which states that there will be no significant relationship between goal setting techniques and athletic performance among soccer players in Benin metropolis is rejected. Hence, there is a significant relationship between goal setting techniques and athletic performance among soccer players in Benin metropolis.

Discussion of Findings

The findings of research question 1 corresponding to hypothesis 1 revealed that there is a significant relationship between stress management techniques and athletic performance among soccer players in Benin metropolis. As a result, stress if not well managed can result in burnout, reduced performance, anxiety, and other several health issues. To counter the negative impacts of stress, numerous stress management techniques have been designed and implemented, to include cognitive-behavioral methods such as cognitive restructuring, relaxation techniques, goal setting, mindfulness, and exercise-based interventions, all aimed at lowering stress levels, enhancing mental clarity, and improving overall well-being (Didymus, 2017), thereby promoting stress management as it relates to athletic performance.

The findings of research question 2 corresponding to hypothesis 2 revealed that there is a significant relationship between relaxation techniques and athletic performance among soccer players in Benin metropolis. Based on this, literature has it that in the field of sports science, relaxation transcends simply being inactive; as it is a purposeful psychophysiological process designed to alleviate tension, stabilize arousal, and cultivate an ideal state for performance (Weinberg & Gould, 2019). Implementing effective relaxation techniques therefore, enables athletes to manage stress, enhance recovery, and maintain concentration during training and competitions. In addition, Paul et al. (2019) found that relaxation breathing techniques improved cardiovascular efficiency and decreased perceived exertion in elite soccer athletes. Hence, for soccer players, mastering relaxation can differentiate between a hurried, inaccurate action and a

composed, effective athletic performance. By embedding relaxation techniques into regular training regimens, athletes can maintain optimal arousal levels, sharpen focus, boost stamina, and excel under pressure. The existing evidence suggests that relaxation is not only beneficial but essential for achieving peak athletic performance in high-intensity sports settings.

The findings of research question 3 corresponding to hypothesis 3 revealed that there is a significant relationship between cognitive restructuring techniques and athletic performance among soccer players in Benin metropolis. This follows the module by Motevalli, Sulaiman, Wong and Jaafar (2022) who called athletes' psycho-physical training and cognitive restructuring module to enhance university student-athletes' well-being, which addressed the needs of university student-athletes. This study combined cognitive restructuring with psychological and physical training to enhance self-esteem, confidence, expectations, and performance. The authors observed that it positively affected anxiety, stress, and tension during competitions by helping athletes manage their environments more effectively. This indicates that cognitive restructuring can enhance performance by improving psychological states.

The findings of research question 4 corresponding to hypothesis 4 revealed that there is a significant relationship between exercise techniques and athletic performance among soccer players in Benin metropolis. In line with this finding, recent reviews and meta-analyses indicate that structured physical activity consistently alleviates perceived stress, anxiety, and depression in young adults and student populations particularly relevant to university athletes managing academic and competitive pressures (Huang, 2024; Crombie, 2020; Noetel, 2024; White, 2024;

Li, 2025). Furthermore, meta-analytic reviews of psychological strategies for athletes indicate that integrating physical training with psychological skills such as relaxation techniques, goal setting, and CBT yields better outcomes for competition anxiety and performance metrics than either approach alone (Firnhaber, 2025; Wang et al., 2024; Frontiers reviews, 2023; Soong, 2025; Marinelli, 2024). Collectively, these findings suggest that exercise techniques have a relationship and/or association with athletic performance.

The findings of research question 5 corresponding to hypothesis 5 revealed that there is a significant relationship between goal setting techniques and athletic performance among soccer players in Benin metropolis. This is in consensus with the finding of Simić et al. (2023) who investigated young swimmers who were subjected to public and private goal monitoring. The findings revealed that athletes who shared and tracked their goals publicly showed higher training attendance and performance improvements compared to those in private or control settings. This suggests that goal-setting not only organizes an athlete's mindset, but also creates accountability, reducing avoidance behaviors often associated with stress and anxiety. Additionally, this is echoed in basketball research published by Frontiers in Psychology (2022), which found that goal-setting enabled athletes to maintain shooting performance under time constraints despite heightened anxiety. This suggests that while goal-setting may elevate arousal, effective coping strategies can transform this tension into sharpened focus and improved athletic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter encapsulates the summary, conclusion as well as the necessary recommendations.

Summary

This study investigated the influence of stress management techniques on student athletes performance among soccer players in Benin metropolis. It sought to determine the relationship between stress management techniques and athletic performance; relationship between relaxation techniques and athletic performance; relationship between cognitive restructuring techniques and athletic performance; relationship between exercise techniques and athletic performance; and relationship between goal setting techniques and athletic performance. To guide the study, five (5) research questions were raised with corresponding hypotheses tested at 0.05 level of significance. The study adopted a descriptive correlation design. The population of the study comprised of 25 soccer clubs in Benin metropolis having an aggregate of 755 soccer players. A sample size of 135 soccer players were selected from the population using the multi-stage sampling procedure. The research instrument for the study was a self-constructed questionnaire. The statistical analysis was carried out using descriptive statistics of percentages for respondents' bio-data and inferential statistics of Pearson correlation was used in testing all five formulated hypotheses corresponding to the research questions raised.

