

Japanese University Athletes' Dilemma: Study, Sport Performance, or Both

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Abstract

The aims of this study were to investigate the Japanese university athletes' dilemma of managing both study and sport performance effectively, and to try to find answers to how they can effectively manage both their study and sport club activities. Questionnaires were used in order to collect the data (1st year, 2nd year and 3rd year students). A total of 216 responses were collected. All participants of this study belonged to university sport clubs and they majored in sport and health science at a private university in Japan. The data were both quantitatively and qualitatively analyzed. The results of questionnaires found university athletes in this study showed two dilemmas. They were busy with their sport club activities and felt pressure to seriously participate in their club activities because they came to their university with a sport recommendation. In order to support university athletes, this study discusses three suggestions such as ensuring enough financial support for university athletes, promoting peer learning to university athletes, and collaborative work between university lecturers and sport club team coaches.

Keywords: university athletes; study and sport performance

Introduction

In Japan, some university sports such as baseball and marathon relay are very popular. Private universities in particular recruit high school athletes who are talented in sports to promote their universities. Some university athletes will become professionals after graduation and could earn more than enough money to support themselves. However, there are also many university athletes who do not become professionals and who will take other careers for their future life. The author of this study believes that a university is a place for students to have an opportunity for both learning what they are interested in and preparing for their future careers. Although both university and teaching staff try to do their best for the athletes, university athletes seem to have problems coping with both study and their sport club activities at the same time. The aims of this study were to investigate the university athletes' dilemma of managing both study and sport performance effectively, and to try to find answers of how they can effectively manage both their study and sport club activities. This study adopted both quantitative and qualitative approaches to analyze the data. There were 25 questions on the questionnaires for the participants of this study who were all majoring in sport and health science in a private university in Japan. All of them belonged to sport clubs. The two types of university athletes' dilemmas are: they are busy with their club activities and they feel pressure to participate in the activities. This article provides three recommendations to keep a balance between university athletes' study and sport performance. The first recommendation is to give enough financial support for university athletes. The second recommendation is to promote peer learning for university athletes. The last recommendation is collaboration between lecturers and sport club coaches for university athletes.

Literature Review

For many university athletes, having a balance of both study and practice time for their sport is not easy. In particular, Japanese university sport clubs are sometimes described as being like the military, since many of them have strict rules in their clubs. Often, first or second year students are required to do jobs such as cleaning their clubs, looking after their fields, and so forth after they finish their practice sessions. Normally Japanese first and second year students take more subjects at their universities each semester than third year and fourth year students. Thus, both first and second year students normally spend more time on both their club activities and study at their university. For example, Inoue, Kunikata, and Nomi (2011) reported that those who belong to sport clubs do not tend to take a break as efficiently as those who do not belong to university sport clubs. Those who belong to their sport clubs participate in their club activities straight after they finish their last class of the day on weekdays. Also, many of them have part time jobs on the days they do not have their club activities. As a result, those who belong to sport clubs find it difficult to take a break. Inoue et al. (2011) explained that Japanese university athletes were very busy and often physically tired because of their club activities.

However, there is a positive side to participating in sport clubs for university athletes. In Japan, it is believed that university athletes tend to have an advantage in obtaining future jobs after their graduation. For example, Kasai (2010) explains that those who belong to university sport clubs are believed to be mentally tough, to have good communication skills, and not to give up on things. Therefore, they tend to be preferred by companies. Matsushige (2005) points out some companies prefer those who are physically tough as their employees, to those who studied harder in the university. Ueno (2007) explains that university athletes often experience a lot of

hardships through their hard practice and competitions. University athletes often learn a lot of things through these experiences and will grow up as mature people. Many Japanese companies tend to prefer those who experience these hardships in their university life to those who do not experience hardships. As past studies above showed, belonging to university sport clubs might be advantageous for university athletes in obtaining a job after their graduation.

However, Hirano (2011) points out that belonging to a university sport club is not a great advantage for university athletes' employment. They also need to maintain better academic performance. In particular, Hirano (2011) explains that academic writing is the most important skill for university students for job seeking since they need to develop curricula vitae to apply for jobs. Ohtake and Sasaki (2009) explain that many Japanese companies now expect university students to have both academic knowledge and specialized skills for their jobs. In short, it is important for university athletes to succeed in both study at university and perform their sport at the same time.

Methodology

Participants

The participants of this study were majoring in sport and health science in one of the private universities in Japan. The total of 216 students (1st year, 2nd year and 3rd year students) who belonged to university sport clubs participated in this study.

Data collection

Questionnaires were implemented between October and November 2013 in the author's English classes with paper and pencil. The questionnaire contained 25 open-response questions asking for demographic and lifestyle information. All questions were asked in Japanese in order to make sure the participants understood all questions. The participants answered in Japanese, and then all questions and answers were translated into English from Japanese by the author. All questions are listed in the appendix.

Results

The data analysis resulted in 18 graphs and 5 tables to be explained. Each graph shows the number of student responses to each question. To start with, graph 1 and 2 show the results of Question 3: How many days do you have club activities per week? And Question 4: How long do you practice in your club on weekdays? (Figure 1 and 2).

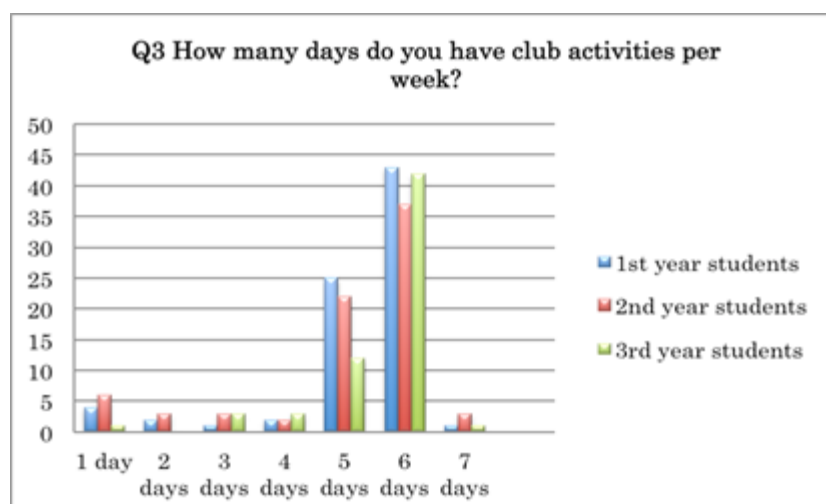


Figure 1. Graph showing how many students had had club activities 1-7 days per week

