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PSYCHOLOGICAL WELL-BEING, SELF-EFFICACY, AND CULTURAL VALUES: PREDICTORS OF SELF-REPORTED ATHLETIC PERFORMANCE

In light of the fervent cultivation of athletic achievements, linked to elevating Kazakhstan's prestige on the international stage as a land of worthy champions, there is a burgeoning interest in the psychological facets of sports within academia. This study's pertinence arises from the dearth of holistic investigations that concurrently consider psychological, cultural, and personal factors within the context of collegiate athletics. Extant research frequently examines psychological factors in isolation, neglecting their interplay. Furthermore, the influence of cultural values on learners' athletic pursuits remains underexplored, and a comprehensive understanding of the nexus between those metrics and subjective appraisal of athletic accomplishments is lacking. Given this gap, the aim of this research is to uncover the influence of self-assessed psychological well-being, confidence in one's abilities, and the perception of cultural values on student-athletes subjective athletic performance. In this study, involving 237 third-year students from the Academy of Physical Culture and Mass Sports in Astana, psychological well-being, self-efficacy, cultural values and subjective sports performance were measured via the SAWBF scale, PSES tool, VBN measurement model, and the sports subscale of the PSPP questionnaire, respectively. Six hypotheses regarding interrelationships were posited and scrutinized using ordinary least squares regression and moderator analysis within the PROCESS macro. The findings revealed that psychological well-being and cultural values are salient predictors of subjective athletic performance; cultural values also act as a moderator, affecting the relationship between psychological well-being and subjective sports performance. No significant direct effect of self-efficacy was observed, suggesting the need for further investigation of this variable, considering other contributory factors. The findings underscore the potential for applying these results in developing psychological support programs for student-athletes, creating recommendations for enhancing sports efficiency, and devising methodologies for athletic self-diagnosis.

Key words: student-athletes, athletes, subjective athletic performance, self-assuredness, psychological well-being, cultural values.

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Психологиялық әл-ауқат, өзіндік тиімділік және мәдени құндылықтар: субъективті спорттық өнімділіктің болжаушылары

Өзін лайықты чемпиондары бар ел ретінде сипаттайтын Қазақстанның халықаралық аренасындағы беделдің артуына байланысты спорттық жетістіктердің белсенді дамуына байланысты академиялық ортадағы спорттық қызметтің психологиялық аспектілеріне қызығушылықтың артуы байқалады. Зерттеудің өзектілігі студенттік спорт контекстіндегі психологиялық, мәдени және жеке факторларды ескеретін кешенді зерттеулердің болмауынан туындайды. Қолданыстағы зерттеулер психологиялық факторларды олардың өзара әсерін ескермей, оқшауланған түрде қарастырады, сонымен қатар мәдени құндылықтардың студенттердің спорттық іс-әрекетіне әсері жеткілікті зерттелмеген, сонымен қатар өзін-өзі диагностикалау көрсеткіштері мен спорттық жетістіктерді субъективті бағалау арасындағы байланыс туралы тұтас түсінік жоқ. Жоғарыда келтірілген олқылықты ескере отырып, осы зерттеудің мақсаты – өзін-өзі диагностикалайтын психологиялық әл-ауқат деңгейлерінің, өз қабілеттеріне деген сенімділіктің және мәдени құндылықтарды қабылдаудың студент-спортшылар арасындағы өзінің спорттық қызметін субъективті бағалауға әсерін анықтау. Астана қаласының Дене шынықтыру және бұқаралық спорт академиясының 237 үшінші курс студенттерін тарта

