



*International Journal of
Physical Education and
Sports Sciences*

*Vol. VII, Issue No. XIII,
July-2014, ISSN 2231-3745*

**ATHLETES PERCEPTIONS OF SPORT AND
EDUCATION: AN IN-DEPTH ANALYSIS WITH
REFERENCE TO INDIA**

AN
INTERNATIONALLY
INDEXED PEER
REVIEWED &
REFEREED JOURNAL

Athletes Perceptions of Sport and Education: An In-Depth Analysis with Reference to India

Jitendra Sharma*

Executive Administrator/Sports and Education in Madreqat FZ, L.L.C. in RAK Investment Authority, Dubai U.A.E.

Abstract – Sport necessitates not only an enormous amount of physical aptitude and toughness, but because of the related psychological strain, inherent danger of injury, and indecisive competitive outcomes, it also requires a convinced amount of mental stiffness. Contribution in spirited athletics can devastate numerous athletes and lead them to feel unsuspecting to perform. As a result, many athletes experience anxiety, gloominess and fear.

Keywords: Student-Athletes, Perceptions, Accommodation, College

1. INTRODUCTION:-

The greatest test for College student athletes is adjusting games and scholastics with the goal that they can be effective in both. Sedlack and Adams-Gatson (1992) guaranteed that student athletes ought to be viewed as nontraditional understudies with their own way of life and issues identifying with the college. In this culture, uncommon weights are put on these "nontraditional understudies" from the college they go to. Some who interact with College student athletes see them more as athletes than as understudies (Potuto and O'Hanlon, 2007). They are relied upon to be both scholastically and physically fruitful and are required to meet indistinguishable scholarly requests from non-competitors. A portion of the conditions that frequently offer ascent to impression of exceptional treatment for College student athletes incorporate how much time College student athletes must devote to their game, income that games produce for the college, the number and measure of athletic versus scholastic grants, and an assortment of facilities student athletes might be given. Significant research identified with these and different conditions will be introduced. The strategies used to gather information for this exploration will be depicted. The outcomes will then be displayed alongside recommendations for future research.

2. REVIEW OF LITERATURE:

College student-athletes tend to dedicate more time to their meticulous sport or sports rather than their academics (Gutting, 2012). Although student-athletes value their overall college knowledge and express a belief that athletic participation contributes in important ways to their personal and academic development, they may be shortchanged academically because of

their time commitment to sports (Potuto & O'Hanlon, 2007). Athletic culture, time requests of their game, and the regularly uneasy marriage amongst sports and scholastics in the college setting all add to the challenges that College student athletes confront in "making it" scholastically (Jolly, 2008). A larger part of athletes (82%) detailed that, amid the season, that they spend over 10 hours seven days rehearsing and 40% revealed that they spend over 10 hours seven days taking an interest in rivalry (Potuto and O'Hanlon, 2007). Potuto and O'Hanlon (2007) found that 53% of studentathletes revealed feeling as if they didn't invest as much energy in all parts of their scholastics as they wished because of athletic cooperation. Eleven percent expressed that games kept them from majoring in what they truly needed to seek after. The greater part of College student athletes revealed that the requests of intercollegiate athletic rivalry kept them from giving as much time to the College student side of their lives as they might want (Jolly, 2008). Potuto and O'Hanlon (2007) found that 70% of College student athletes expressed that there were instructive open doors (temporary jobs, look into undertakings, concentrate abroad, and so forth.) that they couldn't take part in on account of athletic interest. Moreover, 60% expressed that there were grounds occasions (speakers, plays, shows, and so on.) that they were keen on yet were not able to go to due to their athletic time requests. Understudies may build up a negative demeanor or discernment about College student athletes since College student athletes have a tendency to invest the majority of their energy with kindred College student athletes (Comeax, 2011). Time and booking requests can add to troubles in College student athletes incorporating into grounds scholarly life (Jolly, 2008). Contrasted with nonathletes, intercollegiate athletes have a tendency to be fairly isolated from the general

College student populace since they invest more energy with different athletes amid practice, have a tendency to have comparative encounters as different competitors, and have admittance to exceptional athletic offices. This partition makes a type of social arrangement on school grounds—a division between non-athletes and College student athletes that could be sufficiently solid to evoke both in-gathering bias and out-gathering impacts when given an assortment of situations portraying either a freak competitor or non-competitor College student (Hawley, Hosch and Bovaird, 2014).

