



Maintaining Academic Success and Athletic Activities Together “Under the Shadow of Exam Stress”

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Abstract

Background. The university entrance exam preparation process creates cognitive and physical fatigue and time management challenges for student athletes. For student-athletes, these demands are compounded by the need to simultaneously maintain intensive training and competitive sport participation. From a learning-theoretical perspective, such conditions pose a critical challenge to self-regulated learning processes, including planning, monitoring, and regulation of learning load.

Objectives. This study aimed to explore how high school student-athletes experience and manage the learning process while preparing for the Higher Education Institutions Examination (HEIE), with particular attention to difficulties in self-regulation, time management, and psychological control under dual academic and athletic demands.

Materials and Methods. A qualitative phenomenological design was employed. Ten 12th-grade student-athletes (five females and five males) who were actively engaged in school or club sports and preparing for the YKS participated voluntarily. Data were collected through semi-structured face-to-face interviews and analyzed using thematic analysis. Data saturation guided sample adequacy, and methodological rigor was ensured through expert consultation and participant verification.

Results. Three interrelated themes emerged: (1) sustaining athletic engagement despite academic pressures, (2) maintaining academic study under severe time constraints, and (3) coping with psychological stress and fatigue. Across all themes, participants reported disruptions in key self-regulated learning mechanisms, including difficulties in planning, monitoring fatigue and concentration, regulating effort, and balancing competing demands. Family expectations and examination pressure further intensified these challenges, often leading to sleep deprivation and reduced learning efficiency.

Conclusions. The findings indicate that difficulties experienced by student-athletes during high-stakes examination periods are closely linked to insufficient support for self-regulated learning. The study contributes to learning theory by demonstrating how dual academic–athletic demands disrupt regulatory learning processes at the secondary education level. Strengthening self-regulated learning skills and providing structured educational and psychological support may enhance students' capacity to manage learning effectively under conditions of extreme performance pressure.

Keywords: dual careers, test anxiety, self-regulated learning, sport.

Introduction

Education and sports are two important concepts necessary for individual and social life. However, it is not easy in practice for student athletes to continue their education and sports life together. When the education program implemented in Türkiye is examined, it can be understood how difficult it is for student athletes to continue their academic and sports studies together (Göde and Alkan, 1998). Especially for athletes, the stress of the HEIE is added to this pace while they are trying to continue their academic and sports

lives together in the last year of high school, making the process even more difficult.. The aim of this research, which was conducted by recognizing this situation, is to examine the problems experienced by 12th-grade high school student athletes in this difficult process.

According to Spielberger, test anxiety is an affective, cognitive, and behavioral emotional state experienced in a formal exam or evaluation situation that creates tension in the individual and prevents them from revealing their true performance (Spielberger, 1972; Cited in Yıldız, 2007). Parents and student athletes who adopt a negative attitude towards time allocated to sports during exam periods cause their children

to distance themselves from sports and disregard the talents they have cultivated for years. A thorough analysis of this situation through direct interviews with student athletes has provided an opportunity to identify the challenges they face and find solutions. Student athletes face pressure and stress while trying to maintain success in their dual careers (Cosh & Tully, 2015). In similar studies, Urhan and Fişne (2022) stated that national athlete students experience problems in the sub-dimensions of social life, education, camp processes, sports life, family life, and professional life during their dual career process. Furthermore, the most significant problem identified in these sub-dimensions was academic education. This highlights the importance of self-regulation for student athletes, as this process needs to be managed in a healthy way both mentally and physically. Although there are studies on this subject involving national athletes and university students, no studies on 12th-grade high school students have been found in the literature. This research, being original in this respect, is expected to contribute to the field.

Materials and Methods

Research Questions and Aim

1. Do you study in a planned and organized manner for your academic life?
2. Do you participate regularly and consistently in school and club team trainings?
3. How would you describe yourself regarding your academic success?
4. Do you think your athletic performance is increasing day by day?
5. How does the HEIE affect your athletic life?
6. What kinds of difficulties does the HEIE process create in your life along with academic and athletic studies?

This research was conducted to examine the problems and solutions encountered by student athletes while continuing their academic and athletic activities during the HEIE period.

Research Model

This study was conducted by the researcher using a phenomenological design, one of the qualitative research approaches. The aim of this design is to try to understand the essence of the experiences of individuals who deeply experience a particular phenomenon (Creswell, 2021).

