

ACADEMICS VERSUS ATHLETICS: AN EXAMINATION OF  
THE EFFECTS OF BACKGROUND AND SOCIALIZATION  
ON AFRICAN-AMERICAN MALE  
STUDENT-ATHLETES

By

KRYSTAL K. BEAMON

Bachelor's of Arts

Oklahoma State University

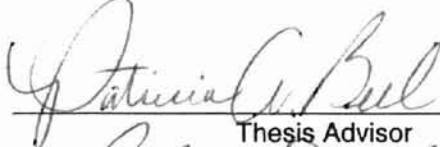
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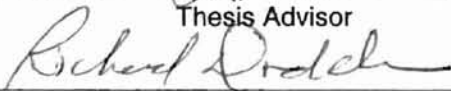
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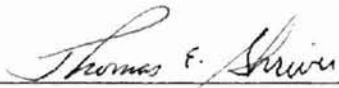
Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
MASTER OF SCIENCE  
May, 2001

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Thesis Approved:

  
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Thesis Advisor

  
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Dean of the Graduate College

## ACKNOWLEDGEMENTS

I would first like to give thanks to my Lord and Savior, Jesus Christ, because through Him all things are possible. My sincere and heartfelt gratitude is extended to my advisor, Dr. Patricia A. Bell, for her untiring efforts to see me through this project, her inspiration, and especially her role as a mentor and friend. Her guidance has been invaluable. I wish to express my sincere appreciation to Dr. Tom Shriver for his guidance, assistance, encouragement, and friendship throughout my years in the department. I would like to thank Dr. Richard Dodder for his assistance on my committee and Dr. Charles Edgely and Dr. John Cross for their support. Thanks go to the Department of Sociology and the American Sociological Association for the excellent training and financial support that I have received. I wish to express my gratitude to all of the great friends that I have made in the department who have supported and encouraged me.

I would also like to thank Mr. Dwayne Levels for his encouragement and suggestions throughout this study. Thanks also go to my mother and my family.

Finally, I would like to thank the Academic Services for Student-Athletes office and Coach Bob Simmons who have been an immeasurable source of assistance in the completion of this study.

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# **Academics Versus Athletics: An Examination of the Effects of Background and Socialization on African-American Male Student-Athletes**

## **CHAPTER I**

### **INTRODUCTION**

African-American males have faced an increasingly magnified set of problems throughout their history in the United States. The past two decades have seen these problems manifest themselves in several arenas of social life. Certain types of data are often studied as indicators of the well being of a group. These include mortality rates, unemployment rates, and crime rates to name a few. Young African-American males often show higher rates on all of these social indicators than their white counterparts, indicating a crisis of sort among this group (Blake and Darling 1994).

Although education is seen by most as a possible solution to the improvement of unemployment and crime rates, many African-American males do not see this as a valid opportunity for them. In fact, according to R. Staples (1987), data have shown that "African-American males have less incentive to acquire education because when compared to White males with same amount of educational investment, African-American males tend to acquire jobs that have lesser personal, social, and economic rewards" (p. 412). The consequences for the "massive alienation of black males from the educational system" combine to create limited opportunities for social and economic mobility (Gibbs 1988:7).

This study seeks to outline and gain insight into the problems that are specific to African-American males who are in the educational system as student-athletes.

The affects of popular culture and organized sports have been credited as major contributors to many of the social problems mentioned above and their impact on the destruction of a generation of African-American males (Gaston 1986). With the mass media constantly deluging society with images which glorify African-American men who are successful by employing avenues connected with sports and pop culture, these two components have placed the African-American male on a “fantasy island lacking the skills necessary to propel himself into the flow of mainstream America” (Gaston 1986:371). Harry Edwards refers the sports aspect of this dilemma as the Triple Tragedy:

...which is the single-minded pursuit of sports fame and fortune. One, the tragedy of thousands upon thousands of black youths in the obsessive pursuit of sports goals that the overwhelming majority of them will never attain. Two, the tragedy of the personal and cultural underdevelopment that afflicts so many successful and unsuccessful black sports aspirants. Three, the tragedy of cultural and institutional underdevelopment throughout black society as a consequence of the drain in talent potential toward sports and away from other vital areas of occupational and career emphasis such as medicine, law, economics, politics, education, and technical fields. (Harrison 2000:36)

The images of economically successful African-Americans as entertainers and athletes, become problematic, as they “limit the visibility of everyday successes” by Black men (Wenner 1995:227). Hall (1993) suggests that successful African-American males have consistently been portrayed as “clowns, buffoons, and gladiators” throughout history. This done in order to provoke “laughter or cheering,” keeping society’s attention away from the racism and discrimination that plagues the group. Similarly, Harrison (2000) argues that African-American males will continue to be directed into three areas with little opposition from

mainstream institutions—athlete, entertainer, and criminal. This illustrated in the fact that there continues to be an overrepresentation of athletes competing in Division I football and basketball, as well as in the National Football League and the National Basketball Association. An interesting phenomenon when considering that it was only after World War II that athletic segregation began to disappear. Although African-Americans comprise around 12 percent of the population, approximately 77 percent of the N.B.A., 65 percent of the N.F.L., and 15 percent of all Major League players (another 25 are Hispanic, many of Afro-Hispanic descent) are African-Americans (Lapchick, 2000). In 1990, African-Americans made up only 9.7 percent of undergraduate enrollment, while African-American males made up 51 percent of football players and 65 percent of basketball players at Division I institutions (Sprigner 1996; NCAA 1995).

An oppositional relationship has formed between athletic and academic achievement, and “over-identification with athletes and the world of physical performances limits the development of black children by discouraging academic achievement in favor of physical-expression” (Hoberman 2000:51). Through my own qualitative research, I found that African-American male athletes credit their sport as a source of economic success that is more realistic than any other avenue. This view may discourage student-athletes from valuing educational achievement as a priority over athletic achievement, illustrated in the graduation rates (a standard index for measuring academic success) of African-American athletes. African-American football players graduate at a rate that is 21 percent lower than that of their white teammates (Siegel 1996). White male basketball

players graduate at a rate of 52 percent, while their African-American counterparts graduate at a rate of 38 percent (Lapchick 2000). In a study conducted by the National Collegiate Athletic Association and the American Institute for Research, African-American athletes were found to have higher expectations for a professional sports career (Lapchick 1996). This fact carries a direct and indirect consequence on the student-athletes' academic performance. If the student-athlete values his sport as his most viable means of economic success, he will give most of his effort, concentration, and hope to his sport.

In addition to the problems surrounding the academic success of African-American student-athletes, social and behavioral problems have gained the attention of the media at an increasingly significant rate. Recently, the actions of African-American student athletes participating in Division I athletics made national headlines. Peter Warrick of Florida State University, a football program highly touted for its success in this decade, ended his run for the Heisman trophy with an arrest for a scam to obtain designer clothing from Dillard's Department store (ESPN Sportscenter 1999). A story that is humorous on the surface, but disturbing when examined deeper involves a lineman from the University of Kansas. The player was arrested for diving through a Taco Bell drive through window when an employee failed to place an item in his bag (ESPN Sportcenter 1999). One year ago in Stillwater, Oklahoma, one African-American student-athlete was shot, and another was arrested for possession of an unlicensed handgun. That same year, another African-American football player was arrested and suspended from the team for trying to steal a handgun

from a pawnshop. This football season four football players, all African-American, were suspended surrounding an accusation of rape (Beamon 1999). These incidents, along with numerous others throughout the years, joined with the disparity of academic achievement of African-American student-athletes as opposed to their white counterparts (seen through graduation rates) are good indicators of the problems surrounding this population, and the need for the continued study of the group.

An important question investigated by sports sociologists addresses why some individuals participate in athletics, while others do not. Early literature in the sociology of sport suggest that athletic role behavior is reinforced, and socializing agents such as role models and parents influence sports participation (Harris 1994, McPherson 1976). More recent studies show that African American males are socialized into sports deliberately and intensively (Oliver 1980; Harris 1994). Many attribute the elevated sport socialization process of African-American males as an explanation of their extensive participation in athletics, and identify the consequences as distinct from those who are not socialized toward athletics (Oliver 1980; Harris 1994).

Several studies have examined the socialization process of African-American children, including the educational and cognitive socialization processes. Also, many researchers have been concerned with the socialization into sports. Likewise, recent studies have distinguished the socialization of African-Americans into sports as separate phenomena from the socialization of other groups into sports. However, there remains a need for research to

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examine the sports and education socialization processes of African-Americans as it relates to the achievement and/or success of Black student-athletes in several arenas (including but not limited to the academic, social, and behavioral realms of college life). This study addresses a gap in the literature, by concentrating on background and the socialization process and the extent to which it effect the overall success or failure of collegiate student-athletes, and their beliefs concerning professional sports careers. The socialization of African-American males will be viewed as an indicator of academic success, professional sports aspirations, and social and behavioral adaptations of student-athletes at predominately white, Division I Universities.

## CHAPTER II

### REVIEW OF THE LITERATURE

Much of the literature concerning this topic focuses upon the problems and negative experiences of African-American student-athletes. There have been extensive studies of the racism and discrimination, exploitation, and academic difficulties that African-American athletes face in the realm of collegiate sports. Racism can be seen in the positional segregation of athletes, with whites in the 'thinking' positions and African-Americans in the skilled positions (Lapchick 1996). Lapchick (1996) also examined the hiring practices of African-American coaches and the discrimination that exists on this level of collegiate sports. African-American student athletes experience racism and racial isolation once transplanted onto college campuses which is agitated by the lack of African-American peers, coaches, professors, or faculty (Lapchick 1989).

Sack and Stuarowsky (1998) discuss the exploitation of African-American student-athletes, stating that "universities are far more concerned with exploiting the athletic talent of the black community than with nurturing its academic potential" (p. 104). The authors studied the many complaints against affirmative action programs that benefit minority students, and the fact that these same types of programs that give preferential treatment to athletes remain untouched (Sack and Stuarowsky, 1998).

In another study examining the exploitation of Black Athletes, Hawkins (1999) produced a compelling comparison of African-American athletes to

oscillating migrant workers. He found that both groups feel enormous pressure to go forth and earn money to aid their poverty stricken families, both groups are placed in culturally different situations and surroundings, and both groups are potentially exploited workers. The study concluded that these student-athletes are victims of labor exploitation due to the fact that predominately white institutions are the only areas to “contract their talents” (Hawkins 1999:7).

Several themes in the literature provide insight into the dilemmas to be examined in this study. The first area in the literature to be explored is the socialization process of African-American families, which describes the manner in which African-American children are socialized differently than other children. Next, the socialization process explaining the reason children participate in athletics will be examined; followed by articles discussing the socialization of African-Americans into sports. Finally, articles examining the media’s portal of African-American men, and articles concerning the professional sports aspirations of African-American men will be reviewed. These themes will provide an informed view before further exploration is completed.

### **Socialization in African-American Families**

African-Americans have been viewed as undergoing a socialization process that differs from that of white families. In “Black Child Socialization,” the authors discuss a conceptual framework for studying that socialization process. Wade A. Boykin and Forrest Toms (1985) believe that “it would be a mistake to



conclude that black family socialization can be fully understood simply in terms of its approximation to mainstream Euro-American ideas" (p.36). Thus, a logical framework for studying socialization in black families must consider and characterize the coping strategies as well as the deeply rooted cultural base of the African-American family (Boykin and Toms 1985). The authors believe African-American children are socialized through a process in which they acquire modes, sequences, and styles of behavior through their daily relations with their parents or other family members. In conclusion, no singular socialization pathway was found. However, these concerns were thought to best frame a deliberation of the African-American family socialization process:

The particular socialization experiences in any one Black family would be represented by (1) the extent to which particular domains in which mainstream goals and values are promoted or embraced; (2) the particular domains in which these goals and values have been promoted or adopted; (3) the extent to which Black cultural socialization goals have been overtly articulated and promoted; (4) the orientation pattern and the display of responses utilized to cope with oppressed minority status; and (5) the extent of Black cultural conditioning of children. (P. 47)

In "Family, Socialization Environment, and Identity Development in Black Americans (1988)," the authors examined the families and environments of African-American children as agents of socialization. Self-esteem and identity were examined as indicators to the overall well being of African-Americans. These two indicators were found to be formed through the socialization process. The Black family is seen to possess a heightened significance as a socializing agent because it is where an individual is first introduced to the concepts of racism and discrimination (Jackson et al 1988). The authors conclude that the

family relationships and socialization patterns of the African-American family nurture both group and personal identity.

The socialization of achievement was examined in 591 poor African-American, Latino, Indo-Chinese, and Caucasian fifth and sixth grade students in a research study conducted by Janine Bempechat, Suzanne E. Graham, and Norma V. Jimenez (1999). The student's perception of their parents' educational socialization was measured in order to gain understanding of the differential academic achievement of poor and minority children. Two aspects of educational socialization were explored. The first area of concern, cognitive socialization, pertains to the manner in which parents nurture their children's intellectual growth. The next aspect of educational socialization is academic socialization, or the development of attitudes and motives necessary for academic achievement. The study was composed of 47 percent Caucasian students, 27 percent Latino, 13 percent Indo-Chinese, and 12 percent African-American. The researchers found that African-American students perceived that their parents emphasized effort less than Latinos, and were less likely than Indo-Chinese students to feel that their lack of success was due to a lack of effort. In sum, the findings of the study indicate that ethnicity effects cognitive and academic socialization.

Families as the first agents of socialization were the focus of a study in "Parenting in Black and White Families: The Interaction of Gender with Race and Class." Shirley A. Hill and Joey Sprague (1999) conducted research based on the notion that gender roles and expectations are developed during the process

of socialization, and that process differs between African-American and white families. Two schools of thought surface during this study, assimilationism and Afrocentricism. Much of the past research refers to the socialization of gender roles amongst African-American as similar to that of the dominant culture due to assimilation. Afrocentrist, on the other hand, believe that historically the African and African-American experiences have created a unique socialization process among African-American families. For example, one major difference has been the participation of females in labor force both in African and America. According to Afrocentrist, this has produced a higher level of gender equality among African-American males and females, therefore affecting the socialization of African-American boys and girls.

Hill and Sprague (1999) examined several areas of socialization in their study which were as follows: the parents' immediate priorities and long term goals concerning their children, their discipline tactics, their view of their own parenting role, and the variation of these ideas when dealing with daughters or sons. The data consisted of 202 African-American parents and 204 white parents whose children were elementary school students. The study found that white parents were more likely to emphasize their child's happiness, self-esteem, and overall psychological well-being. Oppositely, Black parents emphasized doing well in school and obedience as the most important current priorities. Also, white parents viewed their most important role as parents to be a teacher, while African-American distinguished their most important role as parents to be a disciplinarian and provider. The study was also consistent with the ideas of

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gender-neutrality among African-American families. The researcher found that there was “no statically significant difference in current priorities or long-term goals between Black parents of sons and those of daughters” (Hill and Sprague 1999:500).

Hill and Sprague’s study has important implications on the study of African-American male athletes. If the study found gender neutrality in the socialization process of African-Americans, why then are males over represented in athletics as indicated in the literature. What agents of socialization are creating the difference between African-American males and females in regard to athletics if the families are gender neutral in the socialization of daughters and sons?

The racial and ethnic differences in the early socialization process of children was examined in “Race and Children: The Dynamics of Early Socialization.” Theodore Wagenaar and Rodney Coates (1999) acknowledged the fact that race affects all aspects of life, and it is importance in understanding the experiences of people. Racial differences in the socialization process and the affect of those differences on the development of cognitive and other skills are identified in their study. Wagenaar and Coates “explore how race and ethnicity are powerful aspects of socialization by examining differences among Hispanic, Black, and white children on various experiences and characteristics” (p.221). Secondary data was utilized from the National Household Education Survey of 1993. The study found several differences between the races. The first difference found was that of family structure. The results indicated that

African-American children have less than a 50 percent chance to be in a family where their mothers are married. Likewise, African-American children were three times as likely to be in a single mother household. The study also presented finding that were not consistent with the common beliefs about minorities. These finding disagreed with ideas that minorities did not have quality social and educational experiences. For example according to Wagenaar and Coates (1999),

black parents report the youngest age at which their children are able to read books on their own as well as the youngest age at which their children start reading. Black children are the most likely to watch educational television. They are most likely to have someone in the family teach them words, numbers, numbers, and songs. They experience the most enrichment activities and are most likely... to near the top of their class. (P.233)

Finally the study found that race and ethnicity are significant dimensions of child socialization. Even though there were similarities between and within groups, clear differences remain among racial and ethnic groups.

