



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university

Asociación entre la rutina de los atletas universitarios y el rendimiento académico en diferentes modalidades deportivas en el contexto de una universidad Brasileña

Marcos Vinicius Silvino Pietniczka¹; Clara de Assis de Queiroz¹; Mayara Torres Ordonhes¹; Fernando Renato Cavichioli¹

¹ Federal University of Paraná (Brazil)

****Correspondence Author:** Marcos Vinicius Silvino Pietniczka marcospietniczka@hotmail.com

Editorial Schedule: Article received: 14/05/2026 Accepted: 14/07/2026 Published: 01/09/2026
<https://doi.org/10.55040/cf2j7v25>

To cite this article use the following reference:

Pietniczka, M.V.S.; Queiroz, C.A.; Ordonhes, M.T.; Cavichioli, F.R. (2026). Asociación entre la rutina de los atletas universitarios y el rendimiento académico en diferentes modalidades deportivas en el contexto de una universidad brasileña. *Sportis Sci J*, 12(5), 1-20. <https://doi.org/10.55040/cf2j7v25>

Author contribution: All authors contributed equally to the study

Funding: This study was financed in part by the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - Brasil (CAPES) - Finance Code 001.

Conflict of interest: The authors declare that they have no conflict of interest.

Ethical aspects: Informed consent was obtained.



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

Abstract

Sports-academic reconciliation can be understood as the process through which athletes seek to combine their athletic routines with their educational paths. This study aimed to identify the association between the routines of university athletes and their academic performance across different sports. A quantitative, descriptive, and correlational cross-sectional design was adopted. A validated questionnaire was administered to 135 student-athletes. Descriptive and inferential analyses were conducted, including Spearman's correlation and the Kruskal–Wallis test. The results indicated that the Academic Performance Index showed no statistically significant association with the investigated variables, including academic period ($\rho = 0.098$, $p = 0.265$), commuting time ($\rho = 0.050$, $p = 0.570$), weekly leisure time ($\rho = 0.028$, $p = 0.751$), sleep time ($\rho = 0.049$, $p = 0.576$), and study time ($\rho = 0.005$, $p = 0.956$). Furthermore, no statistically significant differences were found in the Academic Performance Index among athletes engaged in individual, team, or both types of sports [$H(2) = 1.655$, $p = 0.437$]. The majority of participants practiced team sports and held part-time jobs. These findings suggest that sports participation does not negatively impact academic performance. On the contrary, athletic experience may contribute to development of skills such as time management, discipline, and resilience, which can positively influence academic trajectories. The study concludes that university sports should be valued not merely as a complement to academic life, but as a key component of students' development, highlighting the need for structured support policies and targeted investments.

Keywords: academic performance; academic routine; dual career; student-athletes; university sports

Resumen

La conciliación entre deporte y vida académica puede entenderse como el proceso mediante el cual los atletas buscan combinar sus rutinas deportivas con su trayectoria educativa. Este estudio tuvo como objetivo identificar la asociación entre las rutinas de atletas universitarios y su rendimiento académico en diferentes modalidades deportivas. Se adoptó un diseño cuantitativo, descriptivo y correlacional de corte transversal. Se aplicó un cuestionario validado a 135 estudiantes-atletas. Se realizaron análisis descriptivos e inferenciales, incluyendo la correlación de Spearman y la prueba de Kruskal–Wallis. Los resultados indicaron que el Índice de Rendimiento Académico no presentó asociación estadísticamente significativa con las variables analizadas, incluyendo período académico ($\rho = 0.098$, $p = 0.265$), tiempo de desplazamiento ($\rho = 0.050$, $p = 0.570$), ocio semanal ($\rho = 0.028$, $p = 0.751$), tiempo de sueño ($\rho = 0.049$, $p = 0.576$) y tiempo de estudio ($\rho = 0.005$, $p = 0.956$). Asimismo, no se encontraron diferencias estadísticamente significativas entre quienes practican deportes individuales, colectivos o ambos [$H(2) = 1.655$, $p = 0.437$]. La mayoría de los participantes practicaba deportes colectivos y tenía trabajos de medio tiempo. Estos hallazgos sugieren que la participación deportiva no impacta negativamente el rendimiento académico. Por el contrario, puede contribuir al desarrollo de habilidades como la gestión del tiempo, la disciplina y la resiliencia. Se concluye que el deporte universitario debe ser valorado no solo como un



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

complemento, sino como un componente clave en el desarrollo de los estudiantes, destacando la necesidad de políticas de apoyo e inversiones específicas.

Palabras clave: rendimiento académico; rutina académica; carrera dual; estudiantes-deportistas; deporte universitario



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

Introduction

Access, retention, and completion of a higher education degree continue to be viewed, in general, as elitist privileges. Despite advancements, Brazilian universities are still perceived as a space for the select few (De Oliveira et al., 2003; Nierotka et al., 2023). According to the Higher Education Censuses, from 2000 to 2018, there was an increase of over 200% in enrollments and graduates (INEP, 2001, 2018); however, only 23.2% of young people between 18 and 24 years old are enrolled in Higher Education (INEP, 2018; Nierotka et al., 2023). Several factors influence these numbers, such as socioeconomic variables that directly affect a young person's conditions for entering university (De Oliveira et al., 2003).

