INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 09 Issue 04 April 2026

DOI: 10.47191/ijmra/v9-i4-43, Impact Factor: 8.685

Page No. 1810-1840

Lived Experiences of Baseball Student-Athletes On Institutional Support and Their Self-Concept in Career Identity Formation

Michael H. San Miguel[1], Jacklyn Ann D. Toldoya[2]

[1]Batangas State University, The National Engineering University JPLPC- Malvar

[2]University of Perpetual Help System Dalta - Las Piñas Campus

ABSTRACT: This qualitative phenomenological study explored the lived experiences of baseball student-athletes at Batangas State University, focusing on institutional support, achievement motivation, and career identity formation. Using purposive sampling, twelve collegiate athletes were selected to provide rich narratives through semi-structured interviews. Data were thematically analyzed to identify patterns, categories, and emergent themes, which were subsequently interpreted in light of Self-Determination Theory, Achievement Goal Theory, and Identity Theory. Findings revealed how institutional support, including scholarships, coaching mentorship, academic guidance, and access to facilities, influenced athletes' motivation, self-concept, and career identity development. Participants also described the challenges of balancing academic and athletic responsibilities and the adaptive strategies they employed to sustain motivation and personal growth. The study highlighted the interplay of internal and external factors shaping athlete experiences and offered evidence-based recommendations for training programs and career identity formation plans to support post-collegiate transitions. These findings contribute to a deeper understanding of student-athlete development within Philippine higher education contexts.

KEYWORDS: Baseball athletes, institutional support, achievement motivation, career identity, phenomenological study

I. INTRODUCTION

University sports are increasingly recognized Athletics has long been recognized as a vital dimension of student life in higher education, contributing not only to physical development but also to personal discipline, resilience, and the construction of identity. Among team sports, baseball holds a distinctive position due to its emphasis on strategy, teamwork, and sustained motivation. Globally, researchers have underscored the crucial role of institutional support, ranging from academic assistance, financial subsidies, and coaching expertise to psychosocial services, in nurturing athletes' holistic growth.

Historically, the notion of athlete identity has been conceptualized as the degree to which individuals align their sense of self with the role of being an athlete. Achievement motivation, defined as the drive to excel in specific tasks, has been identified as a central force in this identity formation process. In the Philippines, sports development has been highlighted in educational reforms and national programs that stress the importance of cultivating both athletic and academic competencies (Pineda, 2023).

The motivation to pursue this study stems from both a scholarly and practical recognition of the need to highlight the underexplored narratives of baseball athletes in Philippine higher education. While research on student-athletes has largely focused on popular sports such as basketball and volleyball, limited attention has been given to baseball players, whose unique challenges and developmental trajectories remain largely undocumented. This study seeks to fill that gap by capturing and analyzing the personal narratives of baseball athletes through a phenomenological lens, ensuring that their voices and lived realities are authentically represented. More importantly, the findings aim to guide the formulation of improved support mechanisms within Batangas State University, ensuring that baseball athletes are not only celebrated for their athletic achievements but are also equipped with the motivation, skills, and identity resources necessary to thrive in their academic journeys and future careers.

This study, therefore, seeks to explore the lived experiences of baseball athletes in Batangas State University by focusing on three interrelated domains: institutional support, achievement motivation, and career identity formation. Specifically, it aims to reveal the types of support athletes receive and how they perceive its influence on their drive for success; to examine how motivation contributes to their construction of self-concept and career identity; and to identify the challenges they face despite

institutional backing. The ultimate goal is to propose a training and career identity formation plan that strengthens achievement motivation and promotes long-term athletic and academic success.

Theoretical framework

This study is anchored on three interrelated theories: Self-Determination Theory (SDT) of Deci and Ryan (as cited by Slemp et al., 2024), Achievement Goal Theory (AGT) of Nicholls (as noted by Gong & Li, 2024), and Identity Theory (IT) of Stryker (as cited by Mohammed-Azizi, 2024). Together, these perspectives provide a robust foundation for exploring the lived experiences of baseball student-athletes, particularly in the context of institutional support, achievement motivation, and the formation of self-concept in career identity.

Self-Determination Theory (SDT) posits that human motivation is guided by the fulfillment of three fundamental psychological needs: autonomy, competence, and relatedness.

Achievement Goal Theory (AGT) complements SDT by differentiating between mastery-oriented goals, which focus on learning and personal improvement, and performance-oriented goals, which emphasize outperforming others and gaining recognition.

Identity Theory (IT) provides the lens through which the formation of self-concept and career identity is understood. According to Stryker (as cited by Mohammed-Azizi, 2024), identity is constructed through the roles individuals assume and the meanings attached to these roles. For baseball athletes, their role as "student-athletes" is shaped by institutional recognition, peer validation, and personal experiences of success and struggle.

Taken together, Self-Determination Theory (SDT), Achievement Goal Theory (AGT), and Identity Theory (IT) frame the interdependence of institutional support, motivation, and identity formation at the core of this study. SDT highlights how support systems satisfy athletes' psychological needs, AGT explains how these supports shape achievement motivation, and IT situates motivation within identity construction.

Research Question

This study aimed to explore the lived experiences of baseball student-athletes of Batangas State University, particularly in relation to institutional support, achievement motivation, and career identity formation. It sought to uncover how these athletes described and interpreted their experiences, the meanings they attached to them, and the challenges they encountered in balancing academic and athletic demands.

The central question of the study is:

What are the lived experiences of baseball athletes at Batangas State University regarding institutional support, achievement motivation, and career identity formation?

Corollary Questions

1. How do baseball athletes describe their lived experiences as regards the institutional support provided to them in both sports and academics?
2. What meanings may be formulated based on the significant experiences of baseball athletes concerning the influence of institutional support on their motivation to achieve?
3. What themes emerge from the athletes' lived experiences as they construct their self-concept and identity as athletes within the university setting?
4. What challenges do baseball athletes encounter in sustaining their motivation and identity despite the institutional support they receive?
5. What training and career identity formation plan may be proposed based on the athletes' lived experiences to support their transition to post-collegiate careers?

II. SCOPE AND LIMITATION OF THE STUDY

This study explored the lived experiences of baseball athletes at Batangas State University in relation to institutional support, achievement motivation, and career identity formation. Anchored in Self-Determination Theory, Achievement Goal Theory, and Identity Theory, it examined how athletes perceived the specific types of institutional support they received—scholarships, coaching mentorship, academic guidance, psychosocial services, and access to facilities—and how these mechanisms distinctly influenced their motivation and career identity development. Financial aid, for example, could lessen economic strain and sustain persistence, while mentorship from coaches and professors could nurture confidence, belonging, and goal clarity. The study also sought to capture the challenges athletes encountered in balancing academics and sports, the adaptive strategies they employed

to maintain motivation, and the training and career identity formation practices they proposed to strengthen their holistic development.

The scope of the study further emphasized how autonomy, competence, and relatedness shaped motivation as explained by Self-Determination Theory; how task and ego orientations drove goal-setting and performance priorities under Achievement Goal Theory; and how identity development emerged from the negotiation of multiple roles, as framed by Identity Theory. A phenomenological design was adopted to provide an in-depth exploration of lived experiences, with purposive sampling ensuring participants could articulate rich and relevant perspectives.

The delimitation of the study lay in its focus on the personal narratives of baseball athletes, excluding perspectives from coaches, administrators, or policymakers. This choice was deliberate, as the study prioritized the athletes' voices to better understand the meanings they constructed and the lived realities they navigated, rather than conducting a system-wide evaluation of institutional programs.

As with all qualitative research, limitations related to subjectivity, interpretation, and transferability were inherent. Findings were based on self-reported accounts that might have been shaped by selective memory, personal bias, or social desirability. Moreover, perceptions of institutional support might have been influenced by confounding factors such as prior athletic experience, socioeconomic status, or academic preparedness, which could not be fully controlled but were acknowledged in analysis. While thematic interpretation was carefully validated, the researcher's positionality might still have influenced meaning-making. Finally, the depth of insight depended heavily on the openness, availability, and willingness of participants to share, which could have affected the scope and richness of the data collected.

Framework

This study adopts a Context–Experience–Meaning–Outcome (CEMO) Model as its research paradigm. Unlike the traditional linear input–process–output framework, this model reflects the interpretive and non-linear nature of phenomenological inquiry. As illustrated in Figure 1, the paradigm emphasizes how the institutional context shapes the lived experiences of baseball student-athletes, how these experiences are interpreted through meaning-making processes, and how these interpretations lead to developmental and programmatic outcomes.

The first component, context, refers to the structural and environmental conditions surrounding the athletes, particularly the institutional support provided by the university. This includes academic assistance, coaching and training, financial support such as scholarships, access to facilities, and psychosocial services, as well as the broader university and team environment.

The second component, lived experiences, captures how baseball athletes perceive and navigate their roles within the academic and athletic setting. This includes their experiences of receiving institutional support, balancing their dual roles as students and athletes, the challenges they encounter, and the strategies they employ to cope with these demands.

The third component, meaning-making, refers to how athletes interpret their experiences and construct personal understanding from them. This includes the development of achievement motivation, the formation of self-concept as student-athletes, and the shaping of their career identity.

The fourth component, outcomes, represents the insights and implications derived from the study. These include the emergent themes related to institutional support, motivation, and identity; the identification of challenges and adaptive strategies; and the development of a training and career identity formation plan.

The model further highlights a feedback loop, where the outcomes of the study inform improvements in institutional support systems, which in turn influence future athlete experiences and identity development. This dynamic relationship underscores the continuous and evolving nature of student-athlete development.

Research Design

This study employed a qualitative phenomenological research design to explore the lived experiences and perspectives of baseball athletes regarding institutional support, achievement motivation, and athletic identity. Phenomenology emphasized understanding how individuals made sense of their experiences and how meaning was constructed through these experiences (Amarque, 2024). Through in-depth, semi-structured interviews, this design sought to uncover the meanings athletes attached to the types of support they received, the challenges they encountered, the adaptation practices they employed, and the strategies they recommended for training and career identity formation.

Selection of Co-Participants

The study employed purposive sampling to select collegiate baseball athletes from Batangas State University who could provide meaningful insights into their lived experiences of institutional support, achievement motivation, and career identity

formation. Participants were chosen based on three inclusion criteria: (1) current enrollment as a student-athlete in the university baseball team, (2) at least one year of competitive collegiate baseball experience, and (3) willingness to share personal narratives related to support systems, motivation, and identity development. This approach ensured that participants possessed both the depth of experience and the reflective capacity necessary to contribute to a phenomenological inquiry.

The number of participants was 12, with the final count determined by the principle of data saturation, whereby interviews continued until no new significant themes or perspectives emerged. This sampling strategy was particularly suited to phenomenological research, as it prioritized depth of understanding over breadth of coverage. By focusing on a relatively small but information-rich group, the study was able to uncover nuanced accounts of the challenges, strategies, and meaning-making processes involved in balancing academic and athletic responsibilities.

Data Generation

This study employed a qualitative data generation process to explore the lived experiences of baseball athletes regarding institutional support, achievement motivation, and career identity formation. Data were gathered through semi-structured in-depth interviews to elicit rich and reflective accounts of the participants' perceptions, challenges, and adaptive strategies, allowing for a nuanced understanding that structured instruments might have overlooked.

The study population consisted of collegiate baseball athletes enrolled at Batangas State University during the academic year 2025–2026. A purposive sampling technique was used to select participants who met the following criteria: (1) active participation in the university baseball program, (2) at least one year of collegiate athletic experience, and (3) willingness to share personal narratives related to institutional support, motivation, and identity formation.

The primary instrument was a validated semi-structured interview guide, organized into five sections consistent with the research questions: athletes' perceptions of institutional support, challenges encountered in sustaining motivation and career identity, strategies employed to address challenges, implications for motivation and identity development, and recommendations for training and career identity formation programs.

The data gathering procedure proceeded in three phases. First, ethical clearance and informed consent were obtained, ensuring confidentiality, voluntary participation, and the right to withdraw at any point. Second, interviews were conducted at times convenient for participants, either face-to-face or through secure online platforms, with the researcher maintaining neutrality and consistency. Third, data were transcribed, anonymized, and securely stored, with digital files kept on password-protected devices and consent forms in locked storage accessible only to the researcher.

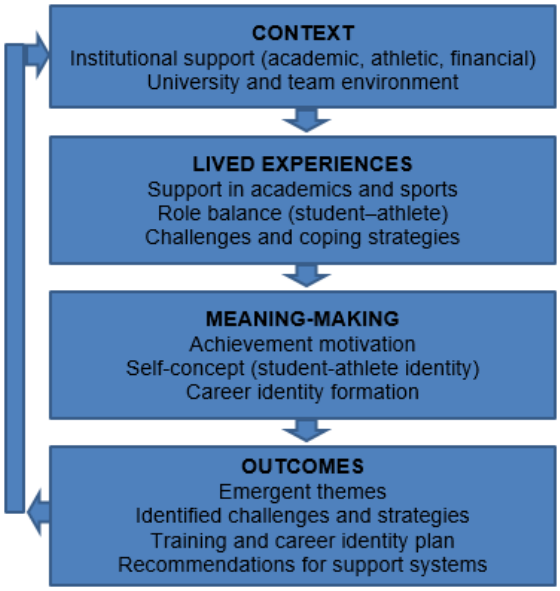


Figure 1. ***Research Paradigm***

Thematic Reflection

Thematic reflection in this study followed a systematic and iterative process designed to capture the depth and complexity of baseball student-athletes' lived experiences regarding institutional support, achievement motivation, career identity formation, and challenges. This section outlines the phases that were undertaken to analyze and interpret the narrative data collected from the co-participants.

Familiarization with Data. All interview transcripts were read and re-read to gain an in-depth understanding of participants' responses.

Initial Coding. Significant statements, phrases, and expressions from the transcripts were highlighted and assigned descriptive codes.

Generating Categories and Clusters. The initial codes were reviewed and organized into categories that represented common patterns among participants.

Formation of Themes. Categories and clusters were synthesized into broader themes that encapsulated the essence of participants' perspectives. Themes highlighted recurring insights on how institutional support influenced achievement motivation, how athletes constructed their self-concept and identity, and how they navigated the challenges of balancing academics and athletics.

Table 1

Sports Profile of the Participants

Participant	Pseudo name	Position	Years of Sports Experience
Participant 1	Adrian	Infielder	2 years
Participant 2	Brandon	Pitcher	3 years
Participant 3	Caleb	Outfielder	1 year
Participant 4	Dominic	Catcher	4 years
Participant 5	Ethan	Infielder	2 years
Participant 6	Felix	Pitcher	3 years
Participant 7	Gabriel	Outfielder	2 years
Participant 8	Hayden	Utility Player	1 year
Participant 9	Isaac	Infielder	4 years
Participant 10	Julian	Pitcher	4 years
Participant 11	Kenneth	Outfielder	3 years
Participant 12	Liam	Utility Player	2 years

Interpretation and Reflection. Each theme was interpreted through reflective analysis, linking participants' experiences to theoretical perspectives on achievement motivation, career identity formation, and institutional support in sports. The analysis also considered contextual factors within Batangas State University that shaped the athletes' academic and athletic experiences.

