11th EAS Conference "Dual Career Ambassadors for an Innovation Society“ (Rome September 11-13, 2014)

Corrado Lupo, Flavia Guidotti, Laura Capranica

How student-athletes are considered by teachers?

A preliminary study on the Italian academic situation





corrado.lupo@unito.it

Eighties-Nineties:
NEGATIVE teachers’ perception of student-athletes

North America Collegiate situation

- lack of contact with the campus community
  (Hamilton & Trolier, 1986)
- live in separate apartments from other students,…
- have limited opportunities to engage with faculty
- lack any academic competencies or abilities
  (Engstrom and Sedlaceck 1993)
- are negatively perceived in situations dealing with academic competence
  (Engstrom et al., 1995)

Two-thousands:

POSITIVE teachers’ perception of student-athletes

North America Collegiate situation

- Faculty should create effective opportunities for students-athletes. (Harrison et al., 2006)
- *… most student-athletes I work with are intelligent and eventually prove capable-to-excellent students…* (Jolly, 2008)







Teachers’ perception of student-athletes

European University situation



Four European Models

State Centric Regulation

State as Sponsor/Facilitator

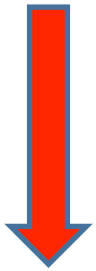
National sport federations/ institutes as intermediary

Laisser faire: No formal structures

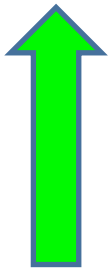
(Aquilina and Henry, 2010)

No Structured subgroup showed intermediate values related to motivation (i.e., *Student Athletic Motivation, Academic Motivation, and Career Athletic Motivation*).

(Lupo et al., *in press*)



- an inadequate institutional support (Aquilina and Henry, 2010) for student-athletes



- individual teacher’s negotiations/supports due to a positive perception

- Scope

  This study aimed to show either the Italian grade of the

- institutional support (expected as inadequate)
- teacher’s perception (expected as positive)

  in relation to student-athletes.



Procedures: Questionnaire

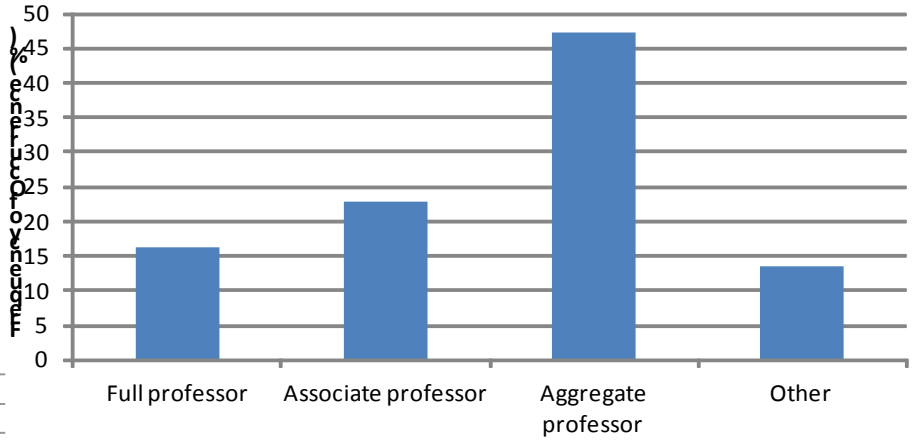


1. In my University, there are particular provisions regarding flexibility of the classes attendance for the following student categories
2. Regardless of particular provisions of my University, I would be willing to agree on a particular flexibility related to the class attendance of the following student categories
3. Regardless of particular provisions of my University, I would be willing to agree on a recovery process of the missing class attendance for the following student categories
4. Regardless of particular provisions of my University, I would be willing to provide an on-line timetable of reception for the following student categories
5. In my University, there are special provisions related to the flexibility for the exam sessions of the following student categories
6. Regardless of particular provisions of my University, I would be willing to provide flexibility for the exam sessions of the following student categories
7. I am aware of special provisions provided by my University regarding the tutoring of the following types of students
8. Regardless of particular provisions of my University, I would agree to promote the activation of an individualized tutoring process for the following types of students
9. I believe that my University should provide support for an e-learning process for the following types of students
10. I believe that my University should provide a motivational and psychological support for the following types of students
11. I believe that my University should valorise the extra-academic skills of the following types of students
12. I am aware of the presence regarding the following student categories in my classes

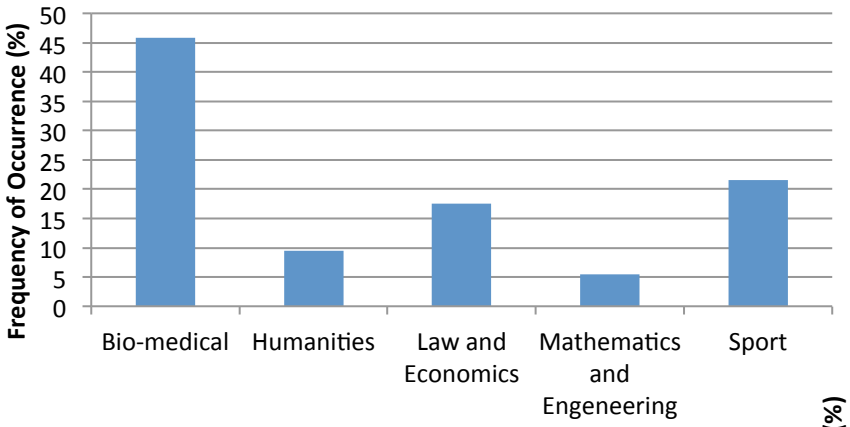
a) Artist
b) Elite athlete
c) Erasmus student
d) Worker