Population Sample

The study group was selected according to criterion sampling, one of the purposeful sampling methods. Accordingly, 5 female and 5 male students who are 12th-grade high school students, actively participating in school and club sports while undertaking additional academic studies to prepare for the central exam, were selected. The number of participants in the study was determined by referencing the sample size in the qualitative study conducted by Koçak, Yaşar Sönmez, and Doğusan (2023). The sample size was determined by reaching students who met the inclusion criteria of the study.

Qualitative research, which is mostly based on observation and interviews, does not require large samples because after a certain stage, both observations and interviews will begin to repeat themselves (Morse, 2016; Shenton, 2004). However, working with large samples creates a significant cost in terms of time, effort, and other resources for the researcher; moreover, accessing the sample is not always easy (Kvale, 1994).

Inclusion Criterias

1. Being a 12th-grade high school student.
2. Being an active athlete in the school or club team.
3. Undertaking additional academic studies for the central exam.

Exclusion Criterias

1. Not being a 12th-grade high school student.
2. Not being an active athlete in the school or club team.
3. Not undertaking additional academic studies for the central exam.

Data Collection Tools

The research was conducted at school during times convenient for students, and data were obtained using a semi-structured interview form. Interviews were conducted face-to-face with each student in a comfortable environment where they could express themselves. The fact that the content was created following the stages of thematic development, design, interview, transcription, analysis, confirmation, and reporting as defined by Kvale (1996) is valuable in terms of ensuring reliability. In thematic development, the purpose was clarified and the conceptual framework of the topic was outlined. In the design phase, all stages were planned, the objective, ethical aspects, and method were clarified, and the process was planned. In the interview phase, an interview form suitable for the purpose was prepared, and the interview was conducted at an appropriate place and time. In the transcription phase, the oral documents of the interview were converted into a written text without changing the content, and then the analysis was performed. A thematic analysis appropriate to the research topic, purpose, and interview documents was selected. The suitability, purpose, objective, and consistency of the findings with the research topic were confirmed (Kvale, 1996). Once it was determined that the responses to the questions were satisfactory, the process was reported in an open and transparent manner. Thus, the results were transformed into a readable product.

Study Plan

The study commenced on December 23, 2024, following the granting of ethical committee approval. Volunteer students from Marmaris Nurettin Gençlioğlu Anatolian High School who participated in both school and club sports, and who also undertook additional academic studies for school lessons and the HEIE exam, were identified for the research group. In this qualitative study, the number of participants was determined as 5 female and 5 male students, based on the

similarity to the study conducted by Koçak, Yaşar Sönmez, and Doğusan (2023). Consent forms were obtained from the families and students. Starting from January 2, 2025, interviews were initiated with the participants at the school at convenient times using semi-structured questions. Interview information was collected from all participants and recorded on a computer under confidentiality conditions until January 17, 2025.

Data Analysis

Based on the participants’ answers to the semi-structured questions, themes were created, and when these themes were examined internally, it was observed that they were divided into many codes. It is known that in qualitative analyses, coding is considered the first and primary process for analysis aimed at discovering the content of data (Punch, 2005). Feedback was obtained from the participants for verification, and support was provided by experts with experience in the field of qualitative research. The validity and reliability of the findings were increased by examining the relationship between the themes and codes. While the participants’ opinions were transparently and directly conveyed to the findings, the expression “athlete student (AS)” was used instead of the participants’ names.

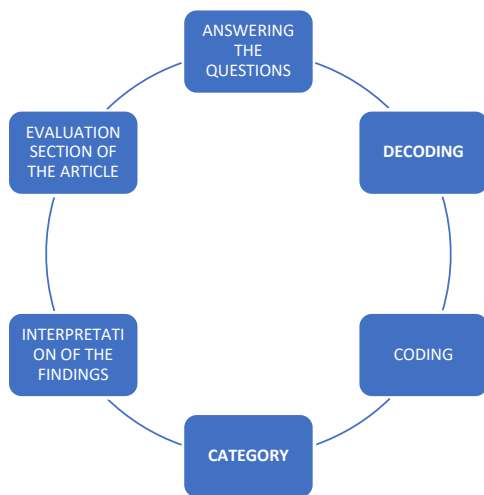


Fig. 1. The Approach Followed in Qualitative Research

Validity and Reliability

Expert opinions were utilized in the preparation process of the semi-structured questions. The answers to the questions were continued until the saturation point was reached. Data collection continued as long as each participant’s answers to

the questions differed; data saturation was considered reached when the same answers and repetitions began to occur, and the process was terminated. It is known that data saturation, which is the level of satisfaction reached in the data collection process, expresses the point at which the additional data obtained in the data collection process does not provide extra benefit (Charmaz, 2015). In this context, considering that the researcher’s study was conducted with transparency, openness, and methodological rigor, and that it is consistent with similar studies in the literature, we can state that reliability has been ensured.