Upon entering the academic environment, socialization is fundamental, specifically academic socialization, which includes interpersonal interactions, learning, and social integration that connect students to the patterns and norms of the university setting (Caregnato et al., 2022). In this context, when it comes to student athletes, it becomes even more necessary for the academic and athletic environments to be aligned, offering conditions that favor a complete university experience.

Among the main factors that contribute to this relationship are: the existence of specific legislation that regulates and protects the dual career path; the strengthening of personal resources such as resilience, autonomy, and organization; and the provision of adequate social, academic, and athletic support (Brown et al., 2015; Capranica et al., 2022; Gavala-González et al., 2019; Wanzeler et al., 2023).

On the other hand, the absence of these support mechanisms can turn into significant barriers, making student-athletes more vulnerable to physical and emotional burnout. Such overload compromises not only their performance but also their continued involvement in sports, leading in some cases to the early abandonment of their athletic careers (Brustio et al., 2020; Linnér et al., 2025; Wanzeler et al., 2023). This highlights the need for the creation of institutional policies and welcoming strategies that promote more balanced environments for the development of these individuals in training.

Integration among academics occurs primarily through sports, which are considered one of the main tools for this purpose. In the university environment, we can find two types, named



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

by Malagutti et al. (2020) as: Official Sport and Party Sport. The first is organized and managed by the Brazilian University Sports Confederation (CBDU), which hosts official competitions at the state, national, and international levels. This is considered the official model, based on the traditional format of sports practice, with disputes between Higher Education Institutions (HEIs) focused mainly on the athletic aspect.

The second model is based on voluntary and amateur organization. Academic Athletic Associations (student associations that aim to promote social integration and sports practice at the HEI) and Academic Leagues (created from the union of a group of athletic associations from the same university or study center) are gaining prominence. These competitions are organized by the students themselves and have a purpose beyond the purely athletic, with socialization being the primary goal of the event (Malagutti et al., 2020).

Sports-academic reconciliation can be understood as the process in which athletes (practitioners of official sports) seek to combine their athletic routines with their educational path (Stambulova & Ryba, 2014; Wanzeler et al., 2023). This combination is known as a "Dual Career," a social phenomenon that affects the lives of athletes in training for high-performance sports or those who have already reached that level of excellence (Rocha et al., 2023). This phenomenon consists of the athlete's attempt to reconcile the mandatory routines that constitute their life project, whether in sports, educational, or work institutions (Henriksen & Stambulova, 2023; Rocha et al., 2023).

For this to happen, the individual must have personal and emotional skills such as motivation, self-discipline, and time, relationship, and emotion management to achieve a balance between sports and educational activities (Linnér et al., 2025; Lupo et al., 2017; Wanzeler et al., 2023). At times, there is a lack of regulation in the reconciliation between clubs, athletes, families, and schools, which creates a barrier for the student-athlete (Melo et al., 2020).

Several Brazilian studies have explored time management in the various activities of student-athletes, as a good academic performance is expected simultaneously with good athletic performance (Costa et al., 2022; Melo et al., 2020; Rocha et al., 2021). This academic performance can be summarized, according to Ferreira (2015), as the result of students in the evaluation processes of their respective institutions. Among the sports offered by Higher



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

Education Institutions, we find collective sports, such as volleyball and futsal, and individual sports, such as track and field and karate. Based on this, and with the aim of adding information to this scenario, this study aimed to identify the association between the routines of university athletes and their academic performance across different sports.

Material and Methods

Study design and participants

This study adopts a quantitative, descriptive, and correlational cross-sectional design (Creswell, 2009). The sample for this research consisted of 135 university athletes, who were undergraduate students regularly enrolled at the Federal University of Paraná (UFPR) in 2024 (Research Ethics Committee, Federal University of Paraná, CAAE 88770618.4.0000.0102, Opinion 2.748.001). UFPR was chosen for its national and international relevance as a renowned and recognized institution. The study aimed to include a diversity of courses and sectors within the university, allowing any active student from that year to participate. It is important to note that the confidentiality of the participants was guaranteed, as the questionnaire did not require identifiable information.

Considering that Brazilian University was chosen as the institution for analysis, the method the University uses to measure its students' academic performance is the Academic Performance Index. This serves as a way to provide a grade to students, which, regardless of the course or period, is made available to students and is considerably important to them and the institution. This index is calculated from the sum of the credit hours multiplied by the grades obtained in the subjects, divided by the total credit hours of the course multiplied by the maximum possible grades. The Academic Performance Index, available in the academic transcript, is updated every academic period and used as a criterion for scholarships, internships, medical residency, and awards (UFPR Student Manual).

