

Analysis of Academic Learning for Athletes of Universities in Beijing Area Compared with Systems in the US Universities

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Abstract: It is important to conduct academic learning for athletes in universities. This study is based on the current situation of academic learning of high-level athletes in Beijing and the management of high-level sports teams in colleges and universities, and analyzes the current situation of academic learning of high-level athletes in Beijing through literature analysis, questionnaire survey and comparative study. The following conclusions were reached: the current academic training model of high-level sports teams in China is still problematic, resulting in a greater influence of training on learning, and there is some room for improvement in this area; the attitude of high-level athletes in Beijing towards learning is positive; the combination of sports and education in the United States is very mature, while the combination of sports and education in China is still in a state of flux. The combination of sports and education in China is still in the exploratory stage and needs to learn more from the mature experience and then combine it with our own national conditions. Lastly, suggestions were made to improve the training philosophy of high-level athletes, to differentiate the teaching methods of high-level athletes, to provide appropriate protection for different learning needs of high-level athletes, and to provide suggestions for future employment.

Keywords: academic learning, high-level athletes, comparison

1. Introduction

The academic learning are always important for athletes in universities. As early as the 1890s prominent educational leaders questioned the influence of athletics on the academic life of college athletes and decried the presence of "tramp" athletes who were not "bona fide" students [1]. Current status of cultural education for Chinese college athletes is still focused on training, neglecting academic learning and inadequate cultural education model [2]. At the same time, the school also lacks consideration for the characteristics of high-level athletes themselves, setting unreasonable learning content and assessment standards, which can have class time overlapping with training time [3]. Some parts of China have begun to focus on this aspect, but there are fewer studies on Beijing. This paper is talking about describe the current status of college athletes` academic learning at this stage and analysis of the problems in the academic learning of university athletes while propose appropriate measures to improve these problems: promote the personal and all-round development of sports students; provide suggestions and references for the relevant departments to formulate education policies related to sports students, improve the social stereotype of sports students as a

group and enable athletes to ensure their successful graduation while creating a positive learning environment that will provide for their future life and work.

2. Methodology

2.1. Research Design

The main object of the study was high-level athletes from Beijing universities, including high-level athletes of different sports from China University of Political Science and Law, Minzu University of China, Beihang University, Renmin University of China, etc. The questionnaire was distributed through the Internet and 85 valid questionnaires were collected. The questionnaire contains basic information about the athlete, the current status of academic studies, the relationship between training and studies, as well as the study of the major and related future developments.

2.2. Data Processing

According to the collected data, it shows that: (1) More than half of the respondents think that the current training will affect their studies to a certain extent, among which 51.77% of them think it will affect them to a large extent; (2) Some of the training of high-level sports teams still occupies the courses of student athletes in school; (3) Most of the high-level athletes in Beijing have a positive attitude towards their studies; (4) High level athletes still have problems such as poor study foundation and inability to find study methods; (5) Most high-level athletes have some plans for their future career planning.

Table 1: Degree of influence of physical training on the study of academic subjects (1-10 indicates increasing influence).

Degree	Numbers	Proportion	Degree	Numbers	Proportion
1	4	4.71%	6	14	16.47%
2	0	0%	7	14	16.47%
3	7	8.24%	8	9	10.59%
4	2	2.35%	9	4	4.71%
5	14	16.47%	10	17	20%

From Table 1, it can be seen that only 15% chose a degree below 5, which means that the vast majority of high-level athletes still think that training has a small impact on their academic learning, and some even think that the impact is great. In two ways, on the one hand, it is the fatigue that arises from training that leads to poor academic learning; on the other hand, the longer time spent on training leads to less time for academic learning. Also, according to the survey results, there are still cases where training takes up normal class time, which is an important reason why athletes feel that training has a greater impact on their studies.

Table 2: Level of effort on current university academic learning (1-10 indicates increasing influence).

Degree	Numbers	Proportion	Degree	Numbers	Proportion
1	1	1.18%	6	10	11.76%
2	3	3.53%	7	16	18.82%
3	1	1.18%	8	15	17.65%
4	4	4.71%	9	6	7.06%
5	13	15.29%	10	16	18.82%

It can be seen from Table 2 that high-level athletes in Beijing universities generally treat their studies with more effort, with 90% choosing 5 and above, which shows that Beijing, as one of the best educational resources in China, has been relatively successful in educating high-level athletes in cultural subjects. The fact that 90% of the athletes surveyed chose take part in the entrance exams for postgraduate schools and employment as their current motivation for study shows that the vast majority of high-level athletes in Beijing place more emphasis on their studies and make academic learning a more important part of their education.