- Subjects: 74 teachers

Academic Position

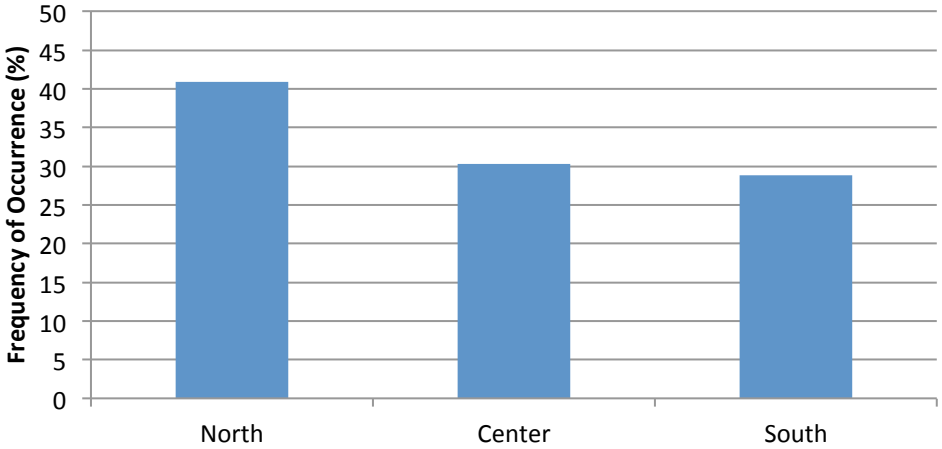


Scientific Area





Geographic Area



Results

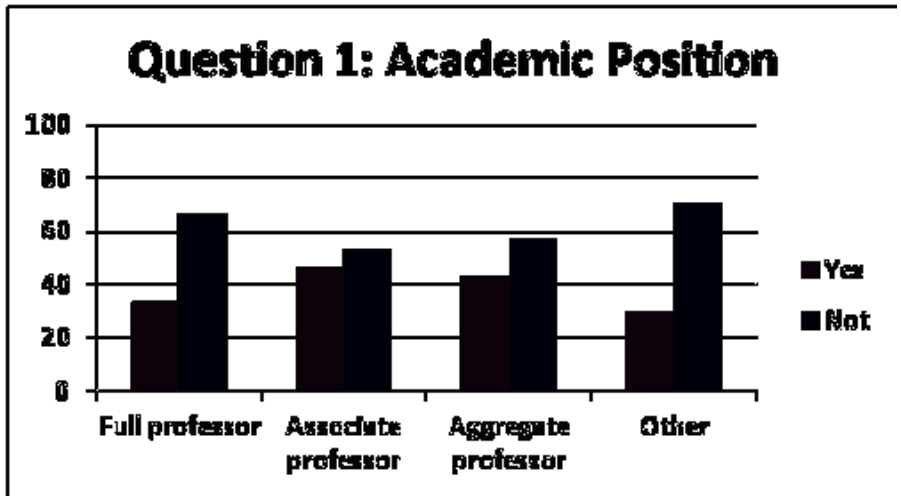
About Italian Universities

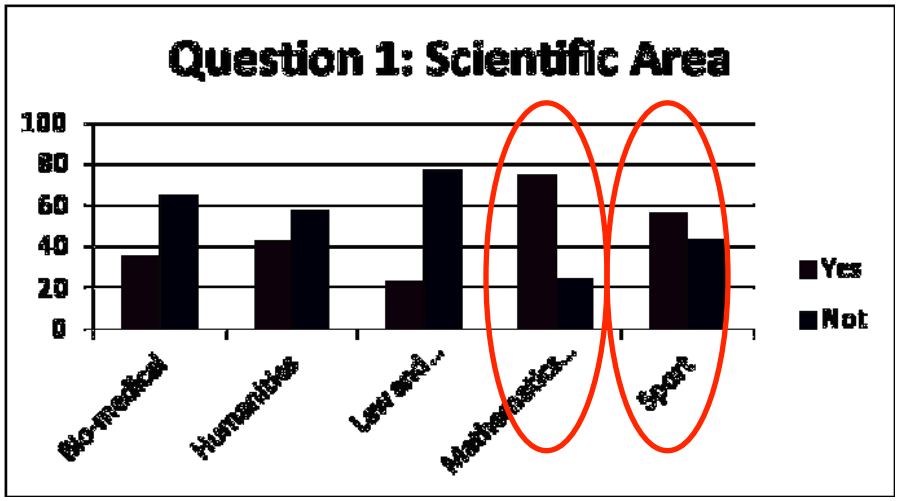


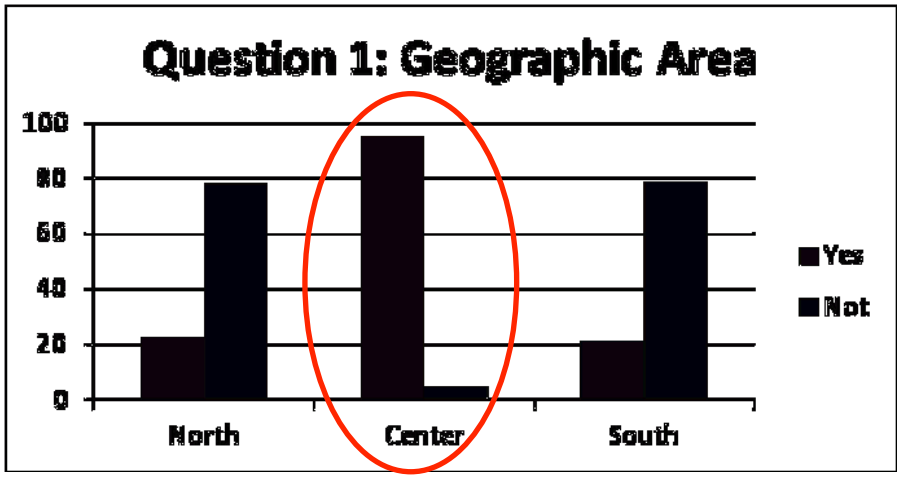




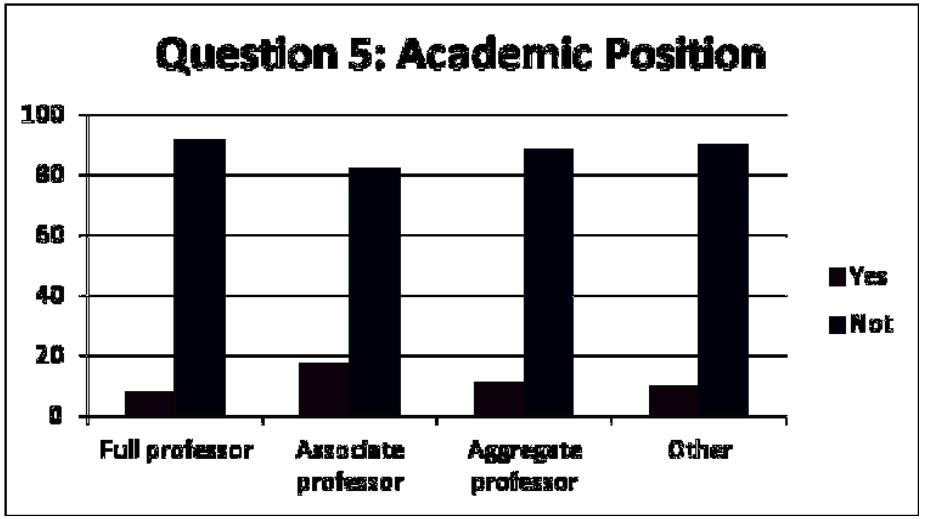
