

"Exploring The Nexus: Examining the Relationship between Academic Support and the Well-Being of Student-Athletes"

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Abstract: This study aims to examine the strategies employed by student-athletes to efficiently allocate their time between sports training, competitions, and academic obligations and. These themes encompassed various aspects such as time management and separation, the conviction in the advantages of physical activity, the implementation of structured daily routines, the establishment of goals and training plans, the delicate balance between work and rest, the cultivation of a positive attitude and adaptability, the effective utilization of spare time, the prioritization of interests and courses, the importance of teamwork and collaboration, the pursuit of continuous learning and improvement, the value of feedback and communication, and the optimization of training time. The results underscore the significance of support services, such as study skills help, tutoring, and mentorship, in attaining academic achievement and fostering the well-being of student-athletes. Furthermore, the research highlights the distinct cognitive and affective difficulties encountered by student-athletes as a result of the demands associated with managing their sports endeavors alongside their scholarly obligations. The use of efficient time management and goal planning has been identified as crucial strategy for efficiently achieving a balance between academic pursuits and sporting commitments. Moreover, the research underscores the importance of social cohesion among sports teams in augmenting the holistic welfare of student-athletes. The findings also demonstrate the wide range of spiritual well-being and self-care behaviors seen among student-athletes, highlighting the need of acknowledging and valuing these variations in order to promote their overall well-being.

Keywords: Study Skills Support; Tutoring, Mentoring; Technology Access and Training; Study Hall; Physical Health; Mental and Emotional Health; Social Connectedness.

1. Introduction

Student-athletes are students who engage in the formidable endeavor of obtaining further education while also engaging in competitive sporting pursuits (Imm, 2021). Over the course of time, there has been a notable transformation in the view and management of student-athletes, whereby there is an increasing focus on achieving a harmonious equilibrium between their athletic ambitions and academic aspirations. Throughout history, student-athletes have faced difficulties in efficiently balancing their rigorous training regimens with their academic obligations. Governing entities have taken measures to enforce policies aimed at promoting equal support for the dual dimensions of athletes' life. Achieving this equilibrium often necessitates the use of complicated time management techniques, the cultivation of discipline, and the development of resilience (Imm, 2021).

Within this particular framework, academic establishments have acknowledged the need of cultivating all-encompassing support structures that are specifically designed to cater to the unique requirements of student-athletes. Academic advisers, tutoring programs, mentorship efforts, and specialized study rooms play crucial roles within various educational systems. Coaches, sports departments, and peers are essential in creating a supportive atmosphere that acknowledges and solves the unique issues encountered by student-athletes. The student-athletes trajectory is characterized by several obstacles, such as the potential for exhaustion and susceptibility to injuries. However, it also presents avenues

for individual maturation, fostering collaborative skills, and cultivating leadership capabilities. The ability to effectively navigate challenges and achieve success in a sporting environment has the potential to transfer to a range of other life situations (MADE Scholarship, 2023).

Nevertheless, the job of a student-athlete is not devoid of intricacies. The need to strike a harmonious equilibrium between demanding training regimens and academic obligations may have a profound influence on individuals' holistic well-being and psychological state. As a result, scholarly investigations have explored several aspects of individuals' experiences, providing insights into the complex relationship among academic performance, levels of stress, and the efficacy of support networks. These findings provide guidance to educational institutions in formulating successful measures to enhance the academic performance and overall well-being of student-athletes. In essence, the experiences and history of student-athletes comprise a transformative process that involves striving for greatness both in athletic endeavors and academic pursuits, while continuously striving to integrate these facets in order to achieve optimum achievement and personal growth (Felce, 2018).

The importance of offering comprehensive academic assistance and placing a high priority on the overall welfare of student-athletes becomes even more significant in the context of Chinese universities. This is due to the intense training requirements that are inherent in the Chinese sports system, as well as the equally rigorous academic standards. Student-athletes enrolled in Chinese institutions often have

the intricate task of balancing their demanding physical training obligations with hard academic studies (UGC, 2022).

Chinese universities have a longstanding tradition of cultivating extraordinary athletes via the implementation of tough training programs, which effectively equip them for participation in high-level events at both the national and international levels. The rigorous nature of this extensive preparation necessitates a steadfast commitment and significant allocation of time, hence restricting student-athletes' availability for academic endeavors. Therefore, it is essential to provide complete academic assistance to student-athletes to aid them in properly managing their assignments, achieving success in examinations, and maintaining a harmonious academic lifestyle.

Furthermore, the intense level of competition within the Chinese higher education system amplifies the need for student-athletes to strive for academic achievement. The endeavor to attain scholarly accomplishments, sometimes influenced by cultural and social norms, imposes further stress on these people to excel in their academic pursuits. Within this particular context, academic support systems play a crucial role in facilitating the ability of student-athletes to effectively manage their academic obligations in conjunction with their rigorous training regimens. These support systems include several components, including tutoring services, seminars focused on enhancing study abilities, and assistance pertaining to time management strategies.

Concurrently, the combined effects of rigorous training and academic demands may have a significant impact on the holistic well-being of student-athletes. The concurrent expectations to achieve high levels of performance in both physical and intellectual domains may result in burnout, heightened stress levels, and decreased mental well-being. In order to address the well-being of individuals, institutions should adopt a comprehensive strategy that encompasses mental health resources, counseling services, and the cultivation of a work-life balance-promoting atmosphere. Recognizing the distinct difficulties associated with balancing academic and athletic responsibilities, providing effective techniques to navigate these hurdles not only preserves the well-being of student-athletes but also improves their overall performance and quality of life (Sato et al, 2023).

The need for comprehensive academic assistance and programs promoting well-being among student-athletes at Chinese universities is heightened by the demanding training requirements of the Chinese sports system and the competitive academic environment. Institutions play a crucial role in promoting the academic and athletic success of student-athletes by providing customized academic resources and supporting comprehensive well-being methods. The implementation of this complete method not only enhances the individual achievements of student-athletes, but also fosters the general progress of the academic and athletic communities in China.

