

Strategies of Student-Athletes in Balancing Sports and Academics

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Abstract

This study determined the level of strategies used by student-athletes in balancing sports and academics and examined whether significant differences exist when grouped according to age, sex, family income, parents' educational attainment, and educational level, as basis for an intervention plan. A descriptive-comparative research design was employed, involving 164 student-athlete respondents from a private university in a highly urbanized city in Central Philippines for School Year 2025–2026. Data were gathered using a researcher-made questionnaire covering four areas: time management, self-regulation, academic engagement, and coping mechanisms. Findings revealed that the level of strategies used by student-athletes in balancing sports and academics was generally high across all areas. Significant differences were found when grouped according to age, sex, and educational level, while no significant differences were observed in terms of family income and parents' educational attainment. The results indicate that student-athletes are generally capable of managing their academic and athletic responsibilities effectively. However, areas such as procrastination, distraction control, inconsistent study habits, and stress management still require improvement. These findings suggest the need for targeted interventions to further strengthen student-athletes' dual-career management skills.

Keywords: *Student-athletes; time management; self-regulation; academic engagement; coping mechanisms; descriptive-comparative*

Bio-profiles

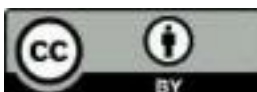
Janine P. Parreño has been a teacher for 8 years at STI West Negros University – School of Basic Education. She is a Licensed Professional Teacher who earned her Bachelor's Degree in Education, major in Music, Arts, and Physical Education, from STI West Negros University. She pursued her Master's degree in Education, major in Physical Education, at the same institution. Her research focuses on the strategies of student-athletes in balancing sports and academics.

Dr. Rey T. Eslabon is a distinguished educator and leader in the academic field, with a strong foundation in Mathematics and Education. He holds a Master's in Science Teaching major in Mathematics and a Ph.D. in Management. His research interests include Mathematics, Military Studies, Environmental Protection, Leadership and Management, Disaster Preparedness and Management, and Public Administration.

Introduction

Rationale

Student-athletes face the unique challenge of balancing academic and athletic roles. While participation in sports fosters discipline, teamwork, and personal growth, it also brings physical, mental, and time demands that may negatively affect academic performance. According to Thompson (2024, PMCID: PMC11393160), student-athletes experience the intersection of academic and athletic performance, which in



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turn produces fatigue and stress, as well as difficulty achieving work-life balance. From the 2015 NCAA GOALS survey, Division I student-athletes put in a median of 34 hours per week on sports and 38.5 hours per week on academics during the season. This combined 70 hours per week of activity leaves little time for rest and study, which in turn highlights the need to put in place strategies to deal with the issue of dual responsibility.

Research indicates that student-athletes use time management, self-regulation, academic engagement, and coping mechanisms. In terms of time management, they put forward what is important, set deadlines, and reduce distractions (Lamban et al., 2025). Also, in terms of self-regulation, they set goals, monitor their progress, and reflect, which, in turn, improves decision-making and academic outcomes (Firth-Clark & Sütterlin, 2019; Liu, 2023). Academic engagement is seen in students who are actively involved in learning while also dedicated to their sports. Coping mechanisms, such as psychological skills training and a supportive environment, also play a key role in managing stress and developing resilience (BMC Psychology, 2024). Locally, student-athletes in a private university in Western Visayas face similar challenges in balancing training and academic work, often with limited academic and mental health support. However, those who use these strategies manage the balance better, report greater resilience, and perform better overall.

The study, “Strategies of Student-Athletes in Balancing Sports and Academics,” examines the strategies student-athletes use to balance sports and academics. Its findings may serve as tools for coaches in designing balanced training programs, resources for teachers in strengthening academic support, and information for school administrators and policymakers in developing programs that support holistic development. It is also presented for parents, future student-athletes, and scholars.

Aligned with Sustainable Development Goal 4, which promotes inclusive and equitable quality education, this study contributes findings on creating academically friendly environments for student-athletes without sacrificing athletic performance. It presents effective strategies and research-based recommendations to improve support structures and promote holistic development.

Literature Review

This literature review study explored how student-athletes manage and balance their academic and athletic responsibilities through various strategies such as time management, self-regulation, academic engagement, and coping mechanisms. Given the limited integration of these key strategies in understanding dual career demands in student-athletes, this study fills a relevant gap in existing literature. The central focus is to examine how these strategies function individually and collectively in supporting student-athletes in their academic and sports performance.

The first area focuses on time management as a critical strategy in balancing sports and academics. Research shows that student-athletes who practice structured scheduling, prioritization, and planning are better able to handle multiple demands. Temporal Motivation Theory by Steel and König (2006) explains that motivation and task completion are influenced by expectations, value, and time delay, suggesting that student-athletes prioritize tasks based on urgency and importance. In addition, Linnér, Stambulova, and Ziegert (2021) found that student-athletes who anticipate academic and training demands and adjust their schedules accordingly are more successful in managing dual responsibilities.

The second area emphasizes self-regulation as an essential strategy for student-athletes. Zimmerman’s Self-Regulated Learning Theory explains that learners actively set goals, monitor progress, and adjust strategies to achieve desired outcomes. Vealey et al. (2015) further emphasized that student-athletes who practice self-regulation are better able to manage academic and athletic pressures. In local context, Castaño (2023) found that students who apply self-regulated learning strategies such as planning, prioritization, and progress monitoring are more effective in managing academic demands, which can also be applied to student-athletes balancing sports responsibilities.

The third area focuses on academic engagement as a vital component in dual career success. Fredricks, Blumenfeld, and Paris (2004) define academic engagement as behavioral, emotional, and cognitive involvement in learning. Stambulova and Wylleman (2019) highlighted that student-athletes with balanced academic and athletic identities show better engagement and performance in academics. Locally, Maypa, Marcial, and



Montemayor (2023) found that structured learning strategies such as task segmentation, planning, and reflection help students maintain engagement in academic activities despite other responsibilities.

The fourth area highlights coping mechanisms as important strategies in managing stress from dual roles. Lazarus and Folkman's Transactional Model of Stress and Coping explains that individuals use cognitive and behavioral strategies to manage demands that exceed their resources. Gjaka et al. (2024) emphasized that social support from coaches, peers, and family plays a significant role in reducing stress among student-athletes. Locally, Ng, Lasala, De Vera, and Caringal-Go (2024) found that coping strategies are closely linked with well-being through positive emotions, engagement, and social relationships.

Moreover, academic literature shows that student-athletes use a combination of time management, self-regulation, engagement, and coping strategies to successfully manage their dual roles. Jiang and Wang (2025) emphasized that dual career competencies such as planning, emotional regulation, and prioritization help prevent burnout and improve performance consistency. Similarly, Paragas and Nabor (2025) identified navigational strategies such as task prioritization, emotional resilience, and support seeking as essential among Filipino student-athletes.

In addition, local studies emphasize that institutional and social support significantly influence student-athlete performance. Boquel and Junsay (2023) found that school support systems enhance academic involvement and performance. Galang et al. (2019) also highlighted the importance of family support and intrinsic motivation in managing academic and athletic responsibilities. Valleser (2014) further noted that academic performance of student-athletes varies depending on training schedules, showing the impact of time demands on academic engagement.

Overall, the reviewed literature shows that student-athletes rely heavily on time management, self-regulation, academic engagement, and coping mechanisms to balance sports and academics. These strategies are essential in managing dual responsibilities and ensuring success in both academic and athletic domains. The literature also suggests that effective balance is achieved when personal strategies are supported by institutional and social systems that promote holistic student development.

Theoretical Underpinnings

The study was anchored on the Role Strain Theory by William J. Goode (1960). Role Strain Theory explains that when individuals occupy multiple roles simultaneously, the expectations and responsibilities associated with each role may conflict, leading to tension and performance difficulties. In this study, student athletes are expected to meet the demands of both academic and athletic responsibilities. These overlapping obligations often create strain as they manage schoolwork, training sessions, competitions, and other personal responsibilities.

The study was also supported by the Time Management Theory by Tammy D. Macan (1994). This theory emphasizes that time management behavior, such as setting goals, prioritizing tasks, and organizing schedules, has a significant effect on an individual's ability to perform effectively under pressure. According to this theory, effective time management leads to better performance and reduced stress, while poor time management may result in difficulty in handling multiple responsibilities, especially among student athletes.

The theoretical underpinning of this study is that the challenges experienced by student athletes in balancing sports and academics can be better understood through the concepts of role conflict and time management. Role Strain Theory explains the tension that arises from managing multiple roles, while Time Management Theory explains how effective planning and organization help address these challenges.

The theory inspires the researcher to outline several ways to measure the strategies used by student athletes. These strategies include Time Management, Self-Regulation, Academic Engagement, and Coping Mechanisms. This theory is suitable in this study since it aims to determine the level of strategies used by student athletes in balancing sports and academics in terms of the aforementioned areas. This theory serves as a basis for the researcher to measure the level of strategies of student athletes in managing their academic and athletic responsibilities.



Objectives

This study aimed to determine the level of strategies used by student-athletes in balancing sports and academics at a private university in a highly urbanized city in Central Philippines for the school year 2025–2026. It specifically sought to determine: 1) the level of strategies used by student-athletes in balancing sports and academics in terms of time management, self-regulation, academic engagement, and coping mechanisms; 2) the level of strategies of student-athletes when grouped according to the aforementioned variables; and 3) whether a significant difference exists in the level of strategies used by student-athletes in balancing sports and academics when grouped and compared according to the stated variables

Methodology

This section presents the methods and procedures used in the study of student-athletes' strategies for balancing sports and academics. It includes the research design, study locale, respondents, and the research instrument used for data collection. It also discusses the validity and reliability of the instrument, as well as the procedures for gathering data and the statistical treatments used to analyze and interpret the results.

