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Self-Confidence and Competition Readiness Among Gymnasts

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ABSTRACT

This survey-correlational research was conducted to determine the relationship between self-confidence and competition readiness among gymnasts enrolled in Iloilo Province for the school year 2025–2026. The respondents of the study were 132 competing gymnasts from the four districts of Iloilo Province, selected through complete enumeration. Quantitative data were gathered using validated researcher-made instruments: A 15-item Self-Confidence Questionnaire and a 15-item Competition Readiness Questionnaire. Self-confidence served as the independent variable, while competition readiness was the dependent variable. The statistical tools used in the analysis included mean and standard deviation, Analysis of Variance (ANOVA), and Pearson r correlation, with all inferential tests set at a 0.05 level of significance. Findings revealed that the level of self-confidence among gymnasts was high, and the level of competition readiness was also high. Furthermore, results showed a significant difference in competition readiness when grouped according to levels of self-confidence. In addition, a significant positive relationship was found between self-confidence and competition readiness, indicating that higher levels of self-confidence are associated with greater competition readiness among gymnasts.

Keywords: Self-confidence**,** Gymnasts, competition readiness.

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INTRODUCTION

In the field of Sport Psychology, there has been a gradual shift from viewing athletic performance as purely physical to understanding it as a combination of physical and psychological elements. While physical attributes such as strength, flexibility, and technical skill remain fundamental, they do not fully explain why some athletes consistently perform well under pressure while others struggle. This perspective is especially relevant in gymnastics, a sport that demands not only physical excellence but also a high level of mental discipline. Across its different disciplines—Men's Artistic Gymnastics (MAG), Women's Artistic Gymnastics (WAG), Rhythmic Gymnastics (RG), and Aerobic Gymnastics—athletes are required to execute complex routines with precision while being evaluated under strict judging standards. The nature of the sport places athletes in situations where even small lapses in focus or confidence can significantly affect performance outcomes.

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Within this context, self-confidence emerges as a central psychological factor. Self-confidence refers to the degree to which athletes believe in their ability to perform specific tasks successfully. This idea can be better understood through the lens of the Self-Efficacy Theory developed by Albert Bandura (1997), which explains that individuals who have strong beliefs in their capabilities are more likely to persist in the face of difficulty, sustain effort, and approach challenges with a sense of control. In gymnastics, where routines must be executed with accuracy and consistency, this belief becomes highly consequential. Athletes who trust their abilities tend to perform with greater composure, maintain concentration, and recover more effectively from errors during performance.

The role of confidence in sport is further elaborated in the Sport Confidence Model proposed by Robin S. Vealey (2001). This model suggests that confidence is shaped by various experiences such as previous performance success, feedback from coaches, and the overall training environment. More importantly, it explains how confidence influences the way athletes interpret situations, regulate emotions, and behave during competition. For gymnasts, this means that confidence affects not only how they prepare but also how they respond in high-pressure moments. A confident athlete is more likely to remain focused, manage anxiety effectively, and execute routines with stability, even when faced with challenging conditions.

Alongside self-confidence, the concept of competition readiness provides a broader view of what it means for an athlete to be prepared for performance. Competition readiness refers to the overall state of preparedness of an athlete before and during competition. It is not limited to physical conditioning but also includes mental, emotional, and tactical components. Physical readiness involves the development of strength, endurance, and flexibility necessary for performance. Mental readiness includes focus, concentration, and decision-making abilities. Emotional readiness relates to the capacity to manage stress, anxiety, and pressure, while tactical readiness involves the ability to plan, adjust, and respond strategically during routines. From a sport psychology perspective, these dimensions are interconnected, and effective performance depends on how well they are integrated.

When examined together, the Self-Efficacy Theory and the Sport Confidence Model provide a clear explanation of how self-confidence may influence competition readiness. Athletes who believe in their abilities are more likely to engage fully in training, sustain motivation, and approach competition with a positive mindset. This, in turn, can enhance their mental focus, emotional control, and even their ability to execute physical skills effectively. In this sense, self-confidence is not an isolated trait but a factor that can shape multiple aspects of an athlete's readiness for competition.

