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## Effects of Student Athletics on Academic Performance

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# **Effects of Student Athletics on Academic Performance**

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## **ABSTRACT**

The purpose of this study is to examine the effects of involvement in athletics at the collegiate level at South Dakota State University. This paper seeks to determine if participation in collegiate athletics is beneficial to a person or if its disadvantages outweigh the advantages. Sixty-seven student-athletes completed a survey during October of 2013 to determine the effects that athletic involvement has had on SDSU's campus. This study found that participation in athletics is extremely beneficial. These athletes performed better in the classroom, developed impressive time management skills, felt motivated to complete their degree, were motivated to attend classes, and experienced a smoother transition into the college lifestyle.

## **INTRODUCTION**

There are over 450,000 athletes competing at the collegiate level across 24 different sports in the United States (NCAA, 2012). Many children are coerced into sports as children, by their parents, to get involved and find a passion or hobby in life. But should parents be encouraging their children into a life full of sports or are the effects of sports too negative to keep pursuing? Many athletes aren't allowed the opportunity to continue their athletic endeavors at the collegiate level, but as stated above today there are almost 500,000 student athletes in the NCAA that have continued to pursue their athletic careers in college. The term "jock" is a well-known stereotype of athletes in high school and college. The term "jock" has negatively been associated with the average athlete who seems solely concerned

with athletics, but the name is living up to the academic ambitions of athletes today. One previous study by Pascarella, Bohr, Nora, and Terenzini (1995) found that collegiate athletes are indeed suffering in the classroom and in cognitive knowledge compared to their peers. On the contrary, studies are recognizing the positives of athletic involvement, such as increased time management, satisfaction with school, and acknowledgement that the positives outcomes may outweigh the negative outcomes (Maloney & McCormick, 1993; Byrd & Ross, 1991; Pascarella, Truckenmiller & Terenzini, 1999). The purpose of this study is to examine the effects of the involvement in athletics at the collegiate level at South Dakota State University.

## **REVIEW OF LITERATURE**

Every athlete dreams of moving onto the professional level and getting paid to play the game that they love, but in reality a majority of the 450,000 NCAA student athletes will not continue onto the professional level. This is causing people to ponder if the sacrifice to the academic progress of athletes is worth the energy to continue playing sports for four more years in college. Many people argue that the academic performance of athletes is troubling considering that after sports they only have their education to fall back on and make a life out of that knowledge. In a study conducted by Pascarella et al. (1995), the results found compelling results about the cognitive developments of first year athletes. The study was conducted to determine the effects of college athletics on reading comprehension, math and critical thinking skills. There were 2,416 first year students who took part in the National Study of Student Learning survey, which is a longitudinal evaluation of the factors that affect learning and cognitive developments in college. They discovered that male athletes, in revenue sports such as football and basketball, suffered in reading comprehension and math. They found that these revenue sport athletes struggled compared to non-athletes, and male athletes in other sports tested the same as non-athletes in reading comprehension and math. On the contrary, female athletes lagged behind their peers in reading comprehension. Both male and female athletes fell behind non-student athletes in critical thinking skills such as open mindedness, maturity and inquisitiveness (Pascarella et al, 1995). These statistics confirm that some athletes are lagging behind their peers, but have led researchers

to believe that revenue sports may be the real source of the low academic progress of athletes.

The hours of practice and preparation for game day undoubtedly take athletes away from their studies. Maloney and McCormick (1993) conducted a study at Clemson University of 595 student athletes in determination of finding the effect of athletics on academic success. They found that academically, athletes do three-tenths of a grade point worse than regular students in three out of 10 classes. They also discovered athletes in revenue sports are lagging behind their peers. Athletes in football and basketball do one-tenth of a grade point worse than their fellow student athletes (Maloney & McCormick, 1993). Concerns for revenue sports are extreme with suggestions that these major sports do not allow time for their athletes to be students. Some people are even voicing their opinion that these athletes are employees of the athletic department (Feezell, 2001).

The concern over student athlete success has culminated into millions of dollars being spent at universities for academic support of their athletes along with new NCAA regulations over academic affairs, hours spent practicing, and days off. Burns, Jasinski, Dunn and Fletcher (2013) conducted a survey focused on determining the effects of academic support services on career decision-making skills for athletes. They conducted a study of 158 Division 1 student athletes from 11 different universities. All student athletes in this study were required to attend academic support programs at their universities during their freshman and sophomore years. All programs were based on the NCAA Challenging Athlete's Minds for Personal Success (CHAMPS) program and contained an online vocational assessment, access to career counselors, and workshops on career planning, resume writing and internships. The results were calculated by surveys that were distributed by coaches to the specific athletes. Satisfaction with academic support services was measured with the Reimer and Chelladurai's Athlete Satisfaction Questionnaire whereas the Betz, Klein and Taylor's career decision-making self-efficacy scale was used to measure confidence in making career decisions. The results showed a positive correlation between people who believed academic support services were helpful with confidence in career direction. These CHAMP programs make people feel more confident about their life skills, and certain of their career decisions through resume development and experience in that specific field through internships (Burns et al, 2013). Although these academic support

services are an expensive commodity for universities, it is necessary to provide designated people to work with athletes. This will balance both athletics and academics to create a situation that helps athletes succeed in both fields.

