

Research on the Current Situation and Influencing Factors of College athletics Students' Educational Access Based on Psychological Perspective

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Abstract

Competitive athletes face various factors that affect the athletic as well as the academic of the students. Therefore, this statement describes that how athletes cover their mental stress along aggressive struggle of college life. Sports base students have to deal with their academic performance, financial challenges, and progress efficiency of the sports students. The participation of students in sports is important, as it extends the physical activity expands of our society financially, academically, politically, and psychologically. When it comes to the image of an organization or educational institution, the student-athletes is as a highly visible subgroup of students whose performance and visibility is significantly important for the institution. The social environment, including classrooms, can be seen as a system of stress consisting forces that remain relatively stable over time. The data was collected from 242 athletic students. In this paper, the Perceived Level of Learning Anxiety, Perceived Usefulness of Student's Learning, and Self-Engagement in Learning Course are the Independent Variables. Whereas, Positive Sports Psychology is a Dependent Variable. The research model had three hypothesis statements. The data was collected through online questionnaire portals. Furthermore, the data was analyzed on SMART PLS 3. The results and findings of the data indicated a positive and significant association between the variables.

Keywords: Education, Academic Performance, Psychological Perspective, Athletic Performance, Collegiate Athletes, Educational Access

Introduction

College years are a time of substantial transition and unique difficulties for young adults. Social demands, Academic performance, Financial Challenges, and Adjusting Life away from home are only few of the factions that influence the Educational Access Base of College athletic students (C. Chang et al., 2020). To spend a substantial amount of amount on sport's practice, regardless of these, the collegiate athletes are required to manage their training sessions (Davis, Halvarsson, Lundström, & Lundqvist, 2019), , traveling, competitions, performance, and team meetings with their education. Along with the regular stress of college life, these commitments may increase the chance of developing mental issues and physical illness in collegiate athletes. Therefore, this will affect their overall wellness and mental health (C. J. Chang et al., 2020). Coaches must therefore understand the types of pressures that collegiate players endure to assist them in managing the potentially detrimental consequences of stress on academic performance and athletic history (Ivashchenko, Yarmak, Galan, Nakonechnyi, & Zoriy, 2017). Conditioning and Robust coaches play a vital role in improving the athletic

performance, and it's their primary job to stay allied with health care professionals and enhance the fitness of individuals (Åkesdotter, Kenttä, Eloranta, & Franck, 2020).

Furthermore, the physical potential of athletes are analyzed by the conditioning coaches (Van Slingerland et al., 2019). Systematically, the primary concern of a conditioning coaches is to increase the athletic performance by via resistance training and physical stress releaser on the body, and strive against factors that negatively impact the sports psychology of the athletic-students (Pierce, Erickson, & Sarkar, 2020), and other forms of exercise, to yield a positive adaptation response (Sarac, Benjamin, Pedroza, & Borchers, 2018). How athletes tackle their mental stress, this must be learnt by the strength coaches need (Sarac et al., 2018). Furthermore, the emotional stressors and mental illness should be considered in programming based on the overall nature of the stress (Camiré, Rathwell, Turgeon, & Kendellen, 2019). This paper will focus of the elements that effect the perspective of sports psychology, other than, the factors that affect the focus of an athlete (Stambulova, Ryba, & Henriksen, 2021). Learning Anxiety, self-engagement, focus, and association of a college student is important to

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be analyzed, to analyze the level of association of an athletic study (Contreira et al., 2019). The conditioning coaches need to be aware of the pressures faced by college athletes to incorporate disease and injury risk management education into their training programs. In an organized competitive sports environment, the participation of student-athlete is sponsored by an educational institution in which they are admitted (Shipherd, Wakefield, Stokowski, & Filho, 2019). Generally, student-athletes need to strike a balance between being a full-time student and being an athlete at the same time. In 2006, the study of Cillian states that the participation of students in university sports is a common human behavior when the physical activity expands our society financially, academically, politically, and psychologically (Castaldelli-Maia et al., 2019). For building the reputation and positive word of mouth for an institution or organization, the relationship between the mental health (Soggard & Ni, 2018), academic performance, and sports psychology of the student is highly visible subgroup of students whose performance and visibility can affect an organization's image.

