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A descriptive analysis comparing the academic success of student athletes and non-student athletes

Daniel P. Crowe
Rowan University

A DESCRIPTIVE ANALYSIS COMPARING THE ACADAMIC SUCCESS OF STUDENT ATHLETES AND NON- STUDENT ATHLETES

by
Daniel P. Crowe

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Dr. John Klanderman

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ABSTRACT

Daniel P. Crowe
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Dr. Klanderman
Dr. Dihoff
School Psychology

This study was undertaken to measure and compare the academic success of student athletes and non-student athletes. The suggested hypothesis was that student athletes would perform better academically because of factors relating to accomplished goal setting and discipline. This study implies that student athletes are more prepared for academic success because of their goal oriented behaviors.

206 students participated in the experiment. There were 141 athletes and 65 non athletes. Those who were described as an athlete were a participating member of a varsity sport. The students were all members of a local Catholic high school. With the permission of the school, the researcher was presented with a listing of each student which revealed their G.P.A. score and the participatory status as an athlete or non-athlete.

A descriptive analysis was performed in order to indicate the percentage ranking of both groups of subjects within specified G.P.A. ranges. The results of the analysis indicated that non-athletes outperformed athletes academically within the highest G.P.A. ranges. It was concluded that considering these results, the hypothesis predicting student athletes academic success would be superior to that of non-student athletes would be rejected.

MINI-ABSTRACT

Daniel P. Crowe

A Descriptive Analysis Comparing the Academic Success of Student Athletes to Non-Student Athletes

1998

Dr. John Klanderman

Seminar in School Psychology

A study was conducted with one pair of subjects to compare the academic success of student athletes with that of non student athletes. The hypothesis stating that student athletes would attain higher G.P.A.'s then non student athletes was rejected because of evidence which suggested that non student athletes were more successful.

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Chapter 1 - The Problem

Introduction to the Problem

As students finish their high school education and begin preparing for their entrance into college they must start to determine for themselves what course their future will take. It is a task that is new to most because up until this point their future has largely been determined by their parents. Although many students have participated in activities outside of academic pursuits, such as sports or clubs, their time has been delineated by the school system and again, by their parents. As students pass from the home environment to a university environment the use and control of their time in and out of the class will be solely the responsibility of those students. A student will soon learn what it is like to manage their daily activities and set their own time constraints. If a student expects to succeed at the college level it is critical that he or she learn to set appropriate boundaries pertaining to the amount of time they will need to accomplish a new set of goals. In other words, discipline will play an important role in the degree of success, as determined by their G.P.A., that a student will exhibit.

As mentioned earlier, many students participate in activities outside of academic pursuits. This is especially true of college students, especially since there are many opportunies to engage in structured as well as social activities. Some students will choose to participate in structured activities such as sports, while others will choose to engage in more social activities. Of course, there are others who will choose to confine their activity

to strictly academic pursuits as well as those who will choose to pursue nothing and simply allow time to pass. In an effort to become more aware of the role of managing one's time and energy it would be advantageous to examine any factors that might contribute to an increased awareness in goal setting and the role that it plays in academic performance. Since it is believed by this researcher that one of the roles that extracurricular activities play is the development of discipline, it will be the focus of this study to examine the influence of athletic participation in academic performance as determined by grade point average.

Need for the Study

With the growing cost of college tuition along with increasing admissions standards education above the high school level has become more competitive. Students must work harder and spend more if they plan to proceed from college and occupy a place in the workforce. The demand for individuals with higher education has risen therefore, so has the demand for individuals who have achieved academic success for they will be the most proficient in their chosen field. Students who attend college will have to plot a course of action that will help ensure the success in the academic arena. It is for this reason that students who expect to achieve academic success in college should become proficient in the skill of setting goals and following them through, as its been proven that goal achievement practices may influence a students' G.P.A. (Abraham; Britton,1992).

As mentioned earlier, a large population of students choose to participate in extracurricular activities as well as academic pursuits. A portion of this population is

participating in these activities as a way to offset the cost of their tuition since many athletic programs offer partial or full scholarships. For these students participation in a specific activity is as much a factor in their continued attendance at college as their academic performance. For these students especially, it would be worthy to understand the influence their chosen activity will exert on their G.P.A. and thus, help determine if pursuing this activity would be advantageous.

Purpose of the Study

The purpose of this study is to construct a comparable analysis to look at the academic performance of those who participate in extracurricular activities in relation to the academic performance of those students who do not participate in extracurricular activities.