Procedures

Data collection was conducted using a questionnaire. The instrument's validation process was based on the protocol adopted in previous research, such as that by Ordonhes



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

(2024) and Gonçalves (2018). The validation consisted of submitting the questionnaire proposal to 16 pre-selected judges (including undergraduate and graduate students and Physical Education professionals), who rated each question from 1 to 3 based on its relevance. Questions with an approval rating higher than 66.7% for "relevant" were kept in the final version of the instrument.

The questionnaire used in the research was created via the Google Forms platform, totaling 25 questions. Its structure was organized into two stages: the first aimed to identify general aspects and variables related to the routine of student-athletes. After this initial stage, respondents were directed to specific questions related to their practice of university sports. Therefore, the second part consisted of questions such as the type of university sport they compete in (Official/Party), the sport practiced, the amount of training, the reasons for practicing, and other related questions. The decision to include both students linked to institutional university sports and participants in sports activities promoted by the Athletics Associations was based on the objective of broadening the sample's reach, ensuring a more diverse and comprehensive representation of the university's student body. Data collection was carried out through both direct and indirect approaches. Directly, the form was shared with students via social media, such as Instagram and WhatsApp. Indirectly, contact was established with Academic Centers (a student entity that represents the students of a specific course at the University) and Federal University of Paraná Athletics Associations, requesting they share the questionnaire link in WhatsApp groups and Instagram stories to reach a wider audience. Finally, it is important to note that this research is linked to an umbrella project under the responsibility of the first author's advisor, which provides ethical and methodological support for the investigation.

Statistical Procedures

The collected data were systematized and tabulated using Microsoft Excel software. Subsequently, for the statistical analysis, the data were entered into IBM SPSS Statistics version 25 (IBM Corp., Armonk, New York). Initially, the Kolmogorov-Smirnov test was performed. Through this test, it was verified that $p < 0.05$ for all listed variables (age, academic period,



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

income, paid work, commuting time to the university, study time, sleep time, weekly leisure time, weekly training amount, and academic performance index), thus providing statistical evidence to conclude that the data do not follow a normal distribution. Subsequently, Spearman's correlation and Kruskal-Wallis tests were conducted (Field, 2011).

Results

The sample consisted of 135 individuals. Regarding the distribution by gender, the majority of participants identified as Cisgender Man (n=66; 48.9%) and Cisgender Woman (n=65; 48.1%). The categories Man, Transgender Man, Transgender Woman, and Non-Binary each represented one participant (n=1; 0.7%) of the sample.

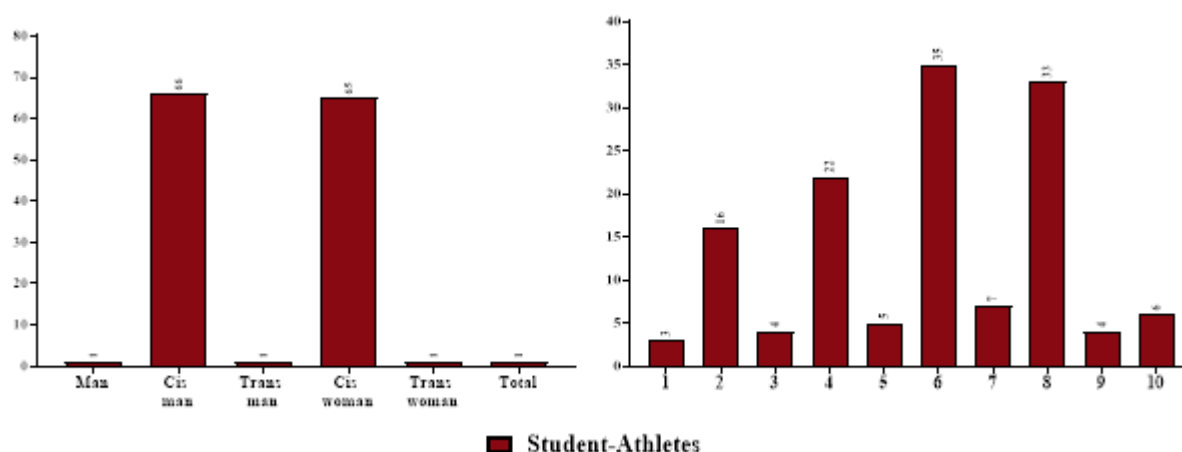


FIGURE 1. Distribution of Student-Athletes by Gender and Academic Period from.
SOURCE: The authors (2025)

Regarding the academic period, the distribution of participants was quite varied, ranging from the 1st to the 10th period. The periods with the highest representation were the 6th period (n=35; 25.9%) and the 8th period (n=33; 24.4%). Other periods with a significant number of participants included the 4th (n=22; 16.3%) and the 2nd (n=16; 11.9%). The remaining periods (1st, 3rd, 5th, 7th, 9th, and 10th) had a smaller representation, with frequencies ranging from 3 to 8 students, corresponding to percentages between 2.2% and 5.9%.