Research Design

This study utilized the descriptive research design, which is deemed appropriate in determining the level of strategies used by student-athletes in balancing sports and academics in terms of time management, self-regulation, academic engagement, and coping mechanisms, and in examining whether a significant difference exists in the level of strategies when grouped and compared according to the variables age, sex, family income, parents' educational attainment, and educational level.

Locale of the Study

This study was conducted at a private university in the Central Philippines during the School Year 2025–2026. The institution is widely recognized for its commitment to academic excellence, technological innovation, and holistic student development, and offers programs from pre-elementary through the college level.

Founded in the late 1940s as a small post-war college, the university has continuously expanded its academic and athletic programs to meet the evolving educational needs of the region. It was later granted university status by the Commission on Higher Education (CHED) and, in recent years, earned the prestigious Autonomous Status for exemplary performance in instruction, research, and institutional management.

The university is also known for its strong sports culture, promoting discipline, teamwork, and leadership among its student-athletes. Its teams actively compete in major competitions such as the Negros Occidental Private Schools Sports, Cultural, and Educational Association (NOPSSCEA), Provincial and Regional Meets, PRISAA, NIR PRISAA, Batang Pinoy, and the Palarong Pambansa.

For the School Year 2024–2025, the university's athletes excelled in several events, earning gold medals in chess, table tennis, taekwondo, and athletics; silver medals in football, volleyball, and table tennis; and bronze medals in basketball, athletics, and badminton. Many also represented the province and region in higher-level tournaments, including the Western Visayas Regional Athletic Association (WVRAA) and the National PRISAA, bringing home additional medals and recognition.

A total of 284 student-athletes, supported by 27 dedicated coaches and trainers, were enrolled in 20 sports disciplines across the basic and tertiary levels. These athletes balance rigorous academic requirements with daily training sessions, reflecting the university's emphasis on both educational and athletic excellence.

With its strong academic and athletic record, the university serves as an ideal setting for this study of student-athletes' strategies for balancing sports and academics. Its integrated approach to learning and athletic training makes it a fitting environment for examining the strategies student-athletes use to manage both academics and sports effectively.



Respondents

The respondents of the study were 164 student-athletes officially enrolled in the Junior High School, Senior High School, and College levels of a private university in a highly urbanized city in Central Philippines for the School Year 2025–2026, representing 57.4% of the total population of 284. The sample size was determined using the Cochran formula. These respondents were identified using stratified sampling and random sampling techniques to ensure proper representation across educational levels.

Data Gathering Instrument

A researcher-constructed survey questionnaire was used as the primary data gathering instrument of this study to determine the strategies of student-athletes in balancing sports and academics. The instrument consists of two parts. Part I includes the respondents' profile, such as age, sex, family income, parents' educational attainment, and educational level. Part II focuses on the level of strategies in balancing sports and academics, covering areas such as time management, self-regulation, academic engagement, and coping mechanisms. A five-point Likert scale was used in Part II, where 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Almost Never.

Instrument Validity and Reliability

Three (3) education experts ensured the face and content validity of the self-developed questionnaire, all of whom are experts in Education and Research. In this case, three (3) jurors evaluated the self-developed tool to confirm that the content of student-athletes' strategies in balancing sports and academics was appropriately included. Following the criteria set by Good and Scates for test validation, the computed score was 4.82, which can be considered "excellent."

As for reliability, a pilot test was administered to 30 student-athletes who did not participate in this study. This was analyzed using Cronbach's Alpha, which assesses the instrument's reliability through internal consistency. It is suitable for Likert-scale instruments, and the alpha value of 0.916 indicates "excellent" reliability. This ensures that the instrument consistently measures the strategies of student-athletes in balancing sports and academics.

Data Gathering Procedure

After establishing the validity and reliability of the instrument, the researcher wrote a letter to the university administration to request permission to conduct the study. Upon approval, coordination was made with the relevant departments and coaches to schedule the data gathering. Before the administration of the questionnaire, the researcher explained the purpose of the study to the respondents and provided clear instructions in answering the instrument. The questionnaire was personally administered to the student-athlete respondents, and the researcher guided them in accomplishing the needed information. The completed questionnaires were then retrieved immediately after completion. The respondents were assured of the confidentiality of their responses, and all data gathered were used solely for research purposes.

Ethical Considerations

In implementing this study, the researcher strictly adhered to ethical standards throughout this study to ensure the protection, safety, and privacy of the respondents and to maintain the integrity of the data collected. No personal information that could compromise respondents' identities was collected, in compliance with the Data Privacy Act of 2012. Access to the data was strictly limited to the researcher and the assigned analyst, thereby preventing unauthorized individuals from viewing or using the information. Prior to participation, respondents were fully informed about the study's purpose, scope, and procedures. Written consent was obtained from each respondent to confirm their voluntary participation. For respondents who were minors,



parental or guardian consent was also secured to ensure ethical compliance and protection. Respondents and their parents were assured that participation was entirely voluntary and that they had the right to withdraw at any time without penalty. All physical materials collected during the study, including questionnaires and other documents, were securely stored and properly disposed of upon completion. Disposal methods included machine shredding or dissolving materials in water to prevent unauthorized access. Similarly, all digital copies or soft files containing data were permanently deleted to ensure the complete confidentiality and security of respondents' information. The researcher upheld ethical principles throughout the study, including voluntary participation, informed consent, parental consent (where applicable), the right to withdraw, and confidentiality. These measures collectively ensured that the study was conducted responsibly, ethically, and in full compliance with research ethics standards and relevant laws.

Analytical and Statistical Schemes

Objective No. 1 used a descriptive-analytical scheme to determine the strategies student-athletes used to balance sports and academics, focusing on time management, self-regulation, academic engagement, and coping mechanisms. Objective No. 2 used a descriptive-analytical scheme to determine the level of strategy of student-athletes in balancing sports and academics, grouping them according to the aforementioned variables. Objective No. 3 used a comparative-analytical scheme to determine whether significant differences exist in the strategies of student-athletes for balancing sports and academics when grouped and compared according to the aforementioned variables.

Results and Discussion

This section presents the results related to the study's objectives.

Strategies Used by Student-athletes in Balancing Sports and Academics

This section analyzed the strategies used by student-athletes to balance sports and academics, focusing on time management, self-regulation, academic engagement, and coping mechanisms.

Table 1

Level of Strategies used by Student-athletes in Balancing Sports and Academics in Time Management

Items	Mean	Interpretation
As a student-athlete, I...		
1. create a weekly schedule and digital tools to organize academic and athletic activities.	4.23	High Level
2. prioritize tasks based on urgency and importance.	4.44	High Level
3. allocate sufficient time for both training, studying and personal activities.	4.44	High Level
4. avoid procrastination when completing academic tasks.	4.07	High Level
5. set personal deadlines to ensure timely completion of tasks.	4.30	High Level
6. prepare for exams or assignments ahead of time.	4.29	High Level
7. adjust my daily routine to accommodate both academic and athletic responsibilities.	4.35	High Level
Overall Mean	4.30	High Level

Table 1 presents the level of strategies used by student-athletes in balancing sports and academics in the area of Time Management, with an overall mean of 4.30, interpreted as a high level. Items 2 and 3, "Prioritizing tasks based on urgency and importance" and "Allocating sufficient time for both training,



studying, and personal activities,” obtained the highest mean of 4.44, while item 4, “Avoiding procrastination when completing academic tasks,” obtained the lowest mean of 4.07, indicating some difficulty in consistently avoiding procrastination. The results suggest that student-athletes are generally effective in managing their time, particularly in prioritizing tasks and allocating time for both academic and athletic responsibilities; however, maintaining consistency in completing academic tasks remains a challenge. This implies that while student-athletes possess strong planning and scheduling skills, they may still struggle with discipline and consistency when faced with multiple responsibilities. This finding is supported by Linnér, Stambulova, and Ziegert (2021), who emphasized that proactive planning, prioritization, and schedule adjustment are essential in managing dual careers, and by Jiang and Wang (2025), who noted that effective time management requires not only planning but also sustained self-discipline and regulation to prevent delays and maintain productivity.

Table 2*Level of Strategies used by Student-athletes in Balancing Sports and Academics in Self-regulation*

Items	Mean	Interpretation
As a student-athlete, I...		
1. plan my daily activities to balance academics and sports.	4.42	High Level
2. monitor my progress in academic and athletic goals.	4.34	High Level
3. reflect on my performance and make adjustments when needed.	4.37	High Level
4. maintain motivation to complete academic tasks despite athletic fatigue.	4.32	High Level
5. control distractions to focus on schoolwork or training.	4.27	High Level
6. set realistic goals for both academics and sports.	4.44	High Level
7. evaluate my study and training habits regularly to improve my performance.	4.40	High Level
Overall Mean	4.36	High Level

Table 2 shows the level of strategies used by student-athletes in balancing sports and academics in the area of Self-Regulation, with an overall mean of 4.36, interpreted as a high level. Item number 6, “*Setting realistic goals for both academics and sports,*” had the highest mean of 4.44. In contrast, item 5, “*Controlling distractions to focus on schoolwork or training,*” had the lowest mean of 4.27, which is also interpreted as a high. The lowest mean indicates that student-athletes still experience some difficulty in consistently maintaining focus and minimizing distractions while balancing academic and athletic responsibilities. The findings indicate that student-athletes demonstrate strong self-regulation skills, particularly in goal-setting, planning, and evaluating their performance in both academic and athletic tasks. However, maintaining focus and controlling distractions remain relatively weaker aspects of their self-regulatory practices. This suggests that while student-athletes are capable of setting clear goals and monitoring their progress, they may still struggle to sustain attention and discipline amid multiple demands and external distractions. This is supported by the study of Vealey et al., who emphasized that self-regulation, through goal-setting, self-monitoring, and behavioral adjustment—is essential in managing the demands of both academics and sports. Their integrative model highlights that athletes who actively regulate their behaviors are more likely to succeed in dual-career environments. Similarly, this aligns with the findings of Jiang and Wang (2025), who noted that self-regulatory competencies, including planning, prioritization, and emotional control, are crucial in maintaining performance and preventing burnout among student-athletes. The difficulty respondents have in controlling distractions underscores the need to strengthen these self-regulatory skills further.

