

Lived Experiences Of A Tertiary Volleyball Student-Athletes In Cebu City

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Abstract— The study investigates how volleyball varsity student-athletes at Cebu Institute of Technology University experience living in dormitories, highlighting how they navigate academic pressures, athletic demands, environmental and privacy challenges, and homesickness while residing away from their families. It situates these experiences within the broader context of student-athlete life, where training schedules, competition demands, and academic requirements intersect with the realities of shared spaces, limited privacy, and varying facility conditions. Using a descriptive qualitative, phenomenological approach with semi-structured interviews and Colaizzi's seven-step analysis, the research uncovers five core themes: environmental and privacy strains; academic-athletic balancing through disciplined time management; communal belonging grounded in family-like dorm relationships; transformative personal development marked by growing independence, resilience, and self-discipline; and calls for stronger institutional support to address facilities, mental health, and academic flexibility. Overall, dormitory life emerges as a “transformative crucible” where student-athletes, despite facility issues, psychosocial stressors, and the emotional weight of homesickness, develop coping mechanisms and meaningful social bonds that sustain both their athletic performance and academic persistence, while simultaneously revealing clear areas for institutional improvement to ensure their holistic well-being and success.

Keywords: Student-athletes, lived experiences, living in dormitory.

I. Introduction

Student-athletes' experiences offer immense understanding of the intersection of athletic commitment, academic aspiration, and personal development, especially for those residing away from home in institutional accommodations. The unique setting of volleyball varsity players at Cebu Institute of Technology offers a close examination of the issues and opportunities facing student-athletes as they balance rigorous sports training with academic commitments while living in dormitory accommodations. Literature suggests that such student-athletes are likely to struggle with high amounts of academic pressures, sports commitments, and psychosocial stress, and this acts to point to the need for institutional support systems and holistic well-being programs [37].

Dorm life solidifies these relationships to affect daily habits, relationships, and availability of support networks. Qualitative studies in the Philippines and similar settings identify recurring themes such as exhaustion, test anxiety, insomnia, and the critical role of peer and coach commentary in coping with them [31]. Each of these emphasizes the need for environments that not only prioritize competitive performance and academic achievement but also well-being for student-athletes.

This research is based on the global momentum in support of quality education, as emphasized in the United Nations Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG 4 emphasizes not only access to learning materials but also the availability of safe and nurturing learning environments that meet the needs of diverse and potentially at-risk groups, such as student-athletes living in residential institutions. UNESCO underscores the importance of education systems being inclusive, equitable, and responsive to the real experiences of all students. It aims to create a basis for an equal and peaceful world through education [29].

By examining the lived experiences of volleyball varsity players living in dormitories, this research contributes to ongoing efforts to improve sports-integration in academic institutions, aligned with the aspirations of SDG 4 and UNESCO's call for holistic, quality education.

Domain of Inquiry

This study aims to explore the lived experiences of CIT-U'S Volleyball Student-Athletes living in a dormitory. This research will delve into the following specific objectives:

1. The challenges and difficulties of tertiary volleyball varsity students who are living in a dormitory;
2. Their coping mechanisms;
3. Social integration;
4. The meaning of their experiences.

II. Review of Related Literature

Dormitories or boarding houses are known to be temporary shelters or dwellings of students who stay far from schools or in provinces. These were built to accommodate students' needs particularly the school's distance can be more accessible and can minimize the hassles of commuting.

The establishments of dormitories or boarding houses provide students the chance to be more focused on school activities. This is also an opportunity for students to learn among peers or dorm-mates which generally influence their academic success. Students living on their own away from parents significantly affect their academic performance. It brought positive and satisfactory impact as they utilized their emotion focused coping strategies in dealing with the living arrangement challenges [35].