Ethical Approval

The study was authorized by the Türkiye, Muğla Sıtkı Koçman University Health Sciences Ethics Committee with decision number 158 dated 22.12.2024.

Results

Table 1. Participant Identification Information

Gender	Sport Branch	Age	Weekly Training Time	Academic Study Time (Everyday)	Hobby Time
F(SA1)	Swimming	17	5 days-10 hours	4 hours	-
F(SA2)	Tennis	16	4 days-8 hours	4 hours	-
F(SA3)	Volleyball	17	3 days-6 hours	2-3 hours	1 hour
F(SA4)	Swimming	16	5 days-10 hours	2 hours	1 hour
F(SA5)	Swimming	17	6 days-12 hours	2 hours	-
M(SA6)	Football	18	3 days-6 hours	3 hours	2 hours
M(SA7)	Basketball	18	3 days-5 hours	3 hours	1 hour
M(SA8)	Football	17	3 days-6 hours	3 hours	1 hour
M(SA9)	Basketball	16	3 days-6 hours	2 hours	2 hours
M(SA10)	Basketbol	16	3 days-5 hours	2 hours	1 hour

The statements of student athletes (SA) were examined, and the theoretical framework of sports career development was grouped under 3 themes, referencing the work of Wylleman, De. Knop, and Reints (2013):

In this study, whose themes were determined, how the participants expressed their situation is shared below without commentary. This is because it is known that some sources in the literature emphasize that the answers to the questions should be recorded word for word without interpretation or editing regarding the transcription of interviews (Edwards and Skinners, 2009; Fowler, 1991). In another study, Ellen (1984) and Wilson (2014) emphasize the great importance of immediate documentation and transcription of interviews. Accordingly, in this study, the interview data was transcribed as soon as possible after the completion of the interview, taking the transcription phase into consideration.



Fig. 2. Themes

Theme 1. Continuing sporting activities despite challenges.

SA1. I'm trying in every way. I'm struggling with fatigue. While I used to focus solely on training, now I've prioritized my studies; I don't want to schedule training sessions during tutoring hours.

SA2. The time I dedicate to sports isn't enough because of my demanding school life. Even though I study systematically, I'm very tired after the time I dedicate to sports. My family constantly reminds me to study for my exams.

SA3. There have been days when I've missed training. Even though I try to attend school team and club team practices, I struggle. When it clashes with my tutoring hours, I prioritize my studies, resulting in incomplete training.

SA4. Despite my disciplined work ethic, I'm having difficulty balancing sports and studies.

SA5. I attend my training sessions regularly. Even though I organize my life, I sometimes struggle. Training sessions are very tiring; I sometimes become exhausted both physically and mentally.

SA6. I attend my training sessions regularly; only during exam week does my routine break down, and I miss training. My inability to attend training during exam periods lowers my performance.

SA7. I try to participate in school team and club team practices by working regularly. My family supports me, but they want me to get high scores on the exam.

SA8. I regularly attend my school and club practices. I believe in the power of discipline, so consistent training is good for my body and also contributes incredibly positively to my mental well-being. Fatigue starts during exam periods.

SA9. I regularly attend my training sessions. Because I've been involved in sports for a long time, I've won countless medals and trophies. My experience and knowledge have increased with each competition, and I'm very happy about that.

SA10. I continue my sports activities regularly. The only problem is that the exam is approaching; even though I continue to participate in training, it creates stress when I think about it.

Based on the opinions of student athletes, the first theme reveals that students express that they continue their sports activities despite the difficulties. Even though they face a situation that significantly impacts their lives, such as the HEIE exam, it is stated that students continue training due to the effort and time they have invested since a young age, and that they endure the hardships this creates. The codes formed within this theme are as follows:

Table 2. Categories and Codes

Themes	Categories	Codes
Sporting Achievement	Work	Determination, Hard Work
	Health	Healthy Living
	Physical and Mental Strength	Patience
	Coach	Responsibility

Theme 2. Continuing academic work despite time constraints.

SA1. Despite all the difficulties, I'm working very hard on my academic studies. The only problem is fatigue. This intense pace tires my body, but it's enjoyable because I think I'll reap the rewards. I'm putting swimming competitions on hold because of exams.