In 2012, Manning in his study, argues that the term student-athlete is the only term that uses dashes to describe a student's role in an extracurricular activity (Scott, 2017). Furthermore, he stated that universities do not label students participating in band activities as "student-musicians" or debate clubs as "student-politicians" (Oglesby, Gallucci, & Wynveen, 2020). In this way, student-athletes represent a recognizable and unique population (Li et al., 2019). When student-athletes face numerous challenges as compared non-athletic students, their dual roles can add to the challenges of all university students (C. Chang et al., 2020). In a dynamic state, the social environment, including classrooms, can be seen as a system of stress consisting forces that remain relatively stable over time (Nichols, Lough, & Corkill, 2019). Generally, the social stress system goes beyond single instances. Such as, children expect to be in the classroom with their teacher throughout the year. Also, the stress system includes unique strengths and, more generally, cultural norms and ethical codes (Shannon et al., 2019). Furthermore, Carol Dweck and Al Bandura are well-known social psychologists (Moore, 2017).

They have studied that how psychological processes shapes the perception of students regarding sports psychology (Camiré et al., 2019) and learning environment (Raiola & Di Tore, 2017) can influence their intellectual performance. Suppose that two children with the same level of competence, facing the same objective level of failure (Camiré et al., 2019), may respond differently due

to differences in their psychological functioning. Students with low self-efficacy - who doubt their ability to succeed in school - or students who think their level of intelligence is a fixed standard, give up on their peers, use ineffective strategies (Mamurov et al., 2020). In 1995, a study by Pascarella found that college athletes are more prone to the academic knowledge and classroom than their peers (Stambulova et al., 2021). Studies, on the other hand, recognize the benefits of athletic activity, such as improved time management, school satisfaction, and the realization that positive outcomes can outweigh negative effects (Chun-Chen Chan, 2020). Popular culture boosts the motivation level of students (Chun-Chen Chan, 2020), but more importantly, it enables the students to reflect on their lives and engage in meaningful discussions. The purpose of such activities is to use popular culture as part of a larger process to engage student-athletes in related issues (Kim, Oja, Kim, & Chin, 2020), give them ownership of their education, and involve student-athletes in independent activities, which will help them develop critical analytical skills (Mazerolle et al., 2018). In many ways, Sports Behavior serves as an antidote to traditional ways of thinking and learning and offers appropriate opportunities for developing academic and critical literacy among a diverse student-sports population (Ramli, Alavi, Mehrinezhad, & Ahmadi, 2018).

Calculating pre-college characteristics and affiliations, the model demonstrates that the integration of student-athletes into the college's academic and social environment is strongly linked to different forms of academic achievement (Ballesteros & Tran, 2020). Therefore, it is understandable that the more a student-athlete interacts with the college environment, the greater the commitment to institution and college success (Talha, 2020). In 1987, Tinto proposed a student-spending model, engagement with student-athlete grades, intellectual development, and Sports Behavior curriculum increases the chances of academic integration (Soulliard, Kauffman, Fitterman-Harris, Perry, & Ross, 2019).

Therefore, he stated that the academic integration is expected to affect sports and individual goals, institutional commitment, and, ultimately, academic achievement of an athlete. Furthermore, it was found that in social interactions, faculty interactions, Sports Behavior curricula, Peer group interactions, and other social interactions result into the social domain (Pitts, Chow, & Yang, 2018). Generally, it has been stated that social integration affects sports goal, institutional affiliation, and, ultimately, academic achievement. Similarly, the participation of student-athletes in sports-related activities such as team exercises and sports lead to social integration (Shao et al., 2018).