Table 3: Main difficulties encountered in learning.

Options	Numbers	Proportion
Lack of a clear approach to learning leading to poor absorption of knowledge	30	35.29%
Low interest in learning	36	42.35%
No good foundation in the past at secondary school level	39	45.88%
Investing a lot of energy in training leads to a reduction in learning effort	41	48.24%
Others	3	3.53%

From Table 3, it can be seen that each of these options is represented by a significant proportion of all high-level athletes surveyed. The vast majority of all high-level athletes surveyed entered university with scores below the mark of their university, and some even entered without taking the entrance exam, so they are more or less likely to encounter some academic difficulties. University studies are more difficult than middle school, and without good study methods and habits, they may be more difficult than in middle school. Most high-level athletes train and study at the same time in middle school, and even train more heavily in middle school than in university, resulting in further compression of study time in middle school, which in turn does not provide a good basis for study and depresses interest in study. Respondents who chose this other option also mentioned a problem that cannot be ignored, not being in contact with the right mentor. For the group of high-level athletes, it is actually more important to provide them with the right mentors to better prepare them for university studies.

Table 4: Attitude towards the profession you are currently studying.

Options	Numbers	Proportion
Enjoy	19	22.35%
A little interested	44	51.76%
Nothing special	21	24.71%
Boring	1	1.18%

Table 5: The option of pursuing a professionally related job or continuing your studies in your field of study after graduation.

Options	Numbers	Proportion
A strong desire to continue to study and work in a related field of study	38	44.71%
Not interested in the field of study, but will choose to pursue further education or a profession	26	30.59%

Table 5: (continued).

Will not pursue further study or work in their field of study	7	8.24%
Not yet considered	14	16.47%

At the end of the questionnaire, questions were asked about the majors and career plans of high-performance athletes. From Table 4 and 5, Most of the high-level athletes in Beijing are satisfied with their current majors and 75% of them will continue to work in their undergraduate majors in the future, while only 1.18% of them hate their current majors. As most of the high-level athletes' majors are designated by the university, it is clear that the universities are relatively accommodating to high level athletes in terms of their majors. The answers received to the question about athletes' future career plans were focused on national civil servants, physical education teachers, etc., but there were still some respondents who were in a state of confusion.

3. A Comparison of Chinese and American College Athlete Management Policies and Systems

3.1. American Collegiate Athlete Management System

American college athletes are unified under the management of the National Collegiate Athletic Association (NCAA). The main centre for the training of athletic talent in the USA is the school, with a one package training model for primary schools, secondary schools and universities, to train the nation's athletic and cultural talents [4]. The US colleges and universities implement the management concept of combination of sports and education, and the US high level sports teams are the product of the combination of sports and education. In the early days of the concept, there were some voices that were not conducive to development, but eventually, without wavering on the concept, a perfect and tightly structured management system was established.

In the management of academic learning, a credit-based approach is used to manage learning. Student athletes in American colleges and universities are subject to the same academic requirements as the general student body, the only difference being that the athletes are provided with a dedicated academic advisor who is responsible for guiding them in their course selection based on their own characteristics. Thanks to the help of the instructors, the level of academic learning of the student athletes is not too different from that of the average student. For example, at UC Berkeley, student-athletes must complete a minimum of 48 credits and 40 % of their degree by the fifth semester, 72 credits and 60% of their degree by the seventh semester, and 96 credits and 80 % of their degree by the ninth semester in order to apply for graduation [5].

3.2. Comparing the Management Systems of Chinese and American Athletes

In the middle of the last century, the training of athletes in China was concentrated in sports school, and professional teams, which led to a lack of literacy after retirement, which made them uncompetitive in employment competition and out of touch with society [6]. Therefore the combination of sports and education is a way to improve this phenomenon. The combination of sports and education considers sports as a part of education and develops the students' consciousness of self-training while they learn cultural knowledge. While the concept of a combination of sports and education in China is still in the process of being developed, the development of the concept of physical education in the USA has been extremely successful. Unlike China, where schools are the birthplace of high-level sporting talent, the USA has been a model of the combination of sport and education from the earliest stages, where people are trained to both sport and learning [7]. In China,

sports and education are not yet perfectly integrated, and there is still some focus on training athletic performance and not enough rigor in the academic learning of athletes. In the admissions system, China is more inclined to require athletic performance, and even schools can lower the cultural requirements for admission if the athletic performance is relatively outstanding. In contrast, in the USA, the requirements for academic learning are more stringent and athletes who do not achieve sufficient grades in academic learning cannot be officially registered and cannot participate in any NCAA competitions. At the same time, the USA has a more diverse and scientific governing body for collegiate sports, which is very efficient in dealing with problems. In China, the management system is government-led, and there are often problems in the specific management process, so there is room for improvement in this area.

