

Student-Athlete Non-Academic Performance in Sport Faculty Rendimiento no académico del estudiante-deportista en la facultad de deportes

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Abstract. The purpose of this study is to examine student-athlete non-academic performance in the sports faculty. Research on the topic has highlighted the complex interplay between student athletes' identities as athletes and scholars. The author surveyed 319 student-athletes in the sports faculty environment of the Indonesia University of Education. The survey was conducted using the non-cognitive factors affecting student-athlete performance, which include three major indicators such as perceptions of student-athletes from faculty, peers, and the student-athletes themselves; academic experiences of a student-athlete; and awareness of influencing factors. The results show that student-athletes' non-academic performance is in the fair category. The three dimensions show a grade point average of 3.08 for the academic experiences of a student-athlete dimension, 3.19 for the awareness of influencing factors dimension, and 3.14 for the perceptions of student-athlete indicators from faculty, peers, and the student-athlete. Regression analysis shows the contribution of each dimension of non-academic performance of student athletes, showing a relative contribution of 35% perceptions from faculty, peers, and the student athlete, 30% academic experiences, and 35% awareness of influencing factors. The study's findings demonstrate that student athletes' nonacademic performance in sports faculties has negative effects. This condition becomes a challenge for educational institutions to create a special academic arrangement for student-athletes; the continuity of a non-academic situation must be designed to support their academic performance.

Keywords: Student-athlete, Non-Academic Performance, Sport Policy

Resumen. El propósito de este estudio es examinar el desempeño no académico de los estudiantes-atletas en la facultad de deportes. La investigación sobre el tema ha puesto de relieve la compleja interacción entre las identidades de los estudiantes atletas como atletas y académicos. El autor encuestó a 319 estudiantes-atletas en el entorno de la facultad de deportes de la Universidad de Educación de Indonesia. La encuesta se realizó utilizando los factores no cognitivos que afectan el desempeño de los estudiantes-atletas, que incluyen tres indicadores principales, como las percepciones de los estudiantes-atletas por parte de los profesores, los compañeros y los propios estudiantes-atletas; experiencias académicas de un estudiante-atleta; y conciencia de los factores que influyen. Los resultados muestran que el desempeño no académico de los estudiantes-atletas se encuentra en la categoría regular. Las tres dimensiones muestran un promedio de calificaciones de 3,08 para las experiencias académicas de una dimensión estudiante-atleta, 3,19 para la dimensión de conciencia de los factores influyentes y 3,14 para las percepciones de los indicadores de estudiante-atleta por parte del profesorado, los compañeros y el estudiante-atleta. El análisis de regresión muestra la contribución de cada dimensión del rendimiento no académico de los estudiantes atletas, mostrando una contribución relativa del 35% de las percepciones de los profesores, los compañeros y el estudiante atleta, el 30% de las experiencias académicas y el 35% de la conciencia de los factores que influyen. Los hallazgos del estudio demuestran que el desempeño no académico de los estudiantes atletas en las facultades deportivas tiene efectos negativos. Esta condición se convierte en un desafío para las instituciones educativas para crear un arreglo académico especial para los estudiantes-deportistas; la continuidad de una situación no académica debe diseñarse para apoyar su desempeño académico.

Palabras clave: Estudiante-deportista, Rendimiento no académico, Política deportiva.

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Introduction

The intricate relationship between student athletes' academic and athletic identities has been brought to light by research on the subject. According to Lally & Kerr (2005) research, student athletes frequently put their sports responsibilities ahead of career preparation, but as they advance through college, they may start to prioritize their academic responsibilities. Gayles & Hu (2009a) pointed out that this change may come at the expense of completing a higher degree. Underwood (1984) talked about the difficulties in upholding student athletes' eligibility and academic integrity, whereas Gayles & Hu (2009a) highlighted the beneficial effects of student participation on their college results. All of these studies point to the necessity of a well-rounded strategy for student athletes that fosters their growth on the field and in the classroom. Student-athletes in college presented a real contradiction between the motivation for sports achievement and academic achievement (Andrade et al. 2024; Simons, Van