In the Philippine context, gymnastics continues to gain recognition in both school-based and competitive sports programs. However, training approaches often place greater emphasis on physical conditioning and technical mastery, sometimes overlooking the importance of psychological preparation. This imbalance suggests a need to better understand how mental factors, particularly self-confidence, contribute to an athlete's overall readiness and performance.

At the local level, gymnastics athletes in Iloilo Province face similar demands to those experienced by athletes in broader competitive settings. They are expected to perform complex routines while managing expectations from coaches, judges, and peers. These conditions require not only physical preparedness but also the ability to remain mentally focused and emotionally composed. Despite these realities, there is limited research that specifically examines how self-confidence relates to competition readiness among these athletes. Many existing studies focus on broader athletic populations or treat these variables independently, without fully exploring how they interact within a specific sport.

Another concern lies in the tendency to treat self-confidence and competition readiness as general concepts, without examining their underlying dimensions. Self-confidence, for

instance, includes aspects such as confidence in performing skills, handling pressure, overcoming mistakes, and achieving success. Similarly, competition readiness encompasses physical, mental, emotional, and tactical preparedness. Without considering these dimensions, it becomes difficult to gain a deeper understanding of how athletes prepare for and perform in competitions.

Given these gaps, there is a need for a more focused and context-specific investigation. This study aims to examine the level of self-confidence and the level of competition readiness among gymnastics athletes in Iloilo Province during the School Year 2025–2026, as well as to determine the relationship between these variables. Grounded in the principles of Self-Efficacy Theory and the Sport Confidence Model, the study assumes that athletes with higher self-confidence are more likely to demonstrate greater readiness for competition.

Statement of the problem

This study aimed to determine the relationship of self-confidence and competition readiness of gymnastics athletes in Iloilo Province for the school year 2025-2026.

1. What is the level of self-confidence in terms of gymnastics athletes?
2. What is the level of competition readiness gymnastics athletes?
3. Is there a significant difference in competition readiness among the levels of self-confidence of gymnastics athletes?
4. Is there a significant relationship between self-confidence and competition readiness of gymnastics athletes?

METHODOLOGY

This study aimed to ascertain the relationship between self-confidence and competition-readiness among gymnastics athletes in Iloilo. The study employed a survey-correlational research design. According to Saunders, Lewis, and Thornhill (2019), survey research was used to collect quantitative data that describe existing conditions, perceptions, and characteristics of a population as they naturally occur, allowing the researcher to systematically observe, document, and quantify variables of interest without manipulation. Correlational research, on the other hand, attempted to determine the extent, strength, and direction of the relationship between two or more variables using statistical techniques (Curtis et al., 2016). Correlational studies go beyond mere description and focus on examining how variables move together, whether positively or negatively, based on the responses gathered. Together, a survey-correlational design described the variables involved and examined the natural relationships that exist between and among them. This design was deemed the most appropriate for the present study because it aimed to describe the levels of self-confidence and competition-readiness among gymnastics athletes in Iloilo and determine whether a significant relationship exists between these two variables. In this study, the independent variable was self-confidence, while the dependent variable was competition-readiness of gymnastics athletes.

The participants of this study were 132 gymnastics athletes selected from Iloilo 1st District, 2nd District, 3rd District, and 5th District. The participants consisted of gymnastics athletes in Iloilo Province enrolled during the academic year 2025-2026. The total population comprised 162 athletes across the different disciplines of Men's Artistic Gymnastics (MAG), Women's Artistic Gymnastics (WAG), Rhythmic Gymnastics (RG), and Aerobic Gymnastics. To ensure the validity and reliability of the research instrument, a pilot test was first conducted with 30 athletes who were not included in the final data gathering. After the pilot testing, the

remaining 132 athletes served as the actual respondents of the study. The study employed census sampling, meaning that all available members of the population were considered. However, due to the exclusion of the pilot group, the effective sample size for the main analysis was 132. This approach ensured that the data collected represented the entire accessible population of gymnasts in Iloilo Province, thereby eliminating sampling error and providing a comprehensive understanding of the relationship between self-confidence and competition readiness.

