

# Balancing Academics and Athletics: Experiences of College Student – Athletes in Managing Time and Performance

Rhea Dacuan<sup>1</sup>, Maureen C. De Guzman<sup>2</sup>, Rochelle J. Domingo<sup>3</sup>, Mark Rayven G. Guillermo<sup>4</sup>,  
Nikki S. Lagasca<sup>5</sup>, Via Cheyenne R. Miranda<sup>6</sup>  
*Central Luzon State University*

**Abstract:** Balancing academic responsibilities and athletic commitments remains a significant challenge among college student-athletes. The dual demands of training, competition, coursework, and academic requirements often place considerable pressure on student-athletes' physical, psychological, and academic functioning. This qualitative phenomenological study explored the lived experiences of college student-athletes in managing academic and athletic responsibilities while maintaining performance in both domains. Nine (9) collegiate student-athletes from Central Luzon State University participated in semi-structured interviews and were selected through purposive sampling. Data were analyzed using Braun and Clarke's (2006) thematic analysis. The findings revealed four major thematic categories: (1) challenges encountered in balancing academics and athletics, including managing competing academic and athletic demands, physical and psychological strain, and time constraints; (2) strategies utilized to maintain balance, including effective time management, self-discipline, and maintaining physical well-being; (3) effects of dual responsibilities on performance and personal development; and (4) support systems that facilitate student-athlete success, including family, peers, coaches, professors, and mentors. Results indicated that balancing dual roles often resulted in fatigue, stress, burnout, and schedule conflicts. Nevertheless, participants developed adaptive coping strategies such as prioritization, scheduling, self-regulation, and health maintenance to manage competing demands effectively. Furthermore, strong support systems emerged as critical factors in promoting resilience, motivation, and successful academic and athletic outcomes. The study concludes that while balancing academics and athletics presents substantial challenges, effective time management, self-discipline, adaptive coping strategies, and supportive environments enable student-athletes to achieve success in both domains. The findings highlight the need for institutions to strengthen academic, psychological, and athletic support systems to promote holistic student-athlete development.

**Keywords:** Student-athletes, time management, academic performance, athletic performance, support systems, phenomenology

---

## 1. Introduction

College student-athletes occupy a unique position within higher education as they are expected to excel both academically and athletically. While participation in sports provides opportunities for physical development, leadership, discipline, and personal growth, student-athletes must simultaneously meet academic requirements, attend classes, complete assignments, and maintain satisfactory scholastic performance.

Successfully managing these dual responsibilities requires effective time management, self-discipline, resilience, and strong support systems.

Time management has consistently been identified as a crucial determinant of academic success. According to Aduke (2015), time management involves the ability to plan, organize, and allocate time efficiently to accomplish various responsibilities and goals. Similarly, Ator and Ortizo (2024) reported that effective time management contributes significantly to improved academic performance among student-athletes, whereas poor time management often results in missed deadlines, academic difficulties, and reduced performance. Previous studies have likewise demonstrated that students with stronger time-management skills tend to achieve better academic outcomes and experience lower levels of stress than those with ineffective scheduling practices (Alsalem et al., 2017; Khan et al., 2019).

Within the context of sports participation, balancing academic and athletic commitments remains a persistent challenge. Student-athletes are expected to attend training sessions, competitions, and team activities while simultaneously fulfilling academic obligations. Such competing demands often result in physical fatigue, psychological stress, and limited opportunities for rest and recovery. Lamban et al. (2025) reported that student-athletes frequently experience difficulties managing academic requirements alongside athletic commitments, resulting in heightened stress and exhaustion.

Research conducted by Martin et al. (2016) demonstrated that effective management of responsibilities contributes positively to student performance and overall functioning. Similarly, Martin and Santos (2015) found that various barriers, including time limitations and competing responsibilities, significantly affect students' participation in physical activity. Their findings suggest that individuals who successfully navigate multiple obligations often employ adaptive strategies and support systems to sustain participation and performance. Moreover, Martin, Santos, and Tubera (2017) reported that students with stronger motivational profiles demonstrate greater commitment and persistence in physical activity participation, highlighting the importance of self-regulation and intrinsic motivation in managing demanding responsibilities.