The implications of this study are also significant to the research of African-American male athletes. For example, African-American children in this study were found to be more advanced in cognitive skills and aptitude. This seems to contrast with the situation of African-American males athletes. Despite these head starts, by the time they become college aged they graduate at significantly lower rates than their white counterparts, and express lower levels of academic motivation. The finding of this study should be indicative of academic success among these young men, however we do not see this on a consistent basis.

Zena Smith Blau's (1981) extensive study on Black and white children attempts to identify "those aspects of family structure and socialization processes that make for class and color differences in the development of intellectual competence and scholastic aptitude in childhood" (p. 11). Blau interviewed 579 Black mothers and 523 white mothers in three Chicago metropolitan neighborhoods. The achievement test and IQ scores of the fifth and sixth grade children whose mothers were interviewed served as the dependent variables in the study. Several sets of variables were examined in order to determine the origin of the differences in test scores of the Black and white children. For example, religion, religiosity and denomination were as a set of variables considered, and socioeconomic status was also considered.

Much attention was given to the maternal socialization process. The effects of this process on the children's IQ and achievement test scores were compared between Black and white children. Blau describes three dimensions of socialization. The first dimension is maternal valuation of education, which stems from two primary components, aspirations and expectations. The next dimension of socialization, investment in child, is composed of four areas of behavior, which are "early interaction with child, exposure to child-rearing experts, early mastery, and cultural enrichment" (Blau 1981:93). The third dimension of socialization is the utilization and belief in aversive control. Though multivariate statistics, Blau found that white mothers who are highly invested in their children usually do not use aversive discipline. Conversely, Black mothers use more aversive discipline to control their children, no matter how high their investment or ambition level.

The study gathered that the optimal achievement of the child was reached through high investment and low use of aversive discipline, and “these differences in the socialization strategies of black and white mothers are a significant source of difference in the scholastic ability of their children” (Blau 1981:118). When examining the sources of variation, interaction between race, sex, and IQ scores, as well as interactions between race, social structure socialization variables, and IQ scores appeared to be the most significant sources of the differences in black and white children’s test scores. Each socialization dimension is independently predicted by the sex of the child for both races. Ultimately, the study found that “mother’s religious and denominational affiliation also influences strategies of socializing daughters and sons and appear to be a source of observed difference in test scores of boys and girls” (p. 162). There exist variations in the direction and extent of sex bias of the mother’s valuation of education between religious groups and within race. In explanation of why blacks favor the value of female education over males, Blau (1981) suggests

That three social factors operate to promote a bias favoring males: (1) a historical patriarchal tradition, (2) prevalence of working-class origins, and (3) minority group status.. The historical experience of black has been quite different from that of any group of whites...unlike whites, American blacks have no patriarchal tradition owing to the fact that black males were even more assiduously oppressed than females...Consequently, a bias favoring more education for females became established in the Negro community which...still operates to discourage black males from the educational route (Pp. 215-217).

This study shows that African-American males are socialized toward education in a manner that is not only different than that white males, but it also differs from black females. African-American males seem to be socialized

toward education less than any other group. These findings seem to contrast with the findings of Hill and Sprague (1999) which detected a level of gender neutrality in the socialization process of African-Americans, whereas Smith finds disparity between genders.

### **Sports Socialization**

In their book Social Aspects of Sport, Eldon E. Snyder and Elmer Spreitzer (1978) discuss the socialization into sports. The authors use the term “natural athlete” to illustrate the idea of sport socialization, “The notion of natural athlete no doubt applies primarily to people who are born with physical attributes such as coordination...however, the refinement of these attributes...as well as the physiological aspects of play, sport, and athletics have to be acquired” (Snyder and Spreitzer 1978:55). Sport socialization is examined from two perspectives, the socialization into sports and the socialization through sports. The socialization into sports is a process associated with agents or agencies that are influential in attracting children to sports and includes the learning of social, psychological, and physical skills needed in athletic involvement (Snyder and Spreitzer 1978). Some of the sports socializing agents cited by the authors are family, peers, community agents, schools and the mass media. Through the analysis of several research studies, the authors found that children learn at an early age the importance of sport in society by the media and parents, and the consciousness of children, especially males, is progressively molded by the importance of sport.



Cythia A. Hasbrook's 1986) study sought to find whether "a reciprocal interpretation of the childhood socialization into sport process could be supported by empirical data, and if gender differences in the socialization process were present and influenced the directionality of the process" (p. 135). The data consisted of survey responses from 526 high school students. The study found that parents may encourage their children's sport participation according to the child's ability or interests in sports. However, the author acknowledges that the parents' initial interest and/or participation also plays a role in the socialization process that is not connected with the child's ability or interest. The researcher concludes that causation was not directly established and longitudinal studies, path analytic techniques, and observational studies were needed to establish causation.

Sport socialization was also discussed in The Social Significance of Sport (1980). The authors cite family as the earliest and most influential socializing agents into sport participation. Parents, as well as siblings can facilitate the socialization into sports, as illustrated in McPherson, Curtis and Loy's (1980) findings:

The importance of early symbols, beliefs, and practices in the family setting is illustrated by the frequent finding that those who later achieve at the highest levels in sport often begin to participate as early as 5 or 6 years of age...Moreover, children are more likely to consume and participate if parents presently participate in sport or if they did so in the past; if parents attend sport events or regularly watch sports on television; if parents have expectations or aspirations for their children to achieve in sport; if parents actively encourage participation; and if sport is a common topic of conversation in the home. (Pp. 41-42)

The authors suggest physical scientist have the ability to describe physical differences between athletes and nonathletes, but social scientist must answer why some individuals are involved in particular athletic roles and why some athletes ascend to elite levels of performance. As Hasbrook (1986) recognized, these authors also believe that longitudinal study would best in studying sport socialization. The current studies include retrospective surveys of elite athletes, which present several limitations. Those limitations include an inability to recall some pertinent facts, and lack of a control group who never became socialized into sports, or were socialized to a degree and withdrew from sports (McPherson et al 1980).

#### African-American Sport Socialization

Several concepts have been explored when trying to account for the overwhelming success and participation of African-Americans in athletics. It has been stated that African-American males are subjected to early socialization, which encourages them to become athletes, and take on the "dumb jock" image (Winbush 1989). Gary A. Sailes (1991) explores several of the theories that discuss African-American athletic superiority in certain sports in order to find the best manner in which to account for the overrepresentation of African-Americans in the sports world. The first idea is that of a superior body build of African-Americans. One explanation can be named "The Survival of the Fittest Theory." This option is that Africans who survived the treacherous trip to the Americans were the healthiest and the fittest and today's athletes are descendants of these individuals. A second explanation to the proposed physical superiority of African-

Americans is that selective breeding of larger, stronger slaves produced the athletic superiority of the descendants of these slaves. Sailes also mentions research that highlights the anatomical differences between Black and whites, which try to explain the participation differences in certain sports by the races. The author contends that the best and most credible explanations of athletic success and overrepresentation of Blacks in certain sports stem from sociological research. Socialization patterns such as a lack of African-American role models, absent facilities, and institutionalized racism, which keep Black athletes out of some sports, forces them to be overrepresented in other sports (Sailes 1991). In conclusion Sailes (1991) states that there “appears to be extensive evidence to support the contention that variables impacting most on Black athletes current success in basketball, football, baseball, boxing, and track and field emanate from the social and psychological domain” (p. 486).

In 1974, Sandra Castine and Glyn C. Roberts researched the importance of role modeling in the socialization of African-American athletes. The study investigated the notion that black athletes are concentrated in certain sports and positions due to a socialization process that includes role modeling of previous successful Black athletes. The data consisted of 249 Black college athletes. The study found that Black athletes indeed have role models who may have been a part of the socialization process that promoted sport socialization. Seventy-one percent of the athletes surveyed admitted to having a role model before entering high school, and out that 71 percent, 95 percent identified that role model as a Black sportsman. None admitted to having a white sportsman as

an idol. Fifty-seven percent of those with a Black sportsman idol stated that their idol played their same sport and same position (Castine and Roberts 1974).

Role modeling and identification is seen as important to the socialization of children. In a study of urban minority students, researchers found that athletes was the most frequent choice of role model amongst the 1300 African-American students involved in the study (Drummond et al 1999). The study also found that boys were more likely to choose athletes as their role models. A limited number of students selected doctors or lawyers as their role models. Assibey-Mensah (1997) examines role modeling among African-American male youth and its effect on their personal development. The author used a national survey consisting of 4,500 Black males ages 10-18. The most compelling finding was that almost all respondents chose a visible and popular role model. The vast majority of the respondents in all age groups identified athletes or sports figures as their role model.

In order to investigate race and gender differences in the socialization into sport process, Susan Greendorfer and Martha Ewing (1981) studied 193 boys and 222 girls. The research found that race and gender differences do exist in sports socialization. Blacks have a higher value toward sports, and are more influenced by social structure, while whites are more influenced by specific agents such as fathers (Greendorfer and Ewing 1981). In conclusion the study found that "influence on black males was similar to that of black females, "and "values toward sport was found to be more significant for Blacks regardless of

gender rather than for males regardless of race” (Greendorfer and Ewing 1981:308).

Othello Harris’ (1994) research gives pertinent insight to the socialization into sport amongst African-Americans. The study seeks to uncover whether African-American student-athletes “receive encouragement to participate in sports from the black community or from other socializing agents” (Harris 1994:40). Harris (1994) asserts that due to a lack of black role models outside of sports and entertainment, athletics become an easily distinguishable form of possible achievement for African-American males. While citing other researchers in this area, Harris contends that this concept leads to differing consequences between Blacks and other groups.

Harris’ data were collected from 23 summer league basketball teams, and consisted of 175 African-American and white male student-athletes. The researcher wanted to measure perceived social support for playing basketball, where that support comes from, and how it affects the desire to play professional basketball. The results of the study suggests that African-American males receive considerably more support to play basketball, and that encouragement usually comes from a nonparent significant other such as a friend, teacher, or coach. Also, among African-Americans only, social support is a good predictor of aspirations of a future professional career.

## **Media Portrayal of African-Americans**

Berry (1998) uses the social learning theory of socialization to associate black family life on television with the socialization process of African-American children. The researcher contends that the modeling involved in the socialization process suggests that African-American children learn from the models on television, and that African-American children often use television for learning new facts. Berry seeks to uncover research paradigms that are best suited to study African-American socialization. He argues that both quantitative and qualitative studies are necessary to understand this multidimensional socialization process (Berry 1998). Berry (1998) concluded that further study on the effects of television on the socialization process of the African-American family is essential due to the fact that mass media images will find their way into this process and affect the socialization of African-American children more than other groups.

Television's role in the socialization of African-American children and adolescents and its potential to influence their development was the focus of Stroman's (1991) study. The author views television as a mode of vicarious socialization which competes with the other socializing agents present in the lives of children. As Berry (1998) also suggests, this study cites the idea that "television's socializing effects may be greater for African-American children" (Stroman 1991: 315). Although media images of Black families have recently expanded to include more positive portrayals, African-American children may still

be influenced negatively by television images of African-Americans. A content analysis found a vast array of programming that could affect African-American children's social learning and cognitive development, much of which is undesirable.

Davis and Gandy (1999) utilize research on identity development in order to examine the influence of media representations on African-Americans. This research concludes that African-Americans are "perceived as victims of negative, one-dimensional and stereotypic media images" and "these images are internalized by Black children and adolescents and lead to negative self-concepts and self esteem" (Davis and Gundy 1999: 375). The authors find that measures of racial identity can be seen as tools of resistance to the negative images of African-Americans in the media.

Adeno (1993) investigates the manner in which mainstream media in America produces and reproduces negative images of African-Americans. The author links those images to the justification of the exclusion of African-Americans from numerous social and political realms. Athletes, politicians, and young males are seen as the focus of media coverage concerning African-Americans.

Wenner (1995) discusses the problematic nature of media coverage of black males as athletes, as does Kelly (1997). Hall (1993) contends that television is extremely damaging to the image of African-American men and race relations, as black men are continually depicted as "clowns, buffoons, and gladiators" (Pp. 239). Kelly states that athletic apparel and shoe companies have

profited from the postindustrial decline, where television commercials, other forms of advertisement, and media have romanticized the urban areas where many Black youth live in order to sell their products. In an attempt to summarize Kelly's ideas, Harrison (2000) states that

Kelly has eloquently and critically captured...the inner city narrative, where sports ads are bombarded day and night by the mass media of urban communities, hopeless youth, and pick-up basketball games taking place 24 hours a day. The "Be like Mike" slogan, image, and narrative are a fixture in virtually all societies, portraying and valuing a sports dream versus an educational and/or scholar-athlete progression. (P. 38)

The stereotypes of African-American male athletes in the media are of concern in Lapchick's (2000) article. Lapchick believes that the, most dangerous stereotype has come in recent years, which project an image of African-American athletes as violent and criminal. Athletes who commit crime are known to the public, because they have more of a chance for their crime to be of interest to the media. Lapchick (2000) states that on the campuses of the African-American student athletes, they are being discussed and written about by "mostly white male media for the preponderance of white fans" (p.14). Another interesting fact outlined by Lapchick is that only four of the daily newspapers in cities with professional sports franchises have African-American sports editors, and there are no African-Americans sports writers on 90 percent of the 1,600 American daily newspapers. This creates a filter through which our media images of athletes are screened by an significantly white media.

Gaston (1986) sums up his ideas concerning the media and professional sports aspirations of young Black males:

The media serve as the vehicle that carries the fantasies consumed by young Black males. Few media items are consumed more completely by the Black male than professional sports....The realities projected by the media make the young Black males



dream of becoming a professional athlete seem far more feasible than envisioning himself as a member of a surgical team at a major hospital...Ironically, if the hours spent preparing to get into the NBA or NFL were spent preparing to get into medical school, the odds of the young Black male becoming a M.D. would be significantly greater than of his becoming a professional athlete. (Pp. 376-377)

### **Professional Sports Aspirations**

The literature also provides a strong foundation demonstrating the disproportionate numbers of African-American male athletes whose career plans include professional athletics. In 1989, the Center for the Study of Athletics found that African-American football and basketball players were twice as likely to anticipate professional careers in their sport (Sellers and Kuperminc 1997). This belief begins as early as high school, demonstrated in a Lou Harris poll in November of 1990. The poll found that 59 percent of African-American high school athletes expected playing sports in college, and 43 percent had a belief that they would play professional sports (Snyder 1996).