Students who live in a dormitory or boarding house have influenced their personal, social, and academic development such that these accommodations provide well-housing facilities with provisions of safety and security. The respondents further disclosed that they are getting more responsible as they have to take care of themselves together with their daily academic undertakings out of their comfort zones with their own family. On the other hand, results revealed that living away from home allowed them to have the opportunity to be independent, learning to manage time and finances, exceptions to household chores and caring for younger siblings. Also, students are minors and are vulnerable to temptations of any kind when unguarded by responsible adults. These students have to be monitored regularly to check whether their academic performance is doing well. In the case of students who are living in a dormitory, both families and their children will decide and anticipate some changes that they may influence and adjust with. Hence, being independent is also exposing them to possible danger for they may learn new things and be pressured among peers that may bring about a positive and negative impact on their academic performance. Nonetheless, parents are continuously supporting their children in sending them to school despite the challenges in finances and the distance of the preferred school from home as long as they can cope up well in school because for students college is the life that they are looking forward to. These students start their college undertakings minding its easy transitions and optimistic social, emotional, spiritual, and academic endeavours. This is also one of the significant episodes in students' life because it does not only provide education but also moving out of their own comfort. In this stage, some students have to live away from their

families in the province due to the distance and save money for other expenses. But, even the financial aspects were provided, the students' performance is more important [6].

Student-athletes on most college campuses today represent a particular population of students with unique challenges and needs different from their nonathletic peers. Student-athletes spend a couple of hours every week to practice and be physically prepared and even miss several classes especially if their sports are in season. These athletes are also anticipated to perform well in their classes and earn grades sufficient enough for them to still become eligible in playing their chosen sports events. Such academic and athletic demands, particularly for freshman student-athletes, can be tough to balance. Being part of the student-athlete culture has many advantages. A sports team helps to build the social network of the students. It serves as an avenue for meeting different people and gaining more friends. It helps the students as well as to grow in many aspects of/her personality such as time management, self-confidence, teamwork, and team support. Also, being an athlete gives the student training to gain good leadership because as athletes they are used to working with other people. Furthermore, being a student helps them to discover their innate capabilities and to share them with others. In this study, it was mentioned that throughout our lives, our self-esteem goes down when we feel like a failure, and feeling loved goes a long way. We all need to explore opportunities where we can be good at something and feel good at ourselves. Physical activities and self-confidence are terrific ways to build up your accomplishment and learn that after today's failure there's tomorrow's chance". Furthermore, for many student-athletes, college is seen as an avenue to solely garner athletic success rather than a mechanism to prepare them to dualistically thrive in their adult lives [8].

In the contemporary higher education environment, student athletes face unprecedented challenges. They not only need to pursue excellence in competitive sports, but also maintain excellent academic performance. The pressure and time management issues brought about by this dual identity have become a hot topic in the fields of educational research and sports psychology. According to the latest statistics, the National Collegiate Athletic Association (NCAA) reported that more than 460,000 student athletes will participate in competitive sports at the college level in 2023. The academic achievement and career development of this large group are directly related to the quality of higher education and the effect of social talent training [20].

Some view college athletics as a front porch that make universities more visible to the public. When the lights come on, college athletes take the courts, fields, arenas and other venues to perform in front of fans while representing their universities. Once the game ends and the crowds are gone, most college athletes return home to rest and prepare for the next day. However, instead of going home after athletic events, a smaller portion of college athletes must figure out where they will sleep that night. For example, in a recent Last Chance U Basketball episode, Shemar Morrow documented his experiences with homelessness as a college athlete [22].

"Maintaining a balance between school and sports life", every student has a different way of maintaining a balance based on their field of sport and their personal characteristics. While some put their academic career first, others put their sports life first or spent equal time on both. Nevertheless, since all of them still have both strong academic and sports careers, it can be inferred that no matter what roadblock these students encountered, they certainly found ways to overcome it. However, students should not have to do this. All sorts of different opportunities should be provided so they are not put in the dilemma of choosing what to do with their sports life. Even though, as this research shows, some students find ways to adapt to this environment, this is not always the case. In Turkey, many students end up not pursuing their career in sports because it is really risky only having a career solely based on a sport. After all, an injury could result in the sport's career-ending. On the other hand, some people just focus on being an athlete and leave their academic life behind. Therefore, a system where the student can pursue both should be created: a system where you know that you are following your sports career without any doubts about it affecting your academic career negatively.