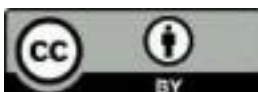


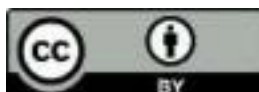
Table 4*Level of Strategies used by Student-athletes in Balancing Sports and Academics in Academic Engagement*

Items	Mean	Interpretation
As a student-athlete, I...		
1. consistently attend my classes.	4.55	Very High Level
2. actively participate in academic discussions and activities.	4.37	High Level
3. complete academic assignments on time.	4.31	High Level
4. seek help from teachers or peers when academic challenges arise.	4.23	High Level
5. remain focused during study sessions despite sports demands.	4.36	High Level
6. take notes and review lessons regularly to maintain understanding.	4.15	High Level
7. engage in extra academic activities (e.g., group study, research) to enhance learning.	4.28	High Level
Overall Mean	4.32	High Level

Table 3 presents the level of strategies used by the student-athletes in balancing sports and academics in the area of Academic Engagement. The overall mean is 4.32, indicating a high level of engagement. Among the items, "Take notes and review lessons regularly to maintain understanding" obtained the lowest mean of 4.15 (High Level). The result suggests that while student-athletes generally demonstrate strong academic engagement, the practice of consistently taking notes and regularly reviewing lessons may be less well developed than other engagement behaviors. This indicates that some student-athletes may still struggle to maintain structured study habits amid the demands of training and competition. This finding implies the need to further strengthen students' study routines, particularly in note-taking and regular lesson review, to ensure deeper understanding and long-term retention of academic content. Improving this area may help student-athletes better balance academic requirements with athletic responsibilities and enhance overall learning outcomes. This is supported by the study of Stambulova and Wylleman (2019), who emphasized that student-athletes who develop integrated academic and athletic identities demonstrate higher levels of behavioral, emotional, and cognitive engagement in their studies. Their findings suggest that sustained engagement is essential in maintaining academic performance alongside athletic commitments. Similarly, this aligns with the findings of Izzicupo et al. (2021), who noted that structured learning practices, such as consistent study routines, task organization, and reflective learning, enable student-athletes to remain academically engaged and perform effectively despite the demands of sports training and competition.

Table 4*Level of Strategies used by Student-athletes in Balancing Sports and Academics in Coping Mechanisms*

Items	Mean	Interpretation
As a student-athlete, I...		
1. use stress-reduction techniques (e.g., breathing exercises, meditation).	4.02	High Level
2. seek support from friends, family, or coaches when stressed.	4.05	High Level
3. maintain a positive attitude during academic or athletic challenges.	4.39	High Level
4. balance rest and recovery to prevent burnout.	4.32	High Level
5. adapt my strategies when facing unexpected challenges in school or sports.	4.33	High Level
6. set aside personal time to relax and recharge.	4.15	High Level



7. focus on solutions rather than problems when encountering difficulties.	4.34	High Level
Overall Mean	4.23	High Level

Table 4 presents the level of strategies used by student-athletes to balance sports and academics in the Coping Mechanisms area. The overall mean is 4.23, indicating a high level of coping skills. Among the items, "Using stress-reduction techniques (e.g., breathing exercises, meditation)" obtained the lowest mean of 4.02 (High Level). The result suggests that while student-athletes generally demonstrate strong coping mechanisms for managing academic and athletic pressures, the use of formal stress-reduction techniques, such as breathing exercises and meditation, is comparatively less common. This suggests that some student-athletes may rely more on informal coping strategies, such as support from others and positive thinking, rather than on structured relaxation techniques. This finding implies the need to strengthen awareness and practice of structured stress-management techniques among student-athletes to enhance further their ability to cope with pressure, prevent burnout, and maintain overall well-being in both academic and athletic settings. This is supported by the study of Gjaka et al. (2024), who emphasized that effective coping strategies, particularly those involving social support and adaptive responses, play a significant role in reducing stress and enhancing dual-career performance. Their findings highlight that student-athletes benefit from both problem-focused and emotion-focused coping strategies in managing academic and athletic demands. Similarly, this aligns with the findings of Izzicupo et al. (2021), who noted that psychological flexibility and adaptability, including adjustments in training and study demands, contribute to improved resilience and reduced burnout among student-athletes.

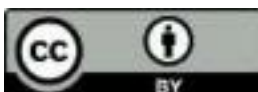
Strategies used by Student-athletes in Balancing Sports and Academics based on Time Management, Self-Regulation, Academic Engagement, and Coping Mechanisms when grouped by Age, Sex, Family Income, Parents' Educational Attainment, and Educational Level

Table 5

Level of Strategies used by Student-athletes in Balancing Sports and Academics in Time Management when Grouped by Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. create a weekly schedule and digital tools to organize academic and athletic activities.	4.18	High Level	4.29	High Level
2. prioritize tasks based on urgency and importance.	4.29	High Level	4.60	Very High Level
3. allocate sufficient time for both training, studying and personal activities.	4.35	High Level	4.54	Very High Level
4. avoid procrastination when completing academic tasks.	3.95	High Level	4.19	High Level
5. set personal deadlines to ensure timely completion of tasks.	4.21	High Level	4.39	High Level
6. prepare for exams or assignments ahead of time.	4.18	High Level	4.40	High Level
7. adjust my daily routine to accommodate both academic and athletic responsibilities.	4.29	High Level	4.41	High Level
Overall Mean	4.21	High Level	4.40	High Level

Table 5 summarizes the levels of strategies used by student-athletes to balance sports and academics in the area of Time Management, grouped by age. The overall mean for younger student-athletes is 4.21, interpreted as a high level, while older student-athletes obtained a higher overall mean of 4.40, also interpreted



as a high level. Item number 4, “Avoiding procrastination when completing academic tasks,” obtained the lowest mean for both younger (3.95) and older (4.19) student-athletes. This indicates that procrastination remains a challenge among student-athletes, with younger respondents consistently showing a lower ability to complete academic tasks on time than older students. This suggests that while student-athletes across age groups demonstrate generally effective time management practices, consistency in task completion and avoidance of procrastination still need improvement. The result implies that younger student-athletes may require additional guidance or structured support to develop stronger discipline in meeting academic deadlines alongside athletic commitments. This finding is supported by the study of Linnér, Stambulova, and Ziegert (2021), who emphasized that effective time management among student-athletes depends on proactive planning, prioritization, and the ability to regulate schedules during high-demand periods. Their findings highlight that structured planning and self-management strategies are essential in maintaining balance between academic and athletic responsibilities across different circumstances.

Table 6

Level of Strategies used by Student-athletes in Balancing Sports and Academics in Self-regulation when Grouped by Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. plan my daily activities to balance academics and sports.	4.37	High Level	4.48	High Level
2. monitor my progress in academic and athletic goals.	4.15	High Level	4.53	Very High Level
3. reflect on my performance and make adjustments when needed.	4.18	High Level	4.56	Very High Level
4. maintain motivation to complete academic tasks despite athletic fatigue.	4.19	High Level	4.45	High Level
5. control distractions to focus on schoolwork or training.	4.12	High Level	4.43	High Level
6. set realistic goals for both academics and sports.	4.37	High Level	4.51	Very High Level
7. evaluate my study and training habits regularly to improve my performance.	4.31	High Level	4.49	High Level
Overall Mean	4.24	High Level	4.49	Very High Level

Table 6 presents the level of strategies used by student-athletes in balancing sports and academics in the area of Self-Regulation, grouped according to age. Younger student-athletes obtained an overall mean of 4.24, interpreted as a high level, while older student-athletes obtained a higher overall mean of 4.49, interpreted as a very high level. Item number 5, “Controlling distractions to focus on schoolwork or training,” obtained the lowest mean for both younger (4.12) and older (4.43) student-athletes. This indicates that maintaining focus amid academic and athletic demands remains a common challenge across age groups, particularly for younger student-athletes, who tend to have a lower ability to manage distractions. This suggests that although student-athletes generally demonstrate strong self-regulation skills, sustaining concentration across competing academic and athletic responsibilities remains a challenge. This implies the need for interventions or support strategies to help student-athletes strengthen focus and minimize distractions, thereby enhancing both academic performance and athletic efficiency. This finding is supported by the study of Vealey et al. (2015), who emphasized that self-regulation—particularly goal-setting, self-monitoring, and attention control—is essential for effectively managing dual-career demands. Their findings show that athletes who develop stronger self-regulatory skills are better able to maintain consistent performance in both academic and athletic settings.