On the other hand, many people are firm believers that the positives of athletic participation outweigh the negatives. Studies have shown that participation has a positive impact on learning and development (Bonfiglio, 2011). A study conducted by Byrd and Ross (1991) focused on the influence of athletic participation at the junior high level and showed that, even at a young age, athletics is motivating student athletes in the classroom. Their study was conducted in a rural county in Tennessee and is based off the responses of 379 students with an intermixed number of athletes and non-athletes. These students attended one of two schools in this area and the study consisted of 284 non-athletes and 95 athletes. The study's results showed that 70% of people agreed that being an athlete motivated them to attend school regularly. This study also found that 71% said participation led to better time management. Competing at the collegiate level results in substantial missed class time, but when they are not traveling, athletes are attending classes to ultimately stay eligible to continue playing the sport that they love. Athletic involvement promotes more efficient use of time and higher motivation to excel at different school endeavors (Byrd & Ross, 1991). Time management skills are important for future jobs and endeavors. Competing at the NCAA level for four years and still managing to graduate prepares athletes with the skills to help them be successful in life. Although some athletes stumble academically, parents still continue to see athletics as a positive involvement for their children. Byrd and Ross (1991) conducted a second survey of the parents, principals, teachers and coaches of the 379 athletes of the Tennessee students and what they believe are the influences of participation in sports. The study found that the top five factors as to why parents chose to enroll their children in sports are: enhancing school identity, attracting community support, decreasing racial prejudice, promoting physical fitness and wholesome participation, and increasing revenue. Through sports involvement these athletes get to meet new people from differing backgrounds, become involved with their community, create a sense of pride for their school, and lead physically acceptable lifestyles (Byrd & Ross, 1991).

Studies by Pascarella, Truckenmiller, Nora and Terenzini (1999) and Pascarella, Bohr, Nora, and Terenzini (1995) focus on what the positive impacts of athletics have on non-

cognitive development. Using the national sample from the Cooperative Institutional Research Program to help with the study, Pascarella et al (1999) found positive correlations with the satisfaction and the overall college experience, motivation to complete degree, bachelor's degree completion, and persistence in college. Being a part of athletics kept these student athletes motivated to continue their pursuit to attain their degree, receive good grades to stay eligible and meet graduation requirements. These statistics shed light on the success of upper level college students, but what is the impact for first year college students on getting acquainted with the university? Pascarella's 1995 study focused on the study of 23 two-year and four-year colleges in sixteen states around the country. This study was conducted to look at the positive outcomes for first year students from participation in collegiate athletics. The study found that participation in intercollegiate sports positively influenced gains in success during their first year of college in regards to feeling at home at the university and success in classes (Pascarella et al, 1995).

The results from these studies showed the varying research depicts both the positives and negatives to involvement in collegiate athletics. The negatives to involvement in athletics are centered on the academic and cognitive losses of collegiate athletes. Pascarella et al (1995) found that first year student-athletes lagged behind their peers in the cognitive development categories of reading comprehension, math, and critical thinking skills (Pascarella et al, 1995). Maloney and McCormick's study discovered that athletes do three-tenths of a grade point worse than regular students in three out of ten classes (Maloney & McCormick, 1993). Student athletes struggle with life outside of the competition field in terms of defining their life skills and careers without their athletic capabilities. Burns et al (2013) revealed that student-athletes who believed academic support systems were helpful and attended CHAMPS events felt more confident in their career direction and life skills. On the contrary, many people believe that involvement in sports is irreplaceable. Byrd and Ross found that being a part of athletics motivated students to attend class regularly and participation also led to better time management. Another study by these two examined why parents enroll their children in athletic programs. The results showed that parents believe that athletics enhances school identity, decreases racial prejudice, increases revenue, and promotes physical fitness and wholesome participation. Many of the negatives about collegiate athletic involvement center on academics, but Pascarella, Truckenmiller, Nora and Terenzini fire back by finding that athletes have great satisfaction with their

college experience, motivation to complete their degree, bachelor's degree completion, and persistence in college (Pascarella et al, 1999). Those four conducted another study that revealed positive correlations between athletic involvement and feeling at home with the university and success overall in classes. Ultimately there will never be an answer that satisfies every person's opinions and attitudes, but these researchers are providing the public with more information to make an informed decision on collegiate athletic involvement and if it is a good choice in their lives.

## **METHODS**

Research was conducted through a 16-question survey and 70 copies were made to hand out to student-athletes on the campus of South Dakota State University in Brookings, South Dakota. On October 16, 2013, 27 surveys were handed out at a Student Athlete Advisory Committee meeting and 21 of the surveys were distributed at a Fellowship of Christian Athletes gathering. Within the time span of October 17 and 18 another 22 were distributed to members of the Men's and Women's Swim and Dive teams. All participants were very considerate and spared three minutes out of their time to complete the survey. The response rate of the survey was a remarkable 100%, but three surveys were deemed unusable because questions remained unanswered. As a result, only 67 surveys were used in this study.