студенттердің психологиялық саулығы SAWBF сауалнамасы арқылы өлшенді, өзіндік тиімділігі PSES құралының көмегімен анықталды, мәдени құндылықтар VBN өлшеу моделінің көмегімен қарастырылды, субъективті спорттық өнімділік PSPP сауалнамасының спорттық кіші шкаласының көмегімен есептелді. PROCESS макросындағы ең кіші квадраттық регрессия және модераторлық талдау арқылы тексерілген қатынастар туралы 6 гипотеза ұсынылды. Психологиялық әл-ауқат пен мәдени құндылықтар субъективті спорттық өнімділіктің маңызды болжаушылары болып табылады; бұл ретте мәдени құндылықтар психологиялық әл-ауқат пен субъективті спорттық өнімділік арасындағы байланысқа әсер ететін модератор рөлін атқарады. Басқа факторларды ескере отырып, осы айнымалыны одан әрі зерттеу қажеттілігін көрсетуі мүмкін өзіндік тиімділіктің маңызды тікелей әсерінің болмауы тіркелді. Алынған нәтижелерді студент-спортшыларды психологиялық қолдау бағдарламаларын әзірлеу, спорттық іс-әрекеттің тиімділігін арттыру бойынша ұсыныстар жасау, сондай-ақ спорттық өзін-өзі диагностикалау әдістерін әзірлеу үшін пайдалану мүмкіндігі атап өтіледі.

Түйін сөздер: психологиялық әл-ауқат, атлет-студенттер, спортшылар, субъективті спорттық өнімділік, өзіндік тиімділік, мәдени құндылықтар.

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Психологическое благополучие, самооффективность и культурные ценности: предикторы субъективной спортивной производительности

В связи с активной культивацией спортивных достижений, связанной с повышением престижа на международной арене Казахстана, характеризующего себя как страну с достойными чемпионами, отмечается растущий интерес к психологическим аспектам спортивной деятельности в академической среде. Актуальность исследования продиктована отсутствием комплексных исследований, учитывающих одновременно психологические, культурные и личностные факторы в контексте студенческого спорта. Существующие исследования часто рассматривают психологические факторы изолированно, без учёта их взаимного влияния, кроме того, недостаточно изучено влияние культурных ценностей на спортивную деятельность студентов, а также отсутствует целостное понимание взаимосвязи между самодиагностируемыми показателями и субъективной оценкой спортивных достижений. Учитывая вышеизложенный пробел, цель настоящего исследования – выявить влияние самодиагностируемых уровней психологического благополучия, уверенности в своих способностях и восприятия культурных ценностей на субъективную оценку своей спортивной деятельности среди студентов-атлетов. В работе с привлечением 237-ми третьекурсников Академии физической культуры и массового спорта города Астаны, применяли следующий инструментарий: психологическое благополучие указанных студентов измеряли посредством опросника SAWBF, самооффективность определяли с помощью инструмента PSES, культурные ценности рассматривали при помощи измерительной модели VBN, субъективную спортивную производительность исчисляли при помощи спортивной субшкалы опросника PSPP. Было выдвинуто 6 гипотез о взаимосвязях, которые подвергались проверке с помощью регрессии по методу наименьших квадратов и анализа модераторов в макросе PROCESS. Установлено, что психологическое благополучие и культурные ценности являются важными предикторами субъективной спортивной производительности; при этом культурные ценности играют роль модератора, влияя на взаимосвязь между психологическим благополучием и субъективной спортивной производительностью. Зарегистрировано отсутствие значимого прямого эффекта самооффективности, которое может указывать на необходимость дальнейшего исследования этой переменной с учётом других факторов. Подчёркивается возможность использования полученных результатов для разработки программ психологической поддержки студентов-спортсменов, создание рекомендаций по повышению эффективности спортивной деятельности, а также разработка методик спортивной самодиагностики.

Ключевые слова: студенты-атлеты, спортсмены, субъективная спортивная производительность, самооффективность, психологическое благополучие, культурные ценности.

Introduction

Our relatively young country, Kazakhstan, actively participates in the International Olympic Games, raising its national prestige and making itself known on the international arena. Thus, at the recent Olympic Games in Paris (2024) our athletes won one gold, three silver and three bronze medals in judo, artistic gymnastics, Greco-Roman wrestling and boxing. From ancient times our land has been famous for its batyrs, sung in epics by the Kazakh people. In order to preserve and multiply the cultural heritage, to educate the future generation of patriots of the independent Republic, it is necessary to actively engage not only in moral but also in physical education of the nation.

Every year, the government of our country invests significant financial resources in sports programs, emphasizing the importance of sports development. Kazakhstani coaches are known for their strategic acumen, technical skill and ability to instill discipline and perseverance in future champions. They understand the strengths and weaknesses of each athlete to maximize their potential and minimize the risk of injury.

