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Research Article

THE INTERPLAY OF PHYSICAL WELL-BEING, TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT AMONG STUDENT-ATHLETES'

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ABSTRACT

Student-athletes face the dual challenge of balancing rigorous athletic commitments with academic responsibilities, requiring effective physical well-being and time management to support success in both domains. This study examined the physical well-being, time management practices, and academic achievement of student-athletes in relation to their first-quarter academic grades. The study includes 100 student-athletes selected from schools within the Oroquieta City Division as the respondents of the study. Researcher-made questionnaires were employed as the primary data-gathering tool. Descriptive statistics and Pearson's correlation coefficient was applied as statistical tools of the study. The respondents exhibited very good physical well-being and time management skills alongside moderate academic achievement, with findings indicating that neither physical well-being nor time management dimensions had a statistically significant relationship with the academic performance of student-athletes. Student-athletes show positive well-being, time management, and satisfactory academic performance, but these factors alone do not directly predict academic achievement, highlighting the role of other supportive and motivational influences. Schools should implement integrated well-being, time management, and academic support programs while encouraging future research to examine indirect factors influencing student-athletes' academic achievement.

Keywords: *academic achievement, physical well-being, student-athletes, time management, wellness*

Introduction

Student-athletes represent a unique and demanding demographic within educational environments, balancing the dual responsibilities of academic success and athletic performance (Amfo, 2024; Sanchinelli-Salazar, 2025). While participation in sports enhances physical fitness and cultivates essential life skills such as discipline, teamwork, and leadership (Valiyev et al., 2025), student-athletes also bear the burden of serving as role models and contributing to school identity, unity, and spirit (Saleh, 2024). Given these multifaceted roles, it is essential to understand the variables that influence their academic and athletic outcomes to develop comprehensive and effective support systems.

The physical and psychological well-being of student-athletes is central to optimizing both their athletic and academic potential. While the impact of mental health and social support on performance has been extensively examined in recent literature (Latif et al., 2024; Li et al., 2024; Bartels, 2024), the interplay between physical well-being, time management, and academic achievement has received comparatively less empirical attention. Despite increasing demands placed on student-athletes, especially in competitive settings, limited studies have explored how their physical health status, including physical fitness, sleep recovery, nutrition and hydration, and stress levels, directly affects academic outcomes (Thompson et al., 2024; Martín-Rodríguez, 2024).

Jie Li et al. (2024) have significantly contributed to understanding athletes' psychological well-being by identifying how social support, coping mechanisms, and various forms of sports engagement influence mental health outcomes. However, their focus remains predominantly psychological, with minimal emphasis on how physical health parameters, along with behavioral and cognitive skills such as time management, contribute to academic performance. This gap underlines the need for a more holistic examination that considers both physiological and behavioral aspects of student-athlete development.

Evidence suggests that aspects of physical well-being, such as adequate sleep, proper nutrition and hydration, consistent physical fitness, and low stress levels, can significantly influence concentration, cognitive functioning, energy levels, and overall academic performance (Ovsiannikova et al., 2024; Suguis, 2024; Caglar et al., 2025). Conversely, poor physical health may disrupt academic engagement and productivity. Yet research linking these health indicators directly to academic outcomes in athletic populations remains limited, especially among high-performing student-athletes.

Similarly, time management is a critical, yet underexplored, determinant of academic achievement for student-athletes who must juggle demanding training schedules with academic responsibilities. Core components such as goal setting and prioritization, scheduling and planning, task execution and time use, and self-monitoring and assessment play a vital role in helping athletes maintain academic standards while meeting the physical demands of their sport. However, these dimensions of time management have not been sufficiently studied in relation to both physical well-being and academic success among student-athletes.

Thus, this study aimed to examine the complex interplay between physical well-being, time management, and academic achievement among high-performing student-athletes. By quantitatively assessing these relationships, the research will provide a more integrated understanding of how health behaviors and self-regulation strategies contribute to educational attainment in this unique population. Additionally, it will explore whether social support and coping mechanisms mediate the relationship between physical well-being and academic performance, thereby extending existing theoretical models, such as those presented by Jie Li et al. (2024).