The first two questions of the survey were general, demographic questions used to identify the characteristics of the group as a whole. These two demographic questions were inquires about gender and education status. The 14 questions that followed pertain directly to the research question about the effects of participation in collegiate athletics and all use some variety of the Likert scale to determine the constituent's responses. The first question establishes if time management skills have been affected by participant's involvement in athletics. The following two questions exist to compare the amount of time that athletes devote to athletic commitments and academics. The next two questions seek to determine athlete's beliefs about their grades and how important they are to them. These two questions seek to determine the standing of their grades without involvement in athletics and if they would continue to participate in athletics if this participation resulted in worse grades than normal students. The following three questions pertain to academic support

services utilized by athletes at the Dykhouse student athlete center. These questions seek to determine if these services are helpful, if people are attending the events, and if event participation is having the desired positive affect on athletes' life skills and career direction. The next question focuses on the persons motivation to attend classes and if attendance is impacted by involvement in athletics. The following three questions focus on the impact of athletic involvement on the individual's life and college transition. The first question focuses on the effect of athletic involvement on the individual's life, the second focuses on if this involvement made their college transition easier, and the last of the three seeks to determine if their participation in athletics has been irreplaceable. The next question requests the student-athlete state their current grade point average. The final question pertains to graduation requirements and wishes to grasp if involvement in sports, along with NCAA regulations on credit totals for eligibility, has motivated athletes to degree completion and persistence toward graduation.

## RESULTS

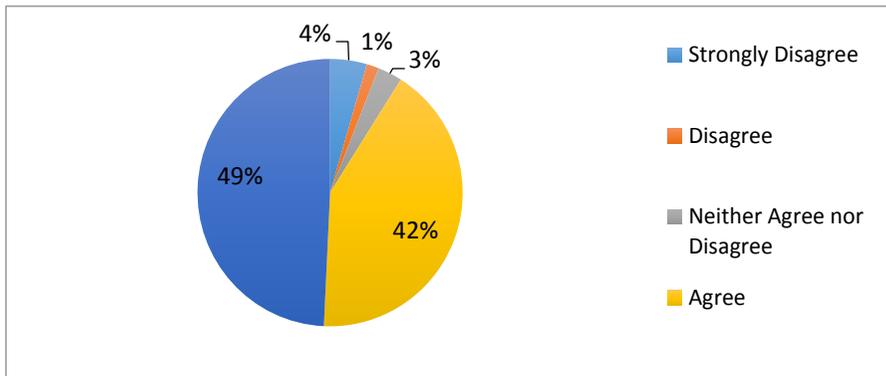
The results were collected from 67 student-athletes on the campus of South Dakota State University in Brookings, SD. They were obtained from 27 individuals at a Student Athlete Advisory Committee meeting, 21 individuals at a Fellowship of Christian Athletes gathering, and 22 individuals on the Swim and Dive team. The results are presented in 14 charts below.

**Table 1:** Demographics of survey participants including gender and year in school.

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	23	34
Female	44	66
<b>Education</b>		
Freshman	13	20
Sophomore	15	22
Junior	20	30
Senior+	19	28
<b>Total</b>	67	

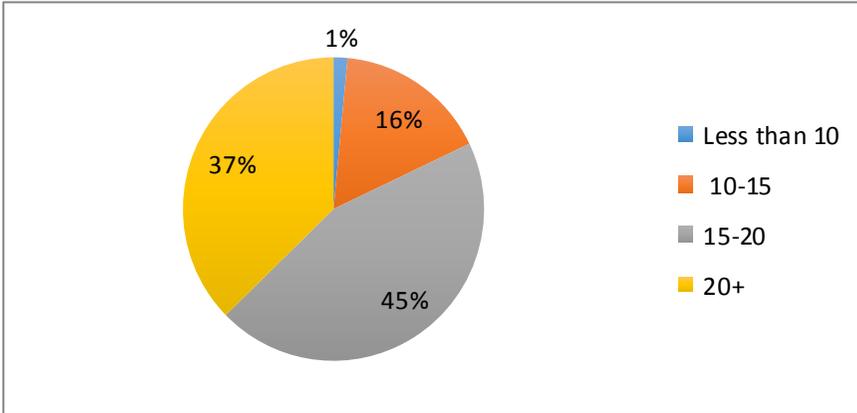
Table 1 displays the results to the two demographic questions pertaining to the survey's participants. The survey's partakers were two-thirds female at 44 people, and one-third male at 23 people. The educational ranks of the individuals varied with 13 participants being freshman, 15 sophomores, 20 were juniors, and 19 characterized themselves as seniors and anything above.

**Figure 1:** Percentages at which SDSU's athletes agree that being a student athlete has helped them develop better time management skills.



