

Effects of Time Management Practices on the Academic Performance of Student-Athletes

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ABSTRACT

Effective time management is crucial for enhancing productivity and overall well-being. Student-athletes often face challenges in balancing their academic responsibilities with rigorous training schedules, which can limit their time for schoolwork. This study examines the effect of time management practices on the academic performance of student-athletes, addressing the challenges they face in balancing academic responsibilities with rigorous training schedules. The primary objective is to understand how time management strategies influence their success in schoolwork. A quantitative research design using a descriptive survey approach was employed, involving 197 student-athletes from St. Paul University Surigao. Data were collected through a researcher-made questionnaire and analyzed using statistical methods, including frequency count, percentage distribution, mean, standard deviation, and one-way analysis of variance (ANOVA). The key finding indicates that time management practices such as prioritizing tasks, creating efficient schedule, and reducing procrastination do not significantly differ in their effects on academic performance when grouped by age, sex, grade level, type of sport, or general average. The study concludes that student-athletes consistently perceive time management as beneficial to their academic performance. These findings contribute valuable insights into the effects of time management on academic success, highlighting potential areas for future research to optimize time management strategies among student-athletes.

Keywords: *Time Management Practices, Academic Performance, Student-Athletes*

THE PROBLEM AND ITS BACKGROUND

Time management is the process of arranging and planning how to allocate time among various tasks; according to Wang et al., as cited by Adams & Blair (2019), it is important since it has been shown to enhance a person's quality of life significantly.

People who manage their time can become more productive, experience less anxiety and stress, and succeed more in their personal and professional responsibilities. Getahun (2023) supported that planning, combined with a disciplined allocation of time to various tasks, has been shown to increase productivity and the successful completion of a greater volume of work..

Effective time management takes on even more importance when it comes to academics. Academics have a significant effect on students' personal development, allowing them to reach their full potential and follow their interests. Students with good time management skills can benefit significantly academically and potentially professionally (Arıbaş, 2021). Additionally, academics teach students discipline, perseverance, and a feeling of purpose. Many students face multiple challenges in balancing their academic responsibilities with extracurricular activities.

In the Philippine context, Pedroso et al. (2023) stated that through the implementation of effective time management practices, students can experience a reduction in stress, an increase in productivity, and ultimately achieve success in both their academic and work pursuits.

However, while effective time management is important for all students, student-athletes face different challenges in dividing their time due to demanding training schedules that include early morning and after-class training, combined with competition commitment, which leaves them with limited time to allocate to their academics. Time management practices are necessary for all student-athletes to effectively divide their time into various tasks. Practicing managing their time correctly will help them stay on track in academics and balance their responsibilities.

For instance, St. Paul University Surigao provides different athletic programs for students, such as individual, dual, and team sports. These programs require student-athletes to allocate time for training and competitions. However, researchers have observed that student-athletes struggle to allocate their time to academic and athletic pursuits due to the demands of sports participation. As a result, they often struggle to fulfill their academic responsibilities, such as assignments, projects, independent learning activities, and collaborative work, and have less time for studying. These factors may increase stress and procrastination and affect student-athletes' academic performance.

This study aims to understand the specific time management practices, such as prioritizing tasks, creating efficient schedules, and reducing procrastination, on the academic performance of student-athletes. Furthermore, the researchers seek to identify and recommend practical strategies that student-athletes can use to enhance their time management skills and improve their academic success.

Conceptual Framework of the Study

This study was anchored to the work of Quimbo (2023) entitled Athletic Participation, Time Management, and Academic Performance of Student-Athletes in San Isidro, Leyte. Quimbo identified three (3) variables: athletic participation, time management, and academic performance. These variables are crucial for student-athletes to improve their academic performance by equipping them with enhanced time management skills. It will examine the effectiveness of these skills in prioritizing tasks, creating efficient schedules, and reducing procrastination, ultimately leading to more tremendous academic success for student-athletes.

The first box indicates the profile of the selected participants in St. Paul University Surigao, which includes: age, sex, grade level, type of sports, and general average.

Age. It refers to the length of time a person has lived since birth, and It may influence their time management skills; student-athletes may have different strategies for time management skills depending on their maturity.

Sex. Males and Females exhibit diverse necessities, consumption, and life decision-making; hence, deliberating the participants' gender can equip researchers with contrasting results and perspectives based on their critical thinking.

Grade Level. It refers to a particular educational stage or level in educational institutions. It can intensify the time management practices on academic performance of student-athletes based on their grade level from Junior High School grades 7-10 to Senior

High School grades 11 and 12 of student-athletes based on their grade level from Junior High School grades 7-10 to Senior High School grades 11 and 12.

Type of Sports. This refers to the specific athletic activity the student-athlete participates in, such as individual, dual, or team sports. The time demands and specific skills required by different sports might influence the challenges student-athletes face in managing their time effectively.

General Average. It refers to the overall academic performance of student-athletes across all courses or areas. Generally, their overall grade point average (GPA) or a comparable number indicates their academic achievements. It provides insight into how well student-athletes are managing both aspects of their lives and can be indicative of their ability to balance the demands of athletics and academics effectively.

The second box indicates the variables of understanding and addressing the effects of time management on the academic performance of student-athletes.

Prioritizing Task. It refers to the systematic process by which student-athletes assess, categorize, and organize their academic and athletic responsibilities based on their importance, urgency, and potential impact on academic performance. This includes allocating time and resources effectively to ensure that assignments crucial to academic performance are completed on schedule and efficiently while fulfilling commitments related to sports participation.

Creating Efficient Schedule. It refers to the structured scheduling and allocation of time to academic, athletic, and personal activities that maximize productivity, reduce conflicts, and enhance overall performance. This includes organizing study sessions,

training, competitions, and rest periods in an organized manner to promote success
in

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both areas.

Reducing Procrastination. It refers to the active effort to reduce the tendency to delay or avoid academic tasks and responsibilities. It is measured based on student-athletes ability to begin and complete their academic tasks, leading to potential enhancements in their grades and reductions in stress levels.

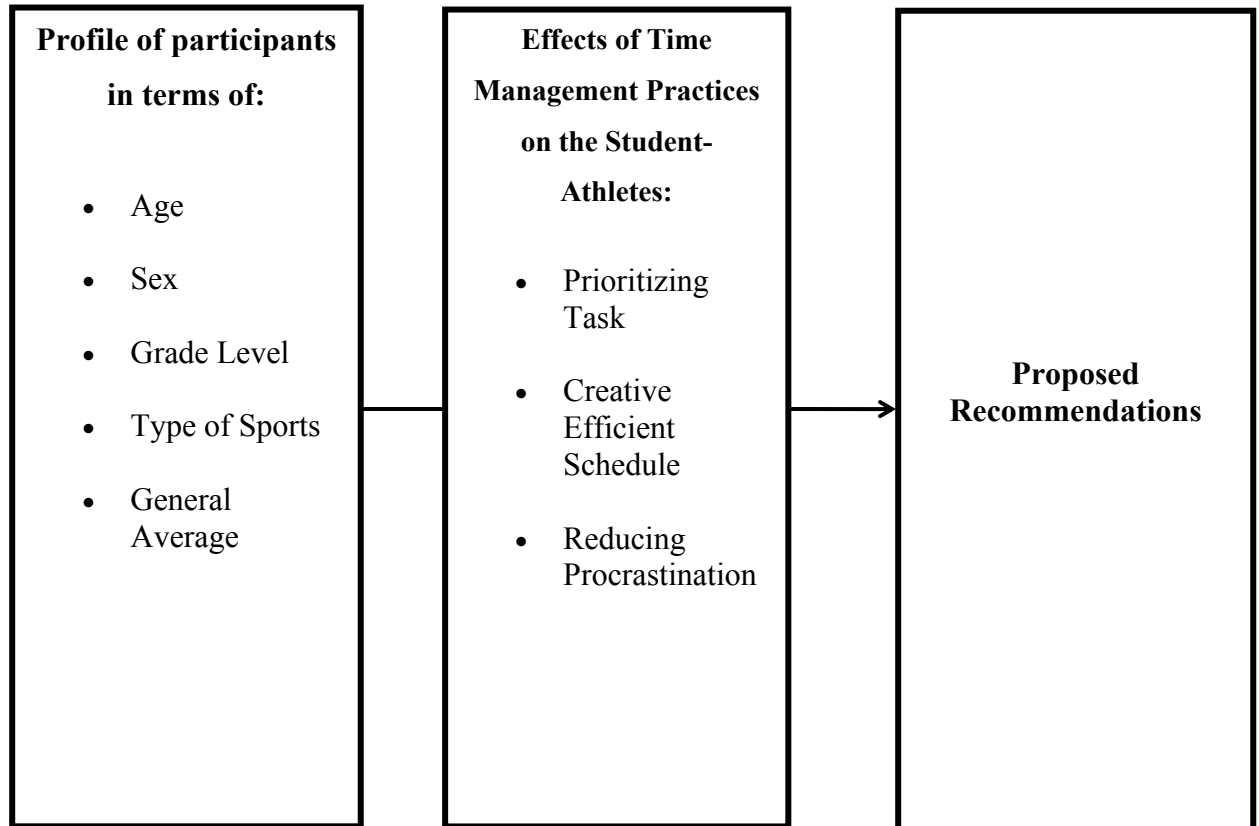


Figure 1. *Schematic Diagram of the Study*

Statement of the Problem

This study aimed to determine the effects of time management practices on the academic performance of student-athletes, which specifically sought to answers the following research problems;