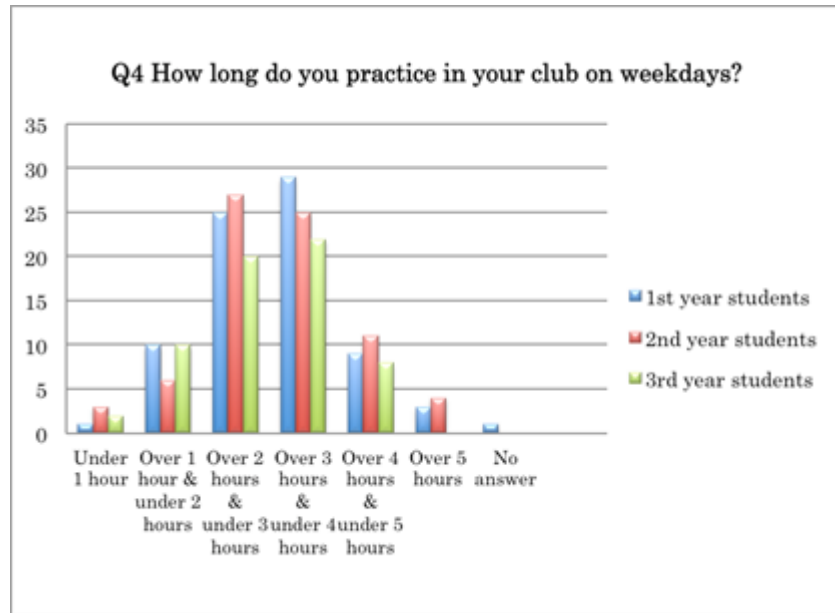


Figure 2. Graph showing how many students practiced for 1- 5 hours on weekdays

As Figure 1 shows, most university athletes had either five or six days of club activities. Figure 2 shows that most had over 2 hours or over 3 hours of practice each weekday. Some university athletes spent over four or five hours for their club activities on weekdays. Both Figures 1 and 2 illustrate the point that university athletes were very busy and did not tend to take a break because of their busy club activity schedule (Inoue et al, 2011).

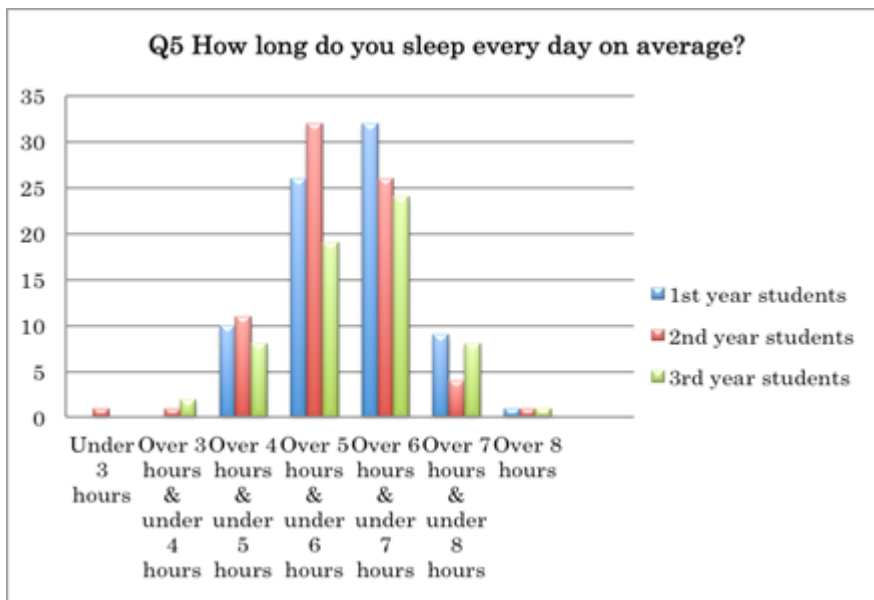


Figure 3. Graph showing how many students had an average of fewer than 3 to over eight hours of sleep per day

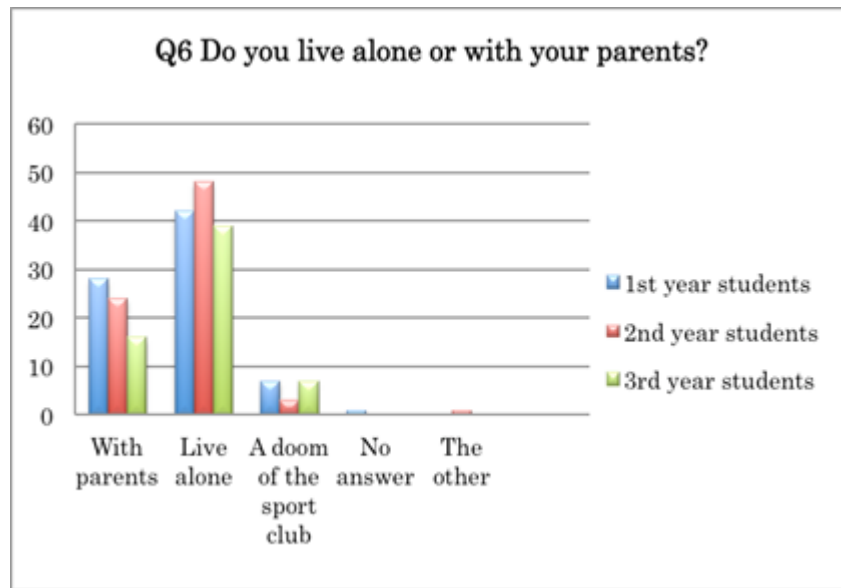


Figure 4. Graph showing how many students lived with parents, alone, at a dorm, or other

Figure 3 shows the average sleeping hours each day for university athletes. Most university athletes slept over five and under seven hours on average. Graph 4 shows the places where university athletes lived. Over half of the participants in this study lived alone (54% of the first year and 63% of both the second and third year). Around 30% lived with their parents (36% of the first year students, 32% of the second year students, and 26% of the third year students). Only around 10 % of university athletes stayed in their sport club accommodation (9% of the first year students, 4% of the second year students and 11% of the third year students).