Theme Validation. To ensure credibility and trustworthiness, member checking was conducted by inviting selected participants to review the interpreted themes.

Synthesis and Integration. The final set of themes was synthesized into a cohesive narrative that integrated insights across all co-participants. This synthesis provided a comprehensive understanding of how baseball student-athletes perceived, interpreted, and navigated their lived experiences.

III. RESULTS

This chapter presents, analyzes, and interprets the qualitative data gathered from in-depth interviews with selected baseball athletes of Batangas State University regarding their lived experiences as student-athletes. The purpose of this study is to explore how institutional support influences their academic and athletic journey, how these experiences shape their achievement motivation, and how they construct their athletic and career identity within the university setting.

Using thematic analysis, the responses of the participants were carefully examined, coded, and organized to identify recurring ideas, patterns, and meanings across the narratives. Through this process, the researcher was able to cluster similar responses and extract themes that reflect the common experiences of the athletes. These themes are directly aligned with the research questions of the study.

The analysis focuses on several key aspects of the student-athlete experience, including institutional support in athletics and academics, the influence of support on achievement motivation, the development of athletic and career identity, and the challenges encountered while balancing multiple responsibilities.

This chapter is organized into sections beginning with the sports profile of the participants. This profile provides contextual information regarding the participants' roles within the baseball team and their years of experience in collegiate athletics.

The Sports Profile of the Participants – Baseball Athletes The participants in this study consist of twelve baseball athletes representing Batangas State University. These athletes are actively involved in the university's baseball program while simultaneously fulfilling their responsibilities as students. Their participation in the study provides valuable insights into the experiences of collegiate student-athletes as they navigate the demands of sports participation and academic responsibilities.

Participant 1, herein referred to as Adrian, was an infielder with two years of sports experience. His account reflects the background of a student-athlete who had already developed awareness of the uneven distribution of support between athletics and academics.

Participant 2, referred to as Brandon, was a pitcher with three years of sports experience. His background was marked by a strong awareness of the university's support for athletic participation, particularly through incidental and lodging allowances, food support during competitions, uniforms, shoes, and exemption from physical education subjects.

Participant 3, referred to as Caleb, was an outfielder with one year of sports experience. As one of the less experienced participants, his background reflected a relatively early stage in the development of both student-athlete identity and career identity.

Participant 4, referred to as Dominic, was a catcher with four years of sports experience. As one of the more experienced participants, his background demonstrated a more mature understanding of the institutional environment and the demands of student-athlete life.

Participant 5, referred to as Ethan, was an infielder with two years of sports experience. His background reflects a student-athlete who perceived institutional support as present but inconsistent, particularly in the academic sphere where accommodation appeared to depend on the disposition of individual instructors.

Participant 6, referred to as Felix, was a pitcher with three years of sports experience. His background was strongly centered on athletics, with his sense of self appearing more firmly established in his identity as an athlete than as a student.

Participant 7, referred to as Gabriel, was an outfielder with two years of sports experience. His narrative reflects the background of a student-athlete who had developed a relatively balanced and intentional approach to his dual role.

Participant 8, referred to as Hayden, was a utility player with one year of sports experience. As another relatively new participant, his background was shaped by the perception that being a student-athlete was both an opportunity and a privilege.

Participant 9, referred to as Isaac, was an infielder with four years of sports experience. His background was deeply rooted in relational and collective dimensions of the student-athlete experience.

Participant 10, referred to as Julian, was a pitcher with four years of sports experience and was approaching graduation at the time of the study. His background reflects a participant in transition, as he had already spent several years immersed in the athletic program while simultaneously confronting the approaching end of his collegiate sports participation.

Participant 11, referred to as Kenneth, was an outfielder with three years of sports experience. His background was marked by internal tension between his strong identification with athletics and his growing realization that sports could not remain the sole basis of his future identity.

Participant 12, referred to as Liam, was a utility player with two years of sports experience. His background reflects a student-athlete who perceived himself as independent, reliable, and capable of managing multiple responsibilities through planning and prioritization.

The backgrounds of the participants reveal both shared conditions and individual differences. All participants were male baseball student-athletes who had to navigate the demands of athletic participation alongside academic responsibilities.

SOP 1. Significant Experiences of Baseball Athletes as to the Institutional Support Provided to Them in Both Sports and Academics

This section presents the significant experiences of baseball athletes regarding the institutional support they receive in both athletics and academics within Batangas State University. The responses highlight how support systems such as coaching guidance, structured training programs, allowances, academic considerations, and communication with faculty members influence the overall experiences of student-athletes.

The interpretation of the findings is anchored on Self-Determination Theory and Dual Career Development Theory, which explain that supportive institutional environments strengthen motivation, competence, and persistence among student-athletes.

Significant Experiences of Adrian

Table 2a. Significant Experiences of Adrian

"Sa overall experience ko, may support naman ang university both sa academics at athletics, pero hindi palaging pantay." *(In my overall experience, the university provides support in both academics and athletics, but it is not always balanced.)*
"Sa athletics, ramdam ko yung suporta through coaches, training schedules, at allowances." *(In athletics, I can feel the support through coaches, training schedules, and allowances.)*
"Sa academics, minsan kailangan ko pang mag-adjust on my own lalo na kapag may conflict ang training at klase." *(In academics, sometimes I still need to adjust on my own, especially when there are conflicts between training and classes.)*
"Kapag may understanding ang professors at may coordination sa coaches, mas nagiging manageable yung role ko bilang student-athlete." *(When professors are understanding and there is coordination with the coaches, my role as a student-athlete becomes more manageable.)*
"Pinaka-meaningful para sa akin yung academic consideration tulad ng make-up exams o flexible deadlines." *(The most meaningful support for me is academic consideration such as make-up exams or flexible deadlines.)*

Adrian's account reveals that his significant experiences as a student-athlete were shaped by the simultaneous presence of institutional support and personal adjustment. He recognized that the university provides support in both athletics and academics, but he also made clear that such support is not always equally experienced across the two domains.

In contrast, Adrian described academic life as an area where he often had to rely on his own efforts to cope with role conflict. He shared, "Sa academics, minsan kailangan ko pang mag-adjust on my own lalo na kapag may conflict ang training at klase" ("In academics, sometimes I still need to adjust on my own, especially when there are conflicts between training and classes").

Adrian also emphasized that support becomes more meaningful when there is coordination between the academic and athletic spheres. He noted, "Kapag may understanding ang professors at may coordination sa coaches, mas nagiging manageable yung role ko bilang student-athlete" ("When professors are understanding and there is coordination with the coaches, my role as a student-athlete becomes more manageable"). This statement is particularly important because it shows that Adrian's experience of support is not limited to isolated acts of assistance.

Among all forms of support, Adrian identified academic consideration as the most meaningful. He stated, "Pinaka-meaningful para sa akin yung academic consideration tulad ng make-up exams o flexible deadlines" ("The most meaningful support for me is academic consideration such as make-up exams or flexible deadlines"). This experience is significant because it directly addresses one of the most difficult aspects of student-athlete life, which is the need to perform academically while fulfilling athletic commitments.

From the perspective of Self-Determination Theory, Adrian's experiences may be understood in terms of the psychological needs for competence, autonomy, and relatedness. His positive experiences in athletics, particularly the presence of coaches, training systems, and allowances, appear to support his sense of competence by providing the structure and resources needed to perform effectively in sport. His experiences clearly demonstrate that athletic and academic development do not occur separately. Rather, they interact continuously, and tensions arise when institutional structures support one side more strongly than the other. Adrian's narrative shows that his athletic pathway is supported through visible systems, but his academic pathway often requires personal negotiation. His statement that his role becomes more manageable when professors and coaches coordinate underscores a core principle of dual career development, namely that effective progression depends on aligned support across educational and sporting contexts. His experience therefore reflects a dual-career pathway that is possible and sustainable, but only when institutional actors actively reduce friction between the two domains.

The findings also remain consistent with the literature cited in the original discussion. In addition, his appreciation for academic accommodations and his efforts to balance present demands with future responsibilities suggest an ongoing process of constructing a meaningful pathway through sport and education, consistent with the interpretation drawn from Wang and Li (2024).

Significant Experiences of Brandon

Table 2b. Significant Experiences of Brandon

"Yung experience ko sa institutional support ay mas focused sa athletic needs."
(My experience with institutional support is more focused on athletic needs.)
"May binibigay na incidental at lodging allowance kapag may competitions."
(There are incidental and lodging allowances provided during competitions.)
"May food support lalo na kapag may competitions."
(Food support is also provided especially during competitions.)
"Provided din ang uniforms at shoes kaya mas nakakafocus ako sa training."
(Uniforms and shoes are also provided, which allows me to focus more on training.)
"Sa academics malaking tulong yung exemption sa PE dahil nababawasan yung academic load."
(In academics, the exemption from PE classes helps because it reduces the academic load.)

Brandon's account shows that his most salient experiences as a student-athlete were shaped by an institutional support system that was more visible in athletics than in academics. He explicitly described this imbalance when he stated, "Yung experience ko sa institutional support ay mas focused sa athletic needs" ("My experience with institutional support is more focused on athletic needs").

A major component of Brandon's experience was the provision of logistical and material support during competitions. He shared, "May binibigay na incidental at lodging allowance kapag may competitions" ("There are incidental and lodging allowances provided during competitions") and "May food support lalo na kapag may competitions" ("Food support is also provided especially during competitions").

The findings further suggest that Brandon's significant experiences were tied to the development of commitment and persistence. His ability to focus more fully on training because of institutional provisions reflects how support systems can reinforce confidence in one's capacity to meet performance expectations.

Significant Experiences of Caleb

Table 2c. Significant Experiences of Caleb
"May basic support naman na binibigay ng institution tulad ng allowances kapag may competitions." *(The institution provides basic support such as allowances during competitions.)* "May food support at provided na uniforms at shoes." *(There is food support and uniforms and shoes are also provided.)* "May exemption din sa PE subjects." *(There is also exemption from PE subjects.)* "Minsan pakiramdam ko hanggang doon lang yung support lalo na pagdating sa academics." *(Sometimes I feel that the support only goes that far, especially when it comes to academics.)* "Minsan nagiging unsure ako kung tama ba yung direction ko bilang student-athlete." *(Sometimes I become unsure whether I am on the right direction as a student-athlete.)*

Caleb's account reveals that his significant experiences as a student-athlete were shaped by the presence of basic institutional support alongside a growing awareness of its limitations, particularly in the areas of academics and future direction. He acknowledged that the university provides practical forms of assistance that help sustain participation in sport.

Caleb's account further suggests that his experiences reflect the developmental realities of a relatively less experienced student-athlete who is still adjusting to collegiate demands. His narrative points to a process of gradual confidence-building in which basic support allows him to continue participating, but not yet with full clarity about his academic and career direction. This is consistent with work showing that supported experiences contribute to confidence-building and self-belief over time (Damodar et al., 2024).

Significant Experiences of Dominic

Table 2d. Significant Experiences of Dominic
"Sa experience ko, masasabi kong may support ang university pero kailangan mo talagang matutong mag-navigate ng system." *(In my experience, I can say that the university provides support, but you really need to learn how to navigate the system.)* "Sa athletics, malinaw yung support—may structured training at guidance from coaches." *(In athletics, the support is clear—there are structured trainings and guidance from coaches.)* "Sa academics naman, hindi automatic yung support." *(In academics, the support is not automatic.)* "Kailangan mo talagang makipag-usap sa professors at mag-explain ng situation mo bilang student-athlete." *(You really have to talk to professors and explain your situation as a student-athlete.)* "Natuto akong maging proactive, mag-manage ng oras, at ipaglaban yung needs ko bilang student-athlete." *(I learned to be proactive, manage my time, and advocate for my needs as a student-athlete.)*

Dominic's narrative reflects a student-athlete experience in which institutional support was present, but not fully automatic across all domains of university life. He acknowledged the availability of support, yet emphasized that benefiting from it required initiative and active engagement with the system. As he stated, "Sa experience ko, masasabi kong may support ang university pero kailangan mo talagang matutong mag-navigate ng system" ("In my experience, I can say that the university provides support, but you really need to learn how to navigate the system"). This statement captures a significant feature of his experience: support was not absent, but it was conditional upon the student-athlete's ability to understand institutional processes, communicate effectively, and respond strategically to competing demands. Dominic's account therefore presents institutional support as both enabling and demanding, requiring student-athletes to become active participants in managing their own dual-role pathway.

A central element of Dominic's experience was the clarity and structure of athletic support. He explained, "Sa athletics, malinaw yung support may structured training at guidance from coaches" ("In athletics, the support is clear there are structured trainings and guidance from coaches"). This response indicates that the athletic domain offered a relatively stable and organized environment, characterized by defined routines and the consistent presence of coaching guidance. Such support likely contributed to his sense of predictability and role clarity as an athlete.

Through repeated experiences of balancing training and academic obligations, Dominic developed skills that extend beyond immediate athletic participation. Time management, communication, and self-advocacy emerged as critical capacities in his narrative, indicating that his student-athlete experience contributed to the development of transferable competencies relevant not only to university life, but also to future personal and professional roles.

Significant Experiences of Ethan

Table 2e. Significant Experiences of Ethan
"Sa experience ko, may support naman ang university pero minsan pakiramdam ko hindi siya consistent."
(In my experience, the university provides support, but sometimes it does not feel consistent.)
"Sa athletics, okay yung training at may guidance from coaches."
(In athletics, the training is good and there is guidance from coaches.)
"Sa academics, parang depende sa subject at sa professor kung gaano ka nila maiintindihan."
(In academics, it sometimes depends on the subject or professor whether they understand your situation.)
"Kapag may competitions, mas nakakapag-focus ako sa laro dahil sa support."
(When there are competitions, I can focus more on the game because of the support.)
"Malaking bagay yung binibigyan ka ng chance na makabawi sa schoolwork."
(It really helps when you are given the chance to catch up on schoolwork.)

Ethan's narrative reflects a student-athlete experience characterized by the presence of institutional support, yet marked by inconsistency in how such support is experienced across athletics and academics. He described this condition directly when he stated, "Sa experience ko, may support naman ang university pero minsan pakiramdam ko hindi siya consistent" ("In my experience, the university provides support, but sometimes it does not feel consistent"). This statement captures a central feature of his experience: support was available, but its reliability varied depending on the context. Ethan's account suggests that the institutional environment was not wholly unsupportive, but neither was it uniformly responsive to the demands of student-athlete life. As a result, his experience was shaped by both reassurance and uncertainty.