Harry Edwards theorizes that African-American families push children toward professional sports aspirations, while neglecting other areas of personal and cultural growth (Lomax 2000). Sellers and Kuperminc (1997) stated that a large proportion of African-American male student-athletes are goal discrepant in regard to their aspiration of playing professional sports. The authors cite Arthur Ashe and Harry Edwards, stating that a large proportion of African-American young men are focusing on athletics and this notion is creating unrealistic expectations concerning a professional sports career. Goal discrepancy occurs when "an individual's expectations are inconsistent with his or her current status

with respect to the criteria associated with successful attainment of the individuals goals” (Sellers and Kuperminc 1997:7). With only 4 percent of all African-American football players and 6 percent of African-American basketball players becoming professionals, a discrepancy exists between the numbers of African-American players who have professional sports career aspirations and those who actually attain that goal. The authors contend that this goal discrepancy concerning the career goals of African-American student-athletes may have implications on academic motivation and poor academic performance. Gaston (1986) calls the mastery of sport a rite of passage for African-American males. He sums up his ideas with a poem entitled “I’m going to the N.B.A.” :

Hey, I'm sorry Miss Teacher,  
I don't have time to stay after school for no help today.  
I've got to go practice...  
Cause I'm going to the NBA.  
.....Hey don't get me wrong...  
I'm not opposed to education .  
I think it's a necessary thing ,,  
If you don't have nothing else going for you.  
But you see teach,....I am talented!  
If I ever need a degree,...I'll buy me one.  
So what if I can't read,  
I'll hire someone to read to me.  
The only math I'll need is the numbers of my bank account  
and my accountant's telephone number.  
.....My future is bright as you can see...  
Cause the NBA is waiting for me.  
The only words in my prayers are these...  
"LORD PLEASE DON'T LET NOTHING HAPPEN TO MY KNEE."  
What do you mean what am I going to do IF I don't make it?  
Hey teach, I GOTTA MAKE IT TO THE NBA!...  
Cause, PLAYING BAKETBALL IS ALL I KNOW HOW TO DO.  
(Gaston 1986:379)

## **CHAPTER III**

### **CONCEPTUALIZATION THROUGH QUALITATIVE DATA**

In order to gain insight and a more thorough understanding of the problem and the group of interest in this study, a series of in-depth interviews were conducted. This qualitative data allowed for the development of the most relevant theoretical perspective, the conceptualization of the questions found on the data collection instrument, and a presents a clear image of the background and current situations of the student-athletes who were respondents in this study. This ethnographic qualitative research provide data on the athletes' background, the conditions in which they are socialized, and plan for the future to be examined precisely as they described them.

#### **Methods**

Between the full schedules of the student-athlete and their fear of being hounded, gaining access was difficult and interview appointments were rarely honored. The scene that was accessible included the learning center and the Academic Services for Student-Athletes offices on campus. I entered the scene through these resources, which proved to be my first mistake. The athletes assumed that I was working as a graduate assistant in the office, and that I would question them about their grades.

This lead me to make use of a host. This host, who is a member of the football team, called the homes of the athletes to make appointments for interviews. The data collected consisted of several open-ended, in-depth interviews. Participants of the study included African-American male football players, an ex-student athlete, and professional who work closely with them. Interviewees were located through a snowball affect where participant suggested other athletes for the study. The interviews were tape recorded with the consent of the interviewees and lasted between thirty minutes to an hour. Interviews took place in private locations chosen by the interviewees such as dormitories, apartments and offices. In order to insure safety, the host of the study was in accompaniment for each interview appointment.

The interviews were centered around three broad areas, however, the questions were not predetermined. The areas of interest included socioeconomic background, transitioning to a college campus, and plans for the future. The interviews consisted of a series of several open-ended questions. Pertinent sections of the interviews were transcribed and the resulting data was coded. Through coding, several themes were identified throughout the interviews and created the structure of the findings. These themes are reported in the findings of the study.

The data will be presented in the interviewee's own words through the use of direct quotes. The data presented through the interviews will allow the reader to know the life-stories behind these young men that they may see on television every week. Even if they have met this type of person face to face, the reader

will be able to get to know several of them. Fictitious names were given to the respondents so that they can be characterized through out the paper more efficiently.

Often, African-American student-athletes enter a social situation that is extremely foreign to them. When placed in a different social and cultural context, African-American student-athletes often have negative experiences such as role strain, poor academic performance, racism and racial isolation, and exploitation. Through in-depth interviews, through the use of direct quotes insight is given to the experiences of African-American male student-athletes. The inclusion on this qualitative data aims too place the reader in the lives of African-American student-athletes.

### **Family, Neighborhood, and Community**

In order to obtain a better picture of the manner in which the student-athletes were socialized, descriptions their home and family life is presented. These particular respondents were socialized in inner cities, areas characterized by Wilson (1991) as growing in social dislocation with high crime rates, out-of-wedlock births, female-headed households, and welfare dependency. Each participant expressed a sentiment of fear while growing up. A constant consideration given to “watching your back” or “looking over your shoulder.” Many were either participants of violent acts or victims. Their family lives are

typified by single parent homes with themselves as the man of the house, violent deaths, and/or incarceration.

A student-athlete and father of a two-year-old daughter from Detroit, Malik, spoke freely of his difficult family life:

Growing up was real bad for me, cuz you know, my oldest brother, he got killed, he got shot; that was hard on me. Then I had to take care of my little brotha who 19 right now, then I got another little brotha and sister, they twins, then I got a older sister. So it's like everything fell on me. I got another brotha that's older than me but he got locked up for revenging my brotha death....it was real hard.

Another student-athlete from Detroit, Leon, Malik's roommate and cousin, also grew up in a single parent home. Malik is like a big brother to Leon and it was due to his request that Leon was recruited to play football here. In regard to his family, Leon responded that his "dad wasn't around, he ain't doing much a nothin for me or his self." Leon is also the father of a baby girl.

Michael, a junior from Oklahoma City and a new father, described his childhood as a negative experience:

Growing up...I mean, single-mom, she worked half the time, or half the time she..just at the house. Chillin. It was me, my brother, and my little sister...Lot of times it was just me and my brother taking care of my little sister...My mom, she had different things going on.

I later learned that Michael's mother has been strung out on drugs for many years, and his older brother has been in and out of the justice system for much of his life.

Allen grew up in Louisiana, until moving to Dallas as a pre-teen. His childhood was much like the other participants. He called his life thus far hectic:

Growing up it was hectic, I mean, it was hectic...I grew up in a single-parent home, basically growing up for me it was almost like poverty because my mom, I'm the only boy out of six kids...It was rough on her raising six kids by herself.

Deon felt the pressure of being the man of the house was too difficult to handle:

I was considered to be the man of the house at a young age...my mom worked like three jobs for as long as I can remember to keep us not just down right poor, not just in poverty, but right above it...I didn't feel like I wasn't doing anything to help her...I mean, I didn't realize it then, but I wasn't in no position to do any thing, I was just a kid....I thought the only solution was just drinkin, smokin.

### Neighborhood and Community

By now everyone knows that violence exists in the inner city. The statistics are available that tell us black males living in these areas of America are generally not living past age eighteen. Many rappers describe the 'hood, many movies have depicted street life, however, many of us still do not understand what it must be like to live there.

Malik was very expressive about his neighborhood:

At home, you always gotta keep one eye opened going to sleep every night, basically, you know what I'm saying. If I'm at home, in the inner-city, just trying to go to a little school. You worrying 'bout somebody robbing you just getting on the bus. Even though it's violent and I gotta watch my back, that's just somethin you gotta live wit. You Ain't always gone be safe, you just gotta pray hopin nuttin won't happen to ya.

Allen and Michael both feel lucky to be alive past high school. They both describe the violent deaths of several high school friends. Michael states:

You be worried about someone taking your life and where I'm from it was like it was happening every day. A lot of my friends got they life took, I just found out today that one of my friends just go his throat slit.

Allen describes the gangs and drugs that existed in his neighborhood:

Growing up in a heavily gang related area that's all you see...you see drugs being sold and drug dealers almost on every corner and growing up with that type of lifestyle is something that I saw everyday. It wasn't no every other day, it was everyday..you know, drive-by shootings and people being shot and all that, it was just everyday in the area that I lived at.

He also describes his classmates and the way their lives have turned out:

Guys I grew up wit, I either hear they dead or they in jail for killing somebody and they are who I grew up wit, that I was runnin with everyday.

### **Racism**

Race becomes an additional adjustment to the environment of a college campus. Most of these inner-city athletes have not interacted with white people enough to feel comfortable doing so on campus. In addition, they feel as though they stand out and are therefore singled out. Malik described his feeling of being treated differently and watched because of his color in an earlier quote. Here he describes the adjustment to racial differences on campus:

I ain't never been around white people at home, but you always gotta be able to adjust to somethin new... You gotta get out and know the world, that's what life is, that's what growing up is all about.

Michael found the adjustment a little more difficult than Malik. Malik grew up in an area where whites were literally nonexistent. Consequently, he never experienced racism head on. He knew that a large disparity existed between the ways he lived in comparison to the way whites lived. However, since he did not come into contact with whites, he did not see racism manifested in a literal sense, only in principle. Michael, on the other hand, grew up in a section of a Midwestern city where interaction with whites was possible although infrequent. His transition to campus seemed too more difficult because he had been discriminated against personally. Michael saw race as a threat and an obstacle,



Malik viewed it as a learning experience and a challenge. On race Michael stated:

By me being [from a] predominantly black high school, black family, black church, I mean, not seeing to many whites and when I got to OSU I was like 'Oh s\*\*t, I'm in trouble'..It was different cuz I didn't know how I was 'posed to act or what I was 'posed to do, so it was weird.

Allen gives his views on the transition:

It was a big change for me because...the part I grew up in, you never see alot of white people, or whatever, you only see your own color...you don't see alot of white folks until I came up here.

Deon Gave the most humorous comparison:

When I first got up here it reminded me of like, Mayberry. Where I went to school at it was like a heavily populated area and coming here to something like this...you have to watch yourself cause you black...I still haven't adjusted to it going into my third year.

### Racism in the Classroom

African-American student-athletes often express feelings of racism directed toward them in the classroom. This is something that Mary takes very seriously:

I get that quite a bit, when I deal with students I don't even take anything lightly. Whether it is a racist comment, whether it is a perceived racist comment...more often in this business it is that they're African-American and they are also an athlete, so we have that combo that makes it even worse.

When asked about racism in the classroom, Malik discussed his feelings:

'Specially cuz I'm big, 'specially cuz if I'm the biggest black person come walkin the class and I'm the only black person in there they think I'm an athlete just cuz I'm big and dark and I'm tall...One teacher, a sociology teach, last year she just let me slide on everything she act like she was scared of me.

Michael felt that as soon as he entered a classroom the professor viewed him as “just an athlete, he don’t want to do nothin.” Deon remembers his first realization that he definitely stood out in classroom due to his race:

When I first got here my Freshman year, I walk in a history class, ‘bout 120 people, and I’m the only brotha..you walk in a classroom up here and even though the professor don’t know your name, don’t know nothin about you, they automatically hit you with that little ‘Well he’s an athlete, I need to watch him.’..You’re on a different standard, your on a different

### **Academic Preparedness and Plans for the Future**

The classroom is the area of transition in which much insecurity of these young men is manifested. Mary see herself as a mentor and surrogate mother to her students. As the Assistant Athletic Director for Academics, she has spent hours talking with them and learning from them. She characterized this transition:

It is a tremendous culture change...and they feel inadequate, and often that inadequacy comes off as a ‘I don’t give a damn’ attitude, where it really is a protective facade.

These student-athletes are ill prepared for the level of work involved in college classrooms. Mary speaks of “pulling up skills and academic rigor that they never had.” In addition, they feel discriminated against as athletes and as African-Americans. Graduation rates are low and many Division I institutions are under fire for the poor academic standards of their student-athletes. As quoted by Hawkins (1999) a study by W.M. Leonard (1986) suggested that black student-athletes feel pressure to athletes first and students second, they “felt less confident that they could handle college work, were more likely to have

insufficient credits to graduate" (p.44). This group of African-American student-athletes was no different. When questioned about his academic preparedness, Malik stated emphatically that he was not prepared:

I didn't know nuthin...they didn't teach us nothin...We had about 10 computers, it was 'bout 5,000 people in my school.. I'm all off and lost. I'm still strugglin in alot of my classes, but I'm supposed to graduate in May.

Michael's academic insufficiency was evident from the beginning:

When I first go here I knew I wasn't academically prepared, that's why I stayed in the bed half the time, chilled.

John remembers feeling overwhelmed by his lack of preparation:

I remember walking into my first class and they handed out a syllabus. First of all, I didn't even know what a syllabus was. Second of all, the professor was speaking another language. I was Lost, for real, I started to go tell my coach that I just needed to back it up and go on home. I had a tutor for every class while I was in college, and I still struggled all the way through.

Statistics show that around 60 percent of all African American student-athletes plan to play professionally after college. In my research, only two of the eight young men interviewed did not have the NFL in their plans for the future. These plans are often driven by the desire to raise their families. Malik, who is the father of a two-year-old daughter stated:

If I leave here without a degree, I ain't gone do nothin but go home probably sell dope...I don't need that kinda life for my daughter.

Malik's gives his plan:

Play this next year out and just work on my Master's, go, hopefully go to the league, if I don't go to the NFL, I'm be a narc in Detroit, or like a U.S. Marshall. I wanna be like an ATF, somebody who run up in drug houses and stuff like that..

He goes on to discuss the NFL further:

Everybody wanna go to the NFL cuz of the money, that's me right now, I need the money, my family strugglin, I wanna take care of my daughter, I

don't ever want her to have to need for nothin, but if it don't work out I'll be a cop in a minute.

Michael, who plans to marry the mother of his newborn son in June, is also raising his six year old nephew:

I've had him every since he was a week old. It's my brother's son. His momma, at first his momma didn't want to have anything to do wit him...My brother ended up getting incarcerated and doing some time...I had him every since...As long as he wants to stay wit me, I'll keep him.

Michael realizes that he has a lot on his plate and hopes that he will be able to provide for his family soon. The pressure of being father, husband, and athlete is overwhelming at times, and he admits that it is hard. Michael discusses his plan for the future:

My major is Sociology, if the NFL don't work out, I would like to be an agent not just for football, but for actors and everything.

Michael does not realize that becoming an agent requires more than a bachelor's degree in Sociology. If he does not play professional football, this goal may be unreachable for several years. Leon also plans to be an agent. However, he is a business major and plans to obtain a Master's degree after graduation. The NFL is not included in his plans.

The NFL is heavily intertwined in Allen's future plans:

I truly wanna play football after college, but I guess it's not the end of the world if I don't. I wanna be a coach also. I have the opportunity to play football after college, if I do it'll be great, if I don't I won't cry about it.

Deon feels that even though only 6 percent of African-American student athletes play in the NFL, he definitely has a chance to make it and a right to dream big:

Right now, I'm in a position, well I've put myself in the position and workin on it, I have the opportunity, I mean, I could play pro ball. But I don't just see that part of the picture..if I don't play pro ball, I'ma have to go out there and get a job just like

everybody else. I'ma put everything I have into going into the league, but if I don't I'll leave here with a degree...Some say it's a slim chance, but I don't look at it like that. I see it as me trying to take full advantage of the opportunity I've been given.

As the interviewer, I noticed that this question about the future brought up the most emotion in the respondents. It is almost as if they felt ashamed to voice their true desires. None of the interviewees stated their aspirations to play professional football emphatically. No one said, "I'm going to play pro football." They all disguised their dream with alternate plans. So many times they have been advised against having plans to play professional football due to the slim chances of success, it is like their true dream has been deferred. John recalls his feelings about the NFL:

I'll be straight up with you, I was somewhat trained to say that I wanted a degree, and had other plans that did not include the NFL, but I didn't. I would be there now if it weren't for my knee, but I never for a minute made a viable alternate plan. My major was business, so I told any one who asked that I would be an entrepreneur, but I wanted to play ball, that is it. I bet if some of those guys would be real with you they would tell you the same damn thing.

### **Research Implications**

This data allowed a clearer picture of the situation that some of the respondents may have experienced or are currently experiencing. The prevalence expressed aspirations to play professional football leads to a line of questioning that will further examine this phenomenon, and its possible sources. The mention of racism justifies the examination of the effects of race on the phenomena of interest. Finally this data illustrates some of the issues outlined in the literature review.

## **CHAPTER IV**

### **THEORETICAL FRAMEWORK**

#### **Socialization Theories**

The socialization process of the respondents will be examined in this study. Therefore, it is necessary to gain a theoretical understanding of the socialization process. The socialization process has been deemed so important because of the implications that arise from its understanding. It is also viewed as the basis of the development of a self, and a process that integrates new members into society. Understanding the process can aid in explaining several areas of social life. Thus the study of the socialization process is highly popular interests areas such as gender studies, race and ethnicity, and in this instance the sociology of sport. The importance of the socialization process in this study is illustrated in the literature review, with several studies surrounding the socialization process.

