

***Supporting University Athletes to Succeed in Both Academic and Sport Performance at a University in Japan***

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**Abstract**

University athletes often face a dilemma of succeeding in both academic performance and sport performance. For example, Inoue et al (2011) found that university athletes often found it very difficult to make time to study because of their physical fatigue. The future of university athletes is often uncertain. Some might succeed in their sport fields after finishing their study but most of them will retire from sports and choose to get stable jobs in their lifetime. Although university athletes need to take a balance on academic and sport performance at university, the author of this study believes that it is extremely hard for them to do it. Thus, the aim of this study is to investigate 1: how university athletes can effectively manage both their study and sport club activity, 2: if there are any problems in managing both study and club activities, then how university staff can support university athletes. All participants of this study belong to university sport clubs and they major in sport and health science at a private university in Japan. Questionnaires are used in order to collect the data and 216 responses in total were collected. The data is quantitatively analyzed. The results show that participants spent more time on their club activities than study in general although over the half of the participants think studying at university is important.

Keywords: university athletes, study and sport performance

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## **Introduction**

In Japan, some university sports such as baseball and long distance 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 and they could earn more than enough money to support their entire life after their graduation of their university. 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 of both learning what they are interested in and preparing for their future careers. Although university staff, including both teaching staff and administrative staff try to do their best for university students, the author of this study realizes that university athletes seem to have some problems of coping with both study and their sport club activity at the same time. The aim of this study is to explore how university athletes in this study manage to keep a balance between their sport club activity and their study. Also, it explores how university staff can support university athletes to succeed in their future life. This study adopts both quantitative and qualitative approaches to analyze the data. Questionnaires are used for quantitative analysis. There are 25 questions on the questionnaires for the participants of this study. The participants in this study are majoring in sport and health science in a private university in Japan and all of them belong to their sport clubs. In discussions, this study includes three suggestions to support university athletes to manage both study and their sport club activity. Firstly, it is important for both university lecturers and sport club coaches collaboratively communicate each other to support university athletes. Secondly, it is important for university athletes to understand what university sport is. Thirdly, university athletes need to have strong motivation to succeed in both sport club activity and study at their university. Some past studies of supporting university athletes are explored in the next part.

## **Literature review**

For many university athletes, taking a balance of both study and practice time for their sports is not easy. In particular, Japanese university sport clubs are sometimes described as an army or navy since many of them have strict rules in their clubs. Often first year 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 et al (2011) reported that those who belong to sport clubs do not tend to take a break as efficiently than 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 their part time jobs on days which they don't have their club activities. As a result, those who belong to their sport clubs find it difficult to take a break.

Orihara and Meguro (2006) point out another problem which many university students face once they start their university life. University students normally tend to have more free time than high school students. In addition, university students

officially become the age when drinking is legal and so they face opportunities to go for a drink with their friends. It might disturb their daily life which might cause demotivation of their study. Mizokami (2009) explains a problem of Japanese university education for Japanese university students. Many Japanese university programs are not designed for students to study outside of the university classes. Therefore, many Japanese university students study a lot in their classes but they are not used to study outside their classes.

In Japan, it is believed that university athletes are favored by companies to be hired. 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 and 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 these hardships. However, Hirano (2011) points out that belonging to university sport clubs is not a great advantage for university athletes to get a job. They also need to keep better academic performance in their university in order to get a job. In particular, Hirano (2011) explains that academic writing skill is the most important skill for university students for their job seeking since they need to make a lot of curriculum vitae to apply for a job. Ohtake and Sasaki (2009) explain that many Japanese companies recently expect university students to have both academic knowledge and specialized skills for their jobs.

In short, past studies showed the importance of university study for university athletes' future careers. Belonging to university sport clubs might be advantages for university athletes to get a job after their graduation. However, recently it has become important for university athletes to study at university as well as doing their sport activity for their future careers.

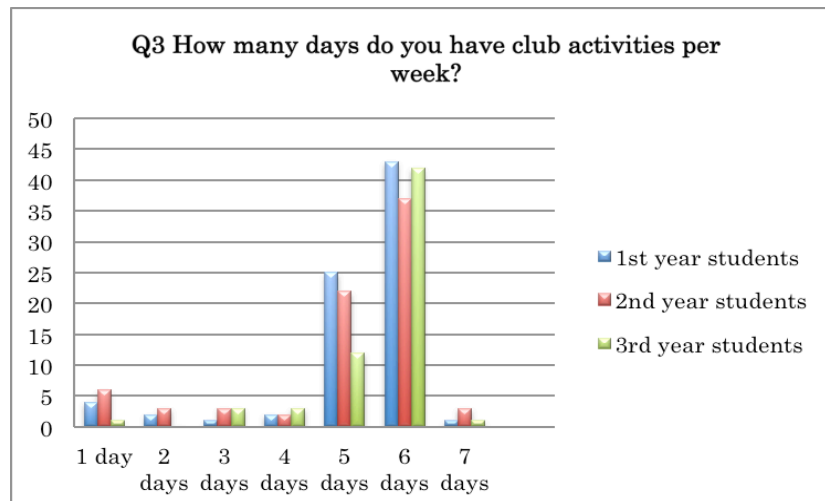
## **Methodology**

The participants of this study are majoring in sport and health science in one of the private universities in Japan. The total of 216 students (1<sup>st</sup> year, 2<sup>nd</sup> year and 3<sup>rd</sup> year students) who belong to university sport clubs answered the questionnaires. The questionnaires were carried out in between October and November 2013. All questions were asked in Japanese for the participants and they answered the questions in Japanese. All questions and answers of the questionnaires were translated into English from Japanese by the author of this study. All questions of questionnaires are listed in the appendix.