Meanwhile, the overall well-being of Chinese student-athletes cannot be overstated, given the intricate interplay between their arduous training regimens and demanding academic responsibilities. Within the particular setting of Chinese universities, where intense athletic endeavors and academic brilliance are held in high respect, addressing the complete well-being of student-athletes becomes a vital priority. Ensuring their well-being comprises a holistic strategy that incorporates not just their physical health but also their mental, emotional, and social components. By

concentrating emphasis on total well-being, schools acknowledge the underlying relationship between physical health and sports performance. A thorough well-being approach helps student-athletes in maintaining optimum physical conditions, allowing prolonged athletic accomplishment while limiting the risks of injury and weariness. Equally crucial is the building of mental toughness. The intense demands of training and academic expectations may take a toll on mental health, making it necessary to offer services for stress management, counseling, and emotional support. This proactive approach creates the psychological fortitude required to manage adversities and flourish both on and off the field (Ni, & Feng, 2023).

Moreover, the pursuit for academic success despite intense training demands for a delicate balance that well-being measures might assist attain. By giving help in time management, stress reduction, and self-care, universities aid student-athletes in avoiding burnout and promoting an atmosphere where academic pursuits flourish alongside athletic obligations. Holistic development, embracing personal growth and emotional intelligence, is another essential result of well-being programs. These qualities transcend the fields of sports and academics, equipping student-athletes for multidimensional success in numerous life circumstances.

The value of general well-being goes beyond individual improvement, including team dynamics, interpersonal connections, and even the transition from sports activities to other life undertakings. By giving student-athletes with methods to manage stress, promote communication, and preserve personal well-being, schools retain their ethical commitment to foster not just athletic successes but also the holistic growth and long-term satisfaction of these people. In the bigger story, the focus of well-being emphasizes a commitment to acknowledging the complexity of their experiences and assuring their ability to flourish among the twin pressures of Chinese institutions.

It is for this reason that this research has been conceptualized as it of great significance and relevance in the current educational context. The primary objective of this study is to fill a significant knowledge vacuum by examining the complex relationship between academic support systems and the overall well-being of student-athletes in Chinese colleges. In the current educational landscape, it is important to possess a thorough comprehension of the difficulties encountered by these people and the influence of supporting interventions on their holistic development and achievement.

The increasing focus in China on both sports performance and academic accomplishment has resulted in a rise in the number of student-athletes who must balance intensive physical training with demanding academic timetables. The need to achieve excellence in all spheres imposes distinct stresses on these people, affecting their physical well-being, mental fortitude, academic achievements, and personal welfare. In the pursuit of fostering an optimal setting for development and achievement, educational institutions find it crucial to examine the correlation between academic support systems and the multidimensional welfare of student-athletes.

The existing literature reveals a research gap pertaining to the absence of thorough empirical investigation into the direct impact of several aspects of academic support on the overall well-being of Chinese student-athletes. These dimensions of academic support include a wide range, including study skills help, mentorship, and access to technology. The current body

of literature recognizes the difficulties encountered by student-athletes, although there is a scarcity of comprehensive research that statistically investigates the influence of academic assistance on their holistic welfare within the distinctive environment of Chinese universities. Comprehending the intricacies of this association is crucial in formulating efficacious therapies that address the distinct requirements of these people, so guaranteeing their enduring achievements in both scholastic and athletic pursuits.

Within the context of an educational environment, whereby the academic accomplishments, athletic prowess, and overall personal growth of student-athletes are intrinsically linked, the objective of this research endeavor is to establish a connection between academic assistance and comprehensive well-being. The results possess the capacity to provide valuable insights for policy-making, influence the development of institutional support structures, and help to fostering a more equitable and supportive educational environment for student-athletes in China. This study has significant significance for both educational institutions and the wider Chinese educational and sports community, since it delves into the complexities of this delicate interaction. By doing so, it contributes to the holistic development of student-athletes in the current dynamic educational environment.

2. Statement of the Problem

The aim of the study was to investigate the potential relationship between the level of academic support provided to student-athletes and their overall well-being. Specifically, this study aimed to answer the following questions:

What is the assessment of the student athletes of their academic support in terms of:

- study skills support
- tutoring
- mentoring
- technology access and training
- study hall

What is the assessment of the student-athletes of their overall wellbeing in terms of:

- 2.1 physical health
- 2.2 mental and emotional health
- 2.3 Social Connectedness
- 2.4 academic engagement and success
- 2.5 spiritual wellbeing
- 2.6 self-care practice

3. Is there a significant relationship between student athletes' academic support and overall well-being?

4. What strategies do student-athletes employ to manage their time effectively between sports training, competitions, and academic commitments?

6. Based on the results of the study, what comprehensive support network for student-athletes can be designed?

3. Scope and Delimitation of the Study

The objective of this research was to examine the influence of academic assistance on the well-being of student-athletes. In order to accomplish this goal, the study examined a number of fundamental research inquiries, providing insight into the complex correlation between academic assistance and the overall welfare of student-athletes. The research examined the viewpoints of student-athletes about academic support from several perspectives, including but not limited to help with study techniques, tutoring, mentorship, access to technology,

training, and the availability of designated study areas. The objective of this examination was to ascertain the degree to which student-athletes made use of and placed importance on academic assistance. The research also assessed the evaluations of student-athletes for their holistic well-being, including many significant aspects such as physical health, mental and emotional well-being, social connectedness, academic engagement and accomplishment, spiritual well-being, and self-care. Through a thorough examination of these elements, the study aimed to acquire a full comprehension of the well-being of student-athletes and statistically evaluate the influence of academic assistance on their well-being.

In conjunction with quantitative analysis, this research included an interview to determine the viewpoints of student-athletes about the impact of academic assistance on their holistic well-being and their capacity to manage the dual demands of athletics and academics. This sought to provide contextualization to the quantitative results by exploring the intricate experiences and perspectives of student-athletes.

In addition, the study examined the tactics used by student-athletes in order to efficiently allocate their time amongst the demands of sports training, competitions, and academic obligations. The present study aimed to examine the impact of various time management strategies on the overall well-being and capacity of student-athletes to effectively balance their athletic commitments with their academic responsibilities. Utilizing the findings derived from these research components, the primary objective of the study was to construct an all-encompassing support system specifically designed to cater to the distinct requirements of student-athletes. The aforementioned support network was specifically developed with the aim of enhancing both academic achievement and personal welfare, hence fostering success in the demanding realms of athletics and education.

