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**INTERNATIONAL STUDENT-ATHLETES' UNIQUE CHALLENGES:
COLLEGIATE COACHES' FACILITATION OF SOCIAL CAPITAL AND SERVANT
LEADERSHIP**

BY

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B.S Physical Education, Chosun University, 2010

M.A. New Mexico Highlands University, 2016

DISSERTATION

Submitted in Partial Fulfillment of the
Requirements for the Degree of

Doctor of Philosophy

Physical Education, Sport, & Exercise Science

The University of New Mexico

Albuquerque, New Mexico

May 2023

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DEDICATIONS

I dedicate my last journey of the Ph.D. program to ...

My father: The most vital and most admirable professor in the world.

My mother: The most beautiful and wise woman in the universe.

My brother-in-law: The smartest and kind man in the world.

My older sister: The pretties and most intelligent professor in the universe.

My niece: The most pretty and clever girl in the universe.

And the smartest and cutest creature in the universe but not a human being:

My younger sister: The cutest puppy baby in the universe.

My nephew: The most handsome puppy boy in the world.

Thank you for your support, encouragement, and, most importantly, your greatest love.

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**Ph.D. PHYSICAL EDUCATION, SPORT, & EXERCISE SCIENCE,
THE UNIVERSITY OF NEW MEXICO, 2023**

ABSTRACT

International student-athletes (ISAs) play in almost all NCAA sports at all levels of competition. This factor implies that international student-athletes are now a significant part of the paradigm of college athletics.

Even though an increasingly substantial number of ISAs in international student (ISs) populations in the United States, ISAs would face additional challenges concerning language barriers, cultural differences, adjusting to the new environment, general life on campus, academic settings, and the school's high expectations of them for athletic performance.

Therefore, providing genuine caring and supportive behavior for international student-athletes, ongoing support for social connection to minimize their unique issues, servant leadership style, and utilizing social capital are crucial for the success of ISAs in the United States.

This research study aims to explore and develop an in-depth understanding of the coaches' experiences working with ISAs and their descriptions of how they perceive facilitating supportive environments for ISAs.

A total of twelve collegiate coaches in assistant and head positions who have coaching experience with ISAs for at least three years in various sports were selected for this study. Semi-structured and open-ended Zoom interviews were utilized to gather in-depth information for the prime research questions and encourage participants to express their experiences. Using interpretative phenomenological analysis and thematic data analysis, interview data were analyzed. The study result presents five sections: 1) coaches' general awareness of ISAs' unique challenges: the language barrier, homesickness, cultural differences, financial support, academic, and athletic settings, and legal issues, which are corresponded with ISAs' experiences in the United States empathized above, 2) beneficial outcomes of having ISAs from coaches' perspectives, 3) importance of social capital, 4) Servant leadership for ISAs, 5) Supporting practice for ISAs.

Consequently, through having positive social capital, ISAs can develop their language proficiency which tends to increase the frequency of social gatherings. This practice also helps improve their academic and athletic performance because they can get information on upcoming classes. In addition, using a servant leadership style, a caring and welcoming attitude generates trust, making ISAs feel comfortable and confiding in their stress.

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Chapter 1

Introduction

I am an athlete, a coach, and an international student (IS). I played baseball in South Korea for ten years as a student-athlete (SA), dreaming about playing baseball in Major League Baseball. However, my life plan did not allow me to pursue my dream. As a result, I started a new life chapter as an educator. While pursuing my master's degree and during the beginning years of my doctorate, I worked as a strength and conditioning coach and baseball coach for almost three years. Combining coaching life in athletic settings and being a foreign graduate student and instructor in my department, it has been nearly nine years of living in the United States as a foreigner. However, still struggle to overcome language barriers, cultural differences, and issues with interacting with Americans.

Many previous scholars support my statement about how different languages (Baghurst et al., 2018), adjusting to a new culture (Tung, 1988), and building socialization are not easily overcome (Poyrazle & Lopez, 2007). As a result, I have been asking myself, "what can be the most beneficial options or effective ways to overcome these challenges?"

Personal background. As I mentioned above, during the master's and doctorate programs, I worked as a strength conditioning coach and baseball coach for my university. Through this time, I had many beneficial experiences and realized how coaches' support and thoughtful conversation are essential for the SAs. They have to keep up academically and athletically with good standards, which means, compared to the non-SA population, they might

have difficulty keeping up with school. Unfortunately, there were no international student-athletes (ISAs) on baseball and football teams at the college level.

I can assume that if domestic SA faces difficulty being a part of SA, the challenges that ISAs face would be more than surface-level. According to my personal experience and perspective from experience facing different academic settings and athletic settings, I would like to explore better support systems for the ISAs.

I grew up being an athlete in baseball in South Korea. At that time, the coaching method and sports culture were completely different. Instruction methods and performance evaluation differed by detail. I followed strict regulations without the proper resources. Compared to baseball in the United States, there were so many differences in training that it was a surprise to how possibly coaches were to understand their role in trying to help all SAs with such details that were approached entirely differently. Even as my instructor for the teaching and graduate assistance program, I taught SAs. The experience enlightened me about the level of explanation that was necessary. I had to apply different discussion methods or even use forms of body language to help convey ideas. Each student needed different approaches because of my language barrier and concern for the student's inability to retain the content properly.

Most importantly, I also clearly understand being ISs. During the first year of my master's program in the United States, I had difficulty creating casual conversations with professors and peers. My initial English proficiency was based on exam scores and curriculums that had zero focus on typical conversation methods--memorization and robotic speaking patterns were what I was exposed to.

When I finally came to the university, my first roommate was a SA playing basketball who was married and had kids. My English level was low at this time, and we had zero personal

conversations, but we created communication with body language. Through him, I met some of the other school basketball players, but of course, there was no informal communication. It did not get more manageable when I tried to make friends. When peers tried to greet me, I was even embarrassed because I did not understand why specific phrases such as “What’s new?”, “What’s happening?”, “What are you up to?”, “Look who’s here?”, “What’s up?” were aggressive. I felt lonely, left out, afraid, and socially isolated due to my inability to answer casual conversational questions adequately. Therefore, I wondered how other ISs that were also training athletes would be able to navigate challenges regarding language, culture, friendship, absorbing directional guidance in their career, and mental health.

Prevalence of ISAs and IS in US college athletics

The win-at-all-costs mentality tends to support recruiting gifted athletes worldwide and to maintain the team’s competition level, coaches try to recruit ISAs (Ridinger & Pastore, 2001). Asher (1994) mentioned that no matter where the winning pressure is coming from, internally (e.g., self-motivated) or externally (e.g., athletic directors), the majority of coaches tend to seek foreign players who provide competition opportunities against higher-profile programs. For example, due to the ISAs’ contribution to playing track and field sport in the National Collegiate Athletic Association (NCAA), demand for the sport has become a world-class level; the credibility of ISAs have positively influenced the sports teams and some executives perceived that the teams would suffer if there were restrictions on limiting ISAs (Ridinger & Pastore, 2001). ISAs are “a foreign investment that gives back to the community by helping his/her team win games while fostering local pride for the university” (Ridinger & Pastore, 2001, p. 19).

These authors also added that ISAs tend to bring a positive impact on the team and players. Thus the athletic programs would be able to increase the credibility of their program.

Asher (1994) continues to mention that some coaches in the U.S. stated that domestic SAs could learn maturity, work ethic, and goal-oriented attitudes from ISAs. According to Hoffer (1994), ISAs usually strive for their athletic and academic performance with an appreciation for every given circumstance, so they tend to lead teams to levels beyond what coaches would generally expect. Due to this particular reason, they are sometimes considered coaches' dream players (Hoffer, 1994).

Having ISAs will bring tremendous advantages to a sports program (Baghurst et al., 2018). More specifically, ISAs will get potential performance benefits and many other benefits to a sports team. A team with cultural diversity tends to provide opportunities for learning cultural differences to other team members and give a deeper understanding of cultural differences to the coaching staff, including language, beliefs, and norms (Baghurst et al., 2018). Therefore, the high level of team cohesion within a diverse population will benefit both the domestic SA and the ISAs (Baghurst et al., 2018).

ISs tend to share many benefits with academic settings in the United States (Rodriguez, 2014). Lee and Rice (2007) emphasized that through ISs on campuses in the United States, domestic students can develop an understanding of cultural differences. These authors also added that classrooms with diverse populations foster diverse perspectives and viewpoints in academic settings. In addition, according to Rodriguez (2014), in some fields, such as sciences, engineering, and technology, that demand technical skills, ISs have helped share their technical skills and knowledge.

Establishing a successful program with current ISAs will most likely attract future ISAs to the sports program (Baghurst et al., 2018). According to Pierce (2012), for example, successful sports programs with ISAs tend to foster winning programs, and this positive environment would strengthen recruitment pipelines for new ISAs.

With these positive outcomes of ISAs, the number of ISAs has constantly been increasing since 2012 in higher education institutions in the United States (Baghurst et al., 2018). For example, Oklahoma State University reported that during the 2016-2017 season, 13 SAs out of 15 SAs on the tennis team were from the United States (Baghurst et al., 2018). New York Times also reported that in the 2005 NCAA individual tennis championship tournament, 33 out of 64 in women's tennis and 38 out of 64 in men's tennis were from outside of the United States (Drape, 2006; Baghurst et al., 2018). In addition, during the 1999 and 2004 seasons of tennis, no less than 21% of women's players and no less than 28% of men's players were foreign players and no less than (Drape, 2006).

During the 2012 and 2013 academic years, according to the NCAA(n.d.b), 4.6 % of SA are from around the world in Division I-level institutions. In specific sports, in men's tennis, 33.2% of players are not born in the United States. Most institutions and conferences that support diverse athletic competition venues have put much effort into bringing ISAs into American higher education programs, and this situation created positive opportunities and challenges at the same time for coaches and athletic advisors (Newell, 2015). These numbers are only ISAs under NCAA. However, if we consider the number of ISAs under the National Association of Intercollegiate Athletics (NAIA), the total number of ISAs will substantially increase (Rodriguez, 2014).

Due to the many uniquenesses of having ISAs, athletic administrators and coaches should be aware of both positive and negative elements that would influence ISAs' success and retention on campuses in the United States (Newell, 2015). However, although some studies showed that ISAs experience discrimination due to skin color and language ability, research concerning ISAs' unique challenges is limited (Baghurst et al., 2018). Despite this ISAs' challenge, due to the desire to win and positively increase athletic programs' reputations, the efforts to recruit diverse ISAs are still growing (Baghurst et al., 2018; Lee & Rice, 2007). In addition, even though ISAs are considered a substantial population on campuses in the United States, some previously published studies only focused on issues with ISs (Rodriguez, 2014). Thus, I personally think that exploring ISAs' unique challenges and supportive strategies for them is an essential task for future and current ISAs.

Unique challenges & issues faced by ISAs and ISs

As an increasingly significant number of ISAs in ISs populations in the United States mentioned above, ISAs would face additional challenges concerning cultural differences, adjusting to the new environment, general life on campus, academic settings, and school's high expectation of them for athletic performance (Rodriguez, 2014).

In a study developed by Meadows et al. (2011) from Ridinger and Pastore's (2000) study, with 355 SAs in 15 NCAA Division universities, Meadows and scholars identified the prominent challenges that ISAs commonly faced during the first year of college in the United States. In this study, 192 SAs out of 355 SAs were ISAs and showed the three most significant challenges: 1) homesickness, 2) adapting to the new culture in the United States, and 3) language barrier. In

addition, to these challenges, additional challenges would be added due to international athletes' religions, beliefs, and norms when adjusting to a new environment (Baghurst & Parish, 2010; Pedersen, 1995).

ISAs are more likely to face unique challenges in adapting to the new environment because of food, language, roles and regulations, laws, different academic settings, and even climate conditions (Popp et al., 2010). ISAs also commonly experience homesickness, adopting a new culture in the U.S., and language barrier, and these three factors are considered the most significant challenges for them (Pierce et al., 2011). ISAs' stress caused by unique challenges creates high anxiety levels and negatively affects athletic performance (Baghurst et al., 2018). In addition, new athletes might not perform to the best of their ability due to these additional challenges when adapting to the new environment.

Many scholars have been devoted to exploring SA from diverse perspectives (Lally & Kerr, 2005; Potuto & O'Hanlon, 2007; Reiter et al., 2007), and they tended to focus on general support and guidance for SA as a whole (Broughton & Neyer, 2001; Chartrand & Lent, 1987; Etzel et al., 1996; Hinkle, 1994; Hurley & Cunningham, 1984); however, little studies have been explored for ISAs (Newell, 2015). The scarcity of acknowledgment of ISAs' experiences might not be helpful for their success on campuses in the United States (Newell, 2015).

Andrade (2005) explored unique issues experienced by ISs when they are in the transition process during the first year of college in the United States. Unique issues were identified as adjusting to a new environment, being far away from family members, finding effective study strategies, and making meaningful choices. In addition, not surprisingly, for ISs population, language capability and cultural differences were added to these unique challenges. These are not

simple challenges ISs may face as international students. They need to consider dealing with additional challenges in social settings that might affect their capabilities (Rodriguez, 2014).

Furthermore, different academic backgrounds, adjustment to the new environment, and building positive socialization are also considered stressors that ISs might face in the United States (Rodriguez, 2014). However, according to Lee and Rice (2007), some institutions in the United States provide little support for ISs' needs and wants even though they need additional support to cope with challenges caused by cultural differences.

Surprisingly, according to Shannon (2014), some athletes and teams might have been treated poorly because of the presence of international athletes. This attitude trickles into the entire team and can cause discrimination because of lacking English ability or the appearance of dark skin (Frawley, 2015; Lee & Rice, 2007). These considerable challenges are added to language challenges and cultural differences for the ISs, and these ISs' additional challenges have been easily ignored (Jara-Pazmino et al., 2017).

ISs' stress can be caused by many factors, such as language capability, no similarities in the host country's academic settings compared to the home country, and the time commitment to adjust to a new environment (Sovic, 2008). McLachlan & Justice (2009) added that differences in climate, food, academic setting, and social norms could be important factors that increase levels of ISs stress.

Additionally, schools' high expectations in both academic and athletic settings and feelings of homesickness and social isolation are other stressors for ISs and should not be neglected (McLachlan & Justice, 2009). These challenges can be seen in the domestic

populations as well. However, combinations of these challenges would make ISs suffer more in many situations as foreigners (Sovic, 2008).

Experiencing discrimination is also considered one of the stressors of ISs, and some ISs experienced discrimination when interacting with faculty members and administrators on campus (Rodriguez, 2014). Furthermore, due to skin color, some ISs experienced unfair treatment by the financial aid department, and job opportunities were limited on campus (Rodriguez, 2014). ISs' experiences related to discrimination were common issues even when they were outside of campus in restaurants, shopping malls, and other living accommodations (Rodriguez, 2014). No such studies have explicitly explored the main factors creating discrimination; thus, we do not know that language capability, skin color, ethnicity, and misperceptions can cause discrimination issues (Rodriguez, 2014).

In addition, it does not mean all ISs have experienced the same challenges. According to Lee and Rice (2007), ISs from Europe, Canada, and New Zealand experience less discrimination than ISs from Asia, East Asia, and Latine America. Wilton and Constantine (2003) examined acculturative factors related to adjustment in their quantitative study of 190 Latin American and Asian students studying in the U.S. According to their findings, Latin American and Asian students experience greater stress levels because of language and cultural barriers. In addition, Li and Kaye (1998), in their research on foreign students in the U. K. found that Asian students had much more significant difficulties than European students concerning language, making friends, homesickness, and teaching and tutoring. Thus, research that explicitly explores the relationship between ISs' home country and unique challenges in the United States is necessary for providing a realistic environment for ISAs.

Statement of the Problem

ISAs are taking a more prominent role in U. S. college athletics, and more than 6.2 percent of SA body is outside of the United States (Kim et al., 2009). The number of ISs and ISAs' enrollments at the collegiate level has dramatically increased (Bhandari, 2011). Due to this reason, sports programs at the collegiate level in the U. S. have enjoyed remarkable advantages through the presence of ISAs (Baghurst et al., 2018). Not in just athletic settings, ISs tend to bring positive learning environments to classrooms by sharing diverse opinions with domestic students (Rodriguez, 2014).

ISAs play in almost all NCAA sports at all levels of competition. This factor implies ISAs are now a significant part of the paradigm of college athletics. As presented earlier in this chapter, ISAs easily face issues such as cultural differences, homesickness, and language barrier (Meadows et al., 2011), and stresses linked with these issues might influence ISAs' high levels of anxiety that has the potential to limit their athletic success (Baghurst et al., 2018). Thus, athletic administrators, including coaches and academic advisors, should pay more attention to ISAs' issues (Ridinger & Pastore, 2000; Newell, 2015). Furthermore, these administrators must provide realistic academic and athletic success environments for ISs (Umbach, 2006), including ISAs (Hodes et al., 2015). Nevertheless, issues in academic support, perceived lack of social support, and appropriate inclusion persist amongst this group of athletes.

To minimize these issues, coaches should have genuine caring behaviors and ISAs family members that might bring positive outcomes for their education experience in the United States (Ranson, 2012). According to the study by Forbes-Mewett and Pape (2019), initial and ongoing support can be essential for the new ISAs. Furthermore, according to a study by Meadows et al. (2011), improving social connections and the capability of interpersonal adjustments are

essential factors in minimizing ISAs' stress levels that might affect their academic or retention failure in universities (Newell, 2015). As for some suggestions shown above, This researcher assumes that coaches' ability and well-prepared behavior for the new and current ISAs can be considered the most critical factors for ensuring both settings of academic and athletic success in the United States.

Thus, to provide genuine caring and supportive behavior for ISAs, as well as ongoing support for social connection to minimize their unique issues, servant leadership style and utilizing social capital are crucial for the success of ISAs in the United States.

Purpose of the Study

In light of the need for college sports coaches to provide support for their ISAs, the purposes of this study are to

1. determine *what coaches experience* in their interactions and relationships with the ISAs whom they coach,
2. explore *what practices they do* to enhance the academic and athletic outcomes for ISAs, and
3. why do coaches choose the support practices they utilize in that context?

Research Questions

RQ1: What are coaches' experiences and challenges working with ISAs?

RQ2: What unique and specific strategies do coaches employ to help their ISAs succeed in their athletic careers, and why?

RQ3: What unique and specific strategies do coaches employ to help their ISAs succeed in their

academic careers and socialization into campus/location culture, and why?

Limitations of the study

This study contains several limitations. First, since participants would be selected from only Division I, II, and III schools under the NCAA, findings of coaches' perspectives and experiences might not suitably fit all college-level athletic programs. For example, each university in the United States has its support programs for ISAs and IS; thus, levels of ISAs' experiences can be shown differently depending on the school's supportive program. Through this researcher's personal experience, the researcher assumes that the better the support program for ISAs, the fewer negative experiences will be shown. Second, due to the researcher's personal experience, being in the position of ISA, coach as a foreigner, graduate student as IS, and instructor as a foreigner, personal bias might be tempted when it comes to data analyzing and finding process. Third, foreign coaches did not have interviews in their native(primary) language and might not fully understand the research questions and the meaning of conducting this study. Finally, there is also a limitation to obtaining data. The collection process is completed through online phone conversations or Zoom video meetings because of the current COVID-19 and Delta Virus pandemic. The researcher might struggle to interpret specific gestures or expressions through data collection methods.

Theoretical Framework

According to Crotty (1998), epistemology stresses an interrelated relationship between the research and being researched, and he also suggested three main underpinnings of epistemology: objectivism, constructivism, and subjectivism. Among three main underpinnings,

the constructivism approach will be utilized for this research because constructivism focuses on a learning or meaning-making theory related to the nature of knowledge and how human beings learn (Crotty, 1998). Mason (2002) also stated that according to qualitative perspectives, data tend to be generated, not collected, because most researchers cannot collect data about the social world neutrally.

Instead, researchers construct knowledge concerning the world “according to certain principles and using certain methods derived from, or which express their epistemological position” (p. 52). According to Schutz (1972), every form of knowledge is constructed depending on the individual’s selection and structuring of the world; thus, an individual’s knowledge cannot be simply interpreted. Von Glasersfeld (1992) added that knowledge is how we organize our experiences that occur in the world. Constructivism does not deal with “true” cognition because it concerns objective reality. Knowledge should be viable to suit the authentic experiences in the world that others have since an individual’s experiences are comprehended and organized according to their views and circumstance (Flick, 2014; Glasersfeld, 1992). Also, constructivism stresses that humans generate knowledge and meaning through interacting with the world. That meaning can be constructed through people’s minds, and it implies that depending on where you live and what experience you have, with the same phenomenon, people can construct their meaning (Crotty, 1998).

Social Capital

Bourdieu (1986) stated that social capital could be considered as potential resources generated through positive social networks or “institutionalized relationships or recognition” (p. 248). When it comes to a productive social network or social capital, a certain level of

trustworthiness plays a significant role. With trustworthiness behavior, people tend to cooperate and interact with each other to garner mutual benefits (Richardson, 2012). Therefore, social capital can be built through social networks with others or specific communities, and people can get beneficial resources. In the study by Forbes-Mewett and Pape (2019), with the ISAs, they investigated the utilization of social capital that provides social networks to get various helpful outcomes while living in the United States.

Moreover, according to Jarrett et al. (2005), through social capital that is established through trustworthy behavior, individuals can get easily satisfied their needs and wants even if these needs and wants are directly related to personal benefits. Established social interaction with others and communities tends to provide beneficial resources for individuals, trustworthiness, and the effective adolescent development process; these positive factors show them the necessary sense of mutual obligation for positive social relationships (Putnam, 1995). The notion of social capital can be utilized to have a more profound knowledge of the benefits of social networks for ISs and ISAs' educational success and emotional happiness (Clopton, 2010).

Servant Leadership

Servant leadership offers that with a high level of respect for the followers, leaders tend to make every effort for development and achievement, and followers and leaders have equal power in the group (Avolio et al., 2009). Unlike the transformational leadership style, which emphasizes leader-member exchange, servant leadership stresses followers' ethical and moral development (Burton et al., 2017).

As mentioned above, servant leadership's valuable features are addressed in academic fields, so coaches and sports managers have started focusing on utilizing servant leadership

styles in their fields (Robinson et al., 2018). Through this research, the researcher wants to explore how servant coaching would help make ISAs feel comfortable in the United States. Thus, some unique questions are formulated through designing this research: How would utilizing the servant leadership style help ISAs emotionally, making them feel comfortable and welcomed? Can the servant coaching style minimize three main difficulties of ISs, such as homesickness?

As today's organization focuses on followers' growth and development through utilizing the servant leadership style (van Dierendonck, 2011), a coach's servant leadership also provides the importance of SAs growth and performance (Kim et al., 2017). Another important factor that should be considered for future study is the relationship between coaches and athletes because it tends to influence every follower and team member (Jowett & Chaundy, 2004). To explore how servant leadership styles utilized by coaches who are coaching ISAs would minimize their unique challenges, the research will focus on coaches' perspectives and experiences of being servant leaders in coaching ISAs.

Chapter 2

Literature Review

Many previous researchers illustrate the reasons for the presence of ISAs and their unique challenges and how social capital and servant leadership styles would be helpful for them in this following literature review. ISAs' unique challenges are specifically expressed by previous studies conducted through formal ISAs and ISs. These challenges are emphasized in detail, including language barriers, homesickness, cultural differences in academic and athletic settings, and financial and legal issues. In addition, to effectively comprehend and create a supportive

environment for ISAs, some challenges faced by all college athletes and support efforts for ISAs and SAs are discussed. Thus, this study's research questions are guided:

RQ1: What are coaches' experiences and challenges working with ISAs?

RQ2: What unique and specific strategies do coaches employ to help their ISAs succeed in their athletic careers, and why?

RQ3: What unique and specific strategies do coaches employ to help their ISAs succeed in their academic careers and socialization into campus/location culture, and why?

History of ISAs in U. S college athletics

The research in sports and social sciences has focused on globalization lately (Houlihan, 2008), and internationalization is the most defining concept in the globalization process (McGovern, 2002). Regarding globalization and human movement, sporting leagues worldwide have helped to boost them by recruiting athletes from around the world (Love & Kim, 2011). For example, in professional cricket leagues in India, professional baseball leagues in the U. S., and professional soccer leagues in Europe, the number of foreign athletes has significantly increased lately. More than 50 percent of soccer players in European leagues are from around the world (Besson et al., 2008). In Major League Baseball, over 27 percent of opening rosters in 2010 were not born in the U. S. (Nightengale, 2010). In addition, in the 2008 season, roughly 35 percent of cricket players in the Indian Premier League do not have a nationality of India (Engineer, 2008). As such, internationalization that has taken place in the sports setting is the most remarkable element of the globalization process (Love & Kim, 2011).