Literature Review

The previous study indicated that the aim of every player is to reach the professional level and be able to pay to play their favorite game (McDowell, Huang, & Caza, 2018). However, many people believe that the athletes' academic performance is concerning because, after the games, they only have their education to return to and live with (Chun-Chen Chan, 2018). In previous study, it was found that in 1995, Pascarella discovered remarkable outcomes in the academic growth of first-year athletes. The purpose of this study was to see how collegiate athletics affected reading comprehension, numeracy, and critical thinking skills. The National Examination of Student Learning Survey, a longitudinal study of factors impacting learning and academic progress in college, enlisted the participation of 2,416 first-year students (Tahtinen & Kristjansdottir, 2019). He discovered that male athletes in high-paying sports like football and basketball have weak reading comprehension and math skills. They discovered that athletes from these revenue sports competed against non-athletes, and that male athletes performed similarly to non-athletes in terms of understanding and math reading in other sports (C. J. Chang et al., 2020). Female athletes, on the other hand, lag behind their male counterparts in reading comprehension.

In critical thinking qualities such as open-mindedness, maturity, and curiosity, both male and female athletes trail behind non-student athletes (Kim, Kim, Newman, Ferris, & Perrewé, 2019). One of the most significant obstacles facing university athletes (C. Chang et al., 2020), according to Oktas, is efficiently combining their dual roles as students and athletes. Athletes' physical and mental health improves when they participate in sports on a regular basis. Athletes' performance is influenced not only by their physical attributes, but also by psychological factors (Shipherd et al., 2019). Attention, self-confidence, stress management, anxiety, excitement, harmony, self-control or emotional self-discipline, mood, and mutual skills are all psychological characteristics that affect performance in competitive situations (Kim, Do Kim, & Lee, 2020). Even sports practice can cause athletes to experience feelings of unease, concern, or tension, as well as avoidance behaviors (Graupensperger, Benson, & Evans, 2018), compromising their health, interactions, and sports performance. Competitive play, on the other hand, is a type of social influence that affects a player's training, offers a balanced playing environment, and encourages the player to continue practicing the game (Moreland, Cox, & Yang, 2018).

As a result, the social milieu in which athletes compete, which is linked to the major environmental agents, has an impact on their physical and emotional well-being. Student-athletes are different from non-athletes, in 2012, according to Manning, it is because their athletic requirements demand them to commit more time to their sporting activities and normal classwork, as well as meet their social needs (Ivashchenko et al., 2017). In 2009, allowing enough time for Kissinger and Miller, points out that balancing the time needs required to cope with all of the many activities particular to student-athletes is often too much to handle.

Athletes become more mentally and physically sensitive. In 2005, Morgan discovered that after completing their sporting responsibilities, student-athletes continually contested the amount of time they had left for academic endeavors (Li et al., 2019). In 2011, Feld Pausch stated that University athletes have trouble finding the time they need to thrive in class and on the field when they have the correct balance of academic and athletic drive. Supporting this stance on the basis of time constraints is a difficult task (Mangela, Dharmesh, Kumar, & Pravinbhai, 2020). Time commitment and physical tiredness are the most frequently mentioned obstacles faced by student-athletes at UK institutions. Furthermore, in 2004, Aries, and Banaji found that student-athletes need to find time to study and earn excellent marks in a study including 521 students from an Ivy League university and 353 students from a college (Mangela et al., 2020). Although majority of the athletes in the study graduated with comparable degrees to non-athletes with comparable qualifications (Li et al., 2019), the researchers concluded that players took the time to study and acquire intellectually. In a study, Humphrey discovered that time was the most important source of stress for more than 40% of male athletes and more than 50% of female athletes (Gordon, 2019). According to the researchers, the majority of the study participants believed they did not have enough time to mix education and sports and perform well in both. As a result, the research team came to the conclusion that the most significant problem faced by student-athletes was time management (Ivashchenko et al., 2017). In 2013, Geiger stated that student-athletes' academic performance was harmed by time limits, among other things, due to the demands of sporting efforts (Sarac et al., 2018). In 2010, Godfrey found that the difficulty that most damages student-athletes academically is the time limits imposed by sports, which prevent athletes from studying or getting good marks (Camiré et al., 2019). Coaches spend a lot of time with their players since they have so much contact time and conditioning, and they are the best people to assist them learn good stress management skills. Strength and conditioning coaches can assist them in achieving their long-term goal of improved health, fitness, and performance (C. Chang et al.,