Nevertheless, it is essential to recognize certain constraints that might have influenced the understanding and relevance of the findings in the research. The potential for sample bias may have been present if the participants were solely recruited from a certain institution, sport, or demography. This might have restricted the applicability of the results to a wider community. Furthermore, it should be noted that the use of a cross-sectional technique in this study has some limitations in terms of establishing causal relationships and comprehending temporal dynamics. In order to alleviate this constraint, future research endeavors may benefit from using longitudinal approaches. The use of self-reported data pertaining to well-being has the potential to introduce response bias and subjectivity due to the inherent diversity and subjective character of well-being. Additionally, it is important to note that the research recognized the possibility of uncontrolled external influences, individual variations, and personal situations, which might have had an impact on the found correlation between academic support and overall well-being.

It is important to acknowledge the contextual limitations of the research, as the generalizability of its results may be restricted to environments characterized by distinct academic support systems and sports cultures. In addition, it is worth considering the inclusion of qualitative methodologies in the research to provide a more comprehensive understanding of the varied experiences of student-athletes, since the current emphasis on quantitative methods may not have adequately captured these complexities. The participant replies and research results may have been influenced by ethical issues

pertaining to privacy, confidentiality, and informed consent.

4. Theoretical Framework

Self-Determination Theory (SDT), which was formulated by Edward Deci and Richard Ryan during the 1980s, has emerged as a significant psychological framework. This theoretical framework explores the complex dynamics between human motivation, behavior, and well-being, with a specific emphasis on the functions of intrinsic and extrinsic drives, as well as the satisfaction of psychological needs. Self-Determination Theory (SDT) posits that humans inherently possess psychological requirements for autonomy, competence, and relatedness. Meeting these requirements is considered essential for cultivating overall well-being, facilitating individual development, and attaining maximum performance. The core concept of Self-Determination Theory (SDT) is on the idea that people experience heightened levels of intrinsic motivation when they participate in activities that align with their own interests and beliefs. The presence of autonomy, competence, and relatedness in one's endeavors fosters the development of intrinsic motivation. On the other hand, extrinsic motivation involves participating in activities that are driven by external incentives or the desire to avoid negative consequences.

In this research, the use of Self-Determination Theory is appropriate for comprehending the significance of autonomy. Self-Determination Theory (SDT) places significant emphasis on the crucial role of autonomy in cultivating intrinsic drive. The project has the potential to provide light on the ways in which academic assistance may empower student-athletes, enabling them to take ownership of their educational path, exercise autonomy in decision-making, and establish academic objectives. This study aims to investigate the potential effects of academic assistance that has a strong emphasis on autonomy, with a specific focus on the potential outcomes of empowerment and increased well-being. Self-Determination Theory (SDT) highlights the fundamental human need for competence and mastery. Examine the impact of academic assistance on student-athletes, focusing on the development of academic skills, enhancement of self-confidence, and cultivation of a heightened feeling of competence. One may investigate the potential impact of improved academic abilities on reducing stress associated with academic pursuits, hence enhancing general well-being. The use of a Self-Determination Theory (SDT) perspective allows for the examination of how engagements with academic advisors, tutors, educators, and peers, within the domain of academic assistance, contribute to the development of a feeling of affiliation and interpersonal bonding. Examine the extent to which these affirmative interactions contribute to a beneficial impact on the overall well-being of student-athletes. This study aims to use the principles of Self-Determination Theory (SDT) in order to investigate the impact of academic assistance on the motivation levels of student-athletes towards their academic pursuits. Examine the impact of academic assistance on intrinsic motivation, specifically focusing on autonomy, competence, and relatedness, and its influence on overall well-being and pleasure in both academic and athletic domains. Utilizing the Self-Determination Theory (SDT) framework, this study aims to investigate the perceptions of student-athletes on the academic assistance provided to them. Examine the potential correlation between a strong impression of academic assistance as a means to achieve autonomy, competence, and

relatedness, and higher levels of well-being. The use of Self-Determination Theory as a theoretical framework allows for an examination of the intersection between academic assistance and the concepts of autonomy, competence, and relatedness. The presented paradigm provides a pathway for comprehending the dynamics of motivation and offers valuable perspectives on enhancing academic support to promote well-being among student-athletes.

5. METHODOLOGY

5.1. Research Design

This section features the utilization of quantitative surveys to evaluate the perceptions of student-athletes regarding academic support and their general well-being. Additionally, this includes the research design, sampling method, research locale, instrumentation, data gathering procedures, data analysis, statistical treatment, and ethical considerations employed in this study.

The research approach used for this study is descriptive comparative-correlational in nature. The research used standardized questionnaires as a means of data collection, with a special emphasis on the perspectives of student-athletes about academic support and other aspects of their overall welfare. The surveys included several facets of academic support, including study skills aid, tutoring provisions, mentoring initiatives, technology accessibility and training, and the use of study halls. Furthermore, the surveys included several subjects pertaining to physical health, mental and emotional wellness, social connectivity, academic engagement and attainment, spiritual wellbeing, and self-care practices. Quantitative analysis was facilitated by assigning numerical values to the responses provided by each participant. The use of this approach holds importance due to its ability to establish connections and identify patterns among variables. By using statistical analysis on the collected data, the study's methodology enabled the discovery of potential correlations between the level of academic support received by student-athletes and their general well-being. The technique provided a structured framework for understanding the possible correlation between changes in one variable and corresponding changes in another. In the context of this study, the researchers aimed to determine if there was a relationship between increased levels of academic support and improved indicators of well-being. Furthermore, the design of the experiment allowed for the accurate determination of both the size and directionality of these interactions. For instance, it might determine if there is a link between improved academic support and heightened levels of social connectedness, or whether it has a positive effect on academic engagement. The aforementioned findings have yielded significant insights for institutions and programs on the effectiveness of their academic support initiatives in fostering the holistic welfare of student-athletes. The findings of this study have the potential to provide useful insights for future research endeavors, especially in the field of experimental designs, to enhance the rigor of studies into causal relationships. In summary, the use of a quantitative correlational technique offered a systematic and structured framework for investigating the complex association between academic support and the holistic welfare of student-athletes. The use of this methodology resulted in valuable discoveries that provided insights for program enhancements and impacted the development of policies.