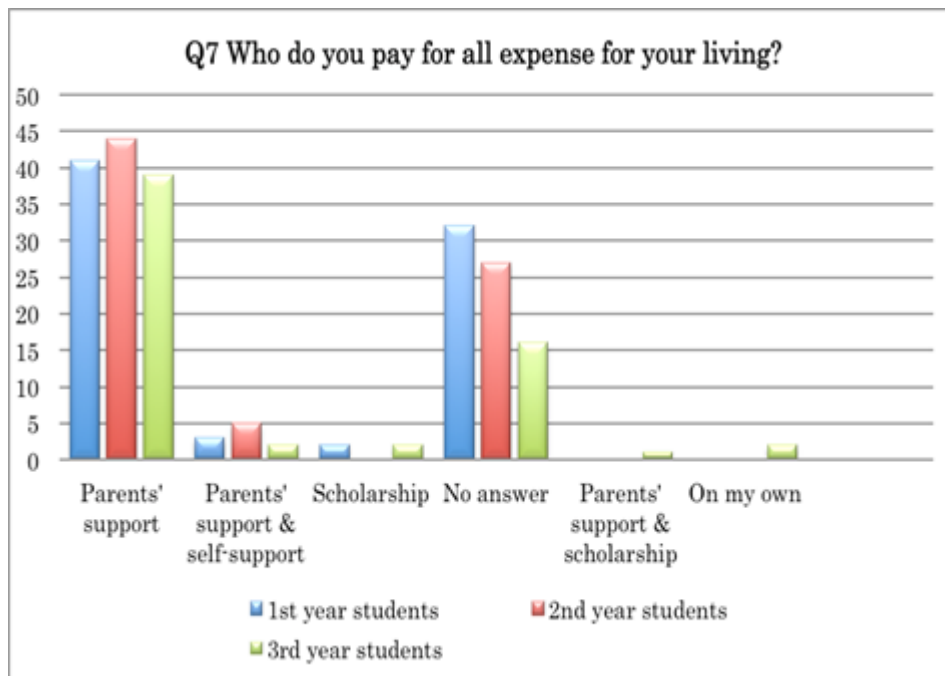


Figure 5. Graph showing how many students paid for their living expenses through parents, on their own, scholarship, or a combination

Figure 5 shows how university athletes paid for their living expenses. Over 50% of university athletes who lived independently relied on their parents' financial support (52% of the first year students, 58% of the second year students and 63% of the third year students). Only 3 %

of university athletes had scholarships to support their living expenses (3% of both the first and third year students). However, a number of students did not answer this question.

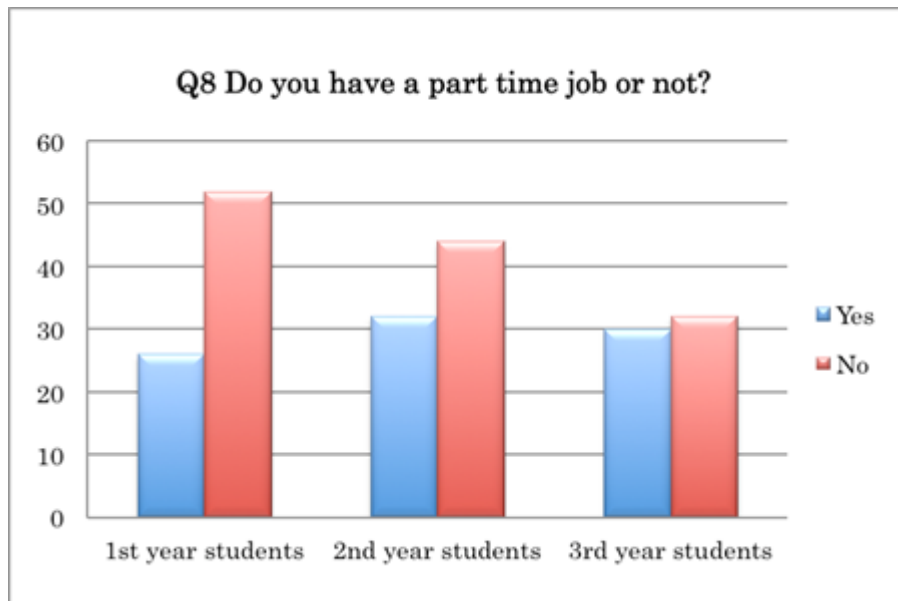


Figure 6. Graph showing how many students had part-time jobs

Figure 6 shows whether university athletes had part-time jobs or not. Over half of the participants in this study did not have part time jobs (67% of the first year students, 58% of the second year students, 52% of the third year students).

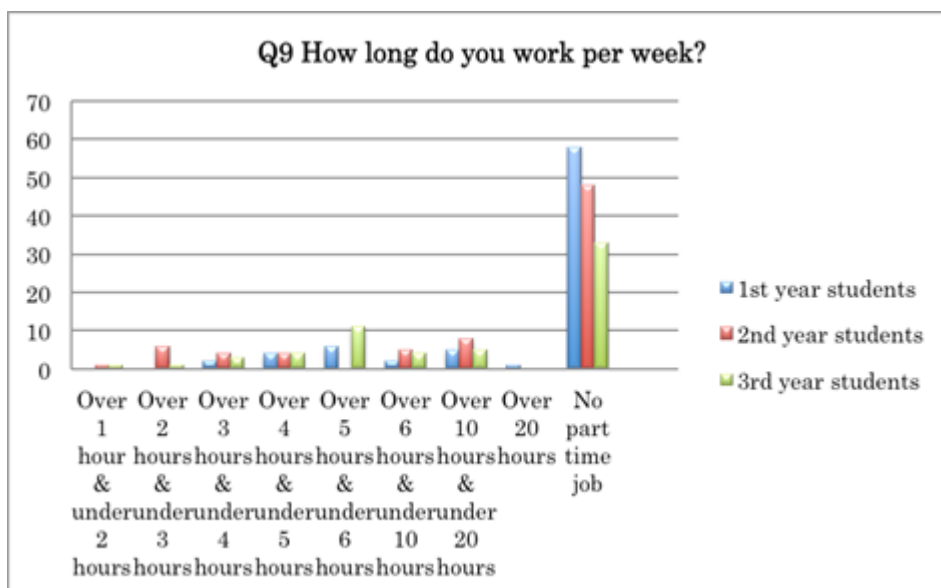


Figure 7. Graph showing how many students worked over one hour to over 20 hours per week

Figure 7 shows the working hours of those who had part time jobs. The result shows various working hours. Some worked only between one and two hours, but others worked over ten hours per week. Most university athletes in this study did not have part time jobs.

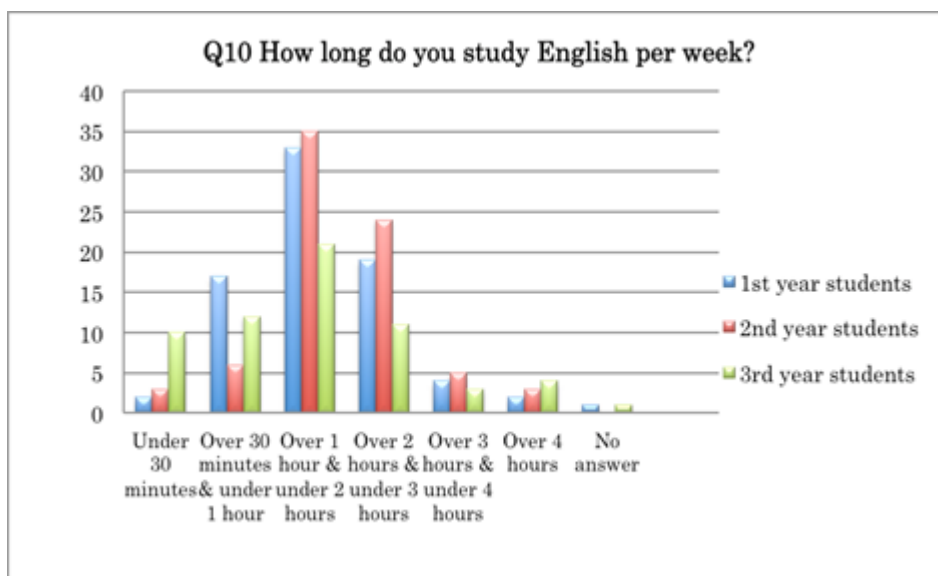


Table 8. Graph showing how many students studied English under 30 minutes to over 4 hours per week

Table 8 shows the study time of university athletes. As the author of this study teaches English, the study time for English was included in the questionnaire. Most students studied between one and two hours per week (42% of the first year students, 46% of the second year students and 34% of the third year students). Many students also studied between two and three hours (24% of the first year students, 31% of the second year students and 18% of the third year students).

