

Dual Career Athletes: Disciplinary Analysis of Individual and Team Athletes in the Academic Environment

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Abstract The athlete believes that sport is essential for children's growth and maintaining a healthy lifestyle throughout life. To achieve top performance, there needs to be more training and competitions focused on children, but high levels of training and early specialization can conflict with the academic performance of young athletes. This research was conducted to describe the self-discipline of dual-career athletes in the academic environment of students in the university environment, based on individual sports and team sports categories. As many as 96 student athlete respondents in the university environment, consisting of individual and team sports athlete categories, were the respondents in this study. The results of the study show that participation in sports activities has a positive impact on athletes' discipline and their academic atmosphere. The dimension of time management has the highest value, which indicates that sports activities have a very good impact on time management for student athletes. They strongly agree that participating in sports activities helps them develop better time management skills, show discipline, and focus more on set goals. The results of the

analysis show that there is no significant difference in discipline between team and individual athletes in the university academic environment. The average discipline value for team athletes is 4.31, while the one-tailed t test value is 0.401, greater than 0.05. However, to make this happen, support from the university is needed to be able them to carry out their dual career as an athlete and as an academic so that continuity between the academic field and achievement can go hand in hand.

Keywords Dual Career Athletes, Discipline, Student Athletes, Academic Environment

1. Introduction

Competitive sports are activities in which a person tends to achieve certain goals through sports activities [1]. Sport is considered important for the development of young people and maintaining a healthy lifestyle throughout life.

To achieve their peak performance, elite athletes are required to dedicate themselves more and more to training and competition although high volumes of training and early specialization in children can clash with the academic performance of young student athletes [2]. Actually, athletes may have different academic interests with respect to their choices for future careers [3]. Talented and top athletes have the right to combine their sports and higher education careers with dual careers (DC) in order to attain holistic growth, which can be understood as dual careers, both of which are relevant to empowering athletes for their future roles [4].

The DC idea relates to the issue of balancing an athletic career with schooling or a job, which remains a concern for most athletes [5]. In this case, it can be said that athletes are moving subjects for the development of sports and non-sports. There are three main things that have been proposed to describe the relationship between sports and academic careers. Pallarés et al. [6] claim, especially in the first, that athletes only think on their sporting careers and ignore the reality that a tiny portion of them go on to become professionals, which allows for the capitalization of a life route. Second, when athletes prioritize their sports careers and place less emphasis on academic endeavor or professional commitment that does not promote a balanced holistic approach and may prevent them from realizing their full potential from a holistic development perspective. Third, athletes are as important as sports and academic careers.

Cultural characteristics and organizational considerations at the educational and sporting levels, ranging from competitive inter-academic leagues to competitive sports organized at the club level, strongly influence the interpretation of approaches to DC and definitions of student athletes in the contexts in which DC are organized [7]. Athletes must be able to overcome these challenges effectively in order to progress and make a successful transition to the next stage of their development. If athletes fail to manage it effectively, they face a transition crisis that can slow or limit their progress [3]. While normative, this transition can vary depending on the sport. The second level reflects the major transitions and phases of the athlete's psychological development, including childhood, youth, and adulthood (youth). The third level shows the transitions and phases in the athlete's psychosocial development and shows the people the athlete considers most important during a particular transition or phase (e.g., parents, coaches, peers, spouses). The last level represents the phases and transitions from the academic level (elementary/elementary school education, secondary school education, higher education), and vocational education [3].

Athletes engaged in a dual career 'education and sport' DC track are faced with challenges at the academic, sporting, psychological, psychosocial, and financial levels simultaneously [8]. They must manage various important activities in order to be able to develop DC management

competencies. Sports discipline is an important factor for athletes [9]. Therefore, during a career as an athlete, several decisions must be made that directly affect the athlete's life, as well as the academic, sports, and family environment and their support partners. To include their academic responsibilities, student athletes playing in various sports spend hours on training, competition, and sport-related support activities (e.g., warm-up, cool-down, recuperation) [10].

Multiple careers are considered a safeguard against the negative consequences of one-sided or assumed identities. While the benefits of multiple careers have been demonstrated, taking on two time-consuming occupations (e.g., sports and school) requires individuals to confront substantial hurdles, such as adapting to new settings, time management, and prioritizing demands. Therefore, understanding and enabling the development of two careers simultaneously is very important [11]. Balancing two separate responsibilities, sport and education, has proven to be one of the most difficult obstacles for athletes. Given the idea of early specialization in sports, difficulties associated to DC may occur even at the elementary school level but are likely to worsen when athletes have greater hours of practice and competition while having an academic overload in adolescence and early adulthood [12].