2020). In previous study, the goals of an article by (Davis et al., 2019) was to analyze the category of conditioning and strength coaches a basic grasp of the types of stress that college athletes may face, as well as how that stress may impact mental health and athletic performance (He, 2020). Suggestions will also be given to assist athletes in developing good competitive strategies in order to decrease the physical and psychological impacts of stress (Pierce et al., 2020). Stress, and the response to it, can be characterized as a condition of physical and psychological activity in response to external pressures that are beyond a person's ability to manage. It is necessary to adapt or adjust one's behavior (C. Chang et al., 2020). As a result, stress refers to both scientific and environmental events that cause mental illness. Stress can be severe or chronic depending on how long the activation lasts. A stressful circumstance that causes bodily excitement is referred to as severe stress (e.g., increased hormonal levels, blood flow, cardiac output, blood sugar levels, Poplar and airway expansion, etc.) (Jones, Kaur, Miller, & Spencer, 2020). When the condition returns to normal, a hormonal reaction occurs to assist the body in returning to a restful state (i.e., homeostasis). Severe stress, on the other hand, can increase a person's risk of anxiety, depression, and metabolic diseases if it becomes persistent. Furthermore, how athletes react to conditions or environmental stress is frequently influenced by how they perceive the experience. The player's impression in this regard can be either positive (stress) or bad (distress) (discomfort) (Voelker, Petrie, Huang, & Chandran, 2019). Despite the fact that they both

induce physical excitement, eustress also produces positive mental energy, whereas anxiety alone causes anxiety. As a result, an athlete must be equipped with the tools and abilities to deal with both severe and chronic pressures.

Methodology

To better analyze the impact of factors affecting the perspective of sports psychology, this study has included the Perceived level of Learning Anxiety (PLA), Perceived Usefulness of Students Learning (PUSL), and Self-Engagement in Learning Course (SELC) as independent variables, and Positive Sports Psychology (PSP) as dependent variable. The questionnaires were filled by the athletic students. For analysis, 242 responses were collected through online google forms. The data was process on SMART PLS 3. Figure 1, shows the research framework. The questionnaire for measuring the perceived level of learning anxiety (PLA) was adopted from (Tsang, 2020). There were six items in the section of PLA. The questionnaire items for perceived usefulness of student's learning (PUSL) was adopted from (Mou, Shin, & Cohen, 2017) (with 5 measuring items). The questionnaire for Self-Engagement in Learning Course (SELC) was adopted from (Draissi, BaoHui, & ZhanYong, 2021) (with 4 items only). Whereas, the questionnaire for measuring the positive sports psychology was adopted from (Aouani, Slimani, Bragazzi, Hamrouni, & Elloumi, 2019) (with only 5 items).

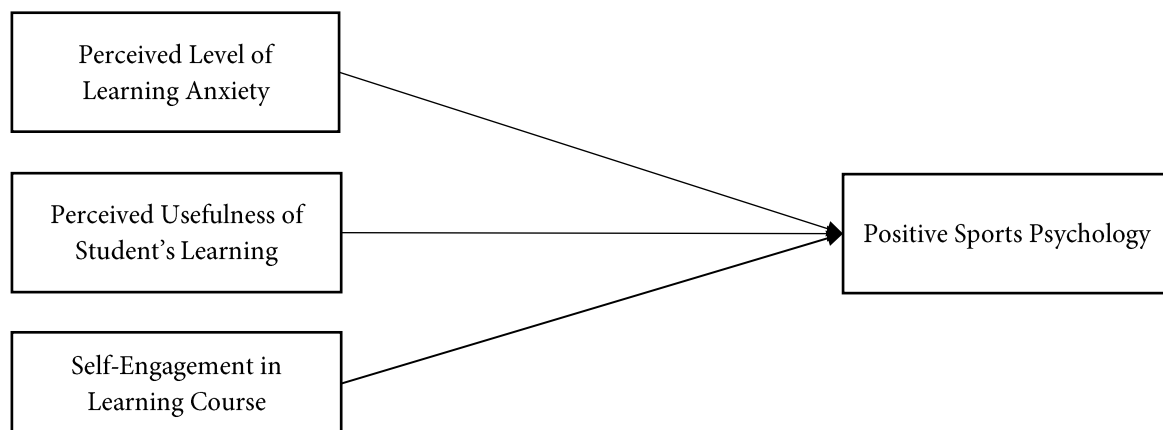


Figure 1: Research Framework

Hypothesis Statement

- **H1:** *Perceived Level of Learning Anxiety has significant impact of Positive Sports Psychology.*
- **H2:** *Perceived Usefulness of Student's Learning has a significant impact on Positive Sports Psychology.*
- **H3:** *Self-Engagement in Learning Course has a significant impact on positive sports psychology.*