Rheenen, and Covington 1999). They had a different college experience from the average student population (Alarcón Meza and Hall-López 2020; Claus et al. 2017). While college places academic achievement and the graduate level above academic development, skill development, and the student's challenges (Broughton and Neyer 2001; Carodine, Almond, and Gratto 2001), student athletes' challenges should also be able to balance the demands of future careers and success in the field as athletes (Yukhymenko-Lescroart 2014). In addition to the hiring of student-athletes based on their skills for college admission, they sometimes have poor academic records (Hood, Craig, and Ferguson 1992; Shulman and Bowen 2001). Commercialization and the identity of an athlete raise concerns that student-athletes are not given sufficient opportunities to achieve academically (Allen 1997). The student-athlete paradigm of low academic achievement has eroded public trust (Gayles and Hu 2009b). International collegiate athletics, university presidents, and officials of the National Collegiate Athletic Association

(NCAA), along with sports journalists and sports sociologists, have concluded that college sports are in a sad state in the United States (Benford 2007). Student participation in sports causes them to lose curricular and co-curricular aspects (Potuto and O'Hanlon 2007). The average student-athlete spends more than twenty hours a week practicing or playing, is physically injured and exhausted, and has missed enough classes during the season (Gayles 2009; Watt and Moore III 2001; Wolverton 2008). From an analysis of 525 student-athletes in America, stress triggers are consistently inflicted by a lack of playtime or leisure (Madrigal and Robbins 2020); even more than 40% of male athletes and more than half of female athletes studied for the factor associated with "time" were the most serious causes of stress (Stevens et al. 2013). Another report concluded that ten out of fifteen percent of student-athletes were under pressure that caused them to need clinical attention (Ting 2009; Watson and Watson 2005), even students in college have higher states of stress and depression than high school students (Nascimento et al. 2024). In addition to these issues, the student-athlete faced issues with responsibility, personal, and fear (Göktaş 2010). This is quite sad, considering that the psychological condition of teenagers is one of the most important investments in raising a good generation, but more and more young people are experiencing psychological disorders (Marheni et al. 2024). According to studies, student-athletes at highly motivated and academically successful colleges have higher self-esteem, use better meta-learning strategies, outperform less motivated athletes academically, and have fewer problems reading and learning (Ting 2009). (Astin 1993) found that intercollegiate sports have a negative impact on cognitive outcomes for first-year male students. Student athletes often face academic difficulties due to the demanding nature of their schedule, which encompasses both their athletic and academic responsibilities (Turick, Bopp, and Swim 2021). The significant amount of time and energy they devote to training, traveling, and competing leaves them with limited opportunities to dedicate themselves to studying and completing their assignments. As a result, they often struggle to find the necessary time to complete their tasks, adequately prepare for exams, and meet deadlines (Huml et al. 2019). The ongoing juggling act between practices, games, and classes further compounds the problem, creating a time constraint that impedes their ability to effectively manage their academic workload (Vogel, Kress, and Jeske 2019). The learning environment becomes a factor that has a positive impact on student athletes' academic achievement (Chuan, Yusof, and Shah 2013); the environment's literacy program of behavior, time management study, motivation, and learning strategy impair student athletes' academic achievement (Mullenbach and Green 2018). Sports activities are a good means of forming social values through deliberate structuring (Hafiar et al. 2024; Purnomo et al. 2024). The university's concern in issuing policies on student-athletes must refer to their time management and responsibilities as athletes (Cremin and Anderson 2019). This lack of competitive coaching

systems and sports development is due to the unstructured and unstandardized coaching system and the lack of integration of sports policies between centers and areas. Sports activities have not been integrated into systematic, structured, and sustainable education systems (Ma'mun 2016; Marheni et al. 2022). It presents a serious problem for student-athletes, especially in academic and non-academic activities; this is becoming the basis for authors revealing student non-academic performance in sports activism.

Materials and Methods

Design

A description of survey analysis will be used as the research methodology in this study. This is done because researchers seek to show how student athletes' perceptions in nonacademic fields help their study process and study completion. This study is intended to provide an overview of the learning environments for student-athletes at the Indonesia University of Education so that counseling solutions may be suggested.

Respondents

Respondents in this research were student-athletes who were in the Indonesian University of Education campus environment. Respondents were active students from the first year to the fifth year. Data was collected by distributing questionnaires via the Google Forms tool online. A total of 319 student-athlete respondents were willing to fill out the questionnaire. The respondents were student-athletes who actively took part in competitions at the regional, national, and international levels.

Instrument

In collecting data, the author uses an instrument developed by Tyler Yelk, namely Non-Cognitive Factors Affecting Student Athlete Performance. In this instrument, there are 29 statements with three indicator variables: the first one is the athlete's perception of other student-athletes, peers, and students from other faculties; the second is academic experience; and the last is awareness of influencing factors (Yelk 2013).