3. STUDENT-ATHLETES AND MONEY

College student athletes are cash creators. For instance, the NCAA's men's b-ball competition happens each spring. The communicate of the competition creates over \$1 billion every year for the CBS and TBS systems (Smith, 2013). The NCAA will gain around six \$6 billion every year through their accomplice schools' support in prominent games occasions such the March Madness Tournament (Brill, 2013). Each athletic meeting gets an expansive payout when their groups progress in the competition. It is vital that schools in this discourse chiefly contend at the NCAA's Division I level. This is on account of earlier reviews have demonstrated that athletic projects that contend at the Division II and Division III levels will probably have bring down desires from taking an interest schools (Cockley and Roswal, 1994; Lawrence, 2009). School athletes can likewise succumb to here and now and long haul wounds that conceivably imperil a competitors' capability to hand proficient over his or her particular game. Along these lines, and the way that school sports creates a colossal measure of cash, the subject of regardless of whether College student athletes ought to be paid has turned into a disputable open deliberation (Brill, 2013). Some express a conviction that athletes are qualified for fiscal installment, however many additionally express a conviction that a competitor's instruction is his or her remuneration and that they ought to be appreciative for that.

4. PERCEPTIONS AND EXPECTATIONS

A less perceived yet at the same time powerful weight confronted by athletes is the negative observations and desires by workforce and different understudies. In a recent report, Simons, Bosworth, Fujita, and Jenson reasoned that athletes are derided in advanced education in light of the "imbecilic athlete" generalization and media depictions. A demonized individual is one who have a characteristic that is "profoundly ruining" and is seen by others as "spoiled" and "marked down" (Goffman, 1963). A disgrace includes two sections: (1) the acknowledgment of distinction in view of some recognizing trademark or 'stamp'; and (2) a subsequent depreciation of a man (Dovidio, Major, and Crocker, 2000). Intercollegiate athletes are normally not thought to be defamed in

light of the fact that they are viewed as favored and not at all like most different marks of disgrace they be athletes while most disparaged people have minimal decision of their shame, in any case, despite this to some degree intentional nature and conviction that they are advantaged, athletes meet the fundamental meaning of a disgrace: a depreciated social personality in a particular setting, the scholarly area (Simons, Bosworth, Fujita and Jenson, 2007). The College Studentcompetitor populace is interesting as far as they can tell. Numerous non-athletes express their conviction that College Studentathletes ought not be dealt with as standard understudies on account of their auxiliary part as performers at their individual school or college (Hamilton and Stone, 1990). To help College Studentathletes with their one of a kind requests, numerous establishments have set up unique bolster structures to build their odds of both scholastic and athletic achievement. Some claim this is correct disapproved for the college to do, however others contend that it is out of line to nonathletes who don't get a similar support (Potuto and O'Hanlon, 2007). Lamentably, pressures amongst games and scholastics frequently offer ascent to negative recognitions about College Studentathletes among both understudies and workforce (Jolly, 2008). Cliché perspectives of athletes may exist prompting misinterpretations about their scholastic capacity and inspiration (Baucom and Lantz, 2001; Cotton and Wilson, 2006). The recognition is that College Studentathletes are unfit ill-conceived understudies whose lone intrigue is in games and who hope to get extraordinary treatment from teachers and others around them (Simons, Bosworth, Fujita and Jenson, 2007). Some non-athletes have negative demeanors toward College Studentathletes especially in regions identified with scholastic execution. Non-athletes are here and there suspicious and less trusting of College Studentathletes who acquire An in a class. The recommendation is that non-athletes basically don't trust College Studentathletes have the scholastic capacities to gain An (Engstrom and Sedlacek, 1991). Be that as it may, when College Studentathletes were inquired as to whether they had ever gotten a review higher than they merited, 89% detailed never having this happen (Simons, Bosworth, Fujita and Jenson, 2007). Knapp, Rasmussen and Barnhart (2001) found that exclusive 70% of non-athletes said they concur that staff give College Studentathletes unique treatment and just 44% concurred that College Studentathletes are true blue understudies. Another hazardous discernment relates to demands for lodging for athletic rivalries. These uncommon housing incorporate solicitations to come late or leave class right off the bat a standard premise, missing classes or exams, being permitted to make up exams, taking exams managed by athletic scholastic counsels while far from grounds for athletic rivalries, and handing over assignments late. At the point when asked whether they had ever gotten uncommon treatment, for example, amplified due dates, credit for a missed task and so forth, 74% of studentathletes