The increased internationalization trend has also influenced several levels of collegiate sports under NCAA (Love & Kim, 2011). According to the NCAA study, more than 10,395

(6.2% of all athletes in the NCAA) ISAs were registered in Division I level universities during the 2008-2009 academic years (Zgonc, 2010). Zgonc (2010) added that compared with the 1999-2000 academic year, which had only 3,589 (2.4 % of all athletes in the NCAA) ISAs, the number of ISAs almost tripled in the 2002-2009 academic year. In specific sports, the number of ISAs are substantially high (Love & Kim, 2011). In tennis, for example, women's tennis teams represented 36.8 percent of ISAs, and men's tennis teams also represented 35.5 percent of ISAs during the 2008-2009 seasons (Zgonc, 2010).

Even though the number of ISAs has dramatically increased in the United States Bhandari (2011), studies concerning specific solutions for ISAs' unique challenges are limited. Thus, this researcher supports Love and Kim's idea (2011). These authors pointed out that due to the increased number of ISAs at college level sports in the United States and some sports that contain a significant number of ISAs in comparison with other sports, issues related to ISAs should be explored.

According to the (NCAA, 2020), more than 20,000 ISAs are currently registered and competing at institutions that are members of the NCAA. Intercollegiate-level institutions have been expanding their recruiting pipelines worldwide for the gifted ISAs (Ridinger & Pastore, 2000). According to Wolff (1998), since 1993, the number of ISAs playing basketball at the Division I level has doubled. However, including basketball, other sports also showed a tremendously increased number of ISAs, according to a report by the NCAA(1996). All division levels of women's and men's sports, including track and field, volleyball, tennis, ice hockey, and swimming, showed increasing trends.

The sight of ISAs in colleges and universities in the United States might seem normal now, but this was not common before the 1950s (Ridinger & Pastore, 2001). The first small

number of ISAs recruited to play sports in the U. S. were track and field athletes from Canada in the early 1950s (Ridinger & Pastore, 2001). At that time, only major sport-oriented universities could offer athletic scholarships to recruit gifted foreign players, which naturally increased the number of ISAs in the universities (Ridinger & Pastore, 2001). In the 1960s and 1970s, especially in track and field sports, a few universities had solid connections and databases for recruiting foreign players (Ridinger & Pastore, 2001). Specifically, runners from Africa started to be recruited with a sufficient supply of athletic gear by the Washington State University and the University of Texas El Paso. These athletes enabled these institutions to conquer many national cross-country championships (Stidwill, 1984).

However, even though having ISAs has created some positive environments in general, some criticism was also raised simultaneously (Ridinger & Pastore, 2000). Some individuals criticized that due to the increasing number of ISAs and their quality, domestic SAs might lose their opportunities to play a sport in college (Ridinger & Pastore, 2000). According to Ridinger and Pastore (2000), there are several reasons for criticisms of having ISAs at the collegiate level in universities:

1. Limited scholarships from universities must be shared with ISAs. It means that some of the domestic SAs might lose an opportunity of getting scholarships.
2. Some of the ISAs were older than the average age of the domestic SAs. In the late 1950s and early 1960s, for example, before the Equal Protection Clause of the Constitution's Fourteenth Amendment was settled, there were no specific age restrictions. Thus, some ISAs were in their late 20s or 30s, and these athletes competed against domestic students in the United States who had just graduated from high school (Stidwill, 1984).

3. There was a performance gap in athletic settings between the domestic SAs and the ISAs. Some of the ISAs' athletic performance is beyond world-class.
4. The consumption of American tax dollars has been used for recruiting and retention of ISAs.

To support this, Hoffer (1994) argued that sports in the U. S. cannot fully support recourse, sports arenas, coaches, and finance for American athletes because of the invasion of ISAs. However, some individuals suggested positive statements, arguing that some American Olympic dreamers would possibly improve their athletic performance by competing in world-class ISAs.

Issues faced by ISAs

Language barrier

ISs face many cultural obstacles. Still, one of the most significant challenges they confront daily can be the ability to speak English because "English is not their native language" (Rao, 2017, p. 1000). According to Rao (2017), since the educational process is only conducted and taught in English, which is not ISs native language, the ISs are most likely to experience a language barrier. Challenges that result from the language barrier might cause not only failing grades but also anxiety in ISs' everyday life in the United States (Kwon, 2009; Woods et al., 2006; Lin, 2012). Baghurst et al. (2018) stressed that living as a foreigner might require learning a new language, which cannot be considered an enjoyable experience. However, language is one of the essential methods for humans to communicate with one another (Wilson et al., 2012). Researchers discuss this further by stating, "Language is not simply a set of grammatical structures and words...[it is how we] connect" (Wilson et al., 2012, p. 374). Therefore, this

researcher thinks clear communication with coaches and teammates can be the most critical factor for the ISAs to develop athletic performance and connectivity with teammates. To add to this point, this researcher strongly assumes that understanding the ideas of coaches' feedback concerning athletic performance is a significant factor in developing athletic performance. To add this idea, Allen and Howe (1998) noted that relationships between verbal and nonverbal feedback from coaches directly affect athletic ability and sport-related self-perceptions.

According to Yeh and Inose (2003), the stress level experienced by foreigners can differ depending on the varying levels of English proficiency. Frawley (2015) stressed that experiencing discrimination and social barriers can cause unexpected stress. With language being a determining factor, institutions with large foreign populations already have programs for support and language development (Baghurst et al., 2018).

Kwon (2009) stated that depending on their language proficiency, foreigners' level of social isolation will show differently. Poyrazli and Lopez (2007) indicated that the ISs with better linguistic ability experienced more social support and a lower stress level. Rao (2017) mentioned that even non-ISs need extra time to share the correct answers and opinions in class discussions, even though they seem to have no problem with language proficiency. Thus, in athletic settings, during practice or games, immediate response and reflection of teammates' or coaches' requests are much more demanding. This reflects how crucial language ability can influence the interactions with coaches and teammates.

Feldman (1997) stressed that according to the nature of tasks, when people adapt to a new culture, interpersonal communication is essential. Especially in team sports, practical interpersonal communication skills are more critical than individual sports and tend to influence the team's outcome (Feldman, 1997). Hence, this researcher significantly considers the needs of

ISAs to adapt additional new language skills, cultural differences in the academic environment, and proper writing skills in the United States.

Homesickness

According to Baghurst et al. (2018), when people adapt to a new culture, they are most likely to feel cultural shock. In this process, homesickness can be the most common experience. *Homesickness* can be defined as seeking familiar surroundings to promote belonging feeling (Baghurst et al., 2018), and when people cannot feel such this feeling, they easily experience depression, being left out, and being ostracized (Archer et al., 1998; Constantine et al., 2005; Pedersen, 1995). Even in the general group of the university student population, experiencing homesickness is common and envelopes the commonality of how SAs are also exposed to such feelings (Baghurst et al., 2018).

Experiencing homesickness is not easy to overcome for ISAs (Pierce, 2012). Advanced technology and the internet have allowed international students to remain connected with their family members through chat, photo sharing, and video calling (Frawley, 2015). Even though these methods would help ISs minimize the feeling of isolation, certain feelings of loneliness cannot be removed (Baghurst et al., 2018). In the study conducted by Poyrazli and Lopez (2007), significant differences were found regarding the level of homesickness. They perceived discrimination between ISs and domestic students in the United States; in both measurements, ISs scored higher than domestic students.

Baghurst et al. (2018) pointed out that most ISAs are in the United States for athletics but are a significant part of the international population that attend universities in the United States to pursue and develop their academic career.

Furthermore, from an athlete's viewpoint, anything can be considered new in public life (Baghurst et al., 2018). Thus, having in-depth knowledge of SAs' viewpoints, athletes might be able to minimize their stress depending on coaches' capabilities of treating their athletes. Popp et al. (2010) indicated that providing safe and welcoming circumstances would make athletes feel at home. Even though this strategy can be seen as unimportant, Archer et al. (1998) stressed that reducing the foreign population's level of homesickness would be helpful too. However, limited research has explored homesickness, depression, or isolation between ISAs and general ISs (Baghurst et al., 2018).

According to Popp et al. (2010), athletes would keep a positive relationship with their country's coach and get additional support for their success. However, Baghurst et al. (2018) mentioned that depending on how they understand and embrace cultural differences between their home country and host country, their emotional feelings of outcome would be shown positively or negatively. For example, because of the level of cultural differences, if the negative feeling would have occurred when playing as a foreigner in a new country, foreign athletes would feel more homesick than before due to the current situation in the host country not being as enjoyable and comfortable as their past situation.

According to Eurelings-Bontekoe et al. (2000), depending on the gap between the culture of origin and the host culture, the level of stress and homesickness can be different. Jara-Pazmino et al. (2017) also mentioned that the level of homesickness depends on ISs' country of origin. In a similar study by Yeh and Inose (2003), they identified the stress level of Asian and European students, with results showing that European students' stress levels were lower than that of Asian students, African students, or South American students. This factor implies fewer cultural differences between Europe and America than the other countries (Jara-Pazmino et al.,

2017). Rao (2017) also stressed that ISs who are originally born from collectivist cultures tend to feel social anxiety because their collectivist cultures have robust features of family ties and familiar surroundings. This situation makes them more interactive with students from the same country or with a similar cultural background (Alazzi & Chiodo, 2006; Andrade, 2005; Lin, 2012; Stevens, 2012). Thus, coaches should be aware of how cultural differences affect each ISA's life.

Cultural differences

Dealing with cultural differences is one of the most significant challenges experienced by ISs (Rodriguez, 2014). When dealing with cultural differences, ISs commonly experience cultural shock. Cultural shock can be referred to as one experiences challenges when s/he is transitioning to a new or different culture compared to her/his own/home culture (Rodriguez, 2014). Due to the feeling of cultural shock, ISs could experience social isolation, which can be caused by many factors such as unexpected discrimination, language barrier, and dealing with cultural differences, which one can easily overcome (McLachlan & Justice, 2009). In addition, feelings of emotional stress can be commonly seen in all ISs populations. However, emotional stress levels can depend on cultural differences and gender (Abbassi & Stacks, 2007).

When individuals are adjusting to a new environment, some emotional challenges, such as high levels of tension, anxiety, and fear, are common challenges to face (Rodriguez, 2014). In addition, when foreigners adapt to a new country, if there are few similarities between their home country and host country, uncertainty and normlessness would be increased (Brown & Brown, 2009), and it can cause additional challenges for them (Rodriguez, 2014).

Due to considerable cultural differences, some immigrants experience challenges in building positive relationships in new countries (Frawley, 2015). Tas (2013) mentioned that ISs usually struggle to adapt to the national culture and a new collegiate organizational culture. Wu et al. (2015) also stated that adjusting to a new academic system, building a social network, learning a new language, and having financial difficulty can be additional challenges that ISs have faced in the United States. This leads to ISs being more susceptible to experiencing emotional anxiety, stress, cultural boundaries (Sandhu, 1995), depression (Das et al., 1986), feeling left out (Mori, 2000; Pedersen, 1995; Sandhu, 1995), and homesickness (Parr et al., 1992).

Similar to domestic students, the admissions process for ISs includes SAT scores, letters of intent, and grade point averages. For the ISs to clearly understand their current English ability, any academic institution in the United States usually requires the document Test of English as a Foreign Language (TOEFL) (Chapelle et al., 2011). However, even though ISs would have an appropriate TOEFL test score to be qualified to enter an academic institution in the United States, learning a new culture and adjusting to cultural differences in the host country cannot be easy to overcome (Tung, 1988). In addition, according to Meadows et al. (2011), homesickness, language barrier, and cultural difference are the most common challenges that ISAs have experienced in the United States.

The study by Katz (2014) found that joining a new environment would cause additional challenges for any new athletes within the institutional socialization process in the collegiate sport setting in the United States. "Networks are inherently related to belonging. Consequently, network development and location should play an important role in how newcomers join communities" (Jara-Pazmino et al., 2017, p. 878). However, depending on each athlete's

characteristics and socialization ability, as well as the specific sport's features (e.g., individual or team sport), the level of stress that comes from the additional challenges can be shown differently (Jara-Pazmino et al., 2017). Due to the considerable gap in cultural differences, when ISs adjust to new environments, they tend to experience concerns with the learning standards of new environments (Chapdelaine & Alexitch, 2004; Pedersen, 1995; Ward et al., 2001).

Chapdelaine and Alexitch (2004) addressed that in the United States, in comparison with domestic students, ISs have faced cultural shock and challenges in building friendships with new people.

Furthermore, the ISs who have difficulty overcoming cultural differences and cultural shock tend to have less social interaction with domestic students (Poyrazle & Lopez, 2007).

Slack (1997) mentioned that most sports organizations have more than one subculture mixed with their unique customs. These unique cultures should be managed to minimize organizational conflict. Due to the nature of college athletics, each team's head coach is responsible for building and handling their own culture (Scott, 1997). In addition, when new athletes join the team, the head coach should build a positive socialization process for the new athletes with teammates because they usually have many valuable resources to help them when ISAs adjust to the new team environment (Jara-Pazmino et al., 2017). Throughout this process, Yeh and Inose (2003) emphasized stress levels due to the cultural difference between ISs' country of origin and host culture. Suppose new athletes are from other countries, especially Asia, Africa, and South America. In that case, the head coach should have enough knowledge or experience about cultural differences' effect on the positive socialization process.

Economic/Financial

Division I-level institutions have devoted substantial investment to ISAs' financial aid with full or partial scholarships (Newell, 2015). According to the NCAA, institutions' financial aid devoted to each SA was from \$36,000 (Football Championship Subdivision institutions under NCAA) to \$102,000 (Football Bowl Subdivision institutions under NCAA) in the 2012 academic year (Fulks, 2013). For ISAs, athletic programs in the universities in the United States generously provide a portion of tuition, housing or dormitory, and even board bills. These efforts cost more than domestic SA efforts (Newell, 2015). University athletic departments should effectively utilize their resources and investment for the ISAs' success and retention (Newell, 2015). In addition, according to New York Times news report in 2012, ISs' tuition and fees are three times as much compared to domestic students at public universities in the United States (Lewin, 2012).

Even though some ISAs have enough talent to become pro athletes in their home country (Baghurst et al., 2018), this does not equate to financial stability. Obtaining an education in the United States is a renowned and respected opportunity compared to a fully financially supported college degree in their home country (Popp et al., 2010). This is the main reason most ISs are willing to come to the United States for additional studies, even through financial burdens. Unfortunately, however, tuition and educational costs are not the only expenses that are expected. The cost of overall living in a new country accrues based on region, societal roles, and other emergency funds.

While some ISs earn academic scholarships, fully or partially, from school, traveling costs to return to their country cannot be ignored, and all additional expenses are affected by currency exchanges (Baghurst et al., 2018). According to the NCAA report in 2017, during the

2015-2016 seasons, 15,032 SAs were Hispanic/Latino. It indicated that if some of them are from Mexico, due to the value of the Mexican Peso (Harrup, 2016), these ISAs will face a much more difficult time obtaining financial support from their home country (Baghurst et al., 2018).

For the ISs, when it comes to loan applications in the United States, regardless of their home country's availability of assets, they need to have a co-signer for any loan application (Baghurst et al., 2018). The eligibility of being a co-signer is not simple. For example, with a decent credit score, he/she must be a U.S. citizen or have residency in the U.S. for the last two years. Furthermore, even though all eligibility requirements were satisfied for the loan application process if an official visa and I-20 were not issued, ISAs were placed on a waiting list (Baghurst et al., 2018).

For an official visa and I-20 to be issued, depending on the school years, ISs must prove financial sustainability for school years, such as academic assistantships from school or financial capabilities from their home country to support them in completing their academics for the school years. This required application process for a visa and I-20 has a timeline of weeks to months. In this waiting game, ISAs must keep in touch with the coaching staff and international relations office at school because it is necessary to track the process to minimize delays and mistakes (Baghurst et al., 2018). Consequently, Baghurst et al. (2018) suggested that using proper paper documents containing this process in detail for the ISAs would help when they are in the application process or about to start a new academic semester in the United States.

Costs of traveling, moving, and living abroad are all additional expenses strictly regulated through ISA's financial resources (Frawley, 2015). Due to the requirements of the F-1 visa, the ISs, including ISAs can only work at visa-issued academic institutions, and even in these institutions, they can only work for 20 hours per week (United States Citizenship and

Immigration Services, n.d.). The need to focus on academics and athletic performance further limit the ISAs' opportunities to work on the school campus (Baghurst et al., 2018). To support this statement, Frawley (2015) stressed that being a SA might limit one's spare time for a job because the average SA is more likely to spend the majority of his/her time improving and maintaining his/her/her athletic performance. Therefore, when domestic students and ISs are given the same opportunity to work, ISAs have restrictions and regulations that limit their ability to earn the same income in the United States due to the conditions written in the F-1 visa paperwork (Baghurst et al., 2018). The silver lining in this situation is using the specific sports' offseason to the ISAs' advantage. ISAs might feel more comfortable working during the offseason because they will not feel pressured by athletics at the time (Baghurst et al., 2018). Acknowledging ISAs' financial challenges due to the condition of visas and providing on-campus jobs during the offseason can be significant support for them while making ISAs feel welcomed in the United States (Baghurst et al., 2018). Understandably, ISs are eligible to work off-campus by conforming to the designated boundaries of limited work hours, location, and eligibility (the United States Citizenship and Immigration Services, n.d.).

Academics

Abel (2002) identified common challenges that ISAs and SAs would experience in academic settings. This author emphasized that ISAs commonly struggle to adjust to institutions in the U. S. that typically require independence, specific learning programs, competitive classroom situations, and additional assignments performed outside of the classroom. Abel (2002) also pointed out that language barriers may cause additional stress when ISAs adjust to the new environment.

According to Popp et al. (2010), ISAs experience less stress in athletic settings than in academic settings because they require more language capability and time commitment for their classes (Andrade, 2005). Unique challenges associated with a language barrier and cultural differences tend to affect most ISs and ISAs' transitional process and must not be overlooked (Andrade, 2005). Andrade (2005) also suggested that formally organized social gatherings and programs notably help ISs build positive social connections. This situation positively impacts them when they are in' the adjustment process to the new environment. Thus, It generally means that building social capital can also substantially help ISAs.

The majority of ISs might have different backgrounds in academic settings (Lee & Opio, 2011). ISs might experience additional challenges in adjusting to new academic settings while trying to fulfill high levels of expectations. As many researchers pointed out, a language barrier can be the most difficult challenge to overcome for foreigners (Baghurst et al., 2018). If ISs have a hard time understanding instructors and peers due to their language ability, their academic learning performance will be highly compromised (Baghurst et al., 2018). It strongly indicates that if ISAs fail in academic settings, they tend to fail in their corresponding athletic settings due to the stress of possibly losing eligibility to be a SA under NCAA regulation (Baghurst & Parish, 2010).

Paradoxically, some ISs lack proper English speaking or writing ability even after demonstrating suitable language proficiency through the required TOEFL exam scores (Baghurst et al., 2018). In the study by Vu and Vu (2013), there was a significantly low direct correlation between graduate students' TOEFL scores and their grade point average. This concludes that TOEFL scores are not a determining predictor for ISs' academic success. Tutoring programs or directed academic help is deemed helpful for ISAs (Selbe, 2013). Most universities have tutoring

sessions for the student's academic success and provide specialized tutoring programs for ISs (Baghurst et al., 2018). To provide additional support for the ISAs, some universities have already developed a program pairing American and international students together for study purposes (Tan et al., 2016).

Compared to Asia/Middle East countries, the United States has different features such as "class discussion, case study, and debate" in general academic environments (p. 1002). For the ISs, this creates an unexpected obstacle of social anxiety stemming from a language and cultural barrier when trying to participate in the classroom performance expectations (Rao, 2017). Several scholars (Andrade, 2005; Angelova & Riazantseva, 1999) stressed that concerning writing skills, Russian and Chinese students do not usually write "important writing elements such as thesis statements, topic ideas and conclusion for their research paper" (Rao, 2017, p. 1002). These are considered necessary for written assignments in U.S. education.

Legal/Governmental

ISs must have student visas to achieve educational degrees in the United States as a foreigner. However, due to some immigration legislation, ISs are most likely to face challenges when they try to obtain student visas (Rodriguez, 2014). There are many legal procedures for recruiting ISAs (Brutlag-Hosick, 2015). Coaches should be aware of the different rules and regulations related to academic settings and the professionalism of athletes when they are in the recruitment process for ISAs (Baghurst et al., 2018). Additional recruitment procedures that ISAs must follow are academic credentials as ISs concerning language ability, eligibility for language proficiency, and amateurism in another country (Baghurst et al., 2018). According to Drape (2006), there is still conflict between amateur and professional status in understanding

NCAA standards, especially in the eligibility for ISAs. Therefore, coaches must be fully aware of the rules and government legislation regarding the eligibility of ISAs that have different conditions than domestic students in the United States (Baghurst et al., 2018). Foo et al. (2015) highlighted that under the NCAA, each Division (I, II, and III) has its own eligibility rules for SAs, and the athletic department must ensure that coaches are following rules, regulations, and government legislation when they are in recruitment plan for ISAs (Baghurst et al., 2018).

To maintain effective recruitment pipelines for the ISAs, coaches must make every effort to develop solid recruitment plans (Baghurst et al., 2018). In the study conducted by Popp et al. (2011), in some NCAA Division I institutions, for the recruitment process, scholars verified the level of priorities between domestic and ISs. They concluded that coaches planning on recruiting ISAs should have specific plans to motivate them effectively compared with recruitment plans for domestic SAs. According to Baghurst et al. (2018), to effectively motivate and encourage future ISAs to make them play for their program, coaches should prepare different environments that enable them to have comfortable conversations with future ISAs in detail. Efforts to communicate, provide beneficial programs to help support their decision, and empathy toward the students are just a few examples that coaches can consider. Avoiding simple mistakes regarding culture, ignorance, and trust can help remove unnecessary stress on both parties through this unique recruitment process. As long as coaches fully understand different rules and regulations under the NCAA's eligibility for playing sports as ISAs, the recruitment of an ISAs can bring advantages for everyone (Baghurst et al., 2018)

Issues faced by all college athletes

Intercollegiate sports were first introduced with a crew race through a competition between Harvard and Yale in 1852 (Rentz & Howard-Hamilton, 2011). Intercollegiate sports are necessary for higher education in the United States (Hodes et al., 2015). NCAA (2014) stated that more than half a million SAs registered in Division I, II, and III every year, and these SAs tend to foster a positive atmosphere on campuses (Hodes et al., 2015). These authors also mentioned that teams' and entire athletic departments' success highly depends on SAs' education performance (Hodes et al., 2015).

Since college-level institutions are considered representatives and ambassadors of their university in the United States, they are differently classified from the entire campus student population (Hodes et al., 2015). They can be considered as an image of the school and alumni stakeholders. Thus, their behavior on and off campuses and performance in the field is strongly linked to the legacies of alumni stakeholders, and if they commit any socially unacceptable action, it would highly impact the entire school (Hill et al., 2001). SAs are automatically put in the public eye on campus, and this factor would be concerned with SAs' additional challenges (Hodes et al., 2015).

SAs commonly dedicate 3 ~ 6 years to collegiate-level institutions (Hodes et al., 2015). According to Umbach (2006), athletic administrators should educate SAs to have time management skills for the best performance in college life. Time management skills constitute conducting study groups with peers, using a time planner or well-organized schedule sheet, or interacting with note-taking peers in class. Therefore, to foster SAs' success on campus, athletic administrators should encourage SAs to have these skills.

To fulfill eligibility for NCAA, SAs in Division II level institutions set a particular standard in academic settings, which tends to motivate SAs to maintain academic progress toward graduation (Hodes et al., 2015). For eligibility for NCAA, depending on the institution's division level, the specific explanation is the minimum number of credit hours students must pass each semester is six, and they must average at least 12 credits per semester to be calculated every fall. Academic year-specific requirements include maintaining a cumulative grade point average of 1.8, 1.9, or 2.0 (Hodes et al., 2015). Without this academic standard, SAs would not be able to participate in athletic competitions and travel. Hence, providing a support system for SAs' academic success on campus should be performed as the necessary step in supporting the SAs (Hodes et al., 2015).

In addition, Hodes et al. (2015) emphasized that acknowledgment of SAs' needs and wants, the level of satisfaction with support programs, and tracking their academic and personal development progress are significant elements. Therefore, athletic administrators and any advisor who works closely with SAs must understand these elements.

Simply being a SA can be a factor of stress (Kimbell & Freysinger, 2003). Rodriguez (2014) added that SAs are most likely to feel emotionally challenged due to high expectations from school. This author also mentioned that although merely participating in collegiate sports cannot be a significant stress factor for SAs, we all know that schools' demand for the best performance in athletic settings makes almost all SAs experience challenges on campus. To support this idea, Newell (2015) also added that SAs generally experience a high level of demands from athletic settings that would affect their campus life. Stress associated with athletic performance can be linked to several settings: injuries, dealing with an opponent's unprofessionalism in competition, official calls by athletic administrators regarding performance

and behavior, and facility conditions (Anshell et al., 2000). In addition, the challenges of high levels of school expectations in athletic performance towards SAs compounded with the requirement of academic performance (Rodriguez, 2014).

SAs typically perform two job duties: being students in classes and athletes on the field (Hodes et al., 2015). Establishing an appropriate balance between academic and athletic settings and a high level of devotion to balancing student and athletic life can be the most difficult challenge for the general SAs population (Comeaux et al., 2011).