The findings of this research based on the research questions raised and corresponding hypotheses formulated showed the following:

- there is a significant relationship between stress management techniques and athletic performance among soccer players in Benin metropolis.
- there is a significant relationship between relaxation techniques and athletic performance among soccer players in Benin metropolis.
- there is a significant relationship between cognitive restructuring techniques and athletic performance among soccer players in Benin metropolis.
- there is a significant relationship between exercise techniques and athletic performance among soccer players in Benin metropolis.
- there is a significant relationship between goal setting techniques and athletic performance among soccer players in Benin metropolis.

Conclusion

Based on the research findings, it can be concluded that stress management techniques, relaxation techniques, cognitive restructuring techniques, exercise techniques and goal setting technique all have significant relationship with athletic performance among soccer players in Benin metropolis. Hence, none should be neglected due to their importance and usefulness in contributing to soccer players athletic performance.

Recommendations

From the findings of this study, the following recommendations were put forth:

1. Stress management should be of utmost consideration for soccer players in their day-to-day activities together with their sports engagements.
2. Relaxation techniques such as deep breathing, meditation before competitive games can help in improving soccer players athletic performance when practiced.
3. Soccer players employing cognitive restructuring in the form of positive thinking, pep-talk, mental imagery, can aid in overcoming performance anxiety, boost confidence and performance.
4. Soccer players should be encouraged to engage in regular physical exercises before competitions so as to improve their stamina, prevent injuries, delay fatigue and enhance performance level.
5. Soccer players should set goals during training sessions and competitions to help motivate them, increase their confidence and subsequent performance.

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APPENDICES

APPENDIX I

DEPARTMENT OF HUMAN KINETICS AND SPORTS SCIENCE

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY, EDO STATE

QUESTIONNAIRE ON THE INFLUENCE OF STRESS MANAGEMENT TECHNIQUES ON
STUDENT ATHLETES PERFORMANCE AMONG SOCCER PLAYERS IN BENIN
METROPOLIS

Dear Respondents,

I am a student of the above-named Department, Currently carrying out a research, title: THE INFLUENCE OF STRESS MANAGEMENT TECHNIQUES ON STUDENT ATHLETES PERFORMANCE AMONG SOCCER PLAYERS IN BENIN METROPOLIS , as a requirement for the award of a B.Sc. degree in Human Kinetics and Sports Science. The response you are about to give will be used solely for this research purpose and it will be treated with utmost confidentiality.

Thank you for your cooperation.

Instruction: Please indicate your response by ticking (✓) in any of the preferred option.

SECTION A: Personal Data

Gender: Male Female

Age: Below 18years 18–24years 25years and above

Years of playing experience: Less than 1 year 1–3 years 4years and above

SECTION B: Stress Management Techniques

Keys: Strongly Agree(SA) Agree(A) Strongly Disagree(SD) Disagree(D)

S/N		YES	NO
1	Relaxation is a stress management technique		
2	Cognitive restructuring is a stress management technique		
3	Exercise is a stress management technique		
4	Goal setting is a stress management technique		

SECTION C: Relaxation Technique

S/N		SA	A	SD	D
5	I use relaxation methods such as deep breathing or meditation before games.				
6	Relaxation techniques help me maintain calmness during competitive situations				

7	I find relaxation activities to be a waste of time before matches				
8	Relaxation before a match improves my reaction time and decision-making.				

SECTION D: Cognitive Restructuring Technique

S/N		SA	A	SD	D
9	Cognitive Restructuring helps me overcome performance anxiety.				
10	I find it difficult to think positively after making mistake.				
11	Changing negative self-talk improves my confidence and performance.				
12	My ability to reframe thoughts affects how well I perform on the field				

SECTION E: Exercise Technique

S/N		SA	A	SD	D
13	Regular physical exercises improve my stamina and performance level				
14	I follow specific exercise routines designed to enhance my soccer skills				

15	I often neglect proper exercise techniques before competition				
16	Exercise techniques help me prevent injuries and fatigue during matches.				

SECTION F: Goal Setting Technique

S/N		SA	A	SD	D
17	I set specific goals before each match or training session				
18	Setting clear goals motivates me to perform better				
19	I rarely plan or set targets for my soccer performance				
20	Achieving my set goals gives me confidence in future games				

SECTION G: Athletic Performance

S/N	Items	SA	A	SD	D
21	Compared past weeks, my performance has improved in competition				
22	As a result of continuous training, I have mastered skills and techniques				
23	I still do well when exhausted and in unfitting mental or physical condition				