1. In my University, there are particular provisions regarding flexibility of the classes attendance for the following student categories

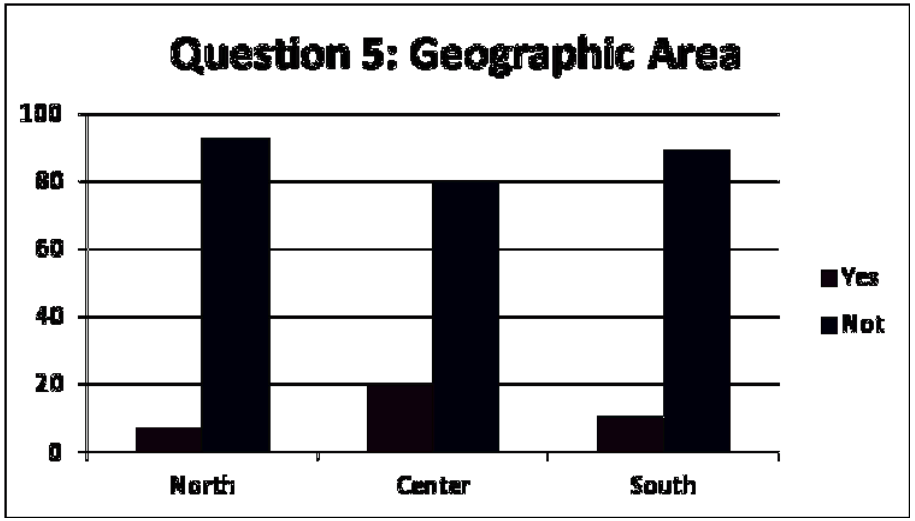


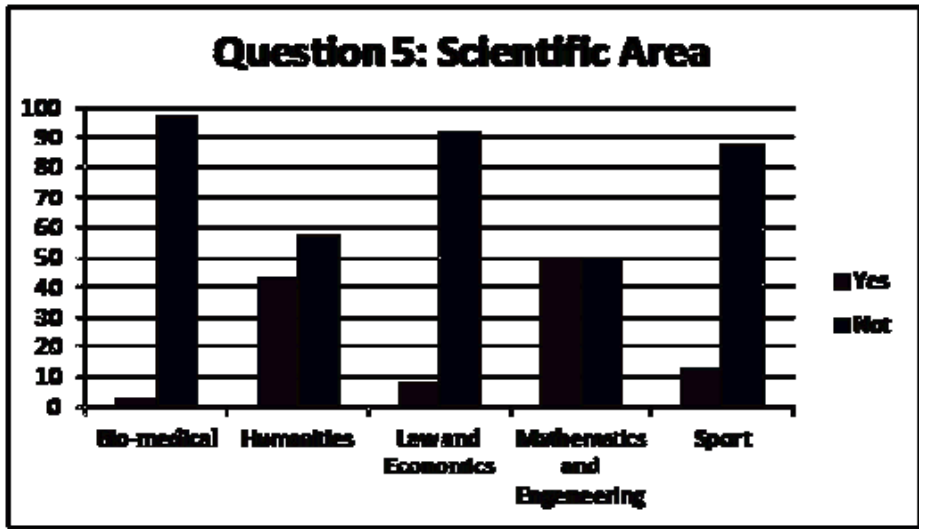




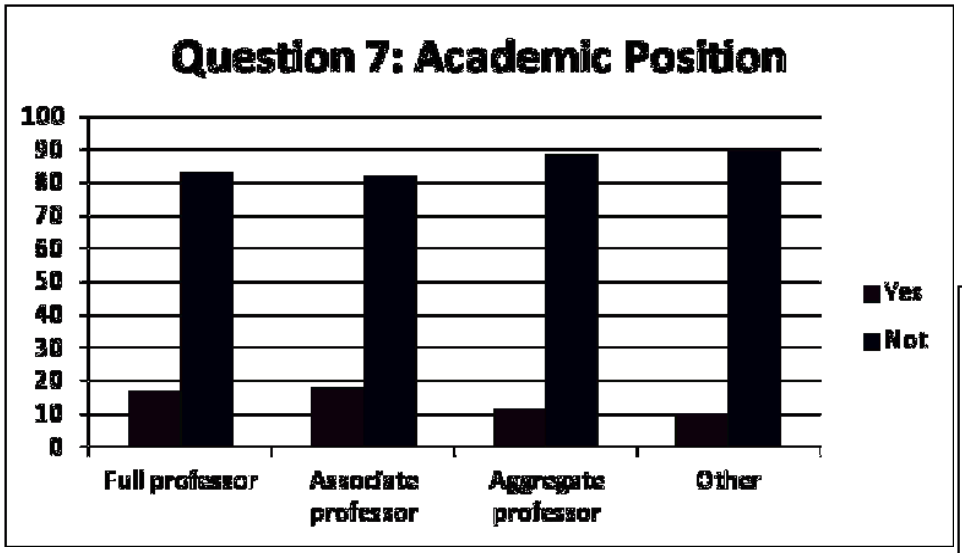
5. In my University, there are special provisions related to the flexibility for the exam sessions of the following student categories