In the athletic domain, Ethan described support in more stable and positive terms. He explained, "Sa athletics, okay yung training at may guidance from coaches" ("In athletics, the training is good and there is guidance from coaches"). This response indicates that the athletic side of his university experience was structured and dependable. The presence of organized training and coaching guidance appears to have provided him with direction, routine, and a stable support system that facilitated his continued participation in baseball. Such support likely contributed to his confidence in fulfilling his athletic role and reinforced his sense that the institution was invested in his development as an athlete.

By contrast, Ethan portrayed academic support as less predictable and more dependent on individual faculty members. He stated, "Sa academics, parang depende sa subject at sa professor kung gaano ka nila maiintindihan" ("In academics, it sometimes depends on the subject or professor whether they understand your situation"). This response highlights the conditional nature of academic support in his experience. Rather than encountering a uniformly coordinated system, Ethan experienced academic accommodation as contingent on the disposition of particular instructors. This inconsistency likely intensified the uncertainty associated with managing dual responsibilities, since his ability to balance athletic and academic demands depended not only on his own effort, but also on the responsiveness of others within the academic environment.

The significance of Ethan's experiences is further reinforced by scholarship indicating that supportive academic environments influence student-athletes' academic persistence and overall well-being (García et al., 2023). His account illustrates that academic understanding and flexibility reduce pressure and make it more possible to continue meeting institutional expectations across both domains. This also aligns with the view that institutional resources enhance perceived capability and support persistence in demanding roles (Damodar et al., 2024). Ethan's management of shifting expectations between athletics and academics further reflects the role strain and negotiation emphasized in Role Theory, particularly in contexts where individuals must continually respond to competing obligations (Sari et al., 2024).

Significant Experiences of Felix

Table 2f. Significant Experiences of Felix
"Mas ramdam ko talaga yung support sa athletics."
(I feel the support more strongly in athletics.)
"Maayos yung training program at may clear expectations mula sa coaches."
(The training program is well organized and there are clear expectations from the coaches.)
"Sa academics may support pero hindi siya automatic."
(In academics there is support, but it is not automatic.)
"Kailangan mong ipaalam sa instructors na may commitments ka bilang athlete."
(You need to inform instructors that you have commitments as an athlete.)
"Dahil sa athletic support, mas 85agging focused ako sa performance."
(Because of the athletic support, I became more focused on my performance.)

Felix's narrative indicates that his significant experiences as a student-athlete were shaped by a strong perception that institutional support was more firmly established in athletics than in academics. He explicitly stated, "Mas ramdam ko talaga yung support sa athletics" ("I feel the support more strongly in athletics"). This response immediately locates the center of his student-athlete experience in the athletic domain, where support was not only present but also more visible and tangible. His account

suggests that the university's investment in athletics was experienced through systems that directly affected training, performance, and role clarity, while academic support was perceived as less immediate and less systematic.

A major part of Felix's experience was the structure of the athletic program and the clarity of expectations communicated by coaches. As he explained, "Maayos yung training program at may clear expectations mula sa coaches" ("The training program is well organized and there are clear expectations from the coaches"). This response reflects an institutional environment in which the athletic role was clearly defined and consistently reinforced. The presence of organized training and explicit expectations likely provided Felix with a strong sense of direction in his role as an athlete. Such an environment appears to have supported not only his performance but also his identification with the athletic role, since clarity and structure often strengthen commitment and role investment. In Felix's case, the athletic microsystem seems to have functioned as a stable context in which effort, discipline, and performance were continually reinforced. Another important dimension of Felix's experience was the effect of athletic support on his focus and motivation. He remarked, "Dahil sa athletic support, mas nagiging focused ako sa performance" ("Because of the athletic support, I became more focused on my performance"). This statement suggests that institutional support in athletics did more than simply reduce logistical burdens. It also shaped his psychological orientation toward performance. The support he received appears to have increased his concentration, sharpened his commitment, and reinforced a performance-centered identity. This is significant because it shows that institutional support influenced not only his participation, but also the way he understood success and invested himself in the athletic role.

Significant Experiences of Gabriel

Table 2g. Significant Experiences of Gabriel
"May support ang university pero mas effective siya kapag marunong kang mag-communicate." *(The university provides support, but it becomes more effective when you know how to communicate.)*
"Sa athletics malinaw yung sistema ng training." *(In athletics, the training system is clear.)*
"May guidance ang coaches at support during competitions." *(There is guidance from coaches and support during competitions.)*
"Sa academics may consideration lalo na kapag maayos kang nakikipag-usap sa instructors." *(In academics there is consideration especially when you communicate well with instructors.)*
"Mas nagiging organized ako dahil sa support system." *(Because of the support system, I become more organized.)*

Gabriel's narrative indicates that his significant experiences as a student-athlete were shaped not only by the availability of institutional support, but also by his capacity to communicate effectively within the university environment. He emphasized this point directly when he stated, "May support ang university pero mas effective siya kapag marunong kang mag-communicate" ("The university provides support, but it becomes more effective when you know how to communicate"). This response suggests that support was not experienced as a passive institutional provision alone. Rather, its effectiveness depended on the student-athlete's ability to articulate needs, clarify commitments, and engage with the people who shaped his academic and athletic environment. Gabriel's experience therefore highlights the relational and interactive character of institutional support.

A major component of Gabriel's experience was the clarity and structure of support in athletics. He stated, "Sa athletics malinaw yung sistema ng training" ("In athletics, the training system is clear"). He further explained, "May guidance ang coaches at support during competitions" ("There is guidance from coaches and support during competitions"). These responses indicate that the athletic environment provided him with a stable and organized framework for participation. The structure of training and the support provided during competitions likely contributed to his sense of direction, preparedness, and consistency in fulfilling his athletic role. The presence of coaches as active sources of guidance also suggests that Gabriel experienced athletics as a context in which expectations were understandable and support mechanisms were visible.

Significant Experiences of Hayden

Table 2h. Significant Experiences of Hayden
"Malaking tulong yung training at guidance ng coaches." *(The training and guidance from coaches are very helpful.)*
"Mas naging structured yung araw-araw ko bilang athlete." *(My daily routine became more structured as an athlete.)*
"Sa academics may support pero kailangan mong ipaalam yung situation mo." *(In academics there is support, but you need to inform them about your situation.)*
"Kapag ramdam ko yung support, mas nagiging confident ako." *(When I feel the support, I become more confident.)*
"Mas nagiging motivated akong ipagpatuloy yung journey ko bilang student-athlete." *(I become more motivated to continue my journey as a student-athlete.)*

Hayden's narrative shows that his significant experiences as a student-athlete were shaped by the structuring influence of coaching support, the need for personal initiative in academics, and the motivational effect of feeling institutionally supported. One of the most salient aspects of his experience was the role of coaches in organizing his daily life as an athlete. He stated, "Malaking tulong yung training at guidance ng coaches" ("The training and guidance from coaches are very helpful"), and further explained, "Mas naging structured yung araw-araw ko bilang athlete" ("My daily routine became more structured as an athlete"). These responses indicate that coaching guidance did not merely assist him in sport-specific performance. Rather, it contributed to the organization of his daily routines and helped establish a more disciplined pattern of living. For Hayden, the athletic environment appears to have functioned as a stabilizing structure that shaped both his participation in baseball and his broader adjustment to student-athlete life.

Autonomy is evident in the requirement that he inform instructors about his situation in order to access academic support. This condition required Hayden to exercise initiative, communicate his needs, and manage his own responsibilities across two demanding domains. In this sense, autonomy emerged through active self-regulation and engagement with institutional processes. Relatedness is reflected in his perception of being supported by coaches and the broader university environment. This interpretation is consistent with work showing that supportive environments strengthen athletes' competence and engagement (Lopez-Garrido, 2023).

Significant Experiences of Isaac

Table 2i. Significant Experiences of Isaac

"Ramdam ko yung effort ng coaches at athletic department."
(I can feel the effort of the coaches and the athletic department.)
"Pakiramdam ko hindi lang kami players kundi isang grupo."
(I feel that we are not just players but a team.)
"Sa academics may support pero minsan hindi siya ganoon ka-visible."
(In academics there is support, but sometimes it is not very visible.)
"Kapag maayos yung coordination, mas nagiging smooth yung semester."
(When coordination is good, the semester becomes smoother.)
"Kapag kulang yung support, minsan parang mag-isa kang nagha-handle ng problema."
(When support is lacking, it sometimes feels like you are handling problems alone.)

At the same time, Isaac noted that academic support was less visible and often required active effort on the part of the student-athlete. He stated, "Sa academics naman, may support pero minsan parang hindi ganoon ka-visible, kaya kailangan mo talagang mag-reach out" ("In academics, there is support, but sometimes it is not that visible, so you really need to reach out"). This response points to an important contrast between the athletic and academic domains of his experience. While athletic support was embedded in visible team processes and institutional presence during competitions, academic support appeared less immediate and more dependent on initiative. Isaac's account therefore suggests that the manageability of student-athlete life depended partly on how effectively students could bridge the gap between these two systems.

Isaac's narrative may also be understood through Dual Career Development Theory, which emphasizes that student-athletes develop through the simultaneous negotiation of educational and athletic pathways. His account clearly demonstrates that this development was shaped by different levels of support visibility across the two domains.

The significance of Isaac's experiences is reinforced by scholarship suggesting that experienced student-athletes often develop stronger identity coherence and greater persistence over time (Harrison et al., 2024). His narrative reflects this pattern, as his sense of self appears grounded not only in athletic participation but also in his place within a team-based and institutionally supported environment. His strong integration of belonging, role commitment, and academic-athletic coordination is also consistent with perspectives that understand identity as becoming more stable through accumulated experience and adaptive meaning-making over time (Wang & Li, 2024). In addition, his sustained engagement and emphasis on manageable coordination align with scholarship showing that repeated positive experiences and supportive environments reinforce self-efficacy and persistence in student-athletes (Damodar et al., 2024). Isaac's account therefore illustrates how support systems, especially those rooted in team belonging and interdepartmental coordination, contribute not only to immediate functioning but also to long-term motivational stability.

Significant Experiences of Julian

Table 2j. Significant Experiences of Julian

"Consistent yung support mula first year hanggang ngayon."
(The support has been consistent from my first year until now.)
"May training, guidance ng coaches, at support during competitions."
(There are trainings, coaching guidance, and support during competitions.)
"Sa academics may consideration pero kailangan mong maging assertive."
(In academics there is consideration, but you need to be assertive.)
"Ngayon mas nakikita ko yung strengths at limitations ng support system."
(Now I can see both the strengths and limitations of the support system.)
"Mas nagiging conscious ako sa future ko pagkatapos ng college."
(I am becoming more conscious about my future after college.)

Julian's narrative reflects a student-athlete experience shaped by long-term exposure to institutional support, increasing awareness of its limits, and a growing concern for life beyond collegiate sport. One of the most salient features of his account is the consistency of support throughout his university years. He stated, "Consistent yung support mula first year hanggang ngayon" ("The support has been consistent from my first year until now"). This response suggests that Julian experienced the athletic environment as a stable and enduring source of structure across his collegiate development. Rather than describing support as occasional or situational, he framed it as sustained over time, indicating that continuity itself was a meaningful part of his experience as a student-athlete.

At the same time, Julian's narrative points to an important difference between athletic and academic support. He explained, "Sa academics may consideration pero kailangan mong maging assertive" ("In academics there is consideration, but you need to be assertive"). This response indicates that academic support existed, but was not automatically enacted in the same way as support in athletics. Instead, it required the student-athlete to communicate clearly, assert his needs, and actively negotiate academic accommodation.

At this stage, the challenge is no longer limited to balancing training and schoolwork. It includes preparing for identity transition and future occupational direction. His account therefore illustrates a critical principle of dual-career development: institutional support must not only sustain participation during the athletic years, but also prepare athletes for the eventual transition beyond sport. This interpretation is consistent with research emphasizing that institutional support plays a central role in helping athletes prepare for life after sport and higher education (Stambulova & Henriksen, 2025).

Significant Experiences of Kenneth

Table 2k. Significant Experiences of Kenneth
"May support naman talaga ang university lalo na sa athletics."
(The university truly provides support especially in athletics.)
"Structured yung training at may direction yung team."
(The training is structured and the team has direction.)
"Sa academics may professors na supportive."
(In academics some professors are supportive.)
"Pero may professors din na kailangan mong mag-adjust."
(But there are also professors where you need to adjust.)
"Minsan napapaisip ako kung tama ba na pinagsasabay ko yung academics at athletics."
(Sometimes I wonder if it is right to balance both academics and athletics.)

Kenneth's narrative reflects a student-athlete experience marked by strong support in athletics, uneven support in academics, and recurring reflection on the challenge of sustaining both roles at the same time. He began by acknowledging the general presence of institutional support, particularly in the athletic domain, stating, "May support naman talaga ang university lalo na sa athletics" ("The university truly provides support especially in athletics"). This response indicates that Kenneth perceived the university as invested in student-athletes, but that this investment was more visible and consistent in sports-related contexts. His experience suggests that the athletic environment served as the primary source of structure and institutional reliability in his collegiate life. In contrast, Kenneth described academic support as inconsistent across instructors. He explained, "Sa academics may professors na supportive" ("In academics some professors are supportive"), but added, "Pero may professors din na kailangan mong mag-adjust" ("But there are also professors where you need to adjust"). These responses point to the conditional nature of academic support in his experience. Unlike athletics, where support was structured and collective, the academic environment appeared fragmented, depending on the attitudes and responses of individual faculty members. This variability likely created uncertainty and placed additional pressure on Kenneth to adapt to different expectations. His narrative indicates that the challenge was not the total absence of academic support, but its uneven distribution across the academic system.

A particularly significant dimension of Kenneth's account was the reflective tension produced by balancing athletics and academics. He stated, "Minsan napapaisip ako kung tama ba na pinagsasabay ko yung academics at athletics" ("Sometimes I wonder if it is right to balance both academics and athletics"). This statement reveals that the strain of managing both roles was not merely practical, but also existential and evaluative. Kenneth was not only coping with workload and scheduling pressures. He was also questioning the sustainability and value of the dual-role pathway itself. This makes his experience especially important because it shows how inconsistent support can affect not only day-to-day adjustment but also deeper reflections on identity, direction, and commitment.

In addition, the variability Kenneth encountered across instructors supports findings that consistent support is associated with stronger academic and athletic outcomes among student-athletes (Stavitz et al., 2025). His narrative therefore points to the importance of support systems that operate not only within athletics, but across the wider institutional environment.