24	My physical conditioning in the implementation of techniques is good				
25	During performance, I can identify my errors				
26	During competition, I have the ability to read the game				
27	I have respectful behaviour both on success and failure				
28	I attend in time to training and competition				
29	I am so drowned in the game that sometimes I forget the passage of time				
30	Compared to the past fews months, my performance has improved in practice				
31	I perform most techniques well after a few weeks of no practice				
32	In performing the skills, I am very careful				
33	Usually, I correct my errors in the next performance				
34	When necessary, I can design and implement a new strategy				
35	I respect my competitors				
36	During the season, I maintain my physical fitness				
37	Training is interesting and enjoyable to me				
38	Recently in most competition I have been encouraged by the coach				
39	Other say, I have my own special technique				

40	Usually conditions such as heat, cold and noise does not interfere with my performance				
41	I focus first on playing in the game				
42	The speed of my technique is appropriate				
43	I can recognize the strength and weakness of me and other competitors				
44	I recognize the errors of other players				
45	I respect my sport and it's rules				
46	I do not neglect to respect or encourage my mates in the competition and practice				
47	In most game I feel everything				
48	When I am playing usually nothing distracts me				
49	I perform well in places which I am not accustomed to				

APPENDIX II

DATA ANALYSIS RESULTS

SAVE OUTFILE='C:\Users\user\Documents\Ann Izekor analysis.sav'

/COMPRESSED.

COMPUTE stress_mgt_technique=SUM (Item1 to Item4).

EXECUTE.

DATASET ACTIVATE DataSet1.

DATASET CLOSE DataSet2.

DATASET ACTIVATE DataSet3.

DATASET CLOSE DataSet1.

COMPUTE relaxation_technique=SUM (Item5 to Item8).

EXECUTE.

COMPUTE cognitive_restructuring_technique=SUM (Item9 to Item12).

EXECUTE.

COMPUTE exercise_technique=SUM (Item13 to Item16).

EXECUTE.

COMPUTE goal_setting_technique=SUM (Item17 to Item20).

EXECUTE.

COMPUTE athletic_performance=SUM (Item21 to Item50).

EXECUTE.

CORRELATIONS

/VARIABLES=stress_mgt_technique athletic_performance

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
stress_mgt_technique	4.9407	1.55383	135
athletic_performance	99.7407	6.83599	135

Correlations

		stress_mgt_technique	athletic_performance
stress_mgt_technique	Pearson Correlation	1	.514**
	Sig. (2-tailed)		.000
	N	135	135
athletic_performance	Pearson Correlation	.514**	1

	Sig. (2-tailed)	.000	
	N	135	135

**. Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

/VARIABLES=relaxation_technique athletic_performance

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
relaxation_technique	13.6963	1.13476	135
athletic_performance	99.7407	6.83599	135

Correlations

		relaxation_tec hnique	athletic_perfor mance
relaxation_technique	Pearson Correlation	1	.609**
	Sig. (2-tailed)		.000
	N	135	135
athletic_performance	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	135	135

** . Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

/VARIABLES=cognitive_restructuring_technique athletic_performance

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
cognitive_restructuring_t echnique	13.3333	1.33271	135
athletic_performance	99.7407	6.83599	135

Correlations

		cognitive_rest ructuring_tech nique	athletic_perfor mance
cognitive_restructuring_t echnique	Pearson Correlation	1	.587**
	Sig. (2-tailed)		.000
	N	135	135
athletic_performance	Pearson Correlation	.587**	1
	Sig. (2-tailed)	.000	
	N	135	135

** . Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

/VARIABLES=exercise_technique athletic_performance

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
exercise_technique	13.1926	.98871	135
athletic_performance	99.7407	6.83599	135

Correlations

		exercise_tech nique	athletic_perfor mance
exercise_technique	Pearson Correlation	1	.512**
	Sig. (2-tailed)		.000
	N	135	135
athletic_performance	Pearson Correlation	.512**	1
	Sig. (2-tailed)	.000	
	N	135	135

**. Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

/VARIABLES=goal_setting_technique athletic_performance

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
goal_setting_technique	13.2741	1.46822	135
athletic_performance	99.7407	6.83599	135

Correlations

		goal_setting_t echnique	athletic_perfor mance
goal_setting_technique	Pearson Correlation	1	.290**
	Sig. (2-tailed)		.001
	N	135	135
athletic_performance	Pearson Correlation	.290**	1

Sig. (2-tailed)	.001	
N	135	135

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX III

GET

FILE='C:\Users\user\Documents\Izekor analysis.sav'.

DATASET NAME DataSet1 WINDOW=FRONT.

GET

FILE='C:\Users\user\Documents\ Izekor Analysis.sav'.

DATASET NAME DataSet2 WINDOW=FRONT.

RELIABILITY

/VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9 Item10 Item11 Item12
Item13 Item14 Item15 Item16 Item17 Item18 Item19 Item20 Item21 Item22 Item23 Item24
Item25 Item26 Item27 Item28 Item29 Item30 Item31 Item32 Item33 Item34 Item35 Item36
Item37 Item38 Item39 Item40 Item41 Item42 Item43 Item44 Item45 Item46 Item47 Item48
Item49 Item50

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded	0	.0
	Total	50	100.0

a. listwise deletion based on all variables in the procedures

Reliability Statistics

Cronbach's Alpha	N of item
.834	50