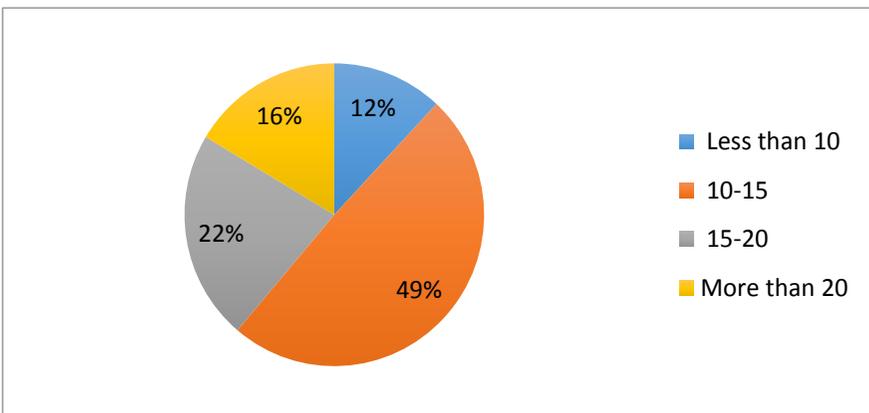
Sixty-seven student athletes were asked if they agreed or disagreed on whether their involvement in sports helped them develop better time management skills. The results revealed that 33 people "strongly agree" that athletics improves their time management skills, 28 "agree" that it helps them, two neither "agree nor disagree", one "disagree", and three "strongly disagree." The results are shown in Figure 1.

**Figure 2:** Percentage of hours that SDSU athletes feel that they devote to their athletic commitments.



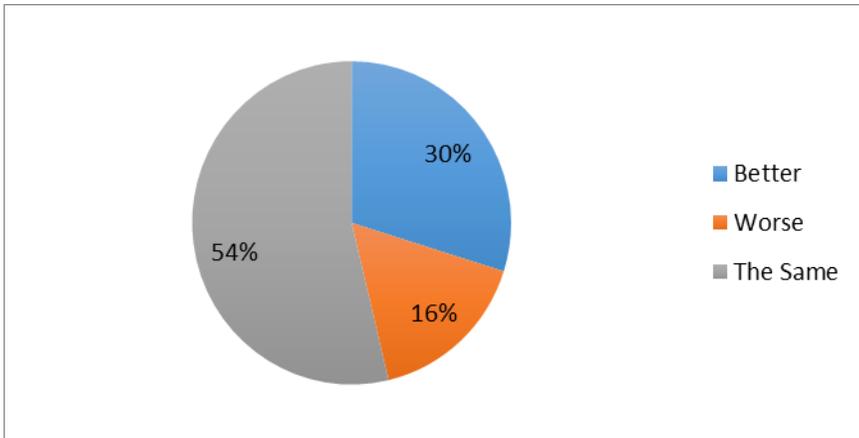
The student-athletes were asked to specify the approximate time per week they devote to their athletic activities such as practice, games, film and training room needs per week (Figure 2). One person spends “less than ten hours” between commitments, 11 devote “10-15,” 30 expend “15-20,” and 25 spend “20+” between all athletic commitments.

**Figure 3:** Percentage of SDSU athlete’s time that is devoted to academic work.



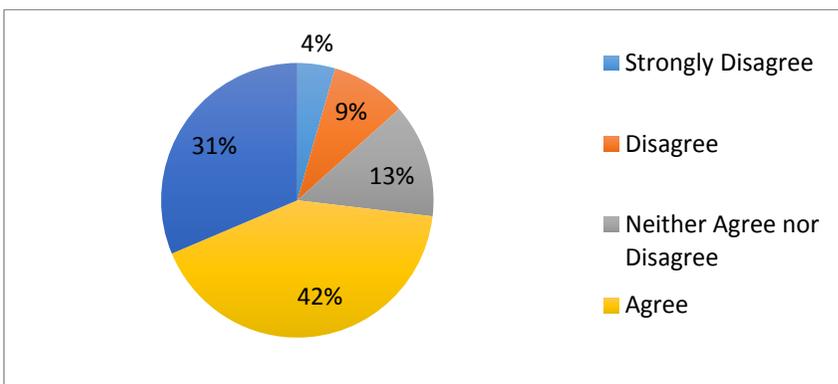
On the contrary, the student athletes were also asked to state how many hours they devote to academics per week. Eight athletes spend “less than ten” hours on homework, 33 devote “10-15,” 15 expend “15-20,” and 11 devote “20+” to academic work.

**Figure 4:** Responses from student-athletes to the following question: Would your grades be better, worse, or the same if you were not a student athlete?



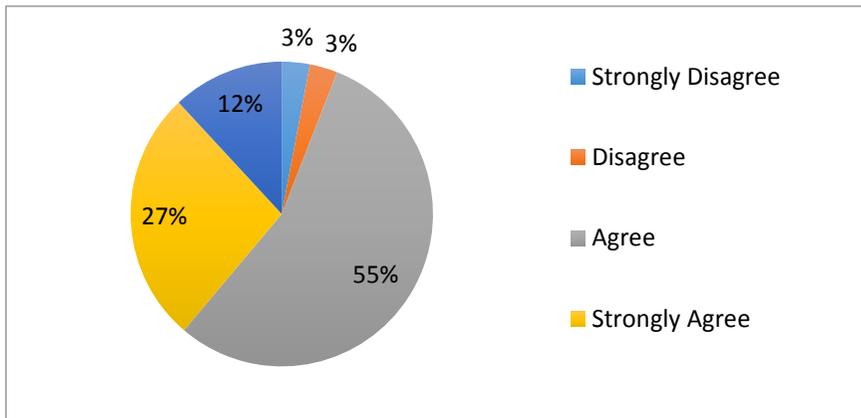
The participants of this survey were asked to state whether they believe their grades would be “better,” “worse,” or “the same” if they were not a student-athlete. Twenty athletes believed their grades would be “better”, eleven “worse,” and 36 stated their grades would “stay the same.”