5.2. Research Instruments

The research used a descriptive correlational methodology, using a custom-designed questionnaire and interviews to comprehensively investigate the perceived relationship between academic support and the overall welfare of student-athletes. The questionnaire that was designed included of two primary elements. The first phase of the research sought to evaluate several facets of academic assistance, including provisions such as study skills guidance, tutoring services, mentorship programs, access to and training in technology, as well as use of study halls. The subsequent portion focused on several dimensions of well-being, including physical well-being, mental and emotional well-being, social connectivity, academic engagement and achievement, spiritual well-being, and self-care strategies. Rigorous protocols were used to ascertain the reliability of the questionnaire, including expert assessment, concept validation, and pilot testing. Furthermore, a set of interviews was undertaken with a particular subset of student-athletes, aiming to get qualitative insights into their personal encounters, strategies, and viewpoints about academic support and general welfare. The use of a descriptive correlational technique allowed a comprehensive investigation of the potential associations between academic support and the holistic welfare of student-athletes. The aforementioned technique yielded a valuable understanding of the aforementioned interactions within the particular environment being examined.

A normality test, namely the Shapiro-Wilk test, is performed to determine whether the parametric test is used to address the research objectives. When the p-values are greater than .05, parametric testing is used. Nonparametric tests will be used if the p-values are less than .05 and the data is not normally distributed.

5.3. Data Gathering Procedure

The research used data collecting methods that were intentionally designed to gather both quantitative and qualitative data from student-athletes, aiming to get a deeper understanding of their perceptions about academic support and overall welfare. The first phases of the research included obtaining ethical clearances and permissions, as well as developing a tailored questionnaire including subjects pertaining to academic support and other dimensions of individuals' well-being. In order to ascertain the questionnaire's validity, experts with specialized knowledge in the domains of education, sports, and psychology conducted a rigorous evaluation of its content. Furthermore, the study included construct validation procedures, which involved the application of statistical analysis to evaluate the collected replies. During the period of quantitative data collection, a sample of qualified student-athletes from many institutions in China was selected to participate in the research. The survey was distributed via two modes of administration, namely online and printed formats. Concurrently, a subset of persons was chosen to participate in extensive interviews, with the objective of investigating their personal experiences, tactics, and viewpoints pertaining to academic support and general welfare. The examination of quantitative data included the use of statistical methodologies, including correlation analysis. Conversely, the qualitative data acquired via interviews was subjected to theme analysis. The primary objective of the study was to get a thorough understanding of the interrelationships between academic assistance and the overall well-being of student-athletes. This was accomplished

by integrating insights derived from both quantitative and qualitative data sources. The primary objective of this research was to provide significant insights that might be effectively exploited to guide the creation of forthcoming programs and facilitate well-informed policy choices.

Statistical Treatment and Analysis

This study's statistical treatment entails applying proper quantitative analyses to the data obtained from the self-created questionnaire in order to establish the links between academic support and different variables of student-athlete well-being. The following statistical techniques were used:

Descriptive Statistics: For the items relating to academic support and well-being dimensions, descriptive statistics such as means, standard deviations, and frequencies were produced. This offers a concise overview of the replies of the participants and helps in understanding the primary patterns and variances in the data.

Correlation Analysis: Correlation analysis was performed to investigate the relationships between academic assistance and several characteristics of well-being. Pearson's correlation coefficient may be used to determine the strength and direction of correlations. This analysis, for example, can assist in determining whether there is a significant relationship between academic support (as measured by study skills support, tutoring, mentoring, technology access, and study hall) and each dimension of well-being (physical health, mental and emotional health, social connectedness, academic engagement, spiritual well-being, and self-care practices).

5.4. Ethical Considerations

Conducting research with human subjects necessitates paying close attention to ethical concerns in order to safeguard the participants' well-being, anonymity, and rights. Several ethical factors were highlighted in this research evaluating the link between academic assistance and student-athlete well-being:

Informed Consent: All student-athletes were provided with clear and comprehensive information regarding the study's purpose, methods, potential risks, benefits, and their rights as participants before their participation. They were asked for informed consent to ensure that they fully understood their role and could make an educated choice to participate.

Confidentiality: Participant confidentiality was strictly enforced. Personally identifying information was kept separate from the study data, and all collected data were anonymized. Only approved researchers had access to the data, and the identity of participants was protected throughout the study.

Voluntary Participation: All participants in the research participated voluntarily. Student-athletes had the option to withdraw from the study at any time without facing repercussions or negative consequences. They were informed that their decision to participate or withdraw would have no impact on their academic status or involvement in sports.

Protection of Vulnerable Participants: Due to the potential power dynamics and pressures faced by student-athletes, additional precautions were taken to protect vulnerable individuals. Minors obtained parental approval to participate, and student-athletes with specific needs or vulnerabilities received extra attention and support.

Damage Avoidance: The study was designed to minimize potential physical, psychological, or emotional harm to participants. Questions on sensitive topics were carefully worded, and participants were provided with resources for

assistance if they experienced any distress during or after their participation.

Transparency: The research process was open, allowing participants to learn about the study's progress, findings, and any changes to the research design. This transparency promoted trust and accountability.

Beneficence: The study aimed to enhance the well-being of student-athletes by gaining a better understanding of the impact of academic assistance. If the research identified potential areas for improvement in academic support, these findings were shared with relevant stakeholders to facilitate positive change.

Ethical Approval: An ethics committee or institutional

review board assessed the study protocol to ensure that all ethical considerations were effectively addressed. The research was conducted in accordance with accepted ethical standards.

6. Results and Analysis

This chapter includes a tabular representation of the collected data, as well as its analysis and interpretation. This section's conclusions are based on a statistical analysis performed with jamovi 2.3.19.

Assessment of the Student Athletes of their Academic Support

Table 1. Assessment of the Student Athletes of their Academic Support in terms of Study Skills Support

Indicators	Mean	SD	Verbal Interpretation	Rank
1. I am in great agreement with the notion that the provision of study skills assistance significantly aids in the appropriate management of time and the enhancement of study habits.	2.75	0.97	True of Me	3.5
2. I concur that the study skills tools provided are vital in facilitating my comprehension of intricate topics and facilitating the organization of my academic assignments.	2.78	0.97	True of Me	1
3. I am inclined to concur that the study techniques seminars have had a role in enhancing my overall academic achievements.	2.76	0.97	True of Me	2
4. I maintain a neutral stance towards the efficacy of study skills assistance in enhancing my preparation and performance in assessments.	2.69	0.93	True of Me	7.5
5. I have a somewhat dissenting view about the customization of study skills help to align with my own learning requirements.	2.75	0.94	True of Me	3.5
6. I have a differing perspective on the substantial influence of study skills help on my academic success.	2.58	0.91	True of Me	9
7. I agree with the notion that the study skills resources have enhanced my capacity to effectively handle many academic responsibilities.	2.72	0.95	True of Me	6
8. I have a firm stance in opposition to the notion that the study skills help provided has shown to be unsuccessful in augmenting my study practices.	2.74	0.87	True of Me	5
9. I maintain a neutral stance about the impact of study skills help on my academic confidence.	2.69	0.94	True of Me	7.5
10. I am in full agreement that the provision of study skills assistance has significantly facilitated my ability to successfully adapt to diverse learning situations.	2.57	0.86	True of Me	10
COMPOSITE MEAN	2.70	0.63	True of Me	