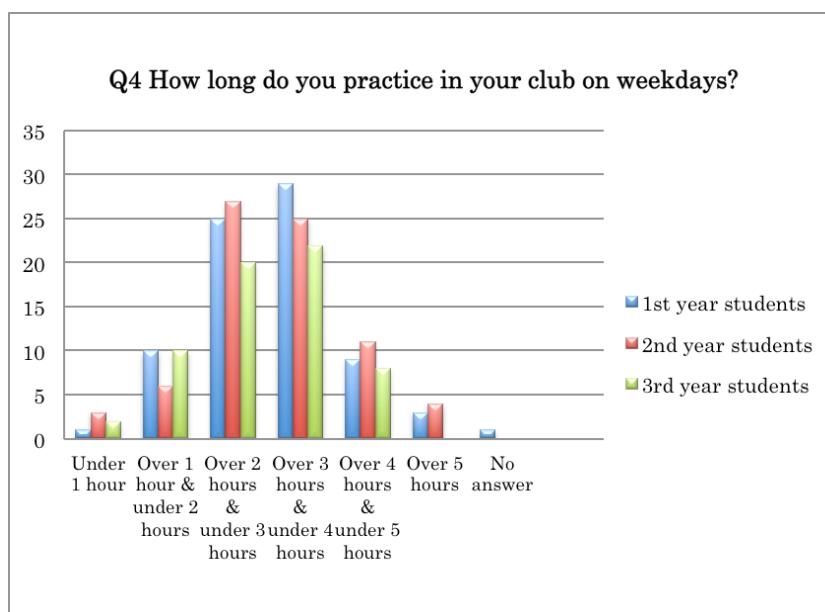
## Results

There are 18 graphs and 5 tables to be explained. To start with, both graph 1 and 2 are looked at.

Graph 1

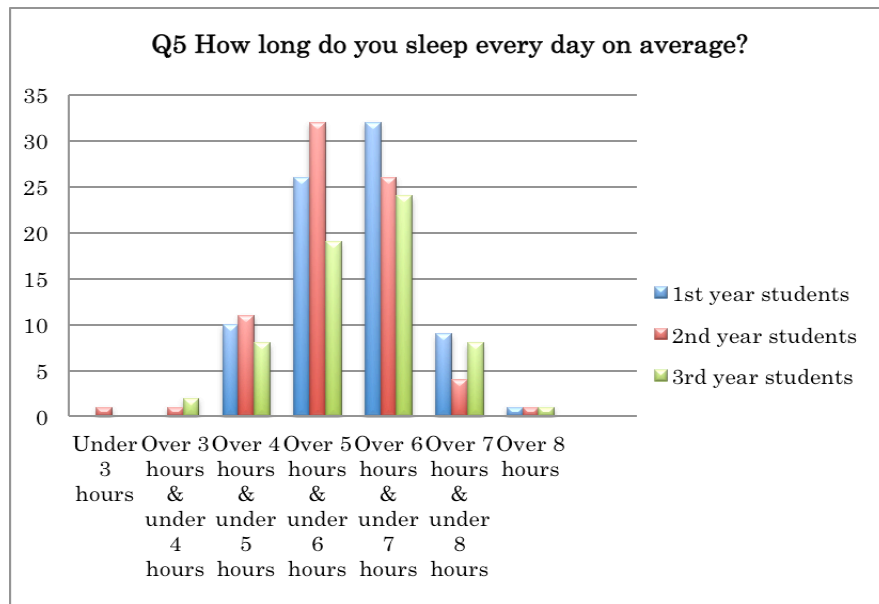


Graph 2

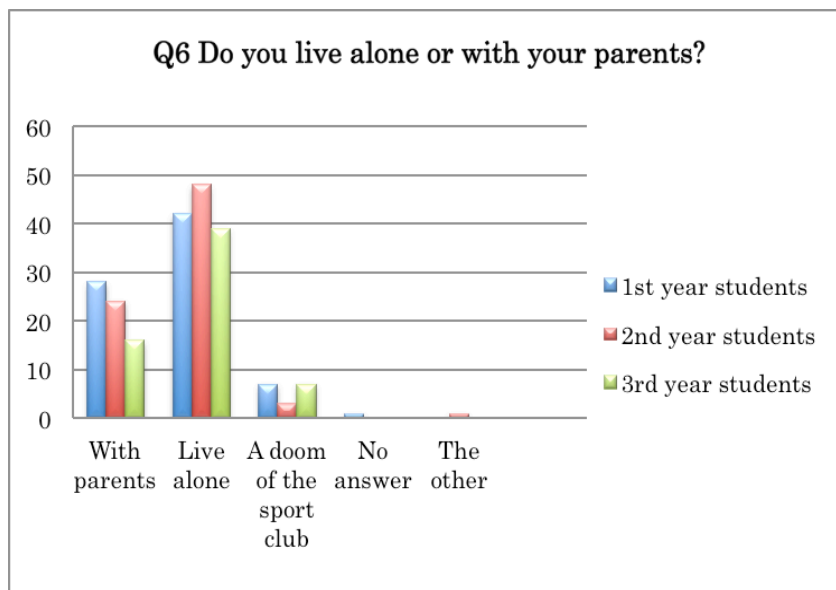


Both graphs 1 and 2 show club activity participations of participants in this study. As the graph 1 shows, most university athletes have either 5 or 6 days of their club activities every week. Moreover, most of university athletes spend in between 2 and 4 hours for their club activities for each day.