According to A. Mynbaeva et al. (2021), modern society imposes new requirements for the improvement of personality, for its development, for such personal qualities as morality, responsibility, duty, motivation, which are indicators of spiritual maturity of a person and this serves as a necessary foundation for self-improvement of personality. In the conditions of education of the digital generation, the requirement to develop and expand the resource approach of personal development is emphasized. Consequently, the problems of spirituality and unlocking the potential of the individual are at the center of social sciences (Anarbek et al., 2021). In this regard, it is important to emphasize that active sports activities contribute to the acquisition and nurturing of the above-mentioned qualities of personality, in addition to traditional education.

Kazakh scientists Y. Krasnik et al. (2024) mention the following motives for practicing sports: improvement of physical and mental health, strengthening of personality, development of positive attitude to life, acquisition and training of sports skills, competence and competitiveness. In addition, practicing sports allows the development of qualities such as discipline and responsibility.

The importance of an athlete's mental, emotional, and physical well-being is widely recognized in global sport practice (Park et al., 2023). Intense training and stressful situations in competitive sports

can potentially affect athletes' mental and physical health. In our country, athletes begin training at an early age, making it paramount to maintain physical and mental health to maintain optimal performance of athletes who require a comprehensive support system encompassing social, emotional, medical, and psychological care.

Many factors influence the achievement of a desired outcome, some of which we have explored in detail in this paper. For example, athletes' self-efficacy is known to enhance motivation and subjective sport performance by increasing self-confidence; mental well-being and cultural context also have an important influence on champion performance (Yang et al., 2024).

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Object of the study: student-athletes; subject of the study: the influence of the above predictors on the subjective evaluation of students' athletic performance.

The relevance of the paper is dictated by the fact that although research in the field of sport psychology has already confirmed the link between psychological well-being and athletic performance, there is little research focused on student-athletes, especially given their unique situation and dual commitments. It should be clarified that dual circumstances consist of increased academic and athletic pressures on student-athletes: this group experiences significant pressures that may impact their psychological well-being and athletic performance. The authoritative research literature also lacks a thorough understanding of the impact of cultural values on athletic performance in this group, creating a problematic situation in which more data is needed to develop effective approaches and supports for this category of athletes. Cultural values can significantly influence student-athletes' motivation, commitment, and approaches to training and competition, making this determinant relevant to study.

In addition, domestic experts report that such research is relevant for Kazakhstan, given that in our country significant efforts are spent on training athletes (Krasnik et al., 2024b). The scientific novelty and theoretical significance of the present study is supported by a significant deficit of scientific works in the field of sport psychology, as this field is only

at the initial stage of development. Thus, theoretically, the present study will expand the understanding of the relationships between psychological factors and subjective sport performance.

The practical relevance of the study lies in the further possibility of developing appropriate targeted programs to maximize athletic performance with effective comprehensive support for student-athletes, which may contribute to improving their academic performance and overall well-being. Investigating the impact on athletes' athletic performance of psychological well-being, which fulfills a critical role in ensuring high performance and life satisfaction, will assist in the development of psychological strategies to support athletes during their academic studies.

Literature review

Researchers around the world have focused on investigating how athletes achieve success. Recent findings suggest that a multidimensional approach that encompasses an understanding of the intricacies of subjective athletic performance is needed for this purpose (Kun et al., 2023; Hong & Minikin, 2023; Makaruk et al., 2024). There is no doubt that athletic performance is directly related to an athlete's well-being. Physically and mentally healthy athletes perform better in competitions, perform with greater commitment (Exel & Dabnichki, 2024). Healthy sleep, timely recovery and proper balanced nutrition can improve athletes' performance, while anxiety and depression should not be ignored, but should be treated in a timely manner with the involvement of a specialist (sports psychologist) (Doherty et al., 2023; Hoseini et al., 2024).

Psychological well-being, self-efficacy, and cultural values significantly influence subjective sport performance. Research shows that self-efficacy and psychological well-being are major predictors of performance achievement in various domains, including sport career (Yang et al., 2024). This relationship is reinforced by cultural factors that shape individual perceptions and motivation in sport contexts.

