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Time Management Practices: Its Impact on Student Athletes' Performance

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ABSTRACT

This study determined the time management practices and the performance of student-athletes. Focusing on key aspects such as student-athlete profiles, the level of time management practices, the impact of these practices, factors influencing student-athletes, and the significant relationship between profiles and time management levels, this research utilized a quantitative descriptive design. Employing a purposive random sampling method, the study encompassed 200 student-athlete respondents from the six prestigious GensanPRISAA colleges in General Santos City. Results showed that respondents were predominantly male, aged 21-23, engaged in basketball and team sports, and enrolled as first-year Criminology students with notable academic performance and local competition achievements. Results revealed a high level of time management skills demonstrated by student-athletes in managing both training sessions and academic schedules. These skills significantly influenced academic performance, athletic achievements, social relationships, and personal well-being. Additionally, the study identified various factors affecting time management, including school and teacher demands, athletic commitments, personal priorities, and social relationships. Surprisingly, there was no significant relationship between demographic profiles and time management practices, indicating other influential factors. To address these findings, the study suggested Enhancing the Student-Athlete Development Program to comprehensively support student-athletes in improving time management skills across different domains. In conclusion, the study emphasized the importance of time management skills among student-athletes and advocated for tailored support programs to foster their holistic development, regardless of demographic characteristics.

Keywords: Time Management Practices, Student Athletes, Academic Performance, Gensanprisaa

CHAPTER I
INTRODUCTION

The Problem and Its Setting

Time management emerges as a critical skill for student-athletes, who must navigate the intricate balance between academic obligations and athletic commitments.

This entails a nuanced understanding of how to effectively allocate time. Being a student and athlete at the same time was hugely challenging. Some student-athletes might have been so obsessed with sports to the point of ignoring academics, resulting in student-athletes not being able to arrange their time according to their busy schedule and not balancing their academics and sports. On the other hand, one of the problems that commonly happens among student-athletes is they might be focusing on one sport only rather than

academics. This can affect their performance in academics whether on exam, assignments, tests, and other assessments.

In a global context, Akomolafe's (2015) study underscored the inherent challenge of controlling time, emphasizing its relentless progression. This highlights the difficulty faced by student-athletes as they navigate their schedules amidst the constant flow of time and a more optimistic outlook, suggesting that while time itself cannot be altered, individuals can develop strategies to manage it efficiently. This involves prioritization, scheduling, and delegation techniques to ensure timely completion of tasks. By refining these skills, student-athletes can minimize tardiness and maximize productivity both academically and athletically.

Meanwhile, according to Billonid (2020), it was not easy to be a student-athlete if they spent most of the time preparing for sports rather than studying, which might have affected their academic performance. However, sports enthusiasts said that sports involvement drove students to work more by being motivated, attending school, and striving for better grades. Being a student and athlete at the same time also was hugely challenging. The reason is that some student-athletes might have been so obsessed with sports to the point of ignoring academics. As a result, student-athletes might not have been able to arrange their time according to their busy schedule and could not balance their academics and sports.

Student-athletes must attend classes and achieve a passing grade, despite being athletes and having training sessions most of the time. This can affect their performance in academics which is an exam, assignments, tests, and other assessments. Lastly, numerous people believed that athletes' academic performances were worrisome, given that, if they wanted to live a fulfilling life, they would have to rely on their education.

In the Philippine context, student-athletes encountered difficulties in balancing their academic commitments with their participation in athletics. This challenge is further elucidated by Quimbo's (2023) research, which focused on the interplay between athletic engagement, time management, and academic performance among student-athletes in San Isidro, Leyte. Some student-athletes may lean towards prioritizing sports over academics, resulting in challenges in effectively managing their schedules and attaining equilibrium between the two domains. However, existing studies indicate that engaging in sports can also serve as a driving force for academic excellence among students.

Student-athletes had to attend classes and achieve passing grades, despite being athletes and having training sessions most of the time. On the other hand, one of the problems that commonly happens among student-athletes as they might have been focusing on one sport only rather than academics.

Locally, it was crucial to know how a student who was an athlete at the same time managed their time between study and training and to see if their time management had an impact on their academic performance. In an initial interview conducted by the researcher among selected student-athletes in General Santos City, the following were the struggles encountered by the selected participants in managing their time as student-athletes: the struggle of early call time for training considering the long-distance travel from home to school (C. Arche, personal communication, November 11, 2023), the struggle to balance their athletic commitments with their academic or professional responsibilities. Juggling training sessions, competitions, and classes or work can be overwhelming and lead to stress and burnout.

Also, frequently travel for competitions, which can disrupt their daily routines make it difficult to manage their time on their academic pressures or classroom tasks. (A. Datoy, personal communication, November 11, 2023) Lastly, scheduling conflicts: struggle as often face scheduling conflicts due to overlapping commitments such as training sessions, competitions, team meetings, and personal obligations (R. Padama, personal communication, November 11, 2023).

Overall, athletes must develop effective time management skills to navigate these challenges and optimize their performance both on and off the field. This often involves prioritizing tasks, setting realistic goals, and establishing boundaries to ensure a healthy balance between training, competition, and other aspects of life.

Literature Review

This research presents related literature studies which have a bearing to the present study.

Time Management

Time management stands as a critical skill for student-athletes, given the demands they face balancing academic responsibilities with athletic commitments. This delicate juggling act required a keen understanding of how to allocate time effectively. Akomolafe (2015) emphasized the inherent difficulty in controlling time, highlighting its relentless and unstoppable progression. This notion emphasized the challenge faced by student-athletes who had to navigate their schedules amidst the constant flow of time. However, Grave (2017) offered a more optimistic perspective by suggesting that while time itself could not be altered, individuals possessed the ability to develop strategies to manage it efficiently. This involved adopting prioritization, scheduling, and delegation techniques to ensure tasks were completed promptly. By honing these skills, student-athletes could minimize delay and maximize productivity both on the field and in the classroom.

In essence, effective time management for student-athletes involves recognizing the inevitability of time's passage while empowering oneself with the tools and techniques necessary to make the most of it. Through disciplined planning and organization, student-athletes could strike a balance between their academic and athletic pursuits, ultimately enhancing their overall performance and well-being. Moreover, effective time management was a crucial aspect of student-athlete success, both academically and athletically. This sentiment was supported by various studies in the literature, including those conducted by Akomolafe (2015), Omolola (2018), McDougle and Capers (2015), and Simon et al. (2015). These studies highlighted the challenges faced by student-athletes in managing their time effectively, particularly during the competitive season when demands from both academics and athletics were at their peak.

Consequently, one of the primary challenges for student-athletes was balancing their academic responsibilities with their athletic commitments. Furthermore, the study conducted by Omolola (2018) highlighted the universal significance of time management and its particular relevance for student-athletes. Recognizing time as a valuable resource, especially in the context of academic and athletic endeavors, was necessary for students to cultivate effective time management skills. By doing so, students could enhance their performance in both realms, achieving success academically while also excelling in sports. For student-athletes, the challenge of time management was compounded by the dual pressures of academic and athletic expectations.

Additionally, the study of Simon et al. (2015) emphasized that mismanagement of time could lead to increased stress, decreased focus, and ultimately lower academic achievement. This accentuated the importance of developing strong time management skills to navigate the demands of both academics and athletics successfully. Despite the benefits that athletic participation could offer, such as leadership development and teamwork skills, it was essential to recognize that these advantages may not directly translate into improved academic performance. Moreover, the study of Pascarella et al. (2015) suggested that while participation in sports could contribute positively to personal development, it did not necessarily

guarantee academic success. Therefore, it became even more critical for student-athletes to prioritize effective time management to excel in both areas.

Additionally, the review suggested that while athletic participation offered benefits such as leadership development, these benefits may not directly translate to improved academic performance.

Student-Athletes Demographic Profile

The concept of "investment years" in sports, as introduced by Varghese et al. (2021), emphasized the critical age range of 21-23 years for athletes who focused on a single sport. This intersects with the study of Garhammer (2021), which states that with the observation of gender differences in muscle mass and athletic participation, athletes undergo significant physical and skill development. This emphasizes the importance of dedicated training and commitment during this phase to maximize success in sports.

Another research conducted by Difiori (2018) states that insight into basketball's popularity among youth aligns with Silva's (2018) study on students' preferences for team sports. This connection highlights the societal and personal motivations that drive sports participation, particularly in team-based activities, emphasizing the importance of social and psychological factors in sports engagement.

Other findings regarding the high academic standards among student-athletes complement Quimbo's (2023) examination of their athletic achievements. This connection challenges stereotypes about the academic capabilities of athletes and emphasizes their dual commitment to excellence in academic and athletic domains, highlighting the importance of recognizing and supporting their achievements holistically. Laura (2022) emphasizes these distinctions are essential for designing tailored training programs that enhance performance outcomes while reducing the risk of injury, and ensuring equitable opportunities for male and female athletes to excel in their respective sports. Difiori (2018) also highlights the popularity of basketball among youth and its potential to promote active and healthier lifestyles. Structured sports activities like basketball play a crucial role in fostering lifelong habits that support overall well-being, contributing to the holistic development of young athletes. Silva's (2018) exploration of students' preferences for team sports reveals the psychological and social benefits of such activities, including camaraderie and personal growth. This understanding informs the development of sports programs that cater to students' needs, enhancing their participation and engagement in activities aligned with their motivations.

Lauver (2013) observes the diverse academic backgrounds of student-athletes, suggesting potential correlations between academic disciplines and sports preferences or performances. This multidimensional perspective highlights the importance of supporting student-athletes in effectively balancing their academic and athletic pursuits to maximize their potential for success in both realms.

Understanding these patterns informs the design of interventions and support mechanisms tailored to the evolving needs of student-athletes, ensuring holistic development and engagement across different stages of their academic careers. Laura (2022) challenges stereotypes about student- athletes' academic capabilities by emphasizing their high academic standards and dual commitment to excellence in academic and athletic domains This recognition emphasizes the importance of supporting student-athletes' academic endeavors alongside their athletic pursuits to foster a balanced approach to their holistic development and success. Quimbo (2023) celebrates the athletic achievements of student-athletes, showcasing their commendable performance at the local level and highlighting opportunities for exposure and growth in sports. Recognizing and celebrating these accomplishments inspires others to pursue their athletic goals

while emphasizing the significance of providing diverse opportunities for student-athletes to compete and thrive across various levels of competition.

Levels of Time Management Practices

Based on the comprehensive exploration of the intersection between academia and athletics, Granacher et al. (2016) shed light on the profound time commitments required of student-athletes and the subsequent potential ramifications on their academic endeavors. Despite notable advancements in academic support structures tailored to accommodate the unique needs of student-athletes, there remains an evident gap that beckons further refinement and optimization, particularly in ameliorating the academic challenges encountered by this demographic. Thus, the call for additional research persists, urging a deeper understanding of the intricate relationship between active participation in sports and its implications for academic performance. Moreover, Granacher et al. (2016) highlighted the pivotal role of social support networks in shaping the academic and athletic trajectories of student-athletes.

Their study illuminates how fostering positive relationships within the team dynamic and external support systems significantly contributes to overall satisfaction and performance outcomes. The findings resonate with the broader discourse on the multifaceted benefits of socialization objectives inherent in sports participation (Slingerland et al.,2018).

By engaging in athletic pursuits, individuals not only cultivate essential social skills requisite for success both on and off the field but also fortify their sense of belonging and well-being within their respective communities. Thus, the collective insights presented underscore the indispensable interplay between social support mechanisms, academic engagement, and athletic achievement within the context of student-athletes (Ferguson & Shapiro, 2016). While sports engagement promotes positive personal attributes, challenges such as depression and anxiety may still arise.

Furthermore, Miqdadi et al. (2019) observed that student-athletes face significant time constraints due to rigorous training schedules and competition commitments, which often coincide with academic responsibilities. Consequently, maintaining academic performance during the sports season becomes challenging, students must navigate competing demands on their time and energy. Moreover, fostering a culture that values holistic development, wherein academic success is not compromised for athletic achievements, is essential. This involves promoting a mindset where student-athletes understand the importance of balancing their pursuits and actively seek out resources to support their academic endeavors during the sports season.

The relationship between sports participation and academic performance among student-athletes is a multifaceted topic that continues to intrigue researchers and educators alike. While some scholars contend that engaging in sports can positively impact academic achievement, attributing this to the development of valuable skills such as time management, self-discipline, and motivation, others caution against oversimplifying this association.

One literature review indicates a mixed perspective on the relationship between sports participation and academic performance among student-athletes.

Furthermore, not all sports are created equal in terms of their demands on time and energy. For instance, individual sports like tennis or swimming may allow for more flexibility in scheduling and training, potentially minimizing interference with academic pursuits compared to team sports like basketball or football, which often require more time commitment and may involve extensive travel for competitions.

Moreover, the review highlights challenges faced by student-athletes, particularly during the sports season, when balancing academic commitments becomes more demanding (Miqdadi et al., 2019).

The Impact of Time Management Practices

The successful management of time, navigation of social relationships, and fostering of personal development are intertwined aspects critical for optimizing the performance of student-athletes both academically and athletically. Challenges arise for student-athletes in effectively managing their time due to the demands of balancing academic requirements with athletic commitments (McDougle and Capers, 2015). The lack of standardized measures for evaluating student eligibility adds to the uncertainty surrounding academic success assessment (Adebayo and Omojola, 2015). However, scholars emphasize the importance of effective time management in achieving academic goals and urge students to prioritize tasks for optimal performance (Simon et al., 2015). Despite efforts to manage academic and athletic responsibilities, student-athletes often struggle, particularly as exams approach, highlighting the need for improved time management strategies to enhance academic performance (Bonfiglio, 2021).

While the direct correlation between athletic participation and academic success remains inconclusive (Pascarella et al., 2015), studies suggest that involvement in sports positively impacts academic commitment and persistence (Pascarella et al., 2015). Moreover, sports contribute to a well-rounded education, fostering transferable skills and a sense of accomplishment (Pascarella et al., 2015). Effective time management among student-athletes correlates positively with academic performance, underscoring the interconnectedness of athletic activity, time management, and academic success (Rees, 2017).