The distribution of respondents across the four districts was as follows. The First District contributed 43 respondents, representing 35.58% of the total sample. The Second District accounted for 33 respondents, comprising 25.00% of the total. The Third District contributed 41 respondents, equivalent to 31.06%, while the Fifth District contributed the remaining 15 respondents, representing 11.36%. The total number of respondents across all four districts was 132, accounting for 100% of the study sample.

To gather the needed data for this study, researcher-made questionnaires were utilized on self-confidence and competition readiness among gymnasts in Iloilo Province for the year 2025-2026. Attached to the questionnaires was a demographic information sheet of the respondents. This instrument was utilized to collect data about the personal profile of the gymnastics athletes such as sex, age group, experience level, and highest competition attained. The information from this instrument was used to describe the characteristics of the respondents.

The Self-Confidence Questionnaire was a 15-item researcher-made instrument with a 5-point Likert scale that measured the self-confidence of the gymnasts. The respondents were asked to rate statements about their confidence in performing skills, managing pressure, overcoming mistakes, and believing in their abilities to succeed. For statistical purposes, the following numerical weights were assigned to the positive responses: a scale of 5 corresponded to Strongly Agree, 4 to Agree, 3 to Neutral, 2 to Disagree, and 1 to Strongly Disagree. To describe the responses of the respondents, the following interpretive scale was used: a mean range of 4.21 to 5.00 was described as Very High, 3.42 to 4.20 as High, 2.61 to 3.40 as Moderate, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low.

To ensure that the instrument measured what it intended to measure, it was subjected to face and content validation from a panel of experts in the fields of physical education and sports. These experts evaluated the clarity, construction, and relevance of the questions. After validation, the instrument was pilot tested with thirty (30) gymnasts from selected schools in Iloilo Province who were not part of the actual respondents but possessed similar characteristics. After pilot-testing, the instrument underwent an internal consistency reliability test using Cronbach's Alpha, with a result of 0.715. Furthermore, item analysis was performed to evaluate the quality of each item. Factor analysis was conducted to establish the construct validity of the instrument. Only items with factor loadings of not less than 0.50 were retained, while items that did not meet the required loading were subjected to revision or removal.

The Competition Readiness Questionnaire was also a 15-item researcher-made questionnaire categorized into four aspects: (1) Physical Readiness, (2) Technical Readiness, (3) Psychological Readiness, and (4) Emotional Readiness. A 5-point Likert scale was used to measure how prepared the athletes felt when gearing up for competitions. The respondents rated statements divided into these four aspects. The Likert scale used assigned the following numerical weights: 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly Disagree. To interpret the data, the following scale was used: a mean range of 4.21 to 5.00 was described as Very High, 3.42 to 4.20 as High, 2.61 to 3.40 as Moderate, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low.

The Competition Readiness Questionnaire underwent face and content validation by a panel of experts in the field to ensure clarity, relevance, and appropriateness of the items. Prior

to validation, all instruments, including the Profile Sheet and the Competition Readiness Questionnaire, were presented to the thesis adviser for initial review and necessary corrections. The revised versions were then subjected to expert validation. After validation, the instruments were pilot tested among thirty (30) gymnasts from selected schools in Iloilo Province who were not part of the actual respondents but belonged to the target population. The data gathered from the pilot testing were subjected to reliability testing using Cronbach's Alpha through the Statistical Package for the Social Sciences (SPSS). The instrument obtained a reliability coefficient of 0.918, indicating a high level of internal consistency. Furthermore, item analysis was conducted to evaluate the quality and performance of each item. Factor analysis was performed to establish the construct validity of the instrument. Only items with factor loadings of not less than 0.50 were retained, while items that did not meet the required loading were revised or removed.

The research procedure began with the evaluation of the instruments, wherein all suggestions from the experts were incorporated to enhance the research instruments. Letters of request and permits to conduct the study were prepared and processed accordingly. After validation and pilot testing, permission to conduct the study was secured from the Office of the Dean of the Graduate School, the Division Office, school principals, and club owners. Informed consent was subsequently obtained from the respondents. The researcher ensured that the participants fully understood the purpose and objectives of the study and that their participation was voluntary. The data gathered were treated with utmost confidentiality, and data privacy was strictly observed by maintaining the confidentiality of all information collected from the participants.