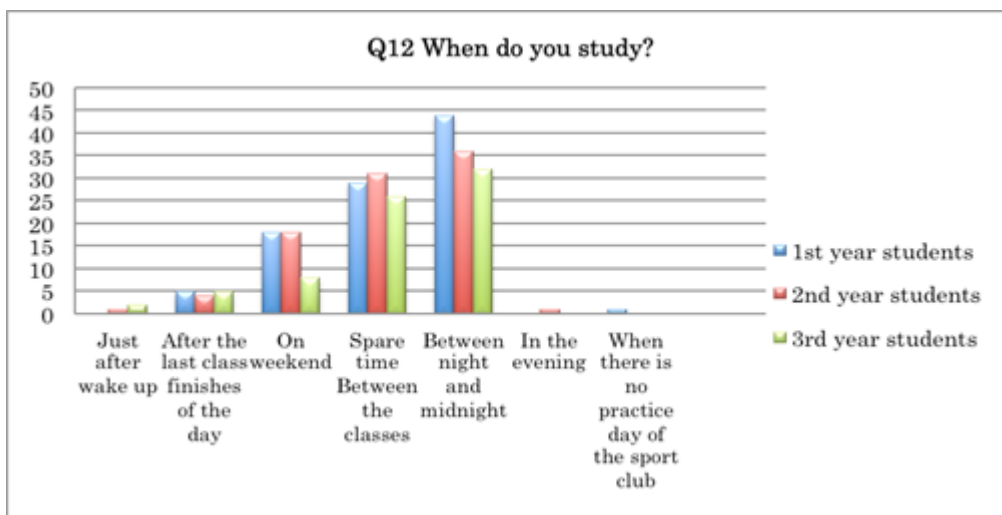


Figure 9. Graph showing how many students studied during various time periods throughout the day

Figure 9 shows when university athletes studied. Over 40% of the participants in this study studied between night and midnight (45% of the first year students, 40% of the second year students and 44% of the third year students). Interestingly, over 30% of the participants used their spare time between their classes (30% of the first year students, 34% of the second year students and 35% of the third year students).

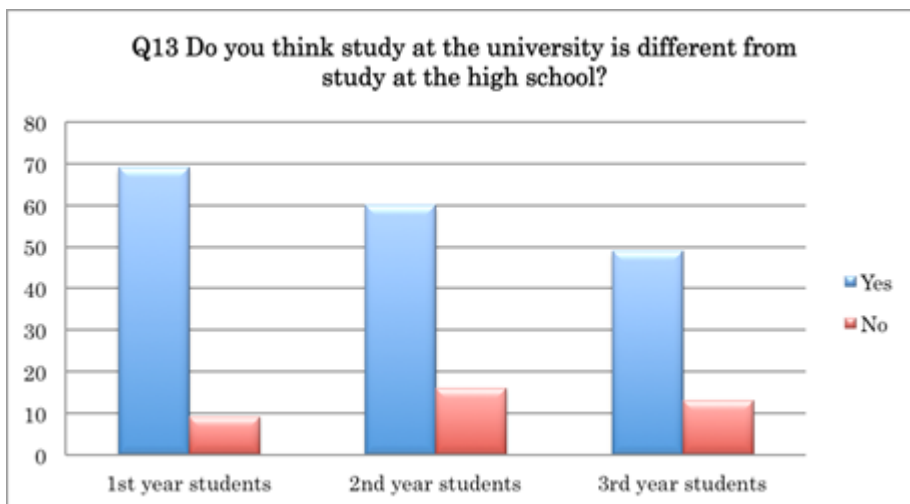


Figure 10. Graph showing how many students thought study at the university was different from study at high school

Figure 10 shows whether participants in this study found study at university different from study at high school. Nearly 80% of participants in this study found it different (88% of the first year students, 79% of the second year students and 79% of the third year students). The first year students found that study at the university was different from study at high school more than both the second and third year students. Both the second and third year students have been at university longer than the first year students. Thus both the second and third year students were more familiar with study at university than the first year students.

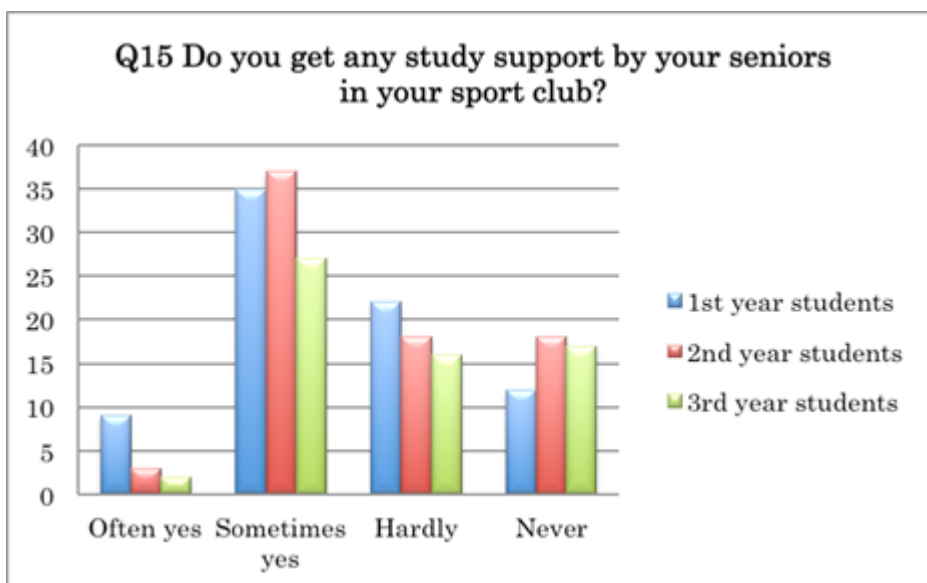


Figure 11. Graph showing how many students received study support by more senior members of their sport club