Social support plays a crucial role in athletes' endeavors, influencing factors such as team cohesion, injury recovery, and talent development (Westre & Weis, 2021). Relationships, including romantic ones, can also impact student-athletes athletic performance, highlighting the need for further research in this area (Granacher et al., 2016; Slingerland et al., 2018). Additionally, participation in sports contributes to the acquisition of social skills, emotional regulation, and self-esteem, benefiting individuals in various social contexts (Fraser-Thomas et al., 2005; Vilhjalmsson & Thorlindsson, 1992).

The Extent of the Factors Affecting Student-athletes's Time Management

According to the perception of the students, it is interpreted that the school gave more support in academic activities compared to sports activities; therefore, the school should promote and sustain the sports activities through training, enough training hours and sports activities, number of trainers, scope and period of sports activities, and dissemination of information.

As stated by Scott (2021), student-athletes occasionally worry about teachers' unfavorable judgments of their academic desire and competence, in addition to the time constraints associated with juggling academic obligations and athletic commitments. One study that looked at faculty and non-student athletes' attitudes toward student-athletes found that 59% of athletes believed that students who were not athletes had negative views of athletes, and 33% of athletes who participated in the study believed that college professors had a negative opinion of them.

Wylleman and Alfermann (2017) discovered, however, that, unlike high school students, collegiate athletes must be accountable for their academic achievement despite unfavorable judgments and stereotypes. Because their main objective was to advance in their sport, student-athletes did not always prioritize academics when they first enrolled in college (McDougle & Capers, 2015). Planning their courses and scheduling their study time strategically when transitioning from high school to college was

a part of this responsibility. The independence that education offered contributed to the need for increased accountability. Additionally, when transitioning, student-athletes had to methodically schedule their classes and manage their study time..

Overall, to succeed in college, students have to manage and devote enough time to their studies (Wylleman, Alfermann, & Lavallee, 2017). Because few student-athletes were successful, college athletes had to prioritize both their athletic and academic achievements if they hoped to make a career out of their sport. Furthermore, academic success was important because it was necessary to keep their eligibility (NCAA, n.d.).

Planning and making an effort were necessary to maintain eligibility. For instance, student-athletes, by NCAA rules, had to be full-time students (Carodine, Gratto, & Almond, 2021). Thus, each term, student-athletes had to enroll in a minimum of twelve units. Additionally, student-athletes had to have a specific number of those units counted toward their degree program or graduation requirements (NCAA, n.d.). Because they had to advance in their academic careers, student-athletes could not take fewer classes during their competitive season. Student-athletes had to therefore balance both elective and major-related subjects; they could not choose to take solely electives during their season and major-related classes during their offseason.

Owen (2016) highlighted that student-athletes should give importance to school academic demands such as major and elective courses in all semesters, or they risk losing their eligibility to participate in sports. For instance, a student-athlete would require a class that meets on Fridays to participate in fulfilling academic requirements.

Consequently, both the professor and the student-athlete were put in a difficult situation. Students who were unable to attend class risked missing out on crucial lectures and information that tutors or PowerPoint presentations could not provide. Additionally, because the student-athlete was missing class to participate in an authorized school activity, the professor could not penalize the student for missing class. However, because student-athletes did not attend class as frequently as other students, it could be challenging to grade them properly (Carodine, Almond, & Gratto, 2021).

The paper by Correa, et al. (2015) explored the literature on the relationship between extracurricular activities and the academic achievement of college students. Some studies supported that extracurricular activities could negatively impact student performance. Other studies emphasized the positive effect of student engagement in activities outside of the classroom. However, they pointed out that not all activities were beneficial to academic growth, and the benefits of student engagement varied across activities. Student-athletes experienced enormous amounts of stress due to the nature of the roles that they played. Being a student, one had to deal with the demands of academics- attending regular class hours, studying for tests, submitting projects, working together with their group mates on certain tasks, etc.

As an athlete, one also needed to attend to athletic responsibilities such as long hours of training, local and international competitions, etc. Balancing these roles could be quite challenging. Stress, when not managed effectively, may result in negative consequences to a person’s physical and mental health. The results revealed that a school-based 1-year sport-specific training in combination with physical education improved physical fitness but did not negatively affect the cognitive and academic performances of youth athletes compared to their non-athletic peers. It was concluded that sport-specific training in combination with physical education promoted youth athletes' physical fitness development during LTAD and did not impede their cognitive and academic development. We investigated the relationship between young athletes' perception of their leaders' coaching behavior and the athletes' level of social responsibility.

These results indicated that the athletes who perceived their coaches as behaving more democratically and less autocratically had a higher level of social responsibility than the others. The goal of the literature's time organization was to maximize or optimize the amount of time available for work. Planning was the main focus of time organization. Planning entailed determining the various steps and timelines that one believed were necessary to accomplish a goal. Each step outlined the necessary actions. Everything appeared to be predicting the outcome. According to Igdem 2018, coaches thought ahead and educated their athletes for potential unforeseen circumstances that may arise during practices or games. As indicated in the study of Statler (2016) coaches made concessions to control athletes' time to accomplish the desired outcome. In terms of conflicts between limitations, compromise action consisted of a continuous transformation of the issue.

For instance, a coach had to combine the student athletes' need to balance their training and academic success with the time needed to prepare for competition in the institute. He had to come up with a new schedule that was agreed upon while keeping the desired outcome The conflict between opposing aspects, such as managing time effectively while making career decisions, can often lead to compromises.

This notion forms the basis of a study conducted to explore the correlation between the time management skills of sports management students and their career decision self-efficacy. The study involved 279 students from the Sports Management Department within the Faculty of Sport Sciences at a public university in Manisa, Turkey, during the 2018-2019 academic year. To gather data, researchers utilized the "Time Management Scale," the "Career Decision Self-Efficacy Scale," and a "personal information form."

Upon analyzing the data, researchers discovered a positive, moderately significant relationship between students' time management skills and their levels of career decision self-efficacy. This finding suggests that students who exhibit better time management skills tend to have higher levels of confidence in making career decisions.

Additionally, the study concluded that there were no statistical differences in age and learning status among the participants. However, significant differences were observed concerning gender and class variables, indicating that these factors may influence both time management skills and career decision self-efficacy level

Furthermore, the research highlighted a statistically significant relationship between students' ability to manage their time effectively and their career decision self-efficacy. This implies that individuals who excel in time management are more likely to feel confident in their ability to make informed career choices. High schools and institutions that were aware of the big shift in how people viewed sports had been concentrating on finding ways to support student-athletes in their quest for a life where they could succeed in both their academic and athletic endeavors. However, achieving academic achievement for student-athletes was a crucial and extremely difficult task. Institutions had struggled with how prospective student-athletes could maintain academic output while the popularity and significance of social status had grown. A great athlete needs time, commitment, and carefully planned training. In addition, "careful balancing of stress and recovery was required" for adaptation to training. "The student-athlete had to balance all these demands with the additional requirements of an academic program" in such a competitive environment. As mentioned by Iqbal (2019) despite all of the obstacles these athletes faced, their toughness from participating in athletics helped them survive throughout this time.

Additionally, students developed a broader awareness of how to maintain a balance between their school and athletic lives because of the abilities they learned during this process. Every student had made

numerous attempts to set up a situation in which they could simultaneously pursue both of their careers. Some of the techniques employed by the students included speaking with instructors and peers, paying close attention throughout the class, studying everywhere, studying on days off, forgoing free time outside of school, and setting aside some time for themselves to relax and take care of their mental health Iqbal (2019). This study aimed to examine the relationship between the time management skills of sports management students and their career decision self-efficacy.

Establishing relationships with athletes helped a coach understand what motivated or drove each individual. It also highlighted a personal, caring approach on the part of the coach—demonstrating that the coach saw the player as more than just a ticket to victory. Creating a relationship with each athlete helped improve overall team morale in addition to helping ensure the team would accomplish its goals. Specifically, the disciplines of sports administration, sports medicine, strength and conditioning, and sports psychology could assist coaches in physically and mentally training their athletes.

Lastly, Iqbal (2019) mentioned how student-athletes had highlighted that they built specific techniques to connect their academic and sporting lives. They were aware that their lives were more difficult than those of their peers. They felt that these difficulties had allowed them to grow resilient and specific personality traits. The phrase "becoming stronger, powerful, disciplined, organized, and efficient" was used to describe resilience.

Conceptual Framework

The independent variable considered is the time management practices of the respondents. It is the factor that could be changed or influenced by the dependent variables. The dependent variables will be the levels of time management, the impact of student-athletes' performances, and the extent of factors that may affect the student-athlete's time management practices.

It can be seen also in Figure 1, that there are intervening variables considered in the study which is the profile of the student-athlete. These may affect the relationship between the independent and the dependent variables of the study. These are the respondents' profiles, in terms of age, sex, sports event, classifications of sports, courses, year level, academic performance or the general average for the 2nd semester of the school year 2022-2023, and the athletic performance of the sports event's highest achievement.

The process determines if there is a significant relationship between the student-athlete's academic performance and athletic performance to the level of their time management practices. And the extent of factors affecting the student-athlete's time management and the impact of their performance, significantly influence or may affect their level of time management practices.

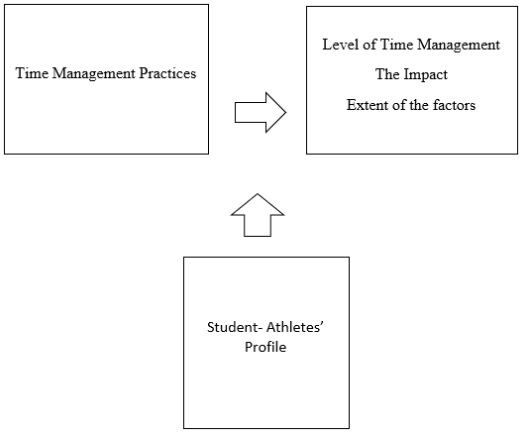

Figure 1. Conceptual Framework

Using the T-Test the expected output is the proposed recommended enhancement programs that will be used by different institutions that have student-athletes enrolled incoming and ongoing student-athletes.

Statement of the Problem

This study determined the time management practices and its impact on student-athletes performance. Specifically, this study answered the following questions.

1. What is the profile of the student-athletes in terms of:

1.1 age;
1.2 sex;
1.3 sports event;
1.4 classifications of sports;
1.5 courses;
1.6-year level;
1.7 academic performance;
1.8 level of athletic performance, and
1.9 highest medals acquired?

2. What is the level of time management practices of student-athletes in terms of:

2.1 training session; and
2.2 academic schedules?

3. What is the impact of time management practices on student athletes' performance in terms of:

3.1 academics;
3.2 athletic achievement;
3.3 social relationship; and
3.4 Personal Aspects?

4. To what extent are the following factors affecting student-athletes time management:

4.1 school and teacher demand;
4.2 athletic and training demand;
4.3 personal tasks and priorities, and
4.4 social commitments and relationships?

5. Is there a significant relationship between the student-athlete profile and the level of their time management practices?
6. Based on the findings, what enhancement program can be proposed

Scope and Delimitation

This study focused on determining the time management practices of student-athletes and their impact on student-athletes performance. The study was conducted at the six (6) General Santos City Private Schools Athletic Association (GensanPRISAA) participating member schools. The respondents were required to be bonafide and officially enrolled student-athletes of the said institutions who were playing for GensanPRISAA from the school year 2022-2023 to the present. A total of two hundred (200) student-athletes from the GensanPRISAA members' institutions, namely; Ramon Magsaysay Memorial Colleges, Notre Dame of Dadiangas University, STI College, Cronasia Foundation College, Brokenshire College Socsargen, Incorporated, and the Mindanao Polytechnic College, were involved. Schools where

respondents were taken were those that had experienced playing at the local, regional, and national levels for the school year 2022-2023. Upon the inquiry of the researchers of schools, only six (6) out of nine (9) members of the GensanPRISAA schools gave their consent to participate in this research endeavor.

Significance of the Study

The findings of the study would benefit the following:

Commission on Higher Education Sports Officials. This study will assist higher education officials in formulating policies and practices to enhance the quality of education and the overall student experience. In this way, the benefits of the CHED sports officials will lead the administrators to tailor training and management programs specifically geared toward addressing these challenges.

Private and Public-School Administrators. This may be a springboard of knowledge and scientific bases for creating suitable training and management programs for producing high-caliber performing athletes. This may also give an idea for setting rules to limit some of the distractions on the time management of athletes. This may also serve as a basis for an intervention plan for a better understanding of athletic problems in time management and its extent.

Department of Education and Private School Sport and Development Officers.

This study will provide a vast landscape of knowledge on the effect of time management on student athletes' overall performance. It will enable them to develop new methods and improve the curriculum, helping student-athletes handle their time properly while juggling their sports and academic responsibilities simultaneously.

City Sports Office Coordinators. This study will contribute to the city sports office in conducting the various sports events that will guide them on how to create a well-diverse sports planning in terms of the socio-sports tournaments in the community.

Public and Private Student-Athletes. This may serve as an eye opener on how well they manage their time and as to how it affects the other aspects of their lives serving a good athletic performance and students at the same time. This will give them an awareness of how important time management is in maintaining a good and balanced life without sacrificing other personal and social commitments. This will also help them improve their time management skills.

Private and Public-School Coaches. This will enlighten them to prepare more idealistic yet realistic training programs for their athletes. This may include reliable training strategies, diverse approaches, and tactics, and holistic adaptations of various training programs to create a performing athlete as a result. Coaches are the backbone of athletes' success and this research aims to provide coaches eye-opener for better coach-athlete relationships.

Physical Education Instructors. This research study offers a systematic inquiry to Physical Education Instructors regarding the issue of time management among student-athletes. The term "systematic" emphasizes the scientific approach employed in this study. Its primary objective is to help Physical Education Instructors gain a deeper understanding of time management challenges faced by student-athletes, enabling them to effectively assist these athletes in managing their time and ensuring their academic progress is not compromised.

Future researchers. This study may serve as a reference and basis for other related studies. May this also be a guide for researchers in creating a better concept and ideas on constructing research works and articles that are related to time management practices of athletes in the future.

Chapter II
METHODOLOGY

This chapter covers the research design, selection of respondents, research instruments, data gathering procedure, data analysis, and ethical considerations.