Managing DC is defined as heavily dependent on the support of other key persons [13]. Li and Sum [14] did a comprehensive review of studies, which identifies three general factors related to the experience of DC athletes, including: individual (physical condition and psychological condition), interpersonal (social agent and coping strategies), external (opportunity, support, obstacle, and finance). These factors contribute to driving or hindering the development of DC in sport and emphasize the importance of the individual. In addition, effective DC management increases athletes' chances of successful participation in society and the labor market at the end of the competitive year and reduces the risk of having their academic or sports careers disrupted due to conflicting demands [15].

In truth, both first-class and junior competitors are locked in sports that request competitive preparation and coordination plans, displaying challenges for them to combine their DC pathways, particularly within the non-appearance of scholastic and/or sports bolsters and a need for adaptable scholarly and sports plans coupled with the long separations between instructive and donning settings. Consequently, if they view sports and professional education as separate and distinct careers, they risk dropping out of school or sports [16]. Other facts report that athletes have less study time, have limited relationships (with teachers and professors, classmates, and peers), miss classes and exams, experience physical and mental fatigue, and have identity conflicts [10]. Recognizing the right of athletes to incorporate sport and education into strategies such as DC, guidelines regarding DC athletes have been created to support and implement actions that support

overall talent and elite development [16].

For example, research conducted by Scheme [17] found guidelines published by the European Commission or more detailed recommendations concentrating on DC certifications in sports and minimal quality standards for DC services. The European DC guidelines specifically mandate organized support for tertiary institutions to deter top athletes from secretly negotiating their educational courses with academic personnel. Furthermore, educational establishments are required to offer top-notch DC services, which should include incorporating DC into their mission, vision, and policies as well as offering athletes adaptable training and testing schedules via blended and remote learning [18]. Athletes can find a good way to combine their sport with other elements of their lives while preparing for the next phase of their lives by mixing their sport with school or employment, but this requires a variety of career management tactics. Athletes who find it difficult to strike the right balance between their sport and other facets of their lives may be able to stay in the sport longer and develop a distinct sports identity [19].

2. Methods

Participants

A total of 96 student athlete respondents who underwent dual careers in the Indonesian educational university environment were sampled in this study with the age category of 18–21 years at all levels, from first to third, as well as from various sports branches.

Research Design

This study uses the survey method, which is part of a descriptive design. The survey was conducted to see the effect of participating in sports training on the discipline of student athletes in the university environment.

Instruments

The instruments developed by Grace, et al [20], which has been validated by experts and tested for reliability with a reliability coefficient of 0.946, was used in this study to assess self-discipline for athletes. This instrument uses a Likert scale with a value scale of 1–5, with categories of strongly disagree, disagree, Moderately Agree, Agree,

Strongly Agree.

Table 1. Item Self-Discipline Scale [20]

No Item	Self-Discipline
1	It helps me develop better time management skills.
2	I become thoroughly prepared, show discipline, and stick to my plan.
3	I attend classes and training regularly.
4	I am punctual for all games, practices, and classes.
5	I always follow a sports training program.
6	I have become dedicated to sports-related activities.
7	I have strong principles, behave ethically, and have good sportsmanship.
8	I have become more responsible for my academic work.

Data Analysis

Descriptive study statements, respondent demographics, averages, and standard deviations (SD) for self-disciplined athletes in team and individual sports were computed in this quantitative study. The comparison of team sport athletes' and individual sport athletes' self-discipline was then done using an independent sample t test analysis. SPSS v.16 software (Inc., Chicago, IL, USA) was used for the statistical analysis, with a significance level of $p < 0.05$.

3. Results

After conducting a data collection survey in the field, the following are the results of the data analysis obtained: Figure 1 shows demographics of team sports and individual sports category of respondents of student-athlete respondents within the Indonesian University of Education.

The team sports category consists of 54 athletes (Paddle 2 athletes, Gateball 1 athlete, Basketball 7 athletes, Hand Ball 1 athlete, Volleyball 7 athletes, Futsal 12 athletes, Hockey 4 athletes, and Soccer 8 athletes), and there were 42 athletes (Fencing 2 athletes, Athletics 5 athletes, Badminton 8 athletes, Wrestling 2 athletes, Karate 10 athletes, Martial Arts 11 athletes, Petanque 1 athlete, Gymnastics 1 athlete, Squash 3 athletes, Taekwondo 4 athletes, Fighting Degrees 2 athletes, And Table Tennis 5 athletes). Benefits of participating in sports activities in the university environment for athlete discipline are listed in Table 2.