Graph 3

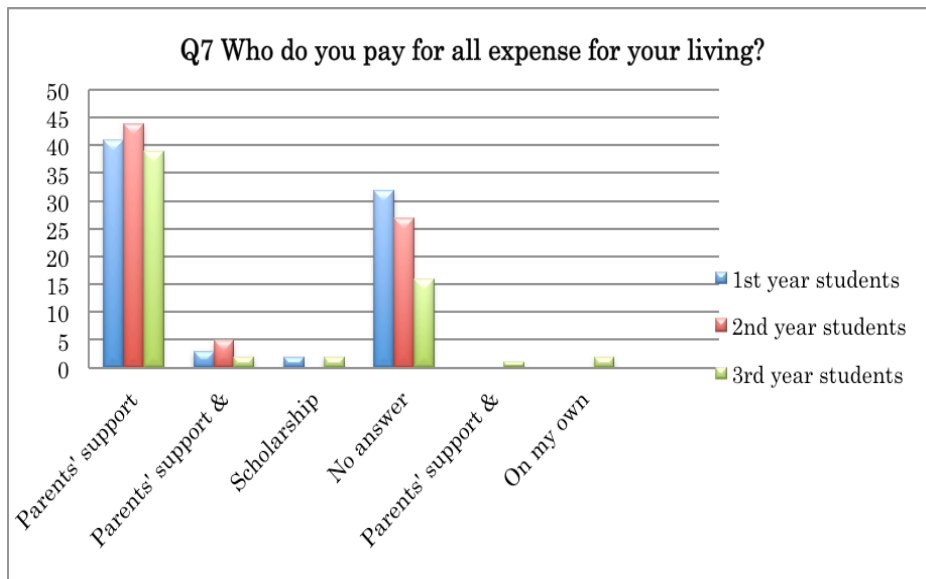


Graph 4



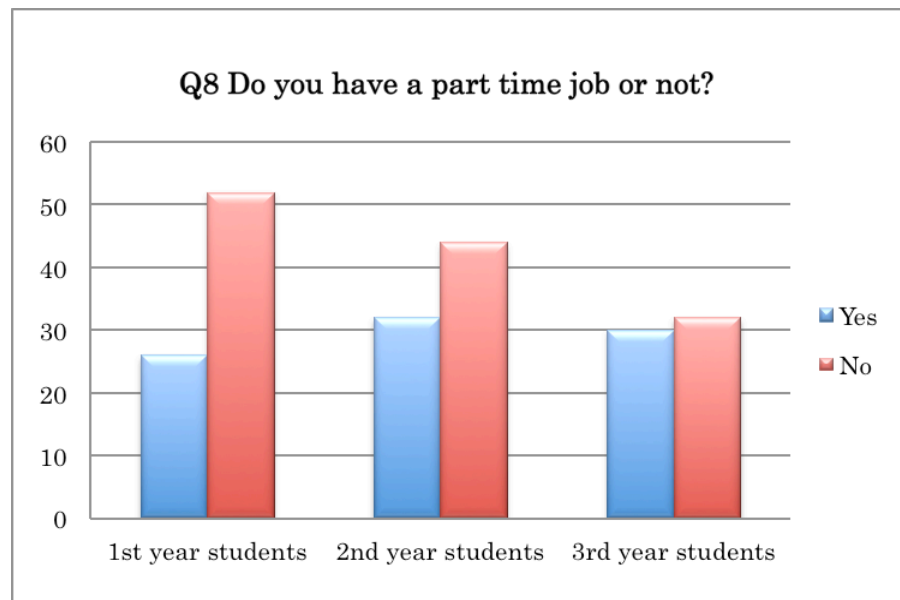
Graph 3 shows that average sleeping hours on every day of university athletes. The popular range of their sleeping hours is between over five and under seven hours on average. Graph 4 shows places of where university athletes live. Over the half or participants in this study live alone (54% of the first year and 63% of both the second and third year). Around 30% live with their parents (36% of the first year, 32% of the second year, and 26% of the third year). Only around 10 % of university athletes stay in their sport club accommodation (9% of the first year, 4% of the second year and 11% of the third year).

Graph 5



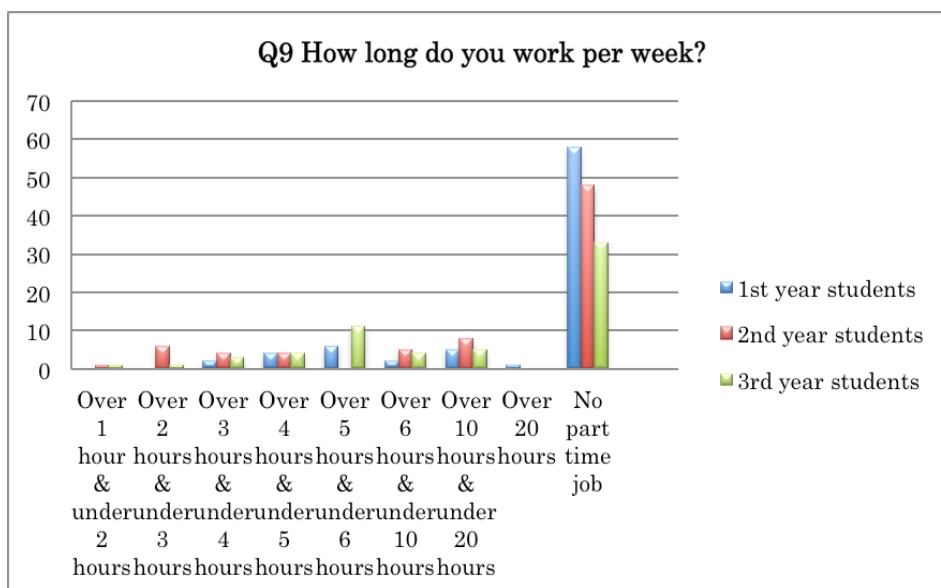
Graph 5 shows an expense source of university athletes' living. Over 50% of university athletes who live independently rely on their parents' financial support to live (52% of the first year, 58% of the second year and 63% of the third year). Only 3 % of university athletes get scholarship to support their living expense (3% of both the first and third year).

Graph 6



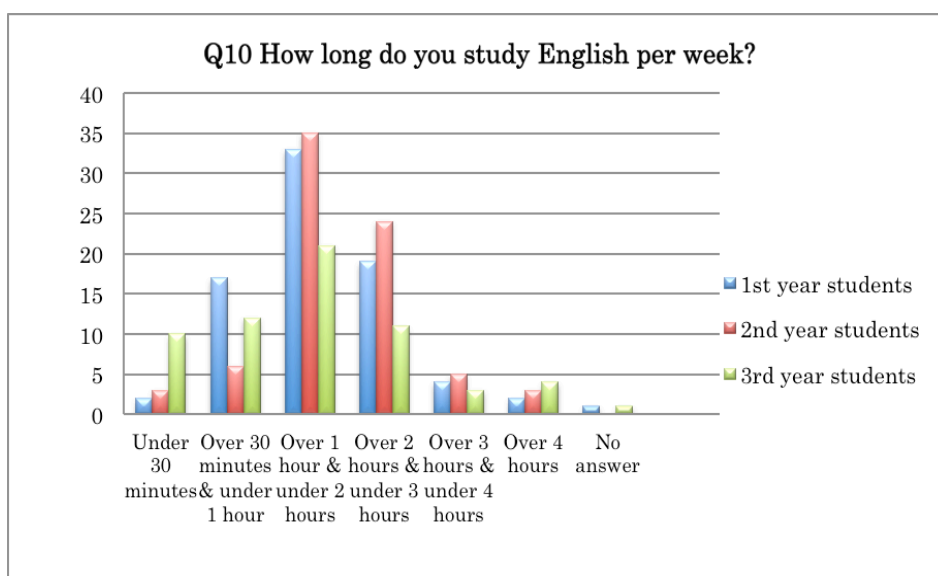
Graph 6 shows whether university athletes have their part time jobs or not. Over the half of the participants in this study do not have part time jobs (67% of the first year, 58% of the second, 52% of the third year).