In doing so, this study offered practical recommendations for educators, coaches, healthcare professionals, and academic advisors. These insights can inform interventions that promote physical health, enhance time management skills, and ultimately support the academic and athletic success of student-athletes. An integrated approach to understanding student-athlete development, one that includes physical, psychological, and academic dimensions, is critical for advancing research and practice in both educational psychology and sports science.
This study is significant because it addresses the crucial balance that student-athletes must maintain among their physical well-being, time management, and academic achievement. By exploring how these factors interact and

influence one another, the research offers valuable insights into the challenges and strategies that contribute to student-athletes' success. Understanding these dynamics can help educators, coaches, and academic advisors develop tailored support systems that enhance both the physical health and academic performance of student-athletes. Furthermore, the findings provides a foundation for developing programs and interventions that promote holistic development, ensuring that student-athletes excel not only in their sports but also in their academic pursuits.

The study's beneficiaries include student-athletes themselves, as well as their coaches, teachers, school administrators, and policymakers. Student-athletes will gain a better understanding of how to manage their time effectively and maintain their physical well-being, thereby improving both their academic and athletic outcomes. Coaches and educators will benefit from the research by identifying best practices and areas that require additional support, enabling them to design more effective training and educational schedules. School administrators and policymakers can use the findings to inform policies and allocate resources that foster environments conducive to student-athletes' overall growth. Ultimately, this study aims to enhance student-athletes' experiences, supporting their success both on the field and in the classroom.

Methods

The study employed a descriptive-correlational research design to examine the relationships among physical well-being, time management, and academic performance of successful student-athletes in selected schools within the Oroquieta City Division. This design was appropriate as it allowed the researcher to describe the variables and determine the degree and direction of their relationships without manipulating conditions. Data were gathered from 100 purposively selected student-athletes who were recognized for both academic and athletic success. Researcher-made questionnaires were used to assess physical well-being, time management, and academic achievement, with each instrument undergoing expert validation and pilot testing to ensure reliability and content validity. The study setting and respondent selection provided a realistic educational and athletic context, enabling the identification of patterns and associations relevant to student-athlete development.

Data collection followed strict ethical and procedural standards, including approval from institutional authorities and the Misamis University Research Ethics Committee, informed consent from participants, and compliance with the Data Privacy Act of 2012. Descriptive statistics were used to summarize respondents' levels of physical well-being, time management skills, and academic achievement. Pearson's correlation coefficient was applied to determine the relationships among variables, while multiple regression analysis examined the combined influence of physical well-being and time management on academic performance. These analytical procedures generated empirical evidence to inform strategies for strengthening support systems that promote balanced academic and athletic success among student-athletes.

Results and Discussions

Respondents' Level of Physical Well-Being

The results indicate that the respondents demonstrated a Very Good level of physical well-being across all assessed dimensions, including physical fitness, sleep recovery, nutrition and hydration, and stress level. Among these indicators, sleep recovery obtained the highest weighted mean, suggesting that respondents generally experience adequate rest and physiological recovery. Although stress level received the lowest mean score, it still fell within the Very Good category, indicating that physical strain was present but manageable. The overall weighted mean confirms that respondents maintain a consistently positive perception of their physical well-being across domains.

These findings are consistent with existing literature emphasizing the interrelated roles of sleep, nutrition, and physical activity in sustaining physical health. Buysse (2020) highlights restorative sleep as a critical component of physiological recovery, while Leng et al. (2023) stress the importance of adequate nutrition and hydration in maintaining energy balance and physical vitality. However, Stults-Kolehmainen and Sinha (2021) caution that unmanaged stress can undermine these benefits, even among physically active individuals. Collectively, the results suggest that while respondents exhibit strong physical health practices, continued

emphasis on stress management remains essential to sustain long-term well-being.

Respondents' Level of Time Management

The respondents demonstrated a Very Good level of time management across all dimensions, namely goal setting and prioritization, scheduling and planning, task execution and time use, and self-monitoring and assessment. Scheduling and planning emerged as the strongest area, indicating respondents' ability to organize tasks and structure their time effectively. In contrast, goal setting and task execution obtained comparatively lower mean scores, though they remained within the Very Good range. The overall weighted mean affirms that respondents generally perceive their time management practices as effective and consistent.

These results align with studies highlighting the multifaceted nature of time management. Aeon and Aguinis (2021) emphasize that planning and scheduling enhance productivity, but effective time management also depends on goal clarity and follow-through. Similarly, Claessens et al. (2020) found that self-monitoring plays a critical role in sustaining performance under competing demands. Häfner et al. (2021) further note that strong time management skills contribute to reduced stress and improved functioning. Thus, while respondents demonstrate solid organizational skills, strengthening goal prioritization and task execution may further enhance time-use effectiveness.