Comeaux et al. (2011) stressed that these unique roles that SAs must follow demand significant time commitment, which might cause social isolation. SAs are most likely to experience six challenges that Parham (1993) found. These challenges are: dealing with academic and athletic settings; overcoming social isolation resulting from athletic participation; developing athletic skills; handling unexpected injuries and positive relationships with teammates, coaches, friends, and family members; and preparing for a new life after an athletic career is over. In Etzel's et al. (1996) study, several similar challenges were explored related to dealing with academic and athletic demands and success in an athletic setting.

Due to these unique challenges experienced by SAs, Etzel et al. (1996) emphasized that a support system should be provided for SAs because they have different standards and expectations in universities compared to non-athlete peers. Many previous studies found that effective learning programs, supportive systems in academics, and positive socialization are beneficial resources for SAs (Hodes et al., 2015). Thus, identifying practical, supportive systems for SAs would also provide helpful resources to coaches and athletic advisors to minimize additional and everyday challenges of ISAs (Newell, 2015).

Andrade (2005) stressed that the domestic SAs population commonly experiences challenges such as adapting to a new environment, being far away from family members, developing practical study strategies, and choosing a major that best fits them. Melendez (2006, 2009) supports this point, stating that adjusting and adapting to new academics and positive socializations are essential factors for first-year SAs. Even if ISAs did not specifically identify these unique challenges, they must not be neglected (Newell, 2015) because they are most likely to experience additional challenges, such as linguistic and cultural differences (Meadows et al., 2011).

SAs' common challenges are identified as: the new expectations and the high level of requirements in academic settings, transition issues from high school to post-secondary institutions, and time management skills (Hodes et al., 2015). The primary duty of being SAs is to maintain a good standard in academic settings (Hodes et al., 2015). Due to this unique feature of being SAs in collegiate-level institutions, some SAs in the first year of college or who only expect the athletic practice to become a champion might experience difficult times (Hodes et al., 2015). Academic and athletic performance with a good standard might confuse the first year of SAs. Thus, SAs generally need more support systems for their educational growth than the non-athlete population because they might have little time to work on tasks demanded by academic settings (Hodes et al., 2015). In addition, athletic administrators must devote themselves to establishing support systems for SAs' educational growth for SAs' educational success, which crucially influences athletic success (Hodes et al., 2015).

SAs often have little time to build social connections on campus due to additional tasks related to athletic settings such as team meetings, meeting with athletic and academic advisors, team or individual practice, and any other mandatory gatherings (Hodes et al., 2015). Gayles and

Baker (2015) state that SAs have high expectations to meet athletic and academic standards. They are also pressured to achieve a particular standard with social demands regarding the college experience compared with the general college student population (Gayles & Baker, 2015).

According to Gayles and Baker (2015), during the first year, SAs easily experience challenges in the three settings of academics, athletics, and social. In an academic setting, SAs at a D1 level school are required to maintain their eligibility for playing the college sport by demonstrating adequate academic progress and grades (Gayles & Baker, 2015). This is strictly required while sparing at least 20 hours per week for team practice, games, and traveling for the away games (Gayles & Baker, 2015). Even though SAs commonly experience these challenges in three settings at college, they must keep a balance in these three settings (Gayles & Baker, 2015). Through many challenges SAs face during their first year at college, personal and leadership development can be improved (Gayles & Baker, 2015). However, this can pressure the students through their identity as an athlete. The pressure they face to maintain specific statistics is the most common. The best players have been scouted at the university, and new forms of teamwork (or individual skills) are set. This can also cause a struggle with personal goals and changes in physical build. The training or improvement burden can lead to unexpected injuries or physical changes from external factors. With this rigorous demand, Astin (1993) and Gayles and Hu (2009) stressed that these students might not have enough time to build proper relationships and social skills with non-athlete student peers (Gayles & Baker, 2015).

There is not only an opposing side to being a SA. According to Simons et al. (1999), by playing sports at the college level, SAs can improve potential morality, diversity, leadership development, and cognitive skills. For example, through the learning experience from winning

and losing, SAs can develop a character-building skill closely connected to the psychosocial development of managing emotions properly in gratification, embarrassment, unhappiness, exhilaration, temper, or joy (Gayles & Baker, 2015). Wright and Côté (2003) also stressed that playing sports at the college level is critical in developing leadership skills. Furthermore, to give the adequate benefit of growth and development of SAs as non-athlete peers (Bowen & Levin, 2003; Shulman & Bowen, 2011), athletic administrators should be aware of how SAs develop and transform during college years to facilitate a proper balance between these times of change (Sanford, 1966). For example, if too much support without enough challenges is given, it might negatively affect SAs development and growth (Gayles & Baker, 2015).

Supportive efforts for ISAs and SAs

Since ISAs have become integral players in athletic programs in the United States, athletic administrators, including coaches, should be aware of how these players have experienced college life compared to domestic SAs (Ridinger & Pastore, 2000).

Some students would feel pressure and high anxiety when they become college students (Luzzo et al., 1996). According to Chickering (1969), in a transition process to college, some students commonly experience emotional and social challenges and academic adjustment challenges. Including these challenges, SAs also experience high pressure due to the high demand for sports participation in athletic settings (Etzel et al., 1996; Jackson & Krane, 1993; Ryan, 1989). Additionally, with cultural differences, ISAs would also experience the challenges that SAs and some general student populations commonly experience in college (Church, 1982; Luzzo et al., 1996; Parr et al., 1992; Zimmermann, 1995). While some student populations positively overcome transition issues generated by a new campus life, others are easily

overwhelmed because of the new roles in college they must follow (Gerdes & Mallinckrodt, 1994).

Depending on how well SAs adjust to the new university environment, financial support from athletic departments and the success of their life in athletic and academic settings are highly affected (Newell, 2015). According to Popp et al. (2010), when it comes to adjusting experiences in joining a new team and learning a new educational setting, ISAs showed different results compared to domestic SAs. This study showed that ISAs tend to be considered subpopulations in both athletic and academic settings. Therefore, athletic administrators and coaches should not neglect this issue, exploring specific factors of this negative situation to generate a positive outcome for ISAs' success in the United States.

Since ISAs' common challenges are combined with diverse situations caused by both a SA and an IS simultaneous perspective, athletic administrators' dedication to seeking advanced information is needed for the appropriate support of ISAs (Newell, 2015). More specifically, to practically explore the actual needs and wants of ISAs, athletic administrators need to develop support systems such as advising, mentoring, and supportive practices (Newell, 2015).

In adapting to a new country, building positive relationships with teammates is necessary (Popp et al., 2009). To add to this statement, Selbe (2013) mentioned that coaches and teammates should make every effort to make new ISAs feel welcome to build positive relationships with peers and fit into a new program. Hence, coaches should continue building a pairing program with ISAs and domestic SAs. Therefore it gives a high level of opportunities to interact with each other (Baghurst et al., 2018). In this program, individuals' personality differences must not be overlooked, and depending on their willingness to share their unique experiences; a positive outcome will be shown or not (Baghurst et al., 2018). To maximize social

connectedness, therefore, athletic administrators and coaches can get support from experts such as counselors and psychologists, who can play a significant role in this program (Baghurst et al., 2018). With this help, coaches should consider pairing each other with players who have similar personalities.

Baghurst et al. (2018) added that by establishing peer programs that are pairing ISAs or ISs with domestic SAs or non-athlete peers, school administrators could practically minimize ISAs' additional foreseeable challenges caused by cultural differences in the United States. Abe et al. (1998) stressed that domestic students and ISAs would have opportunities to interact with this program. Ultimately, ISAs will have a better support system to adjust to a new community.

For the ISAs, the majority of international departments at the universities usually give welcoming support to multicultural social groups. Through such events, ISAs would have opportunities to interact with other ISs with similar home cultures (Baghurst et al., 2018). Although minimal, coaches' welcoming and supportive behavior are also necessary for athletes (e. g., introducing information about new environments) (Baghurst et al., 2018). In summary, Popp et al. (2010) stressed that to see ISAs' positive experiences through sport participation, coaches must work diligently to provide a welcoming and supportive environment for their athletes.

Hurley and Cunningham (1984) developed some SAs' needs and suggested some practices for SAs' success in educational settings and personal development. These authors also pointed out that Division I universities focus more on athletic performance than SAs' academic or career development; thus, athletic administrators must provide an academic support system for SAs.

Parham (1993) and Etzel et al. (1996) stressed that academic skills generally require time management skills, a new and more independent lifestyle, and socialization skills to interact positively with professors. However, since SAs usually spend at least 20 hours per week on their athletic performance, they commonly experience challenges in building appropriate academic skills (Parham, 1993; Etzel et al., 1996). Hurley and Cunningham (1984) stated that for the SAs' academic success, they need to be supported socially, psychologically, and academically and all these three are directly associated with academic success. These authors also noted that SAs' feeling of loneliness negatively affects their athletic and academic performance, and negative athletic performance tends to cause poor academic performance. According to Meadows et al. (2011), ISAs are most likely to experience loneliness and homesickness in the United States.

In conclusion, providing an effective support system is necessary for ISAs, and athletic administrators must develop a practical and effective model that promotes ISAs' success and retention.

Hinkle (1994) stated that academic support, personal growth, and remedial support should be included in SAs' support programs. Since ISAs usually spend more time and energy on the adjustment process, ISAs need an extra support system, and school administrators should be aware of that (Meadows et al., 2011).

Furthermore, athletic administrators should make every effort to provide well-developed academic support for SAs, working closely with academic advisors so that SAs would get additional support if they need it (Howard-Hamilton & Sina, 2001). Watt and Moore (2001) recommended some practical support programs:

- educating athletic administrators, coaches, and faculty members about the uniqueness of being an athlete and student at the same time on campus;

- creating classes and seminars to educate SAs related to time management skills, career preparation, and strategies for better study;
- creating more courses of e-programming, counseling, and advising so that SAs have flexible options to take those courses;
- providing social connections with former SAs;
- organizing official gatherings on campus for SAs with professors and coaches.

To deal with the needs of ISs and ISAs, academic advisors must be well-trained to provide a comprehensive support system (Newell, 2015). Lee et al. (1981) found that ISs usually consider a relationship with their advisor essential to see the best outcome for their academic performance. Lee et al. (1981) added that the athletic and academic coordinators in charge of matters of SAs' eligibility also work closely with SAs. They might influence SAs life on campus; Hence, these advisors who work for ISAs must acknowledge the uniqueness of being an ISAs and their challenges. Academic advisors and athletic coordinators can utilize resources of developmental advising models to deal with transitional issues caused by ISAs (Broughton & Neyer, 2001; O'Banion, 1972/1994/2009). Suppose these advisors are well-trained with appropriate training. In that case, they can provide substantial support for ISAs in academic settings and eligibility issues and build positive social connections, personal growth, and career preparation.

Well-prepared programs for ISAs at the collegiate level could benefit colleges because the awareness of cultural differences would provide internal motivation. Educating domestic athletes about cultural differences is highly suggested in the United States (Baghurst et al., 2018). Without a surprise, some programs have been educating this factor to athletes in order to

reduce stress and provide additional knowledge about living in a different country (Frawley, 2015).

Many unexpected or expected barriers might be associated with being a foreigner. Thus coaches who will or already have ISAs should have a deeper understanding of ISAs who might be situated in unique positions (Baghurst et al., 2018). To lessen the challenges of new and current ISAs, coaches should consider having community gatherings to make them interact with the domestic SA and local community members. Coaches working with ISAs have unique features (Duchesne et al., 2011) because they are not only responsible in athletic settings but also as parents and mentors of ISAs (Duchesne et al., 2011).

In addition, ISAs tend to overcome stress through some specific methods: trying to build close relationships with advisors; making every effort to integrate more with local friends; developing self-esteem; trying to stay positive and open; and being supported by supportive systems on campus (McLachlan & Justice, 2009). These specific methods are beneficial for overcoming ISAs' stress (Rodriguez, 2014). However, these cannot be the best fit for all ISAs populations (Rodriguez, 2014) because, in McLachlan and Justice's (2009) study, some ISAs reported that substantial energy and time commitment are required in the process of building a friendship with American friends.

Social capital

Social capital can be used as a resource when people want to take advantage of and express who they are (Bourdieu, 1986). Capital is acquired as materialized or embodied assets; depending on the purpose, they tend to be used as social energy (Bourdieu, 1986). Either capital is materialized or embodied as an asset; it cannot be easily disappeared, duplicated, or

reproduced as many expanded forms. However, it requires time to be used as a possible resource that tends to bring positive outcomes in the social world (Bourdieu, 1986). According to needs and wants in functional contexts, capital can be represented in three ways: economic capital, cultural capital, and social capital. Economic capital often deals with elements directly linked to money or property rights. Depending on the purpose, cultural capital can be used as economic capital, and with specific conditions, it can also be institutionalized as an educational qualification. When viewing social capital, Bourdieu (1986) noted that it can be identified as substantial and potential assets that are possibly obtained through a continuing network with practically institutionalized relationships of reciprocal associations. In short, group members tend to be supported by other members because of the collectively owned capital (Bourdieu, 1986). With the possible symbolic exchanges in practical settings, these types of relationships can exist to sustain them effectively. Socially, these types of relationships and the use of emblematic trades for them can be identified; for example, to develop the relationships, people tend to express where they belong, their family name, and the schools they attend. Thus, developing social capital can be conducted in either formal or informal ways.

Social networks are either naturally or socially given; depending on the peoples' or institutions' first action, they tend to be constituted (Bourdieu, 1986). Social networks are most likely to be developed with endless effort and investment. Once developed, they reproduce other social networks that can be used as assets for people's everyday life (Bourdieu, 1986). Social networks can be naturally built through family members or relatives. However, unlike naturally built social networks, if it is socially built with personal effort, once it was built, people should continuously reproduce thoughtful exchanges such as kind gratitude, respect, words, or gifts that tend to generate mutual understanding and recognition. Thus, to build social capital, people

should put some continuous effort into sociability and thoughtful exchanges for positive mutual understanding and recognition (Bourdieu, 1986).

In the concept of economic capital, money-related elements such as goods and services, like exchanges, people usually utilize these resources to satisfy their needs and wants. Building on this concept, in social capital, people use their social networks as exchanges to satisfy their needs and wants. Thus, according to Bourdieu (1986), all types of the capital contain the concept of economic capital because capital can be used as substantial and potential assets globally. Utilizing economic capital might provide quick access to resources. However, in the concept of social capital, obtaining immediate access to resources requires a long time to build. To add to the point, according to Bourdieu (1986), specific resources can only be acquired through social capital, and social capital must be established before being used.

Through utilizing social capital, as a foreigner, the overall challenges I have faced in the United States, such as adjusting to a new culture, language difficulty, and feeling lonely and left out, have been minimized through interacting with many other people. This is the main reason I want to conduct my research with social capital theory because coaches' efforts to utilize social capital can build social networks with ISAs. ISAs could minimize their loneliness, improve language capability, and understand cultural differences through interacting with others. Thus, the concept of social capital is the best fit for my study to explore how collegiate coaches utilize social networks for ISAs to minimize their unique challenges in the United States effectively. Hanifan (1916) stressed that through community participation, students would improve educational performance through the concept of social capital. Burt (2000) also mentioned that the more people have social capital, the more they can take advantage of it concerning job opportunities (Granovetter, 1973), decrease emotional stress such as depression (Kaplan et al.,

1987), and experience more positive outcomes in our everyday lives (Conrad, 2007). For example, suppose your social networks are good enough. In that case, you can easily satisfy getting jobs, as well as other needs and wants, or you might get more opportunities to be promoted and hired to a higher position in the coaching and academic profession.

Moreover, according to Chapdelaine and Alexitch (2004) and Trice (2004), to fully get valuable resources at college-level institutions for everyday life in the United States, ISs should secure social capital because of adjusting to these institutions' culture and social networks.

"Educational institutions hold a monopoly on legitimate forms of social capital, which is defined in terms of the social relationships that provide access to institutional resources and knowledge of cultural norms" (Rose-Redwood & Rose-Redwood, 2013, p. 413). Thus, through social capital theory, I would like to know how coaches utilize social capital for ISAs and how social capital can be attributed to ISAs' linguistic ability, cultural shock, loneliness, and athletic performance according to coaches' perspectives.

Due to the political system of college sports, SA's status possesses particular features unlike other students in the university (Harrison et al., 2009). SAs have to deal with many additional tasks, such as the high expectations of academic and athletic performance, as well as social settings (Etzel et al., 2006). Even though SAs have additional standards that should meet their eligibility for being a school athlete, according to Potuto and O'Hanlon (2007), in comparison with the non-SAs, SAs tend to have a better support system concerning building social networks that are directly associated with social capital. In addition, for the academic and athletic setting, the school's unequal supportive programs toward SAs contribute to separating the SA population from the non-SAs population (Bowen & Levin, 2003). According to Clopton (2010), SAs showed a greater identification with their school than other student populations.

Furthermore, Ferris et al. (2004) found that SAs showed a higher level of engagement in academic settings than their non-athlete counterparts. However, despite the high level of academic engagement, due to the athletic performance-focused lifestyle, SAs tend to show a lower level of academic success and effort to improve academic achievement, as well as the development of their future career, than non-SAs (Comeaux & Harrison, 2011).

According to Schuller et al. (2000), social capital can be referred to as the result of established relationships, and Putnam (2000) noted that social capital is the various combinations of an individual's social networks. He also pointed out that through social capital, people can tie in with others, and it tends to provide the circumstance of building positive relationships with others in the social group. This standpoint indicates that social networks provide another social network, and these well-established social networks will be able to reach out to communities (Forbes-Mewett & Pape, 2019). Thus, even from the student's perspective, building social networks is important because it provides them with various beneficial resources (Rose-Redwood & Rose-Redwood, 2013). Many ISs have experienced culture shock that most likely contributes to feeling left out, homesickness, and a high level of emotional stress (Forbes-Mewett et al., 2015; Forbes-Mewett & Nyland, 2008; Marginson et al., 2010; Neri & Ville, 2008; Ward et al., 2001). Unfortunately, even though ISs social networks can be developed through specialized programs offered by institutions for the ISs' well-being, they seldom have opportunities to interact with domestic students or local communities (Neri & Ville, 2008). Instead, ISs tend to tie in with other ISs who have cultural similarities or the same culture as their country of origin, not domestic students (Forbes-Mewett & Pape, 2019). Thus, for the ISAs, providing opportunities for interaction with domestic students and the local community can bring

various beneficial resources such as language development and minimizing feelings of loneliness and cultural shock.

As a foreigner, since the beginning year of my master's degree almost eight years ago, I have been confronted with challenges regarding the clear conversation, culture shock, and loneliness due to my linguistic abilities. I thoroughly consider the challenges as regular ISs who do not have team practices, team meetings, and relationships with teammates and coaches while still strongly identifying possibly how ISAs handle these challenges that I have faced. At the same time, I wondered how host countries' coaches coach ISAs in the most effective ways when/if they are aware of these obstacles. Through these personal experiences, as a researcher, I would like to develop practical strategies that might provide better support for current and future ISAs and overall all ISs in the United States.

According to my personal experiences, I assume that coaches, domestic SAs, and ISAs have their own lenses for understanding the world. The world can be understood according to their experiences that might be influenced by athletic and academic settings, even interactions with others. Coaches who understand cultural differences and the importance of social capital for a human being would have their unique strategies for using social capital. Therefore, finding a common theme between the groups will be interesting.

As other previous scholars described, social capital is, for ISAs, an essential factor that ISAs have for their everyday life not only to minimize their homesickness and cultural shock but also to improve their language ability. For example, from my personal experiences, ISAs can decrease their emotional stress by spending time with social networks and talking to them about personal problems by securing social capital. In addition, for the new ISAs, social capital can bring many beneficial resources such as English tutors, sharing a ride, and sharing meals.

Servant Leadership

Influential leaders most likely show the ability to cooperate with group members; without these team members' efforts, a good leader cannot exist (Kim et al., 2018). Nowadays, many organizations consider the growth and development of individuals. For this reason, studies concerning leadership have focused on various leadership styles that are a substitute for traditional (charismatic) leadership styles (van Dierendonck, 2011). In addition, group members' well-being and mutually built beneficial relationships between members and the organization brought attention to study in today's organization (Kim et al., 2018). With these particular reasons for these types of organizations, the servant leadership style was highly suggested use because servant leadership is primarily focused on the well-being of group members through seeking their needs and wants to satisfy them, not the organization's needs and wants (Kim et al., 2018).

Servant leadership offers that with a high level of respect for the followers, leaders tend to make every effort for development and achievement, and followers and leaders have equal power in the group (Avolio et al., 2009). Unlike the transformational leadership style, which emphasizes leader-member exchange, servant leadership stresses followers' ethical and moral development (Burton et al., 2017).

As mentioned above, servant leadership's valuable features are addressed in academic fields, and due to this reason, coaches and sports managers have started paying attention to utilizing servant leadership styles in their fields (Robinson et al., 2018). Through this research, the researcher wants to explore how servant coaching would help make ISAs feel comfortable in the United States. Thus, some unique questions are formulated through designing this research: How would utilizing the servant leadership style help ISAs emotionally, making them feel

comfortable and welcomed? Can the servant coaching style minimize three main difficulties of ISs, such as homesickness?

As today's organization focuses on followers' growth and development through utilizing the servant leadership style (van Dierendonck, 2011), a coach's servant leadership also provides the importance of SAs growth and performance (Kim et al., 2017). An additional important factor that should be considered for future study is the relationship between coaches and athletes because it tends to influence every individual follower and the entire team (Jowett & Chaundy, 2004). In order to explore how servant leadership styles utilized by coaches who are coaching ISAs would minimize their unique challenges, the research will focus on coaches' perspectives and experiences of being servant leaders in coaching ISAs.

Chapter 3:

Methodology

Research methodology is explained in the following chapter with the following parts: rationale for qualitative research, data collection method (participants, recruitment, and interviews), data analysis (interpretive phenomenological analysis and thematic analysis), and trustworthiness. Research experience is not as specific as obtaining a practical set of numerical values. Phenomenological research focuses on the practical aspect of researching the social and human worlds (Mortari & Tarozzi, 2010). Instead of focusing on positivist views of objectivities, phenomenological qualitative studies are descriptive, meaning that they deal with the actuality of truly experienced circumstances by participants (Gale, 1993). Such studies also explore what realities are actively existing (Walker, 1985). Generally speaking, the primary purpose of phenomenological research is to present insight into one's understanding and perceptions of

human experiences (van Manen, 1997). Therefore, this paradigm helps study complicated social situations, such as the experiences of collegiate coaches interacting with ISAs (Merchant & Dupuy, 1996).

In light of the need for college sports coaches to provide support for their ISAs, the purposes of this study are to

1. determine *what coaches experience* in their interactions and relationships with the ISAs whom they coach,
2. explore *what practices they do* to enhance the academic and athletic outcomes for ISAs, and
3. why do coaches choose the support practices they utilize in that context?

The research questions for this study are:

1. RQ1: What are coaches' experiences and challenges working with ISAs?
2. RQ2: What unique and specific strategies do coaches employ to help their ISAs succeed in their athletic careers, and why?
3. RQ3: What unique and specific strategies do coaches employ to help their ISAs succeed in their academic careers and socialization into campus/location culture, and why?

The rationale for Qualitative Research

This research study aims to explore and develop an in-depth understanding of the coaches' experiences working with ISAs and their descriptions of how they perceive facilitating supportive environments for ISAs.

By focusing on interpreting and describing the realities of specifically handling situations with ISAs, the interactions between the subjects' cultural and personal backgrounds can be understood. Since qualitative research has been widely accepted in education, sociology, family therapy, family studies (Gale, 1993), nursing (Leininger, 1985), and feminist studies (Seibold et al., 1994), this method would be deemed the best in assessing the multicultural issues to help generate improved supportive programs for future and current ISAs.

The research design can determine the entire process's credibility with different research options. Especially when dealing with possibly subjective cases, a systematic approach toward interpretative phenomenological analysis is necessary (McGaha & D'Urso, 2019). This specific research focuses on a multifaceted experience that involves a diverse group of members. Each experience is unique yet will funnel into the primary concerns of international and domestic interpretations.

With my own experiences and knowledge of international studies, I empathize with certain situations and advocate the improvement of these challenges. To assess the reasons and usages of social capital and servant leadership styles in an educational and athletic organization, artificial data collected through coaches' experiences with ISAs will provide the best information. I plan to center the approach on providing precise and contextual data regarding the interview process. Due to the importance of the anecdotal backgrounds, significant statements and meaningful content would be emphasized per each representation. This allows for focusing on the purposeful themes that will be discussed as findings (McGaha & D'Urso, 2019). By sharing life stories, there would be a moment of meaningful learning, placing himself/herself and others at that moment and imagining the future stories (McAlpine, 2016) by combining previous snapshots.

All interviews were analyzed and interpreted using the interpretative phenomenological analysis method. These findings were later categorized based on the themes and shared insights about how the coaches experienced their interactions with their ISAs. In addition to the link between the athletes and coaches, there will be further discussion regarding the trust-building among the ISAs in and out of the athletic environment.