1. What is the profile of the participants in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. grade level;
 - 1.4. type of sports; and
 - 1.5. general average?
2. What are the effects of time management practices on the academic performance of student-athletes in terms of:
 - 2.1 Prioritizing Task
 - 2.2 Creating Efficient Schedule, and
 - 2.3 Reducing Procrastination
3. Is there a significant difference in the effects of time management practices on the academic performance of student-athletes when grouped according to the profile variable of the participants?
4. Based on the result of the study, what recommendations may be proposed?

Hypotheses

At 0.05 level of significance, it was hypothesized that there was no significant difference in the effects of time management practices on the academic performance of student athletes when grouped according to the profile variable of the participants.

Significance of the Study

This research determined the effects of time management practices on the academic performance of student-athletes in terms of prioritizing task, creating efficient schedule, and reducing procrastination, The following individuals and groups of people may benefit from the result of the study:

Student-athletes. This study may motivate student-athletes by providing time management strategies to improve their academic performance. Through developing time management practices, they can learn how to prioritize tasks, create efficient schedules, and avoid procrastination. Student-athletes can effectively overcome their demanding schedules, leading to academic and sports success.

School Administrators: This study can help school administrators understand how time management impacts student-athletes academic performance. By recognizing its importance, administrators can organize symposiums and workshops to teach student-athletes how to balance their studies and sports. This support can lead to better academic success and a healthier overall experience for student-athletes.

Teachers. For them to identify student-athletes who may struggle with time management. This enables more focused assistance to help these student-athletes succeed.

Coaches. The findings can assist coaches to understand the academic challenges that student-athletes experience due to time restrictions. Moreover, to develop targeted programs and offer flexible scheduling options, directly improving student-athletes' academic success. 431

Parents. This study may provide insights for parents to help their children develop effective time management practices and eventually improve their academic performance and overall well-being

Future Researchers. The result of the study may also be of interest to potential researchers. It could be a guide to collect information and data in the society.

Scope and Limitation of the Study

The goal of the study was to gain a better understanding of how time management practices affect the student-athlete's academic performance. The researchers aimed to determine the relationship between time management practices and academic performance among Junior and Senior High School student-athletes at St. Paul University Surigao. This study will be conducted during the Academic Year 2024- 2025. The study is only limited to collecting data and administering the questionnaire via a paper survey questionnaire.

Definition of Terms

To better understand and identify the differences in this study, the following terms were defined:

Academic Performance. It refers to achievements and outcomes on their academic obligations, such as grades, test scores, and class participation.

Time Management Practices. These are strategies and techniques for planning and controlling how to spend time to increase efficiency and productivity effectively. This involves setting goals, prioritizing tasks, and using tools to stay organized and focused.

Student-Athletes. This refers to students enrolled in a college or university who also participate in competitive sports offered by the institution. They are expected to balance their academic studies with the demands of their athletic commitments.

REVIEW OF RELATED LITERATURE

This chapter provides an overview and insights regarding the strong points and limitations of previous studies that support the researcher's output.

Time management is carefully planning and controlling the time spent on various activities to increase productivity and achieve goals. (Getahun, 2023). This skill is essential in all aspects of life, from personal and professional fields to academic, social, and health-related contexts.

As Chaudhari (2022) stated, everyone has many obligations and managing time is important. It highlights the significance of time management by emphasizing its central component: the alignment of actions with goals and objectives. Moreover, it elaborated that effective time management enables individuals to allocate resources, such as time, energy, and attention, to maximize their impact on goal achievement. Individuals can make the most of their resources and optimize their productivity by identifying priorities.

Time management becomes crucial for student-athletes, who must balance demanding academic workloads with training schedules, travel for competitions, and other athletic commitments. Pedroso et al. (2023) supported that student-athletes may reduce stress, increase productivity, and succeed in the classroom and field by developing good time-management skills. Their results show how important time management is to helping student-athletes achieve their academic and athletic goals and emphasize the importance of providing them with focused treatments to help them develop these

abilities. Effective time management for student-athletes involves not only prioritizing

tasks and setting goals but also coordinating with coaches, teammates, and academic advisors to ensure that commitments are met and academic progress is maintained. It is important for student-athletes to communicate openly and work closely with those involved in their academic and athletic pursuits to stay on track and succeed in both areas.

Balancing demanding training schedules, travel for competitions, and academic coursework is a unique challenge for student-athletes. Additionally, they often face time constraints and the expectation to excel in academics and athletics. As Quimbo (2023) elaborated, the existence of the time management variable can help boost the positive relationship between athletic participation and academic performance. Quimbo's study investigated the connection between student-athletes' academic success and time management skills. The study supported the idea that effective time management allows student-athletes better to balance their academic commitments with their athletic pursuits.

Prioritizing Task

Prioritizing tasks is a skill in time management and goal outcome. According to Teng and Mustafa, individuals are often assigned numerous tasks and responsibilities, making it essential to allocate time and resources efficiently. (2018), prioritizing tasks for student-athletes is a crucial skill that involves evaluating and organizing their academic and athletic responsibilities. In addition, Castro (2024) stated that student-athletes have hectic schedules because the goal of sports training is to improve both the physical and mental aspects of athletic performance; therefore, prioritizing tasks is crucial for student-

athletes to avoid conflicts among academic responsibilities and athletic pursuits. 435

Effective prioritization ensures student-athletes can allocate sufficient time and energy to both aspects of academics and sports without sacrificing one for the other.

Moreover, Linner et al. (2021) mentioned that student-athletes assess all their academic assignments, tests, projects, and deadlines, as well as their athletic commitments such as training, sessions, competitions, and team meetings, which might coincide. Prioritizing tasks based on their importance and urgency may help student-athletes control and organize their responsibilities in academics and sports efficiently and avoid conflicts among various tasks. Additionally, Colonia et al. (2023), stated that categorizing tasks enables students to optimize their productivity, focus on important tasks, and maintain a healthy work-life balance, leading to improved academic achievements. Student-athletes can optimize their productivity, minimize stress, and achieve their goals more efficiently by organizing tasks based on their importance, urgency, and value. One of the aspects of prioritizing is knowing the important and urgent tasks. Each task can be categorized based on its importance and urgency regarding deadlines or upcoming events. Once tasks are categorized, student-athletes allocate their time and resources effectively.

Furthermore, Smith et al. (2023) suggest that student-athletes can maximize their academic and athletic training performance by utilizing time management strategies, scheduling tools, and support networks like coaches and academic advisors.

Hendrix & Johnson, cited by Brecht & Burnett (2019), elaborated that student-athletes at all levels of competition must meet academic requirements while balancing

their athletic and academic responsibilities. It requires efficient organization and prioritization in allocating tasks to ensure that both areas receive equal attention.

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Creating Efficient Schedule

Creating a schedule involves planning and organizing how to spend time each day. It helps individuals manage tasks, commitments, and activities. According to Parke et al. (2018), planning methods can increase daily motivation and performance. They are effective in helping manage time effectively, stay organized, and achieve goals.

In the student-athlete context, creating an efficient schedule is all about managing time effectively for academics, athletics, and personal activities. As stated by Pujianto and Nupiyanto (2024), student-athletes find it is not easy to balance between the role of being an athlete and the role of being a student at school.