Respondents' Academic Achievement

Result reveals that most respondents fall within the Satisfactory level of academic achievement, accounting for more than half of the sample. A smaller proportion attained a good level, while only a few were classified under Needs Improvement. Notably, no respondents were categorized as Excellent or Poor. The computed weighted mean indicates an overall moderate level of academic achievement, suggesting that respondents are meeting basic academic standards but are not consistently achieving higher levels of academic excellence.

These findings are supported by prior research indicating that satisfactory performance often reflects adequate competence but limited mastery. Credé et al. (2021) explain that moderate achievement is common when self-regulation and sustained engagement are still developing. Broadbent and Poon (2022) further argue that structured study behaviors are necessary for students to progress from satisfactory to high academic performance. Richardson et al. (2020) also highlight the importance of institutional support in fostering academic excellence. The results imply the need for targeted academic interventions to support deeper learning and higher achievement.

Relationship between Physical Well-Being and Academic Achievement

There is no significant relationship exists between the physical well-being dimensions and academic achievement, as all p-values exceeded the 0.05 level of significance. Although the correlation coefficients were positive, their weak magnitudes indicate minimal associations between physical fitness, sleep recovery, nutrition and hydration, stress level, and academic performance. These findings suggest that variations in physical well-being did not directly translate into differences in academic achievement among the student-athletes.

These results are consistent with studies reporting weak or indirect relationships between physical health and academic outcomes. Tremblay et al. (2022) noted that physical well-being contributes to overall functioning but does not consistently predict academic grades when contextual factors are considered. While Esteban-Cornejo et al. (2020) and Owens et al. (2020) found that physical fitness and sleep support cognitive functioning, Bandura's Social Cognitive Theory explains that academic achievement results from interactions among personal, behavioral, and environmental factors. Thus, physical well-being may indirectly support academic success through enhanced self-efficacy and engagement rather than serving as a direct predictor.

Relationship between Time Management and Academic Achievement

None of the time management dimensions were significantly related to academic achievement, as all computed p-values exceeded the 0.05 significance level. The correlation coefficients were weak, with one non-significant negative association observed between scheduling and planning and academic achievement. These results suggest that differences in time management practices did not directly correspond to variations in

academic performance within the sample.

This pattern aligns with literature suggesting that time management alone is insufficient to predict academic success. While Aeon and Aguinis (2021) and Broadbent and Poon (2022) reported positive associations in some contexts, Häfner et al. (2021) emphasized that time management primarily reduces stress and enhances well-being rather than directly improving grades. Anchored in Social Cognitive Theory, these findings imply that time management interacts with motivation, self-efficacy, and learning strategies to influence academic outcomes. Consequently, holistic interventions that integrate time management with self-regulation and academic support are more likely to yield meaningful improvements in academic performance.

Conclusions

The findings indicate that student-athletes generally maintain positive physical well-being and demonstrate practical time management skills, enabling them to meet acceptable academic standards. However, targeted interventions are needed to address specific areas such as stress management, goal setting, prioritization, and task execution to further strengthen their overall functioning and productivity. While both physical well-being and time management contribute to students' general health and organization, neither directly predicts academic performance among student-athletes. This suggests that academic success is more immediately influenced by factors such as self-regulation, motivation, effective study strategies, and institutional support. Consequently, enhancing academic excellence among student-athletes requires a holistic approach that integrates wellness promotion and time management with strong academic guidance and motivational support systems.

Recommendations

The recommendations emphasize a holistic support framework for student-athletes that integrates physical well-being, time management, and academic development. School administrators, educators, and coaches are encouraged to implement stress management initiatives, structured training in goal setting and task execution, and targeted academic support programs such as mentoring and study skills workshops to enhance both well-being and performance. Rather than treating physical health and time management as isolated factors, these strategies highlight the importance of combining wellness promotion with self-regulation and academic engagement interventions to indirectly improve academic achievement. Additionally, future research is encouraged to examine the indirect pathways through which physical well-being influences academic outcomes, particularly by exploring mediating factors such as motivation, self-regulation, and institutional support among student-athletes.

Conflict of Interests

The author declares that they have no conflicts of interest

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