Data Analysis

PLS Algorithm

PLS Algorithm was formed using SMART PLS 3. It is used to analyze the cause-and-effect relationship of research model with latent variables. Figure 2 shows the PLS Algorithm of the study. The relationship between PLA, PUSL, SELC and PSP is represented by the PLS Algorithm

model. The model demonstrates that domain-related difficulties include the synthesis, analysis, and combination problems, as well as their rates using sub-indicators. Whereas, Positive Sports Psychology (PSP) has a beneficial effect on PLA, PUSL, and SELC. The Independent Variables show a positive impact on the analysis and combination problems. With a rate of 0.374, 0.284, and 0.108 relatively, the synthesis problem has shown a positive impact on PSP. Overall model results, according to the PLS algorithm, have a good impact on positive sports psychology.

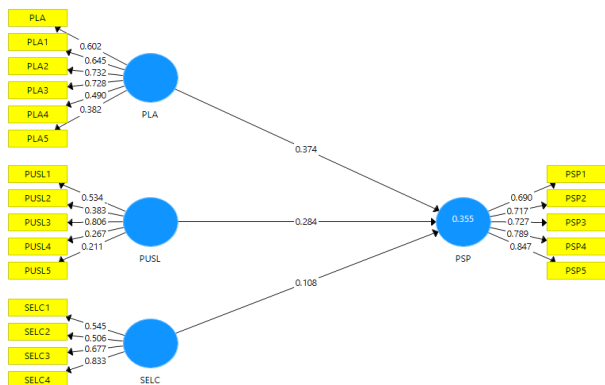


Figure 2: PLS Algorithm

Path Coefficient

Table 1 and Figure 3 shows the Path Coefficient of the study. The value of T-stats is greater than +2, therefore, the results for T-Stats are acceptable. Furthermore, the table shows the direct relationship of PLA -> PSP, PUSL -> PSP, SELC -> PSP with significance level 0.000, 0.000, and 0.003 relatively. Thus, the three-hypothesis statement are acceptable.

Table 1

Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O /STDEV)	P Values
Perceived Level of Learning Anxiety→ Positive Sports Psychology	0.37	0.376	0.068	5.448	0.000
Perceived Usefulness of Student's Learning→ Positive Sports Psychology	0.283	0.287	0.074	3.843	0.000
Self-Engagement in Learning Course→ Positive Sports Psychology	0.113	0.133	0.058	1.942	0.003

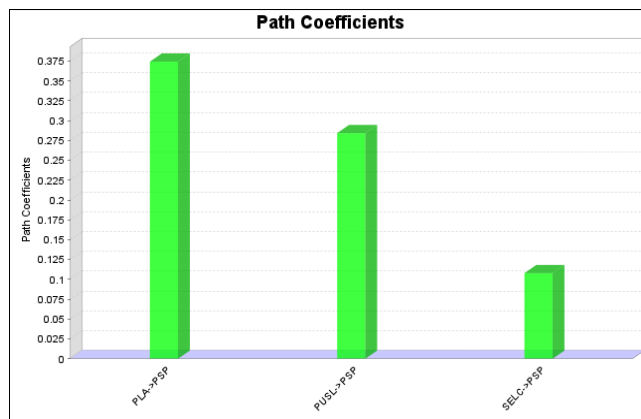


Figure 3: Path Coefficient

R-Square

Table 2 shows the value of R-square and adjusted R-Square. The values show the moderate positive impact of positive sports psychology on perceived level of learning anxiety, perceived usefulness of student's learning, and self-engagement in learning course. The value of R-square is 0.355, present 35% square values its adjusted R-square is 0.346 also shows that 34.6% model fit for analysis.