Additionally, the study by Hamatani (2019) stated that time management and scheduling are challenging since student-athletes face many activities that must be completed in a single day. The main problem is figuring out how to handle all these things with time management skills. Students must enhance their time management abilities to succeed in their academic and athletic pursuits. Therefore, dividing time properly between classes, sports, and oneself allows student-athletes to increase productivity, reduce conflicts, and improve overall academic and athletic performance.

Moreover, Andini and Rusmini (2022) suggest that preparing a schedule can train students to manage project completion time and the division of project completion in detail. By making a schedule, student-athletes can allocate enough time to study, do

homework, and prepare for tests. In addition, Gomez et al. (2018) mentioned that, 437
similarly, in the context of sports, efficient scheduling helps student-athletes create a
balance between practice, games, and competitions.

As Marangoni et al. (2023) further elaborated, student-athletes face many
responsibilities: school, work, long hours of practice, and physical, emotional, and social
demands. An accumulation of these factors, combined with the inability to cope with
such demands effectively, can lead an athlete to experience high levels of burnout.

Balancing priorities is key as the high-performance student athlete aims to reach a
high level academically while continuing to perform in their sport. As stated by the study
of Ines (2021), balancing time and making a schedule reduces the chance of burnout or
injury; athletes can maximize their performance by strategically scheduling their sporting
commitments around their academic duties. By having an organized schedule of daily
activities, student-athletes can better manage their workload, reduce the pressure
associated with balancing athletics and academics, and promote a balanced lifestyle. In
addition, Santos et al. (2020) stated that those who are good at managing their time feel
more fulfilled and satisfied in their academic and physical pursuits. Student-athletes can
have successful lives both on and off the field by finding a healthy balance between
training, schoolwork, and personal activities.

Reducing Procrastination

Procrastination is delaying or postponing tasks to the detriment of one's
productivity, efficiency, and well-being (Yan & Zhang, 2022). It is commonly

conceptualized as an irrational tendency to delay required tasks or assignments despite

the adverse effects of this postponement on individuals and organizations. According to Pazos and Cozar (2023), reducing procrastination and implementing strategies are important to decrease the possibility of delaying obligations and duties.

For instance, Rodriguez et al. (2020) mentioned that in education, academic procrastination is an impairment in decision-making and in resolving conflicts that arise for students when deciding whether to satisfy the requirements of the environment or to complete academic homework.

However, student-athletes often have busy schedules that require them to balance rigorous training and competition schedules with academic responsibilities, and procrastination can lead to incomplete assignments, missed deadlines, and poor time management, resulting in lower grades and academic setbacks. As supported by Zehra & Melek. (2024), student-athletes procrastination behaviors can hinder academic and athletic performance. Moreover, Seema (2024) elaborated that student-athletes who procrastinate may experience increased stress and anxiety as deadlines approach, which can interfere with their ability to focus during training sessions and competitions. Procrastination may result in cramming, thus making student-athletes feel pressured and stressed. In addition, student-athletes may juggle social and financial commitments, which can add stress and hinder their ability to manage their dual roles effectively. This stress can then significantly impact their academic and athletic performance.

Furthermore, Liu and Taresh (2024) stated that developing effective time management and procrastination-reduction strategies early on can set student-athletes up

for long-term success in their academic and athletic endeavors. In addition, Svartdal et al. (2020) suggest that learning to prioritize tasks, manage time efficiently, and overcome procrastination challenges can create habits that contribute to success beyond their collegiate years. Reducing procrastination allows student-athletes to develop valuable life skills that will benefit them in their future careers and personal lives. Addressing procrastination among student-athletes is essential for promoting academic success, enhancing athletic performance, protecting mental well-being, fostering long-term success, and facilitating personal growth. As supported by Campos (2020), by implementing effective strategies to reduce procrastination, student-athletes can maximize their potential and thrive both on and off the field.

In contrast, Hen and Geroshit (2018) suggest that procrastination is believed to be a self-regulation failure associated with various personal and situational determinants. It can contribute to the argument that procrastination serves as an immediate emotional relief for some people, followed by adverse outcomes that enhance the desire to change this habit.

Age, Sex, Grade Level, Type of Sports, and General Average

Age plays a complex role in student-athlete time management. According to Dube and Grobbelaar (2022), age significantly predicts academic success among student-athletes, with older athletes generally achieving higher academic results.

However, older student-athletes may also navigate more complex social lives, requiring them to balance academics, sports, and personal interests. In addition, Laureys et al. (2021) that maturity levels can vary within age groups, and the specific demands of different sports further influence time management challenges faced by student-athletes.

In contrast, Bezuglov et al. (2022) stated that young athletes may not always transition into being ranked among the best senior athletes. Younger athletes, with less developed planning skills and potentially lighter academic workloads, may rely more on external structure from parents or coaches. However, young athletes often possess specific attributes or skills that can contribute to their potential for success as seniors. As they mature, cognitive development can enhance organizational abilities, increasing academic demands and potentially more intense training schedules necessitating stronger time management.

Their gender greatly influences time management through a variety of factors. Sultana (2022) investigates whether there are significant differences in how male and female university students manage their time. Their findings mentioned that gender-specific factors can influence their experiences and strategies for balancing commitments. Gender roles and societal expectations may influence how student-athletes prioritize their

time. Gender differences in the demands of training and competition can have an impact on how student-athletes manage their time.

Wilson et al. (2021) supported this by stating in their study that female students experienced fewer subject failings and showed improved attitudes toward time-management attributes compared to their male counterparts. This is because student-athletes of different genders may experience variations in practice schedules, training intensities, or competition seasons, affecting their availability for other activities such as academic pursuits. Variations between genders in psychological aspects can influence student athletes' time management techniques. For instance, male and female athletes may approach time management responsibilities differently due to differences in their coping strategies and personality features. As Sandbakk et al. (2022) mentioned, there is a need for female perspectives in sports and invites further in-depth investigations of the identified gender/sex differences within the respective disciplines of training, physiology, psychology, and sociology.

As students progress through higher grade levels, they face more demanding academic requirements, such as more complex assignments and greater expectations from teachers. According to Ketcham et al. (2022), Students in higher grade levels had more goal and priority setting than those in lower grade levels. Their study showed that as grade levels increase, students may have to manage much more advanced courses that require them to establish clear goals to succeed in education. This escalation in academic responsibilities requires practical time management skills to balance academic obligations and athletic pursuits.

Grade level is crucial for understanding student-athletes time management since it represents cognitive development and the evolving challenges of balancing academics and sports. Pellegrini and Hesla (2018) have resulted in student-athlete time allocation in grade levels. Their findings emphasize the significance of grade level in shaping how student-athletes manage their time. Their discussion likely uncovered variations in time management strategies among student-athletes at different grade levels of their academic journey under the factors that influence time allocation, such as academic and athletic workload. 441

There are significant differences in the difficulty of training across different varieties of sports. As Aira et al. (2019) mentioned, both training volume and overall physical activity in a sport play a role in athletes' performance and athletic development. The differences in training schedules reflect the specific nature of different sport types. The physical demands of the sport, the technical skills needed, the amount and intensity of training, and the psychological components of competition contribute to these differences. Training volume and intensity might differ significantly based on the sport and competition schedule.

Bompa and Haff (2021) elaborated on sports training as a process by which an athlete is prepared for the highest level of performance possible. The training process targets the development of specific attributes correlated with the execution of various tasks in different sports. Time management comes into impact when athletes make advance plans, efficiently arrange travel, and adapt training plans to fit competition schedules and recovery requirements specific to their sport.

Furthermore, Quimbo (2023) stated that various sports have different training and competition schedules, and each has its requirements and demands for athletes.

Hence, they must use time management techniques that work for them and fit into their sports training and competition schedules.

According to Papadogiannis et al. (2023), the GPA is a universally recognized and utilized metric of academic performance that is also considered to measure a student's potential for academic performance in the future. The concept of the general average, often represented by the cumulative grade point average (GPA), serves as a fundamental metric in understanding the time management of student-athletes. It indicates their capacity to excel in multiple domains simultaneously, reflecting their commitment to personal and academic development. Moreover, Johnson (2023) stated that GPA plays a crucial role in opening doors to future opportunities for student-athletes. In addition, Castagnola (2023) elaborated that a high GPA can enhance their chances of securing athletic scholarships, admission to colleges or universities, and even professional opportunities beyond their athletic careers. It is a key factor in assessing how student-athletes handle their busy schedules.