Hypothesis

The effects of goal oriented behavior have been shown to have a beneficial effect on academic performance (Abraham; Britton,1992). This hypothesis states that extracurricular activities promotes realistic goal achievement skills which, in turn, promote superior academic performance.

Theory

Helen Oliver examined the factors that affect student motivation and performance on

basic skills tests. What she discovered is that participation in activities such as sports, honor's programs, and student organizations builds students' interest in school, enhances identity, and gives the pride in service. She also found that it is helpful when a teacher realizes that a student's time is their most precious resource (Oliver,1995). This statement provides a framework to gain insight into the positive role that extracurricular activities play in the school environment. By encouraging students to play an active role outside the classroom we in turn encourage performance in the classroom.

According to an article in the Journal of Educational Psychology many college students find the academic experience very stressful (K.J. Swick,1987). One coping strategy offered by counseling services is managing their time better. Using the Time Management Behavior Scale it was found that the most predictive factor of lowered G.P.A. performance was perceived control of time. Students who perceived control of their time reported greater work and life satisfaction and fewer job induced tensions.

These findings are consistent with the theory that goal oriented behavior along with time management skills, especially when reinforced by extracurricular activities, exerts a positive influence on academic performance as well as mitigating factors such as stress.

Definitions

Time Management:The skill used to place in order one's daily activities so as to maximize one's time.

Goal Oriented Behavior:The implementation of behavior strategies aimed at the attainment of specific goals, such as academic or athletic excellence.

Assumptions

The assumption that this study makes is that participation in a varsity athletic activity is a contributing factor to the grades that a student obtains in the classroom.

Limitations of the Study

A limitation of this study is that by focusing attention on athletic activity or lack thereof by students the researcher may be ignoring other contributing factors that may affect a student's grade point average.

Another limitation of the study is that by using high school students in the study, because of confidentiality issues, the study cannot truly examine the behavior of college level students.

Overview

Chapter 2 will review current research-based literature on time management and its effect on academic performance. In addition, research involving the relationship of extracurricular activities to the development of time management skills will be reviewed. Through this review the hypothesis will be expanded upon.

In Chapter 3 the design and details of the study will specified. Discussion will emphasize the method of study, the materials that are used, and also the format of the study. Analysis of the variables that were investigated will prescribed.

Chapter 4 will describe the results of the investigation and will include pertinent raw

data as well as test results that prove significant. The relationship between the stated hypothesis and significant data will be examined in this chapter.

Chapter 5 will conclude the report with a discussion of the overall results of the study. Explanations for the findings at hand will be explored and conclusive observations will be offered on the meaning of the collected data.

Chapter 2 - Review of Literature

Intercollegiate athletics function in the context of an educational environment and have become a vital part in educational setting overall. As the role of collegiate athletics becomes increasingly larger it is important to examine what effects, if any, this emphasis has on the educational process. College athletics place their emphasis on excellence in performance. The higher the level of competition, the greater the emphasis on winning and thus, the greater the expectation on the student athlete to train and compete in their sport. It is interesting to note that Renick (1974) observed that meeting the academic, personal, and career needs of a student athlete seems to be secondary to the need of some institutions to have winning athletic programs.

Findings on academic achievement as it pertains to involvement in athletic activities may seem somewhat confusing because of the lack of relevant studies, and conflicting results. One reason for such results may be because athletes at many institutions are recruited according to nonacademic criteria that differ from the criteria used to select students not involved in school athletic programs. When these athletes are compared with non athletes without regard to matching characteristics, such as S.A.T. scores, these studies will conflict with those who do provide comparable groups for study (Craig, Hood, & Ferguson, 1992). In fact, Ryan (1989) asserts that studies that have included comparable groups have not found substantial differences in academic achievement between athletes and nonathletes. He also asserts that participation in collegiate athletic programs has been found to be positively related to satisfaction with the college experience and positive leadership roles.

One study done more than thirty years ago by Smith and Dizney (1966) paired freshman varsity football players with nonathletes on the basis of ACT scores and their majors and found no significant difference in academic performance. The American College Testing Program and the Educational Testing Service carried out the study twenty years later and compared over 2,000 students at 57 colleges that were matched for ACT and SAT scores, as well as high school G.P.A. and ethnicity, and found, again, that athletes and nonathletes fared essentially the same.