The concept of socialization refers to preparing children to perform adult roles and accepting the responsibilities of society. It is the “process in which we learn and internalize the attitudes, values, beliefs, and norms of our culture and develop a sense of self,” and involves “teaching the individual to behave in a manner that is consistent with social expectations and thus facilitates social continuity and predictability” (Thompson and Hickey 1999:98, Snyder and Spreitzer 1978:55). Is also defined as “a complex developmental learning

process that teaches the knowledge, values and norms essential to participation in social life” (McPherson et al 1989:347). This process begins at birth and continues throughout our lifetime, providing an essential connection between the individual and society (Thompson and Hickey 1999). Through the socialization process, we learn the social roles that we are to play, such as gender roles, racial roles, and in this case athletic roles.

Socialization is carried out by several agents or agencies. Agents of socialization can be defined as “those groups and institutions that both informally and formally take on the task of socialization” (Thompson and Hickey 1999:105). Some examples of socializing agents are families, schools, peers, the media, and the community, all of which serve their own distinct functions in the socialization process (Berns 1997).

A few of the many sociological theories that attempt to explain the socialization process include the social imitation theory, the social learning theory, and the theoretical framework developed by the symbolic interaction tradition. The social imitation theory and the social learning theory are best suited for explaining the socialization process in this study. The social imitation developed out of the notion of vicarious learning. The theory maintains that individuals are passive in the socialization process and learn by observing and modeling the behaviors, and perceived values, beliefs, and norms of the socializing agents (McPherson et al, 1989). Models can be parents, siblings, peers, teachers, coaches, television personalities, and/or fictional characters (McPherson et al, 1989). One is able to learn social behavior, attitudes, and

emotions vicariously by observing others perform the behavior and experience its consequences. This idea is useful in this study where student-athletes may observe the overrepresentation of African-American athletes in sports and vicariously learn that sports produces positive consequences, such as a lucrative professional career.

The social learning theory emphasizes the role of others as agents of reinforcement, it focuses on modeling and imitation, and it involves cognitive processes (Howard and Hollander 1997). "Social learning occurs primarily as a function of observing the behavior of others without the observer immediately imitating the observed responses" (Castine and Roberts 1974:61). Barry D. McPherson (1976) uses the social learning theory to develop a hypothesis concerning the acquisition of athletic roles in minority group socialization.

Castine and Roberts (1974) summarized the McPherson's ideas

...there are three elements of the socialization process that converge to socialize minority groups... These elements are as follows: First personal attributes...Second, socializing agents such as significant others, reference groups (includes parents, relations, siblings, peers, teachers, non-family adults), and the mass media; and third, the socializing environment...McPherson states that minority groups do have a differential socialization process and that this process does have a differential pattern and outcome upon the socializee. (P. 61)

## **Research and Theoretical Questions**

Utilizing the ideas set forth in the literature review and insight gained through the qualitative data, this study attempts to identify socializing agents and influences in the lives of the respondents. The research examines the interaction between reported experiences relevant to socialization and adjustment to college



life. Relevant socialization experiences include the following: (1) social support, (2) types of encouragement, (3) exposure to certain activities and ideas, (4) interaction between parents and the individual, and (5) the perception of attitudes, values, and norms learned by the individual through their parents. More specifically, the research emphasizes these factors in relationship to athletics and academics.

The study focuses upon elements of the socialization process that encourage participation in sports and effects the degree of significance placed on athletics as a means of economic success; as well as those that may encourage academic success and academic achievement as a means to economic success. Academic success refers to the following: maintaining minimum eligibility standard set by the NCAA for the duration of a collegiate career as a student-athlete, maintaining minimum university academic requirements without being placed on academic suspension or probation, working toward a degree plan outlined by the university, and timely (within 5 years) graduation. Social and behavioral adaptation is referred to as involvement in extracurricular activities outside of athletics, failure to be placed on team suspension, failure to receive a formal reprimand from members of the coaching staff or any university official (including but not limited to members of faculty and staff, members of residential/housing personnel, or student personnel), failing to acquire a criminal record while a member of a university sports team, or being arrested or questioned for involvement of any crime. Revenue-generating sports refer to sports that produce profits for the university such as football and men's

basketball. Predominantly white institutions refer to universities with less than fifteen percent African-American students enrolled during any given semester.

The research questions will be examined between and within racial groups and explore the following concepts: (1) Student-athletes participating in any revenue-generating sport at a predominantly white, Division I institution who have a strong emphasis of education in their socialization process have higher levels of academic success, than those who do not. (2) Student-athletes participating in any revenue-generating sport at a predominately white, Division I institution who have strong socialization of educational emphasis have less instances of poor social and behavioral adaptation. (3) Student-athletes who have strong emphasis of athletics in their socialization process have lower levels of academic success. (4) Student-athletes who have strong socialization of athletic emphasis have higher incidences of poor social and behavioral adaptations. (5) Student-athletes who have strong emphasis on athletics throughout their socialization process will hold strong aspirations for a professional sports career and strong beliefs concerning athletics as a means to economic success. (6) Student-athletes with strong emphasis on academics throughout their socialization process will not hold strong aspirations for a professional sports career nor strong beliefs concerning athletics as a means to economic success.

The theoretical questions between and within racial groups and are as follows: (1) is there a relationship between socialization emphasis and academic success, (2) is there a relationship between socialization social and behavioral adaptation, (3) is there a relationship between socialization emphasis and the

perception of education verses athletics as a means to economic success, and how does this perception affect academic success and social and behavioral adaptations.

## CHAPTER V

### METHODOLOGY

#### Measurement and Data Collection

The independent and dependent variables were measured through the use of an instrument designed by the researcher. The instrument includes groups of questions that are designed to measure related demographics and dimensions of the variables. Sets of items were developed in order to construct scales. These scales will tap dimension socialization, professional sports aspirations, academic success, and social/behavioral adaptation. The clusters of items will center around the following dimensions: (1) parental interaction and exposure to education (2) parental interaction and exposure to athletics, (3) parental support and encouragement, (4) professional sports outlook, (5) academic success, (6) social and behavioral adaptations, (7) time dedicated to scholastic activities , and (8) time dedicated to athletic activities.

Education-centered socialization was measured through the first set of items on parental interaction and exposure to educational events and ideas (refer to Appendix). This set of items inquire about the activities that the student-athletes and their families did together. The variable is measured on a Likert type scale beginning at “hardly ever” and ending at “very frequently”. The respondents are asked to circle a number between 1 (never) and 5 (very frequently) to represent the frequency that certain events occurred.

I attempted to tap this dimension of socialization through the following types of items which examine cultural activities and can be found in item numbers 13-28: "attend a play or musical of any kind," visit a museum, not including a sports museum," and "go to a bookstore." These items are designed to find out the frequency that the parents and the respondents engaged in activities that would socialize the child toward placing an emphasis on educational attainment.

The next set of items measure a dimension of socialization which emphasizes athletics. These items are designed to measure the parental interaction and exposure to athletic events of the respondent by finding the frequency of activities that include athletic events and ideas. The same Likert type scale will be utilized. Some activities included in this cluster are as follows: "attend a sporting event of any kind", "discuss sporting news", and "watch sports on television." These items are found on the questionnaire in numbers 29-36.

The next collection of questions is designed to measure parental support and encouragement. The first group of items will gauge the amount of parental support and encouragement the respondent receive towards athletics (items 37-44). The second group will do the same toward education (items 45-50). The responses to these questions will give the researcher an idea of the amount of support communicated to the respondent by their parents to be successful academically and/or to be successful athletically. Examples of items measuring parental support toward education include "my parents seem proud of my academic accomplishments, no matter if the accomplishments are large or

small”, and “my parents have always encouraged me to do my best in school.”

The response category will be on a Likert scale ranging from strongly disagree to strongly agree.

Included in this section are questions that are designed to measure the respondents outlook on professional sports as a career (items 51-53).

Examples of questions include “I believe that I have a future in professional athletics, if I stay healthy and focused”, “Professional sports are the best way to make good money.” The response categories will be the same as above.

The next set of items measured the respondents level of academic success and social/behavioral adaptations. The first group of items in this section will determine whether the respondent has high or low levels of academic success as defined in the theoretical framework (items 54-58). The next cluster will determine whether the respondent has high or low levels of social and behavioral adaptations (items 59-66). Some examples of items in the section are as follows: “I have been placed on academic probation”, “I have been ineligible for academic reasons”, and “I have been suspended from the team for violating team policies.” The response category in this section is simply “yes” or “no.”

The final set of items is designed to give the researcher an idea of whether the respondents truly emphasizes sports or athletics. Items 60 through 71 will measure the amount of time the respondent devotes to education, the final group of items will measure time spent on athletics. The response category begins with “never” denoted with a 1, “once per month” denoted 2, “a few times per month” denoted 3, “once per week” denoted 4, and “once per day” denoted 5.

Examples of items in this section are as follows: "read assigned reading for classes", "study class notes", and "review play book." By determining the time spent on scholastic duties versus time spent on athletic duties, the researcher may discover the area of socialization that the respondent actually acts out as their top priority.

Demographic questions are presented in order to allow for the examination of third variables and control variables. The race of the respondent, parents marital status, and parents jobs will give the researcher an idea of the respondents socioeconomic status. The hometown will give the researcher the opportunity to control for the effects of rural versus urban lifestyles. Finally, an open ended question is included to conclude the questionnaire. This question asks for the respondent to describe their conception of a successful future and discuss a plan to attain that goal. This question allows the respondent to express their ideas about their future in a nonconstrictive manner.

### **Tests for Reliability and Validity**

The aforementioned sets of items formed scales. The scales used in this study were tested for reliability and validity. Factor analysis and Cronbach's alpha coefficient for inter-consistency are utilized. Factor analysis is used to assure that the scales constructed consist of items that relate together well. Alpha coefficients determine the internal consistency of the scales and address their reliability.

Tables 1-8 show the factor analysis of the eight scales utilized for data analysis in this study. There were 76 items used to formulate the scales. The eight scales are education socialization, sport socialization, parental support for athletics, parental support for academics, academic performance, behavioral adjustment, academic time, and athletic time. Figure I gives an description of the scales and the item that they consist of.

The eigenvalues reported in these tables are based upon the original 76 items on eight scales, and the significant drop in eigenvalues on each scale justifies the use of the first unrotated factor. Cattell (1952) suggests that items must show a positive factor loading of around .40 or higher in order to be retained (.30 in exploratory research). I chose to retain items loading positively at .35 or higher in order to account for rounding up. Sub dimensions of the scales were also identified through three rotated factors ( found in Appendix A).

TABLE I

FACTOR ANALYSIS OF EDUCATION CENTERED SOCIALIZATION ACTIVITIES

ITEMS	1 <sup>ST</sup> UNROTATED FACTOR	
	Original	
1. attend a play or musical of any kind		.54
2. attend a Broadway play or musical		.74
3. attend a professionally performed play or musical		.76
4. visit a museum, not sports related		.66
5. attend Bible study or Sunday school		.45
6. discuss politics		.78
7. discuss local news		.63
8. discuss your schoolwork/classes		.48
9. attend parent-teacher conference		.55
10. visit an exhibit or memorial		.70
11. do volunteer work of any kind		.54
12. go to a book store		.78
13. go to the library		.62
14. watch a documentary, not sports related		.64
15. watch local or national news		.52
16. watch an educational television program		.52

Significant drop in eigenalues between first factor (6.32) and second factor (1.75).  
Cronbach's alpha coefficient for reliability (.89).



Table 1 shows the factor loadings for education centered socialization activities. As Figure 1 states, this scale consists of item related to the education centered socialization activities that the respondent and his parent(s) engaged in together. The significant drop in eigenvalues between the first factor (6.32) and the second factor (1.75) indicated that the items load on the first factor. All items show strong positive correlations. Item 8 has the weakest correlation (.48). However all items load strongly enough to be retained. The alpha coefficient for interconsistency (.89) is very strong indicating internal consistency and reliability for this scale (DeVellis 1991). The rotated factor pattern indicated three subscales (found in Appendix A). These subscales were identified by factor loading of .40 or higher.

TABLE II

FACTOR ANALYSIS OF SPORTS CENTERED SOCIALIZATION ACTIVITIES

ITEMS	1 <sup>ST</sup> UNROTATED FACTOR
	Original
1. attend a sporting event of any kind	.68
2. discuss my sporting performance	.69
3. visit a sports museum or hall of fame	.50
4. watch a sporting event on television	.87
5. watch a sports documentary	.83
6. discuss sporting events	.92
7. discuss sporting news	.90
8. watch sporting news on television	.92

Significant drop in eigenvalues between first factor (5.10) and second factor (.86).  
Cronbach's Alpha Coefficient for reliability (.90).

Table 2 shows the factor loading on items concerning sports centered socialization activities. This scale consists of items concerning sport socialization activities that the respondent and his parent(s) engaged in together. There was

a significant drop in eigenvalues between the first factor (5.10) and the second factor (.86), indicating that the factors load on the first factor. All items were positive and had factor loadings of .50 or higher. Thus all 8 items were retained for this scale. Cronbach's alpha coefficient for reliability of .90 indicated that the items on this scale are internally consistent and the scale is reliable.

TABLE III

FACTOR ANALYSIS OF SPORT CENTERED SOCIALIZATION THROUGH PARENTAL SUPPORT AND ATTITUDES

ITEM	1 <sup>ST</sup> UNROTATED FACTOR
	Original
1. my parent(s) enjoy watching sports	.81
2. my parent(s) enjoy participating in sports	.58
3. my parent(s) seem proud of my accomplishments as an athlete	.78
4. my parent(s) encouragement me to do my best in sports	.82
5. my parent(s) enjoy watching me play	.87
6. my parent(s) enrolled me in little league	.61
7. my parent(s) make time to attend most of my games	.87
8. my parent(s) encouraged me to get an athletic scholarship	.39

Eigenvalues for first factor (4.30) and second factor (1.01).  
Alpha Coefficient (.81)

In table 3, factor analysis for sports centered socialization through parental support and attitudes is shown. This scale consists of items related to parental support and encouragement toward athletic achievement. There was a significant drop in eigenvalues between the first factor (4.30) and the second factor (1.01). The factor loading for all items was positive and above .35. The weakest loading was found on item 8 (.39) concerning their parents encouragement for the student-athlete to obtain an athletic scholarship. However, the loading was strong

enough to retained. The alpha coefficient for reliability (.81) is strong enough to indicate internal consistency and reliability.

TABLE IV

FACTOR ANALYSIS OF EDUCATION CENTERED SOCIALIZATION THROUGH PARENTAL SUPPORT AND ATTITUDES

ITEM	1 <sup>ST</sup> UNROTATED FACTOR	
	Original	Final
1. my parent(s) seem proud of my academic accomplishments	.54	.54
2. my parent(s) encouraged me to do my best in school and not concentrate on sports	.59	.60
3. my parent(s) make visit my school often	.71	.72
4. my parent(s) make time to attend school board meetings	.75	.75
5. my parent(s) encourage me to get an academic scholarship	.63	.63
6. getting an education is the best way to make money in the future	.13	-

Original Eigenvalues for first factor (2.13) .  
Alpha coefficient for reliability (.70).

The factor analysis of the education centered socialization through parental support and attitudes scale is shown in table 4. This scale consists of items related to parental support and encouragement for academic achievement. The eigenvalue for the first factor was 2.14 and the eigenvalue for the second factor was 1.01. The factor loadings were positive and stronger than .35 on all items with the exception of one item. That item concerns a belief in education as a means to economic success. The item had a weak factor loading (.13) and was not retained. The remaining items were retained and factor analyzed. The final factor analysis indicated that the remaining items hang together well. The five items were tested for reliability. The alpha coefficient (.70) indicates that this scale is fairly consistent.

TABLE V

FACTOR ANALYSIS OF ACADEMIC PERFORMANCE

ITEM	1 <sup>ST</sup> UNROTATED FACTOR	
	Original	Final
1. I have been placed on academic probation	.79	.79
2. I have been suspended for academic reasons	.49	.51
3. I have been ineligible to play or practice for academic reasons	.20	-
4. I have flunked more than one class since I have been in college	.79	.69
5. I am on schedule to graduate within four years	.35	.37
6. I am a member of a club, interest group, or fraternity on campus or in the community	.41	.39

Original eigenvalue (1.66).