Graph 7



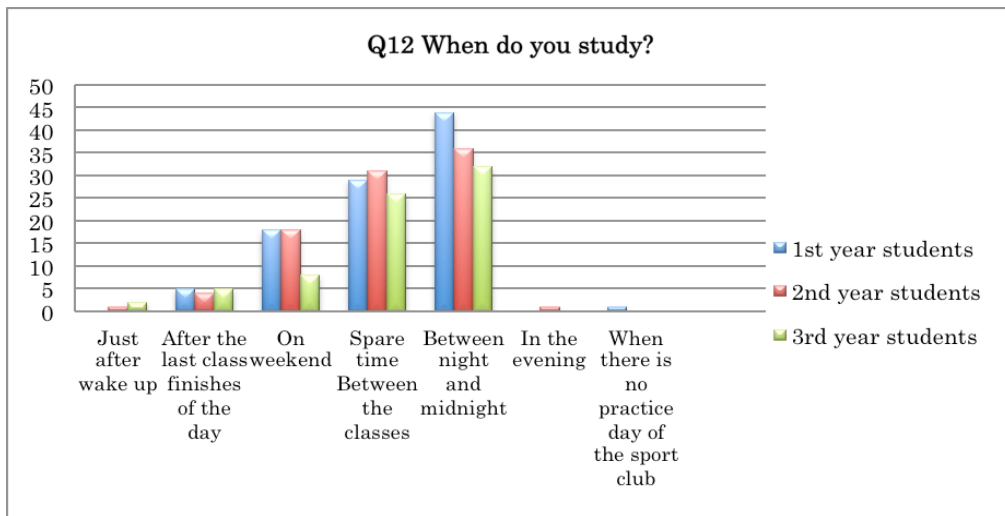
Graph 7 shows working hours of those who have part time jobs. The result shows various working hours. Some work only for between one and two hours but others work over ten hours per week.

Graph 8



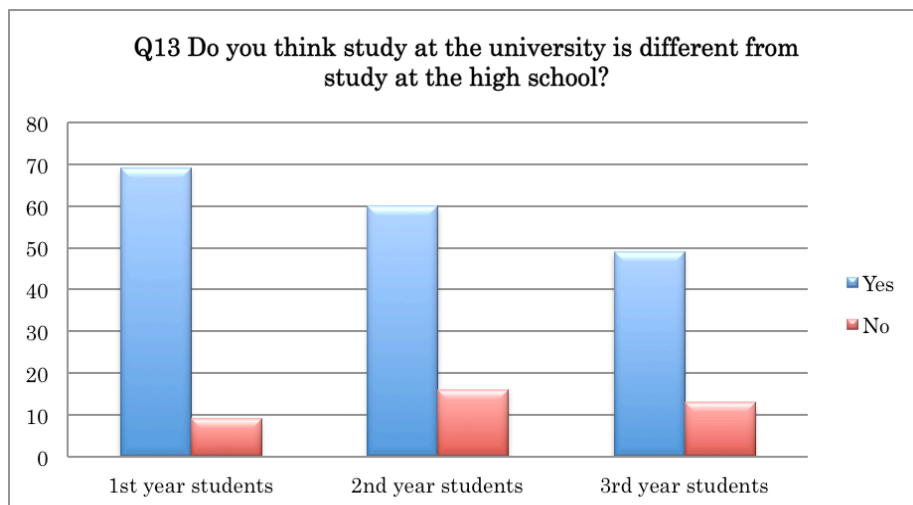
Graph 8 shows the result of study time of university athletes. As the author of this study teaches English, thus graph 8 only shows the study time of their English class. The most popular range of the time slot is between one hour and two hours per week (42% of the first year, 46% of the second year and 34% of the third year). The second popular time slot is between two hours and three hours (24% of the first year, 31% of the second year and 18% of the third year).