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

As for the type of sports modality practiced (collective or individual), the sample showed a predominance of athletes in collective sports ($n=105$; 77.8%). Practitioners of individual sports accounted for 15 individuals (11.1%). Additionally, 15 participants (11.1%) indicated they practiced both modalities. Regarding paid work, most students ($n=66$; 48.9%) had some type of part-time job. A significant group of 41 participants (30.4%) did not have paid work. Completing the profile, 18 students (13.3%) worked as freelancers and 10 (7.4%) worked full-time.

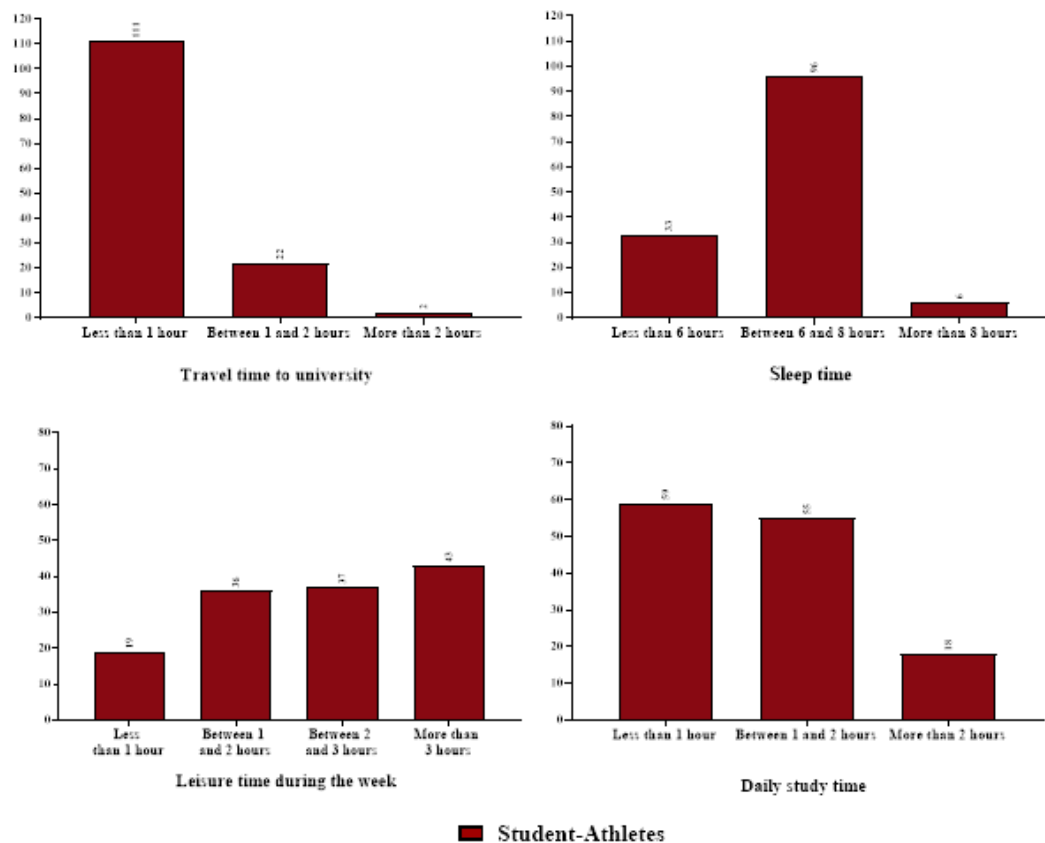


FIGURE 2. Distribution of Student-Athletes by Routine Variables.
SOURCE: The authors (2025)

The average Academic Performance Index of the students was analyzed for different groups of sports practitioners, in comparison to the general average. Those who practice both sports modalities had an average Academic Performance Index of 0.795. For practitioners of

Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

collective sports, the average Academic Performance Index was 0.787. For the group of individual sports practitioners, the average was the highest, reaching 0.839.

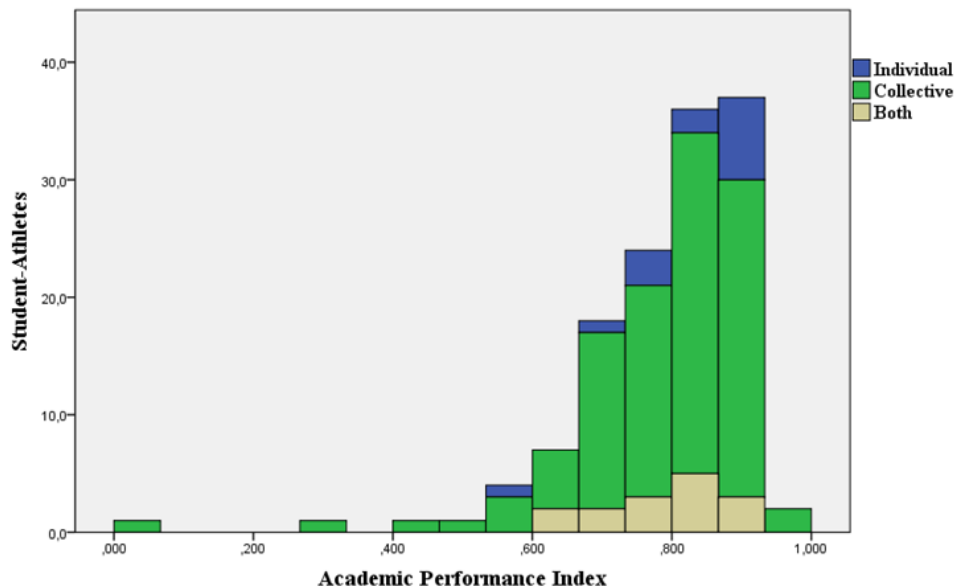


FIGURE 3. Distribution of Student-Athletes' Academic Performance.
SOURCE: The authors (2025)