Results

The data obtained from the results of a survey of 319 student-athletes within the Indonesian University of Education included demographics related to gender (figure 1), student study period (figure 2), and competition experience (figure 3). Based on the gender of the respondents shown in Figure 1, this study consisted of 192 male student-athletes and 127 female student-athletes. The demographic shows that there are more male student-athletes than female athletes.

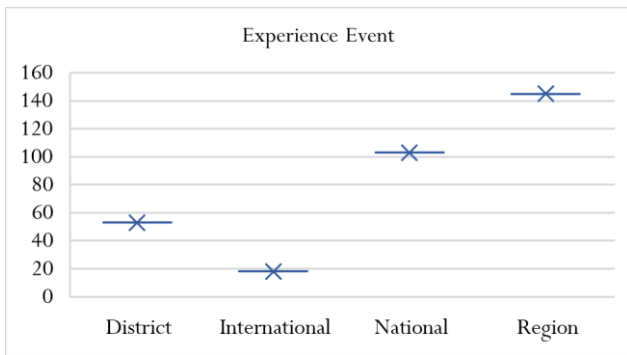


Figure 1. Respondents' demographic based on gender

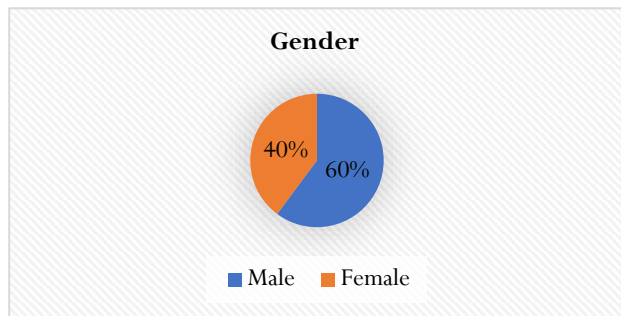


Figure 2. Respondents' Study Period Demographic

According to the study period (Figure 2), the second year had the most student-athletes with 106, followed by the first year with 97, the third with 99, the fourth with 7, and the fifth with 10, respectively. There were not many in the fourth and fifth years, in part because they were no longer active after receiving their university degrees.

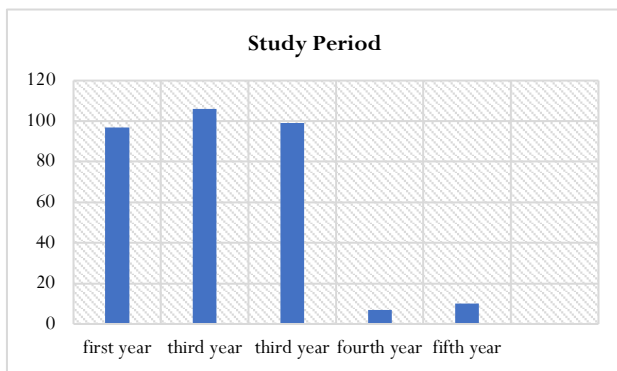


Figure 3. Student Athletes' Competing Experiences Demographic

Figure 3 shows a graph of the experience of competing student athletes, where as many as 18 student athletes have experience competing in international events, 103 student athletes at the national level, 145 athletes at the regional level. Student-Athlete Non-Academic Performance in Sport Faculty has three main indicators, namely perceptions of student athletes from faculty, peers, and the student athlete, academic experiences of a student-athlete, awareness of influencing factors, and the following are the results of the analysis:

Table 1.

Student-Athlete Non-Academic Performance Category

Indicator	Average	Category
Perceptions of student athletes from faculty, peers, and the student athlete.	3.14	Fair
Academic experiences of a student athlete	3.08	Fair
Awareness of influencing factors	3.19	Fair

Table 1 shows the Demographic Score Distribution of Respondents' Answers to Student-Athlete Perceptions of Indicators from Teachers, Peers, and Student-Athletes. This survey focuses on the experiences of student-athletes when they register as students and participate in varsity sports. Several questions aimed to examine their perceptions of student-athletes, comfort levels, and the meaning associated with those perceptions. The overall survey results show a score of 3.08, referring to the average literature score (Yelk 2013) it shows that the academic experience dimension of a student athlete is in the fair category.