The role of psychological and social support has also been emphasized in student success. Santos et al. (2021) found that college students experiencing academic pressures relied heavily on various coping strategies and social support systems to manage stress and maintain performance. In sports settings, support from coaches, family members, peers, and academic mentors has been identified as essential for promoting resilience, motivation, and well-being among student-athletes. Recent evidence further suggests that participative and supportive environments contribute positively to athletes' self-confidence, self-efficacy, and long-term development (Pestaño et al., 2025).

Participation in sports has likewise been associated with personal growth, discipline, and the development of life skills. Martin et al. (2023) identified discipline, commitment, preparation, and psychological readiness as important factors contributing to student-athletes' competitive success. These findings suggest that the challenges associated with balancing academics and athletics may also serve as opportunities for developing resilience, responsibility, and self-management skills.

Despite the growing body of literature on student-athletes, most studies have focused primarily on quantitative assessments of academic achievement, sports performance, and time-management skills. Limited research has explored the lived experiences of college student-athletes regarding how they navigate the competing demands of academics and athletics, particularly within the Philippine higher education context. Understanding these experiences is important for developing programs and support mechanisms that address student-athletes' unique needs.

Therefore, this study explored the experiences of college student-athletes in balancing academic and athletic responsibilities while managing their time and performance. Specifically, it sought to identify the challenges encountered by student-athletes, examine the strategies they employ to maintain balance, determine the effects of dual responsibilities on their performance and well-being, and explore the support systems that contribute to their success in both academic and athletic domains.

## 2. Methodology

### *Research Design*

This study utilized a qualitative study, particularly a phenomenological research design. The researchers gathered detailed information from college student-athletes of athletics who were the participants of this study. In relation, this phenomenological approach explored what people experienced and focused on an in-depth understanding of the phenomenon. In this study, this research design was appropriate for understanding and exploring the lived experiences and challenges of student-athletes regarding balancing academic and athletic responsibilities while managing their time and performance.

### *Participant*

The participants of the study were nine (9) college student-athletes of athletics from Central Luzon State University. Moreover, this research applied a purposive sampling technique, which was a non-probability sampling technique commonly used in qualitative research. Specifically, the researchers selected participants who were currently enrolled in the university. Also, they were at least one-year active members of the athletics team and actively participated in both academic and athletic activities. These participants provided reliable information concerning their experiences in balancing academic and athletic responsibilities.

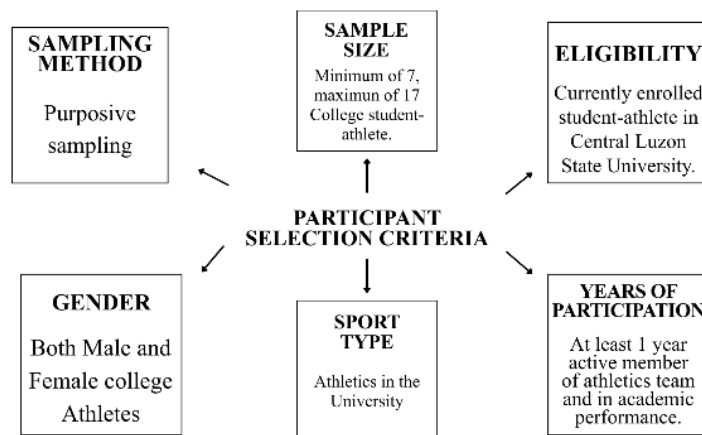


Figure 1. Criteria for Participant Selection

### *Research Locale*

This study was conducted at Central Luzon State University (CLSU), a state university in the Science City of Muñoz, Nueva Ecija, Philippines. This institution was selected because it had an active population of college student-athletes of athletics who balanced their academic and athletic responsibilities. These participants were chosen because they possessed firsthand experiences in managing the demands of both academic and athletic commitments, making them suitable sources of data for the study.

### *Data Collection*

The researchers employed the following procedure to carry out this study. The researchers secured formal approval to follow ethical standards before conducting the study. After obtaining approval, the researchers used criteria to identify qualified participants. The primary method was researcher-made semi-structured interviews. Interviews were conducted through face-to-face or online platforms. The interviews were audio-recorded and documented.

### *Data Analysis*

The gathered data were analyzed using thematic analysis (Braun and Clarke, 2006). This method involved six phases, such as familiarization with the data, wherein the researchers transcribed and reviewed the gathered data. Generating initial codes was conducted to identify significant ideas related to the study. Searching for

themes involved grouping similar codes together to form generalized themes. Next was reviewing the themes, wherein the researchers examined the identified themes to ensure their alignment and relevance to the objectives. Defining and naming themes were based on the content of the participants' responses. Lastly, producing the report involved organizing, interpreting, and presenting the findings using the identified themes.