Graph 9



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

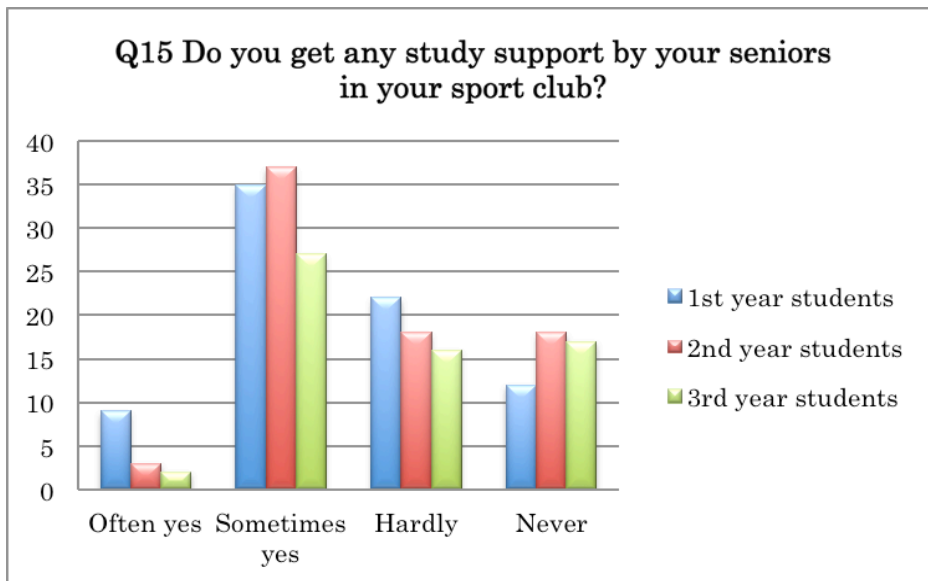
Graph 10



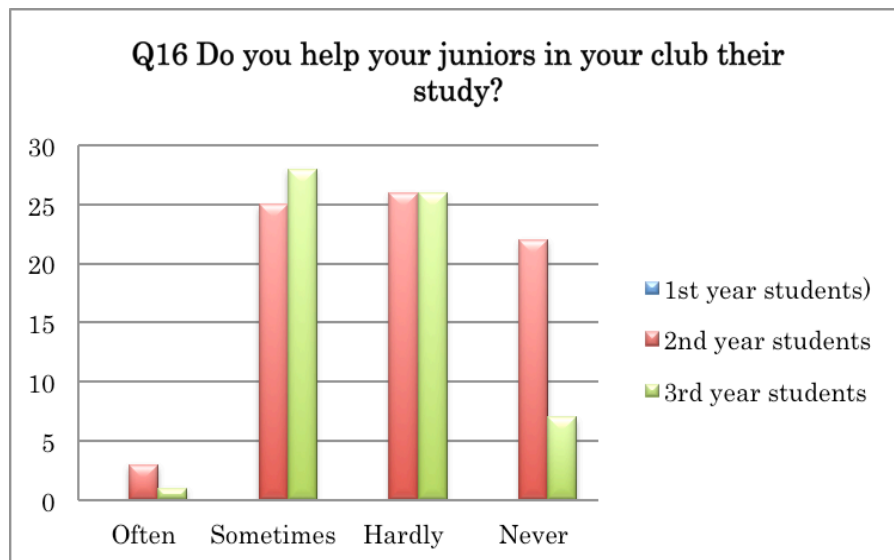
Graph 10 shows whether participants in this study find study at university is different from study at high school. Nearly 80% of participants in this study find it different (88% of the first year, 79% of the second year and 79% of the third year).



Graph 11

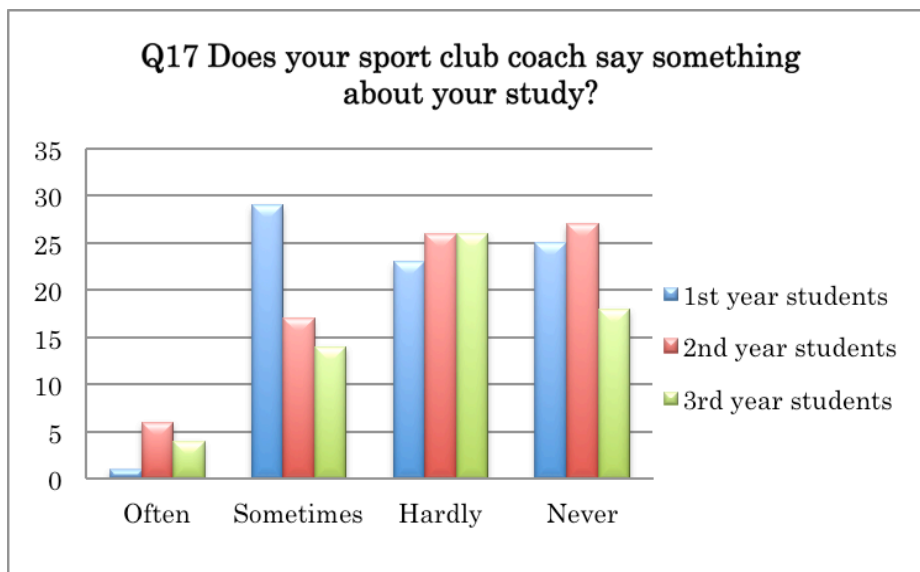


Graph 12

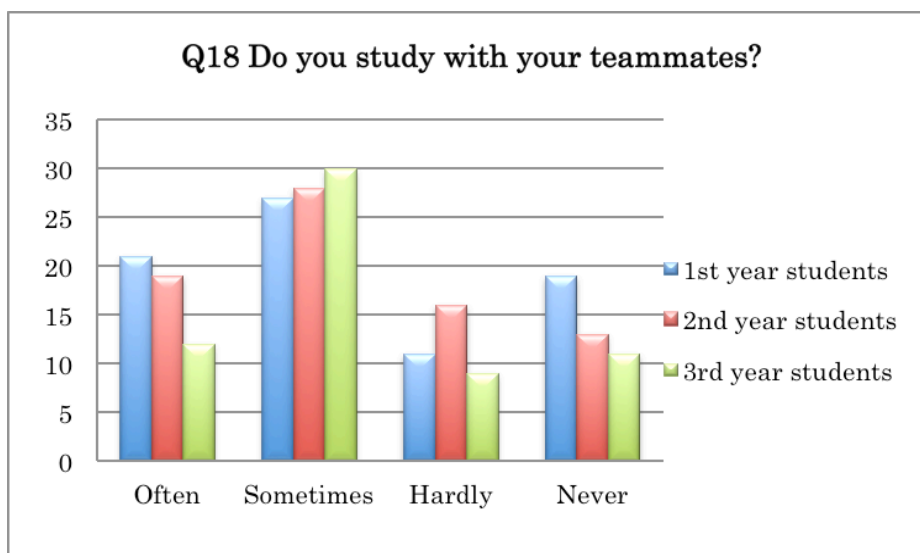


Both graphs 11 and 12 show whether participants of this study support study each other in the team. As graph 11 shows, nearly 50% of participants of this study, including both often and sometimes (57% of the first year, 52% of the second year, and 47% of the third year) support each other. However, nearly another 50% of the participants in this study do not support each other including both hardly and never (42% of the first year, 48% of the second year and 53% of the third year).