To check the relationship between Academic Performance Index and the student-athletes' academic period, as well as with routine variables such as commuting time to the university, weekly leisure time, sleep time, and daily study time, a Spearman correlation was performed. Based on the analysis, it was observed that the Academic Performance Index did not show a statistically significant association with any of the routine and academic variables investigated (academic period [$p = 0.098$, $p = 0.265$], commuting time to the university [$p = 0.050$, $p = 0.570$], weekly leisure time [$p = 0.028$, $p = 0.751$], sleep time [$p = 0.049$, $p = 0.576$], and study time [$p = 0.005$, $p = 0.956$]). This suggests that, for this sample, these dimensions of the students' routine and academic stage are not correlated with their academic performance as measured by the Academic Performance Index.

In addition, the Kruskal-Wallis Test was performed to verify if there are differences in the Academic Performance Index among students practicing individual, collective, or both types of sports. The results indicated that there was no statistically significant difference in the



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

Academic Performance Index between these groups ($H(2) = 1.655$, $p=0.437$). This suggests that, in this sample, the sports modality practiced is not associated with significant differences in academic performance.

Discussion

It is important to consider that the nature of the modality—collective or individual—can influence other aspects of an athlete's life, such as time management. In this sense, Etemadi Nia and Besharat (2010) highlight that personality types can vary according to the type of sport practiced: athletes in individual sports tend to have higher scores in conscientiousness (a personality trait that refers to organization and responsibility) and autonomy, while athletes in collective sports stand out for higher levels of agreeableness (a characteristic that links to those who are kind and thoughtful) and sociotropy (a personality type of people who need approval). Such characteristics can differentially impact how athletes organize their routines and balance the demands of sports and academics.

The results obtained in this study discuss the relationship between sports involvement, routine demands, and academic performance. It can be seen that the relationship between these variables is not direct, considering that university students who choose to practice and compete in certain sports, whether collective or individual, often develop other characteristics that contribute to maintaining academic performance, such as time management and discipline. Thus, these data weaken the claims that a university athlete's routine can affect a student's performance during their undergraduate course.

Recent studies indicate that, in general, student-athletes manage to balance their academic and athletic activities, demonstrating good routine management even with various obstacles such as lack of time, fatigue, procrastination, and financial difficulties (Maribondo & Finco, 2024). However, the main barrier faced by this group is not necessarily related to an overload of activities but rather to a lack of understanding and specific regulations from higher education institutions regarding the atypical condition of these students within the educational system (Costa et al., 2022; Miranda & Costa, 2020).



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

For example, the research by Flach et al. (2022) reveals that there are no significant differences between the study routines of student-athletes and other students, which reinforces the idea that sports practice itself does not compromise academic performance. However, Lamban et al. (2025) highlight that, even if there is a considerably different routine with an overload of commitments, student-athletes are capable of developing effective organizational strategies to deal with their demands. Setting priorities, defining deadlines, using free time efficiently, and controlling distractions are examples of practices adopted to maintain a balance between the academic and athletic spheres, which demonstrates the autonomy and resilience of these young people (Lamban et al., 2025).

The ability to reconcile the dual role of student and athlete is directly related to the concept of "dual career," which is widely discussed in contemporary sports and educational policies. However, despite individual advancements, structural challenges persist, particularly concerning the actions of educational institutions. Rocha et al. (2023) and Miranda and Costa (2020) point out that many of the obstacles faced by student-athletes result from a lack of institutional support policies, curricular rigidity, and a lack of sensitivity and flexibility on the part of faculty. This scenario highlights the need for the university environment to adapt to the reality of these individuals, recognizing their specificities and promoting measures that favor their retention and academic success without them having to give up their athletic careers.

Despite the possible difficulties related to reconciling routines, the experience of a university dual career can involve positive and transformative aspects. Authors such as Liu et al. (2018) and Phipps et al. (2015) emphasize that sports practice in the university context promotes significant social benefits, such as strengthening community engagement, expanding participation in social groups and networks, and developing more active citizenship. These benefits go beyond athletic and academic performance, positively impacting the social integration and sense of belonging of student-athletes.

In addition, involvement in sports contributes to the development of fundamental life skills, such as goal setting, planning, efficient time management, interpersonal communication, emotional resilience, and problem-solving abilities (Barbosa, 2017). These skills, acquired and improved through sports practice, not only benefit academic performance but also have



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

applicability in different spheres of life, broadening the potential for these young people to enter the job market and social life more broadly.