Therefore, there also needs to be an active effort to understand participants' experiences and engage their lived experiences (Clandinin & Connelly, 2000; Delgado & Stefancic, 2001). Overall, each participant shared their coaching experiences for ISA's, how they have utilized social capital for ISAs, and what beneficial factors have been perceived for their coaching life.

Data Collection Method:

This research will be shared with school administrators, coaches, and ISAs' academic advisors to provide support to alleviate ISAs' unique challenges. Therefore, ISAs can focus more on their athletic and academic performances. According to Flick (2014), "a large part of qualitative research is based on using talk" (p. 43), and there are three basic approaches. The first approach is conducting interviews with participants for the research. With well-prepared questions, interviews are mainly conducted, but answers can vary because participants might add some additional answers when they recall their stories (Flick, 2014). For the second approach, researchers try to make interviewees recall their specific experiences in detail. However, in this process, questions and answers are not made for the central portion of the interview. The third basic interview approach is conducting interviews with casual conversations in groups or individuals, but researchers should encourage them to elicit rich discussions (Flick, 2014). All

these data points, with three basic approaches, must be documented through recording devices, and these will be transcribed as transcriptions to be analyzed (Flick, 2014).

Participants and Recruitment,

The snowball sampling method was adapted for this study for the following reasons. First, in qualitative research in numerous areas across the social sciences, snowball sampling is likely the most extensively used type of sampling (Noy, 2008). Second, it effectively provides the researchers with another avenue for locating suitable participants. Third, because of the connection and rapport they have developed with the subjects who originally referred to them, the researchers can be more likely to obtain the trust and cooperation of people indicated by friends or acquaintances (Ungvarsky, 2020).

To ensure richness and variation in the experience, participants must be formal or current ISA or coaches who have been interacting with ISAs in the institutions under NCAA D-I, D-II, and D-III universities. Specifically, twelve collegiate coaches in assistant and head positions who have coaching experience with ISAs for at least three years in various sports were selected for this study.

The main reason for selecting coaches in assistant positions mainly is because, according to Rathwell et al. (2014), in comparison with the head coach, head assistant coaches tend to be closer to players, having more time to communicate with them. One of the participants in Rathwell et al.'s (2014) study titled *head coaches' perception on the roles, selection, and development of assistant coach* says that “my assistant is closer to the players than I am, and that is the way that we want it. You set the guidelines as the head coach, and your assistant is there to monitor them during day-to-day operations” (p. 9). Solomon (2001; 2002) also pointed out that a

head coach with simple perspectives can evaluate athletes. However, they can be closely evaluated by assistant coaches with various perspectives because they have more time to interact with their players (Rathwell et al., 2014). Sinotte et al. (2015) added that assistant coaches could possibly affect athletes' level of satisfaction and team career. Thus, as many authors mentioned, assistant coaches tend to have more experience interacting with their athletes than the head coach, so assistant coaches were mainly selected to explore the coaches' experience in detail, interacting with ISAs.

Twelve assistant and head coaches participated in this study because Smith et al. (2009) indicated that the small number of participants could be adequate to generate rich data using IPA. According to Giorgi (2009) and Wertz et al. (2011), high-quality and rich descriptions are most likely provided with a minimum of three participants in phenomenological research. Thus, I consider that twelve assistant and head coaches will be enough for this study. In addition, all participants were recruited through personal networks and the athletic department at various universities, and informed consent and demographic questions were provided to all participants before their interview participation.

Interviews

When approaching the interview, there should be no restrictions so that themes are most likely developed in a more flexible format (Mason, 2002). A semi-structured open-ended Zoom interview was utilized to gather in-depth information for the prime research questions and encourage participants to express their experiences. Participants could naturally express their stories and thoughts through this conversation format without feeling forced to make interpretations or have doubts about their recollections. Researchers can obtain descriptive data

from participants' words, enabling research to extend knowledge of how they make sense of their experiences (Bogdan & Biklen, 2007). Even though researchers try to conduct interviews with open-ended questions, they tend to focus on specific topics or are guided by some assistant coaches could possibly affect n questions (McGaha & D'Urso, 2019).

Most importantly, in this situation, if the interview is conducted too rigidly, the subject might not express their individual experiences, and the interview quality falls out (Bogdan & Biklen, 2007). Thus, it is suggested that researchers should consider providing latitude in the conversation to make the subject feel comfortable and continuously express diverse themes.

The research questions served as a firm basis for a guideline, and the assets of the questions' answers provided a deeper context. In detail, interviews were conducted with formal ISAs and athletic coaches. They have/had been coaching ISAs in college-level institutions under NCAA for 40 - 60 minutes and recorded with an audio recording with Zoom meeting. As Kvale and Brinkman (1996) suggested, probing questions will be used without leading and biasing the data to induce depth of description concerning coaching and interacting with ISAs. Probing questions, for example, will be "could you please share your experiences of coaching and interacting with ISAs?" or "you mentioned that... so can you please share your stories with me more?", "if you are an international student-athlete, what can be the most common/difficult challenges you would face in the United States? And what would you do to overcome these challenges?", "Do you foster social gatherings for ISAs? And do you think social interactions would decrease ISAs' unique challenges while improving academic and athletic performance?", "Do you think servant leadership style would help ISAs decrease stress levels, increasing athletic and academic performance levels?", "If you are going to be an athletic director, what can be the most important program for ISAs?", "From coaches' perspectives, please share what ISAs

should learn and what skills they should improve to have a successful life in the U. S.?”. In this manner, causal and objective conversations were created with participants while still prefacing an informed consent agreement with a fully detailed explanation of the specifications of this study. Each interview was transcribed to be of access for multiple reads and analyses to grasp the context of the interviews. By doing so, as McGaha and D’Urso (2019) stressed, any specific theme that was apparent during the readings was marked and formulated to code for identifying meaningful findings between the interviewees.

Information about the participants

Participant	Coaching experiences	Institution level	Coaching position	Ethnicity	Sports type	Nationality
1	6 years	D 1 / D 3	D 1 : Assistant D 3 : Head	Caucasian	Individual	American
2	6 years	D 1	Assistant	Latin American	Individual	American
3	5 years	D 2	Assistant	Latin American	Team	American
4	3 years	D 1	Assistant	Caucasian	Individual	Sweden
5	4 years	D 2	Assistant	Asian	Team	American
6	6 years	D3	Assistant	Latin American	Team	American
7	7 years	D 2	Head	Pacific Islander	Team	American
8	6 years	D 3	Assistant	Latin American	Team	American

9	8 years	D 1 / D 3	D 1 : GA D 3 : Head	Latin American	Team	Brazilian
10	7 years	D 3	Assistant	Caucasian	Team	American
11	4 years	D 1	Assistant	Latin American	Team	American
12	6 years	D 3	Head / Assistant	Caucasian	Individual	American

Data Analysis

Interpretative phenomenological analysis (IPA)

IPA was used to analyze semi-structured open-ended Zoom interviews. The entire data analysis procedure in this research followed the steps of IPA advocated by Smith et al. (2009). According to Smith (2017), with IPA, participants' experiences can be deeply interpreted through an open-ended interview process, and it also accounts for the "articulation of both convergence and divergence within the study sample" (p. 303). Providing "insight into individuals' perceptions and consciousness of the human experience" is the primary purpose of conducting phenomenological inquiry (van Manen, 1997, as cited in Emery & Anderman, 2020, p. 221). Interpretivist phenomenology is concerned "where the ordinary, everyday experience becomes 'an experience' of importance as the person reflects on the significance of what has happened, and engages in 'hot cognition' in trying to make sense of it" (Smith et al., 2009, p. 37). Therefore, conducting this research with IPA could provide insight into the collegiate coaches' experiences of making sense of ISA's needs and wants and how they have supported them.

The phenomenological method was first outlined by Husserl (1913/1962), and his initial intention of using the phenomenological method was to contribute to the area of philosophical analysis, precisely exploring consciousness in a manner that is not biased by subjective experience or theoretical frameworks (Emery & Anderman, 2020). His belief was that researchers' own experiences could be truly bracketed or not, and this assumption can provide many methods for phenomenological analysis (Emery & Anderman, 2020). Upon his beliefs, social sciences and psychology researchers began adapting the methodology for their research questions. As Husserl's (1962) initial intention, even though some of the intentions of phenomenological inquiry is to be descriptive concerning how human experiences a given phenomenon (Giorgi, 1985), others, such as Heidegger's (1927/1962), the intention is to be interpretive of how human experiences in a given phenomenon (Smith, 1994). As such, Heidegger's initial intention was to comprehend intersubjectivity, how we relate to others and the world, and what meanings could be generated through our own experiences (Emery & Anderman, 2020). Accordingly, within IPA, instead of intending to build assertions of the experience of the phenomenon itself, researchers focus on how humans make sense of their own experiences with a phenomenon. (Smith, 2010).

Research utilizing IPA is not typically framed within existing theories or literature; rather, it is rooted in data (Emery & Anderman, 2020). According to Smith (2017), conducting IPA is that "researchers are committed to idiographic detailing of the meanings that people assign to their experiences first, but second, they provide an interpretive lens, connecting these to theoretical frames that may shed light on the phenomenon" (as cited in...Emery & Anderman, 2020, p. 222). Thus, with IPA, researchers can ascertain participants' true meanings from their lived experiences (Smith, 2017).

When it comes to analysis procedures of IPA, start line-by-line, and researchers focus on illustrations of participants' statements generated through their experience and explanations in detail of how they comprehend the phenomenon in question (Emery & Anderman, 2020). Afterward, themes and patterns are identified carefully, reading each participant's statements. In this procedure, two challenges tend to be included: 1) researchers should make every effort to understand the phenomenon, which is resulted from participants' perception, and 2) researchers should ask analytical questions in relation to participants' experience (Smith & Osborn, 2015). In the third step, dialogue between the collected data and initial themes created with researchers' knowledge and experiences should be developed since researchers' experience and understanding tends to shape the interpretive account of the data (Smith et al., 2009). In the last step, a framework should be established to emphasize how the themes are relevant and organize the data result, which gives a clear idea of how the interpretation developed from original transcripts. Therefore, IPA is inductive and also requires iterative procedures. Furthermore, it could be considered doubly hermeneutic since, with IPA, participants try to comprehend their world, and researchers try to comprehend the participants' understanding of it (Smith & Osborn, 2015). "The interpretive component is dynamic; it provides researchers with the flexibility to trace commonalities in experiences across the entire data corpus, connect those experiences within a larger literature, and ultimately expand on what is already known about the phenomenon" (Emery & Anderman, 2020).

For this research, IPA was the best fit because my ardent desire is to have a deeper understanding of how coaches interpret their experiences of coaching and interacting with ISAs and what was the most valuable method to understand and minimize ISAs' unique challenges. Thus, I could describe my understanding of the phenomenon of the research process through

IPA. For example, for the research questions, since I was former strength & conditioning coach for the football and baseball team at my university and instructor of a variety of physical education classes as a foreigner with not a native English speaker, I truly understand how ISAs uniquely face challenges such as language barriers, homesickness, and cultural shocks and how to be treated and supported those challenges with practical methods. Also, as IPA is iterative since I can shape each analysis procedure enacted for every logical step to support my conclusions, the assumption of discovering universal truth cannot exist. From my experiences of living in the United States as a foreigner, with multiple analyses, I am able to pinpoint when, for whom, and what events could happen and how coaches comprehended those phenomena. In conclusion, IPA allows researchers to conduct work that creates authentic experiences and gives a voice to those who would have otherwise been overlooked (Emery & Anderman, 2020).

Accordingly, data analysis was conducted in the following steps.

1. Each interview record was carefully listened to and transcribed; then, the transcripts were read and listened to simultaneously to increase the researcher's active engagement with the data set. This procedure gives researchers a sense of the 'whole' (Wallman et al., 2019).
2. Each transcript was divided into groups followed by meanings of what participants indeed expressed, identified notional comments, and initial nothing. With this following step, emergent themes were developed for each participant, and patterns and relevance of these themes were represented. In this step, superordinate themes were established by closely checking emergent themes' interrelationships; these superordinate themes were grouped.

3. The third step was repeated for each participant's data set to increase the rigorous procedure, and then superordinate themes were analyzed, anticipating sameness and differences to generate the final themes. These final themes represented the participant group's interrelationships all in one.

Smith et al. (2009) advocated that the adequate interpretations of participants and researchers and continuous and dynamic relationships between the piece and the entire data set can be enhanced through recurring processes. Furthermore, new understandings tend to be obtained through this process. Thus, for these entire analysis procedures, principles of the hermeneutic circle were carefully contemplated.

Thematic Data Analysis

“Thematic analysis can be a realist method, which reports experiences, meanings, and the reality of participants, or it can be a constructionist method, which examines how events, realities, meanings, and experiences, are the effects of a range of discourses operating within society” (Braun & Clarke, 2006, p. 9). Conducting thematic analysis can enable qualitative researchers to reflect on reality and untangle or interpret the surface of reality (Braun & Clarke, 2006). Thus, through this research's findings, a researcher can assume the fundamental solutions of beneficial features of using social capital and servant leadership for ISAs.

The distinct benefit of utilizing thematic analysis is its flexibility. Through its theoretical freedom, researchers can flexibly approach a variety of research with modified needs and wants of research, providing rich and detailed descriptions within sophisticated data set (Braun & Clarke, 2006). Unlike other qualitative approaches, such as grounded theory and phenomenology, the thematic analysis does not require detailed theoretical or technological

understanding. Thus it provides a more accessible form of analysis (Braun & Clarke, 2006). Using the thematic analysis method, qualitative data can be identified, analyzed, recounted themes, and arranged and recounts qualitative data in detail (Braun & Clarke, 2006). As a result, even though a researcher is not particularly familiar with the qualitative method, the process lacks the pressure to complete full instructions and strict procedures to result in an uncomplicated and straightforward gain of knowledge (Braun & Clark, 2006). In addition, Braun and Clark (2006) stressed that for examining the participants' different perspectives, emphasizing similarities and differences, and producing unpredicted insights, utilizing thematic analysis is the right choice for this qualitative research study.

The thematic analysis focuses “on the context of [the text], ‘what’ is said more than ‘how’ it is said, the ‘told’ rather than the ‘telling’” (Riessman, 2005, p. 2). Philosophy of language tends to emphasize this approach because meaning and language are closely linked. As grounded theorists do, researchers gather many tales and contain inductive reasoning from the data (Riessman, 2005). According to Guest et al. (2012), grounded theory and cultural model development require more of a researcher's commitment and explanation. “Thematic analyses move beyond counting explicit words or phrases and focus on identifying and describing both implicit and explicit ideas within the data, that is, themes (Guest et al., 2012, p. 9). Since the researcher’s theoretical attention does not determine themes in that research, a procedure or coding of the data is conducted without utilizing the existing coding frame or deductive reasoning (Braun & Clarke, 2006).

Trustworthiness

Qualitative researchers should be able to manifest how data analysis has been carried out through documenting, framing, and showing the analysis methods in detail to allow the reader to conclude whether the research process is trustworthy (Attride-Stirling, 2001; Côté & Turgeon, 2005; Ryan et al., 2007). Thus, documents should be organized, field notes should be composed, and interview transcripts should be chosen for detailed inspection (Riessman, 2005).

Chapter 4:

Result

This chapter provides participants' perspectives from their authentic experiences interacting with ISAs. Each participant's experiences were categorized into potential themes developed through provided data by the study participants, including their responses to the demographic questionnaire and semi-structured and open-end Zoom interviews. To understand coaches' perspectives on the unique challenges of ISAs and supportive strategies for them through interacting with them, the following research questions for this study were approached :

RQ1: What are coaches' experiences and challenges in working with ISAs?

RQ2: What unique and specific strategies do coaches employ to help their ISAs succeed in their athletic careers, and why?

RQ3: What unique and specific strategies do coaches employ to help their ISAs succeed in their academic careers and socialization into campus/location culture, and why?

Many previous scholars stressed that ISAs' three significant challenges are the language barrier, adjusting to a new culture, and homesickness (Ridinger & Pastore, 2000). Twelve participants participated in a Zoom interview and expressed their experiences regarding perspectives of ISAs' unique challenges and creating a supportive environment for them. As the literature review stated above, all interview participants pointed out those challenges, including legal issues, financial support, and different academic and athletic settings compared to their home and host countries. They also mentioned the benefits of ISAs and some positive coaching methods for them to overcome their challenges. Additionally, some participants stressed the importance of overcoming those unique challenges by building up social capital to have positive outcomes in athletic and academic settings and ISAs' general well-being. In addition, most interviewees underlined the general challenges of being student-athletes and ISAs' additional challenges in the United States and how those challenges will be minimized through utilizing servant leadership styles. Thus, the study result presents five sections: 1) coaches' general awareness of ISAs' unique challenges: the language barrier, cultural differences in general, cultural differences in academic and athletic settings, and the different lifestyles of ISAs, which are corresponded with ISAs' experiences in the United States empathized in a literature review, 2) beneficial outcomes of having ISAs from coaches' perspectives, 3) coaches' perspectives on social capital, 4) Servant leadership for ISA's well-being, 5) supporting practices for ISAs.

Coaches' general awareness of ISAs' unique challenges:

Language barrier

The first theme developed by all participants' interview data is the language barrier. Since language is the most crucial factor in communicating with coaches and professors as ISAs, all participants had no hesitation in expressing their feelings. Some participants also shared their vivid experiences, which had a difficult time when two parties had different native languages. Some participants also mentioned that language is the key to creating communication with others, which leads to positive relationships with coaches, teammates, teammates, and the community. In addition, all 12 participants revealed that keeping up with student-athletes status with non-native language can be the most challenging subject to overcome. Most interview participants strongly stressed their thoughts to questions regarding the most difficult challenges they would face if they put themselves in the ISAs' shoes. When they were asked, "*if you are an international student-athlete, what can be the most common/difficult challenges you would face in the United States?*" the first word stressed by all participants was language barriers. For example: "language is obviously a barrier ...they had to have pretty good language skills tested through Toefl...to able to keep up their grades all that kind of stuff" (participant 2), "the most common issue that I saw was a language barrier, one hundred percent, so that's given" (participant 3), "the first thing that definitely comes to mind is the language barriers" (participant 5), "it's always a little difficult when you don't speak the same language to make it work through modeling examples" (participant 6), "the most challenging obviously it's going to be the language barrier" (participant 7), "language barrier definitely, it's probably the main one" (participant 8), speaking English, so it will be language barrier" (participant 9), "language, that's

the first one, being able to communicate with other people” (participant 11). Some participants shared their authentic experiences with language barriers in detail.

Participant 2...He had never actually spoken the language. So pronouncing words was really hard and he didn't have much confidence ... so communicating was difficult... communication piece was challenging ... if someone's bad at communicating on one end then you're bad at communicating on the other end or your communication is inhibited on the other...

Participant 2 vividly recalled his experience with one of the ISAs on his team. As an assistant coach, Participant 2 thinks communication skills are important in creating relationships with professors, coaches, teammates, and communities because communicating is the first step to bridging the gap in the team.

Participant 3... I remember one kid from New Zealand, his accent was really thick and he had a very deep voice, and I had a hard time catching what he said, always, so our first conversation was always like “sorry, what was your question?” and he would sit there and try to figure out what word matches with his word and making sure that what I'm saying because it could be totally different word or different meaning, that's why I remember specifically doing that a lot with him...

Participant 3 shared his experience with specific ISA and his accent and voice. Since he was unfamiliar with the New Zealand accent, he expressed that he had difficulty communicating clearly with his player. Participant 3 also mentioned that he had to make sure what ISA was trying to say in every conversation he had with him; thus, Participant 3 should be more patient and have extra time to keep communicating with him.

Participant 4... A maybe just the first three months and they started to get in the loop of this academic English how to keep track on their schools and everything ...so, language barrier, that can be tough in the beginning (Participant 4).

Participant 4 stressed how academic English is essential for student-athletes to keep up with school and everyday life in the United States. Participant 4 also indirectly mentioned that most first-year ISAs would have difficulty overcoming language barriers.

Participant 6... There'd definitely be that language barrier. That can be difficult for the first month to even two years from moving from another country. The academic setting is definitely higher need for English ... The first year is all about communication ... And they can communicate well with you as far as their needs. But after the first couple years, you see that you actually get to talk to and know them a little bit more because they're able to communicate better with you ... And their academics improved because they're learning the language ... And they've got used to going to class and how the routines work ...

Participant 6 implied that overcoming the language barrier for first and second-year ISAs cannot be easy because institutions in higher education require advanced language skills due to the necessary course loads. Participant 6 added that through communication, people find solutions when they have issues, and their needs tend to be satisfied through communication. Besides essential communication as ISAs, the academic performance also depends on language skills.

Participant 7... The most challenging obviously it's going to be the language barrier. But also trying to teach them the techniques in English while also going back to what they know at the same time ...

Participant 7 pointed out that language barriers need time to be minimized. In sports settings, because some skills might have different meanings in other countries, awareness of each ISA's language skills is essential for coaches.

Participant 8...The main problem that I saw was the language barrier and homesickness. Language barrier was the big one. That's probably the main one especially from the coach because you have to communicate with your athletes...that's one of the main ...trying to cross that language barrier...that can be hard thing to try and beat ...

As a statement by participants 2 and 7, participant 8 discussed the importance of communication between players and coaches. They indirectly implied that language barriers must be minimized to create meaningful communication with coaches and players so that ISAs can positively keep up with their academics and athletics.

Participant 11...You need to be able to understand what they're saying and be able to communicate what you actually feel, not just an idea of what they understand your feeling ... so the language was a top one ...because every time I said something and people didn't understand me but then an American said the same thing and they understood what she said ... I was saying the same thing ... so the hardest thing, honestly, could be learning a new language as soon as possible..... so it could be able to communicate well, then you will be in a no-judgment zone and free zone where you can be yourself and be free....

Participant 11 mentioned that overcoming the language barrier could be the hardest for ISAs. ISAs must be able to communicate their needs and wants and be free with no judgment. However, due to the language barrier and difficulty learning a new language quickly, creating communication can not be easy.

Participants 2, 4, 6, 7, 8, and 11 pointed out that the language barrier is the most difficult challenge in their overall experiences and perspectives on the most difficult challenges that ISAs would face in the United States. They added that many essential elements in ISAs' life could be affected due to the language barriers. Those elements could be positive communication with others (i.g., coaches, players, teammates, classmates), athletic and academic, and everyday life. Thus, athletic administrators should not neglect to create a realistic environment to improve ISAs' language skills.

Academic English skills

Academic English is the subordinate theme of the language barrier developed by all participants' interview data. As some participants briefly stressed that ISAs' most difficult challenge could be the language barrier; language is the most important factor in learning to communicate with coaches, professors, and teammates. To support that, Baghurst et al. (2018) emphasized that the language barrier can be the most difficult challenge to overcome for foreigners. Also, due to the language barrier, ISAs can experience additional stress during the transition (Abel, 2002). To minimize these foreseeable risks resulting from a language barrier, all international students who want to pursue study abroad from non-speaking English countries must prove their language proficiency through the TOEFL test (Chapelle et al., 2011). However, in a study conducted by Vu and Vu (2013), seeking a direct correlation between graduate students' TOEFL scores and their grade point average, the relationship between them showed a significantly low correlation. To support that, some study participants also pointed out that:

Participant 2... International student-athletes have to have pretty good language skills tested through TOEFL ... however, there was one kid who passed his test but had never spoken

English outside of the test. when he first got here, he had written in English and was pretty decent and we'd exchanged some emails and everything was good ... but his speaking was really hard to understand...so I had a difficult time to have communication with him ...

Participant 2 has knowledge of what test ISAs must take before entering higher education in the United States. In the recruitment process, he and one of the ISAs had email exchanges and thought that ISA had good language skills. However, Participant 2's first interaction with that ISA changed his mind and gave him concern. Participant 2 indirectly mentioned that the test score is a required document for international students, and the test score is not strongly linked to actual communication skills that might be necessary for ISAs.

Participant 4... I don't think that the TOEFL test that you need to do in order to be a student-athletes at the NCAA I school is not really reflected if you will perform well in classes in the United States ... it's more of just a test ... it's basically just like a game you need to pass in, you play like a memory game ... so, if you want to help the international student-athletes out in order to prepare for a four-year journey, then you need to have better preparation, as part of English, like learning how to speak better English....

Participant 4 actually took a TOEFL test to enter institutions in the United States. He strongly disagreed with the effectiveness of taking this test because its score does not reflect ISAs' academic skills in the United States. Participant 4 also argued that future ISAs must prepare better speaking and academic writing skills besides the TOEFL test.

Many participants stressed that language barriers are linked to other essential elements, such as communication, academic writing skills, and coaching relationships. Learning a new language might require tremendous time for foreigners. However, little attention to the ISAs

challenge related to the language barrier might create a positive environment to minimize this issue. Therefore, athletic administrators and coaches responsible for overall international student-athletes' academic and athletic settings should consider more practical methods to improve ISAs language ability.

Cultural differences in general

The second theme developed by all participants' interview data is cultural differences in general. Lee and Rice (2007) mentioned that cultural differences could easily cause ISs' unique challenges. Thus institutions in the United States should provide additional support for them. Jare-Pazmino et al. (2017) also stated that ISs' considerable challenges could be added to cultural differences, but this factor has been easily neglected. As these scholars pointed out, overcoming cultural differences is also essential for international students.