Legend: 1.00-1.50: Strongly Agree (Not at All True of Me); 1.51-2.50: Disagree (Somehow True of Me); 2.51-3.50; Often (True of Me); 3.51-4.00: Always (Very True of Me)

Table 1 shows the assessment of the students' academic support in terms of study skills support. It produced a composite mean score of 2.70 and a standard deviation of 0.63 based on the tabulated data. This implies that the student-athletes agree that the study skills tools provided are critical in facilitating their comprehension of complex topics and facilitating the organization of their academic assignments (M = 2.78), that the study techniques seminars have played a role in enhancing their overall academic achievements (M = 2.76), and that they agree that the provision of study skills assistance significantly aids in the appropriate management of time and the enhancement of study habits (M = 2.75). Similarly, it also shows that that they have a somewhat dissenting view about the customization of study skills help to align with my own learning requirements (M = 2.75), and that they have a firm stance in opposition to the notion that the study skills help provided has proven to be unsuccessful in augmenting their

study (M = 2.74).

The comprehensive evaluation of student-athletes' perspectives on academic support, particularly in relation to study skills aid, demonstrates a multifaceted viewpoint. Based on the analysis of the statements, it can be concluded that student-athletes see study skills support as significantly advantageous in promoting adaptation to various learning environments, as shown by the highest mean score of 2.78. This statement implies a favorable outlook on the efficacy of such assistance in facilitating their achievements across diverse educational environments. Conversely, the minimum average score of 2.57 indicates a varied perspective among student-athletes about the direct influence of study skills support on their academic achievements. Several participants voiced conflicting opinions about the significant impact of such support on their accomplishments.

Table 2. Assessment of the Student Athletes of their Academic Support in terms of Tutoring

Indicators	Mean	SD	Verbal Interpretation	Rank
I am in full agreement with the notion that tutoring sessions have shown to be vital in elucidating complex topics within my academic disciplines.	2.71	0.91	True of Me	7.5
I concur that the help provided by the instructors has significantly increased my comprehension of challenging academic material.	2.75	0.93	True of Me	4
I am inclined to agree to a certain extent that engaging in tutoring sessions has had a positive impact on my academic achievement.	2.79	0.89	True of Me	1.5
I maintain a neutral stance on the assertion that tutoring has had a positive impact on my drive to achieve academic excellence.	2.79	0.82	True of Me	1.5
I hold a partial dissenting view about the suitability of the tutoring program in effectively meeting my individualized requirements.	2.72	0.89	True of Me	5.5
I have a contrary perspective about the instructors' ability to provide lucid explanations throughout our sessions.	2.72	0.89	True of Me	5.5
I agree that tutoring has had a good influence on my level of engagement with the course topics.	2.70	0.89	True of Me	9
I have a firm stance in opposition to the notion that the tutoring program has shown ineffectiveness in facilitating my academic progress.	2.71	0.91	True of Me	7.5
I maintain a neutral stance on the assertion that the tutoring sessions have had a positive impact on my self-assurance in academic pursuits.	2.76	0.88	True of Me	3
I am in full agreement that the provision of tutoring help has proven to be a crucial asset in facilitating my academic development.	2.69	0.85	True of Me	10
COMPOSITE MEAN	2.73	0.68	True of Me	

Legend: 1.00-1.50: Strongly Agree (Not at All True of Me); 1.51-2.50: Disagree (Somehow True of Me); 2.51-3.50; Often (True of Me); 3.51-4.00: Always (Very True of Me)

The aforementioned results highlight the need for educational institutions to acknowledge the diverse perspectives held by student-athletes and to customize their support initiatives appropriately. In order to effectively cater to the varied experiences and expectations of this distinct student population, it is advisable to provide a variety of study skills help alternatives that may be tailored to individual needs. Maintaining an emphasis on developing flexibility is

of utmost importance, as seen by the high mean score, since it shows that student-athletes place significant value on this area of assistance. Furthermore, it is recommended that universities conduct thorough examinations and enhancements of their study skills support programs in order to better facilitate academic achievement, as shown by the lower average score. By actively including student-athletes in the process of soliciting feedback and obtaining a more

comprehensive understanding of their unique experiences and expectations, valuable insights may be obtained to guide the implementation of required modifications and enhancements to these programs. In conclusion, the complete evaluation underscores the need of providing customized and efficient academic assistance to address the unique requirements and preferences of student-athletes, therefore augmenting their overall academic welfare.

In the same line of thought, Glaza (2023) explores the significance of academic support programs for student-athletes. The study emphasizes the need for academic advisors to possess a succinct overview of effective strategies in assisting community college student-athletes. It brings attention to a worrisome pattern in which academic advisers often express a lack of preparedness in effectively assisting student-athletes enrolled in community colleges. At order to tackle these issues, the research places its emphasis on many crucial aspects, including invasive academic advice, enrollment and eligibility criteria for student-athletes, tutorial services, and peer academic mentorship. Through a comprehensive examination of these crucial elements, Glaza (2023) endeavors to provide a meaningful educational experience for academic advisors with the objective is to furnish them with the necessary knowledge and resources to properly assist student-athletes.

The initiative is in accordance with the current research, highlighting the urgent need for specific assistance and advice for academic advisors who deal with student-athletes. It also aligns in terms of the distinct obstacles encountered by this demographic. By doing so, it adds to the continuous endeavors aimed at cultivating and advancing the academic achievements of student-athletes.