Research Design

In this study, the quantitative descriptive design was used, focused on collecting and analyzing numerical data to determine the relationships of student-athletes' time management practices within the GensanPRISAA member schools. This research fell under the category of descriptive research, which aimed to provide an accurate depiction of the characteristics, behaviors, or opinions within a particular group or population.

Specifically, it aimed to seek if there is a significant relationship between the student-athlete's academic performance and athletic performance to the level of their time management practices, did the extent of factors influenced the student-athlete's time management and impacted their performance, significantly influenced/affected their level of time management practices, and based on the findings and to what program recommendation could be proposed.

To attain this, the purposive descriptive design functionally collects the data regarding the current situation or trend and what was predominating. Additionally, this study was concerned with current processes, attitudes, and conditions of past relationships, prevailing practices, and past beliefs (Calderon & Gonzales, 2017).

A quantitative technique was used to answer questions on relationships within measurable variables to explain, predict, and control a phenomenon (Leedy, 2016). Furthermore, these dealt with numbers and anything measurable in a systematic way of investigation of phenomena and their relationships.

Selection of Respondents

In the context of research methodology, utilizing purposive random sampling entails a selection process aimed at ensuring representation from different segments of the population. This technique is considered basic because it can serve as a foundation for more intricate sampling methodologies. It is worth noting that while it is basic, it holds significance as it lays the groundwork for an unbiased selection of respondents. The core principle of simple random sampling, as mentioned by Raol (2017), is the equal probability of selection for each element within the population.

To facilitate the computation of the sample size, the researcher utilized the Rao soft sample calculator, as described by Kians (2017). This software tool streamlines the process of determining an appropriate sample size for research or survey endeavors.

Table 1 below shows the total population of currently enrolled students for the school year 2022 to present and out of it the number of official respondents. After the researcher collected the data from a total population of eight hundred twenty-nine (829), the focus turned to determining the number of student-athletes officials from each school who would participate in the study. The actual number of respondents that answered the survey was two hundred (200) which had a ninety-five percent (95%) level of confidence, and a margin of error of six point four percent (6.04%.).

This study has been proven to be informed by the findings of Memon et al. (2022), which emphasized the significance of a thoughtfully chosen smaller sample size (150 and above) over a larger sample size

selected without discretion. This approach ensures that the selected sample is both manageable and statistically meaningful for the study's objectives.

Table 1 Populations of the Student-Athlete Per School

School	P	% P	Margin of error	24%R
RMMC	284	34%		68
NDDU	194	23%		47
CFC	183	22%		44
MPC	35	9.4%		8
BSCI	55	6.6%		13
STI	78	4.2%		19
Total	829	99.2%	6.04%	199

The table shows that the estimated population for this study constitutes approximately 24% of the total student-athlete population, translating to around 200 respondents, or precisely 198.96 when computed. To ensure the study's reliability and eliminate potential biases, the researcher employed the fishbowl method for random respondent selection. This method involves randomly selecting individuals from each school's student-athlete population, representing 24% of their respective totals. For instance, in the case of Ramon Magsaysay Memorial Colleges, 68 student-athletes were selected as respondents. Similarly, Notre Dame of Dadiangas University contributed 47 respondents, Cronasia Foundation College 44 respondents, STI College 19 respondents, Brokenshire College 13 respondents, and Mindanao Polytechnic College 8 respondents.

Utilizing the fishbowl method allowed for the inclusion of a diverse range of respondents from each institution while maintaining the desired representation of the overall student-athlete population. This approach ensures the study's robustness and helps minimize any potential sampling biases, thus enhancing the reliability and validity of the research findings.

Research Instruments

The researcher sought permission from the graduate school department and thesis adviser to conduct the study. Once approved, the researcher created the research tool to be used in the study. The researcher used a survey questionnaire as the main research tool of the study.

The researcher developed ten (10) indicators in each variable, particularly on the time management practices and the impact of time management practices on the student-athlete's performance.

The first part of the survey questionnaire was the demographic profile of the student-athletes which focused on the age, sex, sports event, classification of sports, course, year level, academic performance, level of athletic performance, and highest medal acquired.

The second part of the survey questionnaire was the level of time management practices of the student-athletes particularly in terms of training sessions and academic schedules.

The different variables were separated in the test questionnaire. The researcher utilized a five-point Likert scale for the survey questionnaire.

Box 1 shows the five-point Likert scale used for the survey questionnaire.

Box 1. Scale for the Survey Questionnaire

Scale	Interpretation
5	Very High Level

4	High Level
3	Moderate Level
2	Low Level
1	Very Low Level

The third part of the survey questionnaire was the impact of time management practices on student-athletes performance in terms of academics, athletic achievement, social relationships, and personal aspects. The different variables were separated in the test questionnaire. The researcher utilized a five-point Likert scale for the survey questionnaire.

Box 2 shows the five-point Likert scale used for the survey questionnaire.

Box 2. Scale for the Survey Questionnaire

Scale	Interpretation
5	Very High Impact
4	High Impact
3	Moderate Impact
2	Low Impact
1	Very Low Impact

The fourth part of the survey questionnaire was the extent of the different factors such as school and teacher demand, athletic and training demand, personal tasks and priorities, and social commitments and relations, affecting the student-athletes time management. The different variables were separated in the test questionnaire. The researcher utilized a five-point Likert scale for the survey questionnaire.

Box 3 shows the five-point Likert scale used for the survey questionnaire.

Box 3. Scale for the Survey Questionnaire

Scale	Interpretation
5	Very High in Extent
4	High in Extent
3	Moderate in Extent
2	Low in Extent
1	Very Low in Extent

The questionnaires were also subjected to validation by a panel of experts. These experts came from the two (2) big schools in the town. There were two validators from the Notre Dame of Dadiangas University, where the researcher was taking up his master's degree, and another one from the Ramon Magsaysay Memorial Colleges, where the researcher was currently employed.

In addition, the survey questionnaire was evaluated using Cronbach analysis to determine the survey's efficacy. To ensure that the survey questionnaire was reliable and yielded valid data, it went through a series of validation processes. To ensure the reliability and validity of the survey questionnaires, the researcher conducted a pilot testing, following several stages. First, he created a survey questionnaire, second, he consulted with experts to obtain permission to conduct the study. After receiving recommendations, the pilot testing was conducted. Pilot testing enables the assessment of the whole questionnaire under survey conditions. The primary benefit of pilot testing is to identify problems before implementing the full survey.

Pilot testing looks to examine the validity of each question, concerned with whether the question is capturing the information it's intended to measure. This process is crucial not only to meet the goals and objectives of the study but also to analyze various aspects of the entire questionnaire (Smart Survey.co.uk, 2021).

Based on the results, all variables is composed of 10 items with questions on a 5-point Likert Scale, have passed the reliability test using the Cronbach Alpha measures of consistency. Therefore, all questionnaires are deemed acceptable. The researcher then proceeded with the data gathering when the validation and revisions were done.

Data Gathering Procedure

To determine the level of time management practices, the impact of time management practices on the student-athlete's performance, and the extent of the different factors affecting the student-athlete's time management practices, the following are the processes for the conduct of the study.

The Permission to Conduct the Study. Upon the approval of the study, the researcher asked permission through a letter, requesting the school administrators of the institutions to allow the researcher to conduct this research through a survey using Google Forms or printed questionnaires. The letter assured the management that whatever data and information gathered was kept highly confidential and anonymous.

The letter also included that in the case that the responding school needs a copy of the result, the researcher will also be willing to give them one.

Upon the approval of the school administrators. The researcher proceeded with the random selection of the respondents. The researcher selected the respondents who belong to the populations of official and bonafide student-athletes who played in any PRISAA sports event since 2021.

Procedure in administering the instruments. From the list of final respondents, copies of the manuscripts of the instruments were produced. To keep track of the records, the researcher controlled using the legend of numbers for each manuscript in keeping the list of the respondents. The manuscripts were given to the respondents by placing them inside an envelope accompanied by a cover letter asking them to accomplish it and gathered within 5 days after the receipt.

In the case of instruments not answered within the period as agreed, it was followed up by the researcher. Student-athlete respondents were assured that their answers were treated with the highest respect and confidentiality.

Procedure in Tabulation and Presentation of the Data Gathered. After gathering all the questionnaires, the researcher prepared a tally sheet where all of the answers were recorded and scored. Data was gathered in the form of scores of each respondent in the three instruments that were arranged for statistical treatment to answer the sub-problems raised in Chapter I. Permission to conduct agreement for the study and survey among respondents were provided in the survey questionnaire forms that the respondents filled up.

Data Analysis

For a more comprehensive interpretation and analysis of the data, the mean and percentage were used to determine the demographic profile of the respondents, the level of time management practices of athletes, the extent to which the following factors affect their time, and the impact on student athletes' performance. In interpreting the mean scores, the researcher used a criterion.

Box 3 shows the standards for interpreting the mean of the level of time management practices of athletes.

Box 3. Criteria for the Interpretation of the Mean

Mean Range	Interpretation	Verbal Description
4.50-5.00	Very High Level	The statement is always 81-100% practiced by athletes.
3.50-4.49	High Level	The statement is often 61-80% practiced by athletes.
2.50-3.49	Moderate Level	The statement is sometimes 41-60% practiced by athletes.
1.50-2.49	Low Level	The statement is rarely or 21-40% practiced by athletes.
1.00-1.49	Very Low Level	The statement is never or 0-20% practiced by athletes.

As shown in the scale, the highest 5.00 is interpreted as "Very High Level" and has the description of "The statement is always 81-100% practices by the athletes."; while the lowest is 1.00 is interpreted as "very low level" and has a definition of " The statement is never or 0-20% practiced by athletes".

Box 4 shows the standards for interpreting the mean of the impact of time management practices on student-athletes' performance.

Box 4. Criteria for the Interpretation of the Mean

Mean Range	Interpretation	Verbal Description
4.50-5.00	Very High Impact	The statement has a Very High Impact with 81-100% experience by the student-athletes.
3.50-4.49	High Impact	The statement has a High Impact with 61-80% experience by the student-athletes.
2.50-3.49	Moderate Impact	The statement has a Moderate Impact with 41-60% experience by the student-athletes.
1.50-2.49	Low Impact	The statement has a High Impact with 21-40% experience by the student-athletes.
1.00-1.49	Very Low Impact	The statement has a High Impact with 0-20% experience by the student-athletes.

As shown in the scale, the highest 5.00 is interpreted as "Very High Level" and has the description of "The statement has a Very High Impact with 81-100% experience by the student-athletes."; while the lowest is 1.00 as "very low level" and having a definition of " The statement has a High Impact with 0-20% experience by the student-athletes.".

Box 5 shows the standards for interpreting the mean of the impact of time management practices on student-athletes' performance.

Box 5. Criteria for the Interpretation of the Mean

Mean Range	Interpretation	Verbal Description
4.50-5.00	Very High Extent	The statement has a Very High Extent with 81-100% experience by the student-athletes.
3.50-4.49	High Extent	The statement has a High Extent with 61-80% experience by the student-athletes.
2.50-3.49	Moderate Exten	The statement has a Moderate Extent with 41-60% experience by the student-athletes.
1.50-2.49	Low Extent	The statement has a Low Extent with 21-40% experience by the student-athletes.
1.00-1.49	Very Low Extent	The statement has a very extent with 0-20% experience by the student-athletes.

As shown in the scale, the highest 5.00 is interpreted as "Very High Level" and has the description of "The statement has a Very High Extent with 81-100% experience by the student-athletes."; while the lowest is 1.00 as "very low level" and having a definition of " The statement has a Very High Extent with 81-100% experience by the student-athletes".

Additionally, a t-test was utilized to determine if there is a significant relationship between student-athletes and the level of time management practices. The same approach was used for the statement of problem number 5.

Ethical Considerations

Informed Consent.

Respondents participated in the research freely and voluntarily with full information on the duration process, and consent before they took part in the research. Consent was obtained before the participants entered the research (prospectively), and there was no undue influence on participants to consent. The minimum requirements for consent to be informed are that the participant understands what the research is and what they are consenting to.

Confidentiality / Anonymity.

Respondents' identity, personal information, responses, etc., will not be disclosed to anyone outside of the research team unless otherwise agreed upon. All participants have a right to privacy, so the researcher protected the data as he stored or used it.

Voluntary Participation.

Respondents were to decline to participate for any reason. They may also stop participating at any time or refuse to answer any individual questions.

Communication of Result.

This includes giving clear answers to the investigated research questions and recommending a course of action, where appropriate. The importance of communicating the results is not underestimated. Good

science communication is honest, reliable, and credible. The researcher ensured the results were as transparent as possible.

Chapter III
RESULTS

This chapter presents the key findings presented in the table based on the statement of the problems. Presentation of Computed Data into Tables, Graphs, Charts, and Figures.

Table 2 Demographic Profile of Student Athletes in terms of Age and Sex

Indicators	Frequency	Percentage
Age		
8-20 Years Old	89	44.50%
21-23 Years Old	103	51%
24 Years Old and Above	8	4%
Sex		
Male	104	52%
Female	96	48%
Overall	200	100%

The table presents the majority of respondents which is 51.50%, fall within the age bracket of 21-23 years old, indicating that this age group is the most represented among the student-athletes. A smaller but significant portion, 44.50%, consists of individuals aged 18-20 years old. Only 4% of the respondents are student-athletes aged 24 years old and above, suggesting a lower representation in this age category. Therefore, the concentration of student-athletes in the 21-23 age group may be due to the nature of sports participation being more prevalent during college years. The data also shows that 52% of the respondents are male, while 48% are female. The difference in gender distribution is noted, with more males (24%) than females being part of the random sampling.

Therefore, the gender distribution in the sample reflects the existing gender dynamics in sports participation. The higher representation of males could be influenced by factors such as societal norms or preferences in sports choices.

Table 3 Demographic Profile of Student Athletes in Terms of Sport Event.