The importance of sleep on athletic performance, recovery and well-being has been consistently reported [11]. Sleep is an essential part of the recovery process as it provides a number of important psychological and physiological functions, e.g., muscle glycogen repletion, muscle damage repair, cognitive function and mental fatigue alleviation [27]. Although sleep is recognized by the majority of athletes and coaches as fundamental, there is currently a deficit in sleep monitoring among athletes

which may be explained by a lack of resources and/or knowledge [24]. Studies which were conducted to monitor athletes' sleep predominantly used actigraphy and, to a lesser extent, sleep diaries and questionnaires [13]. These tools are easy to use, descriptive in nature and answer the question "what" are we observing. However, athletes' sleep is highly variable [26] with several sleep parameters more variable than age- and sex-matched controls. Several candidate factors have been explored in the literature to explain sleep variability among athletes, e.g., sleep environment [34], training time [36], training load [7] and/or chronotype [38]. It has also been suggested that family structure, cultural environment, social pressure and/or use of media could have an important impact on sleep among the general population. However, the latter factors are currently underreported among athletes. A better understanding of the socio-physiological stressors affecting the athletes' sleeping patterns (e.g., early morning training session, use of media) could be of direct benefit to enhance recovery, and preparations for subsequent training and competition.

The present investigation was conducted as a real-world applied example for athletes and practitioners seeking to deploy sleep hygiene strategies to maximize performance. A better understanding of the socio-physiological stressors affecting the athletes' sleeping patterns—sleep environment, training and study requirements—may be of direct benefit to enhance recovery, and preparations for subsequent training and competition. Therefore, sport scientists may individually assess sleep and sleep hygiene using actigraphy and interviews. Based on this approach, individualized sleep interventions with consideration to physiological (e.g., training load), behavioral (e.g., screen use) and environmental factors (e.g., room temperature, noise, mattress), is then recommended [6].

Likewise, [12] assert that being a top athlete "requires time, commitment and carefully planned training". In addition, adaptation to training "requires the careful balancing of stress and recovery". In such a competitive context, "the student-athlete has to balance all these demands with the additional requirements of an academic program". The study foresees the mental and personal state of student-athletes who experience homesickness by residing in dormitories on or around the school campus and that they may even experience this even before moving in. The study emphasizes the effects of the transitional state in leaving home for a new environment and it has been recognized as homesickness through the use of indicators such as changes in self-confidence, behaviors, traits, coping mechanisms, etc. In addition, homesickness is complex and is connected to the thoughts of the old environment more than the new one even despite adaptation [30].

Educational institutions have begun to invest a serious amount of resources into creating strategies that open paths for a sports life along with academic studies. A study conducted in China analyzes the effectiveness of a positive youth development-based (PYD) sports mentorship program that showed that a mentorship program enables Chinese adolescents to improve their mental well-being, psychological assets, physical fitness as well as increase their physical activity levels [15]. The NCAA in the United States (National Collegiate Athletic Association) has begun to implement metrics that aim to monitor and evaluate the academic performance of students [1].

However, not all institutions conduct these strategies well enough so that students can benefit from them. While some administrations only focus on students' academic potential, their athletic potential is not taken into consideration, or teachers do not revise their study program to account for the student who is absent due to competitions because they believe academic study to be more important than athletics. Likewise, the sports federations do not take account of school exam schedules because they believe athletics to be more important than academic study [14].

III. Research Methodology

Research Design

This study employs a Descriptive Qualitative Research Design, which aims to systematically describe and analyze phenomena, scenarios, or lived experiences [18]. The design is particularly suited to exploring the challenges and opportunities encountered by tertiary volleyball student-athletes living in dormitory, as it provides an in-depth understanding of their unique perspectives and experiences.

Sampling Technique and Inclusion Criteria

A mixed non-probability sampling strategy incorporating purposive and convenience sampling will be utilized. The two-pronged strategy ensures accessibility while focusing on individuals with relevant lived experience required for significant insight [5] [28]. The researchers will try to recruit between 5 and 25 key informants with the following inclusion criteria:

1. Currently enrolled as a tertiary volleyball varsity player at Cebu Institute of Technology.
2. Currently residing in a school-affiliated dormitory.
3. Has been living in the dormitory and participating in the varsity volleyball program for at least one full academic semester to ensure sufficient exposure to the combined experiences.
4. Willing to participate voluntarily and provide informed consent for the study.

Research Locale

The study will be conducted at the Cebu Institute of Technology University. Data collection for the qualitative component will primarily occur through face-to-face interviews, ensuring participant safety while maintaining methodological rigor.