Table 2

R-Square

	R Square	R Square Adjusted
PSP	0.355	0.346

Collinearity Statistics (VIF)

The table below shows the collinearity statistical analysis between all items used for measuring the variables. Therefore, the results indicate that the values of VIF show rate are 1.169, 1.448, 1.339, 1.446, 1.216, 1.094, 1.523, 1.533, 1.682, 1.73, 2.032, 1.083, 1.298, 1.147, 1.274, 1.154, 1.613, 1.048, 1.871, and 1.301, respectively. The VIF for all variables is greater than 1 and less than 10, therefore, the items are correlated with the latent variables.

Table 3

Collinearity Statistics (VIF)

	VIF		VIF
PLA	1.169	PSP5	2.032
PLA1	1.448	PUSL1	1.083
PLA2	1.339	PUSL2	1.298
PLA3	1.446	PUSL3	1.147
PLA4	1.216	PUSL4	1.274
PLA5	1.094	PUSL5	1.154
PSP1	1.523	SELC1	1.613
PSP2	1.533	SELC2	1.048
PSP3	1.682	SELC3	1.871
PSP4	1.73	SELC4	1.301

The Table 4, 5, 6, and 7 shows the Confirmatory Tetrad Analysis (CTA) of three Independent Variables and one Dependent Variable (PSP) of the study. This analysis is use to analyze the

difference between formative and reflective measurements of the model. The collected data was bootstrapped to 500 samples size (whereas, the actual sample size was 242).

Table 4*Confirmatory Tetrad Analysis (PLA)*

PLA	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Bias	CI Low	CI Up	Alpha adj.	z/(1-alpha)	CI Low adj.	CI Up adj.
1: PLA2, PLA3, PLA4, PLA5	-0.007	-0.007	0.036	0.194	0.846	0.000	-0.078	0.063	0.010	2.586	-0.100	0.086
2: PLA2, PLA3, PLA5, PLA4	0.053	0.051	0.026	2.066	0.039	-0.002	0.005	0.106	0.010	2.586	-0.011	0.122
4: PLA2, PLA3, PLA4, PLA1	0.050	0.049	0.056	0.895	0.371	-0.002	-0.059	0.163	0.010	2.586	-0.094	0.198
6: PLA2, PLA4, PLA1, PLA3	0.025	0.025	0.040	0.625	0.532	0.000	-0.054	0.103	0.010	2.586	-0.079	0.127
10: PLA2, PLA4, PLA5, PLA1	0.051	0.049	0.024	2.111	0.035	-0.002	0.005	0.101	0.010	2.586	-0.010	0.116

Table 5*Confirmatory Tetrad Analysis (PSP)*

PSP	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Bias	CI Low	CI Up	Alpha adj.	CI Low adj.	CI Up adj.
1:PSP1, PSP2, PSP3, PSP4	-0.136	-0.131	0.118	1.153	0.249	0.005	-0.374	0.090	0.010	-0.448	0.164
2:PSP1, PSP2, PSP4, PSP3	0.085	0.080	0.131	0.644	0.520	-0.005	-0.169	0.348	0.010	-0.250	0.429
4:PSP1, PSP2, PSP3, PSP5	0.194	0.184	0.112	1.723	0.086	-0.010	-0.017	0.425	0.010	-0.087	0.495
6:PSP1, PSP3, PSP5, PSP2	-0.268	-0.252	0.135	1.980	0.048	0.016	-0.550	-0.018	0.010	-0.634	0.066
10:PSP1, PSP3, PSP4, PSP5	-0.108	-0.103	0.099	1.089	0.277	0.006	-0.309	0.082	0.010	-0.371	0.143

Table 6*Confirmatory Tetrad Analysis (SELC)*

SELC	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Bias	CI Low	CI Up	Alpha adj.	CI Low adj.	CI Up adj.
1:SELC1, SELC2, SELC3, SELC4	-0.078	-0.073	0.109	0.719	0.472	0.005	-0.297	0.090	0.010	-0.448	0.164
2:SELC1, SELC2, SELC4, SELC3	-0.035	-0.031	0.056	0.626	0.531	0.004	-0.149	0.348	0.010	-0.250	0.429
4:SELC2, SELC4, SELC1, SELC3	-0.057	-0.051	0.060	0.947	0.344	0.006	-0.180	0.425	0.010	-0.087	0.495
6:SELC2, SELC3, SELC1, SELC4	-0.126	-0.127	0.109	1.157	0.248	0.001	-0.339	-0.018	0.010	-0.634	0.066