4. Existing Problems and Countermeasures

4.1. Improvements to the Philosophy of High Level Athlete Development

In the face of China's current difficulties with sport and education, and in the light of China's current goal of cultivating socialist builders and successors who are all around the development of moral, intellectual, physical, aesthetics and labour education, it is important to improve the training philosophy [8]. Firstly, strictly control the criteria for admission and graduation of high-level athletes, which can be borrowed from the American system, for example, athletes applying to universities must be high school graduates and have reached a certain standard of academic performance during high school, as well as having certain requirements for the results of China's most important college entrance examination [9]. This would be beneficial for both the student athletes themselves and the universities. Secondly eliminate a training system that focuses solely on training and to achieve a balance between study and training. It is important to improve the efficiency and quality of training, make it more scientific and reasonable, and reduce the intensity and frequency of training appropriately, so that high-level athletes have the time and energy to attend academic learning, and to make the results of academic learning an important reference indicator for graduation and whether they have the qualification to compete. Thirdly, the graduation criteria should be strictly implemented, and no preferential policies should be provided for graduation. This is also to ensure that athletes can have a better overall quality after studying in universities, and can be competitive after entering society, so as to lay a good foundation for their future employment life.

4.2. Differentiated Teaching Methods for High Level Athletes

The curriculum arrangement for high-level athletes is not satisfactory at present, because high-level athletes have participated in sports training and competition for a long time, although their cultural level is not as good as ordinary students, they are very experienced in sports and their knowledge of sports is much higher than ordinary students. This will allow athletes to find a direction in their university studies that are integrated with sport, allowing them to study in greater depth in areas in which they are relatively good at. This would increase their interest in their studies and also improve the quality of the athletes' training.

4.3. Provide Appropriate Safeguards for High-Level Athletes in Relation to Their Different Learning Needs

The varying levels of study in cultural subjects of the high-level athletes group require appropriate safeguards to be provided for them. The first is to provide them with specialized tutors. To deal with the problems that may arise during their studies at school, such as laziness after training, or inability to absorb difficult classroom knowledge, high level athletes should be provided with special tutors to

provide advice and assistance with their problems in university life. Second, special scholarships should be set up for high-level athletes. Universities should increase their investment in high-level athletes and set up scholarships for high-level athletes to reward those who can achieve excellent results in both academic learning and training, which can better enhance the interest of high-level athletes in their studies and training and motivate their overall development.

4.4. Advice on Future Employment

For high-level athletes in colleges and universities, the vast majority of athletes will not be able to pursue professional sports in the future and will therefore still need to compete for employment alongside ordinary students, so planning for their careers is particularly important [10]. Athletes should consider their own competitive advantages and with the guidance of their teachers, find the most suitable direction for their future employment development. Consider starting with the major you are studying, or from the sporting side. High school student athletes have experienced competitions and training that ordinary students have not, and are more competitive in certain areas than ordinary students. So, for future employment advice, the first thing is to identify your target direction as early as possible and find your favorite field, whatever it is, before your junior year, and study it in depth and specialize in it. The second thing is to maintain a clear understanding of yourself while strengthening and improving your knowledge and skills, to understand your strengths and weaknesses, to make up for your shortcomings and to further enhance your core competitiveness. The last thing is to focus on your future and choose your future path with an open mind.

5. Conclusion

This paper mainly studies the current situation of academic learning of high-level athletes in Beijing area colleges and universities. Through the survey, we found that the current training of high-level sports teams in colleges and universities still affects their studies to a certain extent, among which the problems include long training hours and high intensity, and even the situation of occupying student athletes to train in courses, although the high-level athletes in colleges and universities still have problems such as poor learning foundation and not being able to find learning methods, but the good side is that most high-level athletes in Beijing have a positive attitude towards their studies, they value their academic learning and are clear about the importance of their studies. China should still learn more from the mature experience of the United States or other countries on the road to exploring the combination of sports and education, and then build our sports education system according to the development of socialism with Chinese characteristics. The vast majority of outstanding athletes have strong learning abilities, but the main reason for the lack of cultural subjects and poor employment competitiveness is the lack of academic learning from childhood, not to develop good study habits, they have far less time to study cultural subjects than the average student, so it is all the more important that we need colleges and universities to help them study better and train qualified people for the future of the sport.

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