SA2. Because school life is so fast-paced, I don't have enough time for sports. After 8 hours of classes a day, home-

work, exam preparation, and training all pile up and become exhausting. Even if I follow a routine, academic studies go well, but training gets neglected.

SA3. I'm struggling to find time for my academic studies. I want to succeed in both competitions and exams. Sometimes I feel like I can't keep up. Even if I make plans and schedules, sometimes I can't stick to them. I see myself as someone who wants to do everything but can't.

SA4. I value my academic studies very much; when classes and sports clash, I choose my classes. Because I can start sports again later, but I need to succeed in this exam to have a good profession.

SA5. Balancing my studies with my sport is actually very difficult. This difficulty causes a decrease in my performance in both my sport and my studies. Although I achieve success in both areas when I start working in a disciplined way, I struggle with fatigue.

SA6. While I try to participate in school team and club team practices while preparing for the exam, I experience disruptions during exam week. This year, my studies are my priority, and that's what my family and I want.

SA7. I continue my academic studies regularly. I also participate in my trainings. As a result, I experience mental and physical difficulties while trying to keep up with everything.

SA8. As someone who knows what they want, I work in a planned way. Doing sports helps me prepare for the exam. While managing this intense process along with the difficulties of adolescence, I experience sleep problems. When I leave my academic studies until very late hours, I can't recover the next day.

SA9. Contrary to everyone's belief that sports and studies cannot go together, I do my sports and study my lessons. I just get tired.

SA10. The HEIE exam greatly affects my sports life. My quality of life has decreased, and studying is interfering with my training. I feel pressure and responsibility, which causes stress even when studying.

It has been noted that all athletes aim to get good grades on exams, and in this regard, they sometimes skip training sessions and participate in competitions with insufficient training, trying to cope with the technical and tactical deficiencies they experience. Furthermore, it has been observed that student athletes are forced to study until late hours, which prevents them from getting enough sleep and leads to poor rest and poor health the following day.

Table 3. Categories and Codes

Themes	Categories	Codes
Academic Success	Job	Getting into the target school
	Parental Request	Responsibility
	Time	Not having to repeat a year
	Industriousness	To succeed

Theme 3. Trying to cope with stress at a psychological level.

SA1. The fatigue caused by my sports activities alongside exam preparation, and the stress resulting from these responsibilities piling up, are negatively affecting me. I have concentration problems.

SA2. Even though I plan this process, there's no time for social life and hobbies. When I dedicate too much time to my

studies, I postpone sports, and my performance in competitions decreases due to insufficient training.

SA3. Even though I make a schedule, I find it difficult to stick to it, and my self-confidence decreases when I fail in my studies and competitions. I can't find the strength to make a new plan and get back on track.

SA4. I only want to study because I think I won't succeed in the exam. My coach wants me to continue because I'm putting in a lot of effort. Sometimes this situation can turn into chaos. My social life is almost non-existent, and the success my family expects makes me feel pressured.

SA5. I feel like I'm going through a very tiring time. My sports life and exam preparation increase my stress. The only thing that comforts me is having my family by my side and not putting pressure on me.

SA6. When my mind is too full, I can't focus on my studies; I have trouble concentrating. It's difficult to manage exams and training. I postpone training because I have to pass the exam to reach my goal.

SA7. I'm happy when I balance my studies and sports activities. When I'm tired, I can't study as planned, and time passes in a rush.

SA8. Because I've set my goal, I regularly attend both school and club training. Sometimes I worry because I don't get the results I want on my practice exams. I'm having a difficult year.

SA9. If I'm not tired, I can keep up with everything, and my stress decreases. I relax during training. I need to get a good score on the exam; I have concerns about reaching my goal.

SA10. I experience stress before exams and competitions; my heart beats very fast. I think my ability to do better depends on staying calm, but I can't manage that.

Regarding the third theme, psychological aspects, student athletes, who have to manage both processes, stated that they experience stress and time management difficulties. They mentioned having problems with their coaches when they cannot attend training sessions, and problems with their families when they do not achieve the desired high scores on practice exams. For these student athletes, who spoke of worry, anxiety, and fatigue, lack of time appears to be a significant issue. They stated that they feel constantly rushed, leaving them little time for hobbies and limiting their social lives.

