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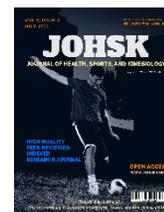
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Collegiate Athletes' Challenge, Stress, and Motivation on Dual Role

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Introduction

In the United States higher education, collegiate athletes mostly have a four-year eligibility within a five-year time frame to compete for and represent their institutions. During this period, collegiate athletes are expected to perform successfully in both academic and athletic roles so that they can maintain benefits, such as scholarships and eligibility. In other words, being a collegiate athlete brings about a multitude of pressures and stressors from handling this dual role, which include but are not limited to, scheduling classes, fatigue, financial pressure, and inflexibility of coaches (Cosh & Tully, 2015). According to the National Collegiate Athletic Association (NCAA) (2020), collegiate athletes are only allowed to participate in athletic-related activities for 20 hours per week, four hours a day in season, and eight hours per week during off season (NCAA, 2020). However, previous empirical research has indicated that Division I level collegiate athletes spend about 40 hours per week participating in sport-related activities (Smith & Hardin, 2018). Even though collegiate athletes invest tremendous time and effort in athletics, less than two percent of collegiate athletes become professional athletes after college (NCAA, 2018).

For collegiate athletes, both athletic and academic performances require tremendous amounts of efforts due to their intense schedule. That is, it is convoluted for collegiate athletes to have identical motivation or reasons for attending college and participating in their sport. While collegiate athletes strive to balance in both academic and athletic responsibilities, they exhibit various types of motivation factors. According to Doupona Topic (2005), female collegiate athletes seem to be more academically motivated and less athletically motivated compared to male collegiate athletes. Also, Beamon and Bell (2006) found that African American collegiate athletes place less emphasis on academics than athletics, and they place less emphasis on education than Caucasian collegiate athletes. For African American collegiate athletes' academic underperformance and negative psychosocial experiences can happen due to unwelcoming campus climate, inadequate academic support, and an overemphasis on their athletic roles (Beamon, 2008).

As mentioned above, only a few collegiate athletes have a chance to move on to professional sport after their collegiate career. That is, majority of collegiate athletes go through a transitioning process moving out

from sport. Numerous studies within the literature support that collegiate athletes often have a difficult time transitioning out of sport (Lally, 2007; Smith & Hardin, 2018). Motivation may be one of the solutions to overcome this abstruse moment. To foster effective and successful higher education environments in collegiate athletics, it is essential to understand what motivates collegiate athletes in their dual roles and how collegiate athletes set up create and implement their goals.

Overview

Motivation is the study of why people act and behave (McClelland, 1985; Weiner, 1992). Among major motivational theories, Self Determination Theory (SDT) focuses on the degree to which an individuals' behavior is self-motivated and self-determined based on the psychological needs for autonomy, relatedness and competence (Ryan & Deci, 2000). If an activity fulfills the three psychological needs, autonomy, competence, and relatedness, the activity will be considered freely chosen and self-determined. Also in SDT, there are three dimensions to explain people's motivation: intrinsic motivation, extrinsic motivation, and amotivation (Ryan & Deci, 2000). In other words, people's behavior can be intrinsically motivated, extrinsically motivated, or amotivated. Intrinsic motivation is defined as an engaging activity for its inherent satisfaction, such as interest and challenge while extrinsic motivation is a construct that posits an activity is done in order to attain some external rewards. Amotivation can be simply defined as a lack of motivation (Ryan & Deci, 2000).

Many researchers have concerns on how to balance the use of extrinsic rewards to foster students' intrinsic motivation (Ryan & Deci, 2000; Stipek, 1996). Specifically, Stipek (1996) argued that students need extrinsic rewards to be realistic and desirable motivation. Balancing intrinsic and extrinsic motivation is an important aspect to successfully meet academic and major requirements, athletic pressures and performances and navigate the social aspects of college life for collegiate athletes. In general, collegiate athletes are perceived to be less academically motivated (Wolverton, 2015; Yopyk & Prentice, 2005) because many collegiate athletes prioritize their sport over academics, especially, revenue generating sport athletes. In regard to revenue generating collegiate sports such as men's football and men's basketball athletes often utilize financial support (e.g., full-ride scholarship) which stimulates collegiate athletes' focus on extrinsic motivation (Gaston, 2002). Thus, in order to further understand collegiate athletes' motivations using an assessment like SDT is imperative. Additionally, to fully understand the dual roles of collegiate athletes exploring their goal setting in regards to academic and athletic is also essential.

To be motivated, setting goals can be one of the most significant factors. Previous research revealed that goals are incredibly effective for performance enhancement techniques (Locke & Latham, 1990). Locke and Latham (1990) defined goals as "something that a person wants to achieve" (p. 2). Goal-Setting Theory (GST) explains human action is directed by conscious goals and intentions (Locke & Latham, 1990). Previous research findings have shown that specific, difficult or challenging goals have better results than vague and easy goals (Locke, 1968). More importantly, goals must be attainable and reachable in order to be effective (Erez & Zidon, 1984). Goal-setting research in sport has demonstrated significant effect on performance enhancement (Burton, 1993; Weinberg, 1992). Researchers have found that collegiate athletes who had effective goal-setting skills used all types of goals and implementation strategies for their performance more frequently and effectively than other athletes (Burton, Weinberg, Yukelson, & Weigand, 1998). Many collegiate athletes must set goals differently in comparison with their non-athlete student peers due to their dual roles and pressures (Curtis, 2006). As stated above, understanding collegiate athletes' types of motivation and goal setting are critical in developing a successful career during and after college.

Considerations

Motivation is usually considered as one of the most important factors for understanding people's behavior, specifically in student success. Collegiate athletes have a significant amount of pressure put on them from conducting their dual roles. To successfully navigate their college life, collegiate athletes are required to be motivated in their academic and athletic commitments. In addition, since only a few collegiate athletes will continue their athletic career after college due to the very limited availability and competitiveness, they need to balance their dual roles to be prepared for their both wanted and unwanted retirement.

In general, coaches and academic advisors can have crucial roles in the motivation of collegiate athletes as they are responsible for guiding them in the right direction, especially their academic and career motivation as it is tied to a positive transition out of sport.

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