However, even with these gains, academic and athletic environments can also be sources of stress, especially given the demands imposed by reconciling the responsibilities inherent in a dual career. Bagni et al. (2020) point out that the accumulation of tasks and the pressure for high performance in both contexts can lead to physical and emotional burnout. In this regard, Henriksen and Stambulova (2023) suggest that the quality of interaction with the social environment is a determining factor in the athlete's career transition process, as it can either facilitate or hinder their adaptation both within and outside of sports. Complementing this perspective, Ramis et al. (2023) observed that the expectation of failure, frequently reported by student-athletes, may be associated with negative experiences in social and institutional interactions, revealing the importance of a supportive environment to strengthen these young people's confidence and well-being.

In the American model, as Flach et al. (2022) point out, university sports are structured to be integrated with the educational system, despite still facing criticism related to the balance between athletic performance and academic education. In European countries, although integration is still a work in progress, there are more consistent efforts to make the academic curriculum more flexible to better harmonize with the sports schedule. In Brazil, however, a significant gap in this process persists: the absence of effective public policies that clearly and articulately recognize and address the challenges of a dual career remains one of the main obstacles to the sustainable development of this student profile.

Investing in institutional strategies that provide concrete support for the student-athlete, such as specialized tutoring, flexible academic calendars, formal recognition of dual career status, and offering psycho-pedagogical support, can mitigate the negative impacts generated by the heavy load of training, competitions, concentration, and constant travel (Aguilar-Navarrete et al., 2020; Guirola Gómez et al., 2018; Mateo-Orcajada et al., 2022; Mateu et al., 2020; Wanzeler et al., 2023). These actions not only favor academic performance but also increase retention and success in the athletic trajectory, promoting a comprehensive and socially fairer education for athletes in training.



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

In addition to the relevant findings, this study has some limitations that should be considered when interpreting its results. First, the sample size may have been insufficient to detect effects in the population. We also emphasize that student routines can be influenced by factors not measured or controlled in this study, such as study strategies, mental health aspects, and socioeconomic factors. Based on this, we suggest that future studies be conducted to address these specificities.

In light of the findings, relevant practical implications emerge for university management and the development of institutional policies. Considering that sports participation did not show a negative association with academic performance, universities may advance in implementing strategies that recognize and support dual careers, such as flexible academic deadlines, the provision of specialized academic support, and the institutionalization of policies aimed at student-athletes. Furthermore, the creation of formal mechanisms to articulate academic and sports sectors may contribute to more integrated management, promoting both student retention and academic success. These actions can not only reduce the challenges associated with balancing academic and athletic demands, but also enhance the educational benefits linked to sports participation in the university context.

Conclusions

The present study aimed to identify the association between the routines of university athletes and academic performance across different types of sports. Through the analysis conducted, it was found that routine dimensions such as academic period, commuting time to the university, weekly leisure time, sleep time, and study time did not show correlations with academic performance, as measured by the Academic Performance Index, nor did the type of sport practice.

Based on the analyzed data, it is concluded that, although it is not possible to establish a direct relationship between the practice of university sports and better academic performance, the impacts of this practice go far beyond grades and school results. Sports participation contributes significantly to the development of personal, social, and professional skills, strengthening aspects such as autonomy, organization, teamwork, resilience, and social



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

engagement. Such competencies are fundamental for the comprehensive development of student-athletes, positively reflecting on their academic trajectories and future entry into the job market.

Thus, university sports should not be considered merely a complementary activity to studies, but as an important part of student-athletes' education. For its benefits to be expanded, not only financial investment is necessary, but also the recognition by society and educational institutions of the relevance of sports in this context. Understanding sports practice as a tool for personal and social development is essential to ensure that student-athletes have adequate conditions to balance their athletic and academic paths in a productive and balanced manner.

In terms of its contribution to the existing literature, this study advances the understanding of the relationship between university sports participation and academic performance by providing empirical evidence from the Brazilian context, which remains underexplored compared to North American and European settings. Unlike approaches that often assume negative impacts of dual career demands, the findings indicate that participation in university sports does not constitute a detrimental factor for academic performance. On the contrary, the results suggest that sports involvement may act as a potentially favorable element in the development of competencies relevant to academic trajectories, such as organization, discipline, and time management. Furthermore, by considering different types of sports modalities, the study contributes by demonstrating that the nature of practice, whether individual or team-based, does not result in significant differences in academic outcomes. These findings reinforce the need to shift the focus of analysis and institutional debate from a deficit-based perspective toward a broader understanding of dual careers as a context for skill development and the promotion of student retention.