Awareness of influencing factors: this survey combines several statements to analyze a number of non-cognitive factors that may influence student athletes. The aim of the survey was to analyze students' level of awareness of these factors as well as their knowledge base on how to address them. Referring to the average literature score, it shows that the Awareness of influencing factors is in the fair category. The overall survey results show a score of 3.19.

The survey includes several questions that test student-athletes' ability to assess their academic abilities as well as their perceptions of themselves as students and athletes. The goal of these questions is to identify the degree to which stereotypes toward student athletes discount their abilities as students. Referring to the average literature score, it shows that the Perceptions of Student-Athlete Indicators from Faculty, Peers, and the student-Athlete are in the fair category. The overall survey results show a score of 3.14.

Regression Analysis

Regression analysis is used to offer a comprehensive summary of the survey findings based on the non-academic performance of student athletes as the dependent variable and perceptions from faculty, peers, the student athlete, and academic experiences as well as academic experiences and awareness of influencing factors as independent variable (mean and standard deviation).

Table 2.

Descriptive Statistics Survey Non-academic Performance Student Athletes

	Mean	Std. dev
Student Athletes Non-Academic Performance	101.24	10.89
Perceptions from faculty, peers, and the student athlete	35.31	4.33
Academic experiences	33.87	3.89
Awareness of influencing factors	32.06	4.41

Table 2 depicts a description of student athlete non-academic performance data, where there are three independent variables that influence student athlete non-academic performance. The results of the analysis show that the average score for the student athlete non-academic performance variable is 101.24 and a standard deviation of 10.89;

perceptions from faculty, peers, and the student athlete show a score of 35.31 and a standard deviation of 4.33; academic experiences show a score of 33.87 and a standard deviation of 3.89; and academic experiences and awareness of influencing factors show a score of 32.06 and a standard deviation of 4.41.

The following study is a regression analysis using SPSS to evaluate how each dimension affects non-academic performance.

Table 3.
Results of Correlation Matrix Analysis between Dimension

	SANAP	PFFPSA	AE	AIF
SANAP	1.000	.885	.860	.852
PFFPSA	.885	1.000	.685	.608
Academic experiences	.860	.685	1.000	.583
AIF	.852	.608	.583	1.000

Note:

SANAP: Student Athletes Non-Academic Performance

PFFPSA: Perceptions From Faculty, Peers, and the Student Athlete

AE: Academic Experiences

AIF: Awareness of Influencing Factors

In addition to assessing the survey results description, the survey data was evaluated using multiple regression analysis. The goal of this research is to look at the correlation matrix between dimensions from the student-athlete evaluation results and create a regression equation model based on the findings. Table 3 shows the correlation matrix between variables of non-academic performance of student athletes. The findings show that there is a general association between the characteristics of the non-academic performance of student athletes. The investigation then moved on to the regression model equation, which was utilized to see the correlation matrix between dimensions from the survey data on student athletes' non-academic performance. The correlation results are presented in Table 4.

Table 4.
Results of the Coefficients Beta analysis

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
(Constant)	4.07	.000	
Perceptions from faculty, peers, and the student athlete	1.00	.000	.398
Academic experiences	1.00	.000	.352
Awareness of influencing factors	1.00	.000	.405

Table 5.
Contribution of Each Dimension Non-Academic Performance of Student Athletes

Dimension	Effective contribution	Relative contribution
Perceptions from faculty, peers, and the student athlete	35.22	35%
Academic experiences	30.27	30%
Awareness of influencing factors	34.50	35%

The regression model equation was derived using the coefficient analysis findings in table 7 showing $Y = 4.07 + 0.398$ Perceptions from faculty, peers, and the student athlete $+ 0.352$ Academic experiences $+ 0.405$ Awareness of influencing factors.

Following that, an analysis is performed to determine the contribution of each dimension, also known as the predictor

contribution of the independent variable in percentage terms, as shown in table 5.

The results of contribution of each dimension non-academic performance of student athletes in table 8 show relative contribution 35% Perceptions from faculty, peers, and the student athlete, 30% Academic experiences, and 35% Awareness of influencing factors.

Discussion

The analysis results of non-academic student-athlete performance in the sports faculty showed unfavorable results. Contribution of each dimension non-academic performance of student athletes in table 8 showed relative contribution 35% perceptions from faculty, peers, and the student athlete, 30% academic experiences, and 35% awareness of influencing factors.