Synthesis of the Review

The study of Quimbo (2023) explored the connection between student-athletes academic achievement and their ability to manage their time. Meanwhile, the study of Adams & Blaire (2019) only covers the impact of time management behaviors on students. Previous studies have often talked about time management's effects on student athletes' academic performance. This study and previous studies about time management on students has a similar focus on understanding the effects of time management in relation to academic achievement of student-athletes.

Quimbo's study has similar objectives to this study, specifically aiming to share strategies for student-athletes to manage their time effectively that impact their academic performance and athletic pursuit. However, this study takes a more specific approach, centering on the challenges encountered by student-athletes who are tasked with managing the workload of school assignments alongside their athletic training. While past research has provided insights into the relationship between time management and academic success, the present study focuses on the balance required to manage a heavy school workload while maintaining active involvement in athletics. It offers a deeper understanding of the effect of time management on the academic performance of student-athletes and aims to offer strategies for time management practices.

METHOD

This chapter introduced and described the methodological approach and procedures of the study including the research design, participants, instrument, data gathering procedures, ethical consideration, and data analysis in treating the data.

Research Design

This study utilized a quantitative approach employing a descriptive survey technique. The chosen research design is appropriate because the study aimed to attain more excellent knowledge and understanding of the Effects of Time Management Practices on the Academic Performance of Student-Athletes. The researchers used the quantitative method to observe the effects of time management practices on the academic performance of student-athletes, which include prioritizing tasks, creating efficient schedules, and reducing procrastination.

Participants

This research only included participants from Junior High School to Senior High School Student-Athletes who participated in division and regional athletic meets at St. Paul University Surigao. In this study, the researcher used purposive sampling to obtain the sample. The participants were selected based on the purpose of the sample and according to the needs of the study.

Instrument

The instrument the researchers used to gather data was a researcher-made questionnaire. It underwent validation to ensure credibility and efficiency in data gathering. There were two (2) parts to the questionnaire. The first part is about the profile of the participants, which included age, sex, grade level, type of sports, and general average. The second part is the Effects of Time Management Practices on the Academic Performance of Student-Athletes regarding prioritizing tasks, creating efficient schedules, and reducing procrastination.

Data Gathering Procedure

Before handing out the survey questionnaire, a request letter was sent to the St. Paul University Surigao school principal to allow the researchers to conduct the study. The researchers sought participants who were enrolled in St. Paul University Surigao. Participants are the student-athletes from Junior High School to Senior High School. Afterward, the researchers informed the participants about their research and the need to gather data. The researchers asked permission from the participants if they would allow them to conduct the study. Then, questionnaires were disseminated to the participants who agreed to participate in conducting the study. After answering the questionnaires, the researchers recorded, classified, analyzed, and interpreted the results based on the study's purpose through statistical tools. Then, questionnaires were disseminated to the participants who agreed to participate in conducting the study. After answering the questionnaires, the researchers recorded, classified, analyzed, and interpreted the results based on the study's purpose through statistical tools

Data Analysis

The quantitative data was subjected to the following statistical tools:

Frequency Count and Percentage Distribution. These statistical tools were utilized to treat the profile of the participants.

Mean and Standard Deviation. These measures are used to determine the effects of time management practices on the academic performance of student-athletes.

Scale	Interval	Verbal Interpretation	Code	Qualitative Description	Code
4	3.25-4.00	<i>Strongly Agree</i>	SA	<i>Always</i>	A
3	2.50-3.24	<i>Agree</i>	A	<i>Often</i>	O
2	1.75-2.49	<i>Disagree</i>	D	<i>Sometimes</i>	S
1	1.00-1.74	<i>Strongly Disagree</i>	SD	<i>Never</i>	N

Analysis of Variance (ANOVA). This tool was used in finding the significant difference on the effects of time management practices on the academic performance of student athletes should possessed when grouped according to profile.

Ethical Considerations

In conducting the study and gathering data, the researchers considered the following ethics:

Informed Consent. The researchers asked for consent from the School Principal of St. Paul University Surigao and the selected participants. A letter was sent asking to allow the researchers to conduct the study and explain the study's objectives. Once

approved, the respondents have the right to ask the researchers questions concerning the study and withdraw after. 446

Confidentiality. Personal information about the participants of this study, such as their age, sex, grade level, type of sports, and general average, was kept confidential by the researchers and not revealed nor shared with others. This is a way to respect the participants' privacy, which can bring extreme circumstances.

Honesty and Integrity. To collect good and accurate data, the researchers and the participants observed honesty and integrity to avoid complications that could affect the study.

Relationship with the respondents. Researchers have a strictly professional relationship with the respondents to collect good data. This will be before and during the data collection to avoid influences and tampered data that may affect the study conducted by the researchers.

Originality of the Published Work. Plagiarism is a significant problem in higher education. This is an author or researcher's practice to ensure that all published work is original and free of any document, findings, or language. This method in which an author or researcher must ensure that all works that will be published are original and free of any text, data, or phrases that have been borrowed, distorted, or used without knowing where the information was collected, such as concepts, procedures, results, or even the author's or publication's words.

RESULTS AND DISCUSSION

This chapter presents the result and discussion of the data. The data presented follows the order of the problems cited in the statement of the problem; profile of the participants, and the significant difference of the effects of time management practices on the academic performance of student athletes as to profile.

Table 1. *Profile of the Participants*

Profile		f (197)	%
Age			
	12 years old	7	4
	13 years old	10	5
	14 years old	14	7
	15 years old	33	17
	16 years old	44	22
	17 years old	81	41
	18 years old	8	4
Sex			
	Male	121	61
	Female	76	39
Grade Level			
	Grade 7	12	6
	Grade 8	9	5
	Grade 9	24	12
	Grade 10	32	16
	Grade 11	62	32
	Grade 12	58	29
Type of Sports			
	Individual/Dual	102	52
	Team	95	48
General Average			
	80-85	32	16
	86-90	89	45
	91-95	75	38
	96-100	1	1

Table 1 presents the profile of the 197 selected student-athletes based on age, sex, grade level, type of sport, and general average.

In terms of *age*, most student-athletes are 17 years old, comprising 81 participants (41%). This is followed by 16-year-olds with 44 (22%), 15-year-olds with 33 (17%), 14-year-olds with 14 (7%), 13-year-olds with 10 (5%), 18-year-olds with 8 (4%), and lastly, 12-year-olds with 7 participants (4%).

Regarding *sex*, most student-athletes are male, accounting for 121 (61%), while females comprise 76 (39%). This indicates a higher participation of male athletes compared to female athletes.

In terms of *grade level*, most participants are in Grade 11, with 62 (32%), followed by Grade 12, with 58 (29%). Grade 10 has 32 participants (16%), Grade 9 has 24 (12%), Grade 7 has 12 (6%), and Grade 8 has the fewest with 9 (5%). This distribution suggests a higher concentration of student-athletes in the upper-grade levels, which may offer insights into the relationship between time management and academic performance as students advance in their education.

Regarding the *type of sport*, a slightly higher number of student-athletes participate in individual or dual sports (102 or 52%) compared to those in team sports (95 or 48%).

As for their *general average*, most student-athletes (89 or 45%) have an average between 86 and 90. This is followed by 75 students (38%) with an average between 91 and 95. Additionally, 32 students (16%) have an average between 80 and 85, while only

one student (1%) has an average between 96 and 100. Overall, most student-athletes

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maintain a general average within the 86-90 range.