The results of the evaluation of the students' academic support in terms of tutoring are presented in Table 2. According to the tabulated data, it resulted in a composite mean score of 2.73 and a standard deviation of 0.68. This suggests that student-athletes are inclined to agree to a degree that tutoring sessions have had a positive impact on their academic achievement ($M = 2.79$), that they maintain a neutral stance on the assertion that tutoring has had a positive impact on their drive to achieve academic excellence ($M = 2.79$), and that they maintain a neutral stance on the assertion that tutoring sessions have had a positive impact on their self-assurance in academic pursuit ($M = 2.79$). Furthermore, it means that they agree that the instructors' assistance has significantly increased their comprehension of difficult academic material ($M = 2.75$), that they have a partial dissenting opinion about the tutoring program's suitability for effectively meeting their individualized requirements ($M = 2.72$), and that they have a contrary opinion about the instructors' ability to provide lucid explanations throughout their sessions ($M = 2.72$).

Further, the analysis of student-athletes' perspectives on academic help in relation to tutoring includes 10 assertions that represent the respondents' personal encounters and observations. The statement with the highest mean score of 2.79 suggests that there is a considerable improvement in the understanding of difficult academic subject as a result of coaching. The aforementioned result implies a prevalent favorable attitude among student-athletes about the efficacy of tutoring in augmenting their comprehension of intricate academic material. This statement highlights the importance of tutor-led instructional sessions in promoting academic understanding.

Conversely, the statement about the influence of tutoring on self-confidence in academic endeavors has the lowest average score of 2.68. In this context, student-athletes articulate a somewhat impartial perspective, suggesting a degree of doubt or absence of definitive agreement on the impact of tutoring on their self-assurance. Although tutoring is generally seen favorably in terms of enhancing academic understanding, its impact on boosting self-confidence seems to be less apparent.

The outcomes of this study indicate that tutoring programs, namely those facilitated by professors, have significant consequences for enhancing academic comprehension among student-athletes. Nevertheless, there exists an opportunity for more investigation and prospective improvements in the realm of fostering self-assurance via tutoring. In order to tackle this issue, educational institutions and tutoring programs can contemplate implementing tactics that effectively handle self-assurance problems. This might include providing personalized assistance or enhancing communication channels with student-athletes to better understand and meet their individual requirements. In general, this evaluation emphasizes the complex nature of tutoring's influence on student-athletes and emphasizes the need of comprehensive assistance in efficiently addressing their academic requirements.

The study conducted by Koehler (2018), titled "The Efficacy of Peer Tutoring Services for Student-Athletes," highlights the significant importance of peer tutoring programs within the framework of support services provided to college athletes. The research acknowledges the varied educational experiences of college student-athletes and the distinct difficulties individuals have while attempting to manage their sports obligations alongside their academic endeavors. The obstacles encompassed in this context are instances of courses being missed as a result of sports competitions, as well as the need to comply with the academic eligibility regulations set out by the NCAA.

The study initiative aims to investigate two primary inquiries: Initially, this study examines intrinsic characteristics, such as a student's level of motivation, that might potentially impact the efficacy of a tutor. Additionally, this study investigates external variables, such as dietary intake and dietary patterns, that may influence the efficacy of tutoring. Comprehending these criteria is crucial for tutor coordinators' recruiting methods and for obtaining insights into external variables that may impact tutoring results.

This study endeavor is in accordance with the current body of literature that emphasizes the significance of customized tutoring programs for student-athletes. Student-athletes often encounter rigorous timetables and distinct requirements that need tailored academic assistance. The inclusion of both internal and external aspects in the study's examination of successful tutoring enhances the comprehensiveness of the existing research in this area.

The potential implications of this study include the improvement of tutor selection criteria, taking into account variables such as motivation, as well as addressing external aspects such as diet in order to maximize the efficacy of tutoring. By using this approach, educational institutions may enhance their ability to provide personalized and efficient assistance to student-athletes, therefore making a significant contribution to their academic achievements. The research conducted by Koehler provides significant contributions to the existing body of knowledge, offering useful insights that

may be used to enhance the provision of academic support services for student-athletes at Division I colleges.

Table 3. Assessment of the Student Athletes of their Academic Support in terms of Mentoring

Indicators	Mean	SD	Verbal Interpretation	Rank
I am in great concurrence with the notion that my mentor offers invaluable help in both academic and personal domains.	2.81	0.89	True of Me	2
I concur that the mentoring program has had a beneficial influence on my academic goal establishment and attainment.	2.74	0.87	True of Me	4
I concur to a certain extent that I possess a sense of ease while engaging in conversations on my difficulties and ambitions with my mentor.	2.72	0.88	True of Me	6
I maintain a neutral stance about the extent to which my mentoring relationship adds to my holistic experience as a student-athlete.	2.68	0.88	True of Me	9
I have a partial dissenting view about the extent to which my mentor comprehends my distinct requirements as a student-athlete.	2.69	0.86	True of Me	8
I have a contrary viewpoint on the substantial impact of my mentoring experience on both my academic and personal development.	2.58	0.89	True of Me	10
I agree with the notion that my mentor provides helpful perspectives on efficiently managing the demands of both academics and sports.	2.73	0.91	True of Me	5
I have a firm stance in opposition to the notion that my mentoring exchanges have lacked effectiveness or productivity.	2.71	0.90	True of Me	7
I maintain a neutral stance about the impact of my mentor's assistance on the enhancement of my decision-making abilities.	2.75	0.89	True of Me	3
I am in firm agreement that my participation in mentoring has a significant beneficial impact on my overall personal growth and development.	2.82	0.91	True of Me	1
COMPOSITE MEAN	2.72	0.69	True of Me	

Legend: 1.00-1.50: Strongly Agree (Not at All True of Me); 1.51-2.50: Disagree (Somehow True of Me); 2.51-3.50; Often (True of Me); 3.51-4.00: Always (Very True of Me)

Table 3 summarizes the assessment of academic support in terms of mentoring for a sample of student-athletes, with a composite mean score of 2.72 and a standard deviation of 0.69. This could imply that respondents agree that mentoring has a significant positive impact on their overall personal growth and development ($M = 2.82$), that they strongly agree that their mentor provides invaluable assistance in both academic and personal domains ($M = 2.81$), and that they are neutral about the impact of their mentor's assistance on the enhancement of their decision-making abilities ($M = 2.81$). Furthermore, it suggests that they agree that the mentoring program has had a positive impact on their academic goal-setting and achievement ($M = 2.74$) and that their mentor provides helpful perspectives on efficiently managing the demands of both academics and sports ($M = 2.73$).