Most participants freely shared their experiences of interaction with ISAs and how cultural differences should be minimized through their perspectives. For example:

Participant 1... From the language to the food they eat, even some of the girls locked their suitcases when we traveled, which I don't know why. So, they did things differently than Americans. Even as a player and as a coach, the culture was different ... being in a big city of having a different culture, being away from home not knowing English too and some kids don't celebrate the same holidays ... they don't know what thanksgiving is ... like Halloween, they are unfamiliar with Halloween and they're not familiar with certain holidays because they don't have it in their country...

Participant 1 was able to see some of ISAs might have different cultures in lifestyles related to everyday life. As an assistant coach and head coach, she spent many years with ISAs, including domestic SAs. Participant 1 experienced that some ISAs would have a difficult time adjusting to a new environment in a big city while learning a new language.

Participant2... I think the cultural differences are pretty extensive for them (ISAs) because there're differences between them and their peers who are Americans, but they're also coming from different cultures ... they're not here just learning what it's like to be a kid in the United States ... they're also learning about cultural differences between the teams ... because there's team level differences and like city level differences ... and then ... on top of that, campus level difference ... so they have to learn regional differences and national differences...

Participant 2 mentioned that ISAs would experience cultural differences because ISAs already had their own cultural background from their country. Participant 2 also mentioned that every city, university, and team has its own culture, and experiencing cultural differences can be common sense.

Participant 3...Even just going from state to state as an American, there is big cultural differences in the cities. Not just being ISAs, even food-wise, especially in the Hispanic culture, they have specific things ... they eat specific things on specific days and they have like meat least Mondays or something, so none of them eat meat on Monday or Friday...

Participant 3 stressed that ISAs can easily face cultural differences in the United States because of food, city differences, and religious and belief system. By mentioning specific ethnicity, even Americans could experience cultural differences according to which city they will visit.

Participant 4... I think language barrier and cultural shock are connected with each other because you're outside of your comfort zone... already when you are moving to another country...

Participant 4 pointed out that being away from home and moving to another country would make ISAs feel cultural differences because ISAs are outside their comfort zone. Participant 4 also added that the language barrier could be connected to cultural differences because, with the language barrier, the opportunity of creating communicating and meeting with other people can be limited.

Participant 5... There are cultural differences of having to be at church on Sundays that were very important. So, it made me learn that there was also different culture ... I mean, there were older ones where they're not allowed to eat pork ... I was more like I need to be more knowledgeable about that and be more open....

Participant 6...I believe it would be difficult adapting to a new culture and a new way of learning....cultural differences can be shown due to specific reasons, for example, one of my kids couldn't eat pork for specific reasons, so I think it was her religion stuff, so some of the kids have dietary restrictions ... so... as a coach, I should be more aware of other cultures ... so that food can be prepared in a certain way ...

Participants 5 and 6 mentioned that ISAs' religion and belief system could cause cultural differences. Some of ISAs have different belief systems compared to Americans. Due to religion and belief systems, some ISAs have specific dietary restrictions, and these participants stressed that coaches should be aware of their players' religion and belief systems.

Participant 7...Of course, there must be a cultural shock for them (ISAs). It's because they're leaving their home for a different country and coming here. It's culture shock and different people that they see different things everyday ... like where they are, what they speak ... everything is different compared to their home country ... also, how to relate to this new culture can be additional things to learn for them....

Participant 8...It could range from just cultural challenges to homesickness ... like different holidays ... your (ISAs) belief system, a lot of them celebrate different holidays, so I noticed that many of ISAs felt homesickness during the holidays ... if I keep seeing myself in their shoes ... it's scary ... you're 16~17 hours away from home, you're far away. Everything is different ... what you eat is different and what you do is different and who you interact with is different...

Participant 8 stated that different holidays and belief systems should be considered to minimize cultural differences because these can cause cultural challenges for ISAs. Participant 8 also stated that being far away from ISAs' home country can be challenging because what they eat, do, and whom they interact with are totally different.

Participant 9... I would say that getting to embrace and interact with domestic athletes and adapt to the American culture cannot be easy ... they don't have the food they have at home ... they are not used to the new culture ... because what's acceptable in their country might not be acceptable for the Americans ...thus coaches also have to be careful with what they say to international students and what type of activity you do...

As other participants, participant 9 mentioned many reasons for causing cultural differences, such as food and new culture. He pointed out that besides outside factors such as

food, culture, religion, and belief system, ISAs would experience cultural differences due to behavioral factors. For example, coaches' actions and speaking styles can be acceptable in the United States but not in their country or vice versa.

Participants shared their overall experiences of the cultural difference that ISAs would face in the United States. They stated that it could be shown for many reasons, such as food, certain holidays, everyday life, religion, and belief system. Participants 1, 2, and 3 mentioned that since the United has an extensive land size, and every state, city, and college has its own culture, it is hard to adjust to a new environment because there are many things to learn in the first place. In addition, many reasons can cause cultural differences in everyday life. What to eat, what to see, whom to talk to, whom to meet, what to speak to, and where to go, all these small pieces of an element can be connected and cause cultural differences for ISAs. Thus, athletic and school administrators need to pay more attention to give a better environment for ISAs.

Cultural differences in academic and athletic settings

The third theme developed by all participants' interview data is cultural differences in academic and athletic settings. Besides the general experience of ISAs based on everyday life concerning cultural differences, the result shown above, as ISAs' status, participants pointed out that ISAs must deal with different academic and athletic settings. ISAs must keep their standard grade to keep up their athletic career in institutions under NCAA. Some participants mentioned that some of ISAs would struggle to adapt to a new way of learning system which is completely different from ISAs' home country. To support that, the majority of participants stated that:

Participant 2...International kids have learned sports differently and they've learned relationships differently ... so, it's hard to make a broad sweeping generalization about international kids...we bring you here because you are a good athlete and then you've got to also be good at school and you've got to also figure out the rest. So, it's part of our American education system that values athletics...

Participant 2 argued that ISAs had developed their academic and athletic career in different settings compared to the United States. As a coach, using a traditional coaching style suitable for domestic SAs would not be the best fit for the ISAs. Participant 2 indirectly implied that coaches should be aware of how ISAs have been taught and make sure to find the best coaching style for their career. He also mentioned that ISAs are not present in the United States just to play sports. They must have an equal balance of education and athletic settings.

Participant 4...Some of the international students came from another kind of culture where they only athletes and the school have been separated ... like Sweden ... sports and schools were not connected ... but here (US), university on a college level, the student has to do both sporting and academics because they tied together ... so keeping up together ... it's a highly demanding discipline that you need to have ... even if you speak really good English, it's going to be a new kind of way how the schools are set up with how to teach ... They are named student-athletes. So if you are coaching athletes then you can only focus on the sporting part of the sport. But since they are student students first and then athletes you had to be involved with their studying as well and keep track on their everything from their exams to their homework so that they had done and that they were in the correct phase of the class that they were signed into. So, if they didn't do their school, they were not allowed to come to the training or the racings. That was the biggest part because they come from another kind of culture (Participant 4).

Participant 4 strongly stressed that some countries have totally different academic and athletic settings for SAs. According to participant 4's statement, some countries' SAs can only focus on their athletic career in school. However, under NCAA regulation in the United States, SAs must keep standard grades to play on the field regardless of athletic performance. This factor will make ISAs experience cultural differences concerning athletic and academic settings if some ISAs are from certain countries and have no specific rules for SAs. Participant 4 added that following the duty to have an equal balance of education and athletics requires a high level of discipline. Including these factors above, participant 4 stressed that ISAs must also learn different teaching styles in the United States.

Participant 5... There was a certain way that they (ISAs) bunt or hit, so they definitely learned those skills differently from their coaches overseas ... and maybe like an extra demonstration for sure, so definitely a little bit more time for specific drills...

Participant 5 mentioned that in athletic settings, some skills could be taught differently according to ISAs' origin of country. Due to this reason, participant 5 has to pay more attention to ISAs' practice. This factor could make ISAs feel cultural differences in athletic settings because coaches and players must learn some athletic skills with extra time.

Participant 6... It would be difficult adapting to a new culture and a new way of learning ... I believe that the outcome is the same for both (ISAs and domestic student-athletes because they (ISAs) know the outcome of a sport so they know what the outcome is going to be ... but maybe getting to that outcome might be different the way it's coached or the way things are taught ... different things like professors might give them an assignment and expect a specific format, like double space or like APA style or something ... those kind of format might not be introduced that in their country depending where they're from...

Participant 6 pointed out that a new way of learning can be challenging for ISAs. As participant 5 mentioned, participant 6 also mentioned that some specific athletic skills are differently coached even though the outcome would be the same. Participant 6 added that not just athletic settings, educational settings would make ISAs feel cultural differences. For example, some countries' educational systems might use different software for learning environments. They might not use specific APA styles or give homework differently than the United States.

Participant 7...Coaches should build skills to incorporate what they know and what ISAs know because everyone is taught differently ... they grow up in the past 18years with different teaching and coaching and their schooling system is completely different compared to domestic. Everyone has a different perspective on how the games should be played ... sometimes that can be very challenging ... international students might be used to practicing like three, four times a day but in the US, we only meet up in the morning (for practice) then you have class afternoon ... so in general, they have different styles and techniques ... also, they have different study habits just as they have learned different ways to play their games ... so they might have difficult time because the coaching styles that they originally planned for doesn't matching what the reality is. And they're having such a hard time...

Participant 7 stated that coaches should minimize ISAs cultural differences concerning athletic and academic settings because coaching and teaching, as well as the schooling system, cannot be the same as ISAs' origin of countries. Participant 7 also mentioned that some ISAs have different perspectives on approaching competitions. Additionally, some countries have more practice times in athletic settings than the United States. Different coaching styles also cause cultural differences for ISAs, according to participant 7.

Participant 8... On top of everything, you (ISAs) have a course load and you're also learning a new language while you're trying to learn math (major) ... but as you know, grades are the first thing that allow the student to play on the field and if they can't cut in the class, they're not going to cut it on the field, it doesn't matter what their talent is, it doesn't matter if they can make it to the pro ... so having to cut it in class is the overall goal ... that can be very challenging area for a lot of ISAs ... feet to accomplish doing the school and your sports...

Participant 8 pointed out that playing sports while pursuing a college degree can be cultural differences for ISAs. Participant 8 also mentioned that regardless ISAs performance level in athletic settings, they must have standard grades to show their performance in the field. Following up on NCAA's regulations can easily make ISAs feel cultural differences in athletic settings. Performing well in the field can be important for SAs, however, having good grades is the first thing to accomplish for SAs.

Participant 11...As a student in general, you have to be really good at creating your own schedule and having a balance because you got to do well in school, and you have to do well playing wise...

Participant 11 also mention that playing sports while following up the course road cannot be easy, and it requires time management skills for ISAs.

According to some participants' experiences, depending on ISAs' origin of country, some ISAs could experience challenges concerning athletic and academic settings. In some countries, SAs have no duty to keep an equal balance of education and athletics. They can only focus on their athletic performance. Not even in athletic settings, the educational system is also another culture that ISAs must learn to have the opportunity to play in the field. Professors and teachers

might not use APA styles for a learning environment. Different coaching style is another factor to consider for ISAs. According to some participants, specific skills are taught differently, even though the outcome would be the same in sports settings.

Simply being a SA can be a factor of stress (Kimbell & Freysinger, 2003). Rodriguez (2014) added that SAs are most likely to feel emotionally challenged due to high expectations from school. To support this idea, Newell (2015) also added that SAs generally experience a high level of demands from athletic settings that would affect their campus life. As these authors mentioned, being a student-athlete in the United States cannot be easy. Thus, being a foreigner while keeping up SA's jobs, such as athletic and academic performance, can be hard to overcome.

The different lifestyle of ISAs

The fourth theme developed by all participants' interview data is the different lifestyles of ISAs. With the language barrier, cultural differences in general, and cultural differences in academic and athletic settings, ISAs are highly exposed to additional challenges living in the United States. Some of the participants also shared their experiences of interacting with ISAs. For example:

Participant 1...Another big issue was what when certain holidays, like thanksgiving, Americans go home. But these kids have to stay because they should fly home to their country and come back in five days ... it doesn't make any sense ... some of them stayed over Christmas and some of them stayed over like a spring break ... so, there are only times they got a chance to

go home were during the summertime versus an American who can go home anytime they want pretty much ...

Participant 1 mentioned that since ISAs have no family members in the United States, they tend to stay at home during the holidays, while other domestic SAs can go home to visit their family members. Due to this factor, ISAs have the same lifestyle as domestic SAs.

Participant 1 also indirectly mentioned that ISAs could go home if they want to, but when it comes to flight tickets and time management, visiting another country is not rational and cannot be wise for SAs' life.

Participant 2... I think there are lots of differences... I think international student-athletes don't generally have the same financial support, and that trickles down to everything else. They're not living in the same conditions and doing the same things for entertainment. There's not like a family to go visit on a weekend. They almost never have a vehicle right away. um...And so they're kind of using like tactics that you might see from people in like impoverished communities because that's all they have access to ...

Participant 2 stressed that ISAs have different lifestyles compared to domestic SAs. The first thing that came to participant 2's mind was a financial concern for ISAs. The U. S currency has much strong power compared to any of country these days. Also, Participant 2 knows that ISAs cannot have a permit to work outside campus, so they must rely on the scholarships provided by the school. Participant 2 also mentioned that there is no family to visit for ISAs during the weekend and some ISAs have no cars to go somewhere. These factors can prove that ISAs have different life styles in comparison with the domestic SAs.

Participant 3 ...They needed rides to the store to get groceries. I remember specifically one of the basketball kids having to use my phone. He just needed again... he needed to ride somewhere... then there was a lot of Wi-Fi issues. Some kids were like "hey, where is the best building to have great Wi-Fi so that I could talk to my family..."

Participant 3 also shared that some ISAs have no cars, and some ISAs do not even have phone service due to financial support. This participant also shared that for some ISAs, there is only one way of talking to family members: using the phone.

Participant 4... They need help with everything from living situation opening up bank account on to orientating around the campus. The need often... they don't really know if they will get a scholarship. So, they sometime questions how they're going to collect out the scholarships and if there is any fees that needs to be paid that is not written in the contract since their English is not that good and don't know what to look for.

Participant 6... Some of the common needs from international students would be ... they need explanation on a lot of stuff ...and we do get the scholarship needs and... how are we going to pay for school needs? Can I get a job and be a student-athlete? Do I need all these things too? something like that ...

Participant 4 and 6 mentioned that ISAs need more help to support their living situation, such as opening up a bank account and the resources of additional scholarships. Unlike domestic SAs, financial concerns for ISAs are more problematic.

Participant 7...International player don't want to have any animosity towards their teammates because they don't want to feel like you're different ... I also know international students sometimes have racism towards them and that even make them feel more outside and

not belonging which can also cause their performance to go down as well. They could be playing at a way better level than they're at right now ... but due to the racism or patriot or whatever, they're feeling from others ... they don't want to perform...

Participant 7 mentioned that ISAs do not want to have extra attention because of the color and language they use. They want to be looked like the same players as the domestic players. However, just being a foreigner, extra attention might be caused, and these are more than likely to make ISAs feel that they have different lifestyles. Extra attention can be seen as nothing; however, according to participant 7's experiences, this can lead to ISAs poor performance.

Participant 9... International athletes have a different lifestyle because there is nobody else to help them out ... you cannot just do like I'm going to call my dad and my dad is going to help me find a place for me...like if I have to change my tire, I'm going to call my dad. Also my bank account is together with my parents' bank accounts ... we have the same phone provider and everybody in my family would have the same phone plan like family plan ... You know we don't have any of that ... We don't have anybody ... So we have to do everything in our own ...

Participant 11... Including food, because I wasn't used to their food... being away from home, being away from people you love ... and being able to do things of my own because I was used to being with my family all the time ... being more independent and doing things by myself ... it was hard ... so, just being a way from family was the hardest one ...also being a foreign player is hard because you can easily feel left out ... sometimes you feel like you don't fit in with your team, of course when time passed and you get to know people around you, it could be better but in the beginning, you feel left out completely, you can learn the language but you won't fit in all the way, so fitting in completely, that can be a challenge ... during the holiday

seasons too, I have a lot of people who were from Minnesota so they're able to go back to their home but I didn't have place to go...

Participants 9 and 11 pointed out that being independent and being far away from home and family members are the main factor to consider ISAs have different lifestyles compared to domestic SAs. Some ISAs face difficulty because they cannot see their family members as usual. Participant 11 also mentioned that due to color and language proficiency, ISAs would feel that they do not fit in the groups with the same condition.

Participant 12.... It is my belief that many students were lonely for home and bonded easily with others who were away from home. Many of them stayed in North Dakota during holidays or even summer vacation. This must have been a serious challenge emotionally for many students and I think they found support in each other ...for athletic part...Sadly, for the most part, the athletic departments "just want to win" and they did not seem to care whether or not the students were local or international. However, if the ISAs were not successful, the athletic department would have been intolerant...

As many participants mentioned, the crucial factors that ISAs have different lifestyles compared to domestic SAs are being independent and being far away from family members and financial issues. Compared to domestic SAs, even in the first-year college, in adjusting to a new school, ISAs have no family members to give them a ride, open up a bank account, and buy personal needs. Even during holidays, if ISAs do not have enough money and time, they must stay where they are because their family members live in different countries. Regarding financial issues, ISAs also have to go through financial issues because they are not allowed to work outside the campus. Due to the requirements of the F-1 visa, the ISs, including ISAs can only work at visa-issued academic institutions, and even in these institutions, they can only work for

20 hours per week (United States Citizenship and Immigration Services, n.d.). In addition, although ISAs can work outside the campus, because there are many factors to overcome, such as language barriers and keeping up standard grades while playing sports, ISAs have little time to work. According to the abovementioned factors, ISAs cannot have the same lifestyle as domestic SAs. Thus, athletic and school administrators need to pay more attention to minimizing some obstacles that make ISAs have different lifestyles.

Beneficial outcomes of having ISAs from coaches' perspectives

The fifth theme developed by all participants' interview data is the beneficial outcomes of having ISAs from coaches' perspectives. ISAs are “a foreign investment that gives back to the community by helping his/her team win games while fostering local pride for the university” (Ridinger & Pastore, 2001, p. 19). These authors also added that ISAs tend to bring a positive impact on the team and players. Thus, the athletic programs would be able to increase the credibility of their program. Asher (1994) continues to mention that some coaches in the U.S. stated that domestic SAs could learn maturity, work ethic, and goal-oriented attitudes from ISAs. According to Hoffer (1994), ISAs usually strive for their athletic and academic performance with an appreciation for every given circumstance, so they tend to lead teams to levels beyond what coaches would generally expect. Due to this particular reason, they are sometimes considered coaches' dream players (Hoffer, 1994). To support these beneficial factors of having ISAs mentioned above, study participants pointed out their experiences.

Participant 2... It's part of our value system to have diverse and culturally meaningful exchange as part of higher education. So, I think it is well within our mission to bring in student athletes from around the world not just for their athletic skills but for the cultural development...

Participant 3... they could respect and have awareness of ... So having an international-student on the team could be an eye opening ... so cultural awareness ... or like learning different perspectives...

Participants 2 and 3 pointed out that ISAs increase culturally meaningful diversity and encourage other teammates and coaches to learn cultural development. In addition, ISAs bring opportunities for teammates and coaches to improve cultural awareness and different points of view.

Participant 5... My overall experiences, it taught me how to be more patient, it taught the importance of having different learners on the team and I was able to adapt what they have learned and they don't take anything for granted...

Participant 5 mentioned that through having ISAs on the team, coaches also could develop coaching credibility because ISAs can share what they have learned and how they have learned certain specific skills. Players on the team also can learn respect and appreciation for having an opportunity to play on the field through playing with ISAs.

Participant 6 ... They can still produce high quality words even though they don't speak English or they have limited English ... and they tend to be really focused and really goal oriented and outcome based ... and they always have desire to be better than what they can ... their focus is a lot, they're really focused and they have a goal, they want to get to that goal. In general, they just have a different ethic, even work ethic, they know where they want to be in life and what it's taken to get there already, even though they have language barrier. So, having an international student is beneficial because it gives us that cultural diversity, so we all become culturally aware and eliminate any kind of biases that we might have in a certain way ...

Participant 6 highly appreciated ISAs' work ethics and positive and passionate attitude toward their goal. ISAs have a high level of mutuality and always put high effort into game outcomes. This participant added that having ISAs will bring healthy environments because they tend to give opportunities to teammates to learn cultural diversity so that domestic SAs can improve their cultural awareness.

Participant 7... I think international kids are very driven which I appreciate, I love that and they're very motivated, and they come to the US with the obligation that "I need to win", that's all I'm here for" ... and we all can learn different perspectives of the gems from a different view.. they actually have so much passion and I feel like they need to do everything to get that trophy, it's really good learning experience for everyone ... so international students bring more of an asset rather than a fault or a bad thing ...

Participant 8... International student-athletes put all their heart into their sports, also I get to see them work hard...

Participant 11... You will get a chance to know all the cultures. I think that's a great benefit. You get to see things from a different point of view from a different perspective...

Participants 7, 8, and 11 have learned that ISAs have different points of view toward competition in comparison with domestic SAs. Outcome-based work ethics and a highly driven attitude towards game-winning encourage this participant to be a better coach. These participants believed that passionate work ethics would motivate other people around ISAs, thus bringing positive outcomes.

Participant 12...Colleges should embrace cultural differences. This is one of the most magical periods of one's life and the more exposure one can get the better. In my world, I was fortunate to work with many awesome athletes, but they were also high-quality people. I do not know how the international recruitment got started because it was already in full motion when I got to campus, however, I felt it was an enormous benefit to the college. In athletics, our school had won the national championship 4 times and had several high team score finishes and countless All-Americans. It was a pleasure to be in such fine company...so, overall, these students were well-mannered, but they also had extra-curricular interests. I do not know students who were "only" students. Because of this, I think it was easier for them to stay focused and to be productive students. Also, there were established athletes who were always willing to help the new students...

Participant 12 highly appreciated the presence of ISAs and the opportunities to work with ISAs. This participant highly believes that ISAs can produce not only cultural diversity in the institution but also winnings from games that tend to make the institution popular.

According to several participants, the presence of ISAs will produce many beneficial outcomes for domestic SAs and coaches because they can learn different points of view for the games and positive behavior that aligns with athletes' work ethics. ISAs can be motivators and leaders in winning games. Domestic SAs and coaches can learn cultural diversity through having ISAs. All these factors can prove that ISAs definitely produce a positive atmosphere for the institutions in the United States.

Importance of social capital

Bourdieu (1986) stated that social capital could be considered as potential resources generated through positive social networks or “institutionalized relationships or recognition” (p. 248). When it comes to a productive social network or social capital, a certain level of trustworthiness plays a significant role. With trustworthiness behavior, people tend to cooperate and interact with each other in order to garner mutual benefits (Richardson, 2012). Therefore, social capital can be built through individual social networks with others or specific communities, and people can get beneficial resources. In the study by Forbes-Mewett and Pape (2019), with the ISAs, they investigated the utilization of social capital that provides social networks so they can get various helpful outcomes while living in the United States.

The sixth theme developed by all participants’ interview data is the coaches’ perspectives of social capital.. As much research has proved the importance of social capital and servant leadership, social capital can provide tremendous benefits for ISAs. According to much previous research and this study's participants, ISAs must overcome language barriers, cultural differences, and different academic and athletic settings and even have different lifestyles in the United States. Several participants pointed out that ISAs will go through a tough time keeping on academics and athletics at the same time while overcoming unique challenges. Furthermore, especially during holidays, since they have no people to visit, they tend to stay in the city, experiencing loneliness. They have to be independent and go through everything on their own. Thus, having positive social capital can help minimize those issues for ISAs. To prove that, this research participants have created and utilized these elements. For example:

Participant 1... I think the biggest influential factor to help them is to make them meet other people, not just their teammates. So, what’s most important is that you have friends and a

group of friends that you can talk to whether it is a team matter or your personal stuff. So, you need to be social because you need someone to talk...College can be very stressful, so it is important to de-stress and have fun once in a while...it is important that the team gets along and works well together ... for academic settings, specifically, keep studying at study hall with tutors and having a good relationship are key to success ...

Participant 1 believed that ISAs need people around them to meet and talk, which would benefit them because through talking to others, ISAs can find solutions to their needs and wants. Also, they can relieve their stress by talking to someone. In addition, this participant mentioned that social capital could be beneficial for academic performance because it would bring more opportunities to keep studying together with others.

Participant 4...It's like a bigger buildings have more resources for them...if you have people like former student athletes or a senior student athletes, they can be like a mentor, so your performance would go up way faster... it's not just for athletic performance, that mentor will you quick introduction of how to get into the culture and how you need to build techniques for studying...

Participant 4 mentioned that having social capital with senior SAs or mentors would benefit ISAs' athletic and academic performance. This social capital already went through what new ISAs will go through, guiding them in some valuable strategies to minimize ISAs' unique challenges. Some study techniques can be learned, and adjusting to a new environment would not be as stressful as if new ISAs had formal ISAs.