Alpha coefficient for reliability (.43).

Table 5 contains results for a factor analysis of the scale concerning academic performance. This scale consists of items concerning the academic performance and achievement of the respondent. The questions that constructed this scale required a "yes" or "no", with yes coded as a 2 and no coded as a 1. Thus a higher score on this scale indicates lower levels of academic performance and achievement. The factor loadings on this scale were all positive and stronger than .35 with exception of one item. Item 3 concerning ineligibility to play or practice due to academic reasons showed a weak (.20) loading. This item was not retained. A final factor analysis indicated that the remaining items hang together fairly well. The remaining items were tested for reliability, with an alpha of .43, indicating a low internal consistency.

TABLE VI

FACTOR ANALYSIS OF BEHAVIORAL ADJUSTMENT

ITEM	1 <sup>ST</sup> UNROTATED FACTOR
	ORIGINAL
1. I have been suspended from the team for violating team policies	.78
2. I have received formal reprimand from a member of the coaching staff for my behavior	.61
3. I have received a formal reprimand from any member of the faculty, staff, or a student conduct officer	.38
4. I have been written up in or banned from any area of campus housing	.79
5. I have been arrested since I have been in college	.51
6. I have been questioned by the police for involvement in any crime since I have been in college	.72
7. I have been with someone when they committed a crime	.40
Original eigenvalue (2.70).	
Alpha coefficient for reliability (.70).	

The scale concerning behavioral adjustment was factor analyzed, with results shown on table 6. Items on this scale are related to the behavioral and social adaptation of the respondent. The “yes” and “no” responses to the items on this scale were coded in the same manner as those in table 5, thus a higher score on this scale indicates a lower level of behavioral adaptation. The weakest loading (.38) was found on the item concerning the receipt of formal reprimand. The loading was strong enough to be retained, thus all items included in this scale were preserve. The alpha coefficient for reliability was .70 indicating that the scale is fairly consistent.

TABLE VII

FACTOR ANALYSIS OF TIME SPENT ON ACADEMICS

ITEM	1 <sup>ST</sup> UNROTATED FACTOR
	Original
1. read assigned readings for class	.68
2. read unassigned readings for class	.69
3. attend a extracurricular activity or meeting, not related to your sport	.67
4. read a book for personal enjoyment, not sports related	.53
5. read a magazine for personal enjoyment, not sports related	.52
6.study class notes	.75
7. re-write class notes	.59
8. meet with professor or T.A.	.70
9. go to the computer lab for academic reasons	.69
10. go to the library	.69
11. visit with a tutor	.57
12. visit with academic advisor in academic services for student-athletes' office	.58

Original eigenvalue (4.99).

Alpha coefficient for reliability (.86).

Table 7 includes the results for the factor analysis of the scale concerning time spent on academics. This scale seeks to obtain an estimate of how much time the respondent spends on academics. The eigenvalue for the first factor was 2.70, and the eigenvalue for the second factor was 1.25. All items on this scale were positive and loaded above .50. Thus all items were retained. The alpha coefficient for reliability (.80) indicates internal consistency of the items.

TABLE VIII

FACTOR ANALYSIS OF TIME SPENT ON ATHLETICS

ITEM	1 <sup>ST</sup> UNROTATED FACTOR
	ORIGINAL
1. practice or train on my own	.55
2. review playbook	.65
3. review film of opponents	.77
4. review film of myself	.81
5. meet with position coach voluntarily	.82
6. meet with strength coach voluntarily	.63
7. meet with head coach voluntarily	.73
8. visit sports websites	.66
9. talk about sports with friends	.73

Original eigenvalue (4.57).

Alpha coefficient for reliability (.87).

The results of a factor analysis for the final scale concerning time spent on sports are shown on table 8. The items constructing this scale seek to obtain an estimate of how much time the respondent is spending on athletics. There was a significant drop in eigenvalues between the first factor (4.57) and the second factor (1.13). All items were positive and had factor loadings of .55 or greater. Thus, it is justifiable that all factors be retained. The items were tested for reliability and the alpha coefficient (.87) indicates internal consistency.

Summary. Based on factor analysis only a few modifications of the scales were warranted. The eight scales, after warranted adjustments, were found to reliable and internally consistent. After the factor analysis, only two items on two different scales were not retained. All other items were positive and showed factor

loadings of .35 or higher. All scales (with the exception of one) constructed and utilized in this study were found to be valid and reliable.

FIGURE I

EXPLANATION OF SCALES

Education Socialization	consists of items concerning education centered socialization activities that the respondent and his parent(s) engaged in together
Sport Socialization	consists of items concerning sport socialization activities that the respondent and his parent(s) engaged in together
Parental Support for Athletics	consists of items concerning parental support and encouragement toward athletic achievement
Parental Support for Academics	consists of items concerning parental support and encouragement toward academic achievement
Academic Performance	items concerning the academic performance and achievement of the student-athletes
Behavioral Adjustment	items concerning the behavioral and social adaptation and adjustment to campus
Academic Time	items that give an estimate of how much time the respondent is spending on academics
Athletic Time	items that give an estimate of how much time the respondent is sending on athletics

All scales consist of items retained after a factor analysis.  
Sub-dimension of scales are identified in Appendix A.

TABLE IX

MEAN SCORES ON ALL SCALES

Scale	Maximum score	Mean		
		White	Black	Difference
1. Education Socialization	80	44.65	39.58	5.07
2. Sport Socialization	40	33.20	32.33	.87
3. Parental Support for Athletics	40	36.49	35.36	1.13
4. Parental Support for Academics	25	17.31	17.88	-.57
5. Academic Performance *	10	6.39	6.59	-.20
6. Behavioral Adjustment *	14	7.57	7.59	-.02
7. Academic Time	48	24.63	24.92	-.29
8. Athletic Time	36	24.91	25.02	-.11

\* High scores indicate lower levels of academic performance and behavioral adjustment.



Table 9 gives the mean scores on all scales after factor analysis for Black respondents and white/other respondents, as well as the differences between the mean scores between groups. The largest difference in mean scores comes on the education socialization scale (5.07), with whites having a higher mean score. White players also have a higher mean on the sports socialization scale and the parental support for athletics. Blacks had a slightly higher mean score on all other scales. Figure I gives an description of the scales and the item that they consist of.

### **Sample Design**

Nonprobability sampling best suited this study. A judgmental, or purposive, sampling design was conducted. Based upon the nature of the inquiry suggested in this research, the data will be most useful if the survey is administered to respondents who identify with the phenomena of interest. In this case, the survey has been administered to an entire football team at a predominantly white Division I institution. The football team consists of players of different races, playing positions, home town types and sizes, and university classifications providing points of comparison. The sample consisted of the entire football team that competed in the 2000 season. The survey was administered at a team meeting called by the head coach that took place during pre-season football camp. All surveys were completed and returned at the time of dispensation. This sample design created a one shot case study.

TABLE X

CHARACTERISTICS OF THE SAMPLE

Characteristics	Ns (with percentages)	
	Black	White/Other
<b>Classification</b>		
Freshman	16 (32)	10 (20.4)
Sophomore	8 (16)	15 (30.6)
Junior	12 (24)	12 (25)
Senior	14 (28)	12 (25)
<b>Size of Hometown</b>		
Large Urban	24 (47)	8 (16.3)
Urban	19 (37.3)	27 (55.1)
Small town/rural	8 (15.7)	14 (28.6)
<b>Primary Caregiver</b>		
Single-mother	11 (21.5)	5 (10.2)
Mother and Father	33 (64.5)	40 (81.6)
Mother/Stepfather	3 (6)	3 (6.1)
Single Grandparent	1 (2)	0 (0)
Both Grandparents	2 (4)	0 (0)
Other	1 (2)	1 (2.1)
<b>Scholarship Status</b>		
Scholarship	46 (94)	28 (57)
Walk-on	3 (6)	21 (43)
<b>Grade Point Average</b>		
1.5-1.99	1 (2)	0 (0)
2.0-2.49	20 (44)	13 (33)
2.5-2.99	15 (33)	14 (33)
3.0-3.49	8 (17)	8 (18)
3.5-4.0	2 (4)	7 (16)
<b>ACT Score</b>		
15-17	17 (34)	5 (10.2)
18-21	21 (42)	20 (40.8)
22-24	4 (8)	11 (22.5)
25-27	0 (0)	5 (10.2)
27-29	0 (0)	4 (8.1)
30-32	0 (0)	2 (4.1)
did not take it	8 (16)	2 (4.1)

TABLE X Continued

Characteristics	Black	White/Other
<b>Father's Occupation*</b>		
Professional, w/ professional degree	1 (2)	4 (8.2)
Professional, w/ college degree	7 (14)	15 (30.6)
Manager, administrator, sales	8 (16)	18 (36.7)
Clerical	2 (4)	0 (0)
Craftsman, skilled	2 (4)	4 (8.2)
Craftsman, unskilled	1 (2)	0 (0)
Operatives	7 (14)	2 (4.1)
Transport Operatives	7 (14)	3 (6.1)
Farmer	2 (4)	1 (2)
Service Worker	4 (8)	0 (0)
Homemaker	0 (0)	0 (0)
Not Applicable	9 (18)	2 (4.1)
<b>Mother's Occupation*</b>		
Professional, w/ professional degree	5 (10)	4 (8.2)
Professional, w/ college degree	13 (26)	20 (40.8)
Manager, administrator, sales	6 (12)	8 (16.3)
Clerical	3 (6)	2 (4.1)
Craftsman, skilled	6 (12)	4 (8.2)
Craftsman, unskilled	6 (12)	1 (2)
Operatives	2 (4)	0 (0)
Transport Operatives	2 (4)	0 (0)
Farmer	0 (0)	0 (0)
Service Worker	0(0)	1 (2)
Homemaker	3 (6)	5 (10.2)
Not Applicable	4(8)	4 (8.2)
<b>Total</b>	<b>51(51)</b>	<b>9 (49)</b>

\* Taken from General Social Survey s (1998).

In table 10, the characteristics of the respondents were outlined. The sample consisted of 51 percent African-American/Black, 44 percent Caucasian/White, 2 percent Native-American, 1 percent Hispanic, and 2 percent Asian-American football players. The smaller groups have been collapsed into White/other (further referred to as White) for the purposes of this study. The largest majority of the respondents were returning student-athletes. Amongst Black players, 47 percent are from large urban areas with one million or more people and 37.3 percent are from urban areas. Only 16.3 percent of white

players are from such large urban cities, however a large proportion are from urban areas (55.1). This is consistent with the qualitative data obtained, in which all of the African-American players interviewed were from large urban areas. The primary caregiver was responsible for the day-to-day care of the student-athletes. In this category, the Black players and White players are somewhat similar, with White families having a slightly lower occurrence of single-mothers and higher occurrence of intact nuclear families. Black players were found to have intact nuclear families at a rate of 64.5 percent. This finding is somewhat inconsistent with the literature and the qualitative data, where most players were found to be from single parent homes.

Grade point averages are fairly similar between the groups with Whites performing slightly better; however ACT score are quite different. African-American players scored in the 15-17 range at a rate of 34%, while their white counterparts score in that range at a rate of 10.2%. White players are more likely to have a parent with a professional or college degree, however African-American respondents' mothers did have more occupations requiring a professional degree.

### **Limitations**

As with all research there were some limitations to this study. The first limitation concerns the sample design. A larger sample would have been aided in seeing clearer relationships among the variables. However this sample does in

fact give an in-depth view, a case study, of Oklahoma State University's football team. Another possible limitation is found in generalizability. The findings in this study may not be considered generalizable due to a few factors. The first factor is the region of the university. The second factor is the fact that the team was then headed by an African-American and strongly religious coach. This fact may have been reflected in his recruiting pattern, thus causing some of the irregularities and possibly limiting the generalizability. The final limitation and factor of limited generalizability is the strength of the program. Oklahoma State University is not currently considered a football powerhouse, thus the finding may be quite different at a university with a stronger football program. Again, even through these limitations, this study remains to be a very intensive case study and is not limited when examined as such.

## CHAPTER VI

### FINDINGS ON SOCIALIZATION EMPHASIS SCALES

Tables 11-14 give the percentages of response frequencies and means of responses on items found on the scales related to socialization emphasis. These scales were utilized to address the research and theoretical questions previously presented. The tables are sorted and examined by race. This allows for a clearer picture of what factors affect African-American athletes that may or may not affect White players. It also allows for comparison between the groups. Frequencies of responses and means for all groups combined can be found in Appendix B.

## Education and Sport Socialization

TABLE XI

### PERCENTAGES OF RESPONSES CONCERNING EDUCATION SOCIALIZATION

ITEMS	BLACK					mean
	1 never	2 very seldom	3 on occasion	4 frequently	5 very frequently	
1. attend a play or musical of any kind	51.0	29.4	7.8	0	11.8	1.92
2. attend a Broadway play or musical	84.3	9.8	0	2.0	3.9	1.31
3. attend a professionally performed play or musical	62.8	21.6	9.8	0	5.9	1.6
4. visit a museum, not sports related	52.9	27.5	13.7	3.9	2.0	1.75
5. attend Bible study or Sunday School	7.8	13.7	33.3	21.6	23.5	3.39
6. discuss politics	37.3	29.4	21.6	9.8	2.0	2.09
7. discuss local news	11.8	19.6	41.2	17.7	9.8	2.94
8. discuss your schoolwork or classes	3.9	11.8	29.4	23.5	31.31	3.67
9. attend parent-teacher conferences	31.2	25.5	15.7	9.8	11.8	2.33
10. visit an exhibit or memorial	33.3	29.4	27.5	5.9	3.9	2.17
11. do volunteer work of any kind	21.6	25.5	33.3	17.7	2.0	2.52
12. go to a bookstore	49.0	23.5	17.7	7.8	2.0	1.90
13. go to the library	23.5	23.5	35.3	21.6	5.9	2.50
14. watch a documentary, not sports related	13.7	17.7	33.3	21.6	13.7	2.73
15. watch local or national news	5.9	11.8	23.5	29.4	29.4	3.65
16. watch an educational television program	13.7	17.7	33.3	21.6	13.7	3.04

Table 11 gives the percentages of responses frequencies on items contained on the Education Socialization Scale. The responses were somewhat similar between the groups. However, white respondents did tend to have higher means on all items with the exception Sunday school and Bible study attendance, and the difference was very small. The largest differences between the groups came the following items: discuss local news, visit a bookstore, and watch a documentary.

TABLE XI Continued

ITEMS	WHITE/OTHER					mean
	1 never	2 very seldom	3 on occasion	4 frequently	5 very frequently	
1. attend a play or musical of any kind	29.6	43.2	20.5	4.6	2.3	2.00
2. attend a Broadway play or musical	50.1	31.8	4.6	2.3	2.3	1.51
3. attend a professionally performed play or musical	50.0	36.4	9.1	2.3	2.3	1.65
4. visit a museum, not sports related	29.6	36.4	25.0	6.8	2.3	2.10
5. attend Bible study or Sunday School	6.8	20.5	29.6	4.6	38.6	3.37
6. discuss politics	15.9	29.5	31.8	11.4	11.4	2.59
7. discuss local news	2.3	15.9	36.4	34.1	11.3	3.34
8. discuss your schoolwork or classes	0	2.3	22.7	40.9	34.1	4.00
9. attend parent-teacher conferences	22.7	27.3	22.7	11.4	15.9	2.67
10. visit an exhibit or memorial	11.4	38.6	31.8	13.6	4.6	2.59
11. do volunteer work of any kind	9.1	27.3	36.4	18.2	9.0	2.89
12. go to a bookstore	15.9	29.5	31.8	13.6	9.1	2.65
13. go to the library	11.4	40.9	25.0	18.2	4.6	2.55
14. watch a documentary, not sports related	0	18.2	36.4	31.8	13.6	3.31
15. watch local or national news	2.3	0	25.0	38.6	34.1	3.93
16. watch an educational television program	2.3	20.5	20.5	34.1	22.7	3.46

Among Black players, a majority (54.8 percent) of the respondents and their parents discussed school and classes on a regular basis, and watched local or national news (58.8 percent). On the other hand African-American respondents and their parents seldom or never attended plays or musical (80.4 percent), visited a museum (80.4 percent), attended parent-teacher conferences (56.75 percent), or went to a bookstore (72.5 percent). White players discussed schoolwork and classes with parents on a regular basis at a rate of 75 percent and watched local or national news with parents on a regular basis at a rate of 72.7. White players seldom or never attended plays or musicals (72.8 percent), visited a museum (66 percent), attended parent-teacher conferences (50



percent), or went to the bookstore (45.4 percent) at lower rates than African-American players.