**Figure 5:** Percentage of athletes that agree that they would still choose to participate in collegiate athletics if it were proved that athletics negatively affected academics.



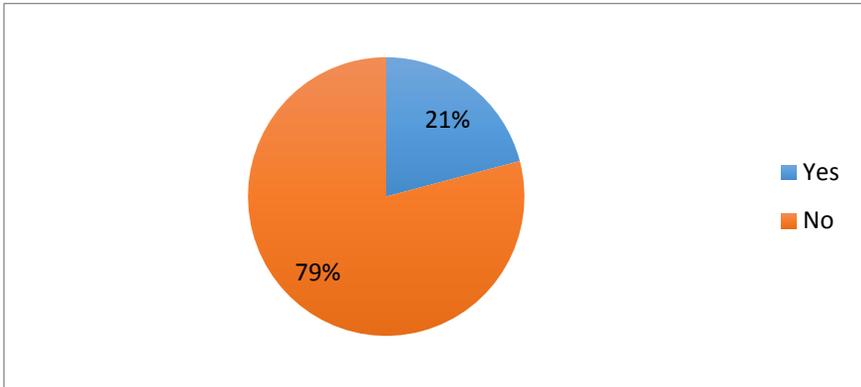
When asked if they would continue their athletic endeavors if it was proven that athletics hindered academics, many agreed it wouldn't change anything. Three people "strongly disagree," and six "disagree" believing involvement would not be worth it. Nine "neither agreed nor disagreed," 28 people "agreed," and 21 "strongly agree" that they would continue their athletic ambitions no matter the circumstances.

**Figure 6.** Responses of athletes from the following question: Have the academic support services at Dykhouse Student Athlete Center helped you succeed?



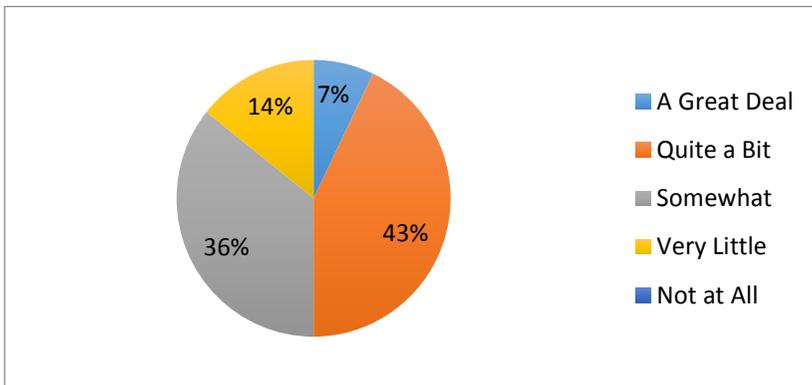
The athletes surveyed were asked if the academic services at Dykhouse Student Athlete Center helped them succeed expressed by "strongly disagree," "disagree," "agree," "strongly agree," or "have not utilized these services." Two people "strongly disagree," two people "disagree," 37 "agree," eighteen "strongly agree," and eight people "have not utilized these services."

**Figure 7:** Student-athletes' responses to the question: Have you attended any CHAMP events?



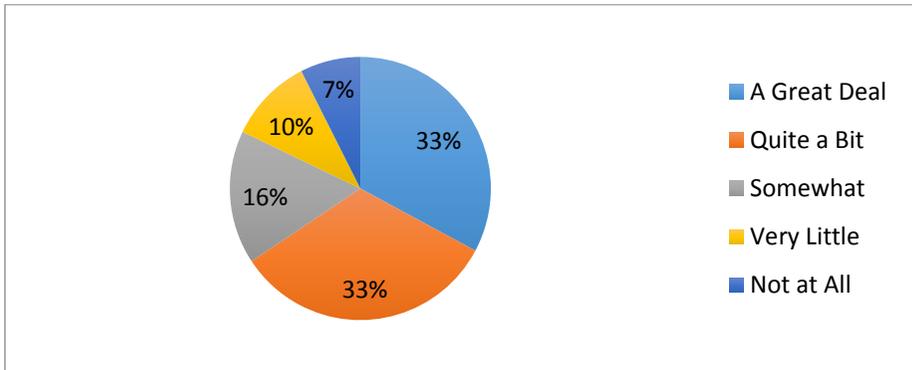
When asked if they had attended any of the CHAMP events on campus, 14 said they had attended events, and 53 stated they had not attended any of these events.

**Figure 8:** Students' response to the question 'Were CHAMP events beneficial towards identifying life skills and determining your future career?'