After securing all needed consents, the researcher either personally distributed and administered the questionnaire or conducted it through online means, utilizing Google Forms as the platform for gathering the information. The respondents were given enough time to answer the questionnaires so that they could reflect on their answers well. After all the participants answered the questionnaires, the researcher consolidated the data gathered and tallied them for analysis. All data gathered in the study were analyzed using the Statistical Package for Social Sciences (SPSS).

To analyze and interpret the collected data, the study utilized descriptive and inferential statistical tools. The mean was used to determine the overall level of self-confidence and the overall level of competition readiness of the gymnastics athletes based on their responses to the researcher-made Likert-scale questionnaires, as it provides a measure of central tendency through the numerical average of a set of responses. Standard deviation was used to show the variability of responses of the athletes in terms of their self-confidence and competition readiness, indicating whether responses are closely clustered or widely spread. For inferential analysis, the study employed Analysis of Variance (ANOVA) and Pearson Product-Moment Correlation Coefficient (Pearson's r). ANOVA was appropriate in comparing the mean scores of competition readiness across different levels of self-confidence to determine if any observed differences are statistically significant. Pearson's r was used to measure the strength and direction of the relationship between the two variables, indicating whether an increase in self-confidence was associated with a corresponding increase in competition readiness. All inferential tests were set at a 0.05 alpha level of significance.

RESULTS AND DISCUSSION

This chapter presents the findings of a study examining the self-confidence and competition readiness of gymnastics athletes, using a quantitative research design with a survey

questionnaire as the primary data collection instrument. A total of 132 respondents participated in the study, and the data were analyzed using both descriptive and inferential statistical techniques. Descriptive analysis involved the computation of means and standard deviations to determine the levels of self-confidence and competition readiness among the respondents. Inferential analysis employed a one-way Analysis of Variance (ANOVA) to determine whether significant differences in competition readiness existed among athletes grouped according to their levels of self-confidence, and Pearson product-moment correlation to establish the nature and strength of the relationship between the two variables. All results are interpreted in direct relation to the objectives of the study, and the discussion that follows is grounded entirely in the data gathered from the respondents.

Level of self-confidence

The level of self-confidence among gymnastics athletes was assessed across four key performance dimensions: belief in performing skills, managing pressure, overcoming mistakes, and succeeding in competitions. The computed mean score of 3.79, interpreted as High based on a five-point scale where 4.21 to 5.00 corresponds to Very High, 3.41 to 4.20 to High, 2.61 to 3.40 to Moderate, 1.81 to 2.60 to Low, and 1.00 to 1.80 to Very Low, indicated that the respondents possessed a strong level of confidence in their abilities as athletes. This suggested that they were generally assured in performing gymnastics-related tasks and challenges. The standard deviation of 0.46 indicated low variability, meaning that the responses were closely clustered around the mean, reflecting a high degree of consistency among respondents and suggesting that most athletes shared a similar level of self-confidence.

The high level of self-confidence observed among the respondents may be attributed to their continuous training, skill mastery, and sustained exposure to competitive environments. Gymnastics is a discipline that demands precision, consistency, and repeated practice, all of which are conditions conducive to the gradual development of confidence in athletes over time. Across the key dimensions measured, the findings revealed identifiable patterns of strength. With respect to performing skills, athletes developed confidence through the repeated execution and progressive mastery of routines. In the dimension of managing pressure, respondents demonstrated the capacity to maintain focus and composure during competitive situations. In overcoming mistakes, they exhibited resilience and the ability to recover quickly from errors without losing momentum. Lastly, in the area of succeeding in competitions, the athletes possessed a strong and consistent belief in their capability to achieve positive outcomes. These patterns collectively reflect a well-rounded psychological profile consistent with the demands of competitive gymnastics.