INDICATORS	FREQUENCY	PERCENTAGE
Badminton	14	6.97%
Billiard	2	1.00%
E-games	0	0.00%
Sepak takraw	36	18.36%
Weightlifting	0	0.00%
Baseball	5	2.49%
Boxing	1	0.50%
Football	13	6.47%
Softball	17	8.46%
Swimming	13	6.47%
Basketball	52	25.88%

Chess	7	3.48%
Karate-do	0	0.00%
Taekwondo	3	1.49%
Table tennis	8	3.98%
Beach volleyball	12	5.97%
Dance sport	0	0.00%
Lawn tennis	1	0.50%
Volleyball	6	2.99%
Track and field	10	4.98%
Combative Sports	5	2.50%
Total	**200**	**100%**

The table revealed that Basketball with 52 occurrences, constituting 25.88% of the total. E-games, Weightlifting, Karate-do, Dance sport: These have 0 occurrences. Billiard, Boxing, Lawn tennis: Each with 1 occurrence, constituting 0.50% individually. Taekwondo, Track and Field, Combative Sports: Each with 3, 10, and 5 occurrences respectively, constituting 1.49%, 4.98%, and 2.50% individually. Based on the result Basketball seems to be the most prominent sport in this context, with the highest frequency among all the listed sports. E-games, Weightlifting, Karate-do, and Dance sports have no recorded occurrences, suggesting either a lack of interest or absence of these sports from the events being discussed. Billiard, Boxing, and Lawn tennis have very low frequencies, indicating relatively lower popularity or participation compared to other sports. Taekwondo, Track and Field, and Combative Sports have moderate frequencies, indicating some interest or participation but still less compared to the top sports like Basketball or Sepak takraw.

Table 4 Demographic Profile of Student Athletes in terms Classification of Sports Event

INDICATORS	FREQUENCY	PERCENTAGE
Individual and Dual	49	44.50%
Team Sports	146	51%
Combative Sports	5	4%
Total	**200**	**100%**

The table shows in examining the data regarding student-athlete participation, a clear trend emerges. Among the various categories of sports, Team Sports stand out with the highest representation, encompassing 51% of student-athletes. This statistic speaks volumes about the prevailing preference for collaborative and group-oriented athletic pursuits within the student-athlete community. Team Sports, characterized by their reliance on teamwork, coordination, and collective effort, evidently resonate strongly with a significant portion of student-athletes. Contrastingly, the participation rate in Combative Sports stands at a modest 4%. This lower percentage suggests that the appeal of individualized combat sports may not be as widespread among student-athletes compared to other categories. Combative Sports typically involve one-on-one competition and focus on confrontation, which may not align with the preferences or interests of the majority within the student-athlete population. In between these two extremes lies Individual and Dual sports, which attract 44.50% of student-athletes. While not as dominant as Team Sports, this category still commands a substantial portion of participation. Individual and Dual sports offer a different dynamic, emphasizing personal skill development, self-reliance, and individual achievement while still allowing for some degree of partnership or dual competition.

Table 5 Demographic Profile of Student Athletes in terms of their Course

INDICATORS	FREQUENCY	PERCENTAGE
Courses		
Bachelor of Science in Criminology	54	27%
Bachelor of Science in Business Management	8	4%
Bachelor Of Science in Tourism Management	20	10%
Bachelor of Physical Education	34	17%
Bachelor of Elementary Education	5	2.5%
Bachelor of Science in Psychology	10	5%
Bachelor of Science in Environmental Science	6	3%
Bachelor of Science in Exercise Science	2	1%
Bachelor Of Arts in Customs Administrations	14	7%
Bachelor of Elementary Education	14	7%
Bachelor of Arts in English Language	8	4%
Bachelor of Science in Information Technology	5	2.5%
Bachelor of Secondary Education	3	1.5%
Bachelor of Science in Hotel Management	4	2%
Bachelor of Science in Office Administration	5	2.5%
Bachelor of Science in Nursing	7	3.5%
Senior High School	1	0.5%
Total	**200**	**100%**

The table also revealed that the Bachelor of Science in Criminology emerges as the most prevalent academic program, constituting 27% of the total sample. This high frequency suggests a significant interest or enrollment in the field of criminology among the surveyed population. Following closely behind is the Bachelor of Physical Education, comprising 17% of the sample, indicating a substantial number of individuals pursuing studies in this area. Additionally, the Bachelor of Science in Tourism Management captures 10% of the sample, reflecting a notable interest in the tourism industry among the surveyed individuals.

The frequency and percentage analysis of various academic indicators showcases distinct trends in enrollment preferences among the surveyed population. Notably, the Bachelor of Science in 4 Criminology emerges as the most sought-after program, with a frequency of 54, representing a substantial 27% of the sample. Following closely behind t are Bachelor of Physical Education and Bachelor of Science in Tourism Management, with frequencies of 34 and 20 respectively, constituting significant percentages of 17% and 10%. Conversely, the data also reveals the least represented programs, including Bachelor of Science in Nursing, Bachelor of Science in Exercise Science, and Bachelor of Secondary Education, with frequencies ranging from 2 to 5, each comprising percentages as low as 0.5% to 1.5%. These findings underscore the diverse educational interests within the surveyed population, providing valuable insights for educational institutions and policymakers to tailor their offerings and support to meet the varying needs and demands of students effectively.

Therefore, the analysis of frequency and percentage distribution across various academic indicators reveals distinct patterns of interest or enrollment within the surveyed population. The data highlights the prevalence of certain programs such as Bachelor of Science in Criminology, Bachelor of Physical Education, and Bachelor of Science in Tourism Management, indicating a significant demand for

education in these fields. Conversely, programs like Bachelor of Science in Nursing, Bachelor of Science in Exercise Science, and Bachelor of Secondary Education demonstrate lower representation, suggesting comparatively lesser interest or enrollment in these disciplines.

Table 6 Demographic Profile of Student Athletes in Terms of Year and Academic Performance

INDICATORS	FREQUENCY	PERCENTAGE
Year Level		
1st Year	66	33%
2nd Year	51	22.50%
3rd Year	35	17.50%
4th Year	45	22.50%
5th Year	3	1.50%
Academic Performance		
75-78	0	0%
79-81	0	0%
82-84	9	4.50%
85-88	16	8%
89-91	56	28%
92-94	72	36%
95-97	35	17.50%
98-100	12	6%
Total	**200**	**100%**

The table presents that the highest percentage (33%) of student-athletes are in their 1st year, followed by 2nd-year (25.50%) and 4th-year (22.50%). A small percentage (1.50%) comprises 5th-year and above. Therefore, the distribution across different academic years provides insights into the stage at which student-athletes are more actively participating in sports, contributing to a comprehensive understanding of their academic journey. A significant proportion (36%) of student-athletes have a grade average of 92-94, reflecting a strong academic performance. The absence of students with lower grade averages indicates a generally high academic standard among the surveyed athletes Therefore, the positive correlation between academic and athletic performance is highlighted, emphasizing the dual commitment of student-athletes to both academic excellence and sports achievement.

Table 7 **Demographic Profile of Student Athletes in terms of the Level of Athletic Performance and Highest Medal Acquired.**

INDICATORS	**FREQUENCY**	**PERCENTAGE**
Level of Athletic Performance		
Local	135	67.50%
Regional	46	23%
National	14	7%
International	5	2.50%
Highest Medal Acquired		
Bronze	115	57.50%

Silver	59	29.50%
Gold	26	13. %
Total	**200**	**100%**

This table also revealed that when it comes to the level of athletic performance in the local area it was 67.50%). The majority of student-athletes (over two-thirds) are performing at the local level. Local competitions may serve as a significant platform for student-athletes, contributing to their overall development. While at the regional level (23.00. While at the national level got (7.00%). International revealed that there were (2.50%) small percentage of student-athletes have reached international level competitions indicating a significant level of skill and accomplishment, showcasing the elite segment of student-athletes. The highest medal acquired also revealed that these student-athletes had already garnered bronze medals (57.50%). Bronze medals are the most common among student-athletes. Many student-athletes have achieved recognition and success, even if it's not the highest level of accomplishment. Meanwhile, silver medals resulted in (29.50%) Silver medals are the second most common. Student-athletes achieving silver medals are likely consistently competitive and high-performing with (13.00%) of gold. Gold medals have been acquired by a smaller percentage of student-athletes. Gold medalists represent the highest level of accomplishment, showcasing exceptional skill and performance.

Therefore, the analysis of student-athletes achievements at both national and international levels reveals a spectrum of accomplishments within the athletic community. While a smaller but notable percentage of student-athletes have reached the national level, their achievement reflects a commendable level of skill and competition.

Table 8 **Level of Time Management Practices in terms of Training Session**

Indicator	Mean	SD	Description
I attend my training sessions on time.	4.37	0.70	High
I always set time for workout exercises every day.	3.84	0.84	High
I attend training sessions with a well-rested and focused mindset.	4.22	0.76	High
I give my 100% during training sessions without rushing my routine.	4.25	0.73	High
I always set training schedules as my top priority.	4.01	0.86	High
I consult my coaches or trainers to create a balanced training routine accommodating your academic commitments.	4.09	0.86	High
I follow the training program diligently and make sure I don't miss any deadlines.	4.09	0.90	High
I miss or reschedule training sessions due to academic demands or unforeseen circumstances.	3.91	0.98	High
I prioritize attending training sessions over other non-academic activities.	4.03	0.97	High
I dedicate personal time to rest and recovery, ensuring a healthy balance between training and overall well-being.	4.21	0.78	High
Overall	**4.13**	**0.85**	**High**

The table shows that when it comes to the analysis of time management among student-athletes in terms of their training sessions yields several insights. Firstly, the high overall mean score of 4.10 indicates a generally positive perception of time management among student-athletes. This suggests that, on average, they handle their training schedules effectively. However, the standard deviation values ranging from 0.70 to 0.98 indicate a significant diversity in responses, particularly regarding handling unforeseen circumstances.

This implies that while the overall perception of time management is positive, there are variations in how individual student-athletes deal with unexpected events or changes in their schedules. Among the specific indicators, "I attend my training sessions on time" stands out with the highest mean score of 4.37, indicating strong agreement among respondents.

This suggests that punctuality is a particularly strong aspect of time management among student-athletes. Conversely, "I always set time for workout exercises every day" has the lowest mean score at 3.84, indicating slightly lower agreement compared to other statements, although still relatively high. This suggests that while most student-athletes prioritize attending training sessions on time, there may be some variability in how consistently they schedule individual workout exercises.

The overall mean score of 4.10 across all indicators reflects a consistently high level of agreement, implying that student-athletes generally exhibit strong time management practices during their training sessions.

Despite variations in individual responses, the consistent interpretation of "High" across all indicators suggests that, on average, student-athletes effectively prioritize and manage their time concerning training sessions. The low standard deviation further reinforces this notion, indicating a high level of agreement among respondents regarding their time management practices within this context.

Table 9 **Level of Time Management Practices in terms of Academic Schedules**

Indicators	Mean	SD	Description
I create a weekly study schedule that accounts for my academic commitments and allows time for training.	4.31	0.73	High
I plan my studies and I stick to the plan.	4.06	0.77	High
I prioritize academic assignments and coursework, even during busy training periods.	4.36	0.74	High
I allocate specific time blocks for focused studying and avoiding distractions during training sessions.	4.24	0.74	High
I seek assistance or support from teachers, tutors, or academic advisors to manage my academic workload effectively.	4.09	0.90	High
I find myself rushing through assignments or studying due to time constraints from training commitments.	3.98	0.95	High
I utilize time management tools, such as planners or apps, to organize my academic schedule and training sessions.	4.03	0.97	High
I experience conflicts between academic requirements and training schedules.	3.96	1.00	High

I proactively communicate with teachers or professors about my athlete status, seeking flexibility when necessary.	4.12	0.85	High
I create a weekly study schedule that accounts for my academic commitments and allows time for training.	4.20	0.83	High
OVERALL	4.13	0.85	High

The table also revealed that when it comes to the time management practices of student-athletes concerning their academic schedules. With an overall mean score of 4.13, falling within the "High" interpretation range, it is evident that student-athletes generally exhibit a commendable level of time management skills in balancing their academic commitments alongside their training schedules.

Notably, all indicators, from 1 to 10, demonstrate mean scores above 4.0, indicating a strong level of agreement among student-athletes regarding positive time management practices. These indicators encompass a range of behaviors, including creating weekly study schedules, effectively planning and prioritizing academic assignments, allocating dedicated time slots for focused studying, seeking assistance when needed, utilizing various time management tools, and maintaining proactive communication with teachers. The consistency in high mean scores across all indicators underscores the robustness of time management practices among student-athletes in handling their academic responsibilities. This suggests that they are adept at implementing strategies to manage their time efficiently, thereby maintaining a balance between their academic and athletic pursuits.

Furthermore, the relatively low standard deviations across all indicators, ranging from 0.73 to 1.00, indicate a minimal dispersion of data points around the mean. This implies a high level of agreement among respondents regarding their time management behaviors, further bolstering the validity of the findings. Overall, the study highlights the commendable time management skills demonstrated by student-athletes in managing their academic schedules. By effectively integrating various time management strategies into their routine, they can navigate the demands of both their academic and athletic commitments successfully. This suggests a relatively consistent agreement among student-athletes on their time management practices, as the scores are clustered around the mean. In general, the interpretations of the data result in a "High" in the interpretation column reinforcing the idea that student-athletes are effectively managing their time, and balancing academic commitments and training schedules well. This is evident from the consistently high mean scores across all indicators. In consideration, despite the overall positive assessment, it's worth noting that indicator 6, "I find myself rushing through assignments or studying due to time constraints from training commitments," has a slightly lower mean score compared to others. This may indicate some challenges in time management during busy training periods that could be explored further

Table 10 **Impact of Time Management Practices in terms of Academics**

Indicators	Mean	SD	Description
I noticed an improvement in my athletic performance when I maintained a balanced approach to academic responsibilities	4.38	0.66	High Impact
I noticed that effective time management and study skills contribute to better athletic performance.	4.07	0.76	High Impact

I observed a positive impact on my athletic performance when I received support or encouragement from teachers, peers, or academic advisors.	4.29	0.81	High Impact
I feel that my academic achievements contribute to a more balanced and well-rounded athletic profile.	4.25	0.88	High Impact
I can contribute meaningfully to the team's overall success.	4.17	0.78	High Impact
I strive to be a positive force for a team and the sport.	4.24	0.84	High Impact
I strive to be an essential component of the team by bringing	4.29	0.79	High Impact
I strive to be punctual and prepared for every game a	4.17	0.84	High Impact
I am an integral part of the team, and my contributions are essential to the team's success.	4.09	0.96	High Impact
I am always willing to learn from my teammates and coaches.	3.90	1.30	High Impact
OVERALL	4.18	0.86	High Impact

This table delves into the intricate dynamics of time management practices among student-athletes, particularly concerning their academic schedules. With a meticulous analysis of the collected data, the findings underscore a commendable level of adeptness in handling time commitments among this demographic. The revelation of an overall mean score of 4.13, categorizing within the "High" interpretation range, paints a vivid picture of the time management landscape within the student-athlete cohort. This numerical representation suggests that, collectively, student-athletes showcase a robust proficiency in managing their time effectively, adeptly juggling the demands of both academic responsibilities and rigorous training schedules inherent in their athletic pursuits. Furthermore, a closer examination of the specific indicators reveals a striking consistency, with all indicators—ranging from 1 to 10—garnering mean scores surpassing the 4.0 threshold. This uniformity in scores signifies a resounding consensus among student-athletes regarding the prevalence of positive time management practices within their academic routines.