Table 4. Categories and Codes

Themes	Categories	Codes
Psychological Dimension	Tiredness	Stress
	Time problem	Anxiety
	Flurry	
	Mental exhaustion	Insomnia
	Family pressure	Impetuosity

Discussion

The Higher Education Institutions Examination (YÖS) process for high school students coincides with adolescence, representing a crucial stage in their future and professional lives. Students, aware of the importance of this intense period, navigate through challenges (Baltaş and Baltaş, 2017). These challenges stem from academic anxieties such as stress and worry, as well as numerous issues, including the time pressure faced by student athletes. Young people, already adapting to the many new changes of adolescence, experience

anxiety when confronted with the reality of exams. While the experiences of young athletes, who must navigate this period while following intense training programs, have been addressed in a limited number of studies in our country, these efforts are insufficient. This study aims to shed light on the problems faced by student athletes during the central examination period and to contribute to the discussion with proposed solutions. While consistent and regular studying is important for academic success, hard work and maintaining high performance are equally necessary for athletic success. Regular participation in training is essential for catching up and progressing. If a plan is made, especially one that takes into account the elements of self-regulated learning, success in both academic and athletic fields will be inevitable. This is because this planning is very valuable for student athletes to monitor themselves and distribute the learning workload throughout the day. Many athletes navigate a challenging path by balancing both their studies and athletic lives throughout their academic lives. However, this path can be navigated more easily and successfully with proper planning. Student athletes who do not integrate self-regulated learning methods into their lives face difficulties in their dual careers. Many athletes navigate a challenging path, balancing both their studies and athletic careers throughout their education. In this process, our research focused on clues about the types of difficulties experienced by student athletes through semi-structured questions.

Three themes (sports, academic, and psychological) formed from the participants' responses to the semi-structured questions provide information on how this process progresses for student athletes.

Looking at the study from a sports perspective, it was observed that participants preferred to continue their sports activities during the exam period. It was seen that student athletes struggled to maintain their dual careers, which they had been working on for a long time. It was particularly noted that they were unable to participate in training and competitions that coincided with mock exams and tutoring hours. Another empirical study similar to this research also indicated that dual-career athletes had difficulty establishing a routine for their training (Costa, Torregrossa, Figueiredo, Gonçalves Soares, 2021). As can be understood from this, it can be said that athletes have deficiencies in self-regulated learning. Support from mental performance consultants regarding goal setting and stress management practices suggests that they could navigate this process more easily.

When evaluating the answers given from an academic perspective, it was seen that the expectations of parents regarding doing well on the exam created pressure. It is clear from their statements that student athletes want to get good grades to enter their target school without losing a year. The most important aspect of this theme is that student athletes struggle with time management, sleep deprivation, and fatigue. In their 2010 research, Alvrudu and Şenel determined a statistically significant relationship between school-related problems and the number of training sessions and daily training hours. These results are consistent with the research findings. It highlights the importance of student athletes creating a balance between their academic and athletic lives. Because sleep deprivation and fatigue will negatively affect both athletic and academic success. Therefore, organizing training

programs in a way that is suitable for school life will eliminate difficulties in academic studies. Schools creating flexible arrangements for athletes in their educational programs can facilitate this situation. It would also be beneficial for student athletes to follow a regular training program and to monitor whether the strategy they are implementing is effective.

From a psychological perspective, it is seen that managing stress is very important in this age group. Because when the dual career process is not planned, it creates anxiety, worry, and mental burnout in student athletes. In addition, parental pressure has a negative impact on students. In their study on this subject, Koçak, Sönmez, and Doğusan (2023) stated that athletes manage their dual careers more easily when they receive support from their families and flexible arrangements are made. Parental support is known to play a significant role in enabling athletes to cope with challenges. Similarly, in their research on the subject, Brandt and Wylleman (2018) stated that student athletes can better manage their lives when they develop competencies in areas such as dual career management, career planning, emotional awareness, social intelligence, and adaptability. It is believed that these results, which are similar to our research findings, can be addressed in schools through the application of conscious awareness, career management, and psychological skills by guidance counselors. In addition, student athletes can improve their problem-solving skills through self-regulated learning, enabling them to cope with the challenges they encounter.

This research reveals that high school students who are athletes and maintain active sports careers often face the challenge of quitting sports or managing dual careers amidst chaos and anxiety as exam periods approach. By highlighting the lack of self-regulation among these young people, who place responsibility for their difficulties on school, family, and the system, this study makes a significant contribution to the literature. In this context, it is believed that positive progress in dual career paths can be achieved through self-regulated learning, which is a crucial aspect.