Participant 5... Important thing is being inclusive with your team ... it just makes you more aware of everyone in the world ...it's not just about you anymore ...so it just makes you

more knowledgeable so that you feel more comfortable and eventually you would succeed in both your academics and athletics...

Participant 6...I believe that if kids trust each other, then they may be able to ask some help if they need it like “hey I don't understand this chemistry exam” or “oh I don't know the name of the drill” or I can't remember that this drill was called or this play” or something. So, they can get help... with little things from their classroom not just one the field but one the court too. They may be relying on each other...so social gatherings definitely help lower that effective filter...so they're able to confide in ...

Participants 5 and 6 believed that being inclusive and having teammates can be beneficial because this capital would make ISAs feel confident concerning athletic and academic settings. Participant 6 pointed out that trust can be essential to social capital. Once it is built, ISAs and domestic SAs can start helping each other and relying on each other, and eventually, it will produce beneficial outcomes in athletics and academics. Thus, social gatherings to have positive social capital can be beneficial for every player on the team.

Participant 7...International kids and domestic kids to mingle and get to know each other...I think that would one be beneficial for every student because through creating friendship you can learn so many things from different areas of the world. It's also going to be beneficial for the students and athletes as well...

Participant 9...International-athletes should interact with domestic athletes to embrace and adapt to the American culture ...that is very important ...the more have a conversation or the more you have interacting with domestic athletes, through that method you could build

connections with them and improve your language barrier ...it definitely makes them feel more comfortable...that's what helps them with success...

Participants 7 and 9 believed that friendship starts with social gatherings, and players can learn many things from each other. Through social gatherings, according to participant 9, ISAs can positively start adapting to a new culture, and they can have opportunities to create conversations with domestic SAs. Language barriers can be minimized through having conversations with domestic SAs. Also, in every setting, because ISAs would feel more comfortable through friendships with domestic SAs, athletic and academic performance would eventually be increased.

Participant 11... Like I said before, in the beginning, you feel left out completely, but if you keep interacting with other international students athletes or domestic athletes, it's always helpful ...so you can get to know them and you wouldn't feel being left out or feel bad ...because you are on the same team with them with the same goals, so it will push each other ...and for the classroom, I don't know if it will benefit or affect the grade but just getting to know other people and making friends with them just help you ... let's say you 're walking into that classroom, but you don't know anyone verses you go there and your friends or international friends say hi to you, so it's beneficial ... so coaches actions like understanding and especially supportive for international student athletes, I feel always good ... so the more people help you, the better they will do ...

Participant 11 shared that keeping interacting with ISAs and domestic SAs would be helpful because ISAs would feel less lonely, leading ISAs to feel more comfortable and confident. Once friendship is created, a group of members would be helpful when ISAs issues with anything. This participant mentioned that social capital can be strongly related to a better

grade with that or not; however, it would make ISAs feel supportive so that outcome could be shown positively.

Servant leadership for ISAs

Servant leadership offers that with a high level of respect for the followers, leaders tend to make every effort for development and achievement, and followers and leaders have equal power in the group (Avolio et al., 2009). Unlike the transformational leadership style, which emphasizes leader-member exchange, servant leadership stresses followers' ethical and moral development (Burton et al., 2017). As mentioned above, servant leadership's valuable features are addressed in academic fields, so coaches and sports managers have started paying attention to utilizing servant leadership styles in their fields (Robinson et al., 2018). In addition, when new athletes join the team, that team's head coach should build a positive socialization process for the new athletes with teammates because the head coach can usually have many useful resources to help them when ISAs are in the adjustment process to the new team environment (Jara-Pazmino et al., 2017).

The seventh theme developed by all participants' interview data is servant leadership for ISAs' well-being. Servant leadership styles can make ISAs feel comfortable and supported by coaches. As many participants pointed out, being comfortable and having people around ISAs are essential because they are highly exposed to additional stresses, including language barriers, cultural differences, and different academic and athletic settings. According to several participants, coaches' behavior is the most influential factor for ISAs because they came to the United States because of their recruitment plans. Due to this reason, especially for ISAs, servant

leadership styles can be meaningful; most participants have already utilized this leadership style for ISAs. For example:

Participant 1... This can come from the coaches. NCAA rules allow coaches to pay for meals and dinners for all student athletes on their team at least once a month so as a coach it is important to have parties and get to know SA's outside of tennis. Thus, we'd have lunch or dinner together and sometimes we went out for team dinner after practice. I always encourage player to support each other to accomplish their goal...

Participant 2... You have to recognize the reality that you are the one who brings them here, now it's your job as the person with power and authority and as an insider to make them comfortable. So, coach is more than an advisor ... And for international students, I think they self-serve more than domestic students because they don't want to go to somebody if they can do it on their computer because Google will translate everything, so they'll figure it out themselves. So, the coach is really important because the coach should be the one telling them "no you need to go talk to advisor" "You need to talk to the athletics director or the athletics advisor." They need somebody who can help guide them in that route. Again, the coach is the reason they're coming in the first place, so the coach is the parent. Because for the domestic kids they can sometimes travel home depending on how far they are, and their mom and dad can come see them. But for international kids, they can't see their mom and dad like months or years because there's no way to do it as domestic kids right? So, the parent role is a big thing like a mentorship role. That's a real...

Participant 2 stressed that coaches are the prominent people who brought ISAs to the United States and that coaches should make the best effort to make ISAs feel comfortable.

Through experience, this participant knows that ISAs try to solve their issues independently, without asking other people around them. Thus, coaches must pay close attention to ISAs to satisfy their needs and wants. This participant also stated that coaches have many job duties for ISAs. Coaches can sometimes be advisors and coaches in school and also be a parent for ISAs off the field. This participant also added that domestic SAs have higher chances of seeing their parents and family members than ISAs. It implies that ISAs also need that parenting figure in the United States. Coaches should take that role for ISAs to make them feel supported and comfortable living in the United States.

Participant 3...If your player doesn't trust you, if you don't have connection, it's really hard. But if you can relate to them and build relationship, they can start trust you, so you'll get them to do anything... if there's a wall between you and players, then how can they perform for you? that's not in any coaching books, you can learn from experience... so like servant leader, you should make sure that they know that they're taken care of it, that's a relationship, that's the first thing you have to build ... I always try to have advisors, coaches, and staff to provide available resources for them ...

Participant 3 believed trust and positive connections could be essential for coaches and players. A positive relationship is directly linked to players' performance and leads to team success. Thus, according to participant 3, ISAs must feel they are taken care of and that there are supportive people behind them. This participant also realized that ISAs have more needs and wants than domestic SAs; thus, they always ensure that supportive resources are available for ISAs.

Participant 4...So coach is like mediator, that's not written in our job title, we are not only help international kids perform better in sports but take care of everything for them off the

field like where they live and how they are going to open bank account ... We used to have the first week meeting when everyone got back to school where we had new students. And we usually have like team spirits weekends or team building weekends, in an early stage because healthy team environment will help the performance go up so everybody can learn how we communicate and how we work together, so everyone in my team can optimize their performance level. It's a positive thing because then you can help contribute to the team both on the academic and social side, so they are helping each other out...

Participant 4 specified that coaching positions consist of many job duties as a mediator because they should consider ISAs' performance level and pay attention to everything off the field for ISAs, such as living situations. This participant has tried to have a spirits weekend for the players to closely pay attention to ISAs' campus life. This effort is highly connected to the team's healthy environment. According to participant 4, this type of effort encourages players to help each other and learn to cooperate; thus, players can eventually optimize their performance level in academics and athletics.

Participant 5...I did most was actions speak louder than words so if somebody was struggling, then I gathered all players around and worked together...and for my kids, I always tell them the number one rule that no matter if you are in a big class or little class, you need to introduce yourself to your professors. You should make that relationship with professors to know that you are not just here to play your sports. You need to show them you are here to get your academics...

Participant 5 highly encourages players to support each other for the best outcome as mentors and coaches. Not just for athletic performance-based outcomes, this participant

guides players to have a good relationship with professors to be good SAs. This nuance implies that participant 5 has tried to take care of SAs' campus life in general.

Participant 6... I encourage my kids to make video call or text their families as often as they need. And my team try to spend time together outside of practice to help with any isolation or loneliness...team need to build trust in each other and they need to have that team bonding.....so you can find ways for your solutions through social networks...and...we had mandatory tutoring for our student athletes, so especially our international ones I think servant leadership styles help them feel more safe in a safer space instead of just always on edge...

First of all, participant 6 has prompted ISAs can have constant communication with their family members to make them feel comfortable and safe. Also, participant 6 has tried encouraging social gatherings with all players to minimize ISAs' isolation and loneliness. Building trust and positive social connections among players are necessary to solve issues related to academics, athletics, and overall campus life. Team bonding can be created through trusting each other, and as a servant leader, participant 7 has tried mandatory tutoring sessions for ISAs' academic success.

Participant 7... You don't want them to go back home, and you want them to be an asset to your team. so you have to find a way to make them feel welcome and adapt to their new surroundings ... sometimes I bring tutors to study hall or advisors and they can lead you to five other people so you can start building social group ...also I try to have all people together, it doesn't have to be an athletic person, if there was another international athletes on campus that could better relate to what that person was going through, so it could be really helpful because then the person that is struggling is speaking to someone that experienced that first hand. And they can be like "I went through that I know what you are feeling, and this is that I did, look

where I am now”... juniors and seniors are going to be a real beneficial and helpful for freshman, so I always partner them together ...

Participant 7 argued that coaches should ensure ISAs feel welcome and have no issues adjusting to a new environment to optimize their performance. This participant has also tried using resources to promote building social groups to minimize ISAs' challenges. Most importantly, to share practical strategies for minimizing ISAs' unique challenges, participant 7 tried to gather senior and junior ISAs because this group already went through what new ISAs will go through.

Participant 8...One of the worst things can be trying to find someone you can talk to and explain your problems. So, I try my best to find resources within the school or even resources outside of the campus to help allow constant communication with family constant communication with their own teammates... I have to make sure that the other teammates are looking out... through watching over and help international students, we can create the brotherhood or the sisterhood...so it's additional parenting...you have to look out for them...you've got to protect them...you've got to make sure that everything is good. You've got to make sure that everyone's treating them right...

Participant 8 ensured that ISAs must have someone to share their issues and create a supportive environment; this participant always paid attention to having resources within or outside of campus. Also, this participant has tried to make certain that ISAs must feel a supportive environment surrounds them. Coaches must ensure that ISAs constantly communicate with their family members and teammates. Thus, the coaching job includes additional parenting for ISAs.

Participant 9...Building relationships with a servant leadership makes a huge impact on the success of international student athletes, based on my experience and my friends' experiences ... coaches should be the big parenting figures ... because we are the ones who brought them here ... we would make sure that international student athletes must be picked up at the airport every time when they come back from vacation or something ... and also we would be the one giving them a ride at the airport ... I can't just leave those kids behind who fly all the way from South Africa and arrive here not knowing what else they're going to do ...it's so unfair to do so ...it's not only for their performance, but we need to make sure that we provide the environments that they like here ...

Participant 9 stated that servant leadership styles are directly connected to ISAs' success in the United States. Coaches should act like ISAs' parents because coaches brought them to the United States. Thus, including creating a supportive environment for ISAs, coaches must take care of ISAs' overall well-being.

Participant 11...So for my kids, I always make them feel welcome and let them know that they're not alone, I always let them know that they have a support system behind them ...even from my experiences, it helped me a lot because actually my coach took a time to build a relationship with me outside of court to get to know me ... so it helped me start respect him even more...also, introducing domestic student athletes or senior international student athletes who already went through the same thing would be helpful...so through community or something, having a good time outside of court or routine with other people who are in the same situation is helpful...

As other participants pointed out, participant 11 also stated that ISAs have to feel welcome and are supported if they have issues on and off the field. Coaches' servant leadership

styles could create respect and trust between coaches and ISAs. Participant 11 added that with caring and thoughtful behavior toward ISAs, coaches should introduce domestic or senior ISAs who have already experienced unique challenges to new ISAs so that ISAs can effectively minimize their challenges.

Many participants have been servant leaders for ISAs, and they firmly believe this leadership style is essential for ISAs' success in the United States. ISAs must feel welcome, and a supportive environment surrounds them. Coaches pay close attention to ISAs have constant communication with their family members, and are treated well on and off the campus. Coaches have many duties for ISAs. They must ensure that ISAs perform well on the field and in the classroom. If they need help with either academic or athletic performance, they must have valuable resources to support ISAs.

Supporting Practices as Servant leader for ISAs

The eighth theme developed by all participants' interview data is supporting methods for ISA. Since ISAs have become integral players in athletic programs in the United States, athletic administrators, including coaches, should be aware of how these players have experienced college life compared to domestic SAs (Ridinger & Pastore, 2000). Since ISAs' common challenges are combined with diverse situations caused in both a SA and an IS simultaneous perspective, athletic administrators' dedication to seeking advanced information is needed for the appropriate support of ISAs (Newell, 2015). More specifically, to practically explore the true needs and wants of ISAs, athletic administrators need to develop support systems such as advising, mentoring, and supportive practices (Newell, 2015). Baghurst et al. (2018) added that by establishing peer programs that foster pairing ISAs or ISs with domestic SAs or nonathletes

peers, school administrators could practically minimize ISAs' additional foreseeable challenges caused by cultural differences in the United States. Abe et al. (1998) stressed that domestic students and ISAs would have opportunities to interact with this program. Ultimately, ISAs would have a better support system to adjust to a new community. Parham (1993) and Etzel et al. (1996) stressed that academic skills generally require time management skills, a new and more independent lifestyle, and socialization skills to interact positively with professors. However, since SAs usually spend at least 20 hours per week on their athletic performance, they commonly experience challenges in building appropriate academic skills (Parham, 1993; Etzel et al., 1996). As diverse research mentioned above, how athletic administrators and coaches create and utilize support programs for ISAs' athletic and academic settings, the importance of support programs, and how those programs should be utilized were shared by study participants. For example:

Participant 1...It could be helpful especially if the coach is from the same country, they're recruiting the student athletes from...also once a week or once every two weeks, having like team dinner with all student athletes with coaches would be helpful ... or coaches would invite student athletes over their house for like potluck so if there are international kids, they can bring their own cultural foods so that they can start to build connections with other kids ... or another would be like watching football game together because the most of school in the US have huge school culture connected to football game, so international kids can learn some school cultural, while feeling of belonging to school...

Participant 1 pointed out that if coaches' nationality is the same as ISAs, it is much easier to create a better supportive environment for ISAs. Also, coaches try to have team dinners at their places, encouraging players to bring their food. In this environment, some ISAs can bring their countries' traditional foods, which might help them build connections with others.

Additionally, having team bonding activities such as watching some events together would be beneficial to make ISAs feel belonging to the groups.

Participant 2...I think coaches who are not willing to be patient with student athletes especially if it's a language thing shouldn't be recruiting internationally. You need to be ready as a coach to be patient and to try to facilitate communication. I think members of groups often times catch up quickly and that's not necessarily fair. So, I think that element of patient is really important to connect it to servant leadership. I think individual considerations and intellectual stimulation become really important because you have to be willing to take it on a case-by-case basis. Like not all international students learn the language or learn the culture at the same pace. And so your job as not just you know producer of wins for your athletic program but as an educator of your student athletes and someone who cares about their development as people you have to make those investments and you have to get to know your student athletes so that you can help them you know meet their needs whatever those happened to be

Participant 2 believed that coaches should be ready to understand ISAs' language barriers and be patient with that. Although there would be a minor issue with having constant communication with ISAs due to language proficiency, coaches must try to facilitate constant communication with ISAs and make every effort to minimize their challenges related to language barriers. In addition, coaches ensure that ISAs are not only experiencing language barriers but also experiencing other challenges connected to language barriers. Thus, as a coach, they must take care of ISAs' athletic and academic performance to have the right path. Coaches should make every effort to build positive relationships with ISAs, realizing their needs and wants should be satisfied.

Participant 3...If I was a baseball team and I would need to recruit someone from the Dominican republic I want to make sure that someone on my staff spoke Spanish and understood the culture...another one is... When I was in the NFL, they had that psychologist. They had mental coaches that would come in and talk to us individually. We're constantly under pressure of fans watching and coaches watching and performance and producing every single day every single practice every single game. And these coaches would come in and we would do rapid eye movement therapy. like it would calm you down and they said, "it's okay to make that mistake" , "you're here for a reason", they would talk to us like that. And it was really cool in that sense. And so I think that would help even just from just everyday life, not just performing academically or performing on the field for a university ... and...And I couldn't imagine of not being able to celebrate something. So maybe having the universities do some research on big holidays and making sure that there's something celebrated for each country. So like just a little slice of home...

Participant 3 wants to ensure that there will be mentors, coaches, counselors, or staff members who have the same nationality as ISAs. Thus, ISAs can communicate better with specific needs and wants. In addition, this participant added that having a psychologist on the team will be beneficial to decrease ISAs' stress levels; thus, their performance can increase with no emotional obstacles. Coaches should create environments that foster celebrating ISAs on certain holidays to make them feel comfortable and at home.

Participant 4...From my experience, if I would have done it again, then I would probably read more English books to prepare schools ...so learning more academic English, not movie English because it doesn't mean you're good in English or you're prepared for doing school ... and also, I would be open minded towards what you can study because you start back

on zero when you get to college so you don't need to decide right away that you want to study. You can decide after freshman year ... and I would be more curious and outgoing...

Participant 4 shared the importance of English academic skills to have better performance in the classroom. Coaches should pay more attention when ISAs have issues with choosing a major, and they must provide some specialized resources for their future.

Participant 5 ...The best thing is to learn from experience, meaning you probably have to put yourself out there and put yourself in a very uncomfortable situation...I would definitely be personable and try to be open to new people and introduce yourself and be confident in that way. That's the same way how I approached my international students, taking it step by step. Another one is...making sure that they have the support and resources and just let them be heard... let them hear what they have to take and let them be seen by us as coaches. That's something we're the ones that advocate for them even on the field. Another thing is, probably to communicate with their families overseas and helping with that. So, making sure that they communicate with their families. Their needs were definitely finding accommodation for someone who has already gone through. Their needs were to make sure they've probably had like a tutor or a counselor or even professors who they can rely on if they are having a language barrier and they can't figure out what this necessarily means in their language. So that was probably one of the needs that they really needed, off the field just to make sure that they had a representative not just myself that could help them academically So for the future international students I think the best advice is to stick to your fundamentals. Stick to be able to be coachable. It's probably the first one. So coachable meaning adapts to your coach but also implement what you've learned from playing from when you're eight years old to now. So, on the field, remember who you are, remember who you're playing for, so take it step by step, academics come first,

athletics come second. Yeah. So learn the quality of time management... off the field definitely. And learn how to manage your stress and manage your time modestly. when you're a student athlete it's hard to know the main goal is get good grades and win a championship...

Participant 5 mentioned that coaches should create a supportive environment for ISAs to socialize better on campus. Coaches should try to ensure that valuable resources are on the campus when ISAs have issues. In addition, this participant also mentioned that since keeping up with academics and athletics simultaneously while experiencing unique challenges in the United States, coaches should support ISAs to have better time management skills for their success.

Participant 6...They just need to learn how to be outgoing outspoken and driven so they can voice their needs ..voice and like as you said building that social networking even if it's face to face the first few years ...or... somebody who's been through the process before or somebody who knows that they are going to struggle with definitely will help for new students...

Participant 6 pointed out that coaches should give more opportunities for ISAs to confide their issues with them. Introducing senior ISAs to new ISAs can be beneficial as well.

Participant 7...I would just really encourage colleges to have that type of role for international players and just students in general to have someone as a counselor another year to listen to and that and if they can to have like an international department where they could incorporate social events for international kids and domestic kids to mingle and get to know each other. I think that would one be beneficial for the school because you're creating friendships...if I pick it down to a specific program I would probably create a program where it was all about mingle and somewhere where it would it'll allow them to build social interactions. Because

people who feel a sense of belonging have the least conflicts, meaning once they feel like these are my people or this is my place, they never will feel home sick or have a language barrier...

Participant 7 stated that coaches try to build a supportive environment with all senior players to listen to and guide new ISAs to a better path on campus. Fostering social gatherings to create friendships with other students can be a beneficial factor for ISAs since it can make them feel belonging and it would also be helpful if some ISAs had language barriers

Participant 9... So having a program that supports diverse types of cultures and tried to interact with those cultures could be an ideal program...having a strong orientation section among student athletes in which you include not only international student athletes but also domestic student athletes ...you take care of them and treat them well, it's all part of the program, it is the coach's ability...

Participant 9 mentioned that creating practical orientation with domestic SAs and all ISs could be helpful for the new ISAs. Also, creating specific programs which develop cultural awareness for all students can be beneficial for ISAs.

Participant 12... For schools and administrators, please try offering scholarships and tuition forgiveness... escalate the benefits if the student agrees to work in the US for 1 year or for example a 3 year minimum ...for international student athletes ... do your best and don't be afraid to ask help so try to meet as many people as possible...

Participant 12 suggested that coaches should pay more attention to finding financial resources for ISAs on campus to minimize their stress related to financial issues.

Many participants suggested several supporting methods for ISAs' success in the United States. First, having coaches, advisors, or staff members who have the same nationality as ISAs could be helpful for them because then they can communicate better with specific needs and

wants. Second, fostering social gatherings with teammates, all other students, and communities would benefit ISAs in improving their language proficiency and building friendships with them. These social connections would make ISAs feel welcome and comfortable. Third, a supportive effort to understand and minimize ISAs' unique challenges would make them feel supported and comfortable. Fourth, having specialized resources for ISAs' academic and athletic support would increase their performance in both settings. Fifth, introducing senior ISAs to the new ISAs can make them avoid foreseeable challenges in the United States. Sixth, finding available financial resources for ISAs can make them focus more on their academic and athletic performances. Seventh, coaches should ensure that ISAs constantly communicate with their family members and try to give more opportunities for them to confide their needs and wants to others.

Chapter 5:

Discussion

In this final chapter, findings are summarized, implications and recommendations are discussed, and future research are made. The purpose of this research was to explore coaches' authentic experiences resulting from interacting with ISAS, how they perceive ISAs' unique challenges, and what practices they utilize to enhance ISAs' academic and athletic outcomes and their well-being. As much previous research discussed ISAs unique challenges resulting from living in the United States as SAs, this research also provided ISAs unique challenges from coaches' perspectives and how they could be minimized through administrators' and coaches' efforts. In addition, the effectiveness of servant leadership styles and social capital were shared among participants. To understand coaches' perspectives on the unique challenges of ISAs and

supportive strategies for them through interacting with them, the following research questions for this study were approached :

RQ1: What are coaches' experiences and challenges in working with ISAs?

RQ2: What unique and specific strategies do coaches employ to help their ISAs succeed in their athletic careers, and why?

RQ3: What unique and specific strategies do coaches employ to help their ISAs succeed in their academic careers and socialization into campus/location culture, and why?

The qualitative research method was used for this research, and data was collected through Zoom meetings and analyzed through IPA and the thematic analysis method. A demographic questionnaire and semi-structured and open-end Zoom interviews were used to collect data effectively. The study participants were twelve collegiate coaches in assistant and head positions who have coaching experience with ISAs for at least three years in various sports under NCAA D-I, D-II, and D-III universities. Accordingly, using IPA, data analysis was conducted in the following steps.

1. To generate more active engagement with the data, interviews were carefully listened to and recorded, and then each transcript was read and listened to simultaneously. This procedure gives researchers a sense of the 'whole' (Wallman et al., 2019).
2. In each transcript, meanings of participants' actual comments were followed by notional comments and initial nothings. With this following step, emergent themes were developed for each participant, and patterns and relevance of these themes were represented. Superordinate themes were formed after a close examination of emergent themes' interrelationships.

3. The third step was repeated for each participant's data set to enhance the rigorous analysis, and superordinate themes were analyzed, anticipating similarities and differences. Participants' interrelationships were reflected in these final themes.

Smith et al. (2009) stated that participants could provide appropriate interpretations of their data in a systematic process, and the cohesive and dynamic relationships between the data set and this piece can be enhanced. The process tends to yield new understandings as well. As a result, the hermeneutic circle principles were carefully considered during these analysis procedures.