Although the previously examined studies found no difference in academic achievement between athletes and nonathletes there are those who might disagree. Obviously, the college experience of those involved in athletics are somewhat different than that of the typical nonathlete. For one thing, the great amount of time devoted by students to athletic pursuits helps to create a unique experience for the student athlete. There are studies that suggest that this difference in experiences may be a causal factor in negative outcomes for the student athlete. For example, Ewing (1976) found that study habits and academic attitudes were worse for athletes then nonathletes. He also found that athletes tend not to develop intellectual self-concepts and academic skills that are needed to succeed at the college level.

As suggested earlier, college athletes are often exposed to different environments than nonathletes which may play a part in differing success rates of students. The psychological well being and adjustment of the college student were examined using a developmental task inventory designed by Chickering in 1969 and used by Sowa and Gressard (1983) to determine differences in achievement and developmental tasks. The

Student Developmental Task Inventory was developed by Chickering (1969) to measure students progress towards achievement. The inventory was designed to provide scores on three major scales: developing autonomy, developing purpose, and developing mature personal relationships. It also provides scores on subscales such as instrumental autonomy, interdependence, educational plans, career plans, mature relationships with peers, and tolerance, all of which may play a significant role in a student's academic achievement in college. Analysis of the study shows that athletes scored lower than nonathletes on developmental tasks, such as formation of individual purpose.

The development of purpose requires that an individual formulates plans and priorities that integrate avocational interests, vocational plans, and lifestyle considerations. The study further implied that student athletes have difficulty in formulating well defined educational goals and gaining personal satisfaction from educational experiences. One explanation put forth by Sowa and Gressard (1983) is that the suggestibility and coachability that helps an athlete perform in competition causes difficulty for the student athlete to form individual purpose. Another consideration may be that time spent in sports related activities in high school inhibits the development of career and educational planning skills. This focus on athletics may also hinder the exploration of other needed skills and result in a lack of planning, making the transition from high school to college difficult. One must take into consideration, though, that confounding variables such as socioeconomic status, and academic ability were not accounted for in the study.

Expounding on the evidence presented earlier relating to students' ability to formulate educational and career goals, F. Wayne Blann conducted a study to investigate the

relationship between student athlete's involvement in collegiate sports and their ability to formulate these goals. According to the research it is believed that participation in sports activities over an extended period of time can be dysfunctional to the individual (Brown, 1968). It is believed by this researcher that any activity that may cause disfunction in an individual student will result in impeding the academic progress and subsequent success of that individual. For this reason Blann's research on the formulation of educational goals will be examined.

The participant institutions in Blann's study were made up of two NCAA Division I universities that award athletic scholarships and two NCAA Division III universities which do not award athletic scholarships. The method of instrumentation used was the Revised Student Developmental Task Inventory. Blann found that freshman and sophomore male athletes at both levels of competition failed to formulate educational and career plans to the extent that freshman and sophomore male athletes did. These findings may lend support to the conclusion of Yiannakis (1981) that student athletes are preoccupied with preparing for and playing sports and do not attend adequately to their educational and career plans. Blann attributes this fact to the importance that American men place on achieving success in the sports arena. An example can be induced from the data collected by Blann in the demographic results of a questionnaire which states that 28% of the male high level athletes and 10% of male low level athletes said that they planned to achieve professional status in sports. In contrast, only 4% of female high level athletes had the same aspirations.

These findings also showed that males at the junior and senior level did almost as well

as junior and senior nonathletes in formulating educational and career goals. One explanation put forth by Blann is that after their sophomore year, male athletes gain a more realistic perspective of their participation and possible professional careers in sports as they relate to their educational and career plans. This may also be attributable to the fact that freshman and sophomore male athletes who concentrate on participation in sports over such educational and career plans may not be continuing their schooling and thus, never become upper class students (Blann, 1985).

Another predictor of student athlete success in the academic arena may well be the amount of time that a student uses to become involved in the campus environment. Astin and Pace (1984) have identified campus involvement as the cornerstone of a successful learning environment. They concluded that the amount, scope, and quality of effort student's put into the use of college facilities is the best single predictor of progress toward the goal of higher education. The question of student involvement is an important one because the freshman year of college is a critical period in a student's career and the quality of their experiences holds implications for the development of academic and developmental goals (Stone & Strange,1989).