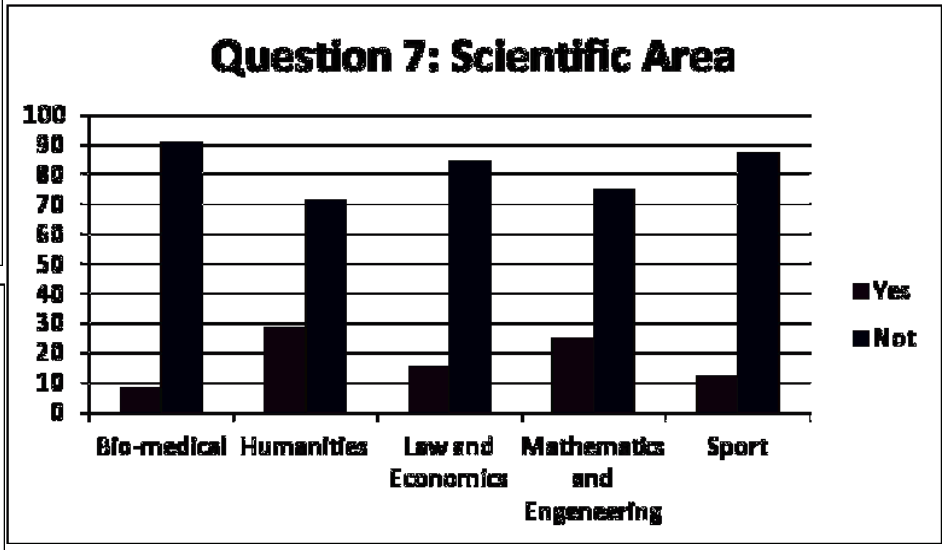


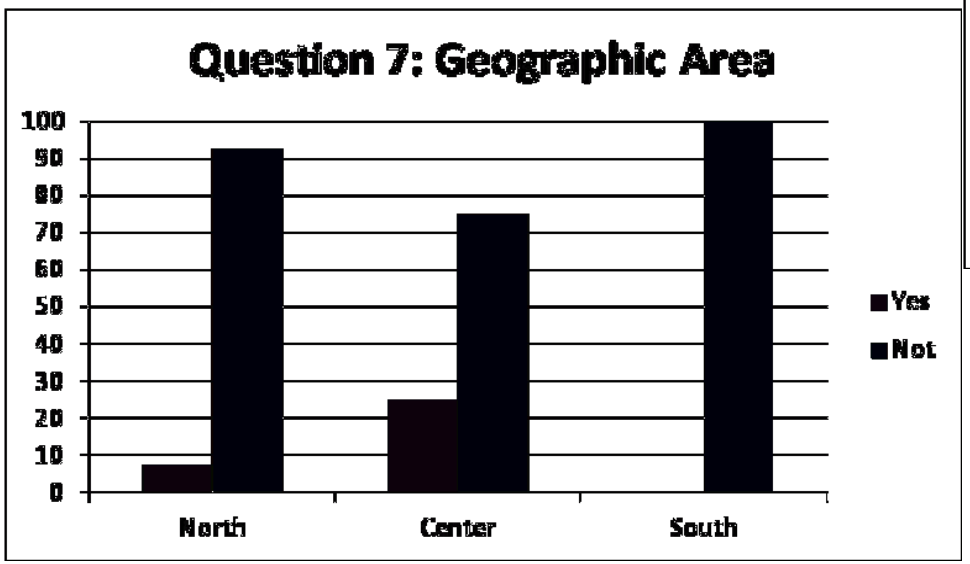




7. I am aware of special provisions provided by my University regarding the tutoring of the following types of students







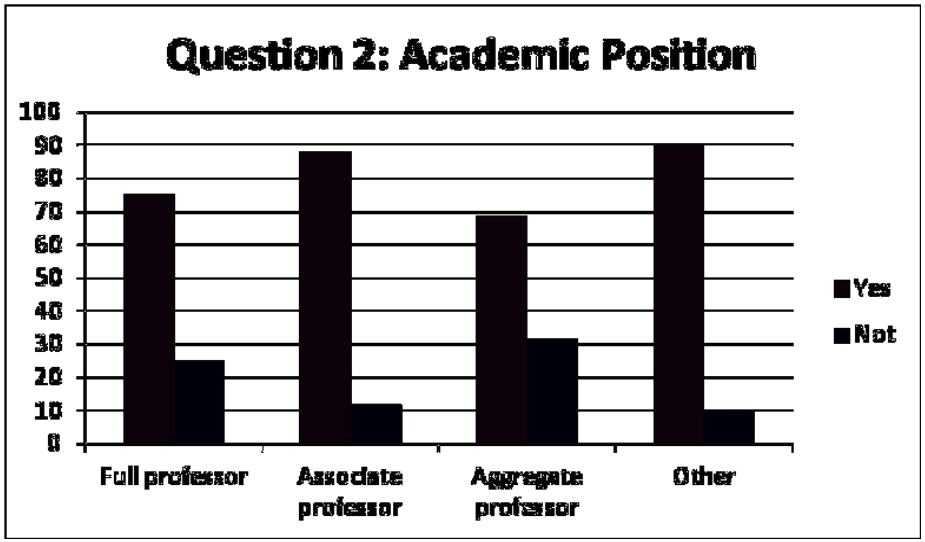
Results

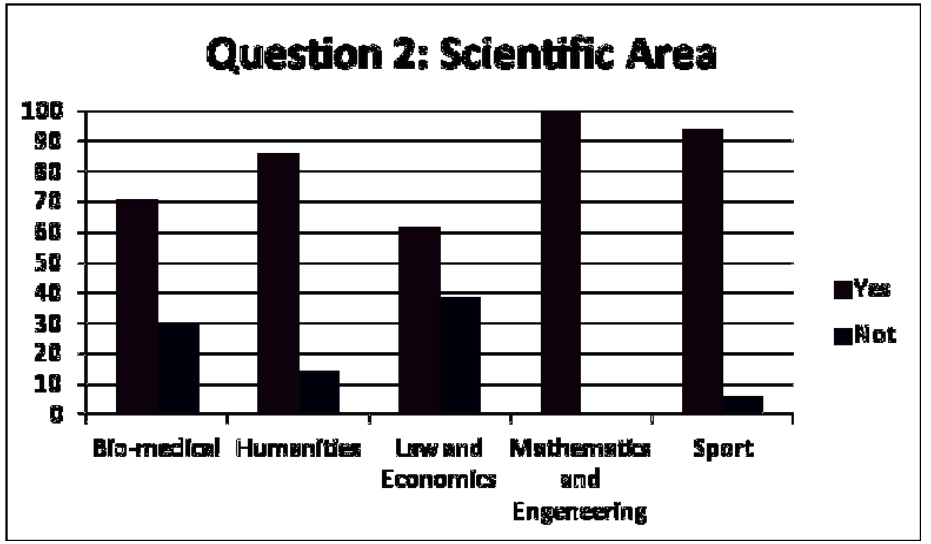