This condition makes it a challenge for institutions to make special academic arrangements for student-athletes. The achievements of student-athletes in sports have an impact on their little academic experience (Nichols, Lough, and Corkill 2019), and high training loads cause physical stress that affects academic situations (Miranda-Comas et al. 2022). Stereotype conditions are a threat that affects the academic achievement of student-athletes in tertiary institutions (Stone, Harrison, and Mottley 2012). Although numerous studies have shown that this concern while identities that are primarily stigmatized against them are usually sufficient to impair the performance, these threat effects may occur because many target groups build automatic relationships between their group membership, personal goals, and negative cultural stereotypes about their group's shortcomings (Yopyk and Prentice 2005). The label "student-athlete" clearly contrasts with this, increasing the level of stereotype threat against African-American college athletes who are committed to their studies. Emphasizing their status as learned athletes not only detracted from their performance on difficult test events but also undermined their performance on easy test events, not because they withdrew their efforts (Stone et al. 2012).

The Scholar-Baller non-profit organization has developed and implemented relevant incentive-based educational programs to help the mindset of student-athletes in terms of education, sports, and careers, and this has had a significant impact on the academic achievement of student-athletes (Harrison et al. 2010) aiming to redefine the meaning of the student-athlete label and retrain college athletes to stop associating their identity as college athletes with the dumb athlete stereotype (Johns, Schmader, and Martens 2005). Thirty-seven percent of all collegiate athletes compete in NCCA Division III. Student-athletes have higher GPAs than non-athletes and higher pass rates for athletes; thus, athletic participation does not interfere with student academic achievement (Robst and Keil 2000). The findings of this study also support the use of psychoeducational approaches when coaching student athletes. For example, in sports psychology, the Life Development Intervention Model (Danish,

Petitpas, and Hale 1993), focuses on enhancing identity development and personal capabilities. In previous studies, psychoeducational groups were offered to help new students adjust to college life (Harris, Altekruise, and Engels 2003; Purnomo et al. 2021).

Increasing campus connections is carried out on and off campus by building special guidance for student-athletes to deal with academic challenges while in college, which has a very positive impact (Huml et al. 2019). Student-athletes must be taught the skills of time management, prioritization, and self-guidance in completing their tasks (Hardin and Pate 2013; Nuryadi et al. 2020). Facility and staff factors have a significant influence on athlete satisfaction and comfort with academic services (Hazzaa, Sonkeng, and Yoh 2018). These findings suggest a need for college counselors, educators, and advisors to help athletes develop their college learning goals. In practice, academic and advising programs have been found to increase student-athletes' focus on professional development (Habley 2000).

Numerous studies have looked into student athletes' academic achievement and motivation. Underwood (1984) & Wittmer et al (1981) both emphasize the need of counseling programs and support services in addressing the particular difficulties these people encounter. The particular elements impacting academic motivation and performance are examined (Gaston-Gayles 2004; Simons et al. 1999). Simons identifies fear of failure and athletic dedication as important determinants, whereas Gaston-Gayles emphasizes the significance of academic motivation and background characteristics. Jozsa (2018) emphasizes the impact of scholarship type, sport, and personal motivations on college selection and discovered that student-athletes frequently have divergent learning styles, with those who have an accommodating learning style performing better academically (Alemdağ 2016). Rubin & Moses (2017) emphasizes the distinct academic environment that exists inside student-athlete centers, which can separate players from university culture. The importance of facilities and staff in affecting student-athlete satisfaction with academic services is highlighted, with freshmen athletes expressing lower levels of satisfaction (Hazzaa et al. 2018).

Various solutions have been offered to solve student athletes challenges, including the provision of online courses during competition seasons, vocational development activities, and the implementation of a summer bridging program (Huml et al. 2019; Martins and da Rocha 2020). Additionally, the importance of leadership development and recognizing academic deficiencies in student-athletes has been emphasized (Lee and Kim 2022; Monda et al. 2016). These studies emphasize the necessity of providing targeted assistance and resources to help student-athletes thrive academically.

Conclusion

The study's findings demonstrate that student athletes' nonacademic performance in sports faculties has negative

effects. It is difficult for educational institutions to create specialized academic arrangements for student-athletes under these circumstances. In order to, assist their academic achievement, the continuity of non-academic circumstances must be planned. It is believed that quality non-academic services will assist academic enrichment and lifetime learning, foster chances for personal growth and development, and uphold student athletes' integrity and responsibility, particularly in Indonesia.

Conflicts of Interest

The authors state that there is no conflict of interest.

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