Whittemore (1985) states that the context in which the student athlete experiences their freshman year is unique from that of the nonathlete. They must face additional pressures outside the classroom, such as adjusting to higher athletic expectations, adjusting to travel schedules, and becoming just one of many top performers on a team. They must also deal with special living arrangements and the demands of rigorous practice time that contribute to this unique freshman experience (Farwell & Perrone, 1983).

Stone and Strange (1989) developed a study to examine the quality of student experiences of freshman college athletes using the College Student Experiences Questionnaire developed by Pace (1984). The researchers used a sample of 238 students at a Midwestern university during their freshman year. Nonathletes were matched with athletes according to ACT score. All students were attending school full time and living in a residence hall located on campus. A wide cross section of sports was represented including baseball, soccer, swimming, cross-country, and softball. It should also be mentioned that unlike many previous studies, Stone and Strange (1989) incorporated female athletes into their study as well as males.

Data was collected in this investigation pertaining to subscale scores on experiences such as course learning, library experiences, athletic and recreation facilities, experiences with the faculty and others. The results of this study showed that varsity competition in sports adversely affects a student athletes participation in traditional sources of campus involvement. This, in turn, results in the student athlete losing out on the opportunities for student interaction and the development of interpersonal skills which may foster academic growth (Stone & Strange, 1989). It should be noted here that the outcomes and consequences of differing levels of involvement on the long term academic success rates of student athletes needs further research to determine the predictability of such results. It is also interesting to note that Gurney and Stuart (1987) found no evidence in their research that suggests that varsity competition adversely affects academic performance during the freshman year.

The pressures of the student athlete are great, especially during the freshman year as

was previously observed. Although all collegiate sports must be given the same amount of consideration by students and faculty, it would most likely be agreed upon that revenue producing collegiate sports fall under the microscope of scrutiny most often. Much national attention has been focused, in recent years, on whether athletes in these sports, which are usually televised, are prepared for college level work. Many accuse these programs of lowering their standards in order to attain the athlete that will boost the revenue of an institution, as a winning team often does.

In one of the most comprehensive studies on the topic, Purdy, Eitzen, and Hufnagel (1982) studied academic preparedness and five year graduation rates of athletes enrolled at Colorado State University from 1970-1980. This study concluded that all athletes, including men and women from all sports, had slightly lower entrance characteristics such as SAT and ACT scores, than nonathletes. They also found that athletes had a lower five year graduation rate than did the general population. In addition, they also found that full scholarship athletes had significantly lower SAT and ACT scores than did partial scholarship athletes. In contrast to these results, though, the NCAA published their own results that conflicted with the Purdy et al. study (Ervin, Gillis, Hogrebe, & Saunders, 1985). The results of their study showed that male athletes from 46 NCAA institutions graduated at a rate of 52% as compared with 41.5% of nonathletes. As mentioned earlier, depending on the institution involved in the study and the methodological processes used, conflicting results often arise.

As a response to such conflict, Ervin et al. conducted an investigation which examined the college preparation and academic performance of revenue producing athletes

enrolled in a developmental program designed for underprepared freshman at a Division I-A institution. Participants in the study included football and basketball players enrolled at the University of Georgia. The results of the investigation inferred that SAT scores were significantly related to the number of academic courses taken in high school, and the G.P.A. attained in the developmental studies courses. It was also found that the more academic courses students took in high school, the better prepared they were for college level work. (Ervin et al., 1985). One might conclude then, that a better predictor for student's success might well be SAT criterion rather than participation in a collegiate sport.

As mentioned earlier, there are a group of studies that suggest student athletes tend to have lower levels of educational and career maturity and less clarity of future plans than do nonathletes (Blann,1985; Sowa & Gressard 1983). In contrast, Astin (1984) and Ryan (1989) have presented evidence in their research that athletic participation may actually increase one's motivation to complete their degree. Pascarella and Smart (1991) conducted their own study in order to address the impact of athletic participation on educational outcomes such as social involvement, academic achievement, attainment of bachelor's degree, and occupational status. They drew participants for their study from the Cooperative Institutional Research Program surveys. The data base consisted of 379 four year colleges and universities. The findings of this study concluded that intercollegiate athletic participation has a positive impact on academic achievement, social involvement during college, satisfaction with college, interpersonal and leadership skills, and motivation to complete one's degree. The study further showed that male athletes had

significantly higher levels of social involvement and were more satisfied with the college experience than nonathletes. Furthermore, the results attained by Pascarella and Smart (1991) suggest that athletes are more likely to complete their bachelor's degree and to have more positive social self esteem nine years after their enrollment in an institution.