About Italian Teachers’ perception

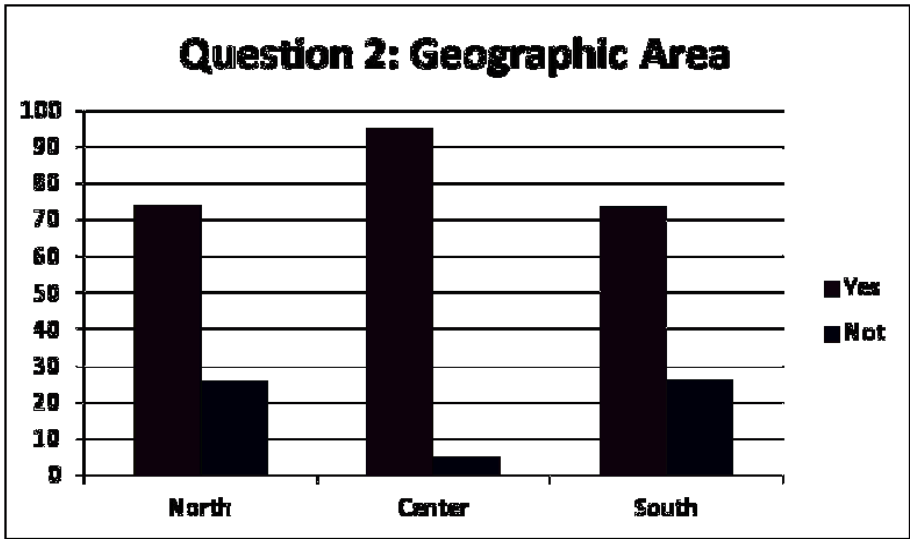




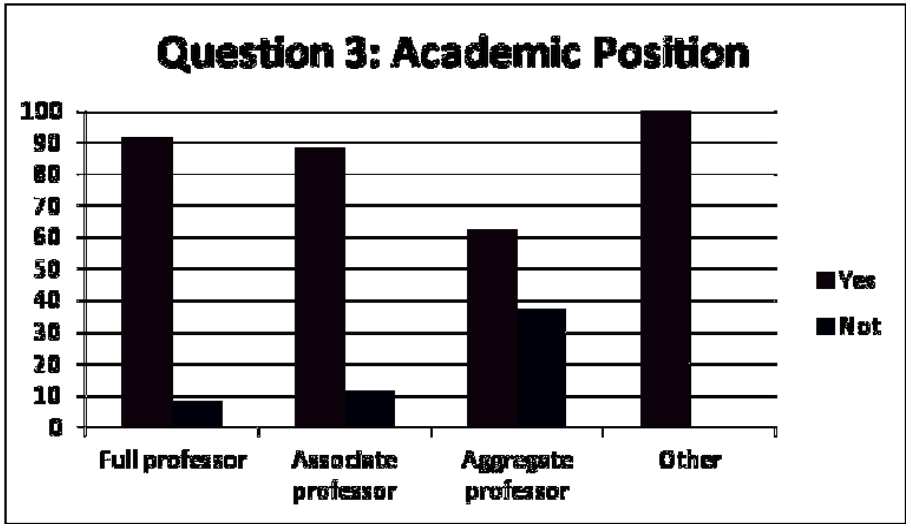
2. Regardless of particular provisions of my University, I would be willing to agree on a particular flexibility related to the class attendance of the following student categories