Research Instrument

The study employs descriptive qualitative data collection instruments to effectively explore the varsity volleyball players' lives living in Cebu Institute of Technology dormitories. In compliance with the phenomenological structure outlined by [21], the researchers are the authoring tools in the qualitative component. This entails them engaging directly in data collection, interpreting the participants' stories, and doing thematic analysis of the meaning gained from these everyday experiences. This type of descriptive qualitative method allows for a deeper understanding of the subjective aspects involved with dorm life, sports participation, and academic issues [4].

A semi-structured interview guide will be employed. This will be grounded in literature concerning student-athletes' experience and transition to residential living and will be pilot-tested with field experts to determine content validity and cultural appropriateness. The design is developed with the ability to pursue emerging themes with a consistent format across participants, thereby providing rich and detailed descriptions [17]. Participants as secondary tools will provide first-hand data required to understand the nature of their lived experience [21].

Data Collection Procedure

This study adopts a qualitative descriptive design to explore the lived experiences of varsity volleyball players residing at the Cebu Institute of Technology dormitory. The aim is to generate a nuanced and holistic understanding of their daily realities within the dormitory environment.

Data will be gathered through a semi-structured interview guide, which has undergone expert validation to ensure its relevance and clarity. Participants will be selected using purposive sampling, targeting individuals who meet the inclusion criteria and are capable of providing rich, firsthand accounts of the phenomenon under investigation. Depending on participant preference and prevailing health and safety considerations, interviews will be conducted either face-to-face or via secure online platforms.

In alignment with the descriptive approach described by [21], the researcher will assume an active role throughout data collection. This involves attentive listening, the use of probing questions to elicit deeper reflection, and engagement in reflective interpretation to capture the depth and complexity of participants' experiences. Particular attention will be given to understanding their emotional responses, the challenges they encounter, and the coping strategies they employ. All interviews will be audio-recorded with the informed consent of the participants and transcribed verbatim to support rigorous thematic analysis.

Strict adherence to ethical protocols will be maintained throughout the research process. This includes securing informed consent, safeguarding participant confidentiality, and upholding the principle of voluntary participation. The study's qualitative

orientation enables a detailed exploration of subjective experience, thereby contributing to a comprehensive portrayal of the multifaceted lives of student-athletes in a residential university setting.

Data Analysis

This qualitative study will employ Colaizzi's (1978) phenomenological analysis technique to investigate the lived experiences of varsity volleyball players residing in the dormitory at Cebu Institute of Technology. This method is ideally suited for qualitative descriptive research aimed at understanding the nature of individuals' lived experiences [3] [25].

The analysis will proceed through seven systematic steps as prescribed by Colaizzi (1978). First, the researcher will read all interview transcripts multiple times to acquire a rich and comprehensive understanding of the participants' experiences. Second, significant statements directly pertaining to the phenomenon under investigation will be extracted from each transcript. Third, meanings will be formulated from these significant statements, requiring careful interpretation and reflection. Fourth, the formulated meanings will be organized and aggregated into thematic clusters, allowing for the identification of patterns and commonalities across participants' accounts. Fifth, the findings will be integrated into an exhaustive description of the phenomenon, providing a comprehensive narrative of the experience of living in the dormitory as a varsity volleyball player. Sixth, the essential structure of the experience will be condensed and articulated as a fundamental statement that captures the core elements shared by all participants. Seventh and finally, the findings will be subjected to member checking, wherein participants will review the researcher's interpretations to verify accuracy and ensure that the analysis faithfully represents their lived experiences [3] [4].

This rigorous analytical process facilitates a profound and transparent interpretation of participants' experiences, ensuring that the findings remain grounded in their perspectives. Through this method, the study aims to generate rich, descriptive insights into how student-athletes navigate the intersection of academic demands, athletic commitments, and dormitory life.

IV. Results and Discussion

This study employed Colaizzi's (1978) seven-step phenomenological analysis technique to examine the lived experiences of nine volleyball varsity student-athletes residing in Cebu Institute of Technology University (CIT-U) dormitories. Transcripts from nine (9) volleyball student-athletes were analyzed systematically, preserving verbatim participant statements throughout [3] [25] [4].

Step 1: Thorough Reading of Transcripts

All transcripts were read multiple times to achieve total immersion in participants' experiences. This initial phase revealed dormitory life as a dual reality of familial support amidst environmental and interpersonal challenges, characterized by academic-athletic balancing and personal transformation.