Significant Experiences of Liam

Table 2l. Significant Experiences of Liam
"Okay naman yung support sa athletics."
(The support in athletics is generally good.)
"May structured training at guidance ng coaches."
(There is structured training and guidance from coaches.)
"Sa academics may support pero kailangan mong maging proactive."
(In academics there is support, but you need to be proactive.)
"Kapag kulang yung coordination, mas maraming adjustments ang kailangan."
(When coordination is lacking, more adjustments are required.)
"Yung support ay parang safety net para sa mga athletes."
(Support is like a safety net for athletes.)

Liam's experience shows that structured athletic support and coaching provide stability, discipline, and direction, helping him stay focused as a student-athlete. However, he also highlighted that lack of coordination between academic and athletic systems creates added difficulty, requiring him to make more adjustments to balance both roles.

This suggests that while support exists, its effectiveness depends on how well systems are aligned. Overall, Liam's narrative reflects that student-athletes benefit from organized training and institutional support, but still face challenges when coordination is weak. His experience aligns with research showing that adaptability is important for long-term development and transition beyond sports (Wendling & Sagas, 2025).

SOP 2. Meanings Drawn from the Most Significant Experiences of Baseball Athletes

Table 3.a.
Significant Statements and Formulated Meanings

Significant Statements	Formulated Meanings
"Sa athletics, ramdam ko yung suporta through coaches, training schedules, at allowances." – Adrian	Institutional support in athletics creates a structured environment that helps athletes maintain focus and preparedness.
"Maayos yung training program at may clear expectations mula sa coaches." – Felix	
"May training schedules at guidance ng coaches." – Gabriel	
"Malaking tulong yung training at guidance ng coaches." – Hayden	
"Consistent yung support mula first year hanggang ngayon." – Adrian0	
"May binibigay na incidental at lodging allowance kapag may competitions." – Brandon	Financial and logistical assistance helps reduce external stress and allows athletes to concentrate on performance.
"May food support lalo na kapag may competitions." – Brandon	
"Provided din ang uniforms at shoes kaya mas nakakafocus ako sa training." – Brandon	
"Kapag may competitions, mas nakakapag-focus ako sa laro dahil sa support." – Ethan	
"Ramdam ko yung effort ng coaches at athletic department." – Isaac	
"Mas nagiging structured yung araw-araw ko bilang athlete." – Hayden	Coaching guidance and structured programs foster discipline and routine among student-athletes.
"Mas nagiging organized ako dahil sa support system." – Gabriel	
"Structured yung training at may direction yung team." – Adrian1	
"May guidance ang coaches at support during competitions." – Gabriel	
"Mas naging focused ako sa performance dahil sa athletic support." – Felix	

The analysis of the significant experiences shared by the baseball student-athletes revealed a set of meanings about how institutional support is understood, negotiated, and valued within the university setting. Across the narratives, institutional support was interpreted not simply as the availability of services, but as a lived condition that shaped motivation, confidence, discipline, and the ability to sustain academic and athletic participation. A clear point of convergence across the athletes' accounts is that support is most visible in athletics through coaching guidance, structured training, competition-related assistance, and team-based systems of accountability.

Structured Institutional Support Enhances Athletic Stability and Performance

The significant statements presented in Table 3.a show a strong convergence in the athletes' accounts regarding the value of structured support in athletics. Adrian shared that "Sa athletics, ramdam ko yung suporta through coaches, training schedules, at allowances," while Felix noted that the training program was well organized and that coaches communicated clear expectations. Gabriel and Hayden likewise emphasized training schedules, coaching guidance, and structured routines, and Julian highlighted the consistency of support from his first year onward.

From the perspective of Self-Determination Theory, these experiences suggest that structured athletic support satisfies the needs for competence and relatedness. Clear expectations, consistent coaching, and organized training strengthen the athletes' sense of capability, while the regular presence of coaches and team systems reinforces connection and belonging. Such conditions sustain motivation because athletes experience themselves as effective and supported within their sport environment (Lopez-Garrido, 2023).

Financial and Logistical Assistance Reduces Stress and Supports Athletic Focus

Financial and logistical support plays a crucial role in helping student-athletes focus on their performance by reducing external stress. Participants highlighted assistance such as allowances, food, equipment, and competition support as essential in making participation more manageable.

While some athletes value this support for easing financial burdens, others see it as a sign of institutional care and recognition. Overall, providing resources strengthens motivation, commitment, and engagement in sports (Kovács et al., 2022; García et al., 2023). From a theoretical perspective, such support reduces barriers, enhances focus, and helps student-athletes better balance their academic and athletic responsibilities.

Coaching Guidance and Structured Programs Foster Discipline and Athletic Identity

The findings show that coaching guidance and structured training programs help student-athletes develop discipline, routine, and athletic identity. Participants highlighted that organized training and consistent coaching support improved their daily habits, organization, and sense of direction.

Overall, structured athletic environments shape not only performance but also self-concept, as athletes internalize values like discipline and commitment. Research supports that strong coach–athlete relationships and organized programs enhance identity formation and well-being (Edison & Rizzone, 2023; Chun et al., 2023).

Academic Understanding and Flexibility Enable Student-Athletes to Balance Dual Roles

The significant statements presented in Table 3.b reveal that academic understanding and flexibility are crucial in helping baseball athletes manage their dual roles. Adrian explained that when professors are understanding and there is coordination with coaches, his role as a student-athlete becomes more manageable. Gabriel likewise noted that academic consideration is often available when student-athletes communicate effectively with instructors, while Ethan emphasized the value of being given the chance to catch up on schoolwork.

These narratives converge in showing that academic flexibility becomes most meaningful when it reduces conflict between competition-related demands and academic requirements. The common pattern is that support from instructors helps athletes remain academically engaged without withdrawing from sport participation. A divergence is also visible. Some athletes experience flexibility as an available and meaningful accommodation, whereas others describe academic support as limited, inconsistent, or difficult to access, especially when faculty understanding varies.

Personal Initiative and Communication Are Essential in Navigating Academic Responsibilities

Another meaning derived from the participants' experiences is that personal initiative and communication are essential in navigating academic responsibilities. Felix stated that athletes need to inform instructors about their commitments, while Liam emphasized the need to be proactive in order to be understood. Dominic likewise reflected that he had learned to become proactive, manage his time, and advocate for his needs as a student-athlete.

These statements converge in showing that institutional support is not simply received; it must often be activated through communication and self-advocacy. Student-athletes learn to explain schedule conflicts, negotiate expectations, and take responsibility for securing academic consideration.

Supporting literature likewise emphasizes that self-regulation and effective communication are important in sustaining academic-athletic balance and motivation among student-athletes (Wang et al., 2022).

Effective Institutional Coordination Supports a Smoother Student-Athlete Experience

The findings show that institutional coordination plays a key role in shaping student-athletes' experiences. When support systems are well-coordinated, athletes experience smoother semesters, better scheduling, and less stress. However, not all athletes benefit equally—some still face fragmented or limited support, forcing them to manage challenges on their own.

Overall, the quality of coordination across academic and athletic systems determines how manageable the dual role becomes. Research supports that integrated support improves academic success, motivation, and well-being (González-Bernal et

al., 2021; Stambulova & Henriksen, 2025). From theoretical perspectives, coordinated systems help athletes feel more capable, supported, and balanced in handling both school and sports responsibilities.

Balancing Athletics and Academics Develops Time Management and Personal Responsibility

The significant statements presented in Table 3.c reveal that participation in collegiate sports develops time management and personal responsibility among baseball athletes. Dominic explained that he learned to become proactive, manage his time, and advocate for his needs as a student-athlete, while Gabriel, Ethan, and Hayden emphasized organization, planning, discipline, and routine as essential to balancing their roles.

Table 3.c
Significant Statements and Formulated Meanings

Significant Statements	Formulated Meanings
"Natuto akong maging proactive, mag-manage ng oras, at ipaglaban yung needs ko bilang student-athlete." – Dominic	Balancing athletics and academics encourages the development of time management and personal responsibility.
"Mas nagiging organized ako dahil sa support system." – Gabriel	
"Ginagawa ko yung balance through planning at discipline." – Ethan	
"Ginagawa ko yung balance sa pamamagitan ng strict routine." – Hayden	
"Sa pamamagitan ng planning at discipline." – Gabriel	
"Mas nagiging conscious ako sa future ko pagkatapos ng college." – Adrian0	Student-athletes become more aware of their long-term career development through their collegiate experiences.
"Minsan nagiging unsure ako kung tama ba yung direction ko bilang student-athlete." – Caleb	
"Minsan napapaisip ako kung hanggang kailan lang ang pagiging athlete." – Caleb	
"Kailangan kong buuin yung identity ko outside sports." – Adrian0	
"Hindi ko pa ganun ka-clear kung anong career ang tatahakin ko." – Ethan	
"Yung pagiging student-athlete nagturo sa akin ng discipline at commitment." – Brandon	Participation in sports contributes to the development of life skills transferable to future careers.
"Nagturo sa akin ng leadership, teamwork, at resilience." – Adrian	
"Nakikita ko ang sarili ko bilang disciplined at resilient." – Dominic	
"Nakikita ko ang sarili ko bilang leader." – Gabriel	
"Nakikita ko ang sarili ko bilang responsible." – Ethan	

These accounts converge in showing that the dual role of student-athlete requires a high level of self-regulation. Because athletes must move between training sessions, competitions, classes, and academic requirements, they gradually develop habits of planning, prioritization, and accountability. A divergence is also evident in how these demands are experienced. For some athletes, planning and discipline become sources of confidence and structure. For others, the same demands reveal uncertainty or continuing strain, especially when support systems are less consistent.

Interpreted through Self-Determination Theory, this meaning indicates that student-athletes strengthen competence as they learn to handle complex responsibilities, while autonomy is exercised through planning, self-regulation, and intentional decision-making. Interpreted through Dual Career Development Theory, these adaptive skills are central to sustaining the educational and athletic pathways simultaneously and to preparing athletes for future role transitions. The literature supports this view, showing that repeated developmental experiences shape direction, confidence, and career-related adaptability (Wang & Li, 2024).

Collegiate Athletic Experiences Promote Awareness of Future Career Development

Another meaning derived from Table 3.c highlights how collegiate athletic experiences promote awareness of future career development. Julian expressed that he had become more conscious of his future after college, while Caleb admitted uncertainty about whether he was on the right direction as a student-athlete and Ethan acknowledged that his future career path was not yet fully clear.

These reflections converge in showing that student-athlete life prompts future-oriented thinking. Participation in university athletics does not remain confined to present performance; it also raises questions about identity, transition, and long-term direction. The divergence lies in the level of clarity athletes possess. Some are already consciously preparing for post-college transition, while others remain uncertain and are still in the process of clarifying what comes after sport.

The concept of athletic career transition emphasizes that student-athletes must eventually rework their identities from being primarily athletes to becoming professionals in other fields (Stambulova & Henriksen, 2025). Institutional contexts that

support career awareness and preparation can therefore ease this transition and help athletes plan more effectively for life beyond sport. From the standpoint of Self-Determination Theory, future awareness is strengthened when athletes feel competent to imagine a path beyond sports, autonomous in making career-related choices, and supported by environments that acknowledge these transitions. From the standpoint of Dual Career Development Theory, these reflections are central because a dual career is not only about present balance, but also about progressive preparation for later educational and occupational roles. The literature indicates that experiences and support systems shape career-related beliefs and decisions among student-athletes (Damodar et al., 2024; Wang & Li, 2024).

Participation in Collegiate Sports Contributes to the Development of Athletic Identity and Character

Participation in collegiate sports helps student-athletes develop strong character and athletic identity. The participants highlighted values such as discipline, leadership, resilience, commitment, and responsibility, though each emphasized different traits. These findings show that sports shape not only performance but also personal values and self-concept, with identity development varying across individuals.

Research supports that continuous involvement in sports and social interactions strengthens self-concept and value formation (Edison & Rizzone, 2023; Chun et al., 2023). Through the lens of Self-Determination Theory, athletes build competence and relationships, while Dual Career Development Theory explains that athletic identity becomes part of a broader life and career identity. Overall, collegiate sports contribute to long-term character development and personal growth (Lopez-Garrido, 2023; Damodar et al., 2024; Wang & Li, 2024).

Table 3.d
Significant Statements and Formulated Meanings

Significant Statements	Formulated Meanings
"Time ang pinaka-challenge." – Adrian	Time management is one of the most significant challenges faced by student-athletes.
"Kahit may support, time management pa rin ang challenge." – Brandon	
"Time management ang pinakamalaking challenge." – Adrian2	
"May mga panahon na athletics talaga ang priority." – Dominic	
"Sa off-season ako bumabawi sa academics." – Felix	
"Yung pressure ang pinakamalaking challenge." – Ethan	Student-athletes experience emotional and psychological pressure while fulfilling their dual roles.
"Yung mental pressure ang pinaka-challenge." – Felix	
"Pakiramdam ko minsan wala akong choice kundi magtagumpay." – Hayden	
"Yung emotional exhaustion ang pinaka-challenge." – Isaac	
"Minsan nakakapagod mentally." – Hayden	
"Umaasa ako sa self-motivation at support ng teammates." – Adrian	Social support from teammates and family helps athletes cope with challenges.
"Umaasa ako sa teammates at pamilya." – Hayden	
"Kumakapit ako sa teammates at friends." – Isaac	
"Kinakausap ko yung close teammates ko." – Ethan	
"Kinakausap ko yung coaches at pamilya ko." – Adrian	

Time Management Challenges Arise from the Demands of Dual Roles

The significant statements presented in Table 3.d reveal that time management is one of the most prominent challenges faced by baseball athletes while balancing academic and athletic responsibilities. Adrian identified time as his primary challenge, Brandon and Liam similarly noted that time management remained difficult even when support was present, and Dominic and Felix described periods when athletics took priority or academics had to be recovered later.

These accounts converge in showing that time is a persistent source of strain within the dual-role experience. Training, competition, travel, and academic requirements compete for limited hours and energy, requiring athletes to constantly reorder priorities. A divergence is visible in how athletes respond to this challenge.

From the perspective of Self-Determination Theory, time-related strain can weaken competence and autonomy when athletes feel unable to meet competing demands effectively. Yet when support and coping strategies are available, athletes can regain a sense of control and capability. From the perspective of Dual Career Development Theory, time pressure is a structural feature of the student-athlete pathway, requiring continual negotiation between sport and education. The literature supports this interpretation, showing that adaptation to such pressures is central to persistence in dual-career contexts (Gupta & McCarthy, 2024).