Table 7

Level of Strategies used by Student-athletes in Balancing Sports and Academics in Academic Engagement when Grouped by Age

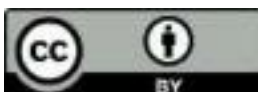
Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. consistently attend my classes.	4.56	Very High Level	4.54	Very High Level
2. actively participate in academic discussions and activities.	4.19	High Level	4.56	Very High Level
3. complete academic assignments on time.	4.07	High Level	4.56	Very High Level
4. seek help from teachers or peers when academic challenges arise.	4.08	High Level	4.38	High Level
5. remain focused during study sessions despite sports demands.	4.11	High Level	4.63	Very High Level
6. take notes and review lessons regularly to maintain understanding.	3.94	High Level	4.38	High Level
7. engage in extra academic activities (e.g., group study, research) to enhance learning.	4.07	High Level	4.50	Very High Level
Overall Mean	4.15	High Level	4.51	Very High Level

Table 7 presents the levels of strategies used by student-athletes to balance sports and academics in the Academic Engagement area, grouped by age. Younger student-athletes obtained an overall mean of 4.15, interpreted as a high level, while older student-athletes achieved a higher overall mean of 4.51, interpreted as a very high level. Item number 6, "Take notes and review lessons regularly to maintain understanding," obtained the lowest mean for both younger (3.94) and older (4.38) student-athletes. This indicates that consistent study habits, particularly note-taking and regular lesson review, remain less practiced among student-athletes than other forms of academic engagement. This suggests that although student-athletes demonstrate generally strong engagement in academic activities, there is still a need to improve structured study behaviors to strengthen understanding and retention of lessons. This implies that younger student-athletes, in particular, may benefit from guided study strategies and reinforced learning routines to enhance academic consistency alongside sports participation. This finding is supported by the study of Stambulova and Wylleman (2019), who emphasized that student-athletes who develop integrated academic and athletic identities demonstrate higher levels of behavioral, emotional, and cognitive engagement in learning. Their findings highlight that sustained academic engagement is essential for maintaining performance in both academic and athletic domains.

Table 8

Level of strategies used by the student-athletes in balancing sports and academics in the area of Coping Mechanisms when grouped according to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. use stress-reduction techniques (e.g., breathing exercises, meditation).	3.85	High Level	4.20	High Level
2. seek support from friends, family, or coaches when stressed.	3.87	High Level	4.25	High Level



3. maintain a positive attitude during academic or athletic challenges.	4.30	High Level	4.49	High Level
4. balance rest and recovery to prevent burnout.	4.14	High Level	4.51	Very High Level
5. adapt my strategies when facing unexpected challenges in school or sports.	4.15	High Level	4.51	Very High Level
6. set aside personal time to relax and recharge.	3.96	High Level	4.34	High Level
7. focus on solutions rather than problems when encountering difficulties.	4.21	High Level	4.46	High Level
Overall Mean	4.07	High Level	4.39	High Level

Table 8 presents the levels of strategies used by student-athletes to balance sports and academics in the Coping Mechanisms area, grouped by age. Younger student-athletes had an overall mean of 4.07, interpreted as a high level, while older student-athletes had an overall mean of 4.39, also interpreted as a high level. Item number 1, “Use stress-reduction techniques (e.g., breathing exercises, meditation),” obtained the lowest mean for both younger (3.85) and older (4.20) student-athletes. This indicates that structured stress-reduction techniques are the least commonly used coping strategy among student-athletes across age groups. This suggests that while student-athletes generally demonstrate effective coping mechanisms in managing academic and athletic pressures, they tend to rely less on formal relaxation or stress-reduction techniques. This implies a need to strengthen awareness and practice of structured coping strategies to further enhance emotional regulation and stress management, particularly among younger student-athletes. This finding is supported by the study of Gjaka et al. (2024), who emphasized that effective coping strategies, particularly those involving social support and adaptive responses, play a significant role in reducing stress and enhancing dual-career performance. Their findings highlight that student-athletes benefit from both problem-focused and emotion-focused coping strategies in managing academic and athletic demands. Similarly, this aligns with the findings of Izzicupo et al. (2021), who noted that psychological flexibility, adaptability, and structured adjustment of training and academic demands contribute to improved resilience and reduced burnout among student-athletes.

Table 9

Level of strategies used by the student-athletes in balancing sports and academics in the area of Time Management when grouped according to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. create a weekly schedule and digital tools to organize academic and athletic activities.	4.21	High Level	4.29	High Level
2. prioritize tasks based on urgency and importance.	4.36	High Level	4.62	Very High Level
3. allocate sufficient time for both training, studying and personal activities.	4.38	High Level	4.56	Very High Level
4. avoid procrastination when completing academic tasks.	4.01	High Level	4.19	High Level
5. set personal deadlines to ensure timely completion of tasks.	4.21	High Level	4.48	High Level
6. prepare for exams or assignments ahead of time.	4.23	High Level	4.40	High Level



7. adjust my daily routine to accommodate both academic and athletic responsibilities.	4.29	High Level	4.46	High Level
Overall Mean	4.24	High Level	4.43	High Level

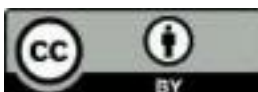
Table 9 presents the levels of strategies used by student-athletes to balance sports and academics in the area of Time Management, grouped by sex. Male student-athletes obtained an overall mean of 4.24, interpreted as a high level, while female student-athletes obtained a higher overall mean of 4.43, also interpreted as a high level. Item number 4, "Avoid procrastination when completing academic tasks," obtained the lowest mean for both male (4.01) and female (4.19) student-athletes. This indicates that avoiding procrastination is the least practiced time management strategy across both groups, suggesting that delays in completing academic tasks remain a common challenge among student-athletes regardless of sex. The result implies that while both male and female student-athletes demonstrate generally strong time management skills, consistency in completing academic requirements on time still needs improvement. Strengthening discipline in avoiding procrastination may further enhance their ability to balance academic and athletic responsibilities effectively. This finding is supported by the study by Linnér, Stambulova, and Ziegert (2021), which emphasized that effective time management among student-athletes relies on proactive planning, prioritization, and the ability to manage schedules under competing academic and athletic demands. Their findings highlight that disciplined scheduling and structured planning are essential in achieving balance across dual careers.

Table 10

Level of strategies used by the student-athletes in balancing sports and academics in the area of Self-Regulation when grouped according to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. plan my daily activities to balance academics and sports.	4.40	High Level	4.46	High Level
2. monitor my progress in academic and athletic goals.	4.23	High Level	4.56	Very High Level
3. reflect on my performance and make adjustments when needed.	4.28	High Level	4.56	Very High Level
4. maintain motivation to complete academic tasks despite athletic fatigue.	4.23	High Level	4.50	Very High Level
5. control distractions to focus on schoolwork or training.	4.21	High Level	4.38	High Level
6. set realistic goals for both academics and sports.	4.42	High Level	4.48	High Level
7. evaluate my study and training habits regularly to improve my performance.	4.37	High Level	4.46	High Level
Overall Mean	4.31	High Level	4.49	High Level

Table 10 shows the levels of strategies used by student-athletes to balance sports and academics in the area of Self-Regulation, grouped by sex. Male student-athletes obtained an overall mean of 4.31, interpreted as a high level, while female student-athletes obtained a higher overall mean of 4.49, also interpreted as a high level. Item number 5, "Control distractions to focus on schoolwork or training," obtained the lowest mean for both male (4.21) and female (4.38) student-athletes. This indicates that maintaining focus amid academic and athletic demands is the least developed self-regulation strategy across both groups, suggesting difficulty in



consistently minimizing distractions. This suggests that while student-athletes generally demonstrate strong self-regulation skills, sustaining focus remains a challenge that may affect the efficiency of both academic and athletic performance. Strengthening attention control strategies may further enhance their ability to balance dual responsibilities effectively. This finding is supported by the study of Vealey et al. (2015), who emphasized that self-regulation—particularly goal-setting, self-monitoring, and attention control—is a critical skill for student-athletes in managing academic and athletic demands within dual-career pathways. Their findings highlight that effective self-regulation enables athletes to maintain performance consistency across both domains.

Table 11

Level of strategies used by the student-athletes in balancing sports and academics in the area of Academic Engagement when grouped according to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. consistently attend my classes.	4.49	Very High Level	4.67	Very High Level
2. actively participate in academic discussions and activities.	4.26	High Level	4.62	Very High Level
3. complete academic assignments on time.	4.22	High Level	4.50	Very High Level
4. seek help from teachers or peers when academic challenges arise.	4.19	High Level	4.31	High Level
5. remain focused during study sessions despite sports demands.	4.27	High Level	4.56	Very High Level
6. take notes and review lessons regularly to maintain understanding.	4.00	High Level	4.48	High Level
7. engage in extra academic activities (e.g., group study, research) to enhance learning.	4.20	High Level	4.46	High Level
Overall Mean	4.23	High Level	4.51	Very High Level

Table 11 presents the levels of strategies used by student-athletes to balance sports and academics in the area of Academic Engagement, grouped by sex. Male student-athletes obtained an overall mean of 4.23, interpreted as a high level, while female student-athletes obtained a higher overall mean of 4.51, interpreted as a very high level. Item 6, “Take notes and review lessons regularly to maintain understanding,” had the lowest mean among male student-athletes (4.00). In contrast, item 4, “Seek help from teachers or peers when academic challenges arise,” had the lowest mean for female student-athletes (4.31), which was interpreted as a high level. This indicates that structured study habits and help-seeking behaviors are the least practiced academic engagement strategies within their respective groups. This suggests that although student-athletes generally demonstrate strong academic engagement, there is still a need to strengthen consistent study practices, such as note-taking and lesson review, and to encourage help-seeking behaviors when academic difficulties arise. Improving these areas further enhances comprehension, retention, and academic performance. This finding is supported by the study of Stambulova and Wylleman (2019), who emphasized that student-athletes who develop integrated academic and athletic identities demonstrate higher levels of behavioral, emotional, and cognitive engagement in their studies. Their findings highlight that sustained academic engagement, including active participation and the use of learning strategies, is essential for maintaining performance in dual-career pathways. Similarly, this aligns with the findings of Izzicupo et al. (2021), who noted that structured learning behaviors such as consistent study routines, reflective learning, and effective help-seeking strategies contribute to improved academic performance among student-athletes.