Conclusion and Recommendations

Dual career studies, which have mostly been conducted on university students in our country, have been further developed by conducting research on high school student athletes. The analysis results, consisting of three themes, categories, and codes, show that in this system where success is determined by a central exam, student athletes face difficulties while maintaining their academic success and continuing to participate in sports. They have to cope with mental and physical fatigue, time management problems, and anxiety about not being able to keep up with their schedules. Family pressure on athletes forces them to choose between sports and school. In light of this information, it is essential for student athletes to establish order in their lives. The following suggestions can be considered in their regard:

Families should provide positive support to student athletes in terms of nutrition, sleep patterns, and psychological well-being. Parents can be convinced that the values gained through sports, such as discipline, perseverance, and patience, are significant advantages for exams. They can be encouraged to view sports as a source of motivation.

Student athletes can be encouraged to implement self-regulated learning strategies. This includes identifying the

topics they need to learn and their goals, deciding how to manage their time, and determining which techniques (pomodoro, mind map) to use to support their progress.

Guidance counselors in schools can help these gifted students acquire life skills through a structured plan. They can collaborate with teachers who support their academic studies and provide individual tutoring when needed.

Mental performance consultants at sports clubs can provide support through practical exercises on stress management, mental burnout, and controlling anxiety and worry. From a national education policy perspective, exam and sports competition times could be adjusted, these students could be given extra points, and flexible arrangements could be made to improve their attitudes towards sports by turning seemingly disadvantageous conditions into advantages.

Data Availability

The data are not publicly available due to ethical or privacy restrictions; anonymized data may be provided upon reasonable request.

Conflict of Interest

The authors declare no conflicts of interest.

Participants

All participants in the study participated voluntarily and signed the consent documents. No funding was received for this study.

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Поєднання академічної успішності та спортивної діяльності в умовах екзаменаційного стресу

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¹Міністерство освіти Турції

Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 8 с., 4 табл., 2 рис., 22 джерела.

Обґрунтування. Системи високоризикового екзаменаційного оцінювання створюють значне когнітивне, емоційне та часове навантаження на учнів. Для учнів-спортсменів ці вимоги ускладнюються необхідністю одночасно підтримувати інтенсивну тренувальну діяльність і змагальну участь у спорті. З позицій теорії навчання такі умови становлять серйозний виклик для процесів саморегульованого навчання, зокрема планування, моніторингу та регуляції навчального навантаження.

Мета. Метою дослідження було вивчити, як учні-спортсмени старших класів переживають і організують процес навчання під час підготовки до Зовнішнього незалежного оцінювання (ҮKS), з особливим акцентом на труднощі саморегуляції, управління часом і психологічного контролю в умовах поєднання навчальної та спортивної діяльності.

Матеріали і методи. У дослідженні використано якісний феноменологічний дизайн. Учасниками стали десять учнів-спортсменів 12-го класу (п’ять дівчат і п’ять юнаків), які активно займалися спортом у шкільних або клубних командах і водночас готувалися до екзамену ҮKS. Дані збиралися за допомогою напівструктурованих очних інтерв’ю та аналізувалися методом тематичного аналізу. Достатність вибірки визначалася досягненням насичення даних, а методологічну надійність забезпечено експертною оцінкою та верифікацією учасниками.

Результати. Було виокремлено три взаємопов’язані теми: (1) підтримання спортивної активності попри академічний тиск, (2) збереження навчальної діяльності в умовах гострого дефіциту часу та (3) подолання психологічного стресу й втоми. У межах усіх тем учасники повідомляли про порушення ключових механізмів саморегульованого навчання, зокрема труднощі планування, моніторингу втоми й концентрації, регуляції зусиль і балансування конкуруючих вимог. Очікування сім’ї та екзаменаційний тиск додатково загострювали ці труднощі, часто призводячи до нестачі сну та зниження ефективності навчання.

Висновки. Отримані результати свідчать, що труднощі, з якими стикаються учні-спортсмени під час підготовки до високоставкових іспитів, тісно пов'язані з недостатньою підтримкою процесів саморегульованого навчання. Дослідження робить внесок у теорію навчання, демонструючи, як поєднання академічних і спортивних вимог порушує регуляторні механізми навчальної діяльності на рівні середньої освіти. Посилення навичок саморегуляції та впровадження структурованої освітньої й психологічної підтримки можуть підвищити здатність учнів ефективно організувати навчання в умовах екстремального навантаження.

Ключові слова: дуальна кар'єра, екзаменаційна тривожність, саморегульоване навчання, спорт

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