Step 2: Extraction of Significant Statements

Significant verbatim statements were extracted and categorized (non-exhaustive examples):

Privacy and Interpersonal Conflicts

"Our privacy—they cannot respect it." (athlete 1)

"Sometimes we don't get along dili magkasinabot. Some are boastful hambog kaayo and don't let others speak dili magpasulti." (athlete 1)

"Minor conflicts, but we resolve them through open communication and mutual understanding to keep harmony." (athlete 2)

Facility Challenges

"Malfunctioning ceiling fans—it gets very hot from 10 AM to 3 PM." (athlete 3 and 7)

"Faulty electric fans—it's very hot inside, like an oven at 45°C." (athlete 8)

"Out-of-order comfort rooms." (athlete 7)

Balancing Demands

"Time management and discipline will do." (athletes 1,3 and 4)

"Time management is crucial. I plan day by day to excel in studies, athletics, and leadership duties." (athlete 2)

Social Support and Belonging

"Like we are family." (athlete 1)

"It feels like having many brothers and sisters." (athlete 1, 3 and 5)

Personal Growth

"Being a student-athlete living in a dorm has made me strong, confident, and, of course, disciplined." (Athlete 1)

"Taught me time management, independence, and discipline." (athlete 2)

Step 3: Formulation of Meanings

Meanings were derived directly from significant statements:

Privacy intrusions and interpersonal misunderstandings generate tension, resolved through communication.

Environmental discomforts (heat, facility failures) impede recovery but proximity facilitates training access.

Structured time management enables successful academic-athletic equilibrium.

Familial dormitory bonds cultivate profound belonging and mutual support.

Experiential challenges forge resilience, discipline, and self-awareness.

Step 4: Clustering of Meanings into Theme Clusters

Formulated meanings were clustered into five fundamental themes:

Theme Cluster	Constituent Meanings
1. Environmental & Privacy Strains	Privacy violations; facility deficiencies (heat, fans, CRs); interpersonal conflicts
2. Academic-Athletic Demands	Time management needs; dual role pressures; stress balancing
3. Communal Belonging	Family-like support; shared goals; emotional security
4. Transformative Development	Independence gained; discipline cultivated; resilience built
5. Institutional	Graduation/scholarship motivation; support system suggestions

Step 5: Comprehensive Description of Themes

Theme 1: Environmental & Privacy Strains.

Participants consistently reported physical discomfort from malfunctioning fans creating "very hot" conditions (athlete 3 and 8) and privacy violations where "they cannot respect it" (athlete 1). Minor conflicts arose from behavioral differences but were swiftly resolved through dialogue (athlete 2).

Privacy needs should be embedded within spatial organization, particularly through strategies that enable visual and acoustic separation. Although privacy is widely acknowledged as essential, its physical translation into practice requires more empirical study. The existing literature recognizes insufficient dormitory space and lack of privacy as major concerns; however, practical guidance on addressing these issues through design strategies remains limited [32].

Theme 2: Academic-Athletic Demands.

Universal endorsement of "time management and discipline" (athletes 1 and 2) countered dual pressures, with dormitory proximity eliminating commute barriers ("walking distance ra" – athlete 3).

While the study of [1] particularly showed that the relationship between sports participation and academic achievement of the student-athletes was a positive correlation and consequently proved that sports participation developed and boosted their academic excellence, self-discipline, mental/cognitive development, and class participation, this study seeks to find the connection between athletic participation and academic performance via time management link to further reinforce sports involvement's potency in enhancing memory, student's concentration, learning efficiency and eventually, academic achievement on a specified parameter.

Theme 3: Communal Belonging.

Dormitory life evoked family metaphors ("like we are family" – (athlete 1); "brothers and sisters" – multiple), fostering belonging through shared graduation goals (athlete 1).

Some participants highlighted the importance of bonding time, illustrating the team's commitment to fostering camaraderie [33]

Theme 4: Transformative Development.

Participants attributed strengthened independence ("made me strong and independent" – multiple) and discipline to this lifestyle (athlete 2).

One of the main tasks of boarding schools is to prepare students for life and discipline them, while trying to make the boarding houses a home environment. Boarding life involves various processes such as decision-making, loneliness, coping with separation, adapting to collective life, and forming commitment. They are key spaces for promoting independence and are the first platforms for socialization within a community [10]. They serve as crucial spaces for living and engaging in exchange activities [19].