announced they had once in a while or never had (Simons, Bosworth, Fujita and Jenson, 2007). At the point when asked how they were dealt with by staff and non-competitors, just 15% of athletes referred to positive recognitions and 62% revealed that they were declined or given trouble while asking for housing for athletic rivalries (Williams, Colles and Allen, 2010). Employees are destined to be the minimum incredulous of College Studentathletes (Lawrence 2009). Truth be told, employees are the ones well on the way to have no sentiment about College Studentsports (Lawrence, 2009). College Studentathletes concede that employees go far in excess of what was required to help them. By definition these demonstrations are not unlawful, but rather some may possibly be viewed as unscrupulous (Williams, Colles and Allen, 2010). In any case, non-athletes may see personnel eagerness to suit as uncommon treatment held for College Studentcompetitors. College Studentathletes may likewise confront investigation for their execution on the field and their activities off the field (Comeax, 2013). This may come as feedback from classmates for a dreary execution on the field. The feedback may originate from the media which has a tendency to complement a competitor's activities off the field that may speak to the college in an unflattering way. Despite the wellspring of the investigation or feedback, both may add to the detailing of mentalities toward College Studentathletes who generally might be a total outsider. Impression of College Studentathletes quite often underlines points of interest that athletes understand that non-athletes don't. Colleges can overlook these observations or they can find out about them and address them in useful ways. The initial step is to comprehend what those recognitions might be. The present review looks to investigate view of College Studentcompetitors. The exploration question is: What are the impressions of College Studentathletes on our grounds.

5. COURSES IN PHYSICAL EDUCATION AND SPORTS AVAILABLE IN INDIA

With regards to improvement of instructor training programs in physical instruction throughout the decades in the nation, it is intriguing to note that the most seasoned of the expert courses have been Certificate in Physical Education and Diploma (now Bachelor's degree) in Physical Education, both of one year term. The Master's Degree in Physical Education came up in 1963-64 as a stage forward towards improvement of physical training as a scholastic teach and in addition a calling at standard with different callings like as medication, building, innovation, law, and so on. From that point forward it has been referred to by different names like as, Master of Education (Physical Education) of one-year span offered by the Punjab Government College of Physical Education, Patiala under the Punjabi University, Patiala (later a

few different organizations presented it, and called it M.P.Ed.); Master of Physical Education of two year term offered by Laxmibai National College of Physical Education (now Laxmibai National University of Physical Education), Gwalior; Master of Arts (Physical Education) brought into reality at Panjab University, Chandigarh, and so forth. To achieve consistency and furthermore expel the misguided judgment from the psyches of individuals and additionally to encourage the organization make arrangements in instructive establishments with no bother about essential capabilities, the National Council of Teacher of Education have institutionalized the postgraduate degree in physical training as far as its course structure, terminology, span, and so on., and guided the every concerned foundation to fall in line or face derecognition. At last, the course is known as Master of Physical Education (M.P.Ed.) of two year span with impact from 2002. The M.P.Ed. course is keep running on yearly examination premise however a few college bureaus of physical instruction and, even a few schools, have changed over to semester framework according to general strategy of the University Grant Commission on the structure of post-graduate courses. Very little change has been realized in Certificate of Physical Education and Bachelor of Physical Education courses with the exception of that the span of the C.P.Ed. course has been upgraded two years. The greater part of things in instructor training programs keep on remaining the same as imagined in the National Plan of Physical Education-1956, which set down principles for the under graduation educator instructional classes i.e. endorsement in physical instruction and recognition/degree in physical training. Presentation of Master's degree in Physical Education was a later advancement as of now clarified. Brief data about different perceived proficient courses in physical training, sports (instructing), yoga, and games sciences accessible in India is given beneath:

Table- 3.1
 Recognised Courses in Physical Education ⁵

Sr. No.	Name of the Course	Eligibility Condition	Duration	Job Prospective
1.	Certificate in Physical Education	Senior secondary or +2	2 years	Primary schools
2.	Bachelor of Physical Education	BA/B.Sc./B.Com or equivalent	1 year	Secondary schools
4.	Master of Physical Education	B.P.E./B.P.Ed.	2 years	Senior secondary schools/colleges universities
5.	M.Phil., i.e. Master of Philosophy	M.P.Ed.	1 year	Colleges/universities

Ph.D., offices exist at the vast majority of the Universities and subsidiary schools of physical instruction either under the Faculty of Physical Education wherever it exists, or under the Faculty of Education, both on low maintenance and standard

premise. Time necessity for Ph.D. changes from at least a few years to any time span allowed by the scholastic groups of a specific college.