Athletes with high self-efficacy tend to perceive their performance more positively, as evidenced by research linking engagement and psychological well-being to subjective performance (Manap et al., 2023). In addition, cultural values shape athletes' mindset, influencing their self-efficacy and overall well-being. Next, let us examine these key aspects in more detail.

Psychological well-being

Psychological well-being plays a key role for athletes as it is directly related to their athletic performance. Research shows that athletes with higher levels of psychological well-being show better subjective performance, which allows them to experience positive emotions when winning and increase endurance, thus again enhancing mental well-being (Singh et al., 2024). Psychological stress, on the contrary, is negatively correlated with subjective performance, proving the fact that it is crucial for athletes to maintain mental health.

In addition, factors such as emotional regulation and intrinsic motivation contribute to life satisfaction and performance in athletes (Yakushina et al., 2024). Regular exercise increases perceived performance, which mediates the influence of positive psychological well-being on athletic performance (Manap et al., 2023).

Chinese scientists have analyzed the reasons affecting the psychological well-being of athletes and summarized the influence of internal and external factors. The researchers concluded that self-confidence significantly influences the psychological well-being of athletes, affecting their subjective sport performance. The authors emphasized the importance of mental state in optimizing athletes' competitive abilities and training approaches (Xuemeng, 2023).

It is a noteworthy fact, reported by a number of researchers in their experimental studies, that psychologically well-adjusted athletes also demonstrate high mental abilities compared to less successful, insecure athletes, which affects their performance outcomes (Singh et al., 2024). Thus, psychological well-being is a reliable predictor of performance, emphasizing its importance in competitive settings.

Self-effectiveness

Self-efficacy, or in other words, self-confidence, has been consistently found to be a reliable predictor of subjective performance in athletes (Hamm et al., 2023). As studies conducted in competitive sport settings have shown, athletes with high self-efficacy achieve better performance. However, despite the high importance of the determinant, its direct effect on athletic performance may vary depending on various factors (Min et al., 2022).

Self-efficacy is in direct correlation with performance enhancement. Research shows that increased self-confidence is positively correlated with athletes' psychological well-being and performance (Parnabas et al., 2023). Athletes who believe in themselves and possess unwavering self-efficacy

are more likely to make informed, effective decisions while exhibiting significant persistence, commitment, and better performance (Lebria et al., 2024). Researchers have found that such athletes are capable of effective self-regulation, which contributes to their athletic performance and favorable well-being (Yakushina et al., 2024). In addition, Kazakhstani researchers found that self-actualization is also influenced by the professional level of athletes (Krasnik et al., 2024b).

Some studies have reported that self-efficacy does not always have a significant effect on athletes' performance, suggesting that other factors such as emotional stability and psychological well-being may also be influential (Benítez-Sillero et al., 2021) (Min et al., 2022).

Cultural values

Cultural background plays no less significant role in shaping the psychological profile of athletes, which is emphasized by a number of authoritative studies. As early as the end of the last century, cultural values have been shown to shape athletes' motivation and perceptions of success, influencing their psychological attributes and performance (Staudinger et al., 1999). Understanding the cultural context can help to tailor psychological interventions to enhance athletes' performance. It has been indicated that cultural attitudes towards uncertainty can influence self-regulation and therefore the subjective well-being of athletes (Banschikova et al., 2022).

A country's cultural values influence athletes' attitudes towards their careers by shaping a responsible approach to training, thereby potentially influencing their self-efficacy and athletic performance (Gill, 2019). Realizing that an athlete has been chosen to represent their country, they experience a high sense of patriotism and are aware of the responsibility placed upon them. Researchers have noted that athletes from different cultures may exhibit different levels of engagement and psychological stress, which affects their perception of performance. In addition, differences in cultural background can lead to differences in how psychological factors affect performance (Staudinger et al., 1999) emphasizing the need for culturally sensitive approaches to sport psychology.

Undoubtedly, attention to psychological well-being and self-efficacy is essential, but consideration must also be given to the potential negative impact of cultural pressures and expectations on athlete performance. Balancing these factors is necessary to create a favorable environment that promotes the

psychological well-being and athletic performance of our country's younger generation.