Graph 13

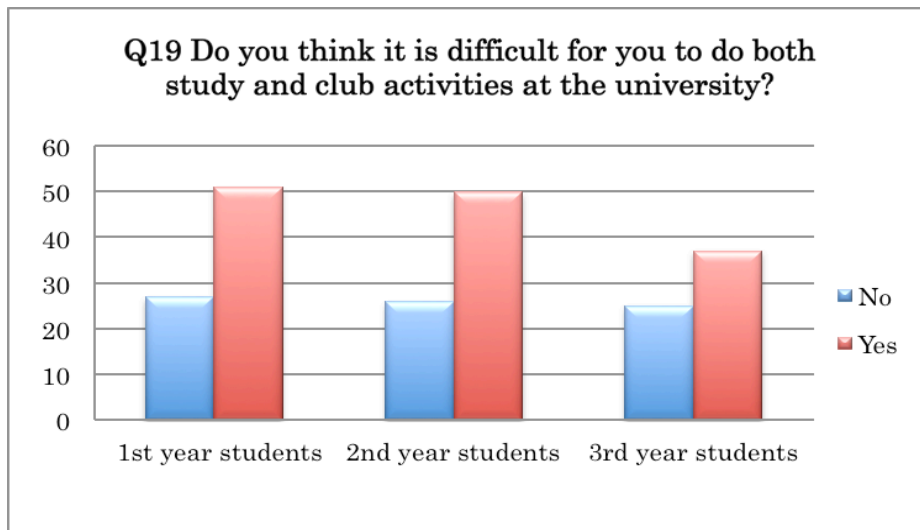


Graph 14



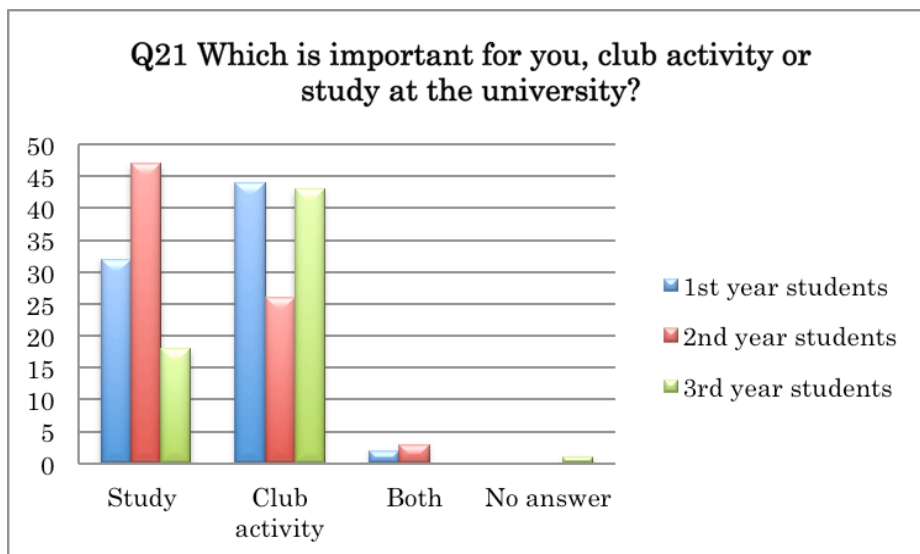
Graph 13 shows whether or not, their sport coach says something about their study at the university. Over 60% of the participants answered either hardly or never (62% of the first year, 70% of the second year and 71% of the third year). Graph 14 shows whether or not participants of this study do their studies together with their teammates. Over 60% of the participants of this study do their studies together with their teammates (62% of both the first year and the second year, and 67% of the third year).

Graph 15



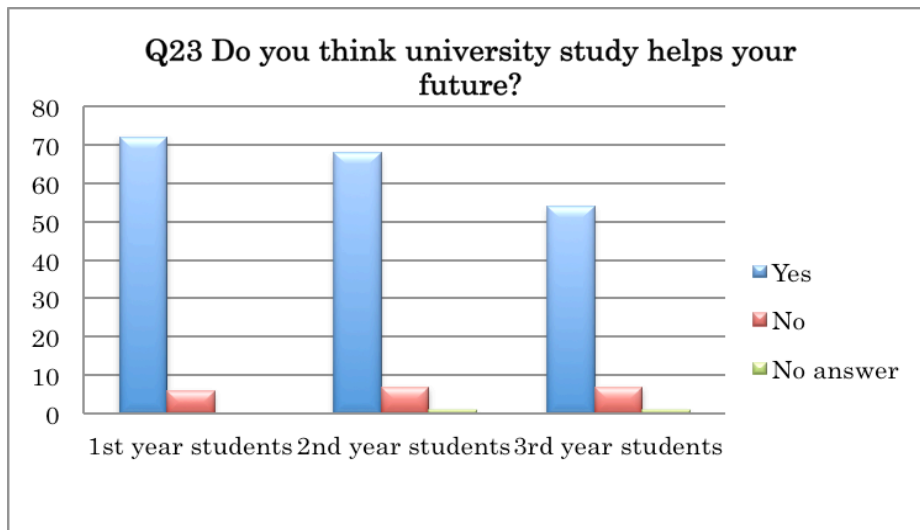
In Graph 15, over 60% of participants of this study admitted doing both club activity and study is difficult (65% of the first year, 66% of the second year, and 60% of the third year). About 30% of participants of this study do not think it so.

Graph 16

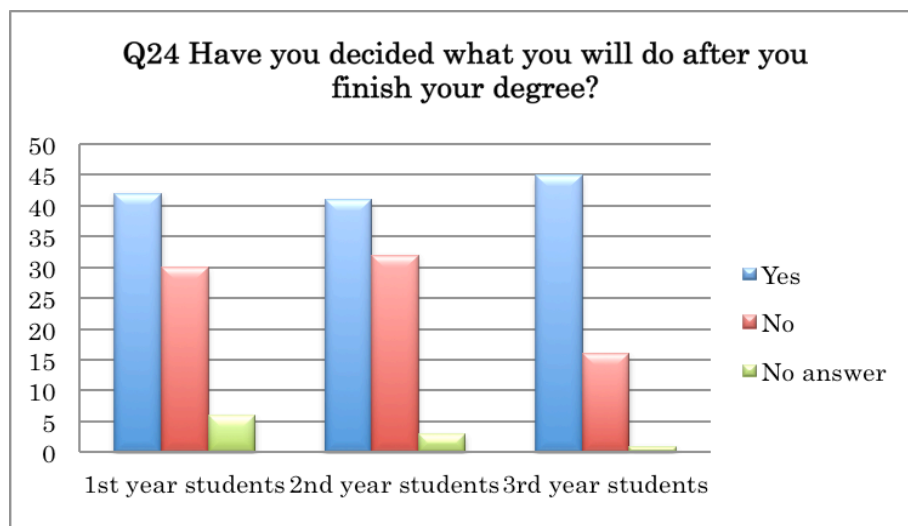


In graph 16, interestingly, both the first year (56%) and the third year students (69%) answered that their club activity was more important than their study. However, 52% of the second year students answered their study was more important than their club activity. Only 30% of them answered their club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

Graph 17



Graph 18



In graph 17, nearly over 90% of participants of this study think university study helps their future. Graph 18 shows whether or not participants of this study have already decided their future. Interestingly, 72% of the third year students have already decided their future while 54% of both the first and second year students have decided it.