Emotional and Psychological Pressure Influences the Student-Athlete Experience

Another meaning derived from Table 3.d highlights the emotional and psychological pressures experienced by student-athletes. Ethan referred to pressure as one of his biggest challenges, Felix emphasized mental pressure, Hayden described moments of mental exhaustion, and Isaac pointed to emotional exhaustion. These narratives converge in showing that dual-role

participation is accompanied by emotional strain arising from high expectations, performance demands, and the effort required to satisfy both academic and athletic responsibilities. The divergence lies in how such pressure is interpreted. For some athletes, pressure is primarily draining and destabilizing; for others, it also becomes a source of challenge that strengthens persistence and determination.

Studies on athletic resilience indicate that competitive athletes frequently encounter psychological stress due to the demanding nature of sport participation and academic commitments (Sarkar et al., 2020). However, exposure to such demands can also strengthen coping abilities when athletes learn how to manage stress effectively.

Social Support Systems Help Athletes Cope with Challenges

The third meaning emerging from Table 3.d emphasizes the importance of social support systems in helping athletes cope with challenges. Adrian referred to self-motivation and support from teammates, Hayden emphasized teammates and family, Isaac relied on teammates and friends, Ethan spoke with close teammates, and Julian identified coaches and family as trusted sources of support.

Research indicates that strong social support networks contribute significantly to the resilience and psychological well-being of athletes (Sarkar et al., 2020). When athletes feel supported by those around them, they are more likely to remain motivated and able to cope with stress.

These meanings demonstrate that social support functions as a protective and sustaining force within the student-athlete experience. It helps athletes absorb emotional pressure, remain engaged, and preserve a sense of continuity across challenging periods.

From the perspective of Self-Determination Theory, social support most clearly satisfies relatedness by reinforcing belonging, affirmation, and emotional connection; it also indirectly supports competence by helping athletes persist through difficulty. From the perspective of Dual Career Development Theory, supportive relationships help student-athletes remain on their dual pathway by buffering the pressures that might otherwise disrupt either academic or athletic engagement. This interpretation is consistent with literature showing that supportive environments strengthen persistence, well-being, and meaning-making among student-athletes (Damodar et al., 2024; Wang & Li, 2024).

Student-Athletes Recognize the Importance of Career Preparation Programs

The significant statements presented in Table 3.e reveal that baseball athletes recognize the need for structured career preparation programs to support transition beyond collegiate sport. Adrian suggested career planning seminars, Brandon recommended career preparation seminars, Caleb proposed career exploration activities, Dominic emphasized a structured career preparation program, and Ethan pointed to career guidance activities.

Table 3.e

Significant Statements and Formulated Meanings

Significant Statements	Formulated Meanings
"Maglalagay ako ng career planning seminars." – Adrian	Student-athletes recognize the need for structured career preparation programs.
"Magdadagdag ako ng career preparation seminars." – Brandon	
"Maglalagay ako ng career exploration activities." – Caleb	
"Maglalagay ako ng structured career preparation program." – Dominic	
"Maglalagay ako ng career guidance activities." – Ethan	
"Mentorship from former student-athletes." – Adrian	Mentorship programs from experienced athletes are perceived as valuable support systems.
"Mentorship mula sa alumni." – Dominic	
"Mentorship mula sa successful alumni." – Adrian	
"Guidance mula sa career counselors." – Brandon	
"Regular mentorship sessions." – Gabriel	
"Mas consistent coordination between academic units and athletic departments." – Adrian	Integrated institutional support systems are necessary for holistic athlete development.
"Mas holistic na support system." – Brandon	
"Kailangan ng mas malinaw na pathway para sa student-athletes." – Caleb	
"Support should not end after the last competition." – Dominic	
"Mas structured integration ng athletics, academics, at career planning." – Adrian	

These statements converge in showing that the athletes do not view support as ending with training and competition. They recognize that collegiate athletic participation is temporary and that structured preparation for future careers is necessary. The divergence lies in the kinds of support they prioritize. Some call for formal seminars and workshops, others for exploration and self-assessment opportunities, and others for more systematic institutional pathways that connect athletics, academics, and life after graduation.

These reflections show a growing awareness that student-athlete development must include preparation for future occupational roles. As athletes move through their university experience, they increasingly recognize the need to translate their experiences and skills into post-sport possibilities.

Research on athletic career transitions emphasizes that institutions play a major role in preparing student-athletes for life after sports through career planning programs, academic advising, and professional development opportunities (Stambulova & Henriksen, 2025). Such programs support long-term adjustment and more informed career decision-making.

Mentorship from Experienced Athletes and Professionals Provides Valuable Guidance

Another meaning derived from Table 3.e highlights the importance of mentorship from experienced athletes and professionals. Adrian proposed mentorship from former student-athletes, Dominic emphasized alumni mentorship, Liam referred to successful alumni, Brandon identified guidance from career counselors, and Gabriel suggested regular mentorship sessions.

Studies on athlete development suggest that mentorship significantly contributes to career readiness and psychological well-being during transitional phases (Hallmann et al., 2021). Mentors provide practical advice, emotional support, and models of successful adjustment beyond sport.

From the standpoint of Self-Determination Theory, mentorship can support competence through guidance and feedback, autonomy through informed decision-making, and relatedness through meaningful interpersonal connection. From the standpoint of Dual Career Development Theory, mentorship helps bridge present athletic involvement with future occupational roles by providing examples of transition and adaptation. This is consistent with the literature indicating that role models and mentors shape career expectations and strengthen confidence among student-athletes (Damodar et al., 2024; Wang & Li, 2024).

Integrated Institutional Support Systems Promote Holistic Athlete Development

The third meaning emerging from Table 3.e emphasizes the need for integrated institutional support systems that combine athletic development, academic guidance, and career preparation. Adrian called for more consistent coordination between academic units and athletic departments, Brandon proposed a more holistic support system, Caleb asked for a clearer pathway for student-athletes, Dominic stressed that support should not end after the last competition, and Liam advocated more structured integration of athletics, academics, and career planning.

Interpreted through Self-Determination Theory, integrated support systems are powerful because they address competence, autonomy, and relatedness across the full student-athlete experience rather than within isolated areas. Interpreted through Dual Career Development Theory, such systems are essential because the student-athlete pathway is inherently developmental, interconnected, and transitional. The literature supports this interpretation, indicating that coordinated support enhances engagement, well-being, and long-term development among student-athletes (Stambulova & Henriksen, 2025; Wang & Li, 2024).

SOP 3. Themes Emerged from the Testimonies of Baseball Athletes

The thematic analysis generated five major themes from the testimonies of the baseball student-athletes concerning institutional support, motivation, and identity formation. These themes are: Institutional Athletic Support and Structured Development; Academic Accommodation and Dual Role Management; Personal Growth and Athletic Identity Formation; Challenges and Coping Mechanisms in Balancing Athletics and Academics; and Career Preparation and Post-Collegiate Transition Support. The emergent themes may be understood through Self-Determination Theory and Dual Career Development Theory. Self-Determination Theory explains that student-athletes are more likely to remain motivated when their needs for competence, autonomy, and relatedness are supported through clear guidance, meaningful relationships, and manageable demands (Lopez-Garrido, 2023).

Emergent Theme 1: Institutional Athletic Support and Structured Development

This theme captures the common view that institutional athletic support is one of the most visible and consistently experienced dimensions of university life for baseball student-athletes. Across the testimonies, the athletes converged in describing athletics as the domain where support was most concrete through training systems, coach guidance, and competition-related assistance. However, the accounts diverged in emphasis. Some athletes stressed structure and discipline, others focused on material support, while others attached greater meaning to mentorship and identity development. Interpreted through Self-Determination Theory, this theme shows how athletic systems sustain motivation by strengthening competence through structured preparation and relatedness through coach-athlete relationships (Lopez-Garrido, 2023). Through Dual Career

Development Theory, the theme indicates that a stable athletic environment serves as one side of the student-athlete pathway, although its benefits are strongest when linked to academic and future-oriented support (Stambulova et al., 2021).

Table 4a. Thematic Clusters and Emergent Theme 1

Formulated Meanings	Sub-themes	Emergent Theme
Institutional support in athletics creates a structured environment that helps athletes maintain focus and preparedness.	Structured Athletic Training Environment	Institutional Athletic Support and Structured Development
Financial and logistical assistance helps reduce external stress and allows athletes to concentrate on performance.	Resource and Logistical Support	
Coaching guidance and structured programs foster discipline and athletic identity.	Coaching Mentorship and Athlete Development	

Sub-theme 1: Structured Athletic Training Environment

This sub-theme was reflected in five participants: Adrian, Felix, Gabriel, Hayden, and Julian. Their experiences converged in portraying athletics as a highly organized space where training schedules, coaching expectations, and institutional routines gave structure to daily life. Adrian associated support with "coaches, training schedules, at allowances," Felix emphasized a "maayos" training program with clear expectations, Gabriel referred to a clear training system, Hayden highlighted how training and coach guidance structured his daily routine, and Julian described support as consistent from first year onward.

The divergence within this sub-theme lies in developmental position. For Hayden, structure was closely tied to early adjustment and growing confidence. For Julian, structure was interpreted retrospectively as long-term consistency across the collegiate journey.

Sub-theme 2: Resource and Logistical Support

This sub-theme was reflected in three participants: Brandon, Ethan, and Isaac. Their narratives converged in showing that financial and logistical assistance reduces external burdens and allows greater concentration on training and competition. Brandon repeatedly identified allowances, food support, uniforms, and shoes as meaningful because they enabled him to focus on athletic preparation. Ethan emphasized that support during competitions helped him focus on the game, while Isaac highlighted the effort of coaches and the athletic department in supporting team activities and competitions.

The divergence in this sub-theme concerns how assistance was interpreted. Brandon framed resources in practical and financial terms, Ethan tied them to reduced stress and better focus, while Isaac understood them within the broader collective support of the team environment. From the perspective of Self-Determination Theory, resource provision supports competence by reducing external barriers that interfere with performance, and it may also strengthen relatedness by communicating that the institution values its athletes (Lopez-Garrido, 2023).

Sub-theme 3: Coaching Mentorship and Athlete Development

This sub-theme was reflected in four participants: Felix, Gabriel, Hayden, and Kenneth. Across their testimonies, coaching was experienced not only as technical guidance but also as a developmental influence that shaped discipline, organization, and athletic identity. Gabriel and Hayden linked coach guidance to becoming more organized and more disciplined in daily routines. Kenneth described the team as having direction because training was structured, while Felix connected coaching and organized training to increased focus on performance. The convergence across these experiences lies in the recognition that coaches give student-athletes direction, feedback, and standards that make their roles more meaningful and manageable.

The divergence lies in what coaching most strongly produced. For Gabriel and Hayden, mentorship supported organization and routine. For Kenneth, it gave the team collective direction. For Felix, it intensified performance focus. Through Self-Determination Theory, coaching mentorship supports competence by providing feedback and developmental direction, and relatedness by giving athletes a reliable relational anchor within the sport context (Lopez-Garrido, 2023).

Table 4b. Thematic Clusters and Emergent Theme 2

Formulated Meanings	Sub-themes	Emergent Theme
Academic understanding and flexibility allow athletes to manage the dual demands of academics and athletics.	Academic Flexibility and Instructor Understanding	Academic Accommodation and Dual Role Management
Student-athletes rely on communication and personal initiative to navigate academic responsibilities.	Communication and Self-Advocacy	
Effective coordination between academic and athletic departments supports a smoother student-athlete experience.	Institutional Coordination and Academic Support Systems	

Emergent Theme 2: Academic Accommodation and Dual Role Management

This theme reflects how student-athletes make sense of academic life while sustaining athletic commitments. Across the testimonies, there was strong convergence that academic demands become manageable when instructors show understanding, when communication is active, and when academic and athletic units coordinate effectively. The divergence lies in the uneven accessibility of such support. Some athletes experienced flexible and responsive instructors, while others encountered support that depended on the professor, the subject, or the athlete's own assertiveness. Self-Determination Theory helps explain that academic accommodation supports autonomy by giving athletes room to regulate competing demands and supports competence by reducing unnecessary barriers to academic performance (Lopez-Garrido, 2023).

Sub-theme 4: Academic Flexibility and Instructor Understanding

This sub-theme was reflected in five participants: Adrian, Ethan, Gabriel, Hayden, and Julian. Their experiences converged in showing that academic consideration becomes crucial during competitions, schedule conflicts, and periods of intensified athletic commitment. Adrian emphasized that his role became more manageable when professors were understanding and coordinated with coaches.

The divergence lies in the degree of support perceived. Adrian and Gabriel emphasized smooth management when understanding was present, while Ethan and Hayden stressed recovery and adjustment. Julian, by contrast, recognized support but framed it as something that still required active assertion. Through Self-Determination Theory, instructor understanding supports competence by making academic success feel attainable and autonomy by allowing athletes to manage conflicting demands with less coercive pressure (Lopez-Garrido, 2023).

Sub-theme 5: Communication and Self-Advocacy

This sub-theme was reflected in five participants: Adrian, Ethan, Felix, Kenneth, and Liam. Their narratives converged in portraying academic support as something that often has to be activated through personal initiative. Adrian described adjusting on his own when classes and training conflicted. Felix stated that athletes need to inform instructors about athletic commitments. Liam similarly emphasized the need to be proactive in academics. Ethan described support as varying depending on the professor, while Kenneth noted that some professors are supportive and others require student-athletes to adjust. These experiences show that communication is not peripheral but central to how academic accommodation is secured.

The divergence in this sub-theme concerns the emotional tone attached to self-advocacy. For some, such as Liam and Felix, proactivity appeared as a practical requirement. For Adrian, Ethan, and Kenneth, it also reflected the unevenness of the system and the burden of having to negotiate support repeatedly. Interpreted through Self-Determination Theory, communication and self-advocacy support autonomy because they involve active regulation, decision-making, and ownership of one's responsibilities, although the need for constant negotiation may also signal unmet support needs (Lopez-Garrido, 2023). Interpreted through Dual Career Development Theory, these skills are part of the adaptive competencies student-athletes develop in order to remain functional across sport and education.

Sub-theme 6: Institutional Coordination and Academic Support Systems

This sub-theme was reflected in three participants: Caleb, Isaac, and Julian. Their experiences converged in showing that support is most effective when academic and athletic systems are coordinated rather than disconnected. Isaac observed that the

semester becomes smoother when coordination is good, but also noted that academic support is sometimes not highly visible and requires reaching out. Julian reflected that he now sees both the strengths and the limitations of the support system.

The divergence across these experiences is developmental. Caleb's account reflects uncertainty and the need for stronger guidance, Isaac's highlights team-based coordination and smoother adjustment, while Julian's is more evaluative and shaped by accumulated experience across college. Self-Determination Theory suggests that coordinated systems support competence and relatedness because athletes experience the institution as coherent, responsive, and invested in their development across domains (Lopez-Garrido, 2023).