TABLE XII

PERCENTAGES OF RESPONSES CONCERNING SPORT SOCIALIZATION

BLACK						
ITEMS	1 never	2 very seldom	3 on occasion	4 frequently	5 very frequently	mean
1.attend a sporting event of any kind	0	3.9	13.7	15.7	66.7	4.45
2. discuss my sporting performance	2.0	2.0	23.5	19.6	52.9	4.20
3. visit a sports museum or hall of fame	41.2	21.6	25.5	0	11.7	2.20
4. watch a sporting event on television	2.0	2.0	11.7	7.8	76.5	4.54
5. watch a sports documentary	2	9.8	21.6	25.5	41.2	3.94
6. discuss sporting events	2.0	7.8	7.8	25.5	56.8	4.27
7. discuss sporting news	2.0	7.8	9.8	21.5	58.8	4.27
8. watch sporting news on television	2.0	2.0	11.7	17.7	66.7	4.50
WHITE/OTHER						
ITEMS	1 never	2 very seldom	3 on occasion	4 frequently	5 very frequently	mean
1.attend a sporting event of any kind	0	2.3	4.6	15.9	77.2	4.61
2. discuss my sporting performance	2.3	11.4	6.8	13.6	65.9	4.29
3. visit a sports museum or hall of fame	13.6	25.0	34.1	11.4	15.9	2.85
4. watch a sporting event on television	0	4.6	9.1	15.9	75.5	4.51
5. watch a sports documentary	2.3	11.4	18.2	27.3	40.9	3.91
6. discuss sporting events	0	2.3	11.4	27.3	59.1	4.36
7. discuss sporting news	0	4.6	18.2	18.2	59.1	4.28
8. watch sporting news on television	0	4.6	11.4	25.0	59.1	4.36

Table 12 gives the percentages of response frequencies on items included on the sport socialization scale. This scale produced more similar responses between the groups. The largest differences in means came on attending sporting events together and visiting a sports museum, with white respondents performing these activities more frequently. Black players and parents attend

sporting events (82.4 percent), discuss sporting performances (72.5 percent), watch sports events on television (84.3 percent), discuss sporting events (82.3 percent) and news (83.3 percent), and watch sporting new (84.4 percent) on a regular basis. Similarly, white players and parents attended sporting events (93.1 percent), discussed sporting performance (79.5 percent), watched sports events on television (91.4 percent), discussed sporting events (86.4 percent) and news (77.3 percent), and watched sporting news (84.1 percent) on a regular basis. Both groups rarely visited sports museums, with 11.7 percent of Black players and 27.3 percent of white players visiting on a regular basis. White families and Black families watched sports documentaries often (67.6 percent of Blacks and 66.7 percent of whites).

White families not only tended to perform education centered activities more often than Black players, they also performed sports centered activities more often as well. White players and parents discussed schoolwork, watched local and national news, attended plays, visited museums, attended parent-teacher conferences, and went to bookstores more often than Black players and their parents. White players and parents also attended sporting events, discussed sporting performances, watched sporting events on television, discussed sporting events and visited sports museums more often than Black players and parents.

Among Black respondents, players and parents discussed sports performances (72.5 percent) more often than they discussed schoolwork (54.8 percent). They also watched sporting events (84.3 percent watching on a regular

basis), sporting news (84.4 percent), and sports documentaries (66.7 percent) on television more often than they watched local or national news (58.8 percent), educational programs (35.3 percent), and documentaries (35.3 percent). White players showed similar patterns, however the differences were not as large.

### Parental Support for Athletics and Academics

TABLE XIII

#### PERCENTAGES OF RESPONSES CONCERNING PARENTAL SUPPORT FOR ATHLETICS

BLACK						
ITEMS	1 strongly disagree	2	3	4	5 strongly agree	mean
1. my parent(s) enjoy watching sports	3.9	2.0	7.8	25.5	60.8	4.37
2. my parent(s) enjoy participating in sports	9.8	11.7	25.5	15.7	37.3	3.59
3. my parent(s) seem proud of my accomplishments as an athlete	0	0	3.9	9.8	86.3	4.82
4. my parent(s) encouragement me to do my best in sports	0	2.0	5.9	2.0	90.2	4.80
5. my parent(s) enjoy watching me play	0	2.0	2.0	5.6	90.2	4.84
6. my parent(s) enrolled me in little league	15.7	2.0	9.8	2.0	70.6	4.09
7. my parent(s) make time to attend most of my games	2.0	2.0	5.8	9.8	80.4	4.64
8. my parent(s) encouraged me to get an athletic scholarship	7.8	11.8	4.0	9.8	69.9	4.17
WHITE						
ITEMS	1 strongly disagree	2	3	4	5 strongly agree	mean
1. my parent(s) enjoy watching sports	2.3	0	0	25.0	72.7	4.59
2. my parent(s) enjoy participating in sports	9.1	2.3	27.3	22.7	38.6	3.67
3. my parent(s) seem proud of my accomplishments as an athlete	0	2.3	0	9.1	88.6	4.85
4. my parent(s) encouragement me to do my best in sports	0	2.3	0	0	97.7	4.93
5. my parent(s) enjoy watching me play	2.3	0	0	0	97.7	4.84
6. my parent(s) enrolled me in little league	4.6	2.3	0	4.6	88.6	4.57
7. my parent(s) make time to attend most of my games	2.3	0	0	0	97.7	4.84
8. my parent(s) encouraged me to get an athletic scholarship	2.3	4.6	20.5	11.4	61.4	4.18

Table 13 shows the means and percentages of response frequencies for the items on the parental support for athletic scale. Again the means are fairly similar between groups. The largest differences found on parents enrolling sons in little league, with the mean score for whites being slightly higher. A majority of Black and white parents enjoy watching sports (86.3 percent), take pride son's athletic achievements (96.1 percent), encourage athletic achievement (92.2 percent), and attend most of their son's games (90.2). Most white parents also enjoy watching sports (97.7 percent), take pride in son's athletic achievements (97.7 percent), encourage athletic achievement (97.7 percent), attend most of their son's games (97.7). A majority of Black parents (79.7 percent) and white parents (72.8 percent) encouraged their sons to obtain athletic scholarships.

TABLE XIV

PERCENTAGES OF RESPONSE CONCERNING PARENTAL SUPPORT FOR ACADEMICS

ITEMS	BLACK					mean
	1 strongly disagree	2	3	4	5 strongly agree	
1. my parent(s) seem proud of my academic accomplishments	0	2.0	4.0	22.0	72.0	4.64
2. my parent(s) encouraged me to do my best in school and not concentrate on sports	10.0	4.0	20.0	14.0	52.0	3.94
3. my parent(s) make visit my school often	16.0	14.0	18.0	14.0	38.0	3.44
4. my parent(s) make time to attend school board meetings	46.0	10.0	20.0	16.0	8.0	2.3
5. my parent(s) encourage me to get an academic scholarship	14.0	12.0	16.0	20.0	38.0	3.56
ITEMS	WHITE					mean
	1 strongly disagree	2	3	4	5 strongly agree	
1. my parent(s) seem proud of my academic accomplishments	0	6.8	9.1	15.9	68.2	4.49
2. my parent(s) encouraged me to do my best in school and not concentrate on sports	18.2	27.3	13.6	13.6	27.3	3.16
3. my parent(s) make visit my school often	4.6	11.4	27.3	29.6	27.2	3.59
4. my parent(s) make time to attend school board meetings	31.8	18.2	15.9	20.45	13.64	2.61
5. my parent(s) encourage me to get an academic scholarship	9.1	22.7	15.9	29.6	22.7	3.45

Table 14 gives the means and percentages of responses for items concerning education centered socialization through parental support and attitudes which make up the parental support for academics scale. Again the means were fairly similar between groups. A majority of both Black (94 percent) and white (84.1 percent) parents are proud of their son's academic accomplishments. The majority of Black parents encouraged their sons to concentrate on school over sports (66 percent). White parents and Black parents were just as likely visit their son's schools regularly (52 percent) .

Black parents are characterized by their sons as taking pride in their son's athletic achievements (96.1 percent), as well their athletic achievements (94 percent). However, Black parents and white parents are more likely to make time to attend their son's games (90.1 percent and 97.7 percent, respectively), than to visit their schools regularly (52 percent for both Black and white parents) or make time to attend school board meetings (24 percent for Black parents and 34.1 percent for white parents). Also both Black and whites encouraged their sons to obtain athletic scholarships (79.7 percent for Blacks and 72.8 percent for whites) at a higher rate than they encouraged their sons to obtain academic scholarships (58 percent for Blacks and 52.3 percent for whites).

## CHAPTER VII

### FINDINGS ON RESEARCH QUESTIONS

#### Findings Concerning Socialization Emphasis and Academic Performance

The first theoretical question is addressed through the examination of the forthcoming data analysis. The interpretation of this analysis will aid in determining whether a relationship exists between socialization emphasis and academic performance. The frequencies of responses and means on the scales concerning socialization emphasis were presented on the above tables in order to examine the amount of emphasis placed on academics. The frequencies of responses on items contained on the academic performance scale are now presented in order to examine the levels of academic performance. Correlations are used in order to identify relationships between socialization emphasis and academic performance, if they indeed exist. All correlations were examined by race.

#### Academic Performance

TABLE XV

#### PERCENTAGES OF RESPONSES CONCERNING ACADEMIC PERFORMANCE

ITEMS	Black		White	
	YES	NO	YES	NO
1. I have been placed on academic probation	32	68	22.7	77.3
2. I have been suspended for academic reasons	6	94	0	100
3. I have been ineligible to play or practice for academic reasons	4	96	0	100
4. I have flunked more than one class since I have been in college	16	84	18.2	81.8
5. I am on schedule to graduate within four years	74	26	50	50
6. I am a member of a club, interest group, or fraternity on campus or in the community	23.5	76.5	50	50

Table 15 shows the frequencies of responses for the academic performance scale. The groups tend to vary on this scale in several areas. While 32 percent of African-Americans have been placed on academic probation, 22.7 percent of white players have been on academic probation. Also 6 percent of African-American players have been suspended from the university due to academic reasons and none of their white teammates have been suspended. On the other hand, a slightly larger percentage of white players (18.2 percent) than Black players (16 percent) have flunked multiple college courses, and more Black players (74 percent) consider themselves to be on track to graduate in four years than white players (50 percent). This number may be misleading, and may reflect hopeful thinking. Neither whites or Black athletes on this campus graduate in four years at such a high rate. A greater percentage of white players (50 percent) are members of clubs, interest groups, or fraternities than Black players (23.5) percent.

This table indicates that neither group is extremely unsuccessful academically. However, the African-American players seem to have a slightly higher occurrence of academic failure than white players in some areas. Black players seem to suffer the consequences at a higher rate than white players. For example, although white respondents flunked multiple college courses at a higher rate than Black respondents and Blacks' mean score on the academic performance scale (6.59) was slightly higher than white players (6.39), Blacks

were placed on academic probation, suspension, and were athletically ineligible for academic reasons at a slightly higher rate.

Correlations Among Socialization Emphasis Indicators and Academic Performance

The following data analysis examines the relationships between socialization emphasis and academic performance. This analysis will establish whether socialization emphasis effects academic performance.

TABLE XVI

CORRELATIONS AMONG SCALES CONCERNING SOCIALIZATION EMPHASIS AND ACADEMIC PERFORMANCE

BLACK						
	Ed Soc	Spt Soc	Ath Support	Aca Support	Aca Adj	Aca Time
Education Socialization	----	.30*	.21*	.33*	.20	.08
Spot Socialization	----	----	.48*	.14	-.03	.01
Athletic Support	----	----	----	.48*	-.21	-.18
Academic Support	----	----	----	----	.24	.09
Academic Performance	----	----	----	----	----	.13
Academic Time	----	----	----	----	----	----
WHITE/OTHER						
	Ed Soc	Spt Soc	Ath Support	Aca Support	Aca Adj	Aca Time
Education Socialization	----	.36*	.37*	.43*	.12	.49*
Spot Socialization	----	----	.44*	.32*	.13	.25
Athletic Support	----	----	----	.21	.09	0
Academic Support	----	----	----	----	.21	.20
Academic Performance	----	----	----	----	----	.12
Academic Time	----	----	----	----	----	----

\*p<.05

Academic performance correlations reflects reversed recoded item.

Table 16 gives the correlations among scales concerning socialization emphasis and the academic performance scale and time spent on academics



scale (response percentages and means for this scale are found in Appendix B). The correlations with associated probabilities less than .05 have been identified with an asterisk. Higher scores on the academic performance scale indicate lower levels of academic performance (less academic success), while lower scores on the academic performance scale indicate higher levels of academic performance (more academic success). Therefore the correlations concerning the academic performance scale have been reversed to reflect accurate relationships with the other scales. Some of the names of the scales have been abbreviated on the table. Athletic support indicates the parental support for athletics scale and academic support indicates the parental support for academics. Academic time indicates the time spent on academics scale.

For Black players, we see positive relationships between the education socialization scale and all other scales (with the exception of academic time). Although it may be somewhat weak relationship, both education socialization (.20) and parental support for academics (.24) have positive effects on academic performance for Black players. Again, the relationship is somewhat weak, however parental support for athletics has a negative effect on academic performance (-.21) and time spent on academics scale (-.18) There is a positive relationship between academic support and athletic support (.48).

White respondents also show a positive relationship between the education socialization scale, and the sports socialization scale, the parental support for athletics scale, and the parental support for academics scale. There is a weaker relationship between education socialization and academic

performance (.12), than seen among Blacks (.20). There is a much stronger positive relationship between education socialization and time spent on academics for white respondents (.49), than there is for Black respondents (.08). There is also a stronger relationship between academic support and time spent on athletics for white respondents (.20), than the relationship seen for Black respondents (.09) between these two scales.

Also, there is a positive relationship between athletic support and sports socialization. This indicates that the scales designed to measure sports centered socialization relate well to one another for all respondents. In addition, there is a positive relationship between education socialization and academic support. Indicating that the scales designed to measure sports centered socialization relate to well to one another for all respondents.

FIGURE II

## EXPLANATION OF VARIABLES

Parent Academic1	Degree of parental encouragement to concentrate on school over sports (item 46)
Parent Academic2	Frequency of parental visitation to respondents school (item 47)
Educational Soc1	Frequency that respondent discussed education with parents (item 20)
Educational Soc2	Frequency that parent(s) attended parent-teacher conferences (item 21)
Parent Sport1	Frequency of parent(s) attendance at respondents' sporting events (item 43)
Parent Sport2	Degree of parental encouragement for respondent to obtain an athletic scholarship (item 44)
Academic Probation	Whether the respondent has been placed on academic probation; no=1 yes=2 (item 54)
Degree	Belief that getting a degree is the best way to become successful (item 50)
Classification	University Classification (item 6)
Status	Scholarship Status (item 2)

Items found on questionnaire (Appendix)

Figure 2 gives an explanation of variables utilized on the forthcoming correlation matrixes. The variable are taken from items found on the data collection instrument. The instrument can be found in its entirety in Appendix C.