Table 12

Level of strategies used by the student-athletes in balancing sports and academics in the area of Coping Mechanisms when grouped according to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. use stress-reduction techniques (e.g., breathing exercises, meditation).	3.96	High Level	4.15	High Level
2. seek support from friends, family, or coaches when stressed.	3.92	High Level	4.35	High Level
3. maintain a positive attitude during academic or athletic challenges.	4.35	High Level	4.48	High Level
4. balance rest and recovery to prevent burnout.	4.29	High Level	4.40	High Level
5. adapt my strategies when facing unexpected challenges in school or sports.	4.25	High Level	4.50	Very High Level
6. set aside personal time to relax and recharge.	4.05	High Level	4.35	High Level
7. focus on solutions rather than problems when encountering difficulties.	4.25	High Level	4.52	Very High Level
Overall Mean	4.15	High Level	4.39	High Level

Table 12 presents the level of strategies used by student-athletes in balancing sports and academics in the area of Coping Mechanisms when grouped according to sex. Male student-athletes obtained an overall mean of 4.15, interpreted as high level, while female student-athletes obtained a higher overall mean of 4.39, also interpreted as high level. For male student-athletes, the lowest mean is for item 2, “Seek support from friends, family, or coaches when stressed,” at 3.92, interpreted as a high level. For female student-athletes, the lowest mean is for item 1, “Use stress-reduction techniques (e.g., breathing exercises, meditation),” at 4.15, interpreted as a high level. These results indicate that both male and female student-athletes demonstrate effective coping mechanisms in managing academic and athletic demands. Female student-athletes show slightly higher proficiency in adaptability and solution-focused strategies, particularly in handling unexpected challenges and maintaining a positive outlook. However, both groups show relatively lower engagement in formal stress-reduction techniques and seeking support, suggesting areas for improvement in strengthening emotional regulation and support-seeking behavior. This finding is supported by the study by Gjaka et al. (2024), which emphasized that effective coping strategies—particularly those involving social support, adaptability, and problem-focused responses—are essential for reducing stress and maintaining performance among student-athletes balancing academic and athletic demands. Their findings highlight that coping effectiveness is strengthened through both personal regulation and external support systems. Similarly, this aligns with the findings of Izzicupo et al. (2021), who noted that psychological flexibility and adaptive coping strategies contribute significantly to resilience, reduced burnout, and improved performance stability in dual-career student-athletes.

Table 13

Level of strategies used by the student-athletes in balancing sports and academics in the area of Time Management when grouped according to Family Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				



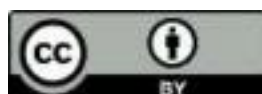
1. create a weekly schedule and digital tools to organize academic and athletic activities.	4.23	High Level	4.23	High Level
2. prioritize tasks based on urgency and importance.	4.32	High Level	4.55	Very High Level
3. allocate sufficient time for both training, studying and personal activities.	4.46	High Level	4.42	High Level
4. avoid procrastination when completing academic tasks.	4.11	High Level	4.02	High Level
5. set personal deadlines to ensure timely completion of tasks.	4.15	High Level	4.45	High Level
6. prepare for exams or assignments ahead of time.	4.30	High Level	4.28	High Level
7. adjust my daily routine to accommodate both academic and athletic responsibilities.	4.31	High Level	4.39	High Level
Overall Mean	4.27	High Level	4.33	High Level

Table 13 presents the levels of strategies used by student-athletes to balance sports and academics in the area of Time Management, grouped by family income. Student-athletes from lower-income families had an overall mean of 4.27, interpreted as a high level. In contrast, those from higher-income families had a slightly higher overall mean of 4.33, also interpreted as a high level. For both income groups, the lowest mean is for item 4, “Avoid procrastination when completing academic tasks,” at 4.11 for lower-income students and 4.02 for higher-income students, both interpreted as high levels. These findings indicate that regardless of family income, student-athletes consistently demonstrate effective time management strategies in balancing academic and athletic responsibilities. However, procrastination remains a common area of difficulty across both groups. This finding is supported by the study of Linnér, Stambulova, and Ziegert (2021), who emphasized that effective time management among student-athletes relies on structured planning, prioritization, and the ability to regulate schedules amid competing academic and athletic demands. Their findings highlight that consistent time organization is essential for maintaining balance regardless of personal or socio-economic background.

Table 14

Level of strategies used by the student-athletes in balancing sports and academics in the area of Self-Regulation when grouped according to Family Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. plan my daily activities to balance academics and sports.	4.41	High Level	4.43	High Level
2. monitor my progress in academic and athletic goals.	4.27	High Level	4.40	High Level
3. reflect on my performance and make adjustments when needed.	4.35	High Level	4.39	High Level
4. maintain motivation to complete academic tasks despite athletic fatigue.	4.26	High Level	4.37	High Level
5. control distractions to focus on schoolwork or training.	4.27	High Level	4.27	High Level
6. set realistic goals for both academics and sports.	4.40	High Level	4.48	High Level
7. evaluate my study and training habits regularly to improve my performance.	4.38	High Level	4.41	High Level



Overall Mean	4.33	High Level	4.39	High Level
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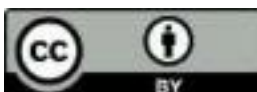
Table 14 presents the levels of strategies used by student-athletes to balance sports and academics in the area of Self-Regulation, grouped by family income. Student-athletes from lower-income families had an overall mean of 4.33, interpreted as a high level. In contrast, those from higher-income families had a slightly higher overall mean of 4.39, also interpreted as a high level. For lower-income students, the lowest mean is for item 4, “Maintain motivation to complete academic tasks despite athletic fatigue,” at 4.26, interpreted as a high level. For higher-income students, the lowest mean is for item 5, “Control distractions to focus on schoolwork or training,” at 4.27, also interpreted as a high level. These findings indicate that student-athletes from both income groups consistently use self-regulation strategies to balance academic and athletic responsibilities. However, maintaining motivation in the face of fatigue and controlling distractions remain areas that may require further strengthening. This finding is supported by the study by Vealey et al. (2015), which emphasized that self-regulation is essential for student-athletes to manage dual academic and athletic demands effectively. Their findings highlight that skills such as goal-setting, monitoring, and behavioral control are crucial in sustaining performance across both domains.

Table 15

Level of strategies used by the student-athletes in balancing sports and academics in the area of Academic Engagement when grouped according to Family Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. consistently attend my classes.	4.51	Very High Level	4.59	Very High Level
2. actively participate in academic discussions and activities.	4.21	High Level	4.53	Very High Level
3. complete academic assignments on time.	4.17	High Level	4.45	High Level
4. seek help from teachers or peers when academic challenges arise.	4.19	High Level	4.27	High Level
5. remain focused during study sessions despite sports demands.	4.32	High Level	4.40	High Level
6. take notes and review lessons regularly to maintain understanding.	4.21	High Level	4.10	High Level
7. engage in extra academic activities (e.g., group study, research) to enhance learning.	4.30	High Level	4.27	High Level
Overall Mean	4.27	High Level	4.37	High Level

Table 16 presents the levels of strategies used by student-athletes to balance sports and academics in the area of Academic Engagement, grouped by family income. Student-athletes from lower-income families had an overall mean of 4.27, interpreted as a high level. In contrast, those from higher-income families had a slightly higher overall mean of 4.37, also interpreted as a high level. For lower-income students, the lowest mean is for item 3, “Complete academic assignments on time,” at 4.17, interpreted as a high level. For higher-income students, the lowest mean is for item 6, “Take notes and review lessons regularly to maintain understanding,” at 4.10, also interpreted as high-level. These findings indicate that student-athletes from both income groups consistently demonstrate strong academic engagement despite the demands of sports. However, completing academic tasks on time and maintaining consistent study habits remain areas that may need further strengthening. This finding is supported by the study of Stambulova and Wylleman (2019), who emphasized that student-athletes who develop integrated academic and athletic identities demonstrate higher levels of



behavioral, emotional, and cognitive engagement in learning activities. Their findings highlight that sustained academic engagement is essential for maintaining performance in both academic and athletic domains.

Table 16

Level of strategies used by the student-athletes in balancing sports and academics in the area of Coping Mechanisms when grouped according to Family Income

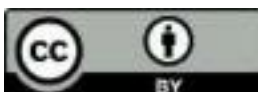
Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. use stress-reduction techniques (e.g., breathing exercises, meditation).	4.02	High Level	4.01	High Level
2. seek support from friends, family, or coaches when stressed.	4.05	High Level	4.06	High Level
3. maintain a positive attitude during academic or athletic challenges.	4.27	High Level	4.51	Very High Level
4. balance rest and recovery to prevent burnout.	4.23	High Level	4.41	High Level
5. adapt my strategies when facing unexpected challenges in school or sports.	4.20	High Level	4.46	High Level
6. set aside personal time to relax and recharge.	4.05	High Level	4.24	High Level
7. focus on solutions rather than problems when encountering difficulties.	4.30	High Level	4.37	High Level
Overall Mean	4.16	High Level	4.29	High Level

Table 16 presents the level of strategies used by student-athletes in balancing sports and academics in the area of Coping Mechanisms when grouped according to family income. Student-athletes from lower-income families had an overall mean of 4.16, interpreted as a high level. In contrast, those from higher-income families had a slightly higher overall mean of 4.29, also interpreted as a high level. For lower-income students, the lowest mean is for item 1, "Use stress-reduction techniques (e.g., breathing exercises, meditation)," at 4.02, interpreted as a high level. For higher-income students, the lowest mean is also item 1, at 4.01, interpreted as a high level. These findings indicate that student-athletes from both income groups consistently use coping mechanisms to manage academic and athletic demands. However, structured stress-reduction techniques appear to be the least frequently used strategy in both groups. This finding is supported by the study by Gjaka et al. (2024), which emphasized that effective coping strategies, including adaptive responses and social support, are essential for reducing stress and maintaining performance among student-athletes balancing academic and athletic responsibilities. Their findings highlight that coping effectiveness improves when students combine emotional regulation with adaptive problem-solving strategies. Similarly, this aligns with the findings of Izzicupo et al. (2021), who noted that psychological flexibility and structured coping behaviors contribute significantly to resilience, reduced burnout, and sustained performance stability in dual-career student-athletes.