Table 4c. Thematic Clusters and Emergent Theme 3

Formulated Meanings	Sub-themes	Emergent Theme
Balancing athletics and academics encourages the development of time management and personal responsibility.	Discipline and Time Management	Personal Growth and Athletic Identity Formation
Participation in collegiate sports promotes awareness of future career development.	Career Awareness and Future Orientation	
Participation in sports contributes to the development of character, leadership, and resilience.	Character Development and Athletic Identity	

Emergent Theme 3: Personal Growth and Athletic Identity Formation

This theme reflects how participation in baseball contributes to the athletes' development beyond immediate performance. The testimonies converged in showing that the student-athlete role fosters discipline, responsibility, reflection, and a stronger sense of self. At the same time, the testimonies diverged in developmental timing. Some athletes already articulated a clearer connection between sport and future identity, while others remained uncertain about life beyond athletics. Through Self-Determination Theory, these experiences can be read as growth in competence and autonomy, as student-athletes learn to manage themselves and interpret their experiences in personally meaningful ways (Lopez-Garrido, 2023).

Sub-theme 7: Discipline and Time Management

This sub-theme was reflected in four participants: Dominic, Ethan, Gabriel, and Hayden. Their experiences converged in showing that the student-athlete role requires planning, routine, and self-regulation. Dominic described learning to be proactive, manage time, and advocate for his needs. Ethan discussed balancing demands through planning and discipline. Gabriel emphasized becoming more organized through the support system and disciplined scheduling, while Hayden described a strict routine that enabled him to sustain both roles.

The divergence lies in emphasis. Dominic framed time management as part of institutional navigation and self-advocacy, Ethan as a way of surviving inconsistent academic support, Gabriel as an organized and intentional process, and Hayden as a strict routine needed for early adjustment. From the perspective of Self-Determination Theory, discipline and time management strengthen competence because athletes become more capable of handling demands effectively, while autonomy is expressed through intentional planning and prioritization (Lopez-Garrido, 2023). From Dual Career Development Theory, these are adaptive dual-career competencies that help athletes remain engaged across educational and sporting pathways.

Sub-theme 8: Career Awareness and Future Orientation

Table 4d. Thematic Clusters and Emergent Theme 4

Formulated Meanings	Sub-themes	Emergent Theme
Time management is one of the most significant challenges faced by student-athletes.	Time Constraints and Role Conflict	Challenges and Coping Mechanisms in Balancing Athletics and Academics
Student-athletes experience emotional and psychological pressure while fulfilling their dual roles.	Emotional and Psychological Pressure	
Social support from teammates, coaches, and family helps athletes cope with challenges.	Social Support and Coping Strategies	

This sub-theme was reflected in three participants: Caleb, Ethan, and Julian. Their testimonies converged in demonstrating that collegiate athletic experience prompts reflection about life after sport. Julian became more conscious of his future after college and the need to build an identity outside athletics. Caleb expressed uncertainty about whether he was on the right path as a student-athlete and how long athletic identity would remain central. Ethan likewise admitted that his future career direction was not yet clear. These experiences show that participation in collegiate baseball does not simply reinforce athletic identity; it also triggers awareness of transition and future planning.

The divergence across these participants lies in clarity and developmental stage. Julian's account reflects a more advanced transition consciousness associated with approaching graduation, while Caleb and Ethan reveal more uncertainty and exploratory reflection.

Sub-theme 9: Character Development and Athletic Identity

Five participants (Adrian, Brandon, Dominic, Ethan, and Gabriel) shared that playing baseball helped them develop important values such as discipline, leadership, responsibility, resilience, and commitment. While they all agreed on the positive impact of sports, each emphasized different qualities—commitment (Brandon), leadership and teamwork (Adrian and Gabriel), resilience (Dominic), and responsibility (Ethan).

These differences show that athletic experiences shape identity in unique ways, but overall contribute to strong character development beyond performance. The findings are supported by Self-Determination Theory, which explains that challenges, support, and social connections help athletes build confidence and internalize these values (Lopez-Garrido, 2023). Similarly, Dual Career Development Theory suggests that combining sports with personal growth leads to a more balanced and positive athletic identity. This interpretation is further supported by studies showing that sport participation and social interaction influence self-concept and values among collegiate athletes (Edison & Rizzone, 2023; Chun et al., 2023; Wang & Li, 2024).

Emergent Theme 4: Challenges and Coping Mechanisms in Balancing Athletics and Academics

This theme reflects the demanding realities of the student-athlete role and the strategies used to remain engaged despite pressure. Across the testimonies, there was strong convergence that balancing baseball and academics creates time pressure, emotional strain, and repeated adjustments. The divergence lies in how athletes interpreted and managed these difficulties. Some described the challenge primarily as scheduling and role conflict, others as mental or emotional fatigue, and others emphasized the importance of social support in coping. Through Self-Determination Theory, these challenges may be understood as threats to competence, autonomy, and relatedness when institutional demands become overwhelming or insufficiently coordinated; coping becomes more likely when supportive relationships restore these needs (Lopez-Garrido, 2023).

Sub-theme 10: Time Constraints and Role Conflict

This sub-theme was reflected in five participants: Adrian, Brandon, Dominic, Felix, and Liam. Their accounts converged in identifying time as one of the most persistent difficulties in student-athlete life. Adrian described time as the main challenge, Brandon said time management remains difficult even with support, Liam identified it as the largest challenge, Dominic admitted that there are periods when athletics becomes the priority, and Felix explained that he often catches up academically during the off-season.

Dual Career Development Theory explains these experiences as structural tensions within the dual-career pathway, where both domains demand sustained commitment at the same time. This interpretation is supported by literature showing that time pressure and role strain are recurrent features of student-athlete development, especially in competitive programs (Gonzales & Resurreccion, 2023; González-Bernal et al., 2021; Damodar et al., 2024).

Sub-theme 11: Emotional and Psychological Pressure

This sub-theme was reflected in four participants: Ethan, Felix, Hayden, and Isaac. Their experiences converged in showing that the dual role is psychologically demanding. Ethan identified pressure as his greatest challenge. Felix emphasized mental pressure, Hayden described feeling mentally exhausted and compelled to succeed, and Isaac referred to emotional exhaustion. These testimonies indicate that the student-athlete role involves more than practical coordination; it also entails ongoing emotional labor in trying to meet institutional, athletic, academic, and personal expectations.

The divergence lies in the source and intensity of the pressure. Ethan and Isaac emphasized emotional burden, Felix highlighted the link between performance pressure and self-worth, and Hayden connected pressure to family responsibility and the need not to fail.

Sub-theme 12: Social Support and Coping Strategies

This sub-theme was reflected in five participants: Adrian, Ethan, Hayden, Isaac, and Julian. Their testimonies converged in identifying teammates, friends, coaches, and family members as crucial coping resources. Adrian relied on self-motivation and teammates, Hayden on teammates and family, Isaac on teammates and friends, Ethan on close teammates, and Julian on coaches and family. These accounts indicate that social support does not merely comfort athletes emotionally; it also helps them sustain motivation, process stress, and remain connected to meaningful relationships while navigating demanding circumstances.

The divergence lies in which relationships were most central. Adrian and Ethan emphasized teammates, Hayden and Julian highlighted family, and Isaac framed support as both team-based and friendship-based. Through Self-Determination Theory, these relationships are especially important because they sustain relatedness, which in turn buffers the negative effects of pressure on motivation and persistence (Lopez-Garrido, 2023).

Emergent Theme 5: Career Preparation and Post-Collegiate Transition Support

This theme reflects the student-athletes' recognition that support should extend beyond present athletic participation and into future transition, career readiness, and holistic development. The testimonies converged in calling for more intentional career support, mentorship, and integrated institutional systems. The divergence lies in emphasis. Some athletes focused on seminars and exploration activities, others on alumni mentorship, and others on stronger institutional coordination that continues beyond the last competition. Through Self-Determination Theory, these requests show that future-oriented support enhances competence by preparing athletes for non-athletic roles, autonomy by enabling informed decision-making, and relatedness by connecting them with mentors and institutional allies (Lopez-Garrido, 2023).

Table 4e. Thematic Clusters and Emergent Theme 5

Formulated Meanings	Sub-themes	Emergent Theme
Student-athletes recognize the need for structured career preparation programs to support their transition after collegiate sports.	Career Preparation Programs	Career Preparation and Post-Collegiate Transition Support
Mentorship from experienced athletes and professionals provides valuable guidance for future career decisions.	Mentorship and Professional Guidance	
Integrated institutional support systems are necessary to promote holistic athlete development.	Holistic Institutional Support Systems	

Sub-theme 13: Career Preparation Programs

This sub-theme was reflected in five participants: Adrian, Brandon, Caleb, Dominic, and Ethan. Their experiences converged in showing that student-athletes recognize the need for more structured career preparation while they are still active in sport. Adrian proposed career planning seminars, Brandon recommended career preparation seminars, Caleb suggested career exploration activities, Dominic called for a structured career preparation program, and Ethan pointed to practical career guidance activities. These accounts indicate that the athletes do not see collegiate sport as a sufficient preparation for the future on its own; they want explicit institutional programs that help them imagine and plan life after graduation.

The divergence within this sub-theme lies in the level of specificity. Caleb emphasized exploration because of uncertainty, Ethan stressed practical applicability, and Dominic called for a more sustained and developmental program. From the perspective of Self-Determination Theory, career preparation supports competence and autonomy because it equips athletes with knowledge, options, and confidence in making future decisions (Lopez-Garrido, 2023). From Dual Career Development Theory, this sub-theme is central because it addresses the transition point where athletic participation must be connected to educational and occupational outcomes.

Sub-theme 14: Mentorship and Professional Guidance

This sub-theme was reflected in five participants: Adrian, Brandon, Dominic, Gabriel, and Liam. Their testimonies converged in identifying mentors, alumni, and career advisers as highly valuable forms of support. Adrian asked for mentorship from former student-athletes, Brandon emphasized guidance from career counselors, Dominic highlighted alumni mentors, Gabriel recommended regular mentorship sessions, and Liam pointed to successful alumni and advisers who understand the

student-athlete lifestyle. These accounts suggest that mentorship is valued because it provides realistic guidance, emotional reassurance, and examples of successful transition.

The divergence lies in who athletes saw as the most credible guide. Adrian and Dominic prioritized former student-athletes, Brandon emphasized professional counseling, Gabriel highlighted continuity through regular sessions, and Liam wanted both alumni and career advisers. Self-Determination Theory helps explain why mentorship matters: it supports competence through practical advice, autonomy through informed guidance, and relatedness through meaningful connection with trusted role models (Lopez-Garrido, 2023).

Sub-theme 15: Holistic Institutional Support Systems

This sub-theme was reflected in five participants: Adrian, Brandon, Caleb, Dominic, and Liam. Their experiences converged in expressing that athletic support alone is not enough and that universities need more integrated systems linking athletics, academics, and career preparation. Adrian called for stronger coordination between academic and athletic units, Brandon asked for a more holistic support system, Caleb wanted a clearer pathway for student-athletes, Dominic stressed that support should continue beyond competition, and Liam emphasized the structured integration of athletics, academics, and career planning. Taken together, these testimonies show that athletes understand support most fully when it addresses the whole student-athlete, not only the competitor.

SOP 4. Challenges Encountered by Baseball Athletes in Sustaining Their Motivation and Identity Despite Institutional Support

This section presents the challenges encountered by baseball athletes in sustaining their motivation and athletic identity despite the institutional support provided by the university. While the participants acknowledged the presence of support systems such as structured training programs, coaching guidance, allowances, and academic considerations, their testimonies also revealed several difficulties that influence their experiences as student-athletes. These challenges include time constraints, emotional and psychological pressures, academic–athletic role conflict, and uncertainty regarding their future career paths.

The experiences shared by the participants highlight the complexities of managing dual roles within the university environment. Although institutional support contributes significantly to athletic development and academic accommodation, student-athletes continue to encounter barriers that require resilience, adaptability, and strong support networks. The meanings derived from these experiences demonstrate how student-athletes navigate these challenges while sustaining their commitment to their sport and academic responsibilities.

Time Management and Role Conflict

The theme Time Management and Role Conflict highlights one of the most significant challenges encountered by baseball athletes in sustaining their motivation and identity despite institutional support. Several participants emphasized that managing the demands of training, competitions, and academic requirements creates constant pressure in organizing their schedules. Statements such as “Time ang pinaka-challenge sa pagiging student-athlete” and “Kahit may support, time management pa rin ang challenge” illustrate how student-athletes struggle to allocate sufficient time for both academic and athletic responsibilities.

Student-athletes face constant challenges in balancing academics and sports due to conflicting responsibilities and limited time. They often prioritize athletic commitments during training and competitions, which can lead to missed academic work that must be managed later. This role conflict is a normal part of collegiate sports and is supported by Role Theory, which explains the strain caused by multiple expectations. While these demands create pressure and may affect confidence, especially without strong support systems, they also help athletes develop valuable skills such as discipline, adaptability, and time management.

Table 5.
Challenges Encountered by Baseball Athletes in Sustaining Motivation and Identity

Significant Statements	Code	Themes
Time ang pinaka-challenge sa pagiging student-athlete.	Time constraints	Time Management and Role Conflict
Kahit may support, time management pa rin ang challenge.	Academic–athletic balance	
Time management ang pinakamalaking challenge.	Competing responsibilities	
May mga panahon na athletics talaga ang priority.	Role prioritization	
Sa off-season ako bumabawi sa academics.	Schedule adjustment strategies	
Yung pressure ang pinakamalaking challenge.	Performance pressure	Emotional and Psychological Strain Among Student-Athletes
Yung mental pressure ang pinaka-challenge.	Mental fatigue	
Minsan nakakapagod mentally.	Emotional exhaustion	
Yung emotional exhaustion ang pinaka-challenge.	Psychological stress	
Pakiramdam ko minsan wala akong choice kundi magtagumpay.	Internal performance expectations	
Minsan, pakiramdam ko, hanggang doon lang yung support, lalo na sa academics.	Perceived limitations of support	Institutional Support Gaps and Systemic Limitations
May professors na supportive pero meron ding kailangan mong mag-adjust.	Variability of academic support	
May support naman pero minsan hindi siya consistent.	Inconsistent institutional support	
Sa academics minsan hindi ganoon ka-visible yung support.	Limited visibility of support systems	
Kapag kulang yung coordination, mas maraming adjustments ang kailangan.	Lack of institutional coordination	
Minsan nagiging unsure ako kung tama ba yung direction ko bilang student-athlete.	Career uncertainty	Career Identity Uncertainty and Future Transition Concerns
Mas nagiging conscious ako sa future ko pagkatapos ng college.	Future awareness	
Hindi ko pa ganun ka-clear kung anong career ang tatahakin ko.	Career ambiguity	
Iniisip ko rin kung ano ang mangyayari pagkatapos ng pagiging athlete.	Post-athletic transition concern	
Hindi habang buhay athlete kaya kailangan paghandaan ang future.	Realization of career transition	

Institutional Support Gaps and Systemic Limitations

The third theme, Institutional Support Gaps and Systemic Limitations, reflects the participants' observations that while institutional support is generally present, certain limitations still exist within the current support system. Some participants noted that academic support varies depending on individual instructors, while others mentioned that institutional coordination between academic and athletic departments could be improved.