TABLE XVII

CORRELATIONS AMONG SOCIALIZATION VARIABLES WITH ACADEMIC PERFORMANCE INDICATORS

	Academic Performance		Academic Probation	
	Black	White	Black	White
Educational Soc2	.11	.17	-.06	-.12
Parent Academic1	.10	.17	-.16	-.20
Parental Academic2	.24*	.01	-.10	.05
Parent Sport1	.34*	-.02	-.16	.11
Parent Sport2	-.20	-.05	-.10	.05

\*p<.05

Table 17 shows relationships between several variables, the academic performance scale, and the occurrence of academic probation. Although it is a somewhat of a weak relationship (however, the associated probability is less than .05), the degree to which the parent emphasize educational achievement over athletic achievement and academic performance relate positively (.24) for African-American players. A positive relationship exists between the frequency of parental attendance to the respondent's sporting events and their academic performance (.34) for Black players that is not seen amongst white players. Also for Black players, although it is a weak relationship (.20), the more emphasis the parent places on obtaining an athletic scholarship, the worse the student-athlete will perform academically. For white players there is a weak negative relationship

between the degree of emphasis placed on academics over athletics and the occurrence of academic probation.

### **FINDINGS RELATING TO SOCIALIZATION EMPHASIS AND BEHAVIORAL ADJUSTMENT**

In this section I address the theoretical question that seeks to discover a relationship between socialization emphasis and social and behavioral adaptation. The frequencies for the items contained on the scales measuring education centered and sports centered socialization have been presented in previous tables. Table 18 contains the response percentages for the items contained on the behavioral adjustment scale. This scales measures the levels of social and behavioral problems that may or may not exist among football players at Oklahoma State University. A higher score on the behavioral adjustment scale indicates lower levels of behavioral adjustment (more behavior problems), while lower scores on this scale indicates higher levels of behavioral adjustment less behavior problems). Therefore the correlations concerning the behavioral adjustment scale have been reversed to reflect accurate relationships. Responses on items found within this scale and correlations with scales and variables will be examined in order to identify relationships between behavioral adjustment and socialization emphasis.

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## Behavioral Adjustment

The following table indicates that neither white players nor Black players have a high occurrence of behavioral problems

TABLE XVIII

### PERCENTAGES OF RESPONSES CONCERNING BEHAVIORAL ADJUSTMENT

ITEMS	Black		White	
	YES	NO	YES	NO
1. I have been suspended from the team for violating team policies	6	94	2.3	97.7
2. I have received formal reprimand from a member of the coaching staff for my behavior	7.8	92.2	18.2	81.8
3. I have received a formal reprimand from any member of the faculty, staff, or a student conduct officer	0	100	11.4	88.6
4. I have been written up in or banned from any area of campus housing	2	98	2.3	97.7
5. I have been arrested since I have been in college	7.8	92.2	4.6	95.4
6. I have been questioned by the police for involvement in any crime since I have been in college	19.6	80.4	9.1	90.9
7. I have been with someone when they committed a crime	15.7	84.3	13.6	86.4

For white players, there is a higher percentage of receiving a formal reprimand from both the coaching staff (18.2 percent) and university officials (11.4 percent) than for Black players (7.8 percent and 0 percent, respectively). However, as with items on the academic performance items, Black players tend to suffer consequences more often. More Black players were suspended from the team (6 percent), arrested (7.8 percent), and question by the police for involvement in a crime (19.6 percent of Blacks) than were white players (2 percent, 4.6 percent, and 9.1 percent respectively).

Relationships Among Socialization Emphasis Indicators and Behavioral Adjustment

Table 19 shows the correlations between socialization emphasis scales, academic performance scales, and various relevant variables and the behavioral adjustment scale.

TABLE XIX

CORRELATIONS AMONG SOCIALIZATION VARIABLES AND SCALES WITH BEHAVIORAL ADJUSTMENT SCALE

	Behavioral Adjustment	
	Black	White/Other
Education Socialization	.15	.33
Sport Socialization	-.20	-.11
Athletic Support	-.38*	-.10
Academic Support	.07	0
Academic Performance	.21	.12
Academic Time	.12	.07
Athletic Time	-.10	.09
Classification	-.39*	.20
G.P.A.	.34*	.40*
Academic Probation	-.15	-.47*
Parent Academic1	.12	.09
Parent Sport1	.40*	.11
Parent Sport2	.48*	.10

p<.05

Education socialization and behavioral adjustment are positively related for white respondents (.33), and although it is a very weak relationship, these two scales are positively related for Black respondents as well (.15). This indicates that as the score on the education socialization scale increased so do the levels of behavioral adjustments. Oppositely, there is a weak negative relationship between sport socialization and behavioral adaptations for white respondents (-.11) and Black respondents (-.20). This indicates that, although the relationship is weak, as sport socialization increases, behavioral adaptation decreases. A

negative relationship also exists between university classification and behavioral adaptation for Blacks (.39) and a weak negative relationship between classification and behavioral adaptation for whites (.20). This indicates the longer Black players are on campus, the more behavioral problems he exhibits; and the longer white players on campus the less behavioral problems he exhibits. There is a positive relationship between G.P.A. and behavioral adjustment for both groups (.34 for Blacks and .40 for whites). There is also a negative relationship between academic probation and behavioral adjustment for white respondents (-.47), with a weak negative relationship between these two for Blacks (-.15). This indicates that as the occurrence of academic probation increases the levels of behavioral adjustment decreases. For African-Americans, there is a positive relationship between the frequency of parent's attendance to the respondents' sporting events and behavioral adjustment (.40). Indicating that the more the parents made time to attend the player's games, the better behaved the player will be.

## **FINDINGS CONCERNING PROFESSIONAL SPORTS ASPIRATIONS AND BELIEFS**

### PROFESSIONAL SPORTS OUTLOOK

Many of the studies concerning student-athletes have found that a large majority of African-American athletes have aspirations to become professional athletes. The forthcoming data analysis uncovered a relationship between socialization emphasis and the aspirations and beliefs concerning professional

athletics. In addition, the manner in which those beliefs and aspirations influence academic performance and behavior will be examine.

TABLE XX

MEANS ON PROFESSIONAL SPORTS ASPIRATIONS AND BELIEFS

Items	Black	White/other	Difference
1. Expects to have a career in proessional sports.	4.52	3.28	1.24
2. Believes professional sports is the best way to be economically successful	3.08	2.37	0.71
3. Believes professional sports are the best way for Black men to be economically successful.	2.92	2.56	0.36

Table 20 examined the mean scores on questions which endeavored to tap the belief system of the student-athlete concerning professional sports as a means to economic success. These questions compose the respondent's professional sports outlook. The first item asks the player if he expects to have a career in professional athletics, with five being the highest extent to which they believe in their future as a professional athlete. The most striking difference comes in the responses to this question, with Black players having a mean score of 4.52 and Whites 3.38, a 1.24 difference. Black players tend to have a very strong belief in their future as a professional athlete. There is also a significant difference in the mean score for the subsequent item concerning the respondents' belief in professional athletics as a means to economic success. There was a .71 difference between White and Black players on this item. The final item relating to the belief that professional sports are the best manner in



which African-American males have the opportunity to make money yielded more similar responses with a .36 difference between the groups.

TABLE XXI

RESPONSE PERCENTAGES ON ITEMS CONCERNING PROFESSIONAL SPORTS ASPIRATIONS AND BELIEFS

Items	Black	White
1. Expects to have a career in professional athletics.		
Strongly disagree	0	10
Disagree	2	22
Agree somewhat	14	27
Agree	14	10
Strongly agree	70	31
	<hr/> 100	<hr/> 100
2. Believes professional sports are the best way to economically successful.		
Strongly disagree	16	35
Disagree	18	25
Agree somewhat	30	22
Agree	12	6
Strongly agree	22	12
	<hr/> 100	<hr/> 100
3. Believes professional sports are the best way for Black men to be economically successful.		
Strongly disagree	32	35
Disagree	12	15
Agree somewhat	16	23
Agree	12	12
Strongly agree	28	15
	<hr/> 100	<hr/> 100

Table 21 breaks down the responses in order to gain more insight into the belief system of both groups. The most extraordinary difference between White and Black players comes in the first item. Black players expect to have a career in professional athletics at a rate of 84%, with 70% believing with the strongest certainty in a professional sports career. On the other hand, only 41% of White players expect to have professional sports career, with 31% believing with the highest certainty. The final two items bring more similar responses, however

Black players remain to hold a higher regard for sports as a route to being economically secure. Amongst Black players, 36% believe that professional sports is the best way to make money, while only 18% of whites believe this. Likewise, 40% of Blacks believe that professional athletics is the best route to economic success for Black men, with 27% of whites falling in agreement to this statement.

TABLE XXII

CROSS TABULATION OF RESPONSES ON ITEMS CONCERNING PROFESSIONAL SPORTS ASPIRATIONS AND BELIEFS, WITH CHI-SQUARE

Future as pro player	Belief in sports as economic success	
	BLACK	
<u>no belief</u>	<u>no belief</u> 8 (25)	<u>Strong belief</u> 0 (0)
<u>strong belief</u>	<u>24 (75)</u> 32 (100)	<u>18 (100)</u> 18 (100)
		chi-square =26.57*
	WHITE/OTHER	
<u>no belief</u>	<u>no belief</u> 27 (67.5)	<u>strong belief</u> 2 (22.2)
<u>strong belief</u>	<u>13 (32.5)</u> 40 (100)	<u>7 (77.8)</u> 9 (100)
		chi-square=29.48*

p<.05

Table 22 examines the cross tabulation or responses concerning these questions. In assessment of this data, it is evident that amongst the Black players with a strong belief in a professional career for themselves, they are split as to whether sports is the best way to make money. Oppositely, White players are most represented in the cell indicating no belief in a professional career for themselves, nor a belief in professional sports as a means to economic success.

## Professional Sports Outlook and Socialization Emphasis

The following data analysis examines relationships between socialization emphasis and professional sports aspirations and beliefs. Table 23 examines correlation among socialization variables with professional sports aspirations and beliefs.

TABLE XXIII

### CORRELATIONS AMONG SOCIALIZATION VARIABLES WITH PROFESSIONAL SPORTS OUTLOOK

	Expects pro career	Pro as Economic Success	Pro as Economic Success for BIK Men
Expects Pro Career	----	.40*	.46*
Pro as Economic Success	----	----	.55*
Mother's occ prestige	-.07	-.20	-.18
Father's occ prestige	0	-.15	-.10
Education Socialization	.15	.28*	.21
Sport Socialization	.20	.05	-.02
Athletic Support	.22	.05	-.02
Academic Support	.16	.11	.25
Status	.05	-.07	-.03
Degree	.57*	.11	.17
Parent Sport2	.24	.15	-.02
<b>WHITE/OTHER</b>			
	Expects pro career	Pro as Economic Success	Pro as Economic Success for BIK Men
Expects Pro Career	----	.53*	-.01
Pro as Economic Success	----	----	.32*
Mother's occ prestige	-.01	-.18	-.13
Father's occ prestige	.30*	.32*	.02
Education Socialization	-.14	.14	.41*
Sport Socialization	.17	.25	.13
Athletic Support	.18	.33*	.31
Academic Support	-.22	.04	.05
Status	-.51*	-.24	-.06
Degree	-.13	-.05	-.10
Parent Sport2	.01	.07	.10

The strongest relationships are seen amongst the items concerning professional sports. For African-American respondents, a strong positive

relationship exists between the belief in professional career for oneself and the belief in professional sports as a means to economic success (.40), as well as with the belief in professional sports as a means to economic success for Black men (.46). For White players, an even stronger response exists between belief in professional career for oneself and the belief in professional sports as a means to economic success (.53).

For Black players, there is a weak negative relationship between mother's occupational prestige and professional athletics as economic success (-.20) and professional athletics as economic success for Black men (-.18). Indicating that as Black respondents' mothers occupational prestige increase beliefs concerning professional sports as economic success decreases. There is also a similar, but weaker relationship amongst these variables concerning the Black respondent's father's occupational prestige. A positive relationship exists for Black respondents between educational socialization with professional sports as economic success (.28), and professional sports as economic success for Black men (.21). Indicating that the higher the Black respondent's score on the education socialization scale, the stronger his belief in athletics as the best means to economic success. There are also somewhat of a weak positive relationships between expectations for a professional sports career with sport socialization (.20) and parental support for athletics (.22). A strong positive relationship (.57) between a belief in obtaining a degree the best route to economic success and expectation in a professional sports career. Indicating that Black players who believe in getting a degree in order to be successful are more

likely to believe in professional sports degree themselves. There is a positive relationship (.24) between parental encouragement to obtain an athletic scholarship and Black players expectation to play professional sports.

White players show a positive relationship between father's occupational prestige and expectations for a professional sports career (.30), as well as with the belief in sports as a means to economic success (.32). There is a positive relationship (.41) between educational socialization and a belief in professional as the best route to economic success for Black men. This correlation indicates that as white respondents' score on the education socialization scale increase, their belief in professional sports as the best manner in which Black men can become successful increases as well. There is also a positive relationship not seen among Black respondents between white respondents' sport socialization scale score and the belief in professional sports as means to economic success (.25). There also a positive relationship between white player's score on the parental support for athletics scale with professional sports as economic success (.33) and professional sports as economic success for Black men (.31) that is not seen among Black players. White players show a weak negative relationship (-.22) between parental support for academics with expectations in a professional sports career for themselves.

### Professional Sports Outlook, Academic Performance, and Behavior

The forthcoming data analysis examines the relationships between academic performance and professional sports outlook.

TABLE XXIV

CORRELATIONS AMONG BEHVIORAL ADJUSTMENT AND ACADEMIC  
PERFORMANCE VARIABLES WITH PROFESSIONAL SPORTS OUTLOOK

	Black		
	Expects pro career	Pro as Economic Success	Pro as Economic Success for BIK Men
suspension from team	-.05	.23	.11
received formal reprimand	-.09	.20	.20
been questioned by police	.02	.28*	.18
been ineligible	.12	.22	.26
been on academic probation	-.02	.05	.06
read assigned readings	-.33*	-.31*	-.26
attend extracurricular activities	-.25	.08	.08
visit sports websites	.35*	.14	.32*
Academic Performance	-.07	-.02	-.08
Behavioral Adjustment	-.08	-.31*	-.15
Academic Time	-.11	.07	-.01
Athletic Time	.12	.01	.07
Classification	.08	.40*	.41*
G.P.A.	.16	.04	-.17
ACT Score	-.21	-.16	-.15
	White		
	Expects pro career	Pro as Economic Success	Pro as Economic Success for BIK Men
suspension from team	.18	.28*	.25
received formal reprimand	.39*	.38*	.25
been questioned by police	.15	.20	.41*
been ineligible	0	0	0
been on academic probation	.28*	.43*	.23
read assigned readings	-.16	.01	.03
attend extracurricular activities	.01	.17	-.03
visit sports websites	.04	.22	.21
Academic Performance	-.17	-.40*	-.07
Behavioral Adjustment	-.35*	-.35*	-.46*
Academic Time	.04	.20	.09
Athletic Time	.35*	.20	-.01
Classification	-.15	.25	.44*
G.P.A.	-.26	-.21	-.25
ACT Score	-.10	-.20	-.03

p&lt;.05

The relationships between behavioral adjustment and professional sports outlook are examined. These relationships help determine the manner in which

professional sports aspirations and beliefs affect academic performance, as well as social and behavioral adaptations. Table 24 shows the correlations between indicators of behavioral adaptation and academic performance with professional sports outlook variables. Among Black respondents and white respondents, there is a positive relationship (.23 and .28 respectively) between suspension from the team for violating team policies and the belief that professional sports is the best means to economic success. A positive relationship exists among both groups between having received a formal reprimand from coaches with the belief in professional sports as the best means to economic success for Black men (.20 for Black respondents and .25 for white respondents) and in general (.20 for Black respondents and .38 for white respondents). White players also show a positive relationship (.39) between receiving a formal reprimand from university officials and expectations for a professional sports career. As the likelihood that respondents from both groups have been questioned by the police increases, so do their beliefs concerning professional sports as the route to economic success in general and for Black men specifically. Blacks show a negative relationship (-.35) between behavioral adjustment and the belief that professional sports is the best route to becoming economically successful. This indicates that as behavioral adjustment increases (less incidences of behavioral problems), the belief in professional sports as a means to economic success decreases. For white players, there are negative correlations between the behavioral adjustment scale score and all three sports outlook variables.