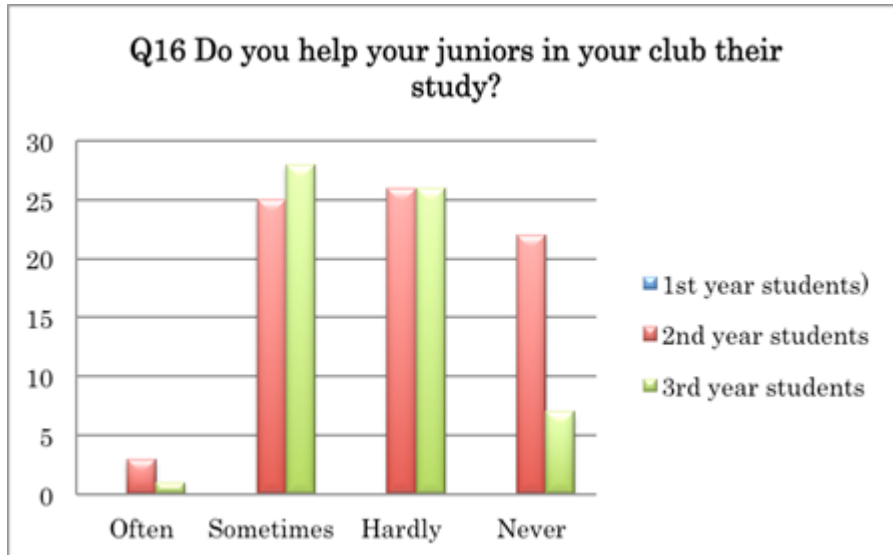


Figure 12. Graph showing how many of the more senior students helped junior members of their sport club with their study

Both Figures 11 and 12 show whether university athletes helped each other with study. As graph 11 shows, nearly 50% of participants of this study, indicated “often” and “sometimes” for their support of each other (57% of the first year students, 52% of the second year students, and 47% of the third year students). However, nearly another 50% of the participants did not support each other, and indicated “hardly” and “never” (42% of the first year students, 48% of the second year students and 53% of the third year students).

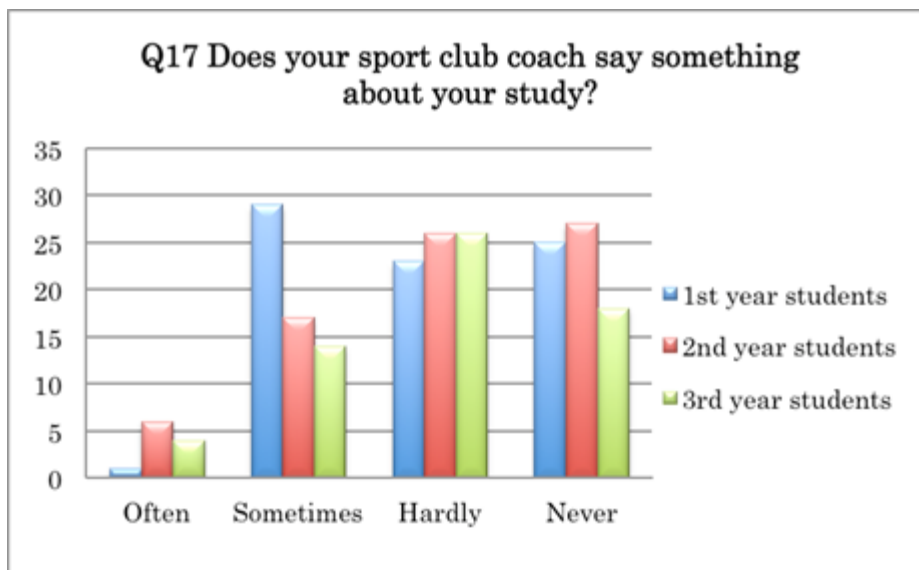


Figure 13. Graph showing how many students indicated that the sport coach said something about the university athlete’s study

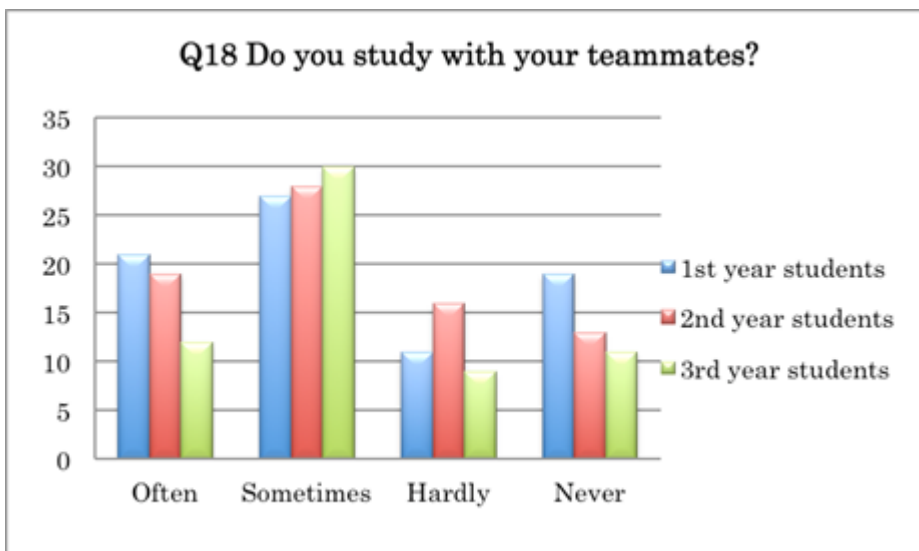


Figure 14. Graph showing how many students studied with their teammates

Figure 13 shows whether or not the sport coach said something about the university athlete’s study at the university. Over 60% of the participants answered either hardly or never (62% of the first year students, 70% of the second year students and 71% of the third year students). Figure 14 shows whether or not participants studied together with their teammates. Over 60% of the participants did study together with their teammates (62% of both the first year and the second year student, and 67% of the third year students).

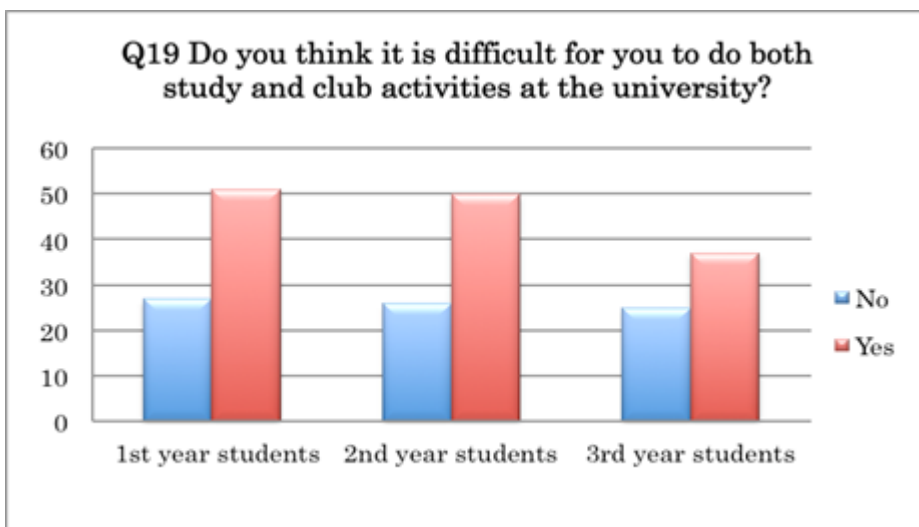


Figure 15. Graph showing how many students thought doing both club activities and studying was difficult

In Figure 15, over 60% of participants of this study thought doing both club activities and study was difficult (65% of the first year students, 66% of the second year students, and 60% of the third year students). About 30% of participants of this study did not think it so.