These findings are consistent with the conclusions of Moritz et al. (2017), who revealed that self-confidence is significantly related to sports performance, particularly in skill execution and competitive success, thereby reinforcing the importance of confidence in the dimensions of performing skills and succeeding in competitions observed in the present study. The results are further supported by Beattie et al. (2017), who emphasized that self-confidence enhances an athlete's ability to manage pressure and maintain consistent performance, an assertion that directly aligns with the strengths identified in the dimensions of managing pressure and overcoming mistakes. Additionally, Hays et al. (2019) identified confidence as a key psychological factor that enables athletes to maintain focus, regulate emotions, and perform effectively in competitive situations, providing further theoretical grounding for the present findings. Brown et al. (2017) similarly highlighted that psychological factors such as confidence and resilience are essential in achieving athletic success, particularly in high-pressure sports like gymnastics, underscoring the practical significance of the high self-confidence levels recorded in this study. Taken together, the level of self-confidence among

gymnastics athletes was high, indicating that, most of the time, gymnasts demonstrated a strong belief in their abilities across key performance dimensions, with notable consistency observed among the respondents.

Level of competition readiness

The level of competition readiness among gymnastics athletes was assessed across four domains: physical, mental, emotional, and tactical readiness. The computed mean score of 3.81, interpreted as High on the same five-point scale described above, indicated that the respondents were generally well-prepared for the demands of competitive gymnastics. This suggested that the athletes possessed the necessary competencies and readiness to perform effectively during competitions. The standard deviation of 0.43 reflected low variability, indicating that responses were closely clustered around the mean and that a high level of consistency existed among respondents, with most athletes sharing a similarly elevated level of competition readiness.

The high level of competition observed may be attributed to the athletes' adequate preparation across all four key domains. Gymnastics requires a balanced integration of physical conditioning, psychological preparedness, emotional stability, and tactical awareness to achieve optimal performance, and the data suggested that respondents had undergone systematic and consistent training that enabled them to develop the necessary competencies across each of these areas. In terms of physical readiness, athletes developed strength, flexibility, balance, and endurance. In mental readiness, they demonstrated focus, concentration, and strategic thinking. In emotional readiness, they were able to regulate anxiety, maintain composure, and manage pressure effectively. In tactical readiness, they applied strategies, adapted to unfolding situations, and made quick decisions during routines and competitive settings. The uniformity of responses across these dimensions suggested that the training practices employed were effective across the group as a whole, and that comprehensive programs integrating physical conditioning, psychological skills training, and tactical development were instrumental in sustaining readiness.

These findings are consistent with the work of Slimani et al. (2016), who emphasized that physical preparation plays a significant role in enhancing athletic readiness and performance, particularly in sports requiring precision and coordination such as gymnastics. The results are further supported by Birrer et al. (2017), who found that mental skills training improved athletes' focus, confidence, and coping mechanisms, aligning directly with the mental readiness dimension observed in this study. Hays et al. (2019) identified emotional control and psychological stability as key contributors to athletes' readiness and success in high-level competitions, further supporting the emotional readiness reported by the respondents. Memmert (2015) highlighted the importance of tactical awareness and decision-making in sports performance, which corroborates the tactical readiness dimension reflected in the findings. Moreover, Weinberg et al. (2019) described competition readiness as a multidimensional construct involving physical conditioning, skill execution, and psychological preparedness, a characterization that is consistent with the integrated, four-domain framework employed in this study. Based on the findings, the level of competition readiness among gymnastics athletes was high, indicating that, most of the time, gymnasts were well-prepared across physical, mental, emotional, and tactical domains, with consistent responses observed among all participants.

Difference in competition readiness among the levels of self-confidence

To determine whether competition readiness differed significantly among gymnastics athletes when grouped according to their levels of self-confidence, a one-way Analysis of Variance (ANOVA) was conducted. The results yielded a sum of squares between groups of 9.821 with 3 degrees of freedom, producing a mean square of 3.274, and a sum of squares within groups of 13.863 with 128 degrees of freedom, producing a mean square of 0.108. The total sum of squares was 23.684 with 131 degrees of freedom. The computed F-value of 30.226 with a corresponding significance level of 0.000 was less than the 0.05 alpha level, which led to the rejection of the null hypothesis. This indicated that competition readiness significantly differed among gymnastics athletes when grouped according to their levels of self-confidence.