#### *Ethical Consideration*

The researchers observed proper ethical standards throughout the study. Moreover, informed consent was secured prior to data collection, and the researchers ensured that the participants were fully informed about the purpose and procedures of the study. As well as, confidentiality and privacy were strictly maintained by the researchers, wherein the identities of the participants were not disclosed and pseudonyms or codes were used to protect their identity. All gathered information and interview responses were solely used for academic purposes only.

### **3. Results and Discussion**

Four thematic categories were generated from the thematic analysis, and each category had three themes that emerged from the interview transcripts. Moreover, these findings highlighted the effects of these responsibilities, challenges, strategies, and support systems that helped college student-athletes succeed.

#### **Responsibilities**

##### *Theme 1: Managing Competing Academic and Athletic Demands*

This theme revealed the similar challenges faced by college student-athletes in managing two demanding roles that frequently conflicted and overlapped. Moreover, participants highlighted their experiences that the academic requirements often extended beyond training schedules, which made it difficult for students for the reason that they were required to complete academic tasks even after physically and mentally exhausted training sessions.

*“One of the challenges I experience in managing my time is the conflict between training schedules and school activities.” – P2*

*“It is really difficult because even when you are already tired, you still need to finish activities and pending requirements.” – P3*

The findings highlight the complexity of fulfilling multiple roles simultaneously. Student-athletes continually negotiate academic deadlines, training schedules, competitions, and personal responsibilities, often resulting in competing priorities. This finding aligns with Martin et al. (2023), who reported that athletic success requires substantial commitment, preparation, and time investment, which may compete with academic demands. These findings suggest that balancing dual roles requires continuous adjustment and strategic decision-making to prevent one responsibility from negatively affecting the other.

##### *Theme 2: Physical and Psychological Strain of Dual Responsibilities*

The findings captured the impact of balancing academic and athletic demands on the physical and mental well-being of student-athletes.

*“After training, I still cannot fully rest because I need to finish activities or review for quizzes the next day. Because of this, I am often physically and mentally exhausted.” – P5*

*“My routine was almost training and studying, and that cycle every day really leads to burnout.” – P6*

The experiences of fatigue, stress, and burnout reported by participants demonstrate the psychological and physical consequences of prolonged exposure to competing demands. Similar findings were reported by Santos et al. (2021), who found that academic pressures contribute to stress and anxiety among college students and require effective coping mechanisms to maintain performance. The findings also support Martin et al. (2016), who emphasized that sustaining performance requires balancing physical activity participation with other life responsibilities. Without adequate recovery and coping strategies, prolonged demands may compromise both academic achievement and athletic performance. Hence, persistent academic stress can negatively affect students' mental energy and concentration (Ravi and Vedaippan, 2025).

### *Theme 3: Time Constraints and Overcommitment*

This analysis focused on structural limitations of time for student-athletes and pressure for managing responsibilities. It reflected the reality of being a student-athlete, which operated within a hectic and tightly scheduled environment that left no room for rest and academic flexibility.

*"I lack of time for rest and completing activities because of daily training." – P3*

*"One of my challenges is schedule conflicts between training and academic requirements, particularly group work for major subjects that do not fit into my class schedule." – P8*

Conversely, as per Lamban et al. (2025), student-athletes manage their responsibilities effectively by prioritizing tasks according to their urgency and importance. Time scarcity emerged as a significant challenge among participants. Student-athletes often reported sacrificing leisure, rest, and social interactions to meet academic and athletic expectations. This finding parallels Martin and Santos (2015), who identified time-related constraints as significant barriers to participation and performance. The findings further indicate that student-athletes operate within highly structured environments where effective scheduling becomes essential for sustaining productivity and preventing role overload.

## **Challenges**

### *Theme 1: Effective Time Management and Prioritization*

The data highlighted the strategies used by student-athletes to effectively manage the competing demands of academics and athletics. Most of the participants explained the importance of organizing their schedules, identifying urgent tasks, and allocating time according to their priorities. Whereas, it revealed that the participants were consciously managing their daily activities to ensure that both academic and athletic obligations were fulfilled.