References

Aguilar-Navarrete, J., Campos, R., Gana, M., & Gana-Herrera, D. (2020). Critical incidents which limit performance of Chilean University rowers who won a medal in the Pan American Games of Lima 2019. *Journal of Human Sport and Exercise*, 17(1). <https://doi.org/10.14198/jhse.2022.171.16>



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

- Bagni, G., Morão, K. G., Verzani, R. H., & Machado, A. A. (2020). Agentes estressores e o enfrentamento de problemas em tenistas e mesatenistas universitários. *Caderno de Educação Física e Esporte*, 18(2), 39–43. <https://doi.org/10.36453/2318-5104.2020.v18.n2.p39>
- Barbosa, C. G. (2017). A gestão pública do esporte universitário brasileiro: a bola não deve entrar por acaso [Tese de doutorado, Universidade Estadual].
- Brown, D. J., Retter, E. F., & Smith, L. (2015). A British university case study of the transitional experiences of student-athletes. *Psychology of Sport and Exercise*, 21, 78–90. <https://doi.org/10.1016/j.psychsport.2015.04.002>
- Brustio, P. R., Boccia, G., Maffulli, N., & Pogliaghi, S. (2020). Italian student-athletes only need a more effective daily schedule to support their dual career. *Sport Sciences for Health*, 16(1), 177–182. <https://doi.org/10.1007/s11332-019-00594-6>
- Capranica, L., Doupona, M., Egorov, V., Fimian, M., Iñigo, P., Izzo, F., Izzicupo, P., Jansson, A., Jonsson, P., Jukic, I., Lidor, R., MacIntosh, C., Marcora, S., Macrí, J., Mura, G., Mura, I., Navajas, A., Ristov, M., Salanova, M., . . . Wylleman, P. (2022). Understanding dual career views of European university athletes: The more than gold project focus groups. *PLOS ONE*, 17(2), e0264175. <https://doi.org/10.1371/journal.pone.0264175>
- Caregnato, C. E., Miorando, B. S., & Baldasso, J. C. (2022). Socialização acadêmica de estudantes em uma universidade pública de pesquisa: variações da experiência estudantil na relação com o capital cultural. *Educar em Revista*, 38. <https://doi.org/10.1590/1984-0411.85949>
- Costa, F. R. da, Miranda, I. S. de, Loreno, L. T. C., & Souza, H. S. (2022). Government grant for athletic scholarships in the Federal District: economic profile, athletic information and academic status of the recipients. *Revista Brasileira de Ciências do Esporte*, 44. <https://doi.org/10.1590/rbce.44.e001422>
- Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). Sage Publications.



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

- De Oliveira, M. C. S. L., Pinto, R. G., & Souza, A. da S. (2003). Perspectivas de futuro entre adolescentes: universidade, trabalho e relacionamentos na transição para a vida adulta. *Temas em Psicologia*, 11(1), 16–27.
- Etemadi Nia, M., & Besharat, M. A. (2010). Comparison of athletes' personality characteristics in individual and team sports. *Procedia - Social and Behavioral Sciences*, 5, 808–812. <https://doi.org/10.1016/j.sbspro.2010.07.189>
- Ferreira, M. A. (2015). Determinantes do desempenho discente no ENADE em cursos de Ciências Contábeis [Dissertação de mestrado não publicada]. Universidade Federal de Uberlândia. <https://doi.org/10.14393/ufu.di.2015.83>
- Field, A. (2011). *Discovering statistics using IBM SPSS statistics (3a ed.)*. SAGE Publications.
- Flach, M. C., Starepravo, F. A., & Bettega, M. S. (2022). Rotina de estudos de atletas-estudantes durante a formação esportiva. *Retos*, 47, 228–237. <https://doi.org/10.47197/retos.v47.90915>
- Gavala-González, J., Castillo-Rodríguez, A., & Fernández-García, J. C. (2019). Dual career of the U-23 Spanish Canoeing Team. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01783>
- Gonçalves, G. H. T. (2018). Gestão pedagógica de competições esportivas infantojuvenis: proposição de uma bateria de testes de medida de conteúdos pedagógicos [Tese de doutorado, Universidade Federal do Rio Grande do Sul]. <https://doi.org/10.29289/259453942018v28s1059>
- Guirola Gómez, I., Latorre-Román, P., & Pinillos, I. (2018). Remando contracorriente: facilitadores y barreras para compaginar el deporte y los estudios. *Revista Andaluza de Medicina del Deporte*, 11(1), 12–17. <https://doi.org/10.1016/j.ramd.2016.08.002>
- Henriksen, K., & Stambulova, N. (2023). The social environment of talent development in youth sport. *Frontiers in Sports and Active Living*, 5. <https://doi.org/10.3389/fspor.2023.1127151>
- IBM Corp. (2017). *IBM SPSS Statistics for Windows (Version 25.0) [Software]*. IBM Corp.



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. (2001). *Sinopse estatística da Educação Superior – 2000*. INEP.

Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. (2018). *Relatório do 2º Ciclo de Monitoramento das Metas do Plano Nacional de Educação – 2018*. INEP. <https://doi.org/10.5902/1984644440029>

Lamban, C. B., Perez, C. E., Albarando, J. M., Sabate, J. D., Ygot, K. J. P., & Datulio, J. S. (2025). Juggling the clock: Exploring the time management strategies among student-athletes. *Psychology and Education Journal*, 33(1), 16–26. <https://doi.org/10.70838/pemj.330102>

Linnér, L., Stambulova, N., & Olovsson, T. (2025). Swedish university student-athletes' dual career scenarios and competences. *International Journal of Sport and Exercise Psychology*, 23(3) <https://doi.org/10.1080/1612197x.2019.1611898>

Liu, J., Wang, X., Ao, R., & Qu, L. (2018). The influence of sports dance on the interpersonal communication ability of contemporary college students. In *International Conference on Humanities and Advanced Education Technology: ICHAET*. <https://doi.org/10.12783/dtssehs/ichae2018/25724>

Lupo, C., Capranica, L., & Tessitore, A. (2017). Motivation toward dual career of Italian student-athletes enrolled in different university paths. *Sport Sciences for Health*, 13(3), 485–494. <https://doi.org/10.1007/s11332-016-0327-4>

Malagutti, J. P. M., Rojo, J. R., & Starepravo, F. A. (2020). O esporte universitário brasileiro: organizações oficiais e as associações atléticas acadêmicas. *Research, Society and Development*, 9(8), e32985325. <https://doi.org/10.33448/rsd-v9i8.5325>

Maribondo, B. E. da C., & Finco, M. D. (2024). Conquistando o equilíbrio: desempenho acadêmico e motivação para aprender dos estudantes-atletas universitários. In *Esporte e conhecimento: VII concurso de artigos científicos da comissão de esporte*. Edições Câmara.



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

- Mateo-Orcajada, A., González-Villora, M., Saavedra, J. M., & Arribas-Galán, S. (2022). Spanish Pre-Olympic Athletes' Motivations and Barriers to Pursuing Dual Career as a Function of Sociodemographic, Sport and Academic Variables. *Frontiers in Psychology*, 13.
- Mateu, P., Sanchis-Sanchis, J., & Soler-Mendoza, A. (2020). Living life through sport: The transition of elite Spanish student-athletes to a university degree in physical activity and sports sciences. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01367>
- Melo, L. B. S. de, Souza, K. F. S. de, Costa, D. P. B. da, & Costa, F. R. da. (2020). Dupla carreira: dilemas entre esporte e escola. *Journal of Physical Education*, 31(1). <https://doi.org/10.4025/jphyseduc.v31i1.3145>
- Miranda, I. S. de, Loreno, L. T. C., & Costa, F. R. da. (2020). A dupla jornada do atleta universitário: Perspectivas para a conciliação entre estudos e treinos na Universidade de Brasília. *Movimento*, 26, e26059. <https://doi.org/10.22456/1982-8918.100344>
- Nierotka, R. L., Bonamino, A. M. C. de, & Carrasqueira, K. (2023). Acesso, evasão e conclusão no Ensino Superior público: evidências para uma coorte de estudantes. *Ensaio: Avaliação e Políticas Públicas em Educação*, 31(118). <https://doi.org/10.1590/s0104-40362022003003107>
- Ordonhes, M. T. (2024). O financiamento público de instituições e atletas da natação brasileira de rendimento [Tese de doutorado, Universidade Federal do Paraná].
- Phipps, C., Cooper, N., Shores, K., & Williams, R. (2015). Examining the relationship between intramural sports participation and sense of community among college students. *Recreational Sports Journal*, 39(2), 105–120. <https://doi.org/10.1123/rsj.2015-0041>



Original article. Association between university athletes' routines and academic performance across different sports within the context of a Brazilian university.

Vol. 12, n.º 5; p. 1-20, August 2026. <https://doi.org/10.55040/cf2j7v25>

- Ramis, Y., Pons, J., Alcaraz, S., Pallares, S., Viladrich, C., MuñozJusticia, J., . . . Devis-Devis, J. (2023). Perfectionistic environments and irrational beliefs on the transition to elite athletic performance: a longitudinal study. *International Journal of Environmental Research and Public Health*, 20(8), 5561. <https://doi.org/10.3390/ijerph20085561>
- Rocha, H. P. A. da, Santos, C. A. dos, & Costa, F. R. da. (2021). Educação e Esporte: Analisando O Tempo Escolar Do Estudante-Atleta De Futebol. *Educação em Revista*, 37.
- Rocha, H. P. A. da, Wanzeler, F. S. da C., & Costa, F. R. da. (2023). Dupla carreira no Brasil de 2018 a 2023: um panorama dos estudos recentes. *Revista Brasileira de Ciências do Esporte*, 45. <https://doi.org/10.1590/rbce.45.e20220045>
- Stambulova, N. B., & Ryba, T. V. (2014). A critical review of career research and assistance through the cultural lens: towards cultural praxis of athletes' careers. *International Review of Sport and Exercise Psychology*, 7(1), 1–17. <https://doi.org/10.1080/1750984x.2013.851727>
- Wanzeler, F. S. da C., Carneiro, F. F. B., & Costa, F. R. da. (2023). Facilitadores e barreiras para a dupla carreira do estudante-atleta de elite: uma revisão integrativa. *Revista Brasileira de Ciências do Esporte*, 45. <https://doi.org/10.1590/rbce.45.e20230047>