Table 7*Confirmatory Tetrad Analysis (PUSL)*

PUSL	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Bias	CI Low	CI Up	Alpha adj.	CI Low adj.	CI Up adj.
1:PUSL1, PUSL2, PUSL3, PUSL4	-0.078	-0.073	0.109	0.719	0.472	0.005	-0.297	0.131	0.010	-0.365	0.198
2:PUSL1, PUSL2, PUSL4, PUSL3	-0.035	-0.031	0.056	0.626	0.531	0.004	-0.149	0.071	0.010	-0.184	0.106
4:PUSL1, PUSL2, PUSL3, PUSL5	-0.057	-0.051	0.060	0.947	0.344	0.006	-0.180	0.055	0.010	-0.218	0.093
6:PUSL1, PUSL3, PUSL5, PUSL2	-0.126	-0.127	0.109	1.157	0.248	0.001	-0.339	0.089	0.010	-0.407	0.157
10:PUSL1, PUSL3, PUSL4, PUSL5	-0.040	-0.038	0.040	1.015	0.310	0.003	-0.121	0.035	0.010	-0.145	0.060

Table 8

Latent Variable Correlation

Latent Variable Correlations				
	PLA	PSP	PUSL	SELC
PLA	1.000	0.510	0.294	0.486
PSP	0.510	1.000	0.430	0.383
PUSL	0.294	0.430	1.000	0.326
SELC	0.486	0.383	0.326	1.000

Table 8 shows the correlation between the variables. Therefore, the results indicated that variables were correlated with each other. As shown in results, PLA and PSP are strongly and positively correlated with each other.

Table 9

Construct Reliability and Validity

Construct Reliability and Validity				
	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
PLA	0.860	0.800	0.773	0.672
PSP	0.812	0.834	0.869	0.572
PUSL	0.909	0.896	0.760	0.540
SELC	0.865	0.985	0.741	0.526

The table 9 shows the results of reliability and validity with the help of Cronbach's Alpha. The values of rho-A results show that rates of composite reliability, and that results show the average variance of extracted of all variables. The analysis problem presents that its composite reliability value is 0.774; its rho-A value shows that the positive impact of its values is 0.800. The rate of PLA's composite reliability is 0.773, which shows a 77% rate average variance of extracted value is 0.672 shows 67.2% variance.

Table 10

Fornell-Larcker Criterion

Fornell-Larcker Criterion				
	PLA	PSP	PUSL	SELC
PLA	0.610			
PSP	0.510	0.756		
PUSL	0.294	0.430	0.489	
SELC	0.486	0.383	0.326	0.653

The table 10 shows the Fornell-Larcker Criterion (FLC) of the study. It is used to analyze the degree of shared variance between PLA, PSP, SELC, and PUSL. The results indicate the positive degree of share variance between the variables. For example, the degree of shared variance between PLA and SELC is 0.486, which means that if PLA will change it will create 48.6% of the variation between the variables (which is a huge variance).

Table 11

Heterotrait-Monotrait Ratio (HTMT)

Heterotrait-Monotrait Ratio (HTMT)				
	PLA	PSP	PUSL	SELC
PLA				
PSP	0.626			
PUSL	0.786	0.524		
SELC	0.866	0.489	0.858	

Furthermore, the results of Table 11 and Figure 4 indicate the values for Heterotrait-Monotrait Ratio (HTMT). This is an approach to analyze the discriminant validity between the variables. It indicates the level of similarity between the latent variables. Therefore, the results indicate that if PLA is similar to SELC is means, the relationship will create .866 (86.6%) similar validity. Only the results for SELC→PLA and SELC → PUSL has showed an invalid similarity between the latent variables.