*"I create a schedule to divide my time effectively between studying, training, and resting." – P7*

*"I make sure to complete my school tasks properly before training to avoid any problems." – P8*

These responses of the participants provided significant insights that prioritization served as a crucial mechanism for balancing academic and athletic responsibilities. As explained by Lamcja (2025) that successful student-athletes recognize the importance of setting clear priorities. Correspondingly, strategic planning also enables them to anticipate deadlines, prepare for examinations, and complete academic tasks without compromising athletic commitments (Hamatani, 2019). This theme directly addressed the study's objective by showing that effective time management practices were essential for maintaining balance and achieving success in both domains.

### *Theme 2: Self-Discipline and Personal Management*

This theme underscored that self-discipline and personal management were essential in maintaining consistency, productivity, and readiness for both academic and athletic performance.

*“The most effective strategy I use is adjusting my body clock” – P1*

*“If I know my schedule is strict or I have school requirements to submit within the week, I finish them early so they do not conflict with my weekday training.” – P5*

The findings reflected the participants’ responses that balancing multiple responsibilities required a high degree of self-discipline. According to Latinjak (2025), self-discipline generally refers to a person’s ability to regulate, restrain, and direct their own behavior, thoughts, and actions. Moreover, the participants discussed that they adjusted their sleeping patterns, daily schedules, and study habits to fully maximize productivity and maintain consistency throughout balancing their academic and athletic performance.

### *Theme 3: Maintaining Physical Well-Being for Sustained Performance*

This pointed out the importance of health maintenance as a strategy for successfully balancing multiple responsibilities. It illustrated how student-athletes prioritized their physical well-being through adequate rest, proper nutrition, exercise recovery, and other self-care practices.

*“I have also learned the importance of getting enough rest and taking care of my health to maintain good performance both in the classroom and in sports.” – P7*

The findings indicated that physical well-being served as a foundation for sustained performance and productivity. Similarly, athlete well-being is essential in high-performance sports to maintain performance and support long-term personal and professional fulfillment Scott (2026). Without proper health management, student-athletes experienced fatigue, reduced concentration, and decreased performance in both academic and athletic settings. Consequently, participants viewed health maintenance not only as a personal necessity but also as a strategic approach to managing their dual responsibilities.

## **Strategies**

### *Theme 1: Personal Growth and Holistic Development*

This theme illustrated that balancing academic and athletic responsibilities contributed not only to performance outcomes but also to the personal and holistic development of student-athletes.

*“I developed discipline in time management, particularly in being punctual and consistent in training.” – P1*

*“I also learned to become resilient, responsible, and to better manage myself and my emotions.” – P3*

Participants noted that through continuous exposure to competing demands of schedules and responsibilities, student-athletes gradually developed discipline, responsibility, and self-management. Rather than viewing challenges solely as stressors, many student-athletes interpret them as opportunities for growth and self-improvement (Cai et al., 2025; Antalan, 2026). This revealed that balancing academics and athletics fostered long-term personal growth, learning to adapt, reflect, and continuously improve their behavior in response to academic and athletic demands. With that being said, athletes with high self-efficacy demonstrate greater ability to manage stress, controlled aggression, and achieve consistency in training, ultimately enhancing performance outcomes (Buenaventura and Saroca, 2024; Santos, 2026).

### *Theme 2: Academic-Athletic Demands and Performance Challenges*

This data emphasized the impact of dual responsibilities of student-athletes on their performance for the reason that balancing these roles often resulted in overlapping schedules and competing priorities, and increased workload, which could negatively affect concentration, preparation, and consistency.

*“When one becomes heavier and demands more effort, the other may also be affected.” – P5*

*“I still need to attend extra training, games, and other activities like tune-ups and time trials.” – P6*

The participants narrated that these academic and athletic commitments significantly affected their daily functioning. Additionally, academic requirements extended into their training time or athletic commitment that interfered with academic preparation. As a result, student-athletes often experienced difficulty sustaining high performance levels due to limited time and energy. To manage this, the participants reported relying on adaptive strategies such as rescheduling tasks, prioritizing urgent requirements, and sacrificing personal time, including rest and leisure. However, these adjustments often come at a cost, leading to stress and reduced efficiency, showing that performance is closely tied to how well they manage competing responsibilities. (Gazi et al., 2024).