Materials and methods

The study involved 237 third-year students studying at the Academy of Physical Culture and Mass Sports (Astana, Kazakhstan). Consent to participate in the study was obtained from the participants, and the conclusion of the ethical committee on the legitimacy of the conducted experimental exposure was signed. This study makes a significant contribution to the understanding of psychological mechanisms of sport activity in the context of higher education. The findings can be used to develop more effective psychological support programs for student-athletes and to improve sports programs in higher education institutions.

The present study utilized the following instrument, which was administered in an online format on the Google Forms platform. The surveys were conducted anonymously and no personal information was required for respondents.

Psychological well-being was measured through the 12-item SAWBF questionnaire (Sato et al., 2023). Respondents ranked agreement with each statement on a scale from 1 (never) to 7 (constantly). Self-efficacy was measured using the PSES instrument (Aizava et al., 2023) containing 9 statements rated between 1 (no confidence) and 5 (full confidence). Cultural values were quantitatively analyzed through 8 items from the VBN measurement model (Megeirhi et al., 2020), where responses ranged between 1 (totally disagree) and 7 (totally agree). Subjective sport performance was quantified using the sport subscale of the PSPP questionnaire (Piran et al., 2020), with each of the 6 statements assigned a score between 1 (absolutely disagree) and 4 (absolutely agree).

Based on the purpose of the study, the following research hypotheses were formulated:

Hypothesis 1. Self-efficacy significantly predicts subjective sport performance.

Hypothesis 2. Psychological well-being predicts subjective athletic performance.

Hypothesis 3. Psychological well-being predicts subjective athletic performance.

Hypothesis 4. Cultural values moderate the effect of self-efficacy on subjective sport performance.

Hypothesis 5. Cultural values moderate the effect of psychological well-being on subjective athletic performance.

The hypotheses (H 1-5) are summarized in Figure 1.

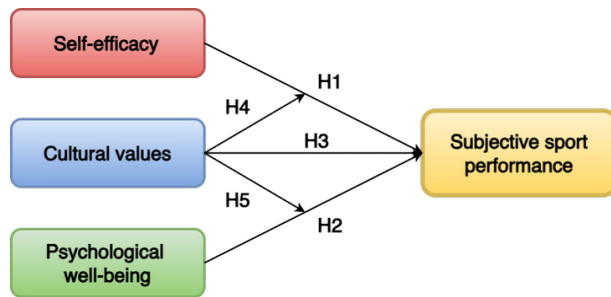


Figure 1 – Scheme of the hypothesized research model

Hypotheses were tested using least squares regression and moderator analysis in PROCESS macro.

Results and discussion

Descriptive statistics along with alpha coefficients are outlined in Table 1. Respondents for all four instruments showed excellent internal consistency.

Table 1 – Basic descriptors of variables

Variables	Average	Standard deviation	Cronbach's α
Self-effectiveness	3.10	0.73	0.74
Psychological well-being	4.07	1.16	0.80
Cultural values	4.50	1.02	0.77
Athletic performance	3.30	1.65	0.86

The model built in this study describing the dependence of subjective sport performance on the investigated factors demonstrates high explanatory power ($R^2 = 0.734$). Consequently, the proposed independent variables together explain a significant proportion of variation in the response variable. The results of the model are reported in Table 2. Looking at the direct effects of predictors, it is worth noting that psychological well-being (B

$= 1.462$; $p = 0.001$) and cultural values ($B = 1.276$; $p = 0.001$) had statistically significant positive effects on subjective sport performance. This suggests that athletes with better self-diagnosed psychological well-being and stronger cultural values tend to rate their sport performance higher. At the same time, the direct effect of self-efficacy did not reach statistical significance ($B = 0.249$; $p = 0.580$).

Table 2 – Test results of direct and indirect effects. Outcome: athletic performance.