6. CONCLUSION:

Recognitions are our existence; they are the means by which individuals understand their reality. False, unwarranted, and improbable desires by non-athletes of College Student athletes can possibly make divisions between the two. Colleges must be deliberate about the kind and measure of Consideration College Student athletes get. Most colleges look for approaches to coordinate the College Student body, not to isolate it. It is an uncommon test to adjust proper lodging for College Student athletes while keeping up sufficient administrations for non-competitors. Clear and contemplated arrangements and techniques that are obviously conveyed to workforce, staff, and understudies will go far toward diminishing false or unwarranted observations about student athletes.

REFERENCES:

- Abraham Lincoln (2015). (n.d.). Great-Quotes.com. Retrieved Sat May 9, 2015, from Great-Quotes.com Web site: <http://www.greatquotes.com/quote/>
- Baucom, C., & Lantz, C.D. (2001). Faculty attitudes toward male Division II student-athletes. *Journal of Sport Behavior*, 24(3), pp. 265- 276.
- Brill, J. (2015). Should college athletes be paid? Retrieved February 2, 2015, from <http://povichcenter.org/should-collegeathletes-be-paid-should-there-be-an-age-restriction-for-pros/>
- Cockley, W. T., & Roswal, G. M. (1994). A comparison study of faculty members' perceived knowledge and satisfaction regarding NCAA athletic programs. *Journal of Sport Behavior*, 17(4), pp. 217-226.
- Comeaux, E. (2011). A Study of attitudes toward college student-athletes: Implications for faculty-athletics engagement. *The Journal of Negro Education*, 80(4): pp. 521-531.
- Cotton, S.R., & Wilson, B. (2006). Student-faculty interactions: Dynamics and determinants. *Higher Education*, 51(4), pp. 487-519.
- Dovidio, J., Major, B., & Crocker, J. (2000). Stigma: Introductions and overviews. In T.F. Heatherton, *The Social Psychology of Stigma*. New York: Guilford.
- Engstrom, C., & Sedlacek, W. (1991). A study of prejudice toward university student-athletes. *Journal of Counseling and Development*, 70, pp. 189-193.
- Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Englewood Cliffs, NJ: Prentice Hall.
- Gutting, G. (2012). The myth of the student-athlete. Retrieved February 11, 2015, from http://opinionator.blogs.nytimes.com/2012/03/15/themyth-of-the-student-athlete/?_r=0
- Hamilton, L. S., & Stone, R.W. (1990). Student Attitudes toward Drug Testing of College Athletes. *Physical Educator*, 47(2), p. 33.
- Hawley, L. R., Hosch, H.M. & Bovaird, J.A. (2014). Exploring social identity theory and the 'black sheep effect' among college studentathletes and non-athletes. *Journal of Sport Behavior*, 37(1), p. 56.
- Jolly, J. C. (2008). Raising the question #9: Is the student-athlete population Unique? And why should we care? *Communication Education*, 57(1), pp. 145-151.
- Knapp, T.J., Rasmussen, C., & Barnhart, R.K. (2001). What college students say about intercollegiate athletics: A survey of attitudes and beliefs. *College Student Journal*, 35(1), p. 96.
- Lawrence, J. (2009). Faculty perceptions of intercollegiate athletics. *New Directions for Institutional Research*, 2009, pp. 103-112.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1-55.
- Potuto, J.R., & O'Hanlon, J. (2007). National study of student-athletes regarding their experiences as college students. *College Student Journal*, 41(4), pp. 947-966.
- Sedlack, W.E., & Adams-Gatson, J. (1992). Predicting the academic success of student-athletes using the SAT and noncognitive variables. *Journal of Counseling and Development*, 70, 724-727.
- Simons, H.D., Bosworth, C., Fujita, S., & Jenson, M. (2007). The athlete stigma in higher education. *College Student Journal*, 41(2), pp. 251-273.
- Smith, C. (2013). The money behind the NCAA final four. *Forbes*. Retrieved April 29, 2015, from <http://www.forbes.com/sites/chris-smith/2013/04/01/the-money-behind-the-ncaa-final-four/>
- Williams, J., Colles, C., & Allen, K.J. (2010). Division III athletes: Perceptions of faculty interactions and academic support services. *Journal of*

Issues in Intercollegiate Athletics, 3, pp. 211-233.

Corresponding Author

Jitendra Sharma*

Executive Administrator/Sports and Education in
Madreqat FZ, L.L.C. in RAK Investment Authority,
Dubai U.A.E.

E-Mail – jitendra_sharma27@yahoo.co.in