Statements such as "May support naman pero minsan hindi siya consistent" and "Sa academics minsan hindi ganoon ka-visible yung support" highlight how the effectiveness of institutional support can differ across academic contexts. For example, some professors may demonstrate strong understanding of student-athletes' commitments, while others may expect athletes to independently manage conflicts between training schedules and academic requirements.

These experiences suggest that although the university provides resources and support programs for athletes, greater coordination between academic units and athletic departments may enhance the overall student-athlete experience. Research on collegiate athlete development emphasizes that integrated support systems significantly influence athletes' academic success and well-being (Yukhymenko-Lescroart et al., 2024). When institutions implement coordinated policies and communication channels, student-athletes receive more consistent support in managing their academic and athletic responsibilities.

Career Identity Uncertainty and Future Transition Concerns

The final theme identified in Table 5 relates to career identity uncertainty and concerns about future transitions among baseball athletes. Several participants expressed uncertainty about their long-term career paths beyond their athletic participation in the university. Statements such as "Hindi ko pa ganun ka-clear kung anong career ang tatahakin ko" and "Iniisip ko rin kung ano ang mangyayari pagkatapos ng pagiging athlete" reflect the athletes' awareness that their collegiate sports careers represent only one phase of their broader life journey.

The findings indicate that gaps in institutional support and systemic limitations present significant challenges that affect student-athletes' ability to fully engage in both academic and athletic responsibilities. This can be explained through Ecological Systems Theory, where inconsistencies within institutional structures disrupt the supportive environment necessary for balanced

development (Brandão et al., 2024). This is supported by empirical studies showing that inadequate or inconsistent support systems hinder motivation, performance, and well-being among student-athletes (Stavitz et al., 2025). From the perspective of Social Cognitive Career Theory, such limitations may reduce self-efficacy by creating barriers to achieving academic and athletic goals (Damodar et al., 2024). These challenges highlight the need for resilience, as athletes must adapt and find alternative strategies to cope with systemic constraints (Gupta & McCarthy, 2024).

The themes identified in SOP 4 demonstrate that although institutional support contributes significantly to the development of baseball athletes, student-athletes continue to encounter challenges related to time management, psychological pressure, institutional limitations, and career identity formation.

SOP 5. Inputs to Baseball Athletes' Training and Career Identity Formation Plan

The integrative framework presents Baseball Athletes' Training and Career Identity Formation as a developmental process in which athletic preparation, academic adjustment, personal growth, and career transition are interconnected rather than separate concerns. At the center of the model is "Athletic and Career Identity," which suggests that identity is formed through continuous interaction between training experiences and life planning. The framework implies that student-athletes do not develop only as performers in sport. They also gradually construct a sense of who they are as students, future professionals, and individuals preparing for life beyond collegiate athletics.

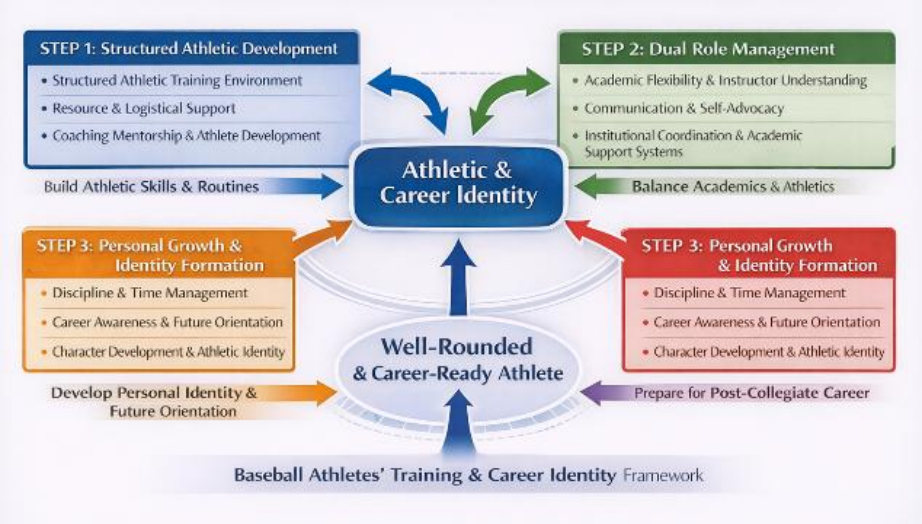


Figure 2. Integrated Framework for Student-Athlete Development and Career Identity Formation

The framework explains how student-athletes are developed through interconnected components that lead to becoming well-rounded and career-ready individuals. It begins with structured athletic development, where organized training, resources, and coaching build discipline, skills, and commitment. Alongside this, athletes face challenges and coping mechanisms, such as time pressure, role conflict, and stress, which shape their growth through resilience and support systems.

Another key part is post-collegiate career preparation, which focuses on mentoring, career programs, and institutional support to prepare athletes for life beyond sports. At the center is athletic and career identity, where all experiences—training, academics, personal growth, and challenges—are integrated, showing that being an athlete and a future professional are not separate paths but connected.

The final goal is to produce a well-rounded and career-ready athlete who is disciplined, adaptable, resilient, and prepared for long-term success. Overall, the framework highlights a dynamic and continuous process where development happens through both support and challenges, guided by institutional systems.

This chapter presents the summary of findings, conclusions, and recommendations of the study regarding the lived experiences of baseball athletes at Batangas State University in relation to institutional support, achievement motivation, and career identity formation.

The following findings were derived from the thematic analysis of the participants' lived experiences and are aligned with the research questions of the study.

1. Baseball student-athletes generally experienced institutional support as more visible, consistent, and structured in athletics than in academics. In the athletic domain, they commonly identified coaching guidance, structured training systems, allowances, equipment, and competition support as meaningful forms of assistance that helped them remain focused,

disciplined, and prepared. In academics, support was present but was often less automatic, less visible, and more dependent on communication with instructors and the willingness of faculty members to provide flexibility.

2. The meanings drawn from these experiences indicate that institutional support was understood by the athletes as something that promotes athletic stability, reduces external stress, develops discipline, and enables them to manage dual responsibilities more effectively. Athletic support was interpreted as a source of structure, competence, and preparedness, while academic flexibility was viewed as essential in reducing pressure and making the student-athlete role more manageable. The athletes also attached deeper meaning to their own initiative, seeing communication, self-advocacy, time management, and personal responsibility as necessary responses to the demands of dual participation.
3. The thematic analysis generated five major themes from the testimonies of the participants: Institutional Athletic Support and Structured Development; Academic Accommodation and Dual Role Management; Personal Growth and Athletic Identity Formation; Challenges and Coping Mechanisms in Balancing Athletics and Academics; and Career Preparation and Post-Collegiate Transition Support. These themes show that the student-athlete experience is developmental, multidimensional, and interconnected.
4. The study also showed that baseball student-athletes continued to encounter several major challenges despite the support available to them. These included time constraints, academic-athletic role conflict, emotional and psychological pressure, inconsistent academic support, limited institutional coordination, and uncertainty regarding future career direction. Time management emerged as one of the most persistent difficulties, while pressure and fatigue affected both motivation and well-being. At the same time, the participants relied on self-motivation, teammates, coaches, family, and other support networks as coping mechanisms.
5. The results further led to the development of an integrative framework and proposed plan for Baseball Athletes' Training and Career Identity Formation. The proposed framework shows that athletic and career identity develops through the interaction of five interconnected domains: structured athletic development, dual role management, personal growth and identity formation, challenges and coping mechanisms, and post-collegiate career preparation.

Based on the findings of the study, the following conclusions were drawn.

1. Institutional support plays a vital role in the experiences of baseball student-athletes, particularly in helping them sustain their participation in sports and manage their academic responsibilities. However, this support is more consistently experienced in athletics through coaching, training, and competition-related assistance than in academics, where support is often less visible and less systematic.
2. The successful management of academic and athletic responsibilities depends not only on the support provided by the institution but also on the student-athletes' own communication, initiative, and adaptability. The findings show that many athletes must actively communicate with instructors, negotiate academic considerations, and make personal adjustments in order to balance their dual roles effectively.
3. Participation in collegiate baseball contributes significantly to the development of important personal qualities such as discipline, responsibility, resilience, time management, and identity formation. Through their experiences as student-athletes, the participants gradually developed a stronger sense of self, although the clarity of their athletic and career identity varied depending on their experiences and stage of development.
4. Baseball student-athletes continue to experience challenges such as time pressure, role conflict, emotional strain, and uncertainty about their future despite the institutional support they receive. These challenges show that student-athlete life remains demanding and that support systems, while helpful, do not completely remove the pressures associated with balancing academics, athletics, and future concerns.
5. A holistic and integrated support system is necessary to help baseball student-athletes become academically supported, emotionally resilient, and career-ready beyond sports. The findings suggest that athlete development becomes more meaningful and sustainable when athletic support is connected with academic accommodation, personal development, mental health support, mentorship, and career preparation.

In light of the findings and conclusions of the study, the following recommendations are proposed.

1. The university may consider strengthening coordination between the athletic department and academic units by establishing a formal support protocol for student-athletes during training and competition periods.
2. Faculty members and academic units may consider adopting more responsive academic accommodations, such as flexible deadlines and make-up requirements, when official athletic commitments overlap with coursework.

3. The athletic department may consider sustaining and further improving structured training, coaching guidance, and logistical assistance to support the continued athletic development of baseball student-athletes.
4. The guidance and counseling office may consider providing dedicated mental health, wellness, and resilience-building programs for student-athletes, particularly during periods of high academic and athletic demand.
5. The university may consider developing a structured career development program for student-athletes that includes career talks, skills assessment, transition planning, and employment preparation activities.
6. The institution may consider establishing a mentorship program involving alumni, former student-athletes, and professionals to guide baseball athletes in identity formation and post-collegiate career planning.
7. The university may consider integrating support services across athletics, academics, guidance, and career offices to promote a more visible, consistent, and holistic support system for student-athletes.
8. Future researchers may consider conducting similar studies involving other sports or including coaches, faculty members, and administrators to broaden understanding of institutional support and career identity formation among student-athletes

REFERENCES

1) **Amaranto, J. L., & Amaranto, J. C. (2025).** Exploring academic stress among student athletes: Challenges and coping mechanisms. International Journal of Future Multidisciplinary Research, 1(1). https://www.ijfmr.com/papers/2025/1/36191.pdf
2) **Amarque, T. (2024).** Phenomenology of will. BookAuthority.
3) **Balermo, M., DeYoung, K., & Rancourt, D. (2023).** Examining the psychometric properties of the Athletic Identity Measurement Scale-Plus. Identity: An International Journal of Theory and Research, 23(3), 258–265. https://doi.org/10.1080/15283488.2023.2219697
4) **Batucan, H.J., Panganiban, T.D., Salaguste, K.M.C., Gabunilas, J.M.C., Manimtim, R.M., Cumal, J.I.V., … Lobo, J. (2025).** The crucial role of perceived control in adolescent athletes' success: A commitment study in the Philippines. Sportis. Scientific Journal of School Sport, Physical Education and Psychomotricity , 11 (2), 1–32. https://doi.org/10.17979/sportis.2025.11.2.11656
5) **Batucan, H.J.S.; Panganiban, T.D.; Rojales, F.H.; Hanief, Y.N.; Gabunilas, J.M.C.M.; Dela Cruz, L.A.; Prevandos, F.G.; Bernales, J.J.C.; Punzalan, K.D.; Atienza, J.B.; Tanglao, R.S.; Lalog, R.C.N. (2025).** Mediating role of sports emotions in implicit beliefs and mental toughness among athletes. Sportis Sci J, 11 (3), 1-22 https://doi.org/10.17979/sportis.2025.11.3.11863
6) **Brandão, R., Angelo, D. L., Mastrocola, A. P., Manzini, M. F. P., Hupfer, B., Villas Boas Junior, M., Reyes-Bossio, M., & Tutte Vallarino, V. (2024).** Bioecology and sport: Linking theory and practice. Cogent Social Sciences, 10(1), Article 2402831. https://doi.org/10.1080/23311886.2024.2402831
7) **Chen, S., Zhang, Y., & Wang, Y. (2023).** Intrinsic motivation and persistence in competitive sports: A longitudinal analysis of collegiate athletes. Journal of Sports Psychology and Behavior, 5(2), 101–115. https://doi.org/10.1080/24748668.2023.1928374
8) **Chowdhury, S., & Bhowmik, M. (2023).** Contextual influences on student motivation: A cross-cultural analysis of institutional support and socio-cultural norms. Journal of Educational Psychology and Development, 15(2), 87–104. https://doi.org/10.1080/2331186X.2023.1945623
9) **Chun, Y., Wendling, E., & Sagas, M. (2023).** Identity work in athletes: A systematic review of the literature. Sports, 11(10), Article 203. https://doi.org/10.3390/sports11100203
10) **Damodar, P., Shetty, A., Dsouza, M. P., Prakash, A., & Gudi, N. (2024).** Crafting careers through theory-driven interventions: A scoping review of the utility of social cognitive career theory and career maturity inventory. International Journal of Adolescence and Youth, 29(1), Article 2308081. https://doi.org/10.1080/02673843.2024.2308081
11) **Edison, B. R., & Rizzone, K. (2023)**. Benefits of sport and athletic identity. In M. A. Christino, E. I. Pluhar, & L. J. Micheli (Eds.), Psychological considerations in the young athlete: A multidisciplinary approach (pp. 1–19). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-031-25126-9_1
12) **Elliot, A. J., & Sommet, N. (2023).** Integration in the achievement motivation literature and the hierarchical model of achievement motivation. Educational Psychology Review, 35(3), Article 77. https://doi.org/10.1007/s10648-023-09785-7