Coding, analyzing, and organizing the data were based on the themes identified in each participant's interview. With the finalized themes, the study result presents four sections:

1. Coaches' general awareness of ISAs' unique challenges: the language barrier, cultural differences in general, cultural differences in academic and athletic settings, and the different lifestyles of ISAs, which are corresponded with ISAs' experiences in the United States empathized in a literature review
2. Beneficial outcomes of having ISAs from coaches' perspectives
3. Importance of social capital
4. Supporting Practice as Servant Leaders for ISAs

Unique challenges of ISAs

Language barrier. One of the biggest challenges ISs face is their inability to speak English because it is not their first language (Rao, 2017). In addition, among many of the unique challenges that ISAs would face in the united states, such as cultural differences, homesickness, and adjusting to a new environment, the ability to speak English is the most significant challenge

that ISAs face (Rao, 2017). As many researchers pointed out, a language barrier can be the most difficult challenge to overcome for foreigners (Baghurst et al., 2018). This author added that since education in the United States is only conducted and taught in English since English is not ISs' native language, they are most likely to experience language barriers in the learning process. To prove this idea, having language barriers in the United States can result in failing grades and anxiety in ISs' daily lives (Kwon, 2009; Woods et al., 2006; Lin, 2012). Thus, experiencing language barriers would impact many factors for ISAs' life in the United States. Participants implied that overcoming the language barrier for first and second-year ISAs can be challenging because institutions in higher education require advanced language skills due to the necessary course loads. If ISs have a hard time understanding instructors and peers due to their language ability, their academic learning performance will be highly compromised (Baghurst et al., 2018). It strongly indicates that if ISAs fail in academic settings, they tend to fail in their corresponding athletic settings due to the stress of possibly losing eligibility to be a SA under NCAA regulation (Baghurst & Parish, 2010).

According to Baghurst et al. (2018), living as a foreigner could require learning a new language, which is not enjoyable; however, because human communication relies heavily on language (Wilson et al., 2012), learning the language to communicate with others can be a necessary factor for ISAs. Researchers discuss this further by stating there is more to language than grammatical structures and words" [it is how we] connect" (Wilson et al., 2012, p. 374).

To add this idea, Allen and Howe (1998) noted that verbal and nonverbal coaching feedback directly affects the athlete's perception of his or her ability and self-confidence. Thus, this research's participants added that through communication, people find solutions when they have issues, and their needs tend to be satisfied through communication. As coaches, some

participants pointed out that communication skills are essential in creating relationships with professors, coaches, teammates, and communities because communicating is the first step to bridging the gap in the team. Thus, the language barrier must be addressed and minimized by giving valuable learning opportunities to ISAs. ISAs must communicate with coaches and teammates to improve their academic and athletic performance while overcoming other unique challenges.

If ISAs cannot understand coaches' and professors' instructions for better performance and express their needs and wants, their stress levels could be increased. Participants pointed out that language barriers need time to be minimized. In sports settings, because some skills might have different meanings in other countries, awareness of each ISA's language skills is essential for coaches. Participants also discussed the importance of communication between players and coaches to support that. They indirectly implied that language barriers must be minimized to create meaningful communication with coaches and players so that ISAs can positively keep up with their academics and athletics.

Feldman (1997) emphasized the importance of interpersonal communication when people are facing the challenge of adjusting to a new culture, regardless of the nature of their task. The ability to communicate effectively with others is critical in team sports, primarily as the team's outcome generally depends on the power of the individual (Feldman, 1997).

Several participants pointed out that the language barrier is the most difficult challenge in their overall experiences and perspectives on the most difficult challenges that ISAs would face in the United States. These participants added that many essential elements in ISAs' life could be affected due to the language barriers. Those elements could be positive communication with others (i.g., coaches, players, teammates, classmates), athletic and academic, and everyday life.

Thus, athletic administrators should be aware of creating a realistic environment to improve ISAs' language skills. Therefore, as many researchers stressed, the language barrier can be the most crucial factor for ISAs.

In addition, many participants stressed that language barriers are linked to other essential elements, such as communication, academic writing skills, and coaching relationships. Learning a new language might require tremendous time for foreigners. However, little attention to the ISAs challenge related to the language barrier might create a positive environment to minimize this issue. Therefore, athletic administrators and coaches responsible for overall international student-athletes academic and athletic settings should consider more practical methods to improve ISAs language ability.

As some participants briefly stressed that ISAs' most difficult challenge could be the language barrier; language is an essential factor in learning to communicate with coaches, professors, and teammates. Also, due to the language barrier, ISAs can experience additional stress during the transition (Abel, 2002).

To minimize these foreseeable risks resulting from a language barrier, all international students who want to pursue study abroad from non-speaking English countries must prove their language proficiency through the TOEFL test (Chapelle et al., 2011). However, in a study conducted by Vu and Vu (2013), seeking a direct correlation between graduate students' TOEFL scores and their grade point average, the relationship between them showed a significantly low correlation. This study's research participants supported that even though the test score is a required document for international students, the test score is not strongly linked to actual communication skills that might be necessary for ISAs. Another opinion from study participation was that there is rarely effectiveness in taking the TOEFL test because its score does not reflect

ISAs' academic skills in the United States; thus, future ISAs must prepare better speaking and academic writing skills besides the TOEFL test.

Cultural differences. With cultural differences, ISAs would also experience the challenges that ISAs and some general student populations commonly experience in college (Church, 1982; Luzzo et al., 1996; Parr et al., 1992; Zimmermann, 1995). When dealing with cultural differences, ISs commonly experience cultural shock (Rodriguez, 2014). Cultural shock can be referred to as one experiences challenges when s/he is transitioning to a new or different culture compared to her/his own/home culture (Rodriguez, 2014). Many ISs have experienced culture shock that most likely contributes to feeling left out, homesickness, and a high level of emotional stress (Forbes-Mewett et al., 2015; Forbes-Mewett & Nyland, 2008; Marginson et al., 2010; Neri & Ville, 2008; Ward et al., 2001). Due to considerable cultural differences, some immigrants experience challenges in building positive relationships in new countries (Frawley, 2015). Tas (2013) mentioned that ISs usually struggle to adapt to the national culture and a new collegiate organizational culture. Several participants mentioned that ISAs would experience cultural differences because ISAs already had their own cultural background from their country. This participant also mentioned that every city, university, and the team has its own culture, and experiencing cultural differences can be common sense.

Wu et al. (2015) also stated that adjusting to a new academic system, building a social network, learning a new language, and having financial difficulty can be additional challenges that ISs have faced in the United States. This leads to ISs being more susceptible to experiencing emotional anxiety, stress, cultural boundaries (Sandhu, 1995), depression (Das et al., 1986), feeling left out (Mori, 2000; Pedersen, 1995; Sandhu, 1995), and homesickness (Parr et al.,

1992). Participants shared their overall experiences of the cultural difference that ISAs would face in the United States. They stated that it could be shown for many reasons, such as food, certain holidays, everyday life, religion, and belief system. Participants mentioned that since the United States has an extensive land size, and every state, city, and college has its own culture, it is hard to adjust to a new environment because there are many things to learn in the first place. In addition, many reasons can cause cultural differences in everyday life. What to eat, what to see, whom to talk to, whom to meet, what to speak to, and where to go, all these small pieces of an element can be connected and cause cultural differences for ISAs.

Cultural differences in academics and athletics. The majority of ISAs might have different backgrounds in academic settings (Lee & Opio, 2011). ISAs might experience additional challenges in adjusting to new academic settings while trying to fulfill high levels of expectations. According to Drape (2006), there still needs to be more clarity between amateur and professional status in understanding NCAA standards, especially in the eligibility for ISAs. Due to the considerable gap in cultural differences, when ISAs adjust to new environments, they tend to experience concerns with the learning standards of new environments (Chapdelaine & Alexitch, 2004; Pedersen, 1995; Ward et al., 2001). Abel (2002) identified common challenges that ISAs and SAs would experience in academic settings. This author emphasized that ISAs commonly struggle to adjust to institutions in the U. S. that typically require independence, specific learning programs, competitive classroom situations, and additional assignments performed outside of the classroom. The majority of ISAs might have different backgrounds in academic settings (Lee & Opio, 2011). Some participants argued that ISAs had developed their academic and athletic careers in different settings compared to the United States. Thus, new

ways of learning can be challenging for ISAs. Some participants stressed that specific athletic skills are differently coached even though the outcome would be the same. According to participants, according to the ISAs' origin of countries, coaching, teaching, and schooling system can differ. Therefore, as a coach, using a traditional coaching style suitable for domestic SAs would not be the best fit for the ISAs, and different coaching styles might cause cultural differences for ISAs. They indirectly implied that coaches should be aware of how ISAs have been taught and make sure to find the best coaching style for their careers.

According to some participants' experiences, depending on ISAs' origin of country, some ISAs could experience challenges concerning athletic and academic settings. In some countries, SAs have no duty to keep an equal balance of education and athletics. They can only focus on their athletic performance. Not even in athletic settings, the educational system is also another culture that ISAs must learn to have the opportunity to play in the field. Professors and teachers might use something other than APA styles for a learning environment. Different coaching style is another factor to consider for ISAs. According to some participants, specific skills are taught differently, even though the outcome would be the same in sports settings.

Simply being a SA can be a factor of stress (Kimbell & Freysinger, 2003). Rodriguez (2014) added that SAs are most likely to feel emotionally challenged due to high expectations from school. To support this idea, Newell (2015) also added that SAs generally experience a high level of demands from athletic settings that would affect their campus life. As these authors mentioned, being a student-athlete in the United States can be challenging.

Furthermore, Ferris et al. (2004) found that SAs showed a higher level of engagement in academic settings than their non-athlete counterparts. However, despite the high level of academic engagement, due to the athletic performance-focused lifestyle, SAs tend to show a

lower level of academic success and effort to improve academic achievement, as well as the development of their future career, than non-SAs (Comeaux & Harrison, 2011).

The different lifestyles of ISAs. As many participants mentioned, the crucial factors that ISAs have different lifestyles compared to domestic SAs are being independent and being far away from family members and financial issues. Compared to domestic SAs, even in the first-year college, in adjusting to a new school, ISAs have no family members to give them a ride, open up a bank account, and buy personal needs. Even during holidays, if ISAs need more money and time, they must stay where they are because their family members live in different countries. Regarding financial issues, ISAs also have to go through financial issues because they are not allowed to work outside the campus. Due to the requirements of the F-1 visa, the ISs, including ISAs can only work at visa-issued academic institutions, and even in these institutions, they can only work for 20 hours per week (United States Citizenship and Immigration Services, n.d.). In addition, although ISAs can work outside the campus, because there are many factors to overcome, such as language barriers and keeping up standard grades while playing sports, ISAs need more time to work. According to the abovementioned factors, ISAs cannot have the same lifestyle as domestic SAs. Thus, athletic and school administrators need to pay more attention to minimizing some obstacles that make ISAs have different lifestyles.

In addition, according to New York Times news report in 2012, ISs' tuition and fees are three times as much compared to domestic students at public universities in the United States (Lewin, 2012). ISs must have student visas to achieve educational degrees in the United States as a foreigner. However, due to some immigration legislation, ISs are most likely to face challenges when they try to obtain student visas (Rodriguez, 2014). There are many legal procedures for

recruiting ISAs (Brutlag-Hosick, 2015). Even though some ISAs have enough talent to become pro athletes in their home country (Baghurst et al., 2018), more is needed to equate to financial stability. Obtaining an education in the United States is a renowned and respected opportunity compared to a fully financially supported college degree in their home country (Popp et al., 2010). Most ISAs are willing to come to the United States for additional studies, even through financial burdens. While some ISAs earn academic scholarships, fully or partially, from school, traveling costs to return to their country cannot be ignored, and all additional expenses are affected by currency exchanges (Baghurst et al., 2018). According to the NCAA report in 2017, during the 2015-2016 seasons, 15,032 ISAs were Hispanic/Latino. It indicated that if some of them are from Mexico, due to the value of the Mexican Peso (Harrup, 2016), these ISAs will face a much more difficult time obtaining financial support from their home country (Baghurst et al., 2018). For the ISAs, when it comes to loan applications in the United States, regardless of their home country's availability of assets, they need to have a co-signer for any loan application (Baghurst et al., 2018). The eligibility of being a co-signer is complex. Costs of traveling, moving, and living abroad are all additional expenses strictly regulated through ISA's financial resources (Frawley, 2015). Due to the requirements of the F-1 visa, the ISAs, including ISAs can only work at visa-issued academic institutions, and even in these institutions, they can only work for 20 hours per week (United States Citizenship and Immigration Services, n.d.). ISAs have fewer opportunities to work on campus due to the need to focus on academics and athletics (Baghurst et al., 2018). To support this statement, Frawley (2015) stressed that being a SA might limit one's spare time for a job because the average SA is more likely to spend most of his/her time improving and maintaining his/her athletic performance. Therefore, when domestic students and ISAs are given the same opportunity to work, ISAs have restrictions and regulations

that limit their ability to earn the same income in the United States due to the conditions written in the F-1 visa paperwork (Baghurst et al., 2018). The silver lining in this situation is using the specific sports' offseason to the ISAs' advantage. ISAs might feel more comfortable working during the offseason because they will not feel pressured by athletics at the time (Baghurst et al., 2018). Acknowledging ISAs' financial challenges due to the condition of visas and providing on-campus jobs during the offseason can be significant support for them while making ISAs feel welcomed in the United States (Baghurst et al., 2018). Understandably, ISs are eligible to work off-campus by conforming to the designated boundaries of limited work hours, location, and eligibility (the United States Citizenship and Immigration Services, n.d.).

Beneficial outcomes of having ISAs from coaches' perspectives

Despite living in the United States as SA's status might cause additional stress for ISAs, they tend to bring many positive elements to their team, school, and classroom. Some participants stated that having ISAs on their team always brings both the team's success and diversity to increase domestic SAs' cultural awareness. Thus, according to previous studies, many beneficial outcomes were shared below.

Asher (1994) mentioned that some coaches in the U.S. stated that domestic SAs could learn maturity, work ethic, and goal-oriented attitudes from ISAs. One of the participants highly appreciated ISAs' work ethics and positive and passionate attitude toward their goals. Outcome-based work ethics and a highly driven attitude towards game-winning encourage this participant to be a better coach. These participants believed that passionate work ethics would motivate other people around ISAs, thus bringing positive outcomes. According to Hoffer (1994), ISAs usually strive for their athletic and academic performance with an appreciation for every given

circumstance, so they tend to lead teams to levels beyond what coaches would generally expect. Due to this particular reason, they are sometimes considered coaches' dream players (Hoffer, 1994).

Having ISAs will bring tremendous advantages to a sports program (Baghurst et al., 2018). More specifically, ISAs will get potential performance and many other benefits to a sports team. A team with cultural diversity tends to provide opportunities for learning cultural differences to other team members and give a deeper understanding of cultural differences to the coaching staff, including language, beliefs, and norms (Baghurst et al., 2018). Many participants pointed out that ISAs increase culturally meaningful diversity and encourage other teammates and coaches to learn cultural development. In addition, ISAs bring opportunities for teammates and coaches to improve cultural awareness and different points of view. Therefore, the high level of team cohesion within a diverse population will benefit both the domestic SA and the ISAs (Baghurst et al., 2018).

ISs tend to share many benefits with academic settings in the United States (Rodriguez, 2014). Lee and Rice (2007) emphasized that through ISs on campuses in the United States, domestic students can develop an understanding of cultural differences. These authors added that classrooms with diverse populations foster diverse perspectives and viewpoints in academic settings. Participants have learned that ISAs have different points of view toward competition in comparison with domestic SAs.

Establishing a successful program with current ISAs will most likely attract future ISAs to the sports program (Baghurst et al., 2018). According to Pierce (2012), for example, successful sports programs with ISAs tend to foster winning programs, and this positive environment would strengthen recruitment pipelines for new ISAs. One of the participants highly

appreciated ISAs' work ethics and positive and passionate attitude toward their goal. ISAs have a high level of mutuality and always put high effort into game outcomes. She added that having ISAs will bring healthy environments because they tend to give opportunities to teammates to learn cultural diversity so that domestic SAs can improve their cultural awareness.

According to several participants, the presence of ISAs will produce many beneficial outcomes for domestic SAs and coaches because they can learn different points of view for the games and positive behavior that aligns with athletes' work ethics. ISAs can be motivators and leaders in winning games. Domestic SAs and coaches can learn cultural diversity through having ISAs. These factors prove that ISAs produce a positive atmosphere for institutions in the United States.

Importance of Social Capital

As this research's theoretical framework and my personal experience, social capital can be the most critical factor for ISAs. For example, as many participants mentioned, in every living situation, they must be independent. From creating a bank account to getting groceries, they must do all errands themselves. They are unlikely to have family members in the United States, living as a foreigner; they overcome all the unique challenges they would face. However, there is no time to struggle; they must do well in the classroom while playing well on the field. They are new to culture, language, learning environment, and athletic environment. Thus, if there were support persons in the United States, they would minimize ISAs' burdens such as language barriers, cultural differences, learning new academic and athletic settings, and emotional stress. Much previous research supports my idea shown below.

Hanifan (1916) stressed that through community participation, students would improve educational performance through the concept of social capital. Burt (2000) also mentioned that the more people have social capital, the more they can take advantage of it concerning job opportunities (Granovetter, 1973), decrease emotional stress such as depression (Kaplan et al., 1987), and experience more positive outcomes in our everyday lives (Conrad, 2007). Moreover, according to Chapdelaine and Alexitch (2004) and Trice (2004), to fully get valuable resources at college-level institutions for everyday life in the United States, ISs should secure social capital because of adjusting to these institutions' culture and social networks.

According to Schuller et al. (2000), social capital can be the result of established relationships, and Putnam (2000) noted that social capital is the various combinations of an individual's social networks. He also pointed out that through social capital, people can tie in with others, and it tends to provide the circumstance of building positive relationships with others in the social group. This standpoint indicates that social networks provide another social network, and these well-established social networks will be able to reach out to communities (Forbes-Mewett & Pape, 2019). Thus, even from the student's perspective, building social networks is important because it provides them with various beneficial resources (Rose-Redwood & Rose-Redwood, 2013).

In addition, when new athletes join the team, the head coach should build a positive socialization process for the new athletes with teammates because they usually have many valuable resources to help them when ISAs adjust to the new team environment (Jara-Pazmino et al., 2017). Suppose new athletes are from other countries, especially Asia, Africa, and South America. In that case, the head coach should have enough knowledge or experience about cultural differences' effect on the positive socialization process. The study by Katz (2014) found

that joining a new environment would cause additional challenges for any new athletes within the institutional socialization process in the collegiate sport setting in the United States.

"Networks are inherently related to belonging. Consequently, network development and location should play an important role in how newcomers join communities" (Jara-Pazmino et al., 2017, p. 878). To maximize social connectedness, therefore, athletic administrators and coaches can get support from experts such as counselors and psychologists, who can play a significant role in this program (Baghurst et al., 2018). Abe et al. (1998) stressed that domestic students and ISAs would have opportunities to interact with this program. Ultimately, ISAs will have a better support system to adjust to a new community.

For the ISAs, the majority of international departments at the universities usually give welcoming support to multicultural social groups. Through such events, ISAs would have opportunities to interact with other ISAs with similar home cultures (Baghurst et al., 2018). Although minimal, coaches' welcoming and supportive behavior are also necessary for athletes (e. g., introducing information about new environments) (Baghurst et al., 2018). In summary, Popp et al. (2010) stressed that to see ISAs' positive experiences through sport participation, coaches must work diligently to provide a welcoming and supportive environment for their athletes. Therefore it gives a high level of opportunities to interact with each other (Baghurst et al., 2018). In adapting to a new country, building positive relationships with teammates is necessary (Popp et al., 2009). To add to this statement, Selbe (2013) mentioned that coaches and teammates should make every effort to create new ISAs to feel welcome to build positive relationships with peers and fit into a new program. Some participants believed that ISAs need people around them to meet and talk, which would benefit them because through talking to others, ISAs can find solutions to their needs and wants. Also, they can relieve their stress by

talking to someone. In addition, this participant mentioned that social capital could benefit academic performance because it would bring more opportunities to keep studying with others. Another participant shared that interacting with ISAs, and domestic SAs would be helpful because ISAs would feel less lonely, leading ISAs to feel more comfortable and confident. Once friendship is created, a group of members would be beneficial when ISAs issues with anything. This participant mentioned that social capital can be strongly related to a better grade with that or not; however, it would make ISAs feel supportive so that outcome could be shown positively. Thus, Some participants mentioned that coaches should create a supportive environment for ISAs to socialize better on campus.

In adapting to a new country, building positive relationships with teammates is necessary (Popp et al., 2009). To add to this statement, Selbe (2013) mentioned that coaches and teammates should make every effort to make new ISAs feel welcome to build positive relationships with peers and fit into a new program. Some participants stated that fostering social gatherings to create friendships with other students can benefit ISAs since it can make them feel belonging. It would also be helpful if some ISAs had language barriers. Hence, coaches should continue building a pairing program with ISAs and domestic SAs. Therefore, it gives many interaction opportunities (Baghurst et al., 2018). One of the participants stated that coaches try to build a supportive environment with all senior players to listen to and guide new ISAs to a better path on campus. Through previous research and findings of this research, social capital brings many beneficial outcomes for ISA in their everyday lives. They can minimize their stress, improving language proficiency. Also, they can effectively learn and understand cultural differences, overcoming loneliness with positive social capital.

Supporting Practice as Servant Leaders for ISAs

Being a servant leader for ISAs, taking care of their needs and wants, which would result from facing many unique challenges in the United States, could be another essential factor that coaches must behave. This leadership style could make ISAs feel comfortable and supported, which could play a vital role in feeling welcome and less lonely. By performing coaching behavior with a servant leadership style, coaches can minimize ISAs' unique challenges, exploring practical solutions which fit into their needs and wants. To support this idea, previous research and this research's findings are shown below.

Since ISAs have become integral players in athletic programs in the United States, athletic administrators, including coaches, should be aware of how these players have experienced college life compared to domestic SAs (Ridinger & Pastore, 2000). Many ISs have experienced culture shock that most likely contributes to feeling left out, homesickness, and a high level of emotional stress (Forbes-Mewett et al., 2015; Forbes-Mewett & Nyland, 2008; Marginson et al., 2010; Neri & Ville, 2008; Ward et al., 2001). Unfortunately, even though ISs social networks can be developed through specialized programs offered by institutions for the ISs' well-being, they seldom have opportunities to interact with domestic students or local communities (Neri & Ville, 2008).

Since ISAs' common challenges are combined with diverse situations caused by both a SA and an IS simultaneous perspective, athletic administrators' dedication to seeking advanced information is needed for the appropriate support of ISAs (Newell, 2015). More specifically, to practically explore the actual needs and wants of ISAs, athletic administrators need to develop support systems such as advising, mentoring, and supportive practices (Newell, 2015).

Influential leaders most likely show the ability to cooperate with group members; without these team members' efforts, a good leader cannot exist (Kim et al., 2018). Some participants stressed that coaches are the prominent people who brought ISAs to the United States and that coaches should make the best effort to make ISAs feel comfortable. Through experience, they know that ISAs try to solve their issues independently, without asking other people around them. Thus, coaches must pay close attention to ISAs to satisfy their needs and wants. They also stated that coaches have many job duties for ISAs. Coaches can sometimes be advisors and coaches in school and also be a parent for ISAs off the field. These participants also added that domestic SAs have higher chances of seeing their parents and family than ISAs. It implies that ISAs also need that parenting figure in the United States. Coaches should take that role for ISAs to make them feel supported and comfortable living in the United States.

Servant leadership offers that with a high level of respect for the followers, leaders tend to make every effort for development and achievement, and followers and leaders have equal power in the group (Avolio et al., 2009). Several participants specified that coaching positions consist of many job duties as a mediator because they should consider ISAs' performance level and pay attention to everything off the field for ISAs, such as living situations. This effort is highly connected to the team's healthy environment. According to participants, this type of effort encourages players to help each other and learn to cooperate; thus, players can eventually optimize their performance levels in academics and athletics.

As today's organization focuses on followers' growth and development through utilizing the servant leadership style (van Dierendonck, 2011), a coach's servant leadership also provides the importance of SAs growth and performance (Kim et al., 2017). One of the participants believed trust and positive connections could be essential for coaches and players. A positive

relationship is directly linked to players' performance and leads to team success. Thus, ISAs must feel they are taken care of and have supportive people behind them. He also realized that ISAs have more needs and wants than domestic SAs; thus, they always ensure that support resources are available for ISAs. Another essential factor that should be considered for future study is the relationship between coaches and athletes because it tends to influence every follower and team member (Jowett & Chaundy, 2004).

Many participants have been servant leaders for ISAs, and they firmly believe this leadership style is essential for ISAs' success in the United States. ISAs must feel welcome, and a supportive environment surrounds them. Coaches pay close attention to ISAs have constant communication with their family members, and are treated well on and off the campus. Coaches have many duties for ISAs. They must ensure that ISAs perform well in the field and classroom. If they need help with either academic or athletic performance, they must have valuable resources to support ISAs.

Some students would feel pressure and high anxiety when they become college (Luzzo et al., 1996). According to Chickering (1969), in a transition process to college, some students commonly experience emotional and social challenges and academic adjustment challenges. Including these challenges, SAs also experience high pressure due to the high demand for sports participation in athletic settings (Etzel et al., 1996; Jackson & Krane, 1993; Ryan, 1989). Depending on how well SAs adjust to the new university environment, financial support from athletic departments and the success of their life in athletic and academic settings are highly affected (Newell, 2015). One of the participants suggested that coaches should pay more attention to finding financial resources for ISAs on campus to minimize their stress related to financial issues.