Variables	B	SE	z	p	95% CI	
					Lower	Upper
Self-effectiveness	0.249	0.450	0.553	0.580	-0.131	0.633
Psychological well-being	1.463	0.276	5.300	0.001	0.922	2.004
Cultural values	1.275	0.400	3.185	0.001	0.490	2.059
Self-efficacy \times cultural values	0.065	0.093	0.694	0.487	-0.118	0.248
Psychological well-being \times cultural values	-0.123	0.061	-2.028	0.043	-0.242	-0.004

Of particular interest are the results of the moderator analysis. Cultural values were found not to contribute significantly to the relationship between self-efficacy and athletic self-concept ($B = 0.065$; $p = 0.487$). However, cultural values moderated the effect of psychological well-being to a significant extent ($B = -0.123$; $p = 0.043$). This means that the

strength of the relationship between psychological well-being and athletic performance depends on the level of expression of cultural values perception. Specifically, the negative interaction coefficient indicates that the influence of psychological well-being on athletic self-efficacy is weaker at higher levels of cultural values. Visualization (Figure 2)

confirms that when the cultural values self-report score is lower (left side of the graph), the relationship between psychological well-being and athletic

performance is stronger (steeper slope). At the same time, as the cultural variable increases, the relationship becomes less pronounced (smoother slope).

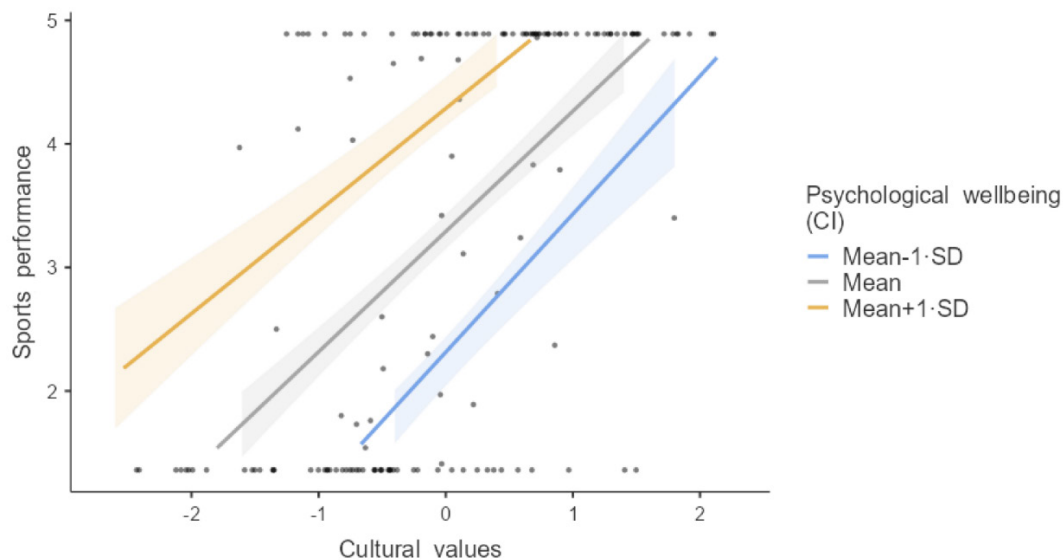


Figure 2 – Curve slope diagram

Based on the data obtained, the following conclusions can be drawn:

1. Psychological well-being and cultural values are important predictors of subjective sport performance.
2. Cultural values play a moderating role in influencing the relationship between psychological well-being and subjective sport performance.
3. The lack of a significant direct effect of self-efficacy may indicate the need to further investigate this variable by considering other factors.

The present study aimed to examine how psychological well-being, self-efficacy, and cultural values influence how student-athletes evaluate their athletic performance. Results indicated that psychological well-being and cultural values do play a significant role in shaping self-efficacy for athletic performance, with cultural values moderating the influence of psychological well-being on this self-efficacy. However, self-efficacy did not show the expected direct impact.

The mechanisms underlying the findings can be explained as follows: high levels of psychological well-being likely contribute to a more positive perception of one's own achievements through an increase in general emotional background and cognitive flexibility. Notably, the role of cultural values

as a moderator may be explained by the fact that they create a certain prism through which student-athletes interpret their achievements. At the same time, a higher level of cultural values may create a more complex evaluation system, which explains the weakening of the direct relationship between psychological well-being and self-evaluation of athletic achievement.