Table 2.1 *The Effects of Time Management Practices on the Academic Performance of Student Athletes in terms of prioritizing task*

Indicators		M	SD	VR	I
Prioritizing Task					
1.	I prioritize tasks in my schedule based on deadlines and importance.	3.46	0.69	SA	A
2.	I tend to focus on one task at a time, either academic or athletic, to avoid feeling overwhelmed.	3.26	0.74	SA	A
3.	I prioritize my academic tasks without compromising sports training.	3.17	0.77	A	O
4.	I am able to focus on sports training without worrying about my academic responsibilities.	2.93	0.90	A	O
5.	I consistently evaluate the impact of my prioritization on my overall academic and athletic achievement.	3.33	0.72	SA	A
Average		3.23	0.76	A	O
Scale	Interval	Verbal Response	Code	Interpretation	Code
4	3.25-4.00	<i>Strongly Agree</i>	SA	<i>Always</i>	A
3	2.50-3.24	<i>Agree</i>	A	<i>Often</i>	O
2	1.75-2.49	<i>Disagree</i>	D	<i>Sometimes</i>	S
1	1.00-1.74	<i>Strongly Disagree</i>	SD	<i>Never</i>	N

Table 2.1 shows that student-athletes effectively prioritize tasks, balancing their academic and athletic responsibilities. This is evident from the high mean score, indicating a generally positive attitude toward the effects of time management practices. On average, this is verbally interpreted as *Agree* and qualitatively described as *Often* (M=3.23, SD=0.76). This suggests that student-athletes frequently assess, categorize, and

organize their academic and athletic responsibilities based on their importance, urgency 450

and potential impact on their academic performance.

Student-athletes prioritize their tasks based on importance and urgency to manage their academic responsibilities effectively. By creating schedules, they aim to avoid being overwhelmed by overlapping tasks, which could negatively impact their academic performance. This finding is supported by Linner et al. (2021), which suggests that student-athletes manage their academic responsibilities, such as assignments, tests, and projects, and their athletic obligations, such as practices, competitions, and team meetings, which may overlap. Student-athletes can better organize their commitments in academics and sports by ranking tasks in order of importance and urgency, which helps reduce potential conflicts. This emphasizes that effective time management is a key factor in balancing the demands of both academic and athletic commitments.

Moreover, prioritizing tasks allows student-athletes to allocate sufficient time and resources to complete essential academic assignments while meeting their responsibilities related to sports participation. As indicated by Ator and Ortizo (2024), students' decisions are largely influenced by their ability to manage time effectively. This suggests that most student-athletes are highly aware of the need to prioritize their tasks and ensure they can meet academic and athletic demands. As a result, effective time management and task prioritization are crucial factors in allowing student-athletes to balance their commitments and achieve success. This highlights that their decisions are influenced by a strategic approach to organizing responsibilities, with the understanding that maintaining this balance contributes to both their academic and athletic performance.

Among the five indicators, the item *I prioritize tasks in my schedule based on deadlines and importance* received the highest mean ($M=3.46$, $SD=0.69$), which can be interpreted as *Strongly Agree* and described as *Always*. This suggests that student-athletes are proactive and driven, making efforts to balance their academic and athletic responsibilities to avoid conflicts. Prioritizing tasks is crucial for preventing clashes between academic duties and athletic commitments. By effectively organizing their tasks, student-athletes can allocate the necessary time and energy to academics and sports without compromising one for the other (Castro, 2024). 451

Liu and Taresh (2024) support this, noting that prioritizing tasks based on deadlines and importance is essential for effective time management, especially for student-athletes who face overlapping demands. Similarly, Colonia et al. (2023) found that individuals who engage in effective time management, such as task prioritization, report higher academic performance and reduced stress. Prioritizing tasks helps individuals allocate their time and energy efficiently, leading to improved outcomes in both academics and extracurricular activities. This finding shows that student-athletes understand the importance of making informed decisions about which tasks to prioritize, allowing them to focus on high-priority activities while maintaining a balance between their academic and athletic commitments.

On the other hand, the item *I am able to focus on sports training without worrying about my academic responsibilities* received the lowest mean ($M=2.93$, $SD=0.90$), which can be verbally interpreted as *Agree* and qualitatively described as *Often*. This implies that while some student-athletes can focus on their sports training, some still experience

concern or stress regarding their academic obligations. This result shows that balancing

the demands of academics and athletics can be challenging for student-athletes, and they may struggle to fully disconnect from their academic responsibilities during training or competition. According to Liu (2024), the difficulty in focusing on sports training due to academic worries may be attributed to the overlapping nature of these commitments.

Student-athletes face rigorous academic coursework and intense sports training schedules, so it can be difficult to compartmentalize their responsibilities. balancing the demands of academics and athletics can be challenging for student-athletes.

This finding aligns with the study of Santos et al. (2020), who suggested that the stress of managing dual responsibilities can hinder performance in both academic and athletic areas. However, despite the challenges, it is important to recognize that this result reflects a positive level of agreement, suggesting that many student-athletes can find a way to focus on training, even if they occasionally worry about academics. The ability to focus on training while managing academic responsibilities demonstrates resilience and time management skills, which are crucial for success in both demands.

Table 2.2 *The Effects of Time Management Practices on the Academic Performance of Student Athletes in terms of creating efficient schedule*

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Indicators		M	SD	VR	I
Creating Efficient Schedule					
1.	I make a weekly schedule that includes time for academic work, athletic training, and personal activities.	3.26	0.76	SA	A
2.	I review and adjust my schedule to ensure I stay on track with both schoolwork and athletics.	3.34	0.77	SA	A
3.	I divide large tasks like assignments or training sessions into smaller, manageable steps to avoid feeling overwhelmed.	3.32	0.70	SA	A
4.	I adjust my schedule during exams or competition seasons to prioritize critical academic and athletic tasks.	3.42	0.66	SA	A
5.	I regularly assess the effectiveness of my schedule to ensure that it supports both academic success and athletic performance without leading to burnout.	3.40	0.63	SA	A
Average		3.35	0.70	SA	A
Scale	Interval	Verbal Response	Code	Interpretation	Code
4	3.25-4.00	<i>Strongly Agree</i>	SA	<i>Always</i>	A
3	2.50-3.24	<i>Agree</i>	A	<i>Often</i>	O
2	1.75-2.49	<i>Disagree</i>	D	<i>Sometimes</i>	S
1	1.00-1.74	<i>Strongly Disagree</i>	SD	<i>Never</i>	N

Table 2.2 displays the effects of time management practices on student-athletes academic performance in terms of creating efficient schedules. On average, it is verbally interpreted as *Strongly Agree* and qualitatively described as *Always* (M=3.35, SD=0.70). This shows that student-athletes take the initiative by creating efficient schedules to allocate their time effectively between academic and athletic responsibilities. It implies that student-athletes assess their academic and sports responsibilities by developing an

organized schedule to manage their time, stay on track, and avoid conflicting commitments. 454

According to Ator & Ortizo (2024), creating a well-organized schedule allows student-athletes to manage their time more effectively, ensuring they allocate sufficient time for their academic and athletic commitments. Planning helps student-athletes avoid last-minute cramming for exams or missing important practices, preventing issues in their academics and athletic performance.

An organized schedule helps student-athletes maintain a clear overview of their daily tasks, allowing them to stay on track and meet both academic deadlines and athletic requirements without compromising either responsibility. As supported by Santos et al. (2020), student-athletes who actively manage their schedules tend to perform better in both areas, highlighting the importance of a well-organized schedule for success in both academics and athletics.

Among the five indicators, the item *I adjust my schedule during exams or competition seasons to prioritize critical academic and athletic tasks* received the highest mean ($M = 3.42$, $SD = 0.66$), which can be verbally interpreted as *Strongly Agree* and qualitatively described as *Always*. This indicates that most student-athletes adapt their schedules during high-stress periods, such as exams or competition seasons, to ensure that their academic and athletic responsibilities are effectively managed. The need for academic success, athletic performance, and personal well-being likely influences the students' decisions. As supported by O'niel et al. (2021), the dual pressures of school assignments and competition schedules create periods of intense stress, requiring student-

athletes to adopt adaptive time management strategies to excel in both areas. This suggests a high level of time management skills, where student-athletes recognize the importance of being flexible and strategic with their time during critical periods. 455

This is consistent with the study of Gomez et al. (2018), which highlights that successful student-athletes often need to adjust their schedules during peak academic and athletic periods to perform well in both areas. Student-athletes' ability to prioritize critical tasks is essential for ensuring that neither academics nor athletics suffer during stressful times. Without this practice, there is a risk of overburdening themselves, leading to stress or burnout, which can negatively affect academic and athletic performance.

Thompson et al. (2024) further elaborated that this practice improves time management and contributes to long-term success and well-being by promoting better stress management and mental clarity. Maintaining a flexible and realistic approach helps student-athletes handle the rigorous demands of schoolwork and sports while developing important life skills like self-regulation. This means that the ability of student-athletes to adjust their schedules during high-stress periods, such as exams or competition seasons, plays a significant role in balancing academic, athletic, and personal demands.