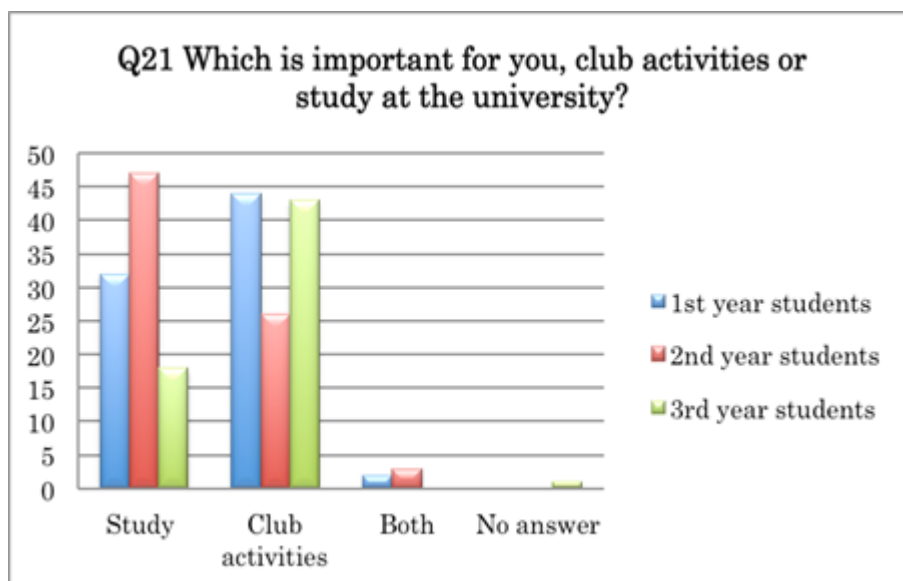


Figure 16. Graph showing how many students thought club activities or study were important to them

In Figure 16, interestingly, both the first year students (56%) and the third year students (69%) answered that their club activities were more important than their study. However, 52% of the second year students answered their study was more important than their club activities. Only 30% of second year students answered their club activities were more important than their study. Only 3% of first year and 4% of second year students answered that both study and club activities were important in their university life.

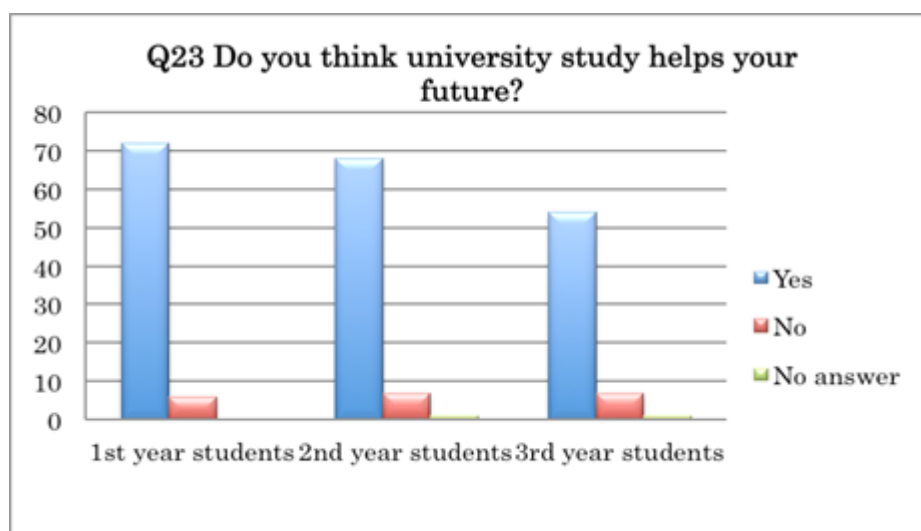


Figure 17. Graph showing how many students thought that university study would help their future

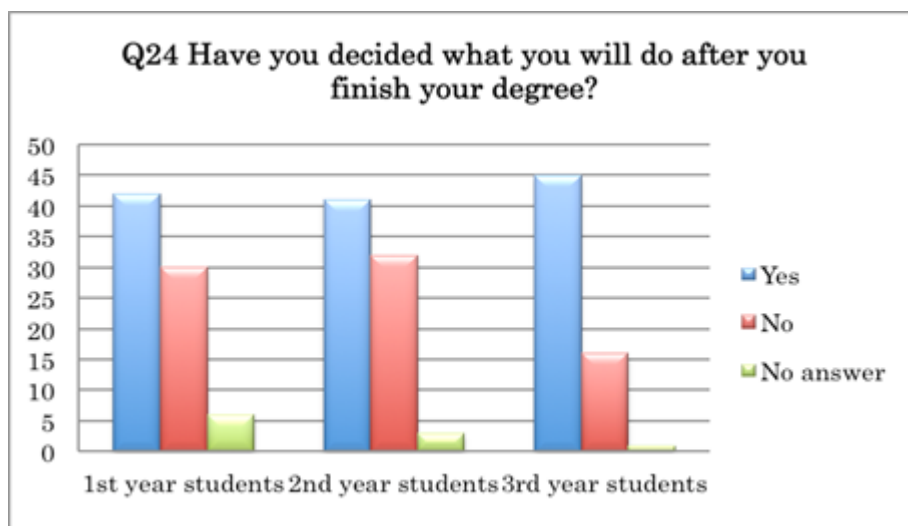


Figure 18. Graph showing how many students had decided what they would do after finishing their degree

In Figure 17, nearly 90% of participants of this study thought university study would help their future. Figure 18 shows whether or not participants of this study had already decided their future. Interestingly, 72% of the third year students had already decided their future, while 54% of both the first and second year students had decided.

There are five tables below which show university athletes’ reasons given for Question 14, how study at the university is different than study at high school (Table 1), Question 20, the most difficult thing about studying with sport club activities (Table 2), Question 21, why studying is important and club activities are important (Tables 3 and 4), and Question 25, what kind of plans after graduation the participants of this study had (Table 5).

Table 1. Number of students who gave particular reasons for thinking university and high school study are different.