Table 17

Level of strategies used by the student-athletes in balancing sports and academics in the area of Time Management when grouped according to Parents' Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				



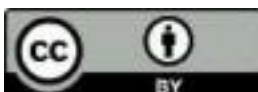
1. create a weekly schedule and digital tools to organize academic and athletic activities.	4.24	High Level	4.23	High Level
2. prioritize tasks based on urgency and importance.	4.28	High Level	4.50	Very High Level
3. allocate sufficient time for both training, studying and personal activities.	4.57	Very High Level	4.39	High Level
4. avoid procrastination when completing academic tasks.	4.07	High Level	4.07	High Level
5. set personal deadlines to ensure timely completion of tasks.	4.24	High Level	4.32	High Level
6. prepare for exams or assignments ahead of time.	4.33	High Level	4.27	High Level
7. adjust my daily routine to accommodate both academic and athletic responsibilities.	4.30	High Level	4.36	High Level
Overall Mean	4.29	High Level	4.31	High Level

Table 17 presents the levels of strategies used by student-athletes to balance sports and academics in the area of Time Management, grouped by parents' educational attainment. Student-athletes whose parents have lower educational attainment obtained an overall mean of 4.29, interpreted as high level. In comparison, those whose parents have higher educational attainment obtained a slightly higher overall mean of 4.31, also interpreted as high level. For both groups, the lowest mean is for item 4, "Avoid procrastination when completing academic tasks," at 4.07, interpreted as a high level. These findings indicate that student-athletes, regardless of parents' educational attainment, consistently demonstrate effective time management strategies in balancing academic and athletic responsibilities. However, avoiding procrastination remains a shared area for improvement. This finding is supported by the study by Linnér, Stambulova, and Ziegert (2021), which emphasized that effective time management among student-athletes is driven by structured planning, prioritization, and the ability to manage competing academic and athletic schedules. Their findings highlight that disciplined scheduling and proactive planning are essential in managing dual-career demands effectively.

Table 18

Level of strategies used by the student-athletes in balancing sports and academics in the area of Self-Regulation when grouped according to Parents' Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. plan my daily activities to balance academics and sports.	4.43	High Level	4.42	High Level
2. monitor my progress in academic and athletic goals.	4.37	High Level	4.32	High Level
3. reflect on my performance and make adjustments when needed.	4.37	High Level	4.36	High Level
4. maintain motivation to complete academic tasks despite athletic fatigue.	4.22	High Level	4.36	High Level
5. control distractions to focus on schoolwork or training.	4.30	High Level	4.25	High Level
6. set realistic goals for both academics and sports.	4.54	Very High Level	4.40	High Level



7. evaluate my study and training habits regularly to improve my performance.	4.46	High Level	4.37	High Level
Overall Mean	4.39	High Level	4.35	High Level

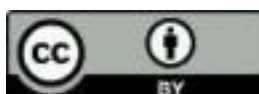
Table 18 presents the levels of strategies used by student-athletes to balance sports and academics in the area of Self-Regulation, grouped by parents' educational attainment. Student-athletes with parents of lower educational attainment had an overall mean of 4.39, interpreted as a high level. In comparison, those with parents of higher educational attainment had an overall mean of 4.35, also interpreted as a high level. For both groups, the lowest mean is for item 4, "Maintain motivation to complete academic tasks despite athletic fatigue," with 4.22 for the lower group and 4.36 for the higher group, both interpreted as high. These findings indicate that student-athletes across both groups demonstrate consistent self-regulation strategies in managing academic and athletic responsibilities. However, maintaining motivation during fatigue is a shared area that may require further support. This finding is supported by the study of Vealey et al. (2015), who emphasized that self-regulation skills—particularly goal-setting, self-monitoring, and motivation regulation—are essential for effectively managing dual academic and athletic demands. Their findings highlight that strong self-regulatory abilities enable student-athletes to maintain performance consistency despite competing pressures.

Table 19

Level of strategies used by the student-athletes in balancing sports and academics in the area of Academic Engagement when grouped according to Parents' Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. consistently attend my classes.	4.43	High Level	4.59	Very High Level
2. actively participate in academic discussions and activities.	4.33	High Level	4.39	High Level
3. complete academic assignments on time.	4.39	High Level	4.28	High Level
4. seek help from teachers or peers when academic challenges arise.	4.15	High Level	4.25	High Level
5. remain focused during study sessions despite sports demands.	4.46	High Level	4.32	High Level
6. take notes and review lessons regularly to maintain understanding.	4.20	High Level	4.14	High Level
7. engage in extra academic activities (e.g., group study, research) to enhance learning.	4.30	High Level	4.27	High Level
Overall Mean	4.32	High Level	4.32	High Level

Table 19 presents the levels of strategies used by student-athletes to balance sports and academics in the area of Academic Engagement, grouped by parents' educational attainment. Both groups obtained the same overall mean of 4.32, interpreted as a high level. For students whose parents have lower educational attainment, the lowest mean is for item 4, "Seek help from teachers or peers when academic challenges arise," at 4.15, interpreted as a high level. For students whose parents have higher educational attainment, the lowest mean is item number 6, "Take notes and review lessons regularly to maintain understanding," with a mean of 4.14, also interpreted as a high level. These findings indicate that student-athletes from both groups consistently use academic engagement strategies to balance sports and academics. However, seeking help and maintaining regular review habits may need further strengthening. This finding is supported by the study of Stambulova and Wylleman (2019), who emphasized that student-athletes with well-developed academic and athletic identities demonstrate higher levels of behavioral, emotional, and cognitive engagement in learning activities. Their



findings highlight that sustained academic engagement is essential for maintaining academic success while managing dual careers.

Table 20

Level of strategies used by the student-athletes in balancing sports and academics in the area of Coping Mechanisms when grouped according to Parents' Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...				
1. use stress-reduction techniques (e.g., breathing exercises, meditation).	3.98	High Level	4.03	High Level
2. seek support from friends, family, or coaches when stressed.	4.04	High Level	4.06	High Level
3. maintain a positive attitude during academic or athletic challenges.	4.41	High Level	4.38	High Level
4. balance rest and recovery to prevent burnout.	4.24	High Level	4.36	High Level
5. adapt my strategies when facing unexpected challenges in school or sports.	4.39	High Level	4.31	High Level
6. set aside personal time to relax and recharge.	4.17	High Level	4.14	High Level
7. focus on solutions rather than problems when encountering difficulties.	4.33	High Level	4.34	High Level
Overall Mean	4.22	High Level	4.23	High Level

Table 20 presents the level of strategies used by student-athletes in balancing sports and academics in the area of Coping Mechanisms when grouped according to parents' educational attainment. Student-athletes whose parents had lower educational attainment had an overall mean of 4.22, while those with higher parental educational attainment had an overall mean of 4.23, both interpreted as a high level. For the lower educational attainment group, the lowest mean is for item 1, "Use stress-reduction techniques (e.g., breathing exercises, meditation)," at 3.98, interpreted as a high level. For the higher educational attainment group, the lowest mean is for item 6, "Set aside personal time to relax and recharge," at 4.14, also interpreted as a high level. These findings indicate that student-athletes from both groups consistently use coping strategies to manage academic and athletic demands. However, structured stress-reduction techniques and intentional relaxation practices may still need further strengthening. This finding is supported by the study by Gjaka et al. (2024), which emphasized that effective coping mechanisms, particularly those involving social support, adaptive thinking, and emotional regulation, are essential for enhancing resilience and maintaining performance among student-athletes managing dual academic and athletic demands. Their findings highlight that coping effectiveness is strengthened through both internal regulation and external support systems.

Table 21

Level of strategies used by the student-athletes in balancing sports and academics in the area of Time Management when grouped according to Educational Level

Items	Junior High School		Senior High School		College	
	Mean	Int.	Mean	Int.	Mean	Int.
As a student-athlete, I...						
1. create a weekly schedule and digital tools to organize	4.02	High Level	4.31	High Level	4.30	High Level



academic and athletic activities.						
2. prioritize tasks based on urgency and importance.	4.31	High Level	4.31	High Level	4.57	Very High Level
3. allocate sufficient time for both training, studying and personal activities.	4.29	High Level	4.44	High Level	4.52	Very High Level
4. avoid procrastination when completing academic tasks.	3.88	High Level	4.13	High Level	4.13	High Level
5. set personal deadlines to ensure timely completion of tasks.	4.29	High Level	4.21	High Level	4.35	High Level
6. prepare for exams or assignments ahead of time.	4.07	High Level	4.38	High Level	4.35	High Level
7. adjust my daily routine to accommodate both academic and athletic responsibilities.	4.21	High Level	4.44	High Level	4.37	High Level
Overall Mean	4.15	High Level	4.32	High Level	4.37	High Level

Table 21 presents the levels of strategies used by student-athletes to balance sports and academics in the area of Time Management, grouped by educational level. The overall mean for junior high school students is 4.15, for senior high school students is 4.32, and for college students is 4.37, all interpreted as high levels. For junior high school students, the lowest mean is for item 4, "Avoid procrastination when completing academic tasks," at 3.88. For senior high school students, the lowest mean is also item 4, at 4.13. For college students, the lowest mean is item 4, at 4.13. All are interpreted as high-level. These findings indicate that across all educational levels, student-athletes consistently use time management strategies to balance academic and athletic responsibilities, although avoiding procrastination remains a common area for improvement. This finding is supported by the study by Linnér, Stambulova, and Ziegert (2021), which emphasized that effective time management among student-athletes involves structured planning, prioritization, and proactive scheduling adjustments to meet both academic and athletic demands. Their findings highlight that these strategies are essential across different stages of education to maintain balance and performance.