The evaluation of student-athletes' perspectives on academic help via mentorship has provided significant insights into their encounters. The data reveals that student-athletes have a strong belief in the efficacy of mentoring as a valuable means to promote their holistic personal growth and development, as seen by the very high mean score of 2.82. This finding highlights the significance of mentoring programs in offering comprehensive assistance to student-athletes, aiding them in effectively managing both their academic and personal spheres. The statement posits that mentoring has a substantial impact on fostering personal growth and development, hence harmonizing with the aims of

the program.

In contrast, there exists a divergent viewpoint among some student-athletes about the significant influence of mentorship on their academic and personal growth, as seen by the lowest mean score of 2.58. This implies that there might be discrepancies in the perspectives of student-athletes about the efficacy of the program, since some individuals may exhibit skepticism or ambiguity regarding its influence. The prevailing viewpoint among individuals is generally favorable towards mentoring. However, the existence of these divergent perspectives underscores the need for institutions and mentorship programs to actively foster transparent communication and gather feedback. This strategy has the potential to enhance the customization of mentoring services in order to effectively address the varied needs and expectations of student-athletes, hence assuring the program's efficacy and adaptability to their distinct experiences.

In summary, the evaluation indicates that mentorship programs have a typically positive impact on student-athletes, facilitating their personal growth and development. Nevertheless, it also underscores the need of recognizing and tackling discrepancies in perspectives to enhance the efficacy of mentorship assistance in the scholastic and personal domains of student-athletes.

Finnell (2022), through her study on "The Impact of Peer Mentoring on Freshmen Student-Athlete Retention and Experience," offers significant contributions to the existing

body of knowledge on mentoring assistance for student-athletes. This study focuses on the issue of student-athlete retention, a prevalent topic within higher education establishments, particularly among freshman student-athletes. It also examines the many pressures that student-athletes encounter while engaging in college sports, including challenges such as adapting to team dynamics, coping with coaching transitions, effectively managing their time, and preserving their athlete identity. This observation is consistent with the difficulties encountered by student-athletes in the present research, underscoring the need for customized assistance initiatives.

The said study centers on a peer mentor initiative specifically tailored to assist first-year student-athletes in successfully navigating their collegiate journey. Although the research did not provide statistically significant disparities in retention rates, it did reveal a number of favorable effects on the participants' overall experiences. These factors include the

broadening of personal networks, the alignment with available resources, a heightened sense of affiliation with the sports department and the institution, augmented sentiments of belonging and self-assurance, and the cultivation of a growth mindset and empathy.

The aforementioned results have the potential to be used for the purpose of comparing and deriving consequences for the present investigation on the provision of mentoring assistance to student-athletes. Both studies have the same objective of improving the general welfare and achievement of student-athletes. However, Finnell's study emphasizes the significance of tackling the distinct obstacles encountered by this particular group via the implementation of customized support initiatives. Finnell's research highlights many beneficial effects, including enhanced social connections and improved self-assurance, which indicate that mentoring and peer support have the potential to provide favorable outcomes within the context of student-athletes' experiences.

Table 4. Assessment of the Student Athletes of their Academic Support in terms of Technology Access and Training

Indicators	Mean	SD	Verbal Interpretation	Rank
I am in complete agreement with the assertion that I possess enough access to technological resources that are essential for fulfilling my academic requirements.	2.77	0.87	True of Me	2.5
I concur with the notion that the technological training offered has been important in enhancing my proficiency in properly navigating online learning platforms.	2.76	0.86	True of Me	4
I am inclined to concur to some extent that the university's technological support staff demonstrates responsiveness and helpfulness.	2.75	0.91	True of Me	5.5
I maintain a neutral stance towards the assertion that technology availability and training have contributed to the improvement of my academic involvement.	2.75	0.86	True of Me	5.5
I have a somewhat dissenting viewpoint about the contemporaneity and pertinence of the technological resources at my disposal.	2.78	0.88	True of Me	1
I have a differing perspective about the extent to which the technology training has substantially enhanced my proficiency in digital literacy.	2.66	0.86	True of Me	9
I agree with the notion that the technological resources provided by the institution have a beneficial impact on my academic journey.	2.72	0.93	True of Me	7
I firmly hold the viewpoint that I do not have persistent challenges in accessing technology resources.	2.64	0.91	True of Me	10
I have a neutral stance towards the assertion that technology training has had a good influence on my academic achievement.	2.67	0.93	True of Me	8
I am in great agreement with the notion that access to technology and training in its use are crucial elements of academic assistance.	2.77	0.80	True of Me	2.5
COMPOSITE MEAN	2.72	0.69	True of Me	

Legend: 1.00-1.50: Strongly Agree (Not at All True of Me); 1.51-2.50: Disagree (Somehow True of Me); 2.51-3.50; Often (True of Me); 3.51-4.00: Always (Very True of Me)

Hence, the present study concerning mentoring assistance for student-athletes may derive advantages by including the factors identified as efficacious in Finnell's research. The

potential emphasis of this approach is in the cultivation of personal networks, orientation towards resources, and the promotion of a feeling of community and belonging among

the student-athlete population. Furthermore, mentorship programs might aim to cultivate the development mindset and foster empathy as important results. The results from both research underscore the need of customized assistance programs that specifically target the distinct obstacles encountered by this demographic, eventually augmenting their achievements and overall welfare.

Table 4 provides a summary of the evaluation of academic support in the form of technology access and training for a group of student-athletes, with a mean score of 2.72 and a standard deviation of 0.69. This shows that the respondents have a somewhat differing opinion about how current and useful the technological resources they have access to are ($M = 2.78$). They do, however, fully agree with the statement that they have enough access to technological resources that are necessary for meeting their academic requirements ($M = 2.77$), and they strongly agree with the idea that access to technology and training are two sides of the same coin ($M = 2.77$). Similarly, it appears that the athlete-students agree that the technological training provided was important in improving their proficiency in properly navigating online learning platforms ($M = 2.76$) and take a neutral stance on the assertion that technology availability and training contributed to the improvement of their academic involvement ($M = 2.75$).

The evaluation of academic support for student athletes in terms of Technology Access and Training revealed that Indicator 1 received the highest mean score. This indicator indicates that a significant number of student athletes strongly agreed that they have adequate access to the technological resources required for their academic needs. The obtained mean score of 2.77 indicates that a significant proportion of student athletes had a satisfactory level of technical resources that adequately support their academic endeavors. The institution's capacity to successfully support academic pursuits via the provision of key technology resources is shown in a good manner.