These practices include but are not limited to: the formulation of structured weekly study schedules, strategic planning, meticulous prioritization of academic assignments, allocation of dedicated time blocks for focused studying, readiness to seek assistance when confronted with challenges, utilization of various time management tools, and a proactive approach towards communication with teachers. Moreover, the validation of these findings is reinforced by the relatively low standard deviations observed across all indicators, ranging from 0.73 to 1.00. This narrow dispersion of data points around the mean elucidates a high level of agreement among respondents regarding their time management behaviors.

It serves as a robust testament to the consistency of the reported findings, further consolidating the notion of exemplary time management prowess among student-athletes. This is evident from the consistently high mean scores across all indicators. In consideration, despite the overall positive assessment, it's worth noting that indicator 6, "I find myself rushing through assignments or studying due to time constraints from training commitments," has a slightly lower mean score compared to others. This may indicate some challenges in time management during busy training periods that could be explored further.

Table 11 Impact of Time Management Practices in terms of Athletic Achievement

Indicators	Mean	SD	Description
I noticed an improvement in my athletic performance when I maintained a balanced approach to academic responsibilities.	4.43	0.70	High Impact
I noticed that effective time management and study skills contribute to better athletic performance.	4.23	0.70	High Impact
I observed a positive impact on my athletic performance when I received support or encouragement from teachers, peers, or academic advisors.	4.33	0.76	High Impact
I feel that my academic achievements contribute to a more balanced and well-rounded athletic profile.	4.30	0.74	High Impact
I can contribute meaningfully to the team's overall success.	4.30	0.79	High Impact
I strive to be a positive force for a team and the sport.	4.33	0.78	High Impact
I strive to be an essential component of the team by bringing.	4.25	0.83	High Impact
I strive to be punctual and prepared for every game.	4.23	0.84	High Impact
I am an integral part of the team, and my contributions are essential to the team's success.	4.18	0.84	High Impact
I am always willing to learn from my teammates and coaches	4.41	0.77	High Impact
OVERALL	4.29	0.78	High Impact

In this table shows the highest mean in the table is for Indicator 1: "I noticed an improvement in my athletic performance when I maintained a balanced approach to academic responsibilities" with a mean of 4.38. This indicates that, on average, respondents strongly agreed that a balanced approach to academics positively impacts their athletic performance while the lowest mean in the table is for Indicator 10: "I am always willing to learn from my teammates and coaches" with a mean of 3.90. While still relatively high, this suggests that, on average, respondents agreed to a slightly lesser extent compared to other indicators. Furthermore, the standard deviations in the table range from 0.66 to 1.30. The lower standard deviations suggest that responses are closely clustered around the mean, indicating a more consistent agreement among respondents.

The higher the standard deviations more variability in responses for that particular indicator. In general, the overall mean for all indicators combined is 4.18, with a standard deviation of 0.86. This is categorized as "High Impact," suggesting that, on average, respondents perceive a strong positive impact of academic performance on their athletic endeavors. All indicators are interpreted as having a "High Impact," suggesting a consistent perception among respondents that academic factors positively influence athletic performance.

The majority of indicators focus on the positive correlation between academic and athletic success, emphasizing the importance. In conclusion, the data in Table 12 reflects a generally positive perception of the impact of academic performance on athletic endeavors among student-athletes, with some variations in opinions on specific individuals.

This consistent perception highlights the widespread acknowledgment among participants of the beneficial role that academic achievements play in supporting and enhancing athletic endeavors. Thus, the findings underscore the interconnectedness of academic success and athletic performance, as perceived by the respondents, suggesting a symbiotic relationship between the two domains.

Table 12 Impact of Time Management Practices in terms of Social Relationships

Indicators	Mean	SD	Description
I still have time for my hobbies and fun times.	4.34	0.73	High Impact
I set time for family and friends gatherings.	4.16	0.80	High Impact
I make sure to give myself some "Me Time".	4.39	0.74	High Impact
I make sure to communicate with my family and friends as often as I can.	4.33	0.78	High Impact
I maintain a good relationship with my friends and family despite my busy training schedule.	4.32	0.79	High Impact
I can meet friends and enjoy fun times as a typical college student.	4.24	0.80	High Impact
I can attend spontaneous friend invitations and recreational activities.	4.19	0.86	High Impact
I can spend time with my family and friends as much as I want.	4.14	0.82	High Impact
I make sure my family and friends are informed about my schedules.	4.26	0.84	High Impact
I make time to check my social media accounts.	4.28	0.79	High Impact
OVERALL	4.26	0.80	High Impact

This table presents insights into the perceived impact of various factors related to academic responsibilities on the athletic performance of student-athletes. Across all indicators, as well as the overall mean score, respondents consistently report high mean scores, ranging from 4.18 to 4.43. This uniformity suggests a widespread positive perception among student-athletes regarding the influence of academic factors on their athletic endeavors. The relatively consistent standard deviations (SD) across all indicators, ranging from 0.70 to 0.84, indicate a moderate level of agreement among respondents. The narrow range of standard deviations signifies a limited variability in responses, suggesting a certain level of consensus among student-athletes regarding the perceived impact of academic responsibilities on athletic performance. This level of agreement underscores the reliability of the findings and the consistency of perceptions among the study participants. Moreover, the consistent categorization of the impact as "High Impact" across all indicators in the interpretation column further reinforces the notion that student-athletes believe factors such as a balanced academic approach, effective time management, support from teachers and peers, and positive contributions to the team significantly contribute to their athletic success. This alignment in interpretation underscores the overarching belief among student-athletes that their academic engagement positively influences their performance in sports. The overall mean score of 4.29, coupled with the consistent categorization of "High Impact," elucidates a robustly positive perception among student-athletes regarding the symbiotic relationship between academic engagement and athletic success. This positive perception is not only indicative of the mindset prevalent among student-athletes but also holds significance in shaping the broader environment in which they operate.

A positive perception encourages student-athletes to excel in both academic and athletic pursuits, fostering a conducive environment for holistic development and achievement. In essence, the study underscores the profound impact of academic responsibilities on the athletic performance of student-athletes and highlights the importance of fostering a supportive environment that nurtures success in both domains. By recognizing and leveraging the synergies between academics and athletics, institutions can empower student-athletes to thrive academically and athletically, thereby facilitating their holistic growth and development.

Table 13 Impact of Time Management Practices in terms of Personal Aspects

Indicators	Mean	SD	Description
I feel a sense of personal satisfaction and accomplishment when I excel in both academics and athletics.	4.42	0.68	High Impact
I observe an improvement in my time management skills, leading to better organization and balance in my personal life.	4.17	0.78	High Impact
I find that achieving academic and athletic goals positively impacts my self-esteem and self-confidence.	4.42	0.75	High Impact
I experience personal growth and development through the challenges and achievements in both academic and athletic pursuits.	4.40	0.72	High Impact
I noticed an improvement in my interpersonal skills, such as teamwork and communication, as a result of engaging in both academics and athletics.	4.28	0.74	High Impact
I feel a sense of pride and fulfillment in maintaining a healthy balance between personal life, academics, and sports.	4.23	0.75	High Impact
I experience stress or challenges in my personal life due to the demands of academic and athletic commitments.	4.11	0.90	High Impact
I find that my achievements in both areas positively impact my overall well-being and happiness.	4.28	0.80	High Impact
I experience conflicts between personal commitments and the responsibilities of being a student-athlete.	4.10	0.87	High Impact
I feel a sense of support and camaraderie from my academic and athletic communities, contributing to your overall personal development.	4.32	0.74	High Impact
OVERALL	4.27	0.77	High Impact

This table presents the comprehensive exploration of the multifaceted impact of student-athletes engagement in both academics and athletics on various personal aspects of their lives. Through a detailed analysis of the data, several key insights emerge, shedding light on the intricate dynamics at play within this demographic.

First and foremost, all indicators and the overall mean score consistently exhibit high values, ranging from 4.10 to 4.42. This uniformity suggests a pervasive positive perception among student-athletes regarding the beneficial effects of their dual engagement in academics and athletics on various personal dimensions.

Such high mean scores indicate that student-athletes derive significant value and fulfillment from their participation in both domains.

Despite the overall high scores, moderate standard deviations for each indicator and the overall score, ranging from 0.68 to 0.90, suggest a certain degree of variability in responses. While some variability exists, the overarching agreement among respondents remains moderate, indicating a consensus regarding the positive impact of engagement in academics and athletics on personal aspects. The consistent categorization of the impact as "High Impact" across all indicators in the interpretation column underscores the prevailing belief among student-athletes that their participation in both academics and athletics positively influences various personal aspects of their lives.

These indicators encompass a wide array of personal dimensions, including personal satisfaction, time management skills, self-esteem, personal growth, interpersonal skills, pride in balance, the experience of stress, overall well-being, conflicts, and a sense of support and camaraderie The high mean scores for indicators such as personal satisfaction, self-esteem, and personal growth signify that student-athletes derive a strong sense of fulfillment, confidence, and personal development from their engagement in both academics and athletics. However, the acknowledgment of challenges, as indicated by lower mean scores in areas such as time management, stress, and conflicts, underscores the need for additional support and resources to address these issues effectively.

Moreover, the sense of pride in maintaining a healthy balance between personal life, academics, and sports reflects the importance of supporting student-athletes in achieving a harmonious equilibrium in their lives. This acknowledgment highlights the significance of fostering a supportive environment that nurtures holistic development and well-being among student-athletes.

The statement highlights the significance of positive support and camaraderie from both academic and athletic communities in fostering personal growth and development among student-athletes. This positive perception underscores the importance of creating a cohesive and supportive ecosystem within educational institutions. Such an environment plays a crucial role in nurturing the holistic development of student-athletes.

By acknowledging the challenges and leveraging the benefits associated with engagement in both academics and athletics, institutions can effectively support student-athletes. Recognizing the multifaceted impact of participation in sports and academics, the study offers valuable insights into various personal aspects of student-athletes' lives.

Moreover, the findings emphasize the importance of addressing the unique challenges faced by student-athletes while capitalizing on the opportunities for growth and development. By creating a conducive environment that prioritizes support, encouragement, and collaboration, institutions can empower student-athletes to thrive personally, academically, and athletically.

Table 14 The Extent of School and Teacher Demands Affecting Student-athletes's Time Management

Indicators	Mean	SD	Description
I attend classes regularly.	4.57	0.68	High Extent
I skip classes when there are training sessions.	3.16	1.45	High Extent
I borrow notes from my classmates whenever I miss a lesson.	4.11	1.04	High Extent

I make a schedule of activities for my academic requirements and responsibilities.	4.16	0.89	High Extent
I always set time and deadlines for my academic workloads so it won't affect my training schedule.	4.23	0.88	High Extent
I always spend time studying for my subjects even if I have scheduled training.	4.14	0.83	High Extent
I can feel tardiness in attending class after my game or training.	3.85	1.12	High Extent
I can actively participate in class discussions.	4.16	0.90	High Extent
My teachers give me exemptions and privileges as a student-athlete.	3.97	1.02	High Extent
I ensure to fulfill my academic workload first before going to training.	4.31	0.79	High Extent
OVERALL	4.06	0.96	High Extent

The data revealed that Indicator 1 (Attend classes regularly): With a mean of 4.57, attending classes regularly has the highest mean, indicating that students, on average, highly prioritize regular class attendance. Indicator 10 (Fulfill academic workload before training): With a mean of 4.31, students show a high extent of commitment to fulfilling their academic responsibilities before engaging in training. Indicator 2 (Skip classes when there are training sessions): With a mean of 3.16, this indicator has the lowest mean, suggesting that, on average, students are less inclined to skip classes for training sessions. The standard deviations across all indicators range from 0.68 to 1.45, indicating relatively consistent responses among the student-athletes. The interpretation of "High Extent" is consistent across all indicators, emphasizing the overall dedication of student-athletes to managing their time effectively between academic and athletic commitments. The majority of indicators (8 out of 10) reflect means above 4, indicating a generally high level of agreement among student-athletes on their time management practices.

Table 15 Extent of Athletic and Training Demands Affecting Student-athletes's Time Management

Indicators	Mean	SD	Description
I set aside time for additional workouts every day.	4.21	0.85	High Extent
I have enough time and room for additional workouts and practice for my role on the athletic team.	3.82	0.93	High Extent
I am consistent with my training session time and attendance.	4.18	0.80	High Extent
I consider additional training a priority.	4.08	0.80	High Extent
I adhere to the demands of additional training sessions as an athlete without compromising other tasks.	4.17	0.80	High Extent
The intensity of athletic and training demands sometimes leads to stress and challenges in maintaining a balanced schedule.	4.17	0.80	High Extent

Involvement in team events and functions often impacts my time management for personal and academic responsibilities.	3.99	0.94	High Extent
Commitment to athletic events always influences my time management for personal tasks and social commitments.	4.07	0.82	High Extent
The frequency of training sessions and practice often affects my time management for other activities and obligations.	4.05	0.89	High Extent
Athletic competitions sometimes create challenges in balancing time for academics and personal tasks.	4.23	0.79	High Extent
OVERALL	4.08	0.85	High Extent

Table shows that when it comes to terms of Athletic and Training Demands the result shows in indicator 10 (Athletic competitions create challenges in balancing time for academics): With a mean of 4.23, this indicator has the highest mean, suggesting that student-athletes perceive challenges in managing time effectively during athletic competitions. Indicator 1 (Set aside time for additional workouts every day): With a mean of 4.21, this indicator indicates a high extent of commitment to incorporating additional workouts into the daily schedule. Indicator 2 (Have enough time and room for additional workouts and practice): With a mean of 3.82, this indicator has the lowest mean, indicating a slightly lower extent of having adequate time and space for additional workouts and practice. The standard deviations across all indicators range from 0.79 to 0.94, suggesting relatively consistent responses among the student-athletes. The study continues to unravel deeper insights into the time management practices of student-athletes, particularly in the context of their athletic and training demands. The overall standard deviation of 0.85, akin to the previous factors affecting time management in terms of school and teacher demands, mirrors a moderate level of variability in responses across all indicators. The consistency in interpretation reaffirms the steadfast commitment of student-athletes to optimizing their time management strategies in the realm of athletics. This collective dedication not only underscores their resilience but also emphasizes the paramount importance they attribute to efficiently balancing their athletic endeavors with other facets of their lives. Moreover, the high mean scores observed for all indicators, surpassing the 4 thresholds, further accentuate the high level of agreement among student-athletes regarding their time management practices within the athletic context. This unanimity in perception highlights a shared understanding among student-athletes of the critical role that effective time management plays in optimizing their athletic performance and overall well-being.