Q 14 Please write how exactly different [study at the university is from study at high school]	1st year students	2nd year students	3rd year students	Total
Increase of self-study time	5	3	2	10
Learner centered style classes	16	4	16	36
Increase in writing reports instead of exams	2		2	4
Increase of research & giving opinions	5	6		11
Increase of using PC	5	6	2	13
There is no one correct answer but we need to find our opinions	6		8	14
Contents of classes are specialized in the area	9		3	12
There is much homework	1	10	1	12
There is more free time between classes	2	2	3	7
There are deadlines to submit reports		2	1	3

Table 1 shows the answers for Question 14. The most popular answer (N = 36) was that university classes were learner-centered style classes. The next popular answer (N = 14) was that they found there was no one correct answer but they needed to try to find their opinions in classes. Then “using a PC” (N = 13), “much homework” (N = 12), “learning specialized in the area” (N = 12) and “increase of research and giving opinions” (N = 11), “increase of self-study time” (N = 10).

Table 2. Number of students who gave particular difficulties with studying

Q 20 What is the most difficult thing for you to do both study and club activities at the university?	1st year students	2nd year students	3rd year students	Total
I don't have enough time to study because of my club activities	4	25	15	44
Lack of sleep	29	14	17	60
I am physically too tired to study	28	38	30	96
Lack of concentration in class	4	6	3	13
Miss the class due to club activities	3	2	2	7

Table 2 shows the results of Question 20. 44% (N = 96) of the participants answered that they were physically too tired to study because of their club activities. In addition, 27% (N = 60) of the participants answered lack of sleep. Then 20% (N = 44) of the participants answered they did not have enough time to study because of their club activities. As Table 2 shows, over 70% of the participants found that their club activities negatively affected their study.

Table 3. Number of students who gave particular reasons for thinking sport club activities are important

Q 22 Why do you think it so? [Club activities are important]	1st year students	2nd year students	3rd year students	Total
Because I entered this university with a sport recommendation	9	10	9	28
I think I can do my sport while I am a university student. I don't think I'll have time to do it after I work.	8	6	11	25
I want to get a job doing something with my sport which I am playing now.	4		1	5
I want to be a professional sport player in the future.	2			2
I don't think I want to be a professional but I want to try my best for my sport now.	2	3	6	11
I love my sport.	8	2	2	12
I think sport club activities are more useful than study at university for the future.		1		1
I learn many things from sport club activities.			1	1
I enjoy communication with my teammates.			1	1

Table 3 shows reasons from those who answered “club activities” for Question 21 (Which is important for you, club activities or study at the university?). The most popular answers were “because I entered this university with sport recommendation” (N = 28) and “I think I can do

my sport while I am a university student. I don't think I'll have time to do it after I work” (N = 25). Then “I love my sport” (N = 12) and “I don't think I want to be a professional but I want to try my best for my sport now” (N = 11).

Table 4. Number of students who gave particular reasons why study is important at university

Q 22 Why do you think it so? (Study at a university is important)	1st year students	2nd year students	3rd year students	Total
University is the place to study.	14	9	9	32
Study helps my future.	9	16	6	31
I don't think I can make a living with my sport in the future.	1	3		4
I must study to participate in my sport club activities because of rules of the department policy.	6	2		8
I want to get a degree.	2	5	3	10
I like study.		3		3

Table 4 shows the answers for Question 21 from those who answered “Study at a university.” 36% (N = 32) of the participants answered “university is the place to study” and 35% (N = 31) of the participants answered “study helps my future.” 11% (N = 10) answered “I want to get a degree.” Over 70% of the participants saw study at a university positively, as the first two reasons in the Table 4 show.

Table 5. Number of students who gave particular goals for what they will do after finishing their degree

Q 25: Please tell me what it is [that you will do after you finish your degree]	1st year students	2nd year students	3rd year students	Total
I want to get a job in a company and keep doing my sport as my hobby	5	6	16	27
I want to be a public servant and keep doing my sport as a hobby.	7	5	2	14
I want to be a PE teacher at school	2	2		4
I want to work for a company as a contract professional sport player.	4	6	3	13
I want to be a full time professional sport player.	5		3	8
I will study at a graduate school and keep doing my sport there	1	3		4
I will study at a graduate school and I will retire from my sport	1			1
I will retire from my sport after graduation and I will get a permanent job at a company	8	9	13	30
I want to be a fulltime coach for my sport	8	12	6	26

Table 5 shows the answers for the participants’ future careers. 24% (N = 30) of the participants answered, “I will retire from my sport after graduation and I will get a permanent job at a company.” Then 21% (N = 27) of the participants answered, “I want to get a job in a company and keep doing my sport as my hobby.” Another 21% (N = 26) answered, “I want to be a full time coach for my sport.” On the other hand, only 6% (N = 8) answered, “I want to be a full

time professional sport player.” 10% (N = 13) of the participants answered “I want to work for a company as a contract professional sport player.” In Japan, sports which are very popular such as baseball and soccer have their professional leagues. When professional players in these leagues succeed in their careers, they are able to earn multi-million dollars. However, sports which are considered as minor sports such as canoe, lacrosse, field hockey, and so forth, are not often able to have professional leagues for financial reasons. Thus, players of these sports often belong to teams owned by companies and they make contracts with their teams to play and work for them.

Discussions

University Athletes' Dilemmas

The aims of this study were to investigate university athletes' dilemma of managing both study and sport performance effectively, and to find answers for how university athletes could effectively manage both their study and sport club activities. First of all, this study found similar results to the point raised by Inoue et al., (2011). Based on the results in Figures 1, 2, and 6, university athletes in this study tended to be very busy for their club activities. Because many of them participated in their club activities almost every day and spent between two and four hours almost every day, they did not tend to have enough sleep hours. Moreover, as Figure 15 showed, over 60% of participants of this study admitted that they found it difficult to do well on both club activities and study at the university. These results indicate that club activities had a negative effect on university athletes' study in either being physically too tired or lacking sleep time. However, as Figure 17 shows, about 90% of the participants in this study admitted that study at the university would help their future. Thus, many university athletes in this study were motivated to study but they were less likely to be sure how to find time for study.

Another dilemma of university athletes in this study was found. Some university athletes felt pressure to be seriously involved in club activities because they came to the university with their sport recommendation. As both Tables 3 and 5 show, many university athletes of this study did not aim to be professional sport players after their graduation. However, because of entering the university with the sport recommendation, university athletes felt a strong responsibility to seriously participate in their club activities. This pressure possibly results in one of the Japanese traditional values regarding the school sport environment. Tobashima and Ebishima (2011) explain that a part of the Japanese education system encourages both types of extreme students, such as those who try to focus on sport activities with less study, and those who try to study hard with almost no sport activities. Under such an educational environment, sport students in particular tend to lose their motivation to study and also take a risk regarding future employment if they fail to become professional athletes. As opposed to Tobashima and Ebishima's study (2011), university athletes in this study showed that study at university was important for their future as Figure 17 shows. However, many university athletes, in particular those who came to the university with their sport recommendation, retain a strong responsibility to seriously participate in their sport club.