In contrast, the indicator with the lowest mean score, Indicator 6, exhibited a discrepancy in the viewpoints of student athletes on the degree to which technology training has notably improved their competence in digital literacy. The average score of 2.66 suggests that student athletes generally have differing perspectives on the significant influence of technology training on their proficiency in digital literacy. The observed variability indicates the need for a more uniform and efficient strategy for technology instruction that corresponds with the heterogeneous requirements and anticipations of student athletes.

The aforementioned results highlight the crucial significance of providing student athletes with access to technology and training in order to enhance their academic support. The institution's high mean score for Indicator 1 indicates a general level of success in offering sufficient technical resources. However, the lower mean score for Indicator 6 suggests a need for a more customized and efficient approach to technology training. In order to optimize the use of technology assistance by student athletes, it is essential for the educational institution to uphold and enhance technology accessibility, while simultaneously enhancing training programs to cater to the diverse range of digital literacy skills shown by student athletes.

As a support to the findings, Peterson (2022) sheds light on the dynamic and ever-changing realm of technological assistance provided to student-athletes at the University of Mississippi. This publication closely aligns with the present

study's emphasis on the availability and instruction of technology for student athletes. The article examines the University of Mississippi's endeavor to provide its student athletes with Apple MacBook Pro computers and AirPods, highlighting the significance of providing cutting-edge technological resources to facilitate academic achievement. It exhibits a shared emphasis on providing student-athletes with technological resources, which corresponds with the results of the present research that highlight the significance of technology accessibility. The aforementioned statement underscores the notion that mobile devices and digital technologies play a key role in the lives of student athletes, owing to their rigorous schedules and the need of having convenient access to academic materials.

In addition, the paper emphasizes the need of providing technology training to student-athletes, which aligns with the central emphasis of the present research on technology training (Indicator 6). This statement underscores the insufficiency of only giving gadgets, highlighting the need of educate individuals on the appropriate use of technology for academic pursuits. The acknowledgement that not all individuals in the younger generation possess innate digital proficiency and that the provision of technology education significantly contributes to their achievements in academia corresponds with the conclusions derived from the present research.

In a nutshell, the existing body of research substantiates the present study by underscoring the significance of providing student-athletes with access to technology, training, and support. This statement underscores the importance of educational institutions in equipping student-athletes with appropriate resources and ensuring they get enough training to fully use the advantages of technology in their academic pursuits. The present study's consequences include the reaffirmation of the importance of digital accessibility and the advocacy for the implementation of more organized and thorough technology training initiatives for student-athletes, with the aim of augmenting their academic endeavors.

7. Summary of Findings

The assessment of the student-athletes' academic support and overall well-being, as well as the relationship between academic support and well-being, can be summarized based on the results of the study as follows:

1.1 Study Skills Support: Student-athletes generally find study skills support helpful in managing their academic commitments. They appreciate guidance on effective study strategies and time management.

1.2 Tutoring: Tutoring services are viewed positively, especially when student-athletes need additional help in specific subjects. Having access to tutors assists them in academic success.

1.3 Mentoring: Mentorship plays a valuable role in academic support. Student-athletes benefit from having mentors who provide guidance and motivation in both academic and personal aspects.

1.4 Technology Access and Training: Access to technology and training is essential for student-athletes, as it aids in research, online learning, and communication with instructors.

1.5 Study Hall: Study hall programs are seen as beneficial for creating a conducive study environment and maintaining focus.

2. Assessment of Overall Well-being:

2.1 Physical Health: Student-athletes generally maintain

good physical health due to their rigorous training routines. Proper nutrition, exercise, and rest contribute to their physical well-being.

2.2 Mental and Emotional Health: Managing the demands of academics and athletics can be mentally and emotionally challenging. Supportive resources, such as counseling, are essential for addressing mental health concerns.

2.3 Social Connectedness: Being part of a sports team fosters social connectedness, which positively impacts their overall well-being. Team camaraderie and support networks play a crucial role.

2.4 Academic Engagement and Success: The ability to balance academics and athletics affects academic engagement and success. Effective time management and support services contribute to positive outcomes.

2.5 Spiritual Wellbeing: Spiritual well-being varies among student-athletes, with some finding comfort in faith-based practices. Spiritual support can positively influence their overall well-being.

2.6 Self-Care Practice: Student-athletes emphasize the importance of self-care practices, including relaxation techniques and hobbies, in maintaining their well-being.

3. Relationship Between Academic Support and Overall Well-being:

There is likely a significant relationship between academic support and overall well-being among student-athletes. Positive academic support, including study skills, tutoring, mentoring, and technology access, contributes to their academic success and, subsequently, their well-being.

Time Management Strategies:

Student-athletes employ various time management strategies to effectively balance sports training, competitions, and academic commitments. These strategies include setting clear goals, maintaining structured daily routines, prioritizing tasks, effective use of spare time, and seeking feedback and communication to optimize their schedules.

8. Conclusion

Support services in the academe, such as assistance with study skills, tutoring, and mentoring, are essential for achieving academic success and promoting overall well-being.

Student-athletes encounter distinct mental and emotional obstacles as a result of the pressures associated with both their athletic pursuits and academic responsibilities.

Efficient time management and allocation strategies are crucial for effectively balancing academics and athletics. Student-athletes derive advantages from well-organized daily schedules, precise goal establishment, and effective utilization of free time.

The beneficial influence of social connectedness among sports teams on the well-being of student-athletes is highly emphasized.

The spiritual well-being and self-care practices of student-athletes exhibit a wide range of diversity. Acknowledging and valuing these distinctions can enhance their overall welfare.

Student-athletes adopt a number of methods, including effective time management, goal planning, adaptation, and open communication, to effectively combine their academic responsibilities with sports training and competitions, adding to their overall success and well-being.

9. Recommendations

Maintain and improve support services, such as study skills assistance, tutoring, and mentorship in order to help student-athletes succeed academically and foster their well-being.

Recognize and address the specific mental and emotional issues experienced by student-athletes owing to the simultaneous constraints of sports obligations and academic duties, giving tailored assistance and resources.

Encourage student-athletes to have structured daily routines, establish attainable objectives, and make the most of their leisure time by learning effective time management and allocation skills.

Encourage communication and camaraderie among sports teams to boost student-athletes' mental health.

Recognize and accept varying levels of spiritual development and self-care routines in order to achieve success and happiness in both their academic and athletic pursuits.

Encourage student-athletes to maintain the habits of good time management, goal planning, flexibility, and open communication.

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