On the other hand, the item *I make a weekly schedule that includes time for academic work, athletic training, and personal activities* got the lowest mean ($M=3.26$, $SD=0.76$), which can be verbally interpreted as *Strongly Agree* and qualitatively described as *Always*. This indicates that most student-athletes value planning their time each week to balance academic work, athletic training, and personal activities. The relatively high mean score shows that many student-athletes strive to plan their time

effectively, and those who follow through with it can better manage the competing demands of academics and athletics. 456

According to the study of Quimbo (2023), when student-athletes create a weekly schedule that allocates their time to academic work and athletic training, they are more likely to experience positive outcomes in both areas. This practice is particularly encouraging, as it shows that student-athletes are aware of the need to be organized on their academic responsibilities, athletic training, and personal well-being, as this ability to effectively make the schedule and allocate time for each of these areas is an important skill that supports both their academic and athletic success. Santos & Sagas (2022) also added that by organizing their time by making a weekly schedule, student-athletes can ensure that they can allocate sufficient time for studying, completing assignments, and preparing for exams without compromising their athletic training or personal well-being. This well-rounded approach to time management helps reduce stress and last-minute cramming, both of which are detrimental to academic performance.

Table 2.3 *The Effects of Time Management Practices on the Academic Performance of Student Athletes in terms of reducing procrastination*

Indicators		M	SD	VR	I
Reducing Procrastination					
1.	I use positive self-talk to overcome the urge to procrastinate.	3.11	0.90	A	O
2.	I do my academic tasks and athletic responsibilities over non-essential activities (i.e., scrolling through social media) to minimize last-minute work.	3.21	0.75	A	O
3.	I set realistic and achievable goals when doing my tasks to avoid procrastinating.	3.40	0.63	SA	A
4.	I start tasks immediately when I receive them, rather than putting them off.	3.13	0.84	A	O
5.	I set deadlines for myself ahead of the actual due dates to avoid procrastinating.	3.31	0.75	SA	A
Average		3.23	0.77	A	O

Scale	Interval	Verbal Response	Code	Interpretation	Code
4	3.25-4.00	<i>Strongly Agree</i>	SA	<i>Always</i>	A
3	2.50-3.24	<i>Agree</i>	A	<i>Often</i>	O
2	1.75-2.49	<i>Disagree</i>	D	<i>Sometimes</i>	S
1	1.00-1.74	<i>Strongly Disagree</i>	SD	<i>Never</i>	N

Table 2.3 presents the effects of time management practices on student-athletes academic performance in reducing procrastination. On average, it is verbally interpreted as *Agree* and qualitatively described as *Often* (M=3.23, SD=0.77). This suggests that student-athletes consistently make a consistent effort to reduce procrastination by managing their responsibilities effectively and avoiding cramming. This implies that reducing procrastination plays a crucial role in helping student-athletes prevent last-minute work, ultimately supporting better academic performance and well-being.

According to Seema (2024), student-athletes who do tasks immediately to avoid procrastination are better able to maintain a balanced schedule, improving academic performance and contributing to a more manageable workload, reducing stress. These habits of completing tasks on time help student-athletes stay organized, giving them enough time for both studies and athletics, which leads to better focus, less stress, and more success. 458

Among the five indicators, the item *I set realistic and achievable goals when doing my tasks to avoid procrastinating* received the highest mean ($M = 3.40$, $SD = 0.63$), which can be verbally interpreted as *Strongly Agree* and qualitatively described as *Always*. This indicates that most student-athletes consistently set practical and attainable goals when approaching their academic and athletic tasks, helping them avoid procrastination.

According to Fathizadan and Tajari (2021), setting realistic goals to reduce procrastination prevents student-athletes from becoming overwhelmed, allowing them to stay motivated and focused, even when juggling multiple responsibilities. This reflects a key component of effective time management, where setting a realistic and achievable goal is essential for student-athletes.

Concentrating on achievable objectives improves their ability to prioritize tasks and manage time efficiently, ultimately leading to better performance. Furthermore, as noted by Shah and Urriola (2024), breaking tasks into smaller, manageable steps helps student-athletes build momentum, enabling them to complete tasks with a sense of accomplishment and further boosting motivation. Herman (2021) also supported the idea that student-athletes can avoid procrastination and reduce stress by actively managing

their time and setting realistic expectations. Achieving their goals enhances their confidence in their ability to succeed in both academic and athletic domains. By avoiding procrastination through realistic goal-setting, student-athletes are more likely to excel in their responsibilities without feeling overwhelmed or stressed, leading to greater success both in the classroom and in their sport.

On the other hand, the item *I use positive self-talk to overcome the urge to procrastinate* received the lowest mean ($M = 3.11$, $SD = 0.90$), which is verbally interpreted as *Agree* and qualitatively described as *Often*. This suggests that some student-athletes practice positive self-talk as an effective strategy and that many actively use it to manage procrastination, recognizing its potential to help them stay motivated and focused on tasks. While positive self-talk is a common coping mechanism to reduce procrastination, according to Latinjak et al. (2023), its effectiveness can vary depending on individual factors such as mindset, stress levels, and emotional state. This helps explain why some student-athletes engage in this practice only often, highlighting that while positive self-talk can be beneficial in managing procrastination, its success largely depends on how well individuals apply it in high-pressure situations.

Additionally, a study by Jones and Mattie (2024) suggests that positive self-talk works best when combined with other time management techniques, such as goal-setting and task prioritization. This combination enhances the likelihood that self-talk will be effective in boosting motivation, helping student-athletes focus on tasks, and overcoming procrastination, especially during stressful academic or athletic periods. By developing a

more habitual use of positive self-talk, student-athletes could enhance their ability to

overcome procrastination, leading to better management of academic and athletic tasks.

Table 2.4 Effect of Time Management Practices on the Academic Performance of Student-Athletes

Indicators			M	SD	VI	QD
Prioritizing Task			3.23	0.76	A	O
Creating Efficient Schedule			3.35	0.70	SA	A
Reducing Procrastination			3.23	0.77	A	O
Overall Average			3.27	0.75	SA	A
Scale	Interval	Verbal Response	Code	Interpretation	Code	
4	3.25-4.00	Strongly Agree	SA	Always	A	
3	2.50-3.24	Agree	A	Often	O	
2	1.75-2.49	Disagree	D	Sometimes	S	
1	1.00-1.74	Strongly Disagree	SD	Never	N	

Table 2.4 presents the results of the Effect of Time Management Practices on the Academic Performance of Student Athletes, with an average score of ($M = 3.27$, $SD = 0.75$), which can be interpreted as *Strongly Agree* and verbally described as *Always*.

Indicating that most student-athletes totally agree that their time management practices positively impact their academic performance. These results show that student-athletes consistently recognize the importance of managing their time effectively to balance academic and athletic responsibilities. This findings is supported by Liu & Taresh (2024), effective time management allows student-athletes to properly allocate time for both their

academic responsibilities and athletic training. This balance helps reduce stress, 461
improve

focus, and ultimately enhances their academic performance.

The variable with the highest mean score is *Creating an Efficient Schedule* ($M = 3.35$, $SD = 0.70$), highlighting the importance of a well-structured schedule in helping student-athletes effectively manage their academic and athletic responsibilities. A structured schedule allows them to allocate time effectively, reduce stress, and ensure they meet academic and athletic responsibilities without compromising performance in either area. According to Ator & Ortizo (2024), by developing a well-organized schedule, student-athletes can manage their time more effectively, allowing them to balance their academic and athletic responsibilities. Proper planning helps them avoid the stress of last-minute cramming and missed practices, ultimately minimizing the potential for negative effects on their academic performance and athletic achievements.

In contrast, the variables with the lowest mean scores are *Prioritizing Tasks* ($M = 3.23$, $SD = 0.76$) and *Reducing Procrastination* ($M = 3.23$, $SD = 0.77$). While these variables have lower mean scores, they still reflect a strong positive agreement among student-athletes. This suggests that, although some student-athletes prioritize tasks and work to reduce procrastination, others may not consistently apply these practices to the same degree as others. Although these scores are lower compared to the variable creating an efficient schedule, they still indicate that many student-athletes recognize the importance of these strategies, with the potential for more consistent application and improvement. As supported by the study of Gomez (2018), the prioritization of tasks is crucial for

student-athletes to enhance their performance to significantly reduce procrastination and

improve their academic performance.