The finding suggested that the variation in competition readiness observed among the respondents was largely influenced by differences in self-confidence levels rather than chance alone. The relatively high F-value of 30.226 implied that the variability between groups was substantially greater than the variability within groups, emphasizing the strong effect of self-confidence on athletes' overall readiness. This result indicated that gymnasts with higher levels of self-confidence were more likely to demonstrate better preparation across the physical, mental, emotional, and tactical dimensions of competition readiness. The practical implication of this finding is that enhancing athletes' self-confidence should be considered a key component of training programs aimed at improving overall competition readiness. Coaches and trainers may incorporate psychological interventions such as confidence-building exercises, mental skills training, and performance simulations to strengthen athletes' readiness across all domains. This finding also highlights the importance of addressing individual differences in confidence levels to ensure optimal athlete preparation.

These results are supported by sport psychology literature. Vealey (2017) established that self-confidence enhances the ability of athletes to maintain focus and perform effectively under competitive pressure, an assertion that is consistent with the group differences in readiness observed in this study. Hays et al. (2019) similarly found that athletes with higher confidence levels exhibit better emotional regulation and consistency in performance, further corroborating the differential patterns of competition readiness identified across confidence levels. Furthermore, Lochbaum et al. (2022) confirmed that sport confidence is a significant predictor of both performance and psychological readiness, providing additional empirical support for the statistically significant difference obtained in the present analysis. Based on the findings, there was a significant difference in competition readiness among gymnastics athletes when grouped according to their levels of self-confidence, and the null hypothesis was accordingly rejected, indicating that self-confidence had a significant influence on the competition readiness of the respondents.

Relationship between self-confidence and competition readiness

To examine the nature and strength of the association between self-confidence and competition readiness among gymnastics athletes, Pearson product-moment correlation was employed. The computed correlation coefficient of $r = 0.713$ with a corresponding p-value of 0.000, which was less than the 0.05 level of significance, led to the rejection of the null hypothesis. This result indicated a strong positive relationship between self-confidence and competition readiness, confirming that the two variables were significantly associated with each other.

The direction and magnitude of the correlation indicated that as the level of self-confidence increased among gymnastics athletes, the level of competition readiness also increased correspondingly. Conversely, lower levels of self-confidence were associated with

lower levels of readiness for competition. The strong positive coefficient of r = 0.713 suggested that self-confidence played a crucial and meaningful role in enhancing the preparedness of gymnasts across the physical, mental, emotional, and tactical dimensions. Athletes who possessed high self-confidence demonstrated better focus, greater resilience under pressure, more effective emotional control, and more reliable execution of skills during competition. These associations underscore the inseparable connection between psychological strength and competitive preparedness in the context of gymnastics.

This finding is consistent with and supported by existing scholarship in sport psychology. Vealey (2017) identified self-confidence as a key psychological factor that enhances the performance and readiness of athletes in competitive environments, a conclusion that mirrors the strong positive relationship obtained in the present study. Hays et al. (2019) similarly found that confidence is strongly associated with improved focus, emotional regulation, and consistency in performance, all of which are components embedded within the competition readiness construct measured in this study. Furthermore, Lochbaum et al. (2022) reported that sport confidence has a significant and positive relationship with both performance outcomes and psychological readiness, thereby providing direct empirical corroboration for the r = 0.713 coefficient obtained. Based on the findings, there was a significant relationship between self-confidence and competition readiness among gymnastics athletes, and the null hypothesis was rejected accordingly, indicating that higher levels of self-confidence were consistently associated with higher levels of competition readiness.