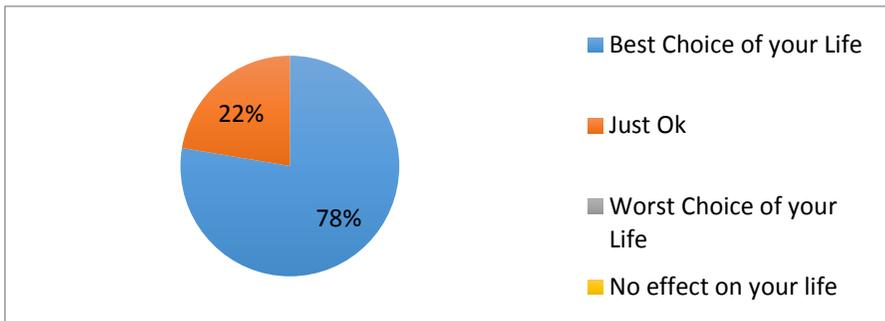
The 14 people were then asked how beneficial these CHAMP events were towards determining career direction and identifying life skills. One person said these events were beneficial "a great deal," six people stated they helped "quite a bit," five people said they helped "somewhat," two people thought they helped "very little," and zero people believed they were unbeneficial.

**Figure 9:** How athletic involvement affected students' motivation to attend classes regularly.



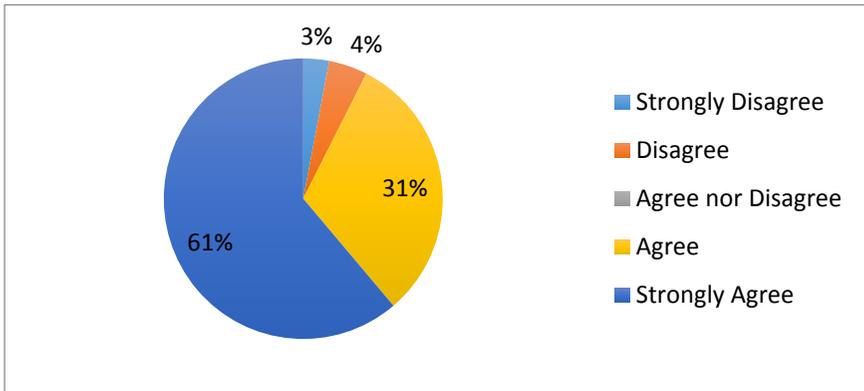
The group of survey participants were asked to define the effect that athletics has on their motivation to attend classes as “a great deal,” “quite a bit,” “somewhat,” “very little,” or “not at all.” There were 22 participants that responded with “a great deal,” 22 “quite a bit,” 11 “somewhat,” seven “very little,” and five “not at all.”

**Figure 10:** How students describe the effect of athletic involvement in their life.



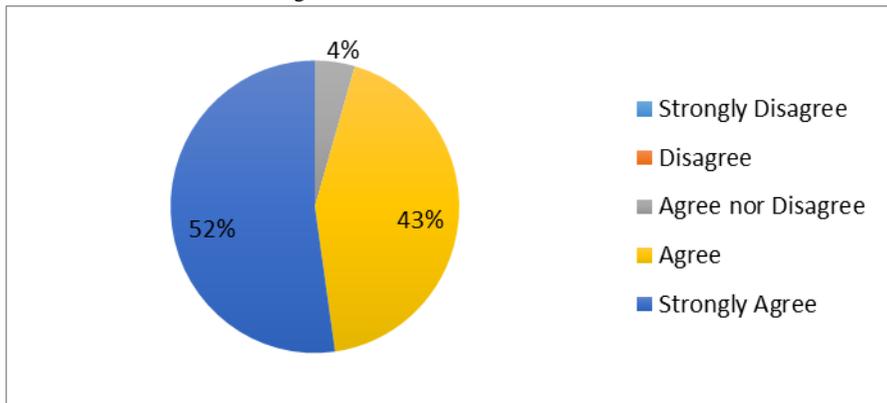
The impact of athletics in their lives was defined by “best choice of your life,” “just ok,” “worst choice of your life,” or “no effect on your life.” As shown in Figure 10, 52 people answered that athletics was the “best choice of their lives,” 15 “just ok,” zero “worst choice of your life,” and zero “no effect on your life.”

**Figure 11:** Results of the question: Do you believe athletic involvement made your college transition easier?



Their involvement in athletics in regards to making the college transition easier was measured by “strongly disagree,” “disagree,” “agree nor disagree,” “agree,” or “strongly agree.” Two people “strongly disagreed,” three people “disagreed,” zero people “agree nor disagree,” 21 “agree,” and 41 “strongly agree.”

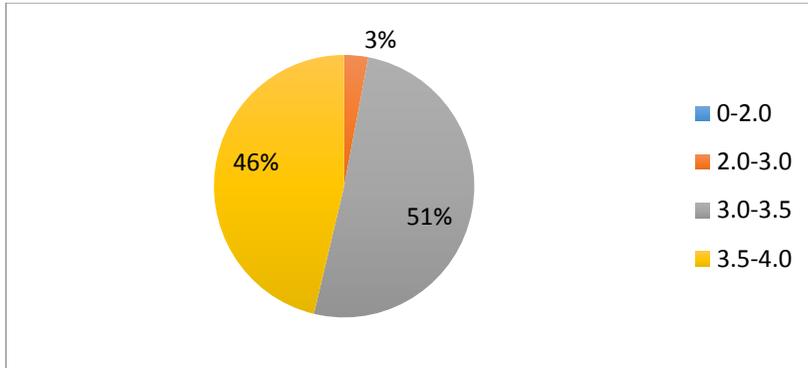
**Figure 12:** Percentage of SDSU athletes who believe that the benefits of athletic involvement far exceed the negatives.