### *Theme 3: Physical and Mental Well-Being Outcomes*

The findings presented the significant effects of balancing academics and athletics on the physical and psychological well-being of college student-athletes. The participants described their experience from the combined pressure and stress they gained from simultaneously academic workload and athletic training, which led to fatigue and emotional exhaustion.

*“I experienced stress, tiredness, and lack of sleep.” – P3*

*“I learned to take care of myself through proper rest, nutrition, and effective time management.*

*Sports also help reduce stress and maintain my physical and mental health.” – P7*

These responses reflected the negative impacts and adaptive responses of student-athletes. Over time, the accumulation of these demands resulted in burnout, which affected the motivation, focus, and overall physical and mental health of physical education college students (Manalad, 2026; Martin et al., 2016). It demonstrates that dual responsibilities do not only influence performance but also have long-term implications for well-being (Demerouti, 2025). In contrast, even though many experienced burnouts due to continuous demands, they also recognized the importance of self-care practices such as rest, recovery, and mental health management. These strategies helped mitigate stress and supported recovery, highlighting that maintaining well-being was essential for sustaining both academic and athletic performance over time.

### **Support Systems**

#### *Theme 1: Family and Significant Others as Sources of Support*

This data underscored the significant role of the family and partner in providing emotional support to student-athletes.

*“My girlfriend also provides emotional support and motivation in both areas.” – P1*

*“They continuously encourage and motivate me to perform well in both academics and athletics.” – P2*

This implied that these individuals were the primary source of comfort during periods of academic pressure, athletic fatigue, and overlapping responsibilities of student-athletes. The findings suggested that family support extended beyond simple encouragement. The participants highlighted that they depended on their family members for motivation, reassurance, and emotional stability, as well as helping them persist in demanding

situations and maintain commitment to both academic and athletic goals. In relation, the performance of student-athletes is greatly influenced by family support, which provides emotional assistance, helps manage stress, and fosters motivation (Buscagan et al., 2020).

### *Theme 2: Social and Peer Support in Academic and Athletic Life*

The results showed the experiences of student-athletes that reflected the significant contributions of friends, peers, and teammates in helping the participants manage their academic and athletic responsibilities.

*“One of the support systems that helped me build confidence is my teammates and the people around me.” – P4*

*“I receive support from my friends, who encourage me to do my best and perform well in competitions.” – P8*

It revealed that peers served as an important support system because they shared similar experiences and challenges. As well as, student-athletes frequently interacted with teammates who understood the demands of training, competition, and academic obligations. This shared understanding fostered a sense of belonging and created an environment where participants felt comfortable discussing their struggles and seeking advice. As noted by Demiralay (2024), social relationships contribute to personal growth by fostering communication skills, teamwork, empathy, and mutual respect. This collective encouragement strengthened their commitment to both academic and athletic pursuits and helped them overcome obstacles that might otherwise hinder their progress.

### *Theme 3: Mentorship and Guidance for Success*

This theme reflected the role of the academic institution in supporting student-athletes through structured assistance.

*“Many professors help us find ways to catch up with our academic requirements” – P6*

*“My coaches and trainers guide me in becoming disciplined and responsible during training and competitions.” – P7*

The responses from the participants indicated that flexibility in academic requirements, as well as guidance from teachers or academic mentors, helped students balance their dual roles. In addition, mentorship plays a crucial role in supporting their academic development by providing guidance, clarification, and encouragement in navigating their multiple responsibilities (Uwimama, 2024). As well, the findings further revealed the significant influence of coaches in shaping student-athletes' time management, commitment, and performance standards. Together with the support of professors and academic mentors, coaches contributed to creating an environment that enabled student-athletes to remain focused on their goals while successfully managing the demands of both academic and athletic life.

## **4. Conclusion**

This study explored the lived experiences of college student-athletes in balancing academic and athletic responsibilities while managing their time and performance. The findings revealed that student-athletes face substantial challenges arising from competing academic and athletic demands, limited time, physical exhaustion, psychological strain, and role overload. These challenges often affect their academic performance, athletic preparation, well-being, and overall quality of life.

Despite these difficulties, participants demonstrated remarkable adaptability through effective time management, prioritization, self-discipline, strategic planning, and health-maintenance practices. These

strategies enabled them to navigate competing responsibilities while sustaining acceptable levels of performance in both academic and athletic domains. Furthermore, the findings revealed that balancing dual responsibilities contributes to the development of important life skills, including resilience, responsibility, emotional regulation, commitment, and self-management.