The collective findings of this study reveal a coherent and mutually reinforcing pattern between the psychological and competitive dimensions of gymnastics performance. Gymnastics athletes demonstrated a high level of self-confidence with a mean of 3.79 and a standard deviation of 0.46, and a high level of competition readiness with a mean of 3.81 and a standard deviation of 0.43, both of which reflected strong consistency among the 132 respondents. The inferential analyses further substantiated the descriptive results: the one-way ANOVA produced an F-value of 30.226 with a significance level of 0.000, confirming that competition readiness differed significantly across groups defined by levels of self-confidence, while the Pearson r of 0.713 with a p-value of 0.000 established a strong positive relationship between the two variables. Together, these results affirm that self-confidence is not merely correlated with competition readiness but is a substantive psychological driver of it, with athletes who possess stronger confidence demonstrating markedly superior preparedness across all four readiness domains. These findings contribute meaningfully to the growing body of sport psychology literature by empirically demonstrating the centrality of self-confidence in shaping competitive readiness within the specific and demanding context of gymnastics. They also carry important practical implications for coaches, sports psychologists, and athletic development programs, reinforcing the necessity of embedding psychological skills training alongside physical and tactical conditioning. The subsequent chapter of this manuscript will present the summary, conclusions, and recommendations derived from these findings, offering a synthesized scholarly response to the objectives and implications of the study.

CONCLUSION

This study aimed to determine the relationship between self-confidence and competition readiness among gymnastics athletes in Iloilo Province for the School Year 2025-2026. Specifically, the investigation sought to establish the levels of self-confidence and competition readiness among the athletes, examine whether a significant difference existed in competition readiness across varying levels of self-confidence, and determine whether a

significant relationship existed between the two variables. To address these objectives, the study employed a survey-correlational research design involving 132 gymnastics athletes from selected schools across four districts of Iloilo Province, selected through complete enumeration sampling. Data were gathered using two validated researcher-made Likert-scale instruments, each consisting of 15 items, designed to measure self-confidence and competition readiness, respectively. Both instruments underwent face and content validation by a panel of experts, followed by pilot testing among 30 non-respondent gymnasts. Reliability was established through Cronbach's Alpha, while item analysis and factor analysis were conducted to ensure construct validity, retaining only items with factor loadings of at least 0.50. The data were analyzed using mean, standard deviation, analysis of variance (ANOVA), and Pearson r, with all inferential tests set at a .05 alpha level of significance.

The findings of the study revealed that the level of self-confidence among gymnastics athletes was high, indicating that they generally possessed a strong belief in their abilities to perform, manage pressure, overcome mistakes, and succeed in competitions. Correspondingly, the level of competition readiness among the athletes was likewise high, reflecting that the gymnasts were generally well-prepared across physical, mental, emotional, and tactical dimensions. These results collectively suggest that the participants demonstrated a commendable degree of psychological and performance preparedness appropriate for competitive gymnastics at the provincial level.

Beyond the descriptive findings, the results further disclosed that a significant difference existed in competition readiness among athletes across varying levels of self-confidence, indicating that self-confidence meaningfully influenced the degree of preparedness demonstrated by the athletes. This finding suggests that athletes with higher levels of self-confidence tended to exhibit better competition readiness, thereby implying that deliberate efforts to enhance self-confidence may correspondingly improve athletes' overall competition preparedness. Reinforcing this finding, the study also established a significant positive relationship between self-confidence and competition readiness, confirming that self-confidence served as a strong contributing factor to athletic readiness. This relationship further implies that targeted interventions aimed at strengthening self-confidence may directly translate to improved competition readiness and enhanced overall athletic performance among gymnastics athletes.

In light of these conclusions, several recommendations are put forward to support the continued development of gymnastics athletes. The athletes themselves are encouraged to sustain and further enhance their self-confidence and competition readiness through consistent practice of positive self-talk, goal setting, and brief self-reflection after training sessions. Coaches and trainers are likewise encouraged to strengthen athletes' psychological and performance preparation by integrating short mental focus routines, providing immediate positive feedback, and conducting regular simulated competition activities during training. Parents are similarly urged to maintain their supportive role by offering consistent encouragement, refraining from negative criticism, and ensuring emotional support before and after training and competitions. Sports administrators may support programs that promote holistic athlete development, giving equal emphasis to physical, technical, and psychological aspects of preparation. Finally, future researchers are encouraged to expand and further deepen the inquiry by incorporating other psychological variables such as motivation, anxiety, and resilience, and by conducting similar studies involving a wider population or diverse sports contexts, so as to enrich the body of knowledge on the psychological determinants of athletic readiness and performance.

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