Table 22

Level of strategies used by the student-athletes in balancing sports and academics in the area of Self-Regulation when grouped according to Educational Level

Items	Junior High School		Senior High School		College	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...						
1. plan my daily activities to balance academics and sports.	4.38	High Level	4.38	High Level	4.46	High Level
2. monitor my progress in academic and athletic goals.	3.98	High Level	4.38	High Level	4.49	Very High Level
3. reflect on my performance and make adjustments when needed.	4.07	High Level	4.33	High Level	4.53	Very High Level



4. maintain motivation to complete academic tasks despite athletic fatigue.	4.24	High Level	4.23	High Level	4.40	High Level
5. control distractions to focus on schoolwork or training.	3.88	High Level	4.44	High Level	4.39	High Level
6. set realistic goals for both academics and sports.	4.33	High Level	4.46	High Level	4.48	High Level
7. evaluate my study and training habits regularly to improve my performance.	4.33	High Level	4.33	High Level	4.46	High Level
Overall Mean	4.17	High Level	4.37	High Level	4.46	High Level

Table 22 presents the levels of strategies employed by student-athletes to balance sports and academics in the area of self-regulation, grouped by educational level. The overall mean for junior high school students is 4.17, for senior high school students is 4.37, and for college students is 4.46, all interpreted as high levels. These results indicate that student-athletes across all educational levels consistently practice self-regulation strategies, with a gradual increase as educational level rises, and that college students show a slightly stronger application. Item number 2, “Monitor my progress in academic and athletic goals,” obtained the lowest mean among junior high school students (3.98), indicating that younger student-athletes are still developing consistency in tracking their academic and athletic performance. Meanwhile, college students had the highest mean on item 3, “Reflect on my performance and make adjustments when needed,” with a mean of 4.53, suggesting a stronger capacity for reflection and improvement among higher-level students. These findings indicate that self-regulation skills tend to improve as student-athletes progress to higher educational levels. Older students demonstrate more developed abilities in monitoring progress, reflecting on performance, and making necessary adjustments, which help them better manage academic and athletic responsibilities. Strengthening these skills among junior high school students may further enhance their ability to balance dual demands effectively. This finding is supported by the study by Vealey et al. (2015), which emphasized that self-regulation—particularly planning, self-monitoring, and behavioral adjustment—is essential for student-athletes to effectively manage dual academic and athletic demands. Their findings highlight that these skills develop progressively and are crucial for maintaining performance across different levels of education.

Table 23

Level of strategies used by the student-athletes in balancing sports and academics in the area of Academic Engagement when grouped according to Educational Level

Items	Junior High School		Senior High School		College	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...						
1. consistently attend my classes.	4.57	Very High Level	4.51	Very High Level	4.55	Very High Level
2. actively participate in academic discussions and activities.	4.17	High Level	4.23	High Level	4.54	Very High Level
3. complete academic assignments on time.	3.90	High Level	4.23	High Level	4.55	Very High Level



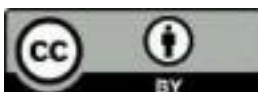
4. seek help from teachers or peers when academic challenges arise.	4.00	High Level	4.26	High Level	4.33	High Level
5. remain focused during study sessions despite sports demands.	4.00	High Level	4.26	High Level	4.59	Very High Level
6. take notes and review lessons regularly to maintain understanding.	4.05	High Level	3.87	High Level	4.34	High Level
7. engage in extra academic activities (e.g., group study, research) to enhance learning.	4.00	High Level	4.21	High Level	4.46	High Level
Overall Mean	4.10	High Level	4.22	High Level	4.48	High Level

Table 23 presents the levels of strategies employed by student-athletes to balance sports and academics in the area of academic engagement, grouped by educational level. The overall mean for junior high school students is 4.10, for senior high school students is 4.22, and for college students is 4.48, all interpreted as high levels. These results indicate that student-athletes across all educational levels demonstrate strong academic engagement, with college students showing the highest level of involvement. Among junior high school students, item number 3, "Complete academic assignments on time," obtained the lowest mean of 3.90, indicating that younger student-athletes may still be developing consistency in meeting academic deadlines while balancing sports responsibilities. In contrast, college students recorded the highest mean on item 5, "Remain focused during study sessions despite sports demands," with a mean of 4.59, indicating a stronger ability to maintain concentration and prioritize academic tasks despite athletic demands. These findings suggest that academic engagement tends to improve as student-athletes progress to higher educational levels. Greater experience and maturity contribute to a stronger focus, active participation, and more consistent completion of academic requirements while managing sports commitments. This highlights the need to support further junior high school students in developing study habits, time management, and task completion strategies to enhance their academic engagement. This finding is supported by the study of Stambulova and Wylleman (2019), who emphasized that student-athletes who develop integrated academic and athletic identities demonstrate stronger behavioral, emotional, and cognitive engagement in academic tasks. Their findings highlight that academic engagement strengthens as students mature and gain experience in managing dual-career demands.

Table 24

Level of strategies used by the student-athletes in balancing sports and academics in the area of Coping Mechanisms when grouped according to Educational Level

Items	Junior High School		Senior High School		College	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
As a student-athlete, I...						
1. use stress-reduction techniques (e.g., breathing exercises, meditation).	3.62	High Level	4.08	High Level	4.19	High Level
2. seek support from friends, family, or coaches when stressed.	4.02	High Level	3.82	High Level	4.18	High Level



3. maintain a positive attitude during academic or athletic challenges.	4.24	High Level	4.41	High Level	4.46	High Level
4. balance rest and recovery to prevent burnout.	4.05	High Level	4.26	High Level	4.49	Very High Level
5. adapt my strategies when facing unexpected challenges in school or sports.	4.19	High Level	4.18	High Level	4.47	High Level
6. set aside personal time to relax and recharge.	3.86	High Level	4.10	High Level	4.31	High Level
7. focus on solutions rather than problems when encountering difficulties.	4.19	High Level	4.28	High Level	4.43	High Level
Overall Mean	4.02	High Level	4.16	High Level	4.36	High Level

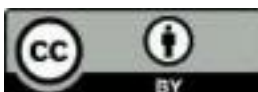
Table 24 presents the level of strategies employed by student-athletes to balance sports and academics, grouped by educational level, in the area of coping mechanisms. The overall mean for junior high school students is 4.02, for senior high school students is 4.16, and for college students is 4.36, all interpreted as high levels. These results indicate that student-athletes across all educational levels demonstrate effective coping strategies, with college students showing more developed coping mechanisms in managing academic and athletic demands. Among junior high school students, item 1, “Use stress-reduction techniques (e.g., breathing exercises, meditation),” had the lowest mean of 3.62, suggesting that younger student-athletes are still developing consistent stress management practices. In contrast, college students had the highest mean of 4.49 on item 4, “Balance rest and recovery to prevent burnout,” indicating a stronger ability to manage fatigue and maintain overall well-being amid dual responsibilities. These findings suggest that coping mechanisms improve as student-athletes progress to higher levels of education. Increased experience and maturity contribute to better stress management, adaptability, and recovery practices. This highlights the need to strengthen exposure and training in stress-reduction techniques and self-care practices among junior high school students to enhance further their ability to handle academic and athletic pressures. This finding is supported by the study by Gjaka et al. (2024), which emphasized that effective coping mechanisms—particularly those involving adaptive thinking, social support, and emotional regulation—are essential for strengthening resilience among student-athletes managing dual academic and athletic demands. Their findings highlight that coping skills improve with experience and structured support systems.

Comparative Analysis of the Level of Strategies used by Student-athletes in Balancing Sports and Academics in based on Time Management, Self-Regulation, Academic Engagement, and Coping Mechanisms when grouped by Age, Sex, Family Income, Parents’ Educational Attainment, and Educational Level

Table 25

Difference in the level of strategies used by the student-athletes in balancing sports and academics in the area of Time Management when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal-Wallis H	p-value	Sig. level	Interpretation
Age	Younger	84	75.32	2756.500		0.046	0.05	Significant
	Older	80	90.04					
Sex	Male	112	77.58	2367.500		0.050		Significant



	Female	52	93.09			
Family Income	Lower	81	80.57	3205.500	0.606	Not Significant
	Higher	83	84.38			
Parents' Educational Attainment	Lower	46	83.97	2646.500	0.804	Not Significant
	Higher	118	81.93			
Educational Level	Junior High School	42	73.24	2.574	0.276	Not Significant
	Senior High School	39	81.74			
	College	83	87.54			

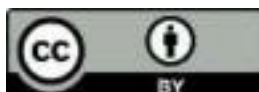
Table 25 presents the difference in the level of strategies used by student-athletes in balancing sports and academics in the area of time management when grouped and compared according to age, sex, family income, parents' educational attainment, and educational level.