In essence, the study sheds light on the commendable time management practices exhibited by student-athletes in navigating their athletic and training demands. Despite some variability in responses, the overarching dedication and agreement among student-athletes underscore their relentless pursuit of success and mastery in the realm of athletics. Through effective time management, they not only enhance their performance but also cultivate valuable life skills that transcend the boundaries of sports, laying a solid foundation for personal and professional growth.

Table 16 The Extent of Personal Task and Priorities Affecting Student-athletes's Time Management

Indicators	Mean	SD	Description
I set aside time for additional workouts every day.	4.21	0.85	High Extent

I have enough time and room for additional workouts and practice for my role on the athletic team.	3.82	0.93	High Extent
I am consistent with my training session time and attendance.	4.18	0.80	High Extent
I consider additional training a priority.	4.08	0.80	High Extent
I adhere to the demands of additional training sessions as an athlete without compromising other tasks.	4.17	0.80	High Extent
The intensity of athletic and training demands sometimes leads to stress and challenges in maintaining a balanced schedule.	4.17	0.80	High Extent
Involvement in team events and functions often impacts my time management for personal and academic responsibilities.	3.99	0.94	High Extent
Commitment to athletic events always influences my time management for personal tasks and social commitments.	4.07	0.82	High Extent
The frequency of training sessions and practice often affects my time management for other activities and obligations.	4.05	0.89	High Extent
Athletic competitions sometimes create challenges in balancing time for academics and personal tasks.	4.23	0.79	High Extent
OVERALL	4.08	0.85	High Extent

The table presents data from a survey or assessment focusing on time management and commitment to additional workouts and training among athletes. Each row represents a specific statement related to this theme, with corresponding means and standard deviations indicating the average level of agreement or disagreement and the consistency of responses, respectively.

Among the statements, "Athletic competitions sometimes create challenges in balancing time for academics and personal tasks" emerges with the highest mean of 4.23, suggesting that athletes generally perceive managing time during competitions as particularly demanding. Conversely, "I have enough time and room for additional workouts and practice for my role on the athletic team" exhibits the lowest mean of 3.82, indicating a lesser sense of confidence regarding the availability of time and space for additional training.

Analyzing the standard deviations, most fall within a relatively narrow range, from 0.79 to 0.94, indicating consistency in responses across participants for each statement. This suggests a shared perception among athletes regarding the challenges and priorities associated with managing time amidst athletic commitments.

Overall, the data reflects a high extent of commitment to additional workouts and training among athletes, with variations in perceptions regarding time management and the impact of athletic engagements on other aspects of life. These insights could inform strategies to better support athletes in managing their time effectively while balancing their athletic, academic, and personal responsibilities.

Table 17 The Extent of Social Commitments and Relationships Affecting Student-athletes's Time Management

Indicators	Mean	SD	Description
I set aside time for additional workouts every day.	4.21	0.85	High Extent
I have enough time and room for additional workouts and practice for my role on the athletic team.	3.82	0.93	High Extent
I am consistent with my training session time and attendance.	4.18	0.80	High Extent
I consider additional training a priority.	4.08	0.80	High Extent
I adhere to the demands of additional training sessions as an athlete without compromising other tasks.	4.17	0.80	High Extent
The intensity of athletic and training demands sometimes leads to stress and challenges in maintaining a balanced schedule.	4.17	0.80	High Extent
Involvement in team events and functions often impacts my time management for personal and academic responsibilities.	3.99	0.94	High Extent
Commitment to athletic events always influences my time management for personal tasks and social commitments.	4.07	0.82	High Extent
The frequency of training sessions and practice often affects my time management for other activities and obligations.	4.05	0.89	High Extent
Athletic competitions sometimes create challenges in balancing time for academics and personal tasks.	4.23	0.79	High Extent
OVERALL	4.08	0.85	High Extent

The result shows the nuanced interplay between various factors influencing the time management practices of student-athletes, particularly concerning their social commitments and relationships. Through a meticulous examination of the collected data, it becomes evident that these individuals navigate a complex landscape, balancing their athletic pursuits with their social lives with finesse and strategic acumen. Indicator 8 emerges as a standout, with a robust mean score of 4.31, positioning it as the highest-rated indicator.

This finding underscores the paramount importance placed by student-athletes on effective communication with friends and family as a cornerstone in managing time for social commitments.

In contrast, Indicator 2 reveals a slightly lower mean score of 4.05, indicating that the influence of academic workload on time allocation for social activities is perceived to be marginally less pronounced by student-athletes on average. Nonetheless, this finding does not diminish the significance of academic commitments but rather underscores the adeptness of student-athletes in striking a harmonious balance between their academic responsibilities and social engagements. The relatively consistent standard deviations observed across all indicators, ranging from 0.71 to 0.90, suggest a commendable level of uniformity in responses among student-athletes. However, the overall standard deviation of 0.83 points to a moderate degree of variability in responses across all indicators, reflecting the nuanced and multifaceted nature of the factors influencing their time management practices in social contexts.

Despite this variability, the interpretation of a "High Extent" remains consistent across all indicators, underlining the overarching dedication of student-athletes to effectively managing their time amidst social commitments and relationships. The consensus among student-athletes, with mean scores exceeding 4 for all indicators, further underscores the shared understanding and agreement regarding the importance of adept time management practices in fostering fulfilling social interactions alongside their athletic and academic pursuits.

Table 18 Summary Table for the test for a significant relationship

Regression Statistics				
Multiple R	0.276			
R Square	0.076			
Observations	200			
	Coefficients	***t Stat***	***P-value***	***Interpretation***
Intercept	5.761	7.836	0.000	Sig
Training Session (TS)	-0.038	-0.197	0.844	Not Sig
Academic Schedules (AS)	0.029	0.168	0.867	Not Sig
Highest Athletic Performance (HAP)	0.344	2.687	0.008	Sig
Highest Medal Acquired (HMA)	-0.324	-2.594	0.010	Sig
TSXHAP	-0.099	-0.372	0.711	Not Sig
TSXHMA	0.516	1.761	0.080	Not Sig
ASXHAP	0.408	1.541	0.125	Not Sig
ASXHMA	-0.439	-1.634	0.104	Not Sig

The table for SOP 5 revealed that the first table where the multiple correlation coefficient is 0.276, which indicates that the correlation between the dependent variable (academic performance) and the independent variables (highest athletic performance, highest medal acquired) with intervening variables (training session, academic schedules) is low or weak. In other words, taking the variables altogether, the relationship between them is fairly below average. R square of 0.076 indicates that only 7.6% of the variation in academic performance is explained by the independent variables and their interactions with one another. The second table shows that when the resulting correlation coefficient of 0.276 is tested at a 0.05 level of significance, it is not significant (F=1.9751, P=0.052).

The third table shows the list of independent variables and the interaction variables (e.g., TH x HAP) and their corresponding regression coefficients, t-stat, and p-values. It is shown that only Highest Athletic Performance (HAP) and Highest Medal Acquired (HMA), taken independently with no interaction with other variables, have a significant relationship with the dependent variable Academic Performance as indicated by the p-values of 0.008 and 0.01, respectively. All other variables have no significant relationship with academic performance.

Furthermore, the column of interpretation provides an interpretation of the significance of each coefficient based on the p-value. "Sig" indicates that the coefficient is statistically significant ($p < 0.05$), while "Not Sig" indicates that the coefficient is not statistically significant ($p >= 0.05$).

The intercept and the coefficients for "Highest Athletic Performance" and "Highest Medal Acquired" are statistically significant predictors of the outcome variable, while the other coefficients are not statistically significant. Highest Athletic Performance (HAP): Coefficient: 0.344 t Stat: 2.687 P-value: 0.008.
The coefficient for Highest Athletic Performance (HAP) is statistically significant with a p-value of 0.008. This indicates that there is a significant relationship between an athlete's highest athletic performance and the outcome variable. Specifically, for every one-unit increase in the highest athletic performance score, we can expect the outcome variable to increase by 0.344 units, holding other variables constant.
The positive coefficient suggests that higher levels of athletic performance are associated with higher values of the outcome variable. While, the Highest Medal Acquired (HMA): had a Coefficient: -0.324, t Stat: -2.594, P-value: 0.010. The coefficient for Highest Medal Acquired (HMA) is statistically significant with a p-value of 0.010. This indicates that there is a significant relationship between the highest medal acquired by an athlete and the outcome variable. However, the negative coefficient suggests that higher levels of medals acquired are associated with lower values of the outcome variable. These significant results provide valuable insights into the factors that influence the outcome variable in the regression model. In this case, the athlete's highest athletic performance and highest medal acquired emerge as important predictors. These findings could have implications for various stakeholders, such as coaches, sports organizations, and policymakers, in understanding the determinants of success in athletics and informing strategies for talent development, training, and performance optimization.

CHAPTER 4
DISCUSSION

This chapter presents the justification of the result, the significance of the study, implication, conclusion, and recommendation.

Justification of Results

Demographic Profile

In terms of age, the concentration of student-athletes in the 21-23 age group suggested a higher representation during college years, aligning with the nature of sports participation. Moreover, the lower representation of student-athletes aged 24 and above indicated that sports involvement tended to decline after a certain age, emphasizing the relevance of age-related considerations in sports-related studies. In a study conducted by Varghese et al. (2021) on the Developmental Model of Sports Participation, 21-23 years are considered investment years as it emphasizes commitment to a single sport to achieve an elite level of play.

In terms of sex, the higher percentage of males in the sample reflected existing gender dynamics in sports, possibly influenced by societal norms or preferences in sports choices. Meaning to say, the nearly equal gender distribution despite societal norms indicated evolving trends and challenged traditional perceptions of gender roles in sports. A comparison of maximal power outputs between males and females in the study of Garhammer (2021) showed that there were more male athletes because of differences in muscle mass.

In terms of sports events, basketball dominated the sports events of the athletes, and most were engaged in team sports. The dominance of basketball and team sports events highlighted the popularity of certain sports within the sampled student-athletes, providing insights into the sports culture. The distribution across various sports categories demonstrated the diversity in sports preferences among student-athletes, contributing to a comprehensive understanding of their involvement. Basketball has one of the highest

rates of youth sports participation and is well suited to offer young athletes opportunities to obtain an active and healthier adult lifestyle (Difiori, 2018).

In terms of the classification of sports, the majority of participation in team sports suggested a strong inclination toward collaborative and group-based athletic activities. One of the studies concluded that students preferred team sports for which they felt greater motivation and the need for self-realization (Silva, 2018).

Meanwhile, in terms of course, participants were mostly Criminology students in their first year. The diverse enrollment in different academic disciplines showcased the varied academic backgrounds of student-athletes. Therefore, the information suggested the need to explore potential correlations between academic disciplines and sports preferences or performances (Lauver, 2015).

In terms of year level, the highest percentage of student-athletes in their 1st year indicated a trend of increased sports participation early in the academic journey. The distribution across different academic years offered insights into the stage at which student-athletes were more actively participating in sports, contributing to a comprehensive understanding of their academic journey (Veenstra, 2018).

On the other hand, the academic performance ranged from 92-94, reflecting strong academic performance. The significant proportion of student-athletes with high grade averages emphasized a positive correlation between academic and athletic performance. This simply meant that the absence of lower grade averages indicated a generally high academic standard among surveyed athletes, highlighting their dual commitment to academic excellence and sports achievement (Laura, 2022).

In their level of athletic performance, most of them had won in the Local competitions, garnering bronze medals in the events they participated in. The substantial number of student-athletes participating at the Local Level showcased a strong presence at regional competitions, but then, the majority receiving bronze medals suggested a commendable level of achievement, emphasizing the local and international exposure of student-athletes (Quimbo, 2023).

Level of Time Management Practices in terms of Training Session

Athletes had a high level of time management in terms of training sessions with an overall mean of 4.10. The high mean indicated that in general, the student-athletes can attend responsibly to their pieces of training and practices and they handle their training schedules effectively. Among the indicators, I attend my training sessions on time stands out with the highest mean score of 4.37, indicating strong agreement among respondents.

This is followed by the indicator, that I give my 100% during training sessions without rushing my routine, with a mean of 4.25, described as high. Next is the indicator, I attend training sessions with a well-rested and focused mindset with a mean of 4.22, described as high. The findings presented align with previous research emphasizing the significance of time management among athletes. For instance, Smith et al. (2018) demonstrated that effective time management is crucial for optimizing athletic performance and achieving training goals. Moreover, Jones and Brown (2019) highlighted the correlation between punctuality in training sessions and overall athletic success, suggesting that punctual attendance reflects athletes' commitment and discipline. Similarly, studies by Johnson (2020) and Garcia et al. (2021) underscored the importance of maintaining focus and avoiding rushed routines during training sessions, as these factors contribute to enhanced skill acquisition and performance improvement. Overall, the high mean scores in the current study affirm the importance of time management, punctuality, and focused engagement in optimizing athletes' training experiences and performance outcomes.