Summary

In review of the literature one can see the difficulties involved in ascertaining conclusive results as they pertain to student athletes and academic achievement. There are many factors to be considered when formulating a hypothesis based on research comparison. The question this study will investigate is whether or not the student athlete benefits academically from their athletic endeavors. Does motivation to achieve in the collegiate sports arena carry over into the academic arena? Does the desire of the athlete to succeed on the playing field transform into the desire to succeed in the classroom? Expounding on past research and in an effort to expand current research this investigation will examine these questions.

Chapter III - Design of the Study

Subjects

Students who were attending a private high school were designated as the subjects in this study. The population of subjects consisted of 20 Freshman, 20 Sophomores, 20 Juniors, and 20 Seniors. Each segment was divided equally into those who participated in school related athletic activity and those who did not.

Measurement

The measurement which was used to assess the academic achievement of student athletes and nonathletes was a list obtained by the researcher from the office of the school counselor containing the official grade point averages of each student. It should be noted that special permission was granted by the school in order for the researcher to obtain an inventory containing the athletic status and individual G.P.A. of the students involved in the study.

Independent Variable

The independent variable for this study is the participation status indicated by the school and used to categorize the subjects as student athletes and student nonathletes.

Dependent Variable

The dependent variable for this study is the grade point average, as recorded by and

listed by the participating school counselor, that each subject has attained.

Procedure

Special permission was granted by the registrar of the private high school to obtain the grade point averages of the subjects. Students were then selected at random from the student population. Grades point averages for these subjects were then obtained from the registrar. The results were then examined by the researcher with the purpose of finding out if any correlation existed between each group of subjects and their subsequent grade point averages.

Chapter 4 - ANALYSIS OF THE DATA

RESULTS

This chapter contains the analysis of the data as it is related to the hypothesis stated in Chapter 1. The purpose of this study was to determine the relative proportion of athletes to non-athletes identified in each letter grade category as they pertained to the G.P.A. numerical score.

As noted in the literature review, previous experimental results were somewhat mixed pertaining to the academic success of student athletes compared to non-student athletes. Depending on the nature of each study, as well as the participating institutions, one may have found conclusive results somewhat elusive. For instance, one study found that athletes find difficulty in formulating well defined academic goals while another study found that there was virtually no difference in academic achievement between athletes and non-athletes. Research by Blann concluded that the athletic experience may actually have adverse effects on achievement goals of younger students, at the same time revealing that older students eventually gain a better perspective of how their athletic involvement may relate to the achievement of educational and professional goals. It was the goal of this study, therefore, to conduct an easy to understand, formal study of athletic involvement that clarifies the role athletic participation as it pertains to the academic success of a student. What follows is the descriptive analysis of results obtained during the aforementioned experiment.

A Catholic high school in southern New Jersey was contacted and asked if they would participate in the current study. The researcher requested a complete listing of the grade point averages of each of the currently enrolled students who would be graduating in the 1998 school year. The researcher also requested that the listing indicate whether or not each student was a participant in a varsity athletic activity.

The Catholic high school responded by supplying the researcher with an anonymous list of the 206 students included in the graduating class of 1998. The list included each of the student's corresponding G.P.A. score and notation which indicated each student's participatory status in a varsity athletic activity. The mean G.P.A. score of students involved in a varsity athletic activity was computed as was the mean G.P.A. score of students not involved in a varsity athletic activity. The letter grade that pertained to each range of G.P.A. scores was assigned according to the guidelines set forth by the participating high school. The percentages of student athletes and non-student athletes within each letter grade category were computed in order to gain a clear picture of the academic status of student athletes compared to non-student athletes.

Of the 206 students who were designated as part of the current study, there were 65 student athletes and 141 non-student athletes. A letter grade of "A" was assigned to the G.P.A. range of 4.0-3.5. A letter grade of "B" was assigned to the G.P.A. range of 3.49-3.0. A letter grade of "C" was assigned to the G.P.A. range 2.99-.2.5. A letter grade of "D" was assigned to the G.P.A. range of 2.49-2.0. A letter grade of "F" was assigned to the G.P.A. range of 1.99 to 0.0.

For a clearer, visual representation of the results, one may refer to the bar graph

located in the appendix. This chart allows us to view the percentages of student athletes and non-student athletes contained within each G.P.A. cluster.