The study also highlights the critical role of support systems in student-athlete success. Family members, significant others, teammates, friends, coaches, professors, and mentors provided emotional, social, academic, and motivational support that helped participants cope with challenges and maintain their commitment to both academics and sports. These support networks served as protective factors that enhanced well-being, reduced stress, and facilitated successful adjustment to demanding schedules.

The findings suggest that successful student-athletes are not solely distinguished by athletic ability or academic competence but by their capacity to effectively manage competing demands through adaptive strategies and supportive relationships. Educational institutions and athletic programs should therefore strengthen academic accommodations, mentoring programs, mental health services, and athlete-support initiatives to foster holistic development and promote sustainable success among student-athletes.

## 5. References

1. Aduke, F. A. (2015). Time management and students' academic performance in higher institutions, Nigeria—A case study of Ekiti State. *International Research in Education*, 3(2), 1–12. <https://doi.org/10.5296/ire.v3i2.7126>.
2. Alsalem, W. S. Y., Alamodi, L. A., Hazazi, A. T. M., Shibah, A. M., Jabri, S. A., & Albosruor, Z. A. (2017). The effect of time management on academic performance among students of Jazan University. *The Egyptian Journal of Hospital Medicine*. <https://journals.ekb.eg/article12721.html>.
3. Antalan, A. (2026). Playing on Unequal Ground: Gender Exclusion and Barriers in Coeducational College Volleyball. *International Sports Studies*, 48(SI), 73–83. <https://doi.org/10.69665/iss.v48i1S.139>.
4. Ator, R. M., & Ortizo, G. C. (2024). Time management practices: Its impact on student athletes' performance. *International Journal for Multidisciplinary Research*, 6(3). <https://doi.org/10.36948/ijfmr.2024.v06i03.20828>.
5. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>.
6. Buenaventura, E. R., & Saroca, D. B., Jr. (2024). Self-efficacy and sports performance level of secondary student-athletes: Training implications. *Philippine Research Journal of Innovations in Engineering, Technology, and Applied Sciences*, 4(1), 120–134. <https://doi.org/10.62718/vmca.pr-ijetas.4.1.SC-1224-009>.
7. Buscagan, R. D., Maniacup, P. M., & Panela, E. D. (2020). Perceived role of family support for combative student-athletes of Cavite State University, school year 2019–2020 [Undergraduate thesis]. Cavite State University. <https://www.scribd.com/document/542834867/Chapter-1-Yeah>.
8. Cai, C., Mei, Z., Yang, Y., & Luo, S. (2025). From adversity to adaptation: The struggle between resilience and athlete burnout in stressful situations. *Frontiers in Psychology*, 16, Article 1578198. <https://doi.org/10.3389/fpsyg.2025.1578198>.
9. Demerouti, E. (2025). Job demands-resources and conservation of resources theories: How do they help to explain employee well-being and future job design? *Journal of Business Research*, 192, Article 115296. <https://doi.org/10.1016/j.jbusres.2025.115296>.
10. Demiralay, B. (2024). The power of communication: Foundation for relationships, personal growth, and teamwork. *Communication Research*, 2024(11).
11. Gazi, M. A. I., et al. (2024). Analyzing the impact of employee job satisfaction on their job behavior in the industrial setting: An analysis from the perspective of job performance. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(4), Article 100427. <https://doi.org/10.1016/j.oiotmc.2024.100427>.