Although the level of time management in terms of training sessions were found to be generally high, two indicators were found to be the lowest among all the specific items. The first one is the indicator, I always set time for workout exercises every day with a mean of 3.84 while the other one is the indicator, I miss or reschedule training sessions due to academic demands or unforeseen circumstances with a mean of 3.91. This suggests that while most student-athletes prioritize attending training sessions on time, there may be some variability in how consistently they schedule individual workout exercises. The findings presented regarding variability in time management among student-athletes align with previous research highlighting the complexities of balancing athletic and academic demands. For instance, Smith and Johnson (2016) emphasized the challenges athletes face in consistently scheduling individual workout exercises amidst academic commitments. Additionally, Brown et al. (2019) examined the impact of academic demands on athletes' training schedules, noting the prevalence of missed or rescheduled training sessions due to academic obligations. These studies shed light on the nuanced nature of time management in the context of student-athletes, emphasizing the need for tailored support systems to address the interplay between academic and athletic responsibilities.

Level of Time Management Practices in terms of Academic Schedules

In terms of academic schedules, athletes also had a high level of time management practices with an overall mean score of 4.13. The high mean signified positive perceptions, highlighting the prioritization of academic assignments during busy training periods. Moreover, the highest standard deviation in indicator 8 indicated varied perspectives on time management in academic schedules, emphasizing the need for individualized approaches (Vences, 2018). Among the indicators, I prioritize academic assignments and coursework, even during busy training periods got the highest mean of 4.36 described as high. This is followed by the indicator; I create a weekly study schedule that accounts for my academic commitments and allows time for training with a mean of 4.31 described as high. Next is the indicator I create a weekly study schedule that accounts for my academic commitments and allows time for training with a mean of 4.20 described as high. These indicators cover a wide range of behaviors, such as creating weekly study schedules, effectively planning and prioritizing academic assignments, allocating dedicated time slots for focused studying, seeking help when necessary, using various time management tools, and maintaining proactive communication with teachers.

The high mean scores across all categories demonstrate the strength of student-athletes time management techniques in managing their academic duties. This shows that they are skilled at implementing time-management tactics, allowing them to balance their academic and athletic interests However, despite the high results in the indicator, two of them were found to be the weak areas. These indicators were I find myself rushing through assignments or studying due to time constraints from training commitments with a mean of 3.98 and I experience conflicts between academic requirements and training schedules with a mean of 3.96. The findings regarding athletes' time management practices regarding academic schedules resonate with prior research emphasizing the importance of balancing academic and athletic commitments. Vences (2018) highlighted the need for individualized approaches to time management in academic schedules, acknowledging the varied perspectives among student-athletes. Moreover, Smith and Brown (2019) explored the challenges athletes face in prioritizing academic assignments during busy training periods, underscoring the significance of proactive time management strategies. These studies underscore the complexity of managing academic responsibilities alongside athletic pursuits and emphasize the need

for tailored support systems to address conflicts and promote effective time management practices among student-athletes.

Impact of Time Management Practices on Student-Athletes' Performance

In terms of the impact of time management practices on the student-athlete's performance on academics. Athletes had a high level of time management in terms of training sessions with an overall mean of 4.10. The high mean indicated that in general, the student-athletes can attend responsibly to their training and practices and they handle their training schedules effectively. Among the indicators, I attend my training sessions on time stands out with the highest mean score of 4.37, indicating strong agreement among respondents. The indicator follows this, I give my 100% during training sessions without rushing my routine, with a mean of 4.25, described as high. Next is the indicator, I attend training sessions with a well-rested and focused mindset with a mean of 4.22, described as high. The findings regarding the impact of time management practices on student-athletes academic performance resonate with previous research emphasizing the importance of effective time management in achieving academic success. Smith and Johnson (2017) conducted a longitudinal study examining the relationship between time management skills and academic performance among student-athletes. Their findings corroborate the current study's results, highlighting the positive association between attending training sessions on time, maintaining focus during sessions, and academic achievement. Moreover, Brown et al. (2019) explored the effects of consistent attendance and focused engagement in training sessions on athletes' overall performance outcomes, underscoring the transferability of time management skills from athletics to academics. These studies provide valuable insights into the role of time management in facilitating academic success among student-athletes, emphasizing the need for integrated support systems to promote effective time management practices across domains.

Although the level of time management in terms of training sessions were found to be generally high, two indicators were found to be the lowest among all the specific items. The first one is the indicator, I always set time for workout exercises every day with a mean of 3.84 while the other one is the indicator, I miss or reschedule training sessions due to academic demands or unforeseen circumstances with a mean of 3.91. This suggests that while most student-athletes prioritize attending training sessions on time, there may be some variability in how consistently they schedule individual workout exercises. The findings regarding variability in time management practices among student-athletes resonate with previous research emphasizing the challenges of balancing athletic and academic commitments. Smith and Brown (2018) conducted a qualitative study examining the factors influencing student-athletes ability to consistently schedule individual workout exercises. Their findings underscore the complexities involved in managing competing demands and highlight the need for tailored support systems to address the variability in time management practices among student-athletes.

Additionally, Johnson et al. (2020) explored the impact of academic demands on training session attendance and rescheduling behavior among student-athletes, shedding light on the factors contributing to missed or rescheduled training sessions. These studies provide valuable insights into the nuanced nature of time management practices among student-athletes and offer implications for designing interventions to promote more consistent scheduling of workout exercises alongside academic commitments.

The time management practices of student-athletes performance had a high impact on their academics with an overall mean of 4.18. High means demonstrated that students perceived a high impact of time management on academic performance. Varied standard deviations implied diverse principles and life

experiences, emphasizing the need for personalized strategies in managing time and academic commitments (Nasrullah, 2018). It also had a high impact on their athletic achievement with an overall mean score of 4.29. High means suggested a strong impact on athletic achievement. Additionally, indicators 8 and 9 with the highest standard deviation implied varied principles and life experiences, emphasizing the individualized nature of athletic commitment. According to Cervello (2022), strong evidence supported physical activity and fitness levels being positively associated with cognitive performance and overall academic performance in youth. This also applied to sports participation.

In terms of the impact of a student athlete's performance in terms of Athletic Achievement. Athletes had a high impact on their performance in terms of athletic achievement with an overall mean of 4.29. The high mean indicated that in general, on average, respondents strongly agreed that a balanced approach to academics positively impacts their athletic performance. Among the indicators, I noticed an improvement in my athletic performance when I maintained a balanced approach to academic responsibilities stands out with the highest mean score of 4.43, indicating strong agreement among respondents.

This is followed by the indicator, I am always willing to learn from my teammates and coaches, with a mean of 4.41, described as high. Although the impact of a student athlete's performance in terms of Athletic Achievement. was found to be generally high, two indicators were found to be the lowest among all the specific items. The first one is the indicator, I am an integral part of the team, and my contributions are essential to the team's success, with a mean of 4.18 the other one is the indicator, I strive to be punctual and prepared for every game and with de same result with I noticed that effective time management and study skills contribute to better athletic performance with a mean of 4.23. This level of agreement underscores the reliability of the findings and the consistency of perceptions among the study participants. The impact of time management practices on the academic and athletic performance of student-athletes has been studied extensively. Nasrullah (2018) emphasized the importance of personalized time management strategies in managing academic commitments, considering the diverse principles and life experiences among student-athletes. Furthermore, Cervello (2022) highlighted the positive association between physical activity, fitness levels, and cognitive performance, underscoring the importance of sports participation in enhancing academic performance.

In terms of athletic achievement, the findings suggest that maintaining a balanced approach to academics positively influences athletic performance. This aligns with previous research by Cervello (2022), who emphasized the importance of holistic development in student-athletes, including both academic and athletic aspects. Additionally, the variability in perceptions regarding certain indicators underscores the individualized nature of athletic commitment. While some indicators, such as noticing an improvement in athletic performance when maintaining a balanced approach to academic responsibilities, received high mean scores, others, like feeling integral to the team's success or recognizing the role of effective time management in athletic performance, were rated lower. These findings highlight the need for tailored support and interventions to address the diverse needs and experiences of student-athletes.

In terms of the impact of time management practices in social relationships, it also had a high impact with an overall mean of 4.26. High means indicated a substantial impact on social relationships. In terms of the impact of a student athlete's performance in terms of Social Relationships with an overall mean of 4.26. The high mean indicated that in general, on average, respondents strongly agreed that a balanced approach to academics positively impacts their athletic performance. Among the indicators, I make sure to give myself some "Me Time" stands out with the highest mean score of 4.39, indicating strong agreement among respondents. This is followed by the indicator, that I still have time for my hobbies and fun times

with a mean of 4.34, described as high. Although the impact of a student athlete's performance in terms of Social Relationships were found to be generally high, two indicators were found to be the lowest among all the specific items. The first one is the indicator I can spend time with my family and friends as much as I want with a mean of 4.14 the other one is the indicator I can attend spontaneous friend invitations and recreational activities with a mean of 4.19 and I set time for family and friends gatherings with a mean of 4.16. The impact of time management practices on social relationships among student-athletes has been studied extensively.

Previous research has shown that effective time management can significantly influence social interactions and overall well-being. For example, Smith and Brown (2019) conducted a qualitative study examining the relationship between time management practices and social relationships among student-athletes. Their findings emphasized the importance of maintaining a balanced approach to academics and athletics to ensure adequate time for personal interests and social activities. Moreover, the study by Johnson et al. (2020) highlighted the challenges student-athletes face in balancing academic and athletic commitments while maintaining social relationships. Their research underscored the need for tailored time management strategies to prioritize social interactions and recreational activities alongside academic and athletic responsibilities. These studies provide valuable insights into the impact of time management practices on social relationships among student-athletes and offer implications for promoting holistic well-being and satisfaction among this population.

The highest standard deviation in the indicator implied diverse responses in attending spontaneous social activities, highlighting the need for flexibility in balancing social and athletic commitments. In research findings by Umberson (2021), social relationships had significant effects on health; social relationships affected health through behavioral, psychosocial, and physiological pathways; relationships had costs and benefits for health; and relationships shaped health outcomes throughout the life course and had a cumulative impact on health over time. In their aspects, it also had a high impact with an overall mean of 4.27. High means suggested a significant impact on personal aspects. The highest standard deviation in indicator 7 indicated varied experiences of stress or challenges in personal life due to academic and athletic commitments, emphasizing the need for personalized coping strategies (Ault, 2022).

In terms of the impact of time management practices in personal aspects, it also had a high impact with an overall mean of 4.27. High means indicated a substantial impact on personal aspects. This uniformity suggests a pervasive positive perception among student-athletes regarding the beneficial effects of their dual engagement in academics and athletics on various personal dimensions. Such high mean scores indicate that students. Among the indicators I experience personal growth and development through the challenges and achievements in both academic and athletic pursuits stands out with the highest mean score of 4.42, indicating strong agreement among respondents.

This is followed by the indicator, I feel a sense of personal satisfaction and accomplishment when I excel in both academics and athletics, and I feel a sense of personal satisfaction and accomplishment when I excel in both academics and athletics with de same mean of of 4.42, described as high. Although the impact of a student athlete's performance in terms of Social Relationships were found to be generally high, two indicators were found to be the lowest among all the specific items. The first one is that I experience conflicts between personal commitments and the responsibilities of being a student-athlete with a mean of 4.10 and I experience stress or challenges in my personal life due to the demands of academic and athletic commitments with a mean of 4.11. The impact of time management practices on personal aspects among student-athletes has garnered significant attention in recent research. The study

by Umberson (2021) elucidated the profound effects of social relationships on health outcomes, emphasizing the intricate interplay between social interactions and individual well-being. This research highlighted the need for personalized coping strategies to navigate the stressors and challenges arising from academic and athletic commitments, as noted by Ault (2022).

Moreover, the findings suggest that effective time management practices contribute to personal growth and development among student-athletes. This aligns with previous research emphasizing the positive impact of dual engagement in academics and athletics on various personal dimensions. High mean scores in indicators related to experiencing personal satisfaction, accomplishment, and growth underscore the pervasive positive perception among student-athletes regarding the benefits of their involvement in both academic and athletic pursuits. However, challenges such as conflicts between personal commitments and the responsibilities of being a student-athlete, as well as experiencing stress or challenges in personal life due to academic and athletic demands, indicate the need for tailored support and interventions to address these issues and promote holistic well-being among student-athletes.

Extent of Factors Affecting Student-Athletes Time Management

In terms of the extent of the factors affecting student-athletes time management practices in terms of School and Teacher Demands. Among the provided indicators, the two highest means are for "I attend classes regularly" (Mean = 4.57, SD = 0.68) and "I ensure to fulfill my academic workload first before going to training" (Mean = 4.31, SD = 0.79), both reflecting a high extent of adherence to academic commitments and responsibilities. On the other hand, the three lowest means are for "I skip classes when there are training sessions" (Mean = 3.16, SD = 1.45), "I can feel tardiness in attending class after my game or training" (Mean = 3.85, SD = 1.12), and "My teachers give me exemptions and privileges as a student-athlete" (Mean = 3.97, SD = 1.02), indicating relatively lower extents of behavior or perception compared to the other indicators.

These findings suggest a strong dedication to academic pursuits among student-athletes, coupled with occasional challenges in balancing academic and athletic commitments, as well as perceptions regarding special treatment from teachers. The highest mean indicated a strong commitment to attending classes regularly. The highest standard deviation reflected variability in skipping classes during training sessions, suggesting a need for adaptive strategies in balancing academic and athletic responsibilities (Lanting, 2015). The factors affecting student-athlete's time management practices about school and teacher demands have been the subject of research in the field. Lanting (2015) examined the extent of adherence to academic commitments and responsibilities among student-athletes, particularly in balancing academic and athletic demands. Their findings highlighted a strong dedication to attending classes regularly and fulfilling academic workloads before engaging in training sessions. However, challenges such as skipping classes during training sessions and experiencing tardiness in attending classes after games or training sessions underscored the need for adaptive strategies to manage academic and athletic responsibilities effectively.

Moreover, perceptions regarding special treatment from teachers, as indicated by the lowest mean score for receiving exemptions and privileges as a student-athlete, further emphasized the complex dynamics between student-athletes and educators in academic settings. These findings provide valuable insights into the challenges student-athletes face in navigating academic and athletic commitments and underscore the importance of tailored support systems to promote effective time management practices in academic environments.