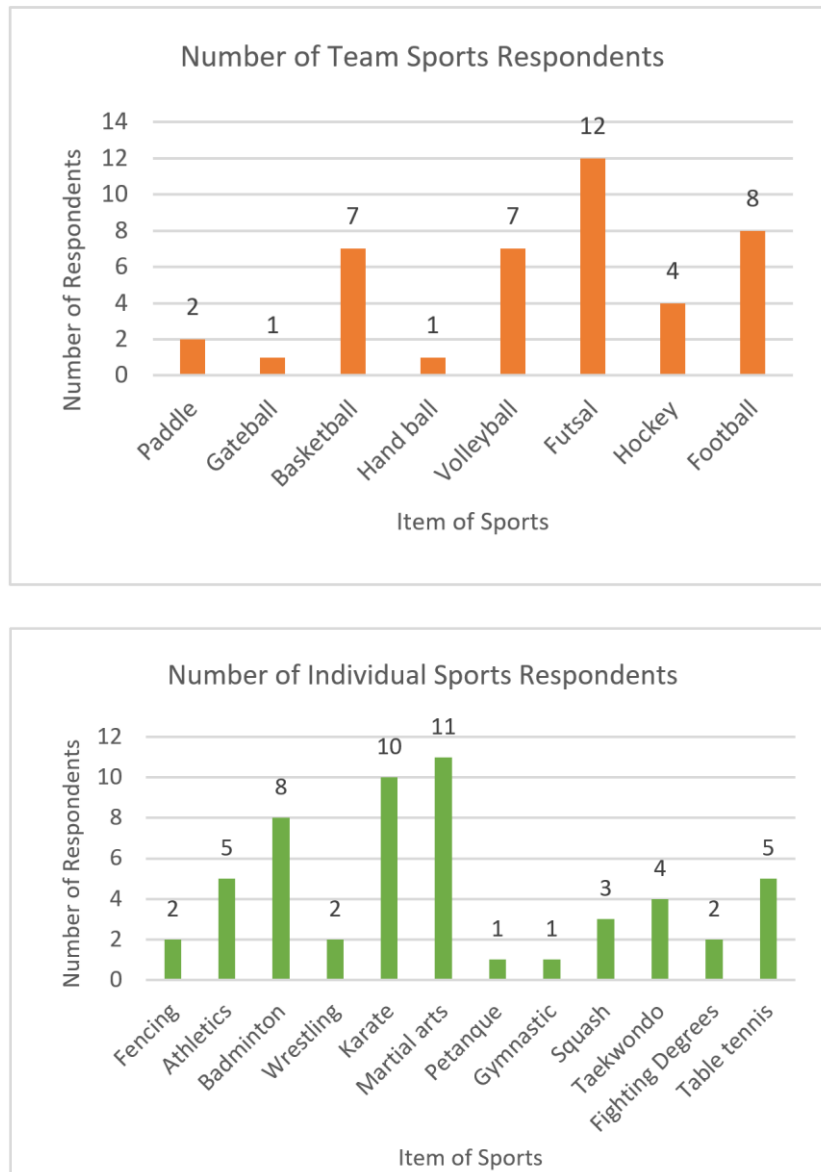


Figure 1. Demographics of Team Sports and Individual Sports Category

Table 2. Benefits of Participating in School Sports Activities for Student Athlete Disciplines

No	Self Discipline	Average value	Description
1	It helps me develop better time management skills.	4.51	Strongly agree
2	I become thoroughly prepared, show discipline, and stick to my plan.	4.41	Strongly agree
3	I attend classes and training regularly.	4.23	Strongly agree
4	I am punctual for all games, practices, and classes.	4.32	Strongly agree
5	I always follow a sports training program.	4.22	Strongly agree
6	I have become dedicated to sports-related activities.	4.17	Agree
7	I have strong principles, behave ethically, and have good sportsmanship.	4.47	Strongly agree
8	I have become more responsible for my academic work.	4.35	Strongly agree
Overall Weighted Mean		4.33	Strongly agree

Description: 1.00 to 1.79 Strongly Disagree; 1.80 to 2.59 Disagree; 2.60 to 3.39 Simply Agree; 3.40 to 4.19 Agree; 4.20 to 5.00 Strongly Agree

Table 3. Description of Self-Discipline data for Team and Individual Athletes

	Sports Category	N	Mean	Std. Deviation
Self Dicipline Athlete	Team Sport	42	4.31	.70
	Individual Sport	54	4.35	.81

Table 4. Comparison of Team and Individual Athlete Disciplines

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Self Dicipline Athlete	Equal variances assumed	.283	.596	-.250	94	.803

Table 2 shows eight statements that describe indicators of student athlete discipline in the university environment. The average value shows a value of 4.33, which is in the very agreeable category. This means that student athletes in the university environment respond that participating in sports activities has a positive impact on athlete discipline and their academic atmosphere. The time management dimension has the highest score, with 4.51, which means that participating in sports activities has a very good impact on time management for student athletes.