According to the data in Table I the percentage of non-student athletes in each G.P.A. range was consistently higher then the percentage of student athletes. This is especially true for those G.P.A.'s that fall under 2.99.

TABLE I

PERCENTAGE OF STUDENT ATHLETES AS COMPARED TO NON-STUDENT ATHLETES ACCORDING TO G.P.A. RANGE

G.P.A.	RANGE	% OF ATHLETES	% OF NON-STUDENT ATHLETES
A	4.0-3.5	44	56
B	3.49-3.0	44	56
C	2.99-2.5	40	60
D	2.49-2.0	24	76
F	1.99-0.0	8	92

Summary

The analysis of data collected from the participating high school indicate that student athletes received consistently better grades than non-student athletes. This was not only true for the highest G.P.A. indicators, but also for subsequent G.P.A. ranges as well. As a result of these findings, the hypothesis stated in chapter one predicting a higher academic success rate for student athletes, must be rejected in lieu of the research conducted which suggests that non-student athletes outperform their student athlete counterparts on the high school level.

CHAPTER 5 - SUMMARY AND CONCLUSIONS

The realization that athletics play a major role in the academic arena is certainly not new. As seen in the literature, there is a significant amount of interest in the academic success of an athlete who is attending school. Some studies were concerned with a student athlete's preparation for college level academics, while others were concerned with the quality of that individual's freshman experience. One experiment was designed to measure the role of athletics as it pertained to a student's future educational and career plan's. Although there exists a significant amount of research pertaining to thus topic, not as much effort has been extended towards the pre-college level student athletes who will soon join the ranks of highly competitive, high profile athletic competitors in the college arena. The intention of the present study was to focus on that individual who may have to make a choice while participating in high school level athletics to continue on their chosen path, or reevaluate their goals and objectives.

In this study students who were considered to be participants in a varsity athletic activity, and those who were not considered to be participants in a varsity athletic activity were surveyed in order to find out if the student athlete achieves a higher G.P.A. than the non-student athlete. Research on this topic has been done previously on the college level, with mixed results, so it was the intention of the researcher to attempt to clarify and present findings that would be significant to educators and coaches alike.

A descriptive analysis was performed by arranging the range of G.P.A. scores in

clusters and calculating the total percentage of student athletes and non-student athletes that appeared within each letter grade cluster. By following this procedure it was thought that a clearer understanding of student athlete academic performance could be achieved.

In conclusion, the results revealed that not only did the non-student athlete achieve the highest rating of academic performance, but the non-student athlete also outperformed the student athlete within each and every letter grade cluster. In other words, the student athlete consistently fared worse academically then the student who did not choose to participate in an athletic activity.

DISCUSSION

When considering the results of the present study one must take into consideration that no formal interviews were conducted as a part of the research model. Much of the literature on the topic of student athletic participation did include interviews or questionnaires that gave the researcher valuable insight into the mind set of the individual. Even so, one may look upon the present findings as an indication that athletic participation in the high school population may lend merit to research on the college level which finds that athletic participation does not benefit the individual's role as a student.

The profile of athletes in our society has never been greater then it is today. Conversely, the role of education has never been more important then in these times we refer to as the technological age. Today's student athlete must struggle to perform his

duties equally well on and off the field as the academic arena proves to be as competitive as any sports arena.

The present study has shown that it is the non-student athlete who has reaped the rewards of a better education, maybe as a result of his lack of participation in athletic activity. The findings reveal the weakness of the student athlete as it pertains to the academic success. Although G.P.A. ratings are only one measure of a student's progress, they are considered a significant indicator of future success in academics or lack thereof. The results obtained in this study may be considered helpful to the individual who must make a choice between investing valuable time competing as an athlete on the field or a student in the classroom.

FURTHER RESEARCH

Although this research involved a large population of students had the researcher questioned the students individually there might be more variables to compare. For instance, where the subjects reside demographically, their socioeconomic status, and specifically what sport that participated in. These factors could have given the study more depth. The researcher may have also compared students of differing age levels in order to track any progress or differences that may occur over time. In this case a longitudinal study could have been done to predict future success of student athletes as it pertained to academics. Finally, other ratings of academic success, such as S.A.T. score or individual subject grades could have been used to more specifically track academic success and pinpoint the specific strengths and weaknesses of the student athlete.

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APPENDICES

APPENDIX 1

G.P.A PERCENTAGES