Table 3. Significant Difference in the Effects of Time Management Practices on the Academic Performance of Student Athletes when they are grouped according to their Profile

Profile	Factors	Co-efficient	P-value	Decision	Interpretation
Age	Prioritizing Task	0.415	0.864	Do not reject Ho	Not Significant
	Creating Efficient Schedule	1.135	0.362	Do not reject Ho	Not Significant
	Reducing Procrastination	1.456	0.224	Do not reject Ho	Not Significant
Sex	Prioritizing Task	0.147	0.884	Do not reject Ho	Not Significant
	Creating Efficient Schedule	-0.149	0.882	Do not reject Ho	Not Significant
	Reducing Procrastination	-0.395	0.693	Do not reject Ho	Not Significant
Grade Level	Prioritizing Task	1.295	0.284	Do not reject Ho	Not Significant
	Creating Efficient Schedule	0.953	0.457	Do not reject Ho	Not Significant
	Reducing Procrastination	1.468	0.220	Do not reject Ho	Not Significant
Type of Sports	Prioritizing Task	1.295	0.284	Do not reject Ho	Not Significant
	Creating Efficient Schedule	0.953	0.457	Do not reject Ho	Not Significant
	Reducing Procrastination	1.468	0.220	Do not reject Ho	Not Significant
General Average	Prioritizing Task	-0.196	0.845	Do not reject Ho	Not Significant
	Creating Efficient Schedule	-0.804	0.422	Do not reject Ho	Not Significant
	Reducing Procrastination	0.076	0.939	Do not reject Ho	Not Significant

P-value < 0.05 = Reject Ho

Table 3 presents the significant difference in effects of time management on the academic performance of student-athletes in terms of *prioritizing tasks, creating efficient schedules, and reducing procrastination* when they are grouped according to their profile such as *age, sex, grade level, type of sports, and general average*.

In terms of *Age*, it reveals that there are no significant differences in the effects of time management practices on the academic performance of student-athletes in terms of *prioritizing tasks* (p-value=0.864), *creating efficient schedules* (p-value=0.362), and *reducing procrastination* (p-value=0.224) as to their age considering that respective computed p-values are higher than the expected level of significance, 0.05, which leads to not rejecting the hypothesis. This means that the effects of time management practices on student-athletes academic performance in terms of *prioritizing tasks, creating efficient schedules, and reducing procrastination* do not significantly differ in age. This implies that student-athletes, regardless of age group, may utilize similar time management strategies to handle their academic responsibilities. Younger students, though newer to higher education, may have already developed important time management skills from balancing academics and extracurricular activities in earlier years or through their involvement in sports. These skills can help them manage their time effectively as they transition to the next stage of education.

On the other hand, despite having more experience, older students may not necessarily exhibit better time management. These skills are influenced more by individual habits, motivation, and personal growth than by age. This suggests that time

management effectiveness is more about personal development than simply growing

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older or having more years of schooling.

As supported by Kaya et al. (2022), factors like motivation, personal discipline, and support systems may play more critical roles in time management effectiveness than age itself; an insight echoed in research suggests time management abilities develop through consistent practice and not necessarily with age. This also means that the ability to prioritize tasks, create schedules, and avoid procrastination is not strongly dependent on age. Since time management is often viewed as a learned skill, this suggests that students of different ages may have similar needs and challenges when balancing academics with athletics. Regardless of age, the key aspects of time management practices, prioritizing tasks, creating an efficient schedule, and reducing procrastination are equally relevant to all student-athletes. This finding underscores the importance of developing strong time management skills for all students, irrespective of age, as these skills can enhance their academic success while participating in sports.

In terms of *Sex*, it reveals that there are no significant differences in the effects of time management practices on the academic performance of student-athletes in terms of *prioritizing tasks* (p-value=0.884), *creating an efficient schedule* (p-value=0.882), and *reducing procrastination* (p-value=0.693) as to their sex considering that respective computed p-values are higher than the expected level of significance, 0.05, which leads to not rejecting the hypothesis. This means that sex does not significantly influence how time management practices affect academic performance in terms of *prioritizing tasks*, *creating schedules*, or *reducing procrastination*. Regardless of whether the student-

athlete is male or female, their ability to manage their time effectively does not 465 significantly differ. Academic and athletic demands may be similar for male and female student-athletes, so they may use similar time management techniques to overcome these obstacles. Regardless of sex, this shared experience may result in similar approaches for prioritizing tasks, creating efficient schedules, and reducing procrastination.

Additionally, male and female student-athletes are likely taught and encouraged to manage their time in a learning environment efficiently. Since both groups are expected to perform at the same level of efficiency, these findings suggest that sex does not play a crucial role in shaping how student-athletes approach their academic responsibilities or manage their time, which aligns with the study by Agormedah et al. (2021), who found that time management skills are primarily a result of individual traits and experiences rather than sex. This implies that male and female student-athletes may face similar challenges and utilize strategies to improve their academic performance through effective time management. These findings challenge the stereotype that men or women may be better suited to managing academic tasks due to gender and instead suggest that time management skills are developed through practice and experience. Therefore, interventions aimed at improving time management skills focus not on gender differences but on strategies applicable to all students.

In terms of *Grade Level*, it reveals that there are no significant differences in the effects of time management practices on the academic performance of student-athletes in terms of *prioritizing tasks* (p-value=0.284), *creating efficient schedule* (p-value=0.457) and *reducing procrastination* (p-value=0.220) as to their grade level considering that

respective computed p-values are higher than the expected level of significance, 0.05 466

which leads to accepting the null hypothesis. This suggests that grade level does not have a significant difference in how time management practices influence academic performance in areas such as prioritization tasks, creating efficient schedules, or reducing procrastination. Student-athletes' ability to manage their time effectively does not vary much across different grade levels. These results indicate that grade level does not significantly affect how student-athletes approach time management in their academic and athletic responsibilities, which is consistent with the findings of Alyami et al. (2021). The ability to manage time effectively is more closely linked to individual skills and self-discipline rather than the academic year, implying that time management practices may be similarly beneficial for student-athletes, regardless of grade level. Therefore, these findings emphasize the significance of individual time management skills for academic success, highlighting that effective time management can benefit student-athletes regardless of their grade level.

In terms of *Type of Sports*, it reveals that there are no significant differences in the effects of time management practices on the academic performance of student-athletes in terms of *prioritizing tasks* (p-value=0.284), *creating efficient schedules* (p-value=0.457), and *reducing procrastination* (p-value=0.220) as to their type of sports considering that respective computed p-values are higher than the expected level of significance, 0.05, which leads to accepting the null hypothesis. This suggests that the type of sport does not significantly alter how time management practices influence academic success. Whether student-athletes are involved in individual/dual sports or team sports, their ability to

manage time effectively appears to have a similar effect on their academic performance 467

These findings imply that the nature of the sport does not play a significant role in how time management practices contribute to academic success. Instead, time management skills may be more influenced by individual characteristics and the academic demands placed on students. This is supported by the findings of Erdoğan & Faruk (2020) that time management is a learned skill, and practical strategies can be applied across different contexts, whether for individual or team athletes. This implies that time management programs designed to improve academic performance can be universally beneficial and effective for all types of student-athletes, regardless of whether they participate in individual or team sports. As a result, no matter the type of sport, student-athletes are likely to have similar strategies to manage both their sports and academic duties, suggesting that time management practices can be effective for all student-athletes.

In terms of the *general average*, it reveals that there are no significant differences in the effects of time management practices on the academic performance of student-athletes in terms of *prioritizing tasks* (p-value=0.845), *creating an efficient schedule* (p-value=0.422), and *reducing procrastination* (p-value=0.939) as to their general average considering that respective computed p-values are higher than the expected level of significance, 0.05, which leads to accepting the null hypothesis. This implies that the general average is not affected by time management practices. This means that how student-athletes manage their time, like prioritizing tasks, creating an efficient schedule, or reducing procrastination, does not directly affect their overall grades. One possible explanation could be that other factors beyond time management have a larger influence

in determining student-athletes academic achievement. As supported by Hart et al. (2024), factors like being active in class, being motivated to succeed, or having support from family, friends, or mentors might affect their academic performance more than how they manage their time..