The sixty-seven athletes were asked to agree or disagree with whether they believe their participation in sports is irreplaceable and the benefits of involvement far exceed any

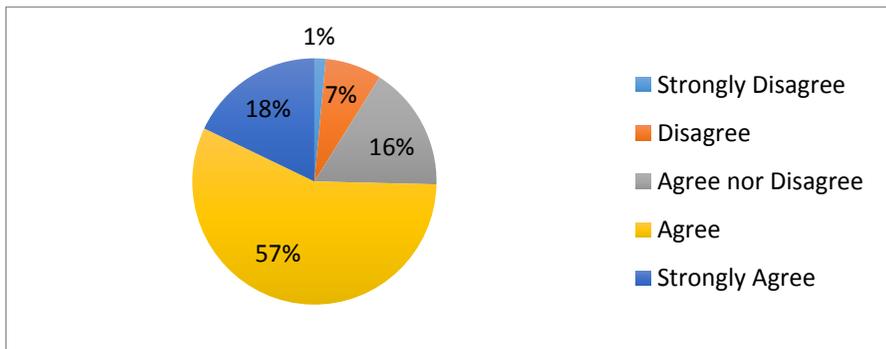
negatives. Zero athletes “strongly disagree” or “disagree,” three “agree nor disagree,” 29 “agree,” and 35 “strongly agree.”

**Figure 13:** Percentage of GPAs among the students.



When asked about their current grade point average, zero answered “0-2.0,” two “2.0-3.0,” 34 “3.0-3.5,” and 31 “3.5-4.0.”

**Figure 14:** Feelings athletes had about athletic involvement motivating them toward credit completion and persistence towards graduation.



The student-athletes were asked if their involvement in sports, and NCAA regulations on credit totals for eligibility, had motivated them toward grade completion and persistence towards graduation defined by “strongly disagree,” “disagree,” “agree nor disagree,” “agree,” or “strongly agree.” Of the 67 participants, one responded with “strongly disagree,” five “disagree,” 11 “agree nor disagree,” 38 “agree,” and 12 “strongly agree”.

## DISCUSSION

Many different conclusions were drawn between the literature and the survey results that were found on the campus of South Dakota State University. The purpose of this paper is to examine the effects of the involvement in athletics at the collegiate level at South Dakota State University. The results were conducted in attempts to determine the positives and negatives of involvement in athletics from the view of the student athlete. For the most part, results from SDSU student athletes agreed with the scholarly research that was cited in the literature review.

One contradicting opinion involved the research of Maloney and McCormick. They found that athletes do three-tenths of a grade point worse than regular students every semester (Maloney, 1993). At South Dakota State University, this survey found that athletes do better in school than their peers. The average grade point of non-athletes at SDSU is 2.75. Of the 70 people polled for this study, only three percent were below a 3.0 GPA and none of the athletes went below 2.5. These statistics vary by college and division, but these results show the dedication that the SDSU Athletic Department has towards the students first and foremost.

Research indicates that there is a positive correlation between satisfaction with academic support services and confidence in career direction and identification of life skills (Burns et al, 2013). At South Dakota State University there is team of professionals who are specifically employed to assist student athletes at the Dykhouse Student Athlete Center. Along with their expertise, these people provide workshops, called CHAMP events, to make student athletes more prepared for life after athletics in regards to life skills and career path. The results of the survey showed that 79 percent of people state that academic services at the Dykhouse Student Athlete Center have helped them succeed. Only 14 of the 70 people attended a CHAMP event, and 12 found that these services were somewhat helpful in determining their life skills and career direction. There needs to be more participation in CHAMP events for any conclusion to be made about the influence of CHAMP events in the lives of student athletes at South Dakota State University (Burns et al, 2013).

Byrd and Ross' (1991) research suggests that participation in athletics is motivating student athletes in the classroom in terms of better time management and motivation to attend classes. Of the 22 people polled, they said their involvement in athletics has motivated them to attend class "a great deal," and 22 people answered "quite a bit." Their time management skills were also affected with 33 people stating they "strongly agree," and 28 asserting they "agree" that athletics has helped them develop better time management skills. Therefore only 6 out of 70 people believed athletics did not improve their time management skills. These results are consistent with research conducted by Byrd and Ross and demonstrate some of the positives that result from involvement in athletics (Byrd & Ross, 1991).

Pascarella et al (1999) found positive correlations regarding involvement in athletics and satisfaction with the overall college experience, motivation to complete degree, bachelor's degree completion, and persistence in college. The results of this survey were congruent with their research findings. Thirty-eight people "agree" and 12 "strongly agree" that their involvement in sports has motivated them toward grade completion and persistence toward graduation. When these 70 athletes were asked to describe the effect of athletic involvement in their lives, 52 people answered "best choice of their life." The love for the game is propelling these athletes to graduate while making their college experience memorable along the way. Evidence was also found from Pascarella et al to suggest that participation in athletics influenced positive gains during a student athlete's first year in college. On SDSU's campus, 41 people "strongly agree," and 21 "agree" that participation in athletics made their college transition easier. Both studies that Pascarella et al conducted were consistent with the research conducted of student athletes on this campus. The results from this study conducted on South Dakota State's campus challenge the negative views associated with participation in athletics (Pascarella et al, 1999).