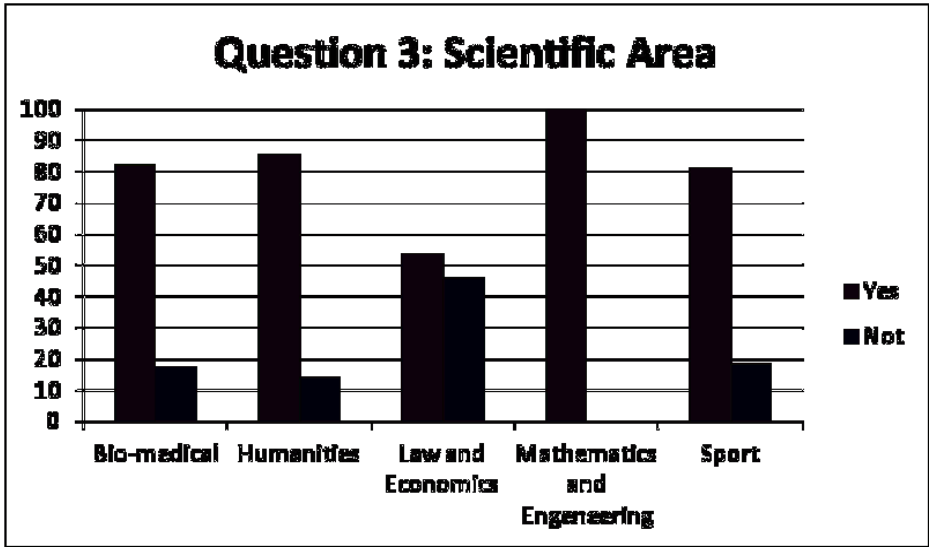


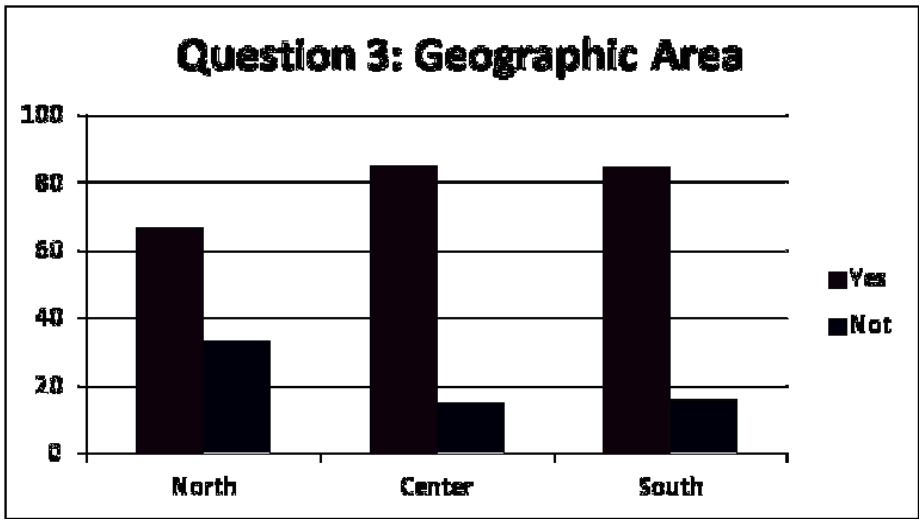




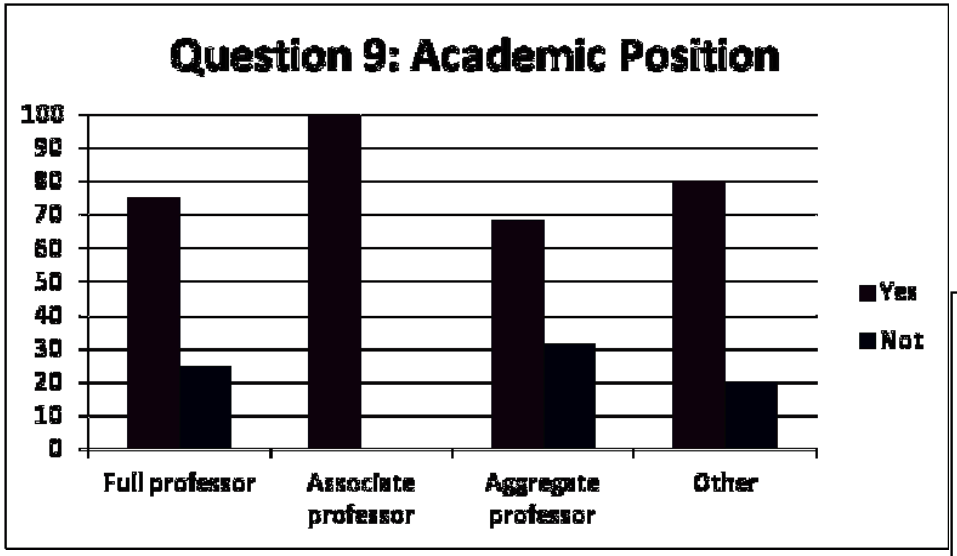
3. Regardless of particular provisions of my University, I would be willing to agree on a recovery process of the missing class attendance for the following student categories