Additionally, Ator and Ortizo (2024) stated that it is possible that student-athletes who are already effectively balancing academics and sports may have developed other coping mechanisms or strategies that help them perform well academically, even if their time management practices are not perfect. This suggests that while time management is important, other aspects, such as engagement in learning, motivation, and external support, could be just as crucial in determining academic success.

As a result, the findings indicate that time management is a strong predictor of academic performance for student-athletes, but it may not be the only factor. Other variables, such as motivation, active class participation, and a supportive network from family and friends, likely significantly impact academic success. Further research may be needed to examine how these factors, alongside time management, contribute to the academic achievement of student-athletes.

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter is represented in four sections. The first section contributes to an overall summary of the study followed by the summary of the findings and their conclusions. After this are the implications of the study and followed by recommendations for future research.

Summary

This study aimed to determine the effects of time management practices on the academic performance of student-athletes. Specifically, it sought to answer the following:

(1) the profile of the participants in terms of *age, sex, grade level, type of sports, and general average*; (2) The effects of time management practices on the academic performance of student-athletes in terms of *prioritizing tasks, creating efficient schedule and reducing procrastination*, (3) Significant difference in the time management practices on the academic performance of student-athletes when grouped according to the profile variable of the participants.

For this reason, the researchers used the quantitative descriptive research design using a survey technique to determine the effects of time management practices on the academic performance of student-athletes with a total population of 197. The data was gathered at St. Paul University Surigao, where participants were given a researcher-made questionnaire. The statistical tools used to analyze the gathered data were Frequency

Count and Percentage Distribution, Mean and Standard Deviation, and the Analysis of

Variance (ANOVA).

Findings

Based on the analysis and interpretation of the data gathered, the findings of the study were presented:

1. Among the 197 participants of the study, most were 17 years old, with 81 (71%), followed by 16-year-olds with 44 (22%) then, 15-year-olds with 33 (17%), 14-year-old with 14 (7%), 13-year-olds with 10 (5%), 18-year-olds with 8 (4%), and lastly, 12-year-olds with 7 participants (4%). In terms of their sex, the majority of student-athletes are male, with 121 (61%), while females make up 76 (39%). Regarding their grade level, most participants are in Grade 11, with 62 (32%), followed by Grade 12, with 58 (29%). Grade 10 has 32 participants (16%), Grade 9 has 24 (12%), Grade 7 has 12 (6%), and Grade 8 has the fewest with 9 (5%). In terms of their type of sports, a slightly higher number of student-athletes participate in individual/dual sports, with 102 (52%), compared to those in team sports, which have 95 (48%). Regarding their general average, the majority of student-athletes (89 or 45%) have an average between 86 and 90. This is followed by 75 students (38%) with an average between 91-95. Additionally, 32 students (16%) have an average between 80-85, while only one student (1%) has an average between 96-100.
2. In terms of *prioritizing tasks*, the item *I prioritize tasks in my schedule based on deadlines and importance* received the highest mean ($M = 3.46$, $SD = 0.69$),

wherein it was verbally interpreted as *Strongly Agree* and qualitatively described

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as *Always*. In contrast, the item *I am able to focus on sports training without worrying about my academic responsibilities* received the lowest mean ($M = 2.93$, $SD = 0.90$), wherein it was verbally interpreted as *Agree* and qualitatively described as *Often*.

In terms of *creating an efficient schedule*, the item *I adjust my schedule during exams or competition seasons to prioritize critical academic and athletic tasks* received the highest mean ($M = 3.42$, $SD = 0.66$), wherein it was verbally interpreted as *Strongly Agree* and qualitatively described as *Always*. In contrast, the item *I make a weekly schedule that includes time for academic work, athletic training, and personal activities* received the lowest mean ($M = 3.26$, $SD = 0.76$), wherein it was verbally interpreted as *Strongly Agree* and qualitatively described as *Always*.

In terms of *reducing procrastination*, the item *I set realistic and achievable goals when doing my tasks to avoid procrastinating* received the highest mean ($M = 3.40$, $SD = 0.63$), wherein it was verbally interpreted as *Strongly Agree* and qualitatively described as *Always*, while the item *I use positive self-talk to overcome the urge to procrastinate* received the lowest mean ($M = 3.11$, $SD = 0.90$), wherein it was verbally interpreted as *Agree* and qualitatively described as *Often*.

3. Regarding their *age*, the variables *prioritizing tasks* ($p\text{-value}=0.864$), *creating efficient schedule* ($p\text{-value}=0.362$), and *reducing procrastination* ($p\text{-value}=0.224$)

do not have a significant difference. As to *sex*, the variables *prioritizing tasks* (p-value=0.884), *creating efficient schedule* (p-value=0.882), and *reducing procrastination* (p-value=0.693) do not have a significant difference. As for *grade level*, the variables *prioritizing tasks* (p-value=0.284), *creating an efficient schedule* (p-value=0.457), and *reducing procrastination* (p-value=0.220) do not have a significant difference. Moreover, as to the *type of sport*, the variables *prioritizing tasks* (p-value=0.284), *creating efficient schedule* (p-value=0.457), and *reducing procrastination* (p-value=0.220) do not have a significant difference. Lastly, as to the *general average*, the variables *prioritizing tasks* (p-value=0.845), *creating efficient schedule* (p-value=0.422), and *reducing procrastination* (p-value=0.939) do not have a significant difference.

Conclusion

Based on the findings, it is concluded that time management practices positively impact the academic performance of student-athletes. The results reveal that student-athletes believe managing their time well helps them prioritize tasks, create schedules, and reduce procrastination. Effective time management is important for balancing both academic and athletic responsibilities. The study also finds that *age, sex, grade level, type of sport, and general average* do not significantly influence how time management affects academic performance. This suggests that good time management benefits all student-athletes, regardless of their background.

Recommendations

The following recommendations are based on the conclusion of the study:

1. For St. Paul University Surigao *student-athletes*, developing strong communication with coaches and professors can help them stay on top of their academic and training responsibilities. Using organizational tools like planners or apps, along with studying or planning with peers, can assist in managing their schedules and reducing stress. Additionally, adjusting study times to accommodate athletic demands and incorporating short, focused study sessions will help maintain academic performance without interfering with sports.
2. For school *administrators*, they can support student-athletes by organizing symposiums and workshops that focus on time management strategies.

Administrators may also create policies that encourage flexible scheduling and

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academic support, ensuring student-athletes have access to the resources necessary for academic and athletic success. Open communication between administrators, coaches, and teachers can further enhance the overall support system for student-athletes.

3. For the *teachers* of the student-athletes, they may support student-athletes by offering precise and flexible academic guidelines that accommodate the demands of both academics and athletics. Providing extensions on deadlines, structured lesson plans, and recorded lectures can help athletes manage their schoolwork without feeling overwhelmed. Additionally, teachers can create a supportive classroom environment, offer extra support sessions, and maintain open communication with coaches and parents to ensure student-athletes receive the guidance they need.
4. For student-athletes *coaches*, supporting good time management habits can help student-athletes balance school and sports effectively. Encouraging open communication with student-athletes ensures everyone understands their schedules and responsibilities. Additionally, coaches can check in on students' academic progress and offer flexibility with training during exam periods to reduce stress and prevent burnout. Coaches can adjust practice schedules when needed, allowing athletes sufficient time to study without compromising their sports performance. Lastly, creating a supportive team environment and providing

quiet study spaces or short breaks before or after practice can give student-athletes the extra time they need to complete schoolwork.

5. For student-athletes *parents*, they may support their children by encouraging them to set clear academic and athletic goals early on and by creating structured routines that balance study time, sports practice, and personal activities.

Encouraging participation in time management workshops or school programs can provide valuable strategies for balancing responsibilities. Additionally, parents can monitor their child's progress, adjusting schedules when needed to prevent stress and ensure a healthy balance between schoolwork and sports.

6. For *future researchers*, there are several areas worth exploring about time management practices for student-athletes. Expanding the study to include non-athletic students and athletes from different cities or levels could provide a helpful comparison. Researching how support systems like coaches, family, peers, and academic advisors help develop time management strategies could also offer valuable insights. Additionally, exploring how class participation, motivation, and time management affect academic performance would be helpful, especially considering the challenges of balancing academics and training. Researchers could also study the role of teacher coaches in enhancing time management skills, focusing on how educators who are also coaches, impact both academic and athletic performance. Lastly, studying the long-term development of time management skills in student-athletes would offer insights into how these skills evolve throughout their academic and athletic careers.

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