Table 3 shows data describing athlete self-discipline. The mean self-discipline value for team sports athletes is 4.31 standard deviation 0.70 with 42 athletes, while the mean self-discipline value for individual sports athletes is 4.35 standard deviation 0.81 with 54 athletes. Other analyses are provided.

Table 4 shows the differences in self-discipline for team and individual athletes using the independent sample t test, while the t test value shows a Sig. (2 tailed) $0.803 > 0.05$, meaning that there is no significant difference in discipline between team athletes and individual athletes in a university academic environment. This shows that sports activities directly have the same impact on student athlete discipline, both for team sports and individual sports.

4. Discussions

Dual-career athletes in Indonesia are something that needs special attention because being a sportsman or an athlete is not yet something that can be made into a profession [21]. Therefore, athletes who are students should get more attention [22]. In this study, it is illustrated that participation in sports activities has an impact on discipline in the academic field. From the data obtained, involvement in sports activities has a very good impact on athlete discipline, especially in the academic field, with a score of 4.33 or in the very agreeable category. This shows that 96 student athletes have very good discipline. The analysis in this research also shows that the self-discipline of team and individual athletes does not have a significant difference in undergoing academic and non-academic processes.

The results of the analysis also show that the time management indicator shows the highest value, namely 4.51, compared to the other seven dimensions of discipline. Effective communication is the key to tackling their responsibilities and activities, and time management is necessary to satisfy their priorities. They have to make an effort to always be focused on their goals, well-organized, and disciplined as student athletes [20], [23]. They have strong self-esteem, can succeed in academic competitions, have excellent learning abilities, can assess task difficulty accurately, expect success, and are proud of their academic achievements [24]. Positive academic habits, such as attending class regularly and turning in assignments on time, will have an impact on a good grade point average [25].

A study states that academic support is needed to increase the cumulative achievement index of student athletes [26]. They rely heavily on the support of those at the institution for assistance in their academic pursuits [27]. Student athletes tend to be more interested in and willing to receive academic-related advice from academic advisors at schools or campuses than from sports coaches [28]. In addition to support from support institutions such as parents, club leaders, and sports organizations, they also play an important role in the coaching and development of sports achievements [29].

According to professors at NCCA University, only 12% of student athletes have a negative perception of stigma [25]. Athletes' emotional responses from boyfriend problems to anger or frustration with coaching staff are concerns that are often expressed in private and require long-term treatment [30]. Athletes also go through changes that might stress them out and interfere with their emotional and psychological development, so academic and athletic changes are not the only developmental changes occurring at this time [31]. Research has shown that elite athletes attending British colleges go through concurrent changes in their physical, intellectual, psychological, and emotional domains. Student athletes utilize many internal and external resources, including as self-awareness and academic flexibility, along with coping techniques like seeking social support, to manage the demands of the shift [32].

To support student athletes in meeting these academic requirements, universities must offer various academic processes (e.g., academic flexibility, progress reporting) that participants consider unique compared to other universities. In addition, these student athletes explain how their academic flexibility allows them to compete internationally without missing a class [32], [33]. Additionally, social actors emerge as important sources of support, motivation, and protection, and peers become sources of observational learning and social comparison that help athletes achieve excellence in their sport and studies [34]. Therefore, it is very important for university institutions to develop a policy and a coaching system for student athletes established by the university to support the dual career athlete program so that they continue to carry out their duties in the academic field and achieve sports achievements.

5. Conclusions

Based on the research findings, it can be concluded that students who participate in sports activities or who undergo dual careers as athletes have a very positive impact on their discipline in the academic environment. They strongly agree that participating in sports activities helps them develop better time management skills, show discipline, and focus more on set goals. However, to make this happen, support from the university is needed to enable them to carry out their dual career as an athlete and as an academic so that continuity between the academic field and achievement can go hand in hand. There needs to be a policy system that supports this; there is also a tiered pattern of coaching to provide motivation and provide periodic evaluations to realize their success in undergoing dual careers; there must be special programs for student athletes, such as tutorial classes or career counseling, as well as special supervisors to increase university awareness about the condition of student athletes and increase their self-confidence so that a sense of responsibility will be formed in carrying out dual careers as athletes and students.

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