The value of the findings lies in the fact that they emphasize the complex nature of factors influencing the subjective evaluation of athletic performance in student-athletes. In particular, they demonstrate that improving self-efficacy alone may not be sufficient to improve athletic performance, and therefore a broader psychological and cultural context must necessarily be considered.

A recent study by Kazakhstani scientists Y. Krasnik et al. (2024b) examined the motivational determinants of athletes' self-actualization, which depend on their professional qualifications. The experiment involved 180 Kazakhstani athletes, including professional athletes. The diagnostic methodology involved conducting surveys using E.A. Kalinin's questionnaire on the motivations of sports activity, the S. Muddy stability test in D.A. Muddy's adaptation. Muddy in the adaptation of D.A. Leontiev and E.I. Rasskazova, as well as S.I. Kudi-

nov's multidimensional self-actualization questionnaire. The authors revealed the dependence of differences in motivational factors and attitudes to self-actualization of athletes on their sports qualification. They obtained results showing a decrease in the level of motivation in professional athletes, as well as rigidity of resilience in Paralympic athletes. Y. Krasnik et al. (2024b) conclude that the studied athletes unfortunately have extremely low levels of professional self-actualization, and report that similar studies are relevant for Kazakhstan.

A study by P. Yang et al. (2024) investigated the dynamic relationship between cultural values, training intensity, nutrition, self-efficacy, and coaching quality on subjective sport performance of Chinese athletes. Researchers surveyed a total of 880 athletes from different regions, and by structural equation modeling analysis, they found a significant positive correlation between coaching quality, well-being, training intensity, nutrition, self-efficacy of athletes and their subjective sport performance. The authors concluded that athletes' self-confidence was mediated by coaching, psychological well-being, training, nutrition, and performance. In addition, these correlations are also strongly influenced by cultural values, emphasizing the need to consider cultural context when attempting to improve athletes' performance.

The current study provided strong evidence of the complex relationship between psychological and cultural factors in the context of student athletic performance. For the first time, a model integrating psychological well-being, self-efficacy, and cultural values as predictors of subjective athletic performance was empirically validated. The findings not only expand theoretical understanding of the psychological mechanisms of athletic performance in academic settings, but also provide practical tools for sport psychology and university education professionals. Of particular value is the moderating effect of cultural values found, which emphasizes the need for a culturally specific approach in working with student-athletes. This study lays the foundation for further research on the role of psychological and cultural factors in sport performance and opens new perspectives for the development of student-athlete support programs in higher education.

Conclusion

The results of our study demonstrate the importance of the influence of cultural background

and psychological well-being of student-athletes on their subjective sports performance, which should be taken into account by coaching staff and sports psychology specialists in their work with athletes to preserve their mental and physical health, strengthen their fortitude and stimulate the motivational component. This approach will contribute to the progress of sports psychology in our country, as well as the education of future champions, glorifying Kazakhstan and raising the prestige of the Republic in the international arena.

The results obtained in the analysis emphasize the significance of psychological well-being and cultural values as key factors influencing sport self-efficacy, while self-efficacy did not show the expected direct influence.

The present study will help universities and sport organizations to create a more supportive environment for the development and support of student-athletes, which in turn will enhance their athletic and academic performance. The results of the study will contribute to the development of strategies to manage stressful situations, increase athletes' self-confidence, and adapt cultural values in athletic practices. Based on the findings, educational institutions can design and implement specialized programs aimed at developing psychological resilience in student-athletes by cultivating qualities such as patriotism, responsibility, discipline, will to win, and self-efficacy. The results will also be useful for practicing coaches to adapt training methods to the psychological state of athletes and cultural peculiarities of our prosperous Republic.

Recommendations that can be offered: (1) implement regular monitoring of student-athletes' psychological well-being; (2) develop culturally sensitive psychological support programs; (3) create a system of individual support that takes into account the cultural context; (4) organize trainings to develop psychological resilience.

Thus, this study not only fills an existing gap in the research literature, but also opens up many opportunities to develop approaches to teaching and supporting student-athletes at various levels of their training. To add, while the relationship between psychological well-being, self-efficacy, and cultural values is critical to understanding athletic performance, it is also important to consider potential individual differences and contextual factors that may influence these relationships.

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