Financial Support is Important for University Athletes

Two university athletes' dilemmas were found in this study. This study proposes how university athletes can manage these dilemmas. First, to keep a balance of both study and sport club activities for university athletes, financial support is important for them. As Figure 6 shows, over the half of university athletes in this study did not have part time jobs. This is because university athletes in this study were busy with their club activities as shown in Figure 1, 2, and 6. They did not have time to do part-time work. In addition, as Figure 4 shows, around

30% of university athletes in this study lived with their parents and as Figure 5 shows, over 50% of university athletes in this study who lived alone relied on financial support from their parents. These results prove that university athletes in this study do not tend to have enough time to earn money to financially support themselves. These results also show that university athletes in this study need to heavily rely on their parents' financial support to keep a balance of both study and club activities.

Peer Learning to Succeed

To support university athletes in order to succeed in both study and sport performance, peer learning is key. In this study, there were some university athletes who studied together with either their teammates or their seniors in their sport clubs as the both Figures 11 and 14 show. Around 50% to 60 % of the university athletes studied with their teammates or with senior members of their sport clubs. Students often work in small group in classes as well. For example, Sugino (1994) explains that group work facilitates learners' abilities in language and Johnson et al. (2001) explains that group work results in higher productivity and higher educational achievement when group work is effectively used. Some participants in this study effectively used study in small groups to manage both club activities and study. Thus, promoting effective peer learning skills with university athletes is a key for their success in both study and club activities in the university. The author believes that it is important for lecturers to encourage university athletes to study together with others in and out of classes.

Collaborative Work between Lecturers and Sport Coaches

The third key for university athletes to succeed in both study and sport performance is collaborative work between lecturers and sport coaches. The author believes that it is important for both university lecturers and sport club coaches to collaborate with each other to support university athletes. In Japanese universities, lecturers are not often involved in club activities. Nakazawa (2011) explains that university lecturers are often too busy with their work and they do not normally have time to look after university clubs. In order to solve this problem, many universities employ sport coaches for sport clubs who mainly look after their sport clubs. In addition, sport coaches often do not involve themselves in university study. They focus on looking after the university athletes' sport performance. As Figure 13 shows, in this study sport club coaches did not tend to support university athletes' study well. There was not much collaborative work between lecturers and sport coaches to support university athletes. The author of this study believes that coaches play an important role in university athletes' academic results. According to Bell (2009), in America, university sport coaches are required by the NCAA to look after university athletes on both sport and study. Bell (2009) explains that sport coaches tend to explain how important university study is in university athletes' futures. Such sport coaches' involvement in university athletes' study contributes to retaining a high graduation rate in the USA. The results of this study show that both lecturers and sport coaches in Japan do not tend to collaborate with each other to support university athletes in order to do well in both their study and sports. Thus, in order to solve this issue, it is important for both lecturers and sport coaches to communicate with each other and collaboratively support university athletes.

Conclusion

This study investigated university athletes' dilemma of managing both study and sport performance effectively, and to tried to find answers for how they could effectively manage both their study and sport club activities. This study found that many university athletes had dilemmas. Firstly, university athletes in this study tended to be very busy for their club

activities and they found it difficult to keep a balance between both study and their club activities. Secondly, they felt pressure to be seriously involved in their club activities because they came to the university with their sport recommendation. However, many university athletes in this study admitted that study at the university helped their future and it was important for them. Thus, they were motivated to study. In order to succeed in both study and their sport club activities, this study offers three recommendations. First, university athletes need to have enough financial support in order to keep a balance on both study and their sport performance. As this study showed, university athletes were busy with their sport club activities and they needed to study. Thus they did not have time for part-time work to support themselves. Second, peer learning would help university athletes to study. Some university athletes in this study used it effectively with their teammates and senior members of their sport clubs. Third, it is important to develop collaboration between university lecturers and sport club coaches for university athletes. As Bell's study (2009) pointed out, sport club coaches' active involvement in the university athletes' study enhanced athletes' academic performance. Also, lecturers' active support for university athletes would help university athletes to keep a balance of both study and sport performance. This study was limited to exploring university athletes in one of the private universities in Japan. In order to improve the quality of this research, this study could have included university athletes in either national or public universities in Japan to compare the results.

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Appendix

Questions which were used in this study:

- Q 1: What year are you in?
- Q 2: Are you a man or woman?
- Q 3: How many days do you have club activities per week?
- Q 4: How long do you practice in your club on weekdays?
- Q 5: How long do you sleep every day on average?
- Q 6: Do you live alone or with your parents?
- Q 7: Who pays for all expense for your living?
- Q 8: Do you have a part time job or not?
- Q 9: How long do you work per week?
- Q 10: How long do you study English per week?
- Q 11: Where do you normally study?
- Q 12: When do you study?
- Q 13: Do you think study at the university is different from study at the high school?
- Q 14: How different is it?
- Q 15: Do you get any study support by senior members in your sport club?
- Q 16: Do you help junior members in your club to study?
- Q 17: Does your sport club coach say something about your study?
- Q 18: Do you study with your teammates?
- Q 19: Do you think it is difficult for you to do both study and club activities at the university?
- Q 20: What is the most difficult thing for you in doing both study and club activities at the university?
- Q 21: Which is important for you, club activities or study at the university?
- Q 22: Why do you think it so?
- Q 23: Do you think university study helps your future?
- Q 24: Have you decided what you will do after you finish your degree?
- Q 25: Please tell me what it is.

Guide for Authors

Article structure

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A concise and factual abstract is required (maximum length of **250 words**). The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separately from the article, so it must be able to stand alone. For this reason, References should be avoided, but if essential, then cite the author(s) and year(s). Also, non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.

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Immediately after the abstract, provide a maximum of **6 keywords**.

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Present purposes of the study and provide background for your work.

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Include a pertinent literature review with explicit international connections for relevant ideas. Discuss the findings of published papers in the related field and highlight your contribution.

Methodology and methods

Provide sufficient detail to allow the context of the work to be thoroughly understood and/or for the work to be reproduced. Provide sufficient detail for readers to understand how you engaged in your inquiry. Clear descriptions of your context and participants along with strategies used to collect and analyze data should be described.

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This section should explore the significance of the results of the work, not repeat them. Combining your results and discussion into a single section may be suitable. Returning to relevant literature from the introduction should show how your work connects with or interrupts already published literature.

Conclusions

The main conclusions of the study may be presented in a Conclusions section, which can include the main findings, the implications, and limitations.

Appendices

If there is more than one appendix, they should be identified as A, B, etc.

Acknowledgements

Collate acknowledgements in a separate section at the end of the article before the references and do not, therefore, include them on the title page, as a footnote to the title or otherwise. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.).

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Footnotes should be used sparingly. Number them consecutively throughout the article, using superscript Arabic numbers.

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