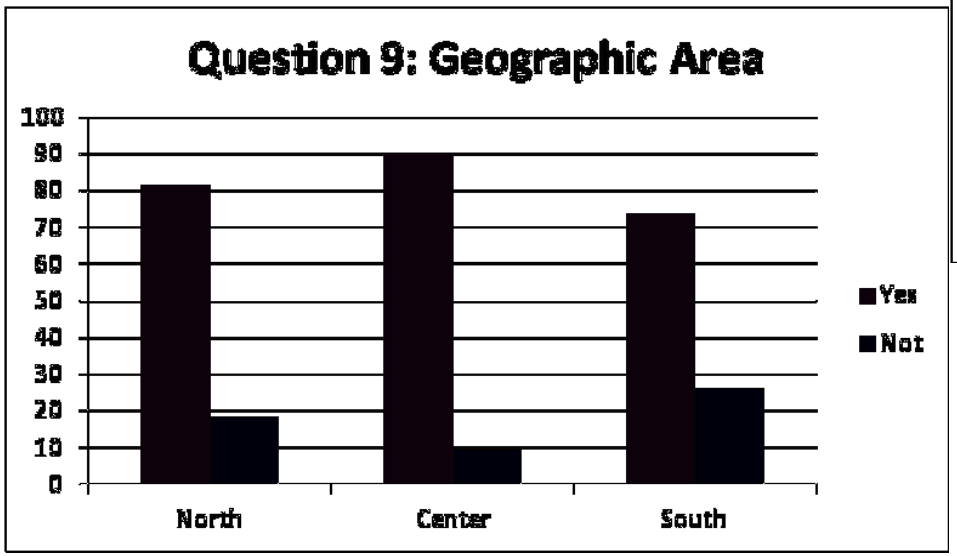


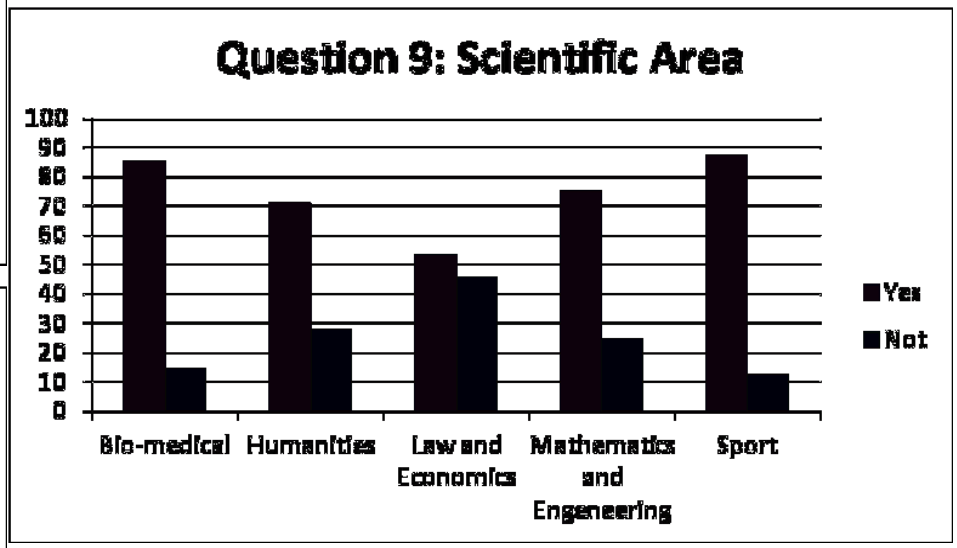




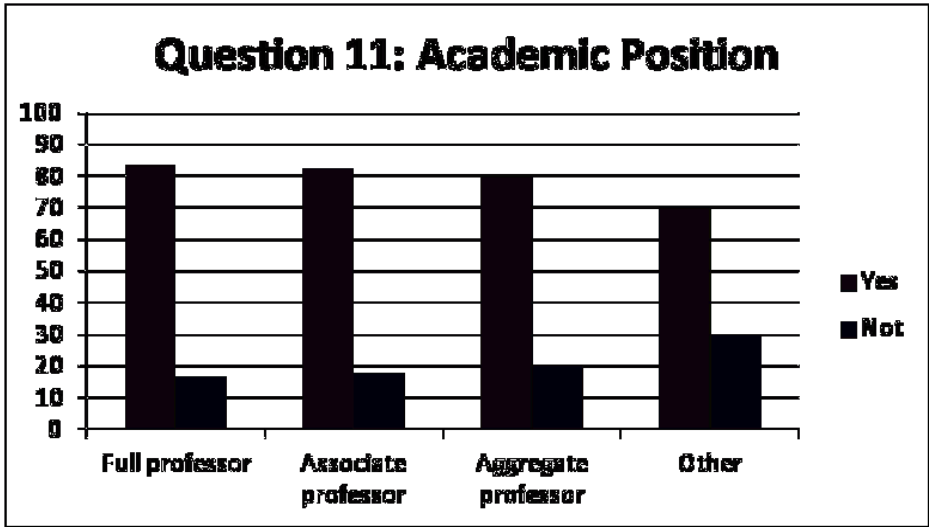
9. I believe that my University should provide support for an e-learning process for the following types of students