13) **García, A. J., Fong, C. J., & Regalado, Y. M. (2023).** Motivational, identity-based, and self-regulatory factors associated with academic achievement of US collegiate student-athletes: A meta-analytic investigation. Educational Psychology Review, 35(1), 1–30. https://doi.org/10.1007/s10648-023-09730-8
14) **García, A. J., Fong, C. J., & Regalado, Y. M. (2023).** Motivational, identity-based, and self-regulatory factors associated with academic achievement of US collegiate student-athletes: A meta-analytic investigation. Educational Psychology Review, 35(1), Article 14. https://doi.org/10.1007/s10648-023-09730-8
15) **García-Calvo, T., Raya-González, J., Lobo-Triviño, D., Jiménez-Rubio, S., & Rubio-Morales, A. (2021).** Psychological profiles and coping strategies of university athletes: Implications for resilience and performance. Psychology of Sport and Exercise, 55, 101946. https://doi.org/10.1016/j.psychsport.2021.101946
16) Gjaka, M., Feka, K., Tessitore, A., Thomas, A., & **Capranica, L. (2024).** Dual career through the eyes of university student-athletes in the Republic of Kosovo. Frontiers in Sports and Active Living, 6, 1403526. https://doi.org/10.3389/fspor.2024.1403526
17) **Gong, Y., & Li, H. (2024).** A review of Achievement Goal Theory. International Research in Higher Education, 9(2), 14–27. https://doi.org/10.5430/irhe.v9n2p14
18) **Gonzales, J. B. (2022).** Transformative online mentoring: The student interns' lenses. The Normal Lights, 16(1). https://po.pnuresearchportal.org/ejournal/index.php/normallights/article/view/1712
19) Gonzales, J. M., & Resurreccion, J. A. (2023). Athletic participation, time management, and academic performance of student-athletes in San Isidro, Leyte. International Journal of Multidisciplinary: Applied Business and Education Research, 4(1), 1–12. https://doi.org/10.11594/ijmaber.04.01.01
20) **González, L., Castillo, I., & Balaguer, I. (2023).** The coach–athlete relationship and motivation in sport: A multilevel analysis of perceived support and goal orientation. International Journal of Sport and Exercise Psychology, 21(2), 215–230. https://doi.org/10.1080/1612197X.2022.203582
21) **Gupta, S., & McCarthy, P. J. (2021).** Sporting resilience during COVID-19: What is the nature of this adversity and how are competitive elite athletes adapting? Frontiers in Psychology, 12, Article 611261. https://doi.org/10.3389/fpsyg.2021.611261
22) **Gupta, S., & McCarthy, P. J. (2024).** "You don't get resilience overnight": A grounded theory framework of the A-R-C sporting resilience development. Discover Psychology, 4, Article 72. https://doi.org/10.1007/s44202-024-00169-8
23) **Hallmann, K. (2025).** Constraints and facilitators of elite athletes' dual careers: A systematic review. Sport, Business and Management: An International Journal. Advance online publication. https://doi.org/10.1080/19406940.2024.2377546
24) **Hallmann, K., Breuer, C., & Beermann, S. (2021).** Facilitating sporting and non-sporting career goals of elite athletes through mentoring programmes. European Sport Management Quarterly, 23(4), 1200–1220. https://doi.org/10.1080/16184742.2021.1967420
25) **Harrison, J. R., Hsu, A., Markette, N., Dudleston, J., & Lavallee, D. (2024).** Athletic identity and career engagement as predictors of mental well-being in North American professional athletes. International Journal of Sport and Exercise Psychology, 22(6), 1516–1528. https://doi.org/10.1080/1612197X.2023.2229353
26) **Harrison, J. R., Hsu, A., Markette, N., Dudleston, J., & Lavallee, D. (2024).** Athletic identity and career engagement as predictors of mental well-being in North American professional athletes. International Journal of Sport and Exercise Psychology, 22(6), 1516–1528. https://doi.org/10.1080/1612197X.2023.2229353
27) **Kovács, K. E., Kovács, K., Szabó, F., Dan, B. A., Szakál, Z., Moravecz, M., Szabó, D., Olajos, T., Csukonyi, C., Papp, D., & Pusztai, G. (2022**). Sport motivation from the perspective of health, institutional embeddedness, and academic persistence among higher educational students. International Journal of Environmental Research and Public Health, 19(12), 7423. https://doi.org/10.3390/ijerph19127423
28) **Llanos-Muñoz, R., Pulido, J. J., Nobari, H., Raya-González, J., & López-Gajardo, M. A. (2023).** Effect of coaches' interpersonal style on young athletes' individual resilience and team adherence intention: A season-long investigation. BMC Psychology, 11, Article 412. https://doi.org/10.1186/s40359-023-01445-3
29) Longakit, J. C., Lobo, J., Panganiban, T. D., Sinag, J. M. D., Celestial, E. F., & Ballera, J. D. (2025). Hope and grit: The driving forces behind student-athletes' motivation in sports and academics. International Journal of Evaluation and Research in Education (IJERE), 14(4). https://doi.org/10.11591/ijere.v14i4.32916
30) **Lopez-Garrido, G. (2023, July 10).** Self-Determination Theory of Motivation. Simply Psychology. https://www.simplypsychology.org/self-determination-theory.html

31) **Lu, Y. (2025).** Self-efficacy in engaging in physical activity: Towards the development of a framework in managing and training college athletes. Pedagogy Review: An International Journal of Educational Theories, Approaches and Strategies, 5(1), 156–169. https://doi.org/10.62718/vmca.pr-ijetas.5.1.SC-0625-012
32) **McCluskey, T. (2025).** Correlates of athlete mental health during career transitions: A systematic review. International Journal of Sport Psychology. Advance online publication. https://doi.org/10.1080/1750984X.2025.2556389
33) **McGinley, J., Stapleton, E., Gale, E., Worrall, H., Podvin, C., Ellis, H. B., Wilson, P. L., & Ulman, S. (2024).** Differences in athletic identity, sport participation, and psychosocial factors following anterior cruciate ligament rehabilitation in youth athletes. Frontiers in Psychology, 14, Article 1303887. https://doi.org/10.3389/fpsyg.2023.1303887
34) **McGinley, J., Stapleton, E., Gale, E., Worrall, H., Podvin, C., Ellis, H. B., Wilson, P. L., & Ulman, S. (2024).** Differences in athletic identity, sport participation, and psychosocial factors following anterior cruciate ligament rehabilitation in youth athletes. Frontiers in Psychology, 14, Article 1303887. https://doi.org/10.3389/fpsyg.2023.1303887
35) **Mental health service provision in elite sport: An evaluation of the Australian Institute of Sport Mental Health Referral Network. (2025).** Journal of Applied Sport Psychology. Advance online publication. https://doi.org/10.1080/10413200.2025.2467267
36) **Moganan, H., Elumalai, G., Sankaravel, M., Choeibuakaew, W., & Dowes, R. I. (2025).** Navigating challenges and motivations among elite and sub-elite collegiate track and field athletes. International Journal of Human Movement and Sports Sciences, 13(3), 518–525. https://doi.org/10.13189/saj.2025.130304
37) **Mohammed-Azizi, R. L. (2024).** Book review: Identity Theory (2023) by Peter J. Burke and Jan E. Stets. Studies in Linguistics, Culture, and FLT, 12
38) **Nicholls, A. R., Madigan, D. J., & Earle, K. (2022).** Multi-wave analyses of coping, athlete burnout, and well-being among F. A. Premier League academy players. Frontiers in Psychology, 13, Article 979486. https://doi.org/10.3389/fpsyg.2022.979486
39) Pierce, S. (2025). Supporting collegiate students in the United States: Athletic and career transitions. Journal of College Student Development. Advance online publication. https://doi.org/10.1080/21520704.2024.2377148
40) Panganıban, T. (2024). SPIKES: Skills and Performance Inventory as Kinesiological Assessment for Empowerment of Sepaktakraw Athletes. International Journal of Disabilities Sports and Health Sciences, 7(4), 765-774. https://doi.org/10.33438/ijdshs.1458988
41) Panganiban, T. D. & Nabor, S. G. (2026). Determinants of athlete motivation and engagement in collegiate team sports: Toward a sports development framework. Physical Education and Sports: Studies and Research, 5(1), 147-159. https://doi.org/10.56003/pessr.v5i1.718
42) Panganiban, T. D., Chavez, N. I., Delizo, J. L., & Recinto, N. J. A. B. (2019). ATTITUDE TOWARDS PHYSICAL EDUCATION COURSES AND ACADEMIC PERFORMANCE OF SOPHOMORE STUDENTS IN A STATE UNIVERSITY . PUPIL: International Journal of Teaching, Education and Learning, 3(1), 306–322. https://doi.org/10.20319/pijtel.2019.31.306322
43) Panganiban, T. D., Manalo, R. P., Polgado, A. K. S., & Sarmiento, M. J. H. (2019). FACTORS INFLUENCING THE SPORTS INVOLVEMENT OF SEPAK TAKRAW ATHLETES IN A STATE UNIVERSITY. PUPIL: International Journal of Teaching, Education and Learning, 3(1), 290–305. https://doi.org/10.20319/pijtel.2019.31.290305
44) Panganiban, T. D., San Miguel, M. H., Mendoza, D. M., Santos, J. E., Aguirre, F. V., & Lobo, J. (2025). Emotional tolls of physical education teacher education students (PETE) toward physical education: An extensive analysis. Journal of Physical Education , 36(1), e-3603. https://doi.org/10.4025/jphyseduc.v36i1.3603
45) Panganiban, T.D.; Camarador, R.A; Tagare Jr, R.L; Lobo, L.; Sinag, D.J.;Quibral, J.P.; Longakit, J.C.; Gula, L.P.;Santos, J.E; San Miguel, M.H.; Mendoza, D.;Payumo, A.S.(2025). Interweaving perceived instructors' emotional support and students' academic resilience in the physical education context through the lens of mindset and attachment theories. Sportis Sci J, 11(1), 1-20 https://doi.org/10.17979/sportis.2025.11.1.11202
46) Panganiban, T.D.; Tagare, R.L. Jr.; Aquino, J.M.D.; Prevandos, F.G.; Mañalac, E.R.;Payumo, A.S.; Sinag, J.M.D.; Quibral, J.P.; Longakit, J.C.; Garcia, A.L. Jr.; Ballera,J.D.; Celestial, E.F.; Setiawan, E.; Lobo, J. (2025). Strengthening future educators: Howschool climate shapes academic resilience in Physical Education Teacher Educationstudents Sportis Sci J, 11 (2), 1-28 https://doi.org/10.17979/sportis.2025.11.2.11366
47) Panganiban, T.D.C.(2025). Thermal Stress and Athletic Performance: Lived Experiences of Student-Athletes in a TropicalClimate.Sportis Sci J, 11 (3), 1-24 https://doi.org/10.17979/sportis.2025.11.3.11544

48) **Pilkington, V., Rice, S. M., Olive, L., Walton, C. C., & Purcell, R. (2024).** Athlete mental health and wellbeing during the transition into elite sport: Strategies to prepare the system. Sports Medicine - Open, 10(1), 24. https://doi.org/10.1186/s40798-024-00690-z
49) **Pineda, A. (2023).** Sports and education in the Philippines: Developing well-rounded individuals. Pinas Culture. https://pinasculture.com/sports-and-education-in-the-philippines-developing-well-rounded-individuals/
50) **Reinebo, G., Alfonsson, S., Jansson-Fröjmark, M., Rozental, A., & Lundgren, T. (2024).** Effects of psychological interventions to enhance athletic performance: A systematic review and meta-analysis. Sports Medicine, 54, 347–373. https://doi.org/10.1007/s40279-023-01931-z
51) **Sari, A., Sugiharto, D. Y. P., & Sunawan, S. (2024).** Effectiveness of career construction theory in reducing college students' career anxiety: A systematic literature review. Systematic Literature Review Journal, 1(2), 45–60.
52) **Sarkar, M., Fletcher, D., & Brown, D. J. (2020).** Resilience in sport performers: Current status, challenges, and future directions. International Review of Sport and Exercise Psychology, 13(1), 1–24. https://doi.org/10.1080/1750984X.2019.1689574
53) **Schlawe, A., Christiansen, A. V., & Henriksen, K. (2025).** The high-performance sport environment: Laying the foundation for a new research topic. Frontiers in Sports and Active Living, 7, Article 1503199. https://doi.org/10.3389/fspor.2025.1503199
54) **Slemp, G. R., Field, J. G., Ryan, R. M., Forner, V. W., Van den Broeck, A., & Lewis, K. J. (2024).** Interpersonal supports for basic psychological needs and their relations with motivation, well-being, and performance: A meta-analysis. Journal of Personality and Social Psychology. Advance online publication. https://doi.org/10.1037/pspi0000459
55) **Stambulova, N. B., Ryba, T. V., & Henriksen, K. (2021)**. Career development and transitions of athletes: The International Society of Sport Psychology Position Stand Revisited. International Journal of Sport and Exercise Psychology, 19(4), 524–550. https://doi.org/10.1080/1612197X.2020.1737836
56) **Stambulova, N., & Henriksen, K. (2025).** Career transitions in sport: Bridging holistic developmental and ecological approaches. Psychology of Sport and Exercise, 80, Article 102900. https://doi.org/10.1016/j.psychsport.2025.102900
57) **Stavitz, J., Porcelli, R., Block-Lerner, J., Marks, D. R., & Katzman, H. (2025).** Burnout, identity loss and institutional gaps: A qualitative examination of sport discontinuation among NCAA Division III athletes. Sports, 13(4), Article 116. https://doi.org/10.3390/sports13040116
58) **Wang, C., Cho, H. J., Wiles, B., Moss, J. D., Bonem, E. M., Li, Q., Lu, Y., & Levesque-Bristol, C. (2022).** Competence and autonomous motivation as motivational predictors of college students' mathematics achievement: From the perspective of self-determination theory. International Journal of STEM Education, 9, Article 41. https://doi.org/10.1186/s40594-022-00359-7
59) **Wang, D., & Li, Y. (2024)**. Career construction theory: Tools, interventions, and future trends. Frontiers in Psychology, 15, Article 1381233. https://doi.org/10.3389/fpsyg.2024.1381233
60) **Wendling, E., & Sagas, M. (2025).** Post-athletic career profiles in adulthood: Identity formation and well-being of former NCAA Division I and II intercollegiate athletes. Journal of Counseling & Development, 103(4), 428–441. https://doi.org/10.1002/jcad.12565
61) **Yukhymenko-Lescroart, M. A. (2024).** Balancing academics and athletics: Examining academic and athletic identity profiles in a large sample of NCAA Division I college athletes. Heliyon, 10(21), e40075. https://doi.org/10.1016/j.heliyon.2024.e40075
62) **Yukhymenko-Lescroart, M. A., Moradian Watson, J., & O'Quin, M. (2024).** Specially and regularly admitted Division I student-athletes: Differences in and relationships between academic and athletic identity, perceived support, and academic commitments. Journal of College Student Retention: Research, Theory & Practice, 26(3), 816–843. https://doi.org/10.1177/15210251221121758

There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (https://creativecommons.org/licenses/by-nc/4.0/), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.