Coaches should try to ensure that valuable resources are on the campus when ISAs have issues. In addition, participants also mentioned that since ISAs keep up with academics and athletics simultaneously while experiencing unique challenges in the United States, coaches should support them to have better time management skills for their success. More specifically, to practically explore the actual needs and wants of ISAs, athletic administrators need to develop support systems such as advising, mentoring, and supportive practices (Newell, 2015). Baghurst et al. (2018) added that by establishing peer programs with ISAs or ISs with domestic SAs or non-athlete peers, school administrators could practically minimize ISAs' additional foreseeable challenges caused by cultural differences in the United States. For the ISAs, the majority of international departments at the universities usually give welcoming support to multicultural social groups. Through such events, ISAs would have opportunities to interact with other ISs with similar home cultures (Baghurst et al., 2018). Although minimal, coaches' welcoming and supportive behavior are also necessary for athletes (e. g., introducing information about new environments) (Baghurst et al., 2018). In summary, Popp et al. (2010) stressed that to see ISAs' positive experiences through sport participation, coaches must work diligently to provide a welcoming and supportive environment for their athletes.

Parham (1993) and Etzel et al. (1996) stressed that academic skills generally require time management skills, a new and more independent lifestyle, and socialization skills to interact positively with professors. Participants highly encourage players to support each other for the best outcome as mentors and coaches. Not just for athletic performance-based outcomes, these participants guide players to have a good relationship with professors to be good SAs. This nuance implies that participants have tried to take care of SAs' campus life in general.

Hurley and Cunningham (1984) stated that for the SAs' academic success, they need to be supported socially, psychologically, and academically and all these three are directly associated with academic success. These authors also noted that SAs' feeling of loneliness negatively affects their athletic and academic performance, and negative athletic performance tends to cause poor academic performance. According to Meadows et al. (2011), ISAs are most likely to experience loneliness and homesickness in the United States. To support that, one participant has prompted ISAs can have constant communication with their family members to make them feel comfortable and safe. Also, this participant has tried encouraging social gatherings with all players to minimize ISAs' isolation and loneliness. Building trust and positive social connections among players are necessary to solve issues related to academics, athletics, and overall campus life. Team bonding can be created through trusting each other, and as a servant leader, she has tried mandatory tutoring sessions for ISAs' academic success.

Many unexpected or expected barriers might be associated with being a foreigner. Thus, coaches who will or already have ISAs should have a deeper understanding of ISAs who might be situated in unique positions (Baghurst et al., 2018). One of the participants believed that coaches should be ready to understand ISAs' language barriers and be patient with that. Although there would be a minor issue with having constant communication with ISAs due to language proficiency, coaches must try to facilitate continuous communication with ISAs and make every effort to minimize their challenges related to language barriers. In addition, coaches ensure that ISAs are not only experiencing language barriers but also experiencing other difficulties connected to language barriers. Thus, as a coach, they must take care of ISAs' athletic and academic performance to have the right path. Coaches should make every effort to build positive relationships with ISAs, realizing their needs and wants should be satisfied.

Many participants suggested several supporting methods for ISAs' success in the United States. First, having coaches, advisors, or staff members who have the same nationality as ISAs could be helpful for them because then they can communicate better with specific needs and wants. Second, fostering social gatherings with teammates, all other students, and communities would benefit ISAs in improving their language proficiency and building friendships with them. These social connections would make ISAs feel welcome and comfortable. Third, a supportive effort to understand and minimize ISAs' unique challenges would make them feel supported and comfortable. Fourth, having specialized resources for ISAs' academic and athletic support would increase their performance in both settings. Fifth, introducing senior ISAs to the new ISAs can make them avoid foreseeable challenges in the United States. Sixth, finding available financial resources for ISAs can make them focus more on their academic and athletic performances. Seventh, coaches should ensure that ISAs constantly communicate with their family members and try to give more opportunities for them to confide their needs and wants to others.

Implications and Recommendations for athletic administrators and coaches

I would like to state some implications and suggestions by comparing this research's findings and previous research. The population of ISAs is constantly increasing yearly. According to most participants, ISAs tend to be goal-oriented with a high passion for chasing their goals. They are highly driven and focused, and this attitude brings effective outcomes to their team. By interacting with ISAs, domestic student-athletes can increase their cultural awareness, learning maturity, work ethic, and goal-oriented attitudes (Asher, 1994). A team with cultural diversity tends to provide opportunities for learning cultural differences to other team members and give a deeper understanding of cultural differences to the coaching staff, including

language, beliefs, and norms (Baghurst et al., 2018). Due to these remarkable benefits, according to Baghurst et al. (2018), the number of ISAs has constantly been increasing in 2012 in higher education institutions in the United States. However, despite these positive outcomes, research concerning ISAs' academic and athletic performance, especially those affected by unique challenges in the United States, is limited.

According to participants' overall experiences, the language barriers, cultural differences, homesickness, and additional needs of ISAs were considered challenges they tend to face in the United States. Those challenges have been added to ISAs' overall life in the United States due to different settings of academics and athletics. To minimize those challenges, coaches have facilitated servant leadership styles. All participants' experiences of creating social capital and social network positively worked on increasing ISAs' language proficiency and academic and athletic performance.

Research participants shared their experiences of how ISAs have struggled and how much energy they have put into following up on academic and athletic performance. Most importantly, according to participants' perspectives, language barriers and cultural differences would affect ISAs' academic and athletic performance. Language proficiency is highly connected to communication skills between coaches and players, and academic English is another important factor that should be learned for academic success for ISAs. However, to SA status, ISAs cannot just focus on only their academic performance. By studying English, they improve their English academic skills, such as writing, reading, and speaking, for academic performance. However, ISAs are also SA, and they came to the United States to pursue both duties, which are academic and athletic success. To support this, Hodes et al. (2015) stated that SAs typically perform two job duties: being students in classes and being athletes on the field. Keeping both

duties up while learning a new language and culture might require tremendous energy. Comeaux et al. (2011) have supported this idea, arguing that establishing an appropriate balance between academic and athletic settings and a high level of devotion to balancing student and athletic life can be the most difficult challenge for the general ISAs population. Thus, coaches coaching ISAs and administrators in charge of ISAs, like in the United States, should consider the practical way of improving ISAs' academic and athletic success.

Another factor that educators should pay attention to is that more than proficiency in English is needed to be successful in the United States as ISAs. According to research participants, there are cultural differences between foreign countries and the United States in academic and athletic settings. When it comes to cultural differences in academic settings, according to Lee and Opio (2011), the majority of ISs might have different backgrounds in academic settings, and ISs might experience additional challenges in adjusting to new academic settings while trying to fulfill high levels of expectations. To prove this idea, many research participants shared their perspectives on cultural differences that ISAs might face on the academic side through coaching ISAs for several years. These participants assured that depending on ISAs home country, some ISAs would struggle because of a particular assignment format and professors' teaching style. Some participants added that ISAs have entirely different learning systems from their own countries. Due to the different learning perspectives, pursuing an academic career as an international student can be challenging. Due to different learning perspectives, some participants stressed that ISAs' study habits could also be different compared to domestic student-athletes. As discussed above, ISAs also should overcome different settings in athletics in the United States. Thus, understanding cultural differences between ISAs' home countries and the United States is another practice that coaches and athletic administrators have.

Some participants mentioned that there is a particular way of specific skills in athletic settings because ISAs have learned skills differently as they grow up over the past 18 years, even though sports outcomes can be the same because sports outcomes are usually universal. However, as participants stressed above, getting to that outcome can be different because their home country's coaching style and how it has been coached are different from United States' sports coaches. Therefore, according to participants' opinions resulting from the overall experience of coaching ISAs, having deeper cultural awareness in academic and athletic settings of ISAs' original home countries and making comprehensive connections is crucial for ISAs.

Facilitation of servant leadership should be a necessary influence, according to research participants. As ISAs' unique challenges mentioned above, these factors must be minimized to perform academically and athletically successfully. Several participants emphasized that ISAs came to the United States because of their interest which is the team's winning. Therefore, they should be taken care of because they are already exposed to a vulnerable position, experiencing language barriers, cultural differences, and additional challenges while pursuing their academic and athletic career. Some participants also clearly explained what they are responsible for and how to be more helpful, stating that the coaching job has additional job duties requiring a parenting role or mentorship for ISAs. Through acting as parents and mentors for ISAs, participants believe they can build positive relationships, which leads to high trust in each other. Thus, a caring and welcoming attitude generate trust, making ISAs feel comfortable and confiding in their stress. According to some participants, unlike domestic student-athletes, ISAs mostly do not have family members to spend time with during the holidays. They also need someone who talks about their matters concerning their academic and athletic performance, and their unique challenges. This unfortunate situation can be added because of their language

proficiency and cultural differences. However, coaches' mindset that genuinely takes care of ISAs can at least minimize the stresses coming from those challenges. Hence, some of the coaches suggested that during the holidays or vacations, spending time with ISAs can make them feel comfortable and welcomed, which tends to build trust between coaches and ISAs.

Participants believe creating social capital is essential to increase ISAs' academic and athletic performance. To support participants' perspectives, social capital can be built through individual social networks with others or specific communities, and people can get beneficial resources through it (Richardson, 2012). In the study by Forbes-Mewett and Pape (2019), the ISAs, investigated the utilization of social capital that provides social networks so that they can get various helpful outcomes while living in the United States. Interestingly, all participants have highly encouraged social gatherings to support ISAs effectively. Participants highly believed that through social gatherings, teammates could start building relationships, which will eventually help support each other to accomplish their goals. From their resources to school resources, all participants have tried to provide supportive resources for ISAs. Social gatherings and social networks can help improve language and athletic skills because the frequency of communication will increase. It would also be beneficial to adjust to a new culture of athletic and academic settings.

Consequently, through having positive social capital, ISAs can develop their language proficiency which tends to increase the frequency of social gatherings. This practice also helps improve their academic and athletic performance because they can get information on upcoming classes. Some participants implied that giving a chance to meet seniors who have already been through what new ISAs will go through will be crucial. Another coaching practice shared by participants is that having time with a counselor working for ISAs' support programs can be

essential because those experts have interacted with many previous ISAs. Thus, they can provide practical solutions when new ISAs have issues with their academic and athletic settings and well-being. Thus, as a coach, creating diverse chances to gather new ISAs, senior ISAs, teammates, counselors, and other ISs is another job duty to provide a better environment for ISAs.

As the literature review discussed, ISAs are highly exposed to experiencing unique challenges, and those challenges can be broad and categorized, such as language barriers and cultural differences in general, academic, and athletic settings.

Future Research

This research was highly reflected in my personal experience. There are three leading suggestions for future research. First, specific sports types should be categorized as team, individual, or partner sports, and the division level should be fixed. This study's participants were selected through snowball sampling in all United States. Thus, any assistant and head coach with at least three years of coaching ISAs were selected for this study. There were no specifications for participants, such as specific sports, team sports, or individual sports. Also, there is no designated division type for the institution level. Due to these reasons, the findings of coaches' perspectives could be too broad, and they might not be suitable for all college-level ISAs. Suppose specific sports types and division levels are fixed. In that case, study findings could be more valuable to see whether individual sports ISAs or team sports ISAS need more attention to have a successful life in the United States.

Second, participants should not be born in the United States to see the authentic experience of what ISAs experience in the United States. Ten participants out of twelve were born in the United States; thus, they might feel differently than what ISAs experiences. Thus, if

participants already went through what current ISAs have gone through, they could express their authentic experiences in detail, suggesting valuable practices.

Third, participants' ISAs' ethnicity should be controlled to see if there is a difference between European ISAs and Asian ISAs regarding unique challenges living in the United States. Thus, study findings offer more specialized practice to European ISAs or Asian ISAs.

Conclusion

The win-at-all-costs mentality tends to support recruiting gifted athletes worldwide and to maintain the team's competition level, coaches try to recruit ISAs (Ridinger & Pastore, 2001). Asher (1994) supported that no matter where the winning pressure is coming from, internally (e.g., self-motivated) or externally (e.g., athletic directors), the majority of coaches tend to seek foreign players who provide competition opportunities against higher-profile programs. This research participant believed that ISAs could produce cultural diversity in the institution and winnings from games that tend to make the institution popular. In addition, this study participants highly appreciated ISAs' work ethics and positive and passionate attitude toward their goals. ISAs have a high level of mutuality and always put high effort into game outcomes. This participant added that having ISAs will bring healthy environments because they tend to give opportunities to teammates to learn cultural diversity so that domestic SAs can improve their cultural awareness. Despite the benefits of ISAs, athletic administrators and coaches should be aware of both positive and negative elements that would influence ISAs' success and retention on campuses in the United States (Newell, 2015). Thus, to create better support environments for ISAs, this research aimed to explore coaches' authentic experiences resulting from interacting

with ISAs, how they perceive ISAs' unique challenges, and what practices they utilize to enhance ISAs' academic and athletic outcomes and their well-being.

Data were analyzed and collected using a qualitative method, and data was collected through a demographic questionnaire and semi-structured and open-ended Zoom interviews. Twelve collegiate coaches with over three years of coaching experience for ISAs participated in this research. Using IPA and the thematic analysis method, collected data were finalized themes. All participants knew what unique challenges might bother ISAs in the United States. As corresponded to chapter 2, findings indicated language barriers, cultural differences, different academic and athletic settings, general challenges, beneficial outcomes of having ISAs, and supporting practices for ISAs' well-being. To minimize those challenges, as per this study's theoretical frameworks, coaches' perspectives of social capital believed that it would provide many beneficial opportunities for ISAs to improve language proficiency, adjust to a new environment, and decrease emotional stress, improving athletic and academic performance. Coaches tried to create a supportive environment fostering social gatherings for ISAs with SAs and communities to build positive friendships. In addition, some findings provided that using servant leadership styles is necessary for ISAs because coaches are the ones who brought them to the United States. Since ISAs do not have family members in the United States, coaches should be parenting figures and mentor for them. Coaches are the ones who ensure that ISAs feel welcome and supported.

Among many unique challenges mentioned in every chapter, coaching practices for language barriers and cultural differences are not necessary for specific ISAs populations. For example, Wilton and Constantine (2003) found that language and cultural barriers cause greater stress for Latin American and Asian students in comparison with other ISAs populations.

Furthermore, Li and Kaye (1998), in their research on international students in the U. K. found that Asian students had greater difficulties relating to language, making friends, and homesickness than European students. Thus, future research concerning ISAs' unique challenges needs to focus on ISAs' specific ethnicities to provide practical supporting methods for ISAs.

Furthermore, study findings also suggested that some ISAs do not have a place to visit during the holidays and vacations; thus, coaches should invite them to their homes to spend this time together. Another practical method could be introducing senior ISAs to new ISAs as mentors because senior ISAs have already experienced what new ISAs would experience in the United States; new ISAs could avoid foreseeable challenges, minimizing unique challenges. Lastly, for future ISAs, instead of focusing on getting proper TOEFL scores to enter institutions in the United States, they should learn appropriate academic English and speaking ability to minimize additional unique challenges.

Through these study findings, I would like to share them with all athletic administrators, coaches, advisors, professors, and athletic trainers who work closely with ISAs. Thus, there will be more valuable practices for supporting ISAs, and their academic and athletic performance and well-being will be positively shown.

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APPENDICES

APPENDIX A

CONSENT TO PARTICIPATE

Daewon Yoon, from the Department of Health, Exercise & Sport Sciences is conducting a research project. The purpose of the research is to explore coaches' experiences in their interactions with international student-athletes (ISA) to have better support systems for them. You are being asked to participate because you have been coaching ISAs.

Your participation will involve interviewing based on casual open-end questions. The interview process should take about 40~60 minutes to complete. The interview includes questions such as simple experiences of interacting ISAs and what are the best strategies to support them for their academic and athletic success. Your involvement in the research is voluntary, and you may choose not to participate. You can refuse to answer any of the questions at any time. There are no names or identifying information associated with your responses. There are no known risks in this research, but some individuals may experience discomfort or loss of privacy when answering questions. Data will be stored on a password-protected computer and encrypted external hard drive only accessible by the researcher.

All identifiable information (e.g., your name, email) will be removed from the information collected in this project. After we remove all identifiers, the information may be used for future research or shared with other researchers without your additional informed consent.

The findings from this project will provide information on a supportive system for ISAs' academic and athletic success, minimizing the unique challenges they have faced in the United States. If published, results will be presented in summary form only including quotes with your nickname will be used.

If you have any questions, concerns, or complaints about the research, please feel free to call or email Daewon Yoon at 82 10 7138 7801/dryoon@unm.edu. If you have questions regarding your rights as a research participant, or about what you should do in case of any harm to you, or if you want to obtain information or offer input, please contact the UNM Office of the IRB (OIRB) at (505) 277-2644 or irb.unm.edu.

By participating in this interview, you are agreeing to be in this study.

APPENDIX B
DEMOGRAPHIC QUESTIONNAIRE

Demographic Questionnaire

PARTICIPANT ID: (completed by researcher) _____

1. Age: _____

2. Gender: a. Male b. Female c. Other d. Prefer not to say

3. Ethnicity: a. African American b. Asian c. Caucasian d. Latin American

e. Native American f. Pacific Islander g. Other _____ f. Prefer not to say

4. How many years have you been coaching ISAs overall? _____

5. How many years have you been coaching at the collegiate level? _____

a. 1~ 3 years

b. 4 ~ 6 years

c. 7 ~ 9 years

d. more than 10 years

e. Other _____

6. What is your coaching position in classification?

a. Head Coach

b. Assistant Coach

c. GA

8. Have you worked at other Universities? If so, please indicate from what level:

Division I

Division II

Division III

NAIA

Community/Junior/2-year

9. Are you from outside of the United States? _____

If yes, please indicate what country you are from: _____

APPENDIX C

SEMI-STRUCTURED ONLINE INTERVIEW QUESTIONS

Interview Protocol

I really appreciate your participation in this qualitative study. If you have any questions (or other questions) arise at any point in this study, you can feel free to ask me at any time. I would be more than happy to answer your questions. You may also choose to skip questions or stop the interview at any time.

Introductory questions

1. Can you briefly introduce yourself?

(Name, What Sport you are coaching, Hometown, and etc.)
2. How long have you been coaching ISAs?

Basic knowledge of ISAs:

1. If you are an ISA, what can be the most common/difficult issues you would face in the United States (e.g., language barrier, cultural issues, homesickness, and so on)? And what would you do in order to overcome these challenges?
2. Do you think ISs and ISAs have different lifestyles in comparison with SA? why?

True experiences of interaction ISAs:

1. Can you share about overall experiences of interacting with ISAs?
2. What are the most beneficial outcomes you have had through working with ISAs?
 - a. team cohesion
 - b. team-building with diversity(learning new culture)
 - c. athletic department

- d. individual career
3. Have you had issues coaching ISAs? If yes, in what circumstance? and why?
- a. language barrier
 - b. cultural differences
 - c. overall ISAs' well-being due to homesickness or isolation?

The practice of coaching ISAs

1. What were the most common needs and wants that ISAs would ask you about in the on-off field?
2. If there are ISAs who get less/more stress, showing poor/better athletic/academic performance in comparison with other ISAs, what are the main reasons that would happen? and any strategies to minimize/maximize their academic and athletic performance?
3. Have you experienced ISAs' athletic/academic improvement season by season? If yes, why do you think that would happen?

Knowledge of social capital

1. Do you regularly or occasionally gather only ISAs or all players to cheer them up? and hear about their issues? If so, how? Through having lunch? or in just your office?
2. Do you foster social gatherings for ISAs? and do you think social interactions would decrease ISAs' stress levels while improving academic and athletic performance? If yes, in what way?

Knowledge of servant leadership

1. How do you think of servant leadership styles?, do you have any preferred leadership styles that would increase ISAs performance level, as well as their emotional status?
2. Do you use different leadership styles for ISAs and domestic SAs? If yes, why?

Supportive programs for ISAs success in the U. S.

1. If you are going to be a program director of ISAs, what can be the most important program for ISAs? why?
2. Do you think ISAs, ISs, and the domestic SAs should have their own specific support programs for their life on-off campus?

General questions

1. Do you think servant leadership or fostering social capital(social network) would improve ISAs overall well-being? and life in the United States?
2. From coaches' perspectives, please share what ISAs should learn and what skills they should improve to have a successful life in the U. S.
 - a. athletic settings
 - b. academic settings
 - c. social interactions

Closing

1. Do you have any suggestions or recommendations for schools and athletic departments to have better support programs for ISAs?
2. Anything else you want to talk about or add? Or you feel we missed discussing?

Thank you for your time and participation in this project ☺

APPENDIX D
RECRUITMENT EMAIL

Subject Line: Opportunity to Participate in Research

Dear _____,

I hope this email finds you well. I would like to invite you to participate in an upcoming qualitative research study. The purpose of this study is to explore coaches' perspectives and experiences of coaching international student-athletes and what strategies would be the best fit for the best coaching for them. You have been identified as a potential participant for this study because you have/had worked with international student-athletes. The study will include 40 - 60 minute semi-structured and open-end questions through a zoom meeting interview with Daewon Yoon (researcher) regarding your experience interacting with international student-athletes.

The participant consent form, which includes additional detail about the study, is attached to this email. Participation in this study is completely voluntary, and you can withdraw from the study at any time. If you choose to participate in this study, you will be assigned a participant identification number to protect your identity and to ensure that your responses will not be linked back to you in any way. There are no known risks in this research, but some individuals may experience discomfort or loss of privacy when answering questions. At your earliest convenience, please reply to this email to let me know if you wish to participate. If I do not hear back within one week, I will follow-up with one brief reminder email.

If you have any questions about this study before you make a decision to participate, please do not hesitate to contact me via email. If you have questions regarding your rights as a research participant, about what you should do in case of any harm to you, or if you want to obtain information or offer input, please contact the UNM Office of the IRB (OIRB) at (505) 277-2644 or irb.unm.edu. I hope you will consider participating in this study and I look forward to hearing from you!

If you have any preferred time and day, please let us know so that we can arrange the interview.

Thank you so much for your time and we look forward to hearing from you,

Daewon Yoon, Ph.D candidate of Sport Administration

University of New Mexico

Department of Health, Exercise, & Sport Studies

Phone: 82-10-7138-7801

dryoon@unm.edu

Principal Investigator: *Daewon Yoon*

Study Title: International Student-Athletes' Unique Challenges:

Collegiate Coaches' Facilitation of Social Capital and Servant Leadership

IRB # : 2206007474

APPENDIX E

IRB APPROVAL LETTER



Date: 08/16/2022
Principal Investigator: Todd Seidler
Protocol Number: [2206007474](#)
Protocol Title: International Student-Athletes' Unique Challenges: Collegiate Coaches' Facilitation of Social Capital and Servant Leadership
Submission Type: Initial
Committee Action: **APPROVAL**
Approval Date: 08/17/2022
Expiration Date:
Review Type: Minimal Risk
Risk Level: Minimal Risk
Project Status: Active - Open to Enrollment

The University of New Mexico Institutional Review Board has granted approval for the above referenced protocol. This approval is based on an acceptable risk/benefit ratio and a project design wherein the risks to participants have been minimized. **This project is not covered by UNM's Federalwide Assurance (FWA) and will not receive federal funding.**

This approval includes the following:

CV/Resume - Daewon Yoon's CV - Resume Daewon Yoon.docx

Data Collection - Interview questions - 5. Yoon Data collection instruments(interview questions)final version.docx

Recruitment Materials - recruitment email - 6-1. Yoon recruitment-email.docx

Recruitment Materials - demographic questionnaire - 6-2. Yoon Demographic Questionnaire.docx

Scientific Review Form - Scientific review form - 2_Yoon,Scientific reviews IRB project information.pdf

Other - project information form - 1. Yoon project-information-form.docx.pdf

Training/Certification - CITI training certification for main campus researcher - Yoon_CITI_CompletionCertificate.pdf



Training/Certification - Yoon_citiCompletionReport_ - Yoon_citiCompletionReport_.pdf

Protocol - Protocol - 3. Yoon. Protocol(0812).docx

Informed Consent Document - Informed Consent Form - Yoon consent-form-interview-2-2.docx

CV/Resume - T. Seidler CV - TLS CV

The IRB made the following determinations:

Informed consent is required; documentation of consent is waived.

This determination applies only to the activities described in the submission and does not apply should any changes be made to this research. If changes are being considered, it is the responsibility of the Principal Investigator to submit an amendment to this project and receive IRB approval prior to implementing the changes. A change in the research may disqualify this research from the current review category. **If federal funding will be sought for this project, an amendment must be submitted so that it can be reviewed under relevant federal regulations.**

All reportable events must be promptly reported to the UNM IRB, including: unanticipated problems involving risks to participants or others, serious or unexpected adverse events, and noncompliance issues. All sponsor reporting requirements should also be followed.

If an expiration date is noted above, a continuing review or closure submission is due no later than 30 days before the expiration date. It is the responsibility of the Principal Investigator to apply for continuing review or closure and receive approval for the duration of this protocol. If the IRB approval for this protocol expires, all research related activities must stop and further action will be required by the IRB.

Please use the appropriate reporting forms and procedures to request amendments, continuing review, closure, and reporting of events for this protocol. Refer to the OIRB website for forms and guidance on submissions.

Note that all IRB records must be retained for a minimum of three years after closure.

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