## **LIMITATIONS**

There are several limitations to the study conducted about the effects of participation in athletics at the collegiate level at SDSU. Seventy people completed surveys for this assignment, but there are more than 400 student athletes at SDSU. Surveying a more complete number of people would lead to more accurate results for this particular

university. In addition, time was a limitation for this study. A more extensive study could be conducted if there was more time given to the assignment. Another limitation is that only athletes at South Dakota State were polled. Polling athletes at other universities would provide insight into how other universities function in regards to athletic and academic achievements. There are significant differences between universities and polling several campuses would create a more uniform base of answers based off athletes across the United States. The last limitation is the variety of athletes polled. A more accurate pool of people could be utilized by receiving a specific response rate from every sport. In conducting this survey, sports were most likely left out and not included in the results. For future studies, it would be important to spend a more extensive period of time on the study. Surveying people from different universities, in different divisions of athletics, across a wide range of sports, will provide a stronger response field to analyze the differences between literature research and survey responses.

## **ACKNOWLEDGEMENTS**

I would like to thank Dr. Cho for her guidance and support throughout this process. I would not have been capable of finishing this paper, or have the opportunity to submit to this journal had it not been for her compassion and thoughtfulness. I would also like to thank all of the athletes that took the time out of their day to help me conduct my study.

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# APPENDIX

## Student Athlete Survey

Hello! My name is Nicole Gritmit and I am a junior here at South Dakota State University and I also am a member on the Women's Swim Team. I am enlisting your help in completing this survey for my Consumer Affairs class. The purpose of this study is to examine the effects of the involvement in athletics at the collegiate level at South Dakota State University.

**This information will be used solely for this study and for my research paper in Work Family Interface, CA 340. Your answers are entirely confidential and will not be reported back to your coach or the athletic department. Thank you for taking a few minutes out of your busy athletic schedules to help me conduct my study. If you have any inquiries about this survey you may contact Dr. Cho or myself at: Soohyun.cho@sdstate.edu or nicole.grimit@jacks.sdstate.edu**

**Please circle the answer that best fits you:**

1: What is your gender?

- A. Male
- B. Female

2: What year in school are you?

- A. Freshman
- B. Sophomore
- C. Junior
- D. Senior+

3: Has Athletics helped you develop better time management skills?

- A. Strongly disagree
- B. Disagree
- C. Neither Agree nor Disagree
- D. Agree
- E. Strongly Agree

4: Approximately how many hours per week do you spend between all athletic commitments (film, practice, training room, etc)?

- A. Less than 10 hours
- B. 10-15 hours
- C. 15-20 hours
- D. More than 20 hours

5: Approximately how many hours per week do you devote to schoolwork?

- A. Less than 10 hours
- B. 10-15 hours
- C. 15-20 hours
- D. More than 20 hours

6: Do you believe your grades would be \_\_\_\_\_ if you were not a student athlete?

- A. Better
- B. Worse
- C. The Same

7: If studies proved without a doubt that athletics negatively affected academics, would you still choose to compete at the collegiate level?

- A. Strongly Disagree
- B. Disagree
- C. Neither Agree nor Disagree
- D. Agree
- E. Strongly Agree

8: Have the academic support services at Dykhouse Student Athlete Center helped you succeed?

- A. Strongly Disagree
- B. Disagree
- C. Agree
- D. Strongly Agree
- E. Have not utilized these services

9: If you have used these academic services, have you attended any of the CHAMP events?

- A. Yes

B. No

10: If you have attended any of these CHAMP events, how beneficial would you say that they were toward identifying your life skills and determining your career direction?

A. A Great Deal

B. Quite a Bit

C. Somewhat

D. Very Little

E. Not at All

11: What effect does your involvement in athletics have on your motivation to attend classes?

A. A Great Deal

B. Quite a Bit

C. Somewhat

D. Very Little

E. Not at All

12: How would you describe the effect of athletic involvement on your life?

A. Best Choice of your Life

B. Just Ok

C. Worst Choice of your Life

D. No effect on your life

13: Do you believe that your athletic involvement made your college transition easier?

A. Strongly Disagree

B. Disagree

C. Agree nor Disagree

D. Agree

E. Strongly Agree

14: Do you believe that your participation in sports is irreplaceable and the benefits of involvement in athletics far exceed any negatives?

A. Strongly Disagree

B. Disagree

C. Agree nor Disagree

- D. Agree
- E. Strongly Agree

15: What is your current GPA?

- A. 0-2.0
- B. 2.0-3.0
- C. 3.0-3.5
- D. 3.5-4.0

16: Has your involvement in sports and the NCAA regulations on credit totals for eligibility motivated you toward degree completion and persistence towards graduation?

- A. Strongly Disagree
- B. Disagree
- C. Agree nor Disagree
- D. Agree
- E. Strongly Agree

**THANK YOU! HAVE A GREAT DAY ☺**