There are five tables below which show the reasons of Q13 (Table 1), Q19 (Table 2), Q21 (Both tables 3 and 4), and what kind of plans after graduation the participants of this study have on Q25 (Table 5).

Table 1

| <b>Q14 Please write how exactly different</b>                   | <b>1st year students</b> | <b>2nd year students</b> | <b>3rd year students</b> | <b>Total</b> |
|---|--------------------------|--------------------------|--------------------------|--------------|
| Increase of self study time                                     | 5                        | 3                        | 2                        | 10           |
| Lerner centered style classes                                   | 16                       | 4                        | 16                       | 36           |
| Increase of 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 are much homework   | 1                        | 10                       | 1                        | 12           |
| There are more free time between classes                        | 2                        | 2                        | 3                        | 7            |
| There are deadlines to submit reports                           |                          | 2                        | 1                        | 3            |

Table 1 shows the answers for Q14. The most popular answer (N=36) was that university classes are learner centered style class. The next popular answer (N=14) was that they found there was no one correct answer but they needed to try to find their answers in classes. Then “using 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) are followed.

Table 2

| <b>Q20 What is the most difficult thing for you to do both study and club activities at the university?</b> | <b>1st year students</b> | <b>2nd year students</b> | <b>3rd year students</b> | <b>Total</b> |
|---|--------------------------|--------------------------|--------------------------|--------------|
| I don't have enough time to study because of my club activity   | 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 activity   | 3                        | 2                        | 2                        | 7            |

Table 2 shows the results of Q20. 44% (N=96) of the participants answered that they were physically too tired to study because of their club activity. In addition, 27% (N=60) of the participants answered lack of sleep. Then 20% (N=44) of the participants answered they did not enough time to study because of their club activity. As the table 2 showed, over 70% of the participants found that their club activity negatively affected in their study.

Table 3

| <b>Q22 Why do you think it so? (Club activity)</b>   | <b>1st year students</b> | <b>2nd year students</b> | <b>3rd year students</b> | <b>Total</b> |
|--|--------------------------|--------------------------|--------------------------|--------------|
| Because I entered this university with 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 something with my sport which I am playing now.  | 4                        |                          | 1                        | 5            |
| I wan 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 activity is more useful than study at university in the future.                             |                          | 1                        |                          | 1            |
| I learn many things from sport club activity.  |                          |                          | 1                        | 1            |
| I enjoy communication with my teammates.   |                          |                          | 1                        | 1            |

Table 3 shows reasons for Q21 and shows those who answered “Club activity” for Q21 (Which is important for you, club activity or study at the university?). The most popular answers are “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) are followed.

Table 4

| <b>Q22 Why do you think it so? (Study at a university)</b>                                       | <b>1st year students</b> | <b>2nd year students</b> | <b>3rd year students</b> | <b>Total</b> |
|--|--------------------------|--------------------------|--------------------------|--------------|
| University is the place to study.  | 14                       | 9                        | 9                        | 32           |
| Study helps my future.   | 9                        | 16                       | 6                        | 31           |
| I don't think I can live with my sport in the future.  | 1                        | 3                        |                          | 4            |
| I must study to participate in my sport club activity 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 Q21 and shows 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 positively see study at a university as the first two reasons in the table 4 showed.

Table 5

| <b>Q25: Please tell me what it is for those who answered "yes" on Q24. (multiple answers)</b> | <b>1st year students</b> | <b>2nd year students</b> | <b>3rd year students</b> | <b>Total</b> |
|---|--------------------------|--------------------------|--------------------------|--------------|
| 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 my sport.                                 | 1                        |                          |                          | 1            |
| I will retire 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 their professional leagues normally 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

There are some points to discuss here. First of all, university athlete’s life in this study tends to be very busy. As the graph 1 showed, most university athletes participated in their club activities almost every day. In addition, they spent between two and four hours on their practice session almost every day as the graph 2 showed. However, most university athletes were able to take between five to eight hours sleep every day. This figure of sleeping hours was interesting to observe. One of the reasons which allow them to get such enough sleeping hours could be their parents’

financial support for university athletes. As the graph 6 showed, over the half of university athletes in this study did not have part time jobs. As the graph 4 showed, around 30% of university athletes in this study lived with their parents and as graph 5 showed, over 50% of university athletes in this study who lived alone relied on financial support from their parents. Moreover, as the graph 6 showed, nearly 60% of university athletes in this study did not have part time jobs and they have either 5 or 6 days of their club activities every week as the graph 2 showed. 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 do both study and their club activities. Thus parents' financial support tends to be a key to provide university athletes to spend time for both study and club activities with enough sleeping hours.

Secondly, as the graph 15 showed, over 60 % of the participants of this study (65% of the first year, 66% of the second year, and 60% of the third year) admitted that they found difficult to do well on both club activities and study at the university. As the table 2 showed, club activity had a negative effect on university athletes' study in either being physically too tired or lacking sleep time. However, graph 17 showed that about 90% of the participants in this study (92% of the first year, 90% of the second year, and 87% of the third year) thought study at the university would help their future. Thus, many university athletes in this study are motivated to study but they are less likely to be sure how to study at the university. On the other hand, there was a positive side of belonging to university sports clubs for university athletes. There were some university athletes who studied together with either their teammates or their seniors in their sport clubs as the both graphs 11 and 14 showed. Working in a small group is often used in classes. For example, Sugino (1994) explains group work facilitates learners' abilities in the language and Johnson et al. (2001) explain 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 try to manage both club activity and study.