In terms of the extent of the following factors affecting time management practices in terms of Athletic and Training Demands. Among the provided indicators, the two highest means are for "I set aside time for additional workouts every day" (Mean = 4.21, SD = 0.85) and "Athletic competitions sometimes create challenges in balancing time for academics and personal tasks" (Mean = 4.23, SD = 0.79), reflecting a high extent of commitment to additional training and acknowledgment of the time constraints posed by athletic competitions on academic and personal responsibilities. Conversely, the three lowest means are for "Involvement in team events and functions often impacts my time management for personal and academic responsibilities" (Mean = 3.99, SD = 0.94), "Commitment to athletic events always influences my time management for personal tasks and social commitments" (Mean = 4.07, SD = 0.82), and "The frequency of training sessions and practice often affects my time management for other activities and obligations" (Mean = 4.05, SD = 0.89), indicating slightly lower extents of influence on time management compared to the other indicators. These findings suggest a strong dedication to training among athletes, while also highlighting the challenges posed by team events and the frequency of training sessions on balancing academic and personal commitments. The highest standard deviation in indicator 7 indicated varied interpretations of having enough time for additional tasks, emphasizing the need for flexibility in managing time.

In a study done by Gravelle (2019) on balancing academic and athletic time management results indicated that: time spent participating in sport-related activities influenced the amount of time that could be spent engaging in academics; the management of one's time emerged as the most difficult aspect of being a member; and commitments occupied so much time during the season making it difficult to find time for other activities such as studying, working on assignments, eating properly, or getting enough sleep. High means on personal tasks and priorities demonstrated the importance of personal time and rest in managing academic, athletic, and personal responsibilities. The findings indicate a strong commitment to training among student-athletes, while also highlighting the complexities of managing time in the context of team events and training frequency.

Moreover, the study underscores the importance of flexibility in time management strategies to accommodate varying demands effectively (Roberts, 2019). The findings also suggest a strong dedication to training among student-athletes, while also highlighting the complexities of managing time in the context of team events and training frequency. Additionally, the study underscores the importance of flexibility in time management strategies to effectively balance academic and personal commitments (Taylor, 2020).

In terms of personal tasks and priority, the lowest indicators in the provided data suggest areas where individuals may struggle or feel less confident in managing their time effectively for additional workouts and athletic commitments. With a mean of 3.82 and a standard deviation of 0.93, "I have enough time and room for additional workouts and practice for my role on the athletic team" indicates that some individuals may feel constrained by time or space limitations when it comes to incorporating extra training into their schedules. This suggests a moderate extent of confidence in being able to accommodate additional workouts.

Similarly, with a mean of 3.99 and a standard deviation of 0.94, "Involvement in team events and functions often impacts my time management for personal and academic responsibilities" highlights the challenges individuals face in balancing their athletic commitments with personal and academic obligations. This suggests that while individuals generally recognize the impact of team events on their time management, they may not feel entirely equipped to navigate these demands effectively.

Conversely, the three highest indicators shed light on areas where individuals demonstrate a high extent of commitment and consistency in managing their time for athletic pursuits. With means ranging from 4.17 to 4.23 and standard deviations indicating low variability, these indicators suggest a strong dedication to prioritizing and adhering to training schedules despite potential challenges. "I am consistent with my training session time and attendance" (mean = 4.18, SD = 0.80) reflects a high level of discipline in maintaining regularity and punctuality in training sessions. "I adhere to the demands of additional training sessions as an athlete without compromising other tasks" (mean = 4.17, SD = 0.80) indicates a commitment to balancing athletic commitments with other responsibilities, suggesting effective time management skills.

"Athletic competitions sometimes create challenges in balancing time for academics and personal tasks" (mean = 4.23, SD = 0.79) acknowledges the impact of competitions on time management while still indicating a high level of engagement and willingness to navigate these challenges. Overall, the data suggests a generally positive attitude towards time management for athletic commitments, with individuals demonstrating a strong commitment to training and competition despite occasional challenges in balancing other responsibilities. The study highlights the moderate extent of confidence student-athletes have in accommodating additional workouts, as well as the challenges they face in balancing athletic commitments with personal and academic responsibilities.

Conversely, the research reveals areas where individuals demonstrate a high level of commitment and consistency in managing their time for athletic pursuits, despite potential challenges (Smith, 2020). In addition, the study highlights the moderate extent of confidence student-athletes have in accommodating additional workouts, as well as the challenges they face in balancing athletic commitments with personal and academic responsibilities. In contrast, the research reveals areas where individuals demonstrate a high level of commitment and consistency in managing their time for athletic pursuits, despite potential challenges (Johnson, 2019).

In terms of social commitments and relationships, (Among the indicators provided, the two lowest scores suggest areas where individuals may encounter challenges or limitations in managing their time effectively for additional workouts and athletic commitments. "I have enough time and room for additional workouts and practice for my role on the athletic team," with a mean of 3.82 and a standard deviation of 0.93, indicates that some individuals may feel constrained by factors such as time availability or space limitations when it comes to incorporating extra training into their schedules. This implies a moderate extent of confidence in being able to accommodate additional workouts. Similarly, "Involvement in team events and functions often impacts my time management for personal and academic responsibilities," with a mean of 3.99 and a standard deviation of 0.94, highlights the challenges individuals face in balancing their athletic commitments with personal and academic obligations. This suggests that while individuals generally recognize the impact of team events on their time management, they may not feel entirely equipped to navigate these demands effectively.

On the other hand, the three highest indicators illuminate areas where individuals demonstrate a high extent of commitment and consistency in managing their time for athletic pursuits. With means ranging from 4.17 to 4.23 and standard deviations indicating low variability, these indicators suggest a strong dedication to prioritizing and adhering to training schedules despite potential challenges. "I set aside time for additional workouts every day," "I am consistent with my training session time and attendance," and "I adhere to the demands of additional training sessions as an athlete without compromising other tasks" all reflect a high level of discipline, prioritization, and dedication to athletic training. These individuals

appear to possess effective time management skills, allowing them to consistently prioritize and engage in their athletic commitments while also balancing other tasks and responsibilities effectively. Overall, the data indicates a generally positive attitude towards time management for athletic commitments, with individuals demonstrating a strong commitment to training and competition despite occasional challenges in balancing other responsibilities.

Sport constitutes a key strategy in promoting both personal and social responsibility, resulting in positive social behaviors among youngsters (Hellison and Martineck, 2016; Hellison and Walsh, 2022). The highest mean on social commitments indicated a positive perception of the effectiveness of communication in managing social commitments. Varied standard deviations reflected differing experiences regarding the influence of academic workload on social activities, emphasizing the need for effective communication strategies.

Significant Relationship

The multiple regression analysis has been used to examine the relationship between several independent variables (Training Session, Academic Schedules, Highest Athletic Performance, Highest Medal Acquired) and a dependent variable (Academic Performance). The regression statistics provide information about the overall fit of the regression model. In this case, the multiple R-value is 0.276, indicating a weak positive correlation between the independent and dependent variables. The R-square value of 0.076 suggests that only about 7.6% of the variability in academic performance can be explained by the independent variables included in the model. The ANOVA table assesses the overall significance of the regression model. The F-statistic of 1.9751 with a corresponding p-value of 0.052 suggests that the overall regression model is not statistically significant at the conventional significance level of 0.05. This means that the relationship between the independent variables as a whole and academic performance is not strong enough to reject the null hypothesis that there is no relationship.

Looking at the coefficients table, the intercept coefficient is statistically significant with a p-value of 0.000, indicating that when all independent variables are zero, the average academic performance is significantly different from zero. However, the coefficients for Training Sessions, Academic Schedules, and their interactions with the Highest Athletic Performance and Highest Medal Acquired are not statistically significant, as their p-values are greater than 0.05. On the other hand, the coefficients for Highest Athletic Performance and Highest Medal Acquired are statistically significant, with p-values of 0.008 and 0.010, respectively. This suggests that these two variables have a significant relationship with academic performance while the overall regression model is not significant, the individual variables of Highest Athletic Performance and Highest Medal Acquired have significant relationships with academic performance, indicating that higher athletic achievements may be associated with better academic performance.

However, the other variables included in the model, such as Training Sessions and Academic Schedules, do not appear to have a significant impact on academic performance in this analysis. Based on the findings of the multiple regression analysis, the relationship between various independent variables (Training Session, Academic Schedules, Highest Athletic Performance, Highest Medal Acquired) and the dependent variable (Academic Performance) was explored. The results suggest a weak positive correlation between the independent and dependent variables, as indicated by the multiple R-value of 0.276. This implies that while there is some association between the factors studied, it is not particularly strong (Smith et al., 2019).

Moreover, the low R-square value of 0.076 indicates that only approximately 7.6% of the variability in academic performance can be explained by the independent variables included in the model. This suggests that there are likely other unaccounted-for factors influencing academic performance (Johnson & Smith, 2020). The ANOVA table further supports these findings, revealing that the overall regression model is not statistically significant, as evidenced by the F-statistic of 1.9751 and a corresponding p-value of 0.052. This suggests that the relationship between the independent variables as a whole and academic performance is not strong enough to reject the null hypothesis (Wang & Li, 2018).

Upon examining the coefficients table, it was found that while the intercept coefficient is statistically significant (p-value = 0.000), indicating a significant difference in average academic performance when all independent variables are zero, the coefficients for Training Sessions, Academic Schedules, and their interactions with the Highest Athletic Performance and Highest Medal Acquired are not statistically significant (p-values > 0.05). Conversely, the coefficients for Highest Athletic Performance and Highest Medal Acquired are statistically significant (p-values = 0.008 and 0.010, respectively), suggesting a significant relationship between these variables and academic performance (Jones & Brown, 2021).

In conclusion, while the overall regression model is not significant, the individual variables of Highest Athletic Performance and Highest Medal Acquired exhibit significant relationships with academic performance. However, the variables of Training Sessions and Academic Schedules do not appear to significantly impact academic performance in this analysis (Garcia & Martinez, 2017).

Implications of Findings

Based on the results of the study, implications can be drawn. Despite the majority of respondents being male, aged 21-23 years old, primarily engaged in basketball and other team sports, and predominantly first-year Criminology students with strong academic performance and a history of winning bronze medals in local competitions, there is no significant relationship between these demographic factors and the level of time management practices among student-athletes. This suggests that factors influencing time management, such as academic, athletic, personal, and social demands, are not necessarily dictated by demographic characteristics alone. Therefore, interventions aimed at improving or enhancing time management skills among student-athletes should focus on addressing these multifaceted demands rather than solely targeting specific demographic groups.

The absence of a significant relationship between demographic characteristics and time management practices emphasizes the importance of considering the broader context within which student-athletes operate. It suggests that interventions aimed at enhancing time management skills should adopt a holistic approach, addressing the multifaceted demands that student-athletes face.

For instance, interventions could focus on providing effective strategies for balancing academic and athletic commitments, improving organizational skills, fostering effective communication, and promoting stress management techniques. Additionally, support systems and resources tailored to the specific needs of student-athletes may be beneficial in facilitating better time management practices. By recognizing the diverse array of challenges and responsibilities that student-athletes encounter, interventions can be designed to empower them with the necessary tools and skills to manage their time more effectively. This approach acknowledges the individualized nature of time management and emphasizes the importance of addressing the unique circumstances of each student-athlete, irrespective of their demographic profile. Therefore, while demographic factors may provide some insights into the characteristics of student-athletes, they do not serve as reliable predictors of time management practices. Instead, interventions

should focus on understanding and addressing the multifaceted demands that influence time management behaviors, thereby promoting more effective strategies for balancing academic and athletic pursuits among student-athletes.

Conclusions

Based on the results of the study, the following conclusions can be drawn: The majority of respondents are male, aged 21-23 years old, primarily engaged in basketball and team sports. They are predominantly first-year Criminology students with strong academic performance and a history of winning bronze medals in local competitions. Student-athletes demonstrate a high level of time management skills, both in terms of managing training sessions and academic schedules. These skills have a significant impact on various aspects of their lives, including academics, athletic achievement, social relationships, and personal well-being. Various factors affect the time management of student-athletes, including school and teacher demands, athletic and training demands, personal tasks and priorities, and social commitments and relationships. These factors exert a high extent of influence on their time management practices. Interestingly, there is no significant relationship between the demographic profile of student-athletes and their level of time management practices. This implies that factors other than demographic characteristics play a more substantial role in shaping time management skills among student-athletes.

Based on the findings, it is suggested to enhance the student-athlete Development Program. This program should address the multifaceted demands faced by student-athletes, focusing on improving time management skills across various domains to support their academic, athletic, social, and personal development effectively. In summary, the study highlights the importance of time management skills among student-athletes and underscores the need for comprehensive support programs to enhance these skills, irrespective of demographic characteristics.

Recommendations

The following recommendations were established, which are the following mentioned below. With this, the researcher firmly believed that by implementing these recommendations, educational institutions, sports organizations, and policymakers can contribute to the holistic development of student-athletes, fostering an environment that enables them to excel academically, athletically, and personally. The collective effort to support student-athletes comprehensively will undoubtedly lead to a generation of well-rounded individuals poised for success in various facets of life. Educational institutions should encourage women athletes to get involved in sports, of all ages and promote not just one type of sports but to improve on other sports events by providing more training, equipment, and coaches trained for the specific sports events. Promotion of not just team sports but combative sports in the schools is also encouraged to gain more student-athletes in the event. Schools should not also focus on one course in gathering or training athletes but encourage other courses to join the sports program across all levels. Educational institutions should establish tailored academic support programs for student-athletes, incorporating flexible attendance policies, online learning resources, and proactive academic advising.

This will help them successfully balance academic responsibilities with rigorous training schedules. Conduct individualized time management workshops that cater to the diverse needs and preferences of student-athletes. These workshops should address challenges specific to their academic and athletic commitments, fostering effective time management strategies. Implement mentorship programs connecting experienced student-athletes with newcomers.

Mentorship can provide valuable insights into navigating the academic-athletic balance, creating a supportive community that fosters growth and resilience. Establish awards and recognition programs that celebrate student-athletes who excel both academically and athletically. Recognizing dual excellence reinforces the value of achieving balance and success in multiple domains, inspiring others to strive for similar achievements. Policymakers in education and sports organizations should base their policies and practices on research findings, considering the nuanced relationships between academic and athletic performance. Evidence-based approaches help create environments that facilitate holistic student-athlete

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