Theme 5: Institutional Aspirations.

Common recommendations included mental health support, air conditioning, and academic flexibility (athletes 1 and 2), alongside gratitude for scholarships enabling graduation.

These findings contribute to a growing body of literature emphasizing the holistic nature of athletic performance, where mental and emotional health, as well as active involvement in the sport, are just as crucial as physical prowess. For boarding school athletes, who often juggle academic and athletic commitments, understanding these relationships is vital for creating supportive environments that foster both psychological well-being and high levels of engagement [24].

Step 6: Fundamental Structure of the Lived Experience

The essential structure reveals dormitory life as a transformative crucible of communal resilience. Student-athletes navigate environmental strains and dual demands through disciplined time management and familial bonds, emerging with fortified independence and shared aspirations for academic success. Challenges contrast with profound relational rewards, tempered by calls for institutional enhancements [3].

Step 7: Validation through Member Checking

Preliminary findings were shared with participants for validation. All confirmed thematic accuracy and verbatim representations (e.g. athlete 1: "Yes, captures privacy issues and family feel accurately"; athlete 2: "Matches my experiences of time management and support"). No substantive revisions were required, ensuring phenomenological validity [3][4].

V. Conclusion and Recommendations

Conclusion

This phenomenological study explored the lived experiences of volleyball varsity student-athletes residing in the Cebu Institute of Technology University (CIT-U) dormitories, revealing a complex and multifaceted reality shaped by both challenges and growth opportunities. The findings demonstrate that dormitory life functions as a transformative environment where student-athletes continuously negotiate environmental constraints, interpersonal dynamics, and dual academic-athletic responsibilities. Despite experiencing environmental and privacy-related challenges, such as inadequate facilities, excessive heat, and occasional interpersonal conflicts, participants exhibited adaptability through open communication and shared understanding. These difficulties, while significant, did not hinder their overall functioning but instead contributed to the development of coping mechanisms and resilience.

The study further highlights that academic-athletic balance is sustained primarily through disciplined time management and structured routines. The proximity of dormitories to training facilities serves as a practical advantage, enabling student-athletes to meet performance demands efficiently. A central finding of this study is the emergence of communal belonging, where participants described dormitory life as "family-like." This sense of social support plays a crucial role in maintaining emotional stability, motivation, and persistence in both academic and athletic pursuits.

Moreover, the lived experiences of participants point to significant transformative development, including increased independence, self-discipline, and personal growth. These attributes are shaped through continuous exposure to challenges and responsibilities within a shared living environment.

Finally, the study underscores the importance of institutional support, as participants expressed the need for improved facilities, mental health services, and academic considerations. While they remain grateful for opportunities such as scholarships, their insights suggest that enhancing the dormitory environment can further optimize their overall well-being and performance.

In essence, dormitory living among student-athletes is characterized as a dynamic interplay of adversity and support, fostering resilience, identity formation, and holistic development.

Recommendations:

Based on the findings of this study, the following recommendations are proposed:

For School Administration

Improve Dormitory Facilities. Address environmental concerns by repairing or upgrading ventilation systems, electric fans, and comfort rooms to ensure a more conducive living environment.

Enhance Privacy Measures. Implement structural and policy-based interventions that promote personal space, such as room arrangements or designated quiet areas.

Provide Mental Health Support Services. Establish accessible counseling programs specifically tailored for student-athletes to help them cope with stress, pressure, and emotional challenges.

For Coaches and Athletic Departments

Promote Balanced Scheduling. Develop training schedules that consider academic demands to reduce stress and burnout among student athletes.

Strengthen Team-Building Programs. Encourage activities that reinforce positive relationships, communication, and conflict resolution within dormitory and team settings.

For Academic Institutions and Faculty

Offer Academic Flexibility. Provide reasonable adjustments (e.g., deadlines, consultations) for student-athletes managing dual responsibilities.

Support Time Management Skills Development. Conduct workshops or seminars that enhance students' ability to balance academic and athletic commitments effectively.

For Future Researchers

Conduct longitudinal studies comparing dormitory versus non-dormitory student-athletes' academic-athletic performance or explore architectural interventions in Philippine university dorms to empirically test privacy designs.

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