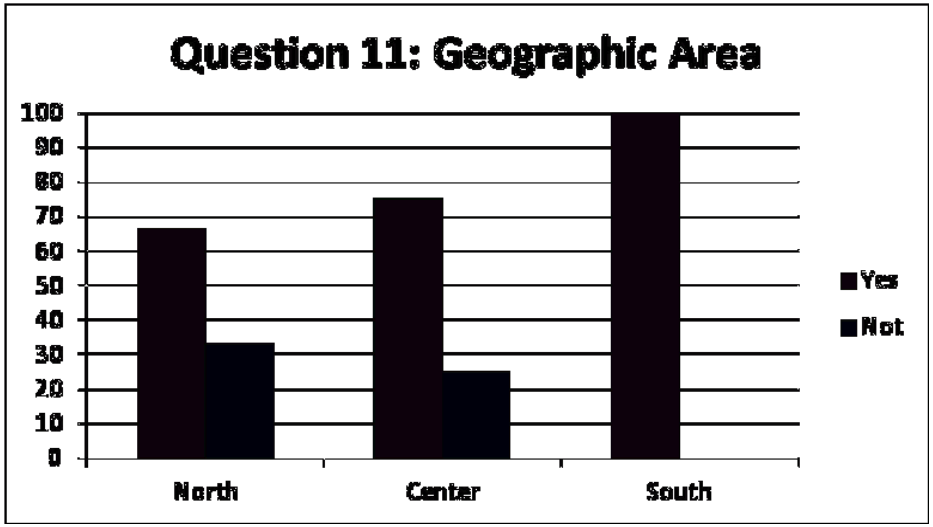


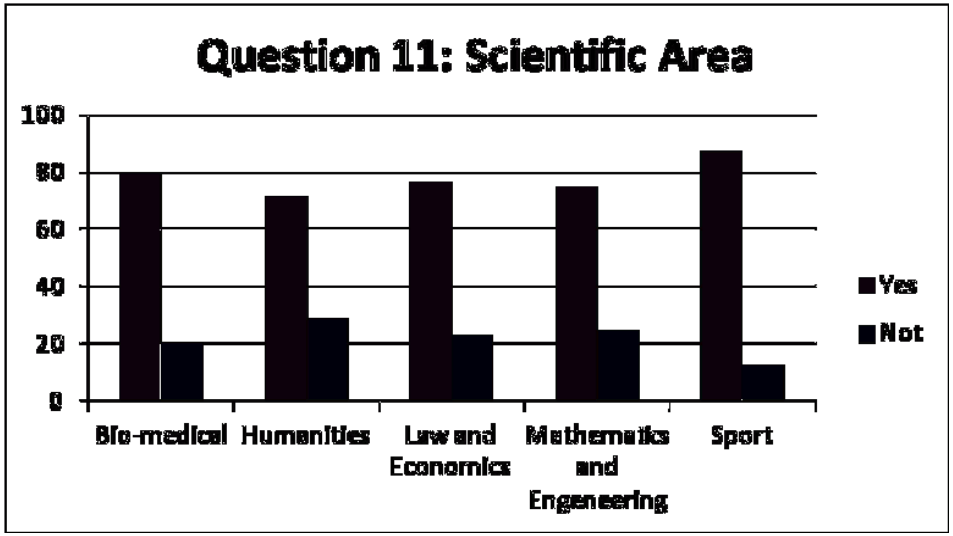




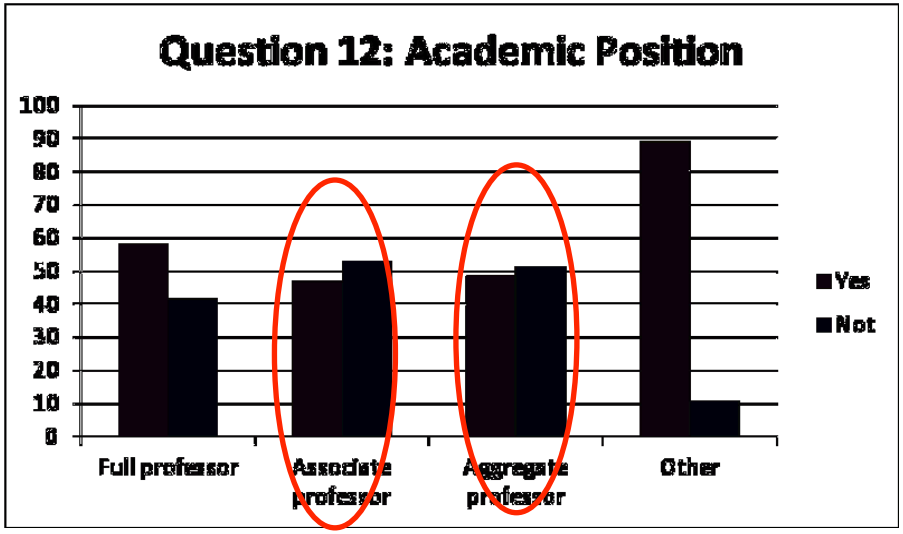
11. I believe that my University should valorise the extra-academic skills of the following types of students

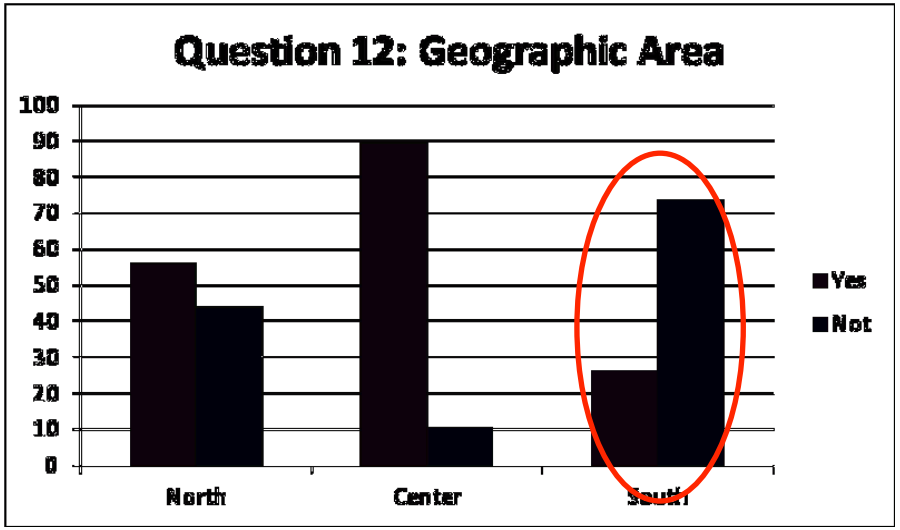


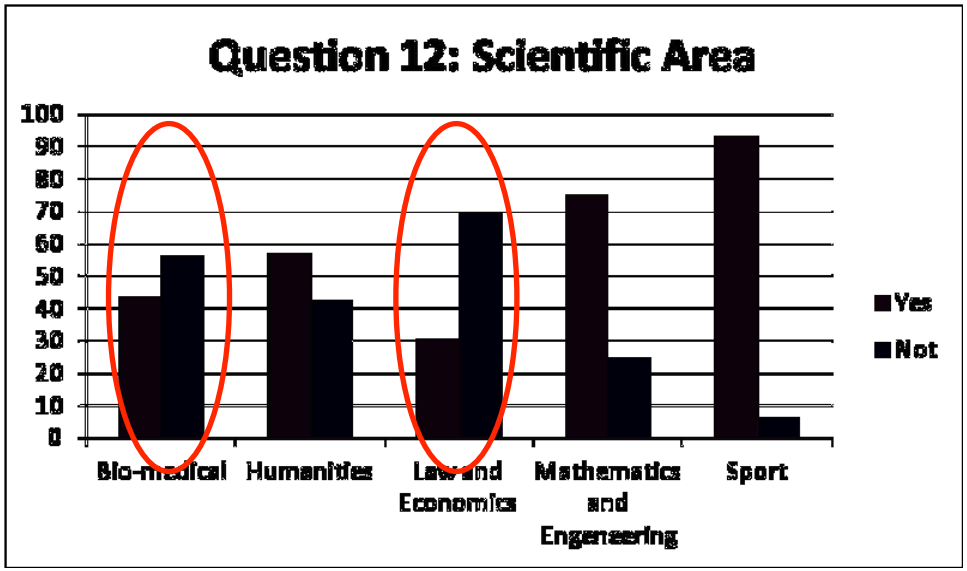




12. I am aware of the presence regarding the following student categories in my classes







Summarizing

- ABOUT ITALIAN UNIVERSITIES

- rare cases for a provided flexibility of the classes attendance
- no flexibility for the exam sessions,
- no tutoring



Summarizing

- ITALIAN TEACHERS are willing to provide:
  - class attendance flexibility,
  - recovery process of the missing class attendance,
  - on-line timetable of reception,
  - flexibility for the exam sessions (not absolutely),
  - individualized tutoring process
  - an e-learning process
  - a valorization of the extra-academic skills
- Motivational and psychological support are not considered as necessary
- Not all Italian teachers are aware of the presence of student-athletes in their classes

Conclusion

- In Italy, eventual and future academic policies in favour of the student-athletes’ will surely receive the consent of the teachers.
- Promotion of further studies (wider sample size, sportive and not-sportive university contests).







Robin Williams (1951-2014) in the “*Dead Poets Society” (Peter Weir, 1989)*