12. Hamatani, R. N. M. A. (2019). *Students athletes academic improvement through time management skills: A case of University of Baghdad*. *International Journal of Academic Research in Progressive Education and Development*, 8(2), 472–484. <https://doi.org/10.6007/IJARPED/v8-i2/5920>.
13. Jonar Martin, Jennifer De Jesus, Melane Fernandez, Marimar Fuentes, Dianne Karla Sicat, Noli Dela Cruz, McGyver Afan, Narciso Salazar, Adonis Voltaire Villanueva, Enrico Manalad, John Agaton, Rayvin Pestaño, Jumel Miller, Michael Santos (2023). Factors Related to the Competition Success of Student-Athletes towards a Framework for Successful Performance. *International Journal of Human Movement and Sports Sciences*, 11(5), 939 - 946. <https://doi.org/10.13189/saj.2023.110501>.
14. Khan, I. A., Zeb, A., Ahmad, S., & Ullah, R. (2019). Relationship between university students' time management skills and their academic performance. *Review of Economics and Development Studies*, 5(4), 853–860.
15. Lamban, C., Perez, C., Albarando, J., Sabate, J., Ygot, K. J., & Datulio, J. (2025). Juggling the Clock: Exploring the Time Management Strategies among Student-Athletes. *Psychology and Education: A Multidisciplinary Journal*, 33(1), 16–26. <https://doi.org/10.70838/pemj.330102>.
16. Lamçja, D. (2025). Balancing excellence: Highlights of the relationship between education and sport. In M. Shelley & O. T. Ozturk (Eds.), *Proceedings of ICRES 2025 – International Conference on Research in Education and Science* (pp. 21–27). ISTES.
17. Latinjak, A. T. (2025). Integrative self-regulation model for sport and exercise: Theory and implications for comprehensive training. *Performance Enhancement & Health*, 13(4), Article 100350. <https://doi.org/10.1016/j.peh.2025.100350>.
18. Manalad, E., Villanueva, A. V., & Salazar, N. (2026). 'It felt like something to endure': A Feminist Phenomenological Inquiry into Low PE Motivation among Filipino Female College Students. *International Sports Studies*, 48(SI), 24–36. <https://doi.org/10.69665/iss.v48i1S.135>.
19. Martin, J. T., & Santos, M. E. (2015). Perceived barriers to walking activity of college students. *Asia Life Sciences*, 24(1), 207-218.
20. Martin, J., Santos, M., & Tubera, J. (2017). Students' motivation profiles as predictors of physical activity participation. In *Proceedings of the 2nd International Conference on Sports Science, Health and Physical Education (ICSSHPE 2017)-Volume (Vol. 1, pp. 349-353)*.
21. Martin, J. T., Santos, M. E., Capitulo, P. Y., & Acampado, E. M. (2016). Effects of seven-minute circuit exercise routine on the physical fitness of adolescents. *ASIA LIFE Sci*, 25(2), 593-602.
22. Martin, J. T., Tubera, J. G., Monta, V. D., Naguiat, E. S., Yambao, M. J. C., Tullao, M., ... & Baligad, R. (2016). Motivation and physical activity participation of Filipino college students. *Asia Life Sciences*, 25(1), 245-54.
23. Pestaño, R. D., Salazar, N. L., De Jesus, J. T., Martin, J. T., Santos, M. E., Miller, J. C., & Pestaño, J. V. (2025). Fostering sustainable development in sports: the role of participative coaching on self-confidence and self-efficacy of student-athletes. *Journal of Lifestyle and SDGs Review*, 5(2), e03073-e03073
24. Ravi, N., & Vedaianan, V. (2025, November). Relationship between mental fatigue and academic performance among college students. *International Journal of Scientific Research*. <https://doi.org/10.36106/ijsr/8302815>.
25. Santos, M. (2026). Investigating aggression control in combat training among college physical education students. *SPORT TK-EuroAmerican Journal of Sport Sciences*, 15, 14. <https://doi.org/10.6018/sportk.621791>.
26. Santos, M. E., Cunanan, W. Q., & Mandap, A. B. (2021). English speaking anxiety, stressors, and coping techniques of college student researchers. *TESOL International Journal*, 16(4.4), 33-39.
27. Scott, M., Jaekel, H. R., Crozier, A. J., Nelson, M. J., & Ridgers, N. D. (2026). Athlete wellbeing in high performance settings: A scoping review. *Journal of Science and Medicine in Sport*, 29(4), 407–416. <https://doi.org/10.1016/j.jsams.2025.10.001>.

28. Uwimana, K. A. P., Kanzayire, G., & Dukundimana, S. (2024). The importance of mentorship for academic purposes. *Journal of Modern Hospitality*, 3(3), 14–23. <https://doi.org/10.47941/jmh.2317>.

**INFO**

**Corresponding Author: Rhea Dacuan, Central Luzon State University.**

**How to cite/reference this article: Rhea Dacuan, Maureen C. De Guzman, Rochelle J. Domingo, Mark Rayven G. Guillermo, Nikki S. Lagasca, Via Cheyenne R. Miranda, Balancing Academics and Athletics: Experiences of College Student – Athletes in Managing Time and Performance, *Asian. Jour. Social. Scie. Mgmt. Tech.* 2026; 8(3): 191-201.**