Thirdly, as both tables 3 and 5 showed, many participants of this study did not aim to be professional sport players after their graduation. However, those who came to the university with their sport recommendation found it was their responsibility to participate in their club activity seriously. Also, as the table 2 showed, club activity negatively affected in university athletes' study by either physical tiredness or lack of sleep. Those who will retire from their sports after graduation need to consider their future career as non-professional sport players. Thus, it is important for them to study in the university and to seriously think what they are going to do for their future. However, as the results showed, because of being physically tired or lack of sleep, the participants of this study tend to miss opportunities in their classes to study for their future career.

The author of this study has three suggestions in order to support university athletes to improve their academic performance in the university classes. Firstly, it is important for both university lecturers and sport club coaches to collaborate with each other to support university athletes. The results of this study such as both graphs 15 and 17 showed that although many university athletes in this study tried to do well on both study and their club activities, they found it difficult to do both of them at the same time. In Japanese universities, lecturers do not often involve in club activities.



Nakazawa (2011) explains that university lecturers are often too busy for what they have to do 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.

On the other hand, in Japan, although sport coaches tend to focus on looking after the university athletes' sport performance, sport coaches often do not involve themselves in university study. As the graph 13 showed, sport club coaches do not tend to support university athletes' study well. The author of this study believes that coaches play an important role in university athletes' academic results. According to Bell (2009), in America, sport coaches of university sport clubs 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' future. Such sport coaches' involvement in university athletes' study contributes to keeping the highest graduation rate in the USA. The results of this study show that both academics 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 academics and sport coaches to communicate with each other and collaboratively support university athletes.

Secondly, the author believes that it is important for university athletes to understand what university sport is. Toba and Ebishima (2011) explain that a part of the Japanese education system makes both extreme students such as those who try to focus on sport activity with less study, and those who try to study hard with almost no sport activities. Under such an educational environment, sport students in particular not only tend to lose their motivation to study but also they will take a risk with no job in the future if they fail to become professionals and thus earn money for their living. Therefore the author of this study believes that it is better for university athletes to prepare their future not only by focusing on doing their sport club activity but also study hard at the university. Some might be able to become professional sport players and to earn more than enough money to support their entire life. However, all professional sports players will retire sooner or later and they always have a risk of getting injured at some stage. Sooner or later, most professionals need to take another job to live, after their retirement of their sports. Thus, it is important for university athletes to try to do better in both sport club activity and study at their university.

Thirdly, university athletes need to have a strong motivation to succeed in both sport club activity and study at their university. Although around 60% of the participants in this study admitted doing both club activity and study was difficult as graph 15 showed, some participants try to do their best to manage both sport club activity and their study. For instance, the graph 9 showed, around 30% of the participants of this study use their spare time between their classes on campus to study. In addition, both graphs 11 and 14 showed, around 50% to 60 % of the participants of this study studies with their teammates or with their seniors in their teams. On the table 1, some participants answered "there are more free time between classes" and "increase of self study time". Thus, university athletes have time to study while they are on campus. If they effectively use these free time as much as they can for their study, they do have time to study for their degree on campus. In order to do it, university athletes need to have strong motivation to study at the university.

## **Conclusion**

This study explored how university athletes manage both their sport activity and academic study in their university. There were two research questions in this study. Firstly, this study explored how university athletes in this study managed to keep a balance between their sport club activity and their study. Secondly, this study explored how university staff could support university athletes to succeed in their future life.

In order to answer the first question of this study, the results of this study answer the question. First of all, as the graph 1 to 6 showed, in order to succeed in doing both study and sport club activity, financial support for university athletes was important. Over 50% of the participants of this study who lived alone needed to rely on financial support from their parents. Most participants of this study participated in their sport club activity nearly every day on weekdays. It suggested that they did not have time to have part time work to support their living expense. Second of all, as the graph 15 showed, over 60% of university athletes in this study found that it was not easy to keep a balance between both study and their club activity. In addition, the table 2 showed some reasons such as either physically tiredness or lack of sleep. However, some university athletes effectively used their teammates to try to keep a balance on both study and their sport club activity. As both graphs 11 and 14 showed, around 50% of the participants of this study studied with their seniors in their sport club and nearly 60 % of the participants in this study studied with their teammates. Last of all, the results of this study showed that sport club activity negatively and positively influenced on university athletes' university life. On the negative side, due to their sport club activity, many university athletes were either physically too tired or lacked enough sleep for their study. On the other hand, some university students collaboratively used their teammates and seniors in their clubs to study together.

In order to answer the second research question, the author of this study proposed the three suggestions in discussions. The first suggestion was the importance of collaboration between university lecturers and sport club coaches for university athletes. The graph 13 showed, sport club coaches in this study hardly commented on the participants' study. Past studies such as Bell (2009) found that sport club coaches' involvement in the university athletes' study enhanced athletes' academic performance. In order to invite sport coaches' involvement into athletes' study. Although some university athletes might be able to become professionals after they leave the university, sooner or later they will retire. Study at the university will help university athletes to find their second life after their retirement from their sports. The third suggestion was the importance of university athletes' strong motivation to study. Some highly motivate university athletes in this study effectively used their free time between their classes. Thus, by having strong motivation to study, university athletes can maximize their academic 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 a national or public universities in Japan to compare the results.

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## **Appendix**

- Q1: What year are you in?
- Q2: Are you man or woman?
- Q3: How many days do you have club activities per week?
- Q4: How long do you practice in your club on weekdays?
- Q5: How long do you sleep every day on average?
- Q6: Do you live alone or with your parents?
- Q7: Who do you pay for all expense for your living?
- Q8: Do you have a part time job or not?
- Q9: How long do you work per week?
- Q10: How long do you study English per week?
- Q11: Where do you normally study?
- Q12: When do you study?
- Q13: Do you think study at the university is different from study at the high school?
- Q14: How different is it?
- Q15: Do you get any study support by your seniors in your sport club?
- Q16: Do you help your juniors in your club their study?
- Q17: Does your sport club coach say something about your study?
- Q18: Do you study with your teammates?
- Q19: Do you think it is difficult for you to do both study and club activities at the university?
- Q20: What is the most difficult thing for you to do both study and club activities at the university?
- Q21: Which is important for you, club activity or study at the university?
- Q22: Why do you think it so?
- Q23: Do you think university study helps your future?
- Q24: Have you decided what you will do after you finish your degree?
- Q25: Please tell me what it is.