Data revealed that the difference in the level of strategies used by student-athletes in balancing sports and academics when grouped and compared according to family income, parents' educational attainment, and educational level showed no significant difference, as the computed p-values of 0.606, 0.804, and 0.276, respectively, were greater than the level of significance at 0.05. Hence, the hypothesis that there is no significant difference in the strategies used by student-athletes to balance sports and academics in time management, when grouped and compared by family income, parents' educational attainment, and educational level, was accepted. However, when the respondents were grouped and compared according to age and sex, the computed p-values of 0.046 and 0.050, respectively, were less than or equal to the level of significance at 0.05, indicating that the null hypothesis stating that there is no significant difference in the level of strategies used by student-athletes in balancing sports and academics in time management when grouped and compared according to age and sex was rejected. This suggests that older student-athletes demonstrate better time management, likely due to greater maturity and experience in managing academic and athletic responsibilities. In terms of sex, it implies that female student-athletes tend to exhibit stronger time management practices, particularly in organizing tasks and prioritizing responsibilities. This finding is supported by the study of Linnér, Stambulova, and Ziegert (2021), who emphasized that differences in time management among student-athletes are influenced by developmental factors such as age and experience. Their findings highlight that more mature athletes tend to demonstrate stronger planning, prioritization, and scheduling skills in managing dual academic and athletic demands.

Table 26

Difference in the level of strategies used by the student-athletes in balancing sports and academics in the area of Self-Regulation when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal-Wallis H	p-value	Sig. level	Interpretation
Age	Younger	84	74.60	2696.000		0.028	0.05	Significant
	Older	80	90.80					
Sex	Male	112	78.01	2409.500		0.073		



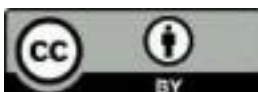
	Female	52	92.16				Not Significant
Family Income	Lower	81	81.35	3268.000	0.756		Not Significant
	Higher	83	83.63				
Parents' Educational Attainment	Lower	46	88.33	2446.000	0.322		Not Significant
	Higher	118	80.23				
Educational Level	Junior High School	42	73.08	2.862	0.239		Not Significant
	Senior High School	39	80.91				
	High School						
	College	83	88.01				

Table 26 presents the difference in the level of strategies used by student-athletes to balance sports and academics in the area of self-regulation, grouped and compared according to selected variables. The results show that age has a significant difference in self-regulation strategies, as older student-athletes obtained a higher mean rank (90.80) compared to younger student-athletes (74.60), with a p-value of 0.028. This indicates that the null hypothesis, stating that there is no significant difference in self-regulation when grouped according to age, is rejected. This suggests that older student-athletes demonstrate stronger self-regulation skills, which may be attributed to greater maturity and experience in managing both academic and athletic responsibilities. On the other hand, no significant differences were found for sex ($p = 0.073$), family income ($p = 0.756$), parents' educational attainment ($p = 0.322$), or educational level ($p = 0.239$). Hence, the null hypotheses for these variables were accepted. This suggests that self-regulation strategies are generally consistent across these groups and are not strongly influenced by socio-economic or demographic factors. These findings imply that self-regulation among student-athletes is primarily shaped by developmental factors such as age rather than external background variables. Older students tend to develop better planning, monitoring, and adjustment skills, which help them manage dual academic and athletic demands more effectively. This result aligns with Vealey et al. (2015), who emphasized that self-regulation is a critical skill for student-athletes in managing dual academic and athletic demands through goal-setting, self-monitoring, and adaptive strategy use.

Table 27

Difference in the level of strategies used by the student-athletes in balancing sports and academics in the area of Academic Engagement when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal-Wallis H	p-value	Sig. level	Interpretation
Age	Younger	84	69.10	2234.000		0.000		Significant
	Older	80	96.58					
Sex	Male	112	75.54	2133.000		0.006	0.05	Significant
	Female	52	97.48					
Family Income	Lower	81	79.45	3114.500		0.414		Not Significant
	Higher	83	85.48					
	Lower	46	87.15	2500.000		0.431		Not Significant



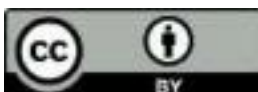
Parents' Educational Attainment	Higher	118	80.69			
	Junior High School	42	70.92			
	Senior High School	39	69.91	10.478	0.005	Significant
	College	83	94.28			

Table 27 presents the difference in the level of strategies used by student-athletes to balance sports and academics in the area of academic engagement, grouped and compared according to selected variables. The results show significant differences in academic engagement across age, sex, and educational level. In terms of age, older student-athletes had higher mean ranks (96.58) than younger student-athletes (69.10), with a p-value of 0.000, indicating that the null hypothesis is rejected. This suggests that older student-athletes demonstrate stronger academic engagement, likely due to greater maturity and experience in managing academic responsibilities alongside sports. Regarding sex, female student-athletes had higher mean ranks (97.48) than male student-athletes (75.54), with a p-value of 0.006, indicating a significant difference and rejecting the null hypothesis. This implies that female student-athletes tend to show higher levels of participation, consistency, and involvement in academic tasks. Educational level also shows a significant difference ($p = 0.005$), with college student-athletes obtaining the highest mean rank (94.28). This indicates that academic engagement increases as students progress to higher educational levels, reflecting greater responsibility and academic maturity. On the other hand, no significant differences were found in family income ($p = 0.414$) or parents' educational attainment ($p = 0.431$). Hence, the null hypotheses for these variables were accepted. This suggests that socio-economic background and parental education do not significantly affect academic engagement among student-athletes. These findings imply that academic engagement is more strongly influenced by developmental and school-related factors, such as age, sex, and educational level, rather than by family background. This result is supported by Stambulova and Wylleman (2019), who emphasized that academic engagement increases as student-athletes develop stronger dual-career identities and gain experience in managing both academic and athletic responsibilities.

Table 28

Difference in the level of strategies used by the student-athletes in balancing sports and academics in the area of Coping Mechanisms when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal-Wallis H	p-value	Sig. level	Interpretation
Age	Younger	84	71.12	2404.000		0.002	0.05	Significant
	Older	80	94.45					
Sex	Male	112	75.98	2181.500		0.010		Significant
	Female	52	96.55					



Family Income	Lower	81	78.63	3048.00	0.301	Not Significant
	Higher	83	86.28	0		
Parents' Educational Attainment	Lower	46	86.72	2520.00	0.476	Not Significant
	Higher	118	80.86	0		
Educational Level	Junior High School	42	72.11		6.189	0.045
	Senior High School	39	74.45			
	College	83	91.54			

Table 28 presents the difference in the level of strategies used by student-athletes in balancing sports and academics in the area of coping mechanisms when grouped and compared according to selected variables. The results indicate significant differences in coping mechanisms across age, sex, and educational level. In terms of age, older student-athletes had higher mean ranks (94.45) than younger student-athletes (71.12), with a p-value of 0.002, indicating that the null hypothesis is rejected. This suggests that older student-athletes demonstrate stronger coping strategies, likely due to greater maturity and experience in managing academic and athletic pressures. Regarding sex, female student-athletes had higher mean ranks (96.55) than male student-athletes (75.98), with a p-value of 0.010, indicating a significant difference and rejecting the null hypothesis. This implies that female student-athletes are more likely to use effective coping strategies such as seeking support, maintaining positive attitudes, and managing stress during challenging situations. Educational level also shows a significant difference ($p = 0.045$), with college student-athletes obtaining the highest mean rank (91.54). This indicates that coping mechanisms improve as students' progress to higher educational levels, reflecting increased maturity and exposure to academic and athletic demands. On the other hand, no significant differences were found in family income ($p = 0.301$) or parents' educational attainment ($p = 0.476$). Hence, the null hypotheses for these variables were accepted. This suggests that socio-economic background and parental education do not significantly influence coping strategies among student-athletes. These findings imply that coping mechanisms are primarily influenced by developmental and experiential factors, such as age, sex, and educational level, rather than by family background. This result aligns with Gjaka et al. (2024), who emphasized that coping mechanisms in student-athletes are strengthened through social support, experience, and adaptive strategies, thereby enabling better stress management and resilience in response to both academic and athletic demands.

Conclusion

The results revealed that the student-athletes had high levels of time management, self-regulation, academic engagement and coping strategies to balance sports and academics. They are able to effectively manage their responsibilities by prioritising, setting goals, actively engaging in academic work and adapting coping behaviour but continue to face challenges in the areas of procrastination, managing distractions, seeking help and using formal stress-management techniques. A comparative analysis revealed that age, sex, and educational level are significant factors influencing these strategies, with older, college-level, and female student-athletes showing better balancing skills in specific areas. There was no significant difference in family income and parents' educational attainment. Overall, the findings suggest that student-athletes are capable of managing academic and athletic responsibilities, but younger and lower-level student-athletes may require further assistance in establishing successful balancing techniques.



Acknowledgment

The researchers express their sincere gratitude to God Almighty for His grace, wisdom, strength, and guidance throughout the completion of this study. They also extend their heartfelt appreciation to all individuals who contributed to the success of this research. Their guidance, support, and encouragement played a significant role in the completion of this work. They are likewise grateful to those who provided valuable insights, constructive suggestions, and technical assistance, which greatly improved the quality of this manuscript. Finally, they acknowledge everyone who, in one way or another, contributed to the accomplishment of this study.

Authorship Contribution Statement

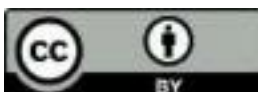
Parreño: Lead researcher, lead author, and research proponent. **Eslabon:** Research supervisor, methodology consultant, and content specialist.

Conflict of Interest

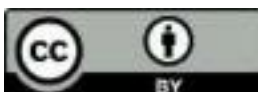
This research was conducted with no commercial or personal conflicting interests. In addition, the authors assume responsibility for the truthfulness of the research reported and the completeness of the manuscript as a whole.

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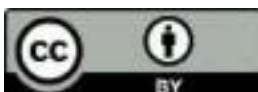
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