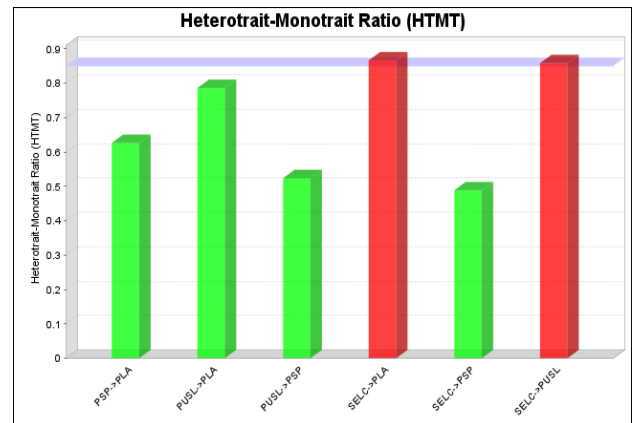


Figure 4: Heterotrait-Monotrait Ratio (HTMT)

Fit Summary

The results from table 12 represent that model fitness analysis with the help of the saturated model and estimated model. In the saturated model, the SRMR value is 0.143 shows 14.3% model fitness of analysis. In the estimated model, the rate is 0.143 also shows a similar fitness analysis of variables. The d-ULS values show that the rate is 4.300 shows the positive impact of PLA, PUSL, SELC on PSP.

Table 12

Model Fitness Summary

	Saturated Model	Estimated Model
SRMR	0.143	0.143
d_ ULS	4.300	4.300
d_ G	0.918	0.918
Chi-Square	1142.474	1142.474
NFI	0.368	0.368

Discussion and Findings

To better analyze the association factors that effect the perspective of sports psychology in athletic students, the study has used three IVs (PLA, PUSL, and SELC) on DV (PSP). The research frame of the study has three variables (that indicated the direct association between the variables). The data was analyzed using SMART PLS 3. The path coefficient of the data has shown significant results. Whereas, the correlation between the latent variables of the model has weak-moderate positive association between the variables. Therefore, the results indicated that all three hypothesis statements of the study were accepted, and the research model was fit.

Conclusion

The significant of the study states that athletes are now becoming mentally and physically sensitive, which is affecting their educational performance as well as sports performance. To injury risk managements, sports perspective, positive sports psychology, and education into their training programs, the literature from the previous study states that the conditioning coaches need to be aware of the pressures faced by college athlete. student-athletes need to strike a balance between being a full-time student and being an athlete at the same time. During the research, it was found that universities do not label students participating in band activities as "student-musicians" or debate clubs as "student-politicians". Furthermore, the study founded that the academic integration is expected to affect sports and individual goals, institutional commitment, and, ultimately, academic achievement of an athlete. Furthermore, it was found that in social interactions, faculty interactions, Sports Behavior curricula, Peer group interactions, and other social interactions result into the social domain. Athletes' physical and mental health improves when they participate in sports on a regular basis. Attention, self-confidence, stress management, anxiety, excitement, harmony, self-control or emotional self-discipline, mood, and mutual skills are all psychological characteristics that affect performance in competitive situations. the majority of the study participants believed they did not have enough time to mix education and sports and perform well in both. Coaches spend a lot of time with their players since they have so much contact time and conditioning, and they are the best people to assist them learn good stress

management skills. Strength and conditioning coaches can assist them in achieving their long-term goal of improved health, fitness, and performance.

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Limitations and Recommendations

Following are the recommendations and Limitations of the study:

- During Literature Review further dimensions of the study were explore, which showed that our study lacked the psychological processes shapes that impact the perception of students regarding sports psychology and learning environment can influence their intellectual performance.
- In Future research, the study could consider the collegiate athletics affected reading comprehension, numeracy, and critical thinking skills.
- Our Study also lacked the time commitment and physical tiredness are the most frequently mentioned obstacles faced by student-athletes.
- Our study lacked the development and consideration of good competitive strategies in order to decrease the physical and psychological impacts of stress.
- In future research, the study could explore the cause-and-effect relation between educational anxiety and athletic performance.
- Our Study lacked the chronic depending on how long the activation lasts which causes bodily excitement is referred to as severe stress.
- In future research, the paper could compare the educational performance and mental illness between the athletic and non-athletic students.

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