There is no significant relationship between academic probation academic performance and any of the three professional sports outlook variables for Black respondents. On the other hand, white players show a positive relationship between academic probation and all three sports outlook variable. This indicates that for white respondents, as the incidence of academic probation increases so does the respondent's expectation to become a professional athlete (.28), belief in professional sports as the best route to economic success in general (.43) and for Black men specifically (.23). As the frequency that Black players read assignments for class increases, their belief in a professional sports career (-.33) and belief in sports as the best route to economic success for Black men (-.26) and in general (-.31) decreases. A positive relationship is seen between university classification and the belief in professional sports as the best route to economic success in general (.40) and for Black men specifically (.41) exists among Black respondents. For white respondents there is also a positive relationship (.44) between university classification and the belief that professional sports is the best way for Black men to become economically success. White players tend to show a negative relationship between G.P.A. and all three professional sports outlook variables that Black players do not show. This indicates that as white player's G.P.A. increases, their professional sports aspirations and beliefs decreases.



TABLE XXV

CROSS TABULATION OF RESPONSES ON ITEMS CONCERNING  
PROFESSIONAL SPORTS ASPIRATIONS AND ACADEMIC PROBATION

<u>Academic probation</u>	<u>Belief in future as pro player</u>	
	BLACK	
<u>no academic probation</u>	<u>no belief</u> 5 (62.5)	<u>strong belief</u> 29 (69.1)
<u>academic probation</u>	<u>3 (37.5)</u> 8 (100)	<u>13 (31)</u> 42 (100)
		chi-square = .13
	WHITE/OTHER	
<u>no academic probation</u>	<u>no belief</u> 25 (86.2)	<u>strong belief</u> 13 (65)
<u>academic probation</u>	<u>4 (13.8)</u> 40 (100)	<u>7 (35)</u> 20 (100)
		chi-square=3.06

Table 25 examines the responses on items concerning the occurrence of academic probation and the respondent's belief that he will become a professional athlete. Most players have not been placed on academic probation. However, for Black players out of the 16 players who have been on probation, 13 hold a strong belief that he will have a professional sports career. Among white players, 7 of the 11 players who have been placed academic probation have strong expectations to become professional athletes.

## Chapter X

### DISCUSSION AND SUMMARY

The data gathered from the research instrument was statically analyzed yielding several interesting findings. African-American respondents were found to have less emphasis on than academics than athletics during their socialization process, as well as having less emphasis on education than white respondents. In addressing the first theoretical question, socialization emphasis was found to relate to academic success. As the emphasis on athletics during the socialization process increases, poor academic performance increased. In addressing the second theoretical question, socialization emphasis was found to affect behavior. Although this sample was found to have few behavior problems, some relationships were identified indicating that as the emphasis on athletics increases, behavioral problems increase as well. The final theoretical question yielded the most significant and interesting findings. African-Americans were found to have strong aspirations for a professional sports career at a rate that was twice that of their white teammates. African-Americans also believe in professional sports as the best means to obtaining economic success at a significantly higher rate than whites. However, white/other respondents also believe in professional sports as the best route to obtaining economic success specifically for African-American males at a significantly higher rate than they believe in professional sports for economic success for themselves. These

beliefs related to the academic performance and behavior. African-American who have strong professional sports aspirations and beliefs concerning economic success through sports are more likely to have been placed on academic probation and suspension, to have been arrested, and questioned by the police for criminal involvement.

### **Scale Findings**

Through examination of the response frequencies on items contained within the scales measuring education and sport socialization emphasis, several clear conclusions can be drawn. White parents and sons performed more activities together than Black parents and sons, regardless of the socialization emphasis those activities represented. Not only were white parents more actively involved with the direct socialization of education emphasis, they were also more involved in their son's athletic socialization as well. White parents and players discussed schoolwork, visited museums, attended parent-teacher conferences and sporting events, discussed sporting performance and sporting events more often than Black players and parents.

Black parents and sons perform sport centered socialization activities together more often than they perform education-centered activities. Both white and Black parents are more likely to attend their son's games than to visit their schools. Both Black and White parents push their sons to obtain an athletic scholarship as opposed to an academic scholarship. The difference between

the groups remains that white parents socialize their sons toward education at a higher rate than Black parents. Although both groups have a strong tendency to socialize their sons toward deeming athletics to be important, white parents also tend to socialize their sons toward deeming academics to be important more so than Black parents. This creates a greater balance in the socialization process for white players, as opposed to the more one-sided socialization process found among Black players.

### **Socialization Emphasis and Academic Performance**

While neither group was found to be terribly unsuccessful academically, Black players had higher incidences of probation, suspension, and ineligibility than white players did. This is in spite of the fact that white players flunk more classes than Black players. If white players are flunking more classes than Black players, why then are Black players showing higher incidences of suspension. One could only speculate, but expectations and even racism may be factors. Due to low expectations of Black student-athletes, they may face more difficulty in front of academic review boards and more likely be suspended instead of given a second chance.

Edwards argues that the push toward athletics as seen within Black families is hindering the social and cognitive growth of African-American youth (Lomax 2000). In this study, socialization emphasis was found to affect academic performance of both white and Black football players. Black

respondents were more affected academically by sports emphasis during socialization. As predicted, performing educational socialization activities together with their parents and their parent's support for academic achievement both had positive affects on the academic performance of African-American football players. In addition, the more Black parents emphasize academic achievement over athletic achievement, the better the player will perform in the classroom. Oppositely, the more Black parents emphasize athletic scholarships, the worse the player will perform academically in college. For African-Americans, there is also a strong positive relationship between parental support for athletics and parental support for academics. This indicates that the more likely a parent is to stress academics, the more likely he/she is to stress athletics as well. This may be attributed to the "no pass, no play" rule held in most school systems. The parents who are pushing athletics may be pushing academics in order for the player to remain eligible to play and receive scholarships (since a majority of Black parents in this study push their sons toward athletic scholarships). Another interesting finding is that the more likely the parent is to attend the Black student-athlete's games, the better the he will perform academically. This can be tied to the above idea, or it may indicate that Black student-athletes are more successful when their parents are involved in their lives.

Young and Sowa (1992) found that cognitive variables do not successfully predict the success rate of African-American student-athletes. They concluded that activities that tie the Black student-athlete to the university

provide support and may positively affect their academic success. This study found that Black student-athletes are members of clubs at a low rate, and attend extracurricular meetings and activities at a low rate. It may be helpful to develop programs that would allow athletes to become more involved in campus life beyond athletics.

### **Socialization Emphasis and Behavior**

As with academic achievement, neither group was found to have a high occurrence of behavioral problems. Lapachick (2000) believes that the media characterization of athletes as criminals is a dangerous stereotype that is on the rise. We are more likely to hear and read about athletes who have committed crimes. In 1994, only 1 out of 1,400 of the murders of women by their spouses were committed by athletes, in 1999 less than 35 student-athletes were arrested for forcible sex offenses out of the 1,053 reported on college campuses (Lapchick 2000). Despite these facts, Black student-athletes are continually characterized as violent, aggressive toward women, and criminal. In this study, only 7.8 percent of African-American football players had been arrested, although nearly 20 percent had been questioned by the police for criminal involvement. Indicating that crime is not a major problem amongst this group.

However, some relationships between socialization and behavioral adaptation were established through data analysis. Amongst white players there was a relationship between educational socialization and behavioral

adjustment. Indicating that amongst white players, as educational socialization increases, behavioral adjustment increases as well. For Black players, the more sport centered socialization activities the parents and players performed together, the worse the player behaved. Black players also exhibit more behavioral problems the longer he is on campus. The more Black parents make time to attend their sons' games, the better he will behave in college. Again this may indicate that the more time the parents make for their sons, the better off the son will be.

### **Professional Sports Aspirations and Beliefs**

Findings concerning professional sports aspirations and beliefs yielded the most striking relationships and concerns. These findings were consistent with predictions concerning the effect of socialization emphasis, academic performance, and behavior as they relate to professional sports aspirations and beliefs. This study was also consistent with the literature indicating the higher rates at which Black players expect professional sports careers. Responses from African-American football players show that these players hold expectations to become a professional football player at an even higher rate than that found in the literature. In this study, 84 percent of Black respondents believed that they would have a career in professional sports as opposed to 66 percent, 44 percent, and 66 percent cited in past studies (Hoberman 2000; Snyder 1996; Sellers and Kuperminc 1997, respectively). Sellers and

Kuperminc (1997) concluded that Black players were twice as likely than white players to expect professional sports careers. This study also found Black players holding this belief at a rate that is twice as high as that of their white teammates (84 percent for whites and 41 percent for Blacks).

African-American players were also found to believe that sports are the best way for Black men to be successful economically, and to be successful economically in general. Whites believe that being successful economically need not be through sports, however they believe at a higher rate that professional sports is the best way for Black men to be successful economically. Although the large majority of African-American players believe that they will become a professional athlete, those same players are torn on whether to believe that sports are the best way to make money. It remains true among Black players that as the belief in professional sports career increases the belief in professional sports as the best means to economic success for both Black men and in general increases. The relationship between professional sports expectations and the belief that sports is the best way to make money is stronger among white players. Indicating that white players who have professional sports career plans for themselves are more likely to believe that that career choice is the best route to economic success.

Among Black respondents, as education centered socialization increases so does the belief in professional sports as a means to economic success. This draws upon the earlier idea that Black parents may be pushing their sons towards academic achievement as it relates to sports illegibility. Sport



socialization and parental support for athletics also affect Black respondents expectations for a professional sports career. The more sports oriented the socialization process of Black respondents was, the more he will believe in a professional sports career for himself. Black players who received parental encouragement to obtain an athletic scholarship were more likely to hold expectations to play professional sports.

Black players' beliefs are not affected by other factors that seem affect White players. Although it is somewhat of a weak relationship, as White student-athletes' ACT score increases, their belief in professional sports as a means to economic success decreases. Likewise, as their G.P.A. increases, their belief in their future in professional sports and their belief in professional sports as the best way to make money decreases. One variable that tends to affect the Black players' beliefs about professional athletics is their mother's occupational prestige. As the status of the Black players mothers' occupation increases, their belief in a professional career for themselves and as a means to economic success decreases.

Interesting relationships were found between Black players professional sports outlook and academic performance and behavior. These findings were consistent with the prediction that professional sports aspirations and beliefs would affect academic performance and behavior. As the occurrence of team suspension and reprimand from coaches concerning Black players behavior increases, so does the belief that professional sports is the best route to economic success. Indicating that players who have been suspended and

reprimanded for bad behavior are more likely to believe that professional sports is the best route to economic success. For both white and Black players, as their belief in sports as the best means to economic success for Black men specifically and in general increases, so does the likelihood that they have been questioned by the police for criminal involvement. Finally, as the belief in sports as economic success decreases, so does the incidences of Black players displaying behavioral problems.

Black players who have been on academic probation are more likely to believe in sports as the best route to economic success and have expectations for a professional sports career. Most of the Black players who have been placed on academic probation hold strong beliefs that they will become professional athletes. Black players also read more class assignments when their expectations for a professional sports career decreases and their belief in professional sports as the best means to economic success decreases.

Finally for African-American players, as their university classification increases, so do their belief in professional athletics as the best route to economic success for Black men and in general. Similarly, as the university classification of White players increases, so does their belief that professional sports is the best way for Black men to become successful economically. This indicates that the longer the student-athlete is on campus, whether he is Black or White, the more he believes that professional sports is the best route for African-American men to choose if they are to be successful economically. This creates an environment for a Black football player in which most of his peers

believe that professional sports are the best route for economic success for him, and this belief grows stronger the longer the player is on campus. This may be connected to the earlier finding in which Black players exhibit more behavior problems as his university classification increases.

### **Summary and Implications**

All theoretical questions have been address through data analysis. A relationship between socialization emphasis and academic success was discovered and examined. A relationship between socialization emphasis and social and behavioral adaptation was observed as well. Finally, a relationship between socialization emphasis and the perception of education versus athletics as a means to economic success was discovered and related to academic success and behavior.

African-American families were found to be more oriented toward athletics rather than education during the socialization process. This orientation was found to affect the academic performance and behavior of the student-athlete. The more activities the parent and athlete perform together and the more support the parent offers to their sons, the more success the student-athlete will experience. Black players were so inclined to believe in a professional sports career for themselves, that the strength of the relationship that was anticipated between these beliefs and socialization emphasis was difficult to establish due to lack of variation. Black players were likely to expect a

sports career regardless most other variables. This fact can be attributed to the media portrayals as discussed in the literature review and/or peer group influences.

**Implications.** This study fills a gap in the literature by concentrating on the socialization process within the family, and the extent to which it affects the overall college experience of African-American student-athletes. Several scales were developed and found to be valid and reliable which can be used in the future to replicate the findings of this study. This study not only identified the vast numbers of African-American football players who have professional sports aspirations, but gave possible sources for those beliefs found in the socialization process. In addition, the effects of these aspirations and beliefs were linked to African-American student-athletes' behavior and academic performance.

Future research including women's athletics would add to the knowledge gained in this study. This data could serve as points of comparison and understanding of the intensity of sports socialization of African-American youth. Replication of this study at smaller schools and universities with more tradition and success in football would also enhance the knowledge gained in this study. Finally, it would be helpful to administer the survey to basketball teams and non-revenue generating sports in order to examine the affects of socialization on the success of those student-athletes.

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## APPENDIX A

TABLE I  
SUBSCALES OF EDUCATION CENTERED SOCIALIZATION  
ACTIVITIES

ITEM	ROTATED FACTOR PATTERN		
	Factor 1	Factor 2	Factor 3
1. attend a play or musical of any kind	.46*	.03	.46*
2. attend a Broadway play or musical	.74*	.20	.26
3. attend a professionally performed play or musical	.80*	.16	.23
4. visit a museum, not sports related	.77*	.12	.07
5. attend Bible study or Sunday School	.14	.04	.86*
6. discuss politics	.44	.58*	.33
7. discuss local news	.21	.75*	.13
8. discuss your schoolwork or classes	-.11	.60*	.57*
9. attend parent-teacher conferences	.26	.41*	.33
10. visit an exhibit or memorial	.80*	.18	.04
11. do volunteer work of any kind	.38	.08	.56*
12. go to a bookstore	.68*	.43*	.11
13. go to the library	.55*	.22	.25
14. watch a documentary, not sports related	.38	.60*	.06
15. watch local or national news	.01	.84*	.07
16. watch an educational television program	.29	.63*	-.12

\*Subscales identified by factor loading of .40 or higher.

TABLE II  
SUBSCALES OF SPORTS CENTERED SOCIALIZATION ACTIVITIES

ITEM	ROTATED FACTOR PATTERN		
	Factor 1	Factor 2	Factor 3
1. attend a sporting event of any kind	.26	.81*	.23
2. discuss my sporting performance	.36	.80*	.04
3. visit a sports museum or hall of fame	.18	.14	.94*
4. watch a sporting event on television	.85	.27	.11
5. watch a sports documentary	.71	.22	.44*
6. discuss sporting events	.86*	.33	.17
7. discuss sporting news	.88*	.25	.18
8. watch sporting news on television	.87*	.36	.08

\*Subscale identified by factor loading of .40 or higher.

**TABLE III**  
**SUBSCALES OF SPORT CENTERED SOCIALIZATION THROUGH**  
**PARENTAL SUPPORT AND ACTIVITIES**

ITEM	ROTATED FACTOR PATTERN		
	FACTOR 1	FACTOR 2	FACTOR 3
1. my parent(s) enjoy watching sports	.57*	.60*	.09
2. my parent(s) enjoy participating in sports	.13	.86*	.02
3. my parent(s) seem proud of my accomplishments as an athlete	.88*	.08	.07
4. my parent(s) encouragement me to do my best in sports	.86*	.17	.13
5. my parent(s) enjoy watching me play	.84	.34	.05
6. my parent(s) enrolled me in little league	.25	.67*	.22
7. my parent(s) make time to attend most of my games	.73	.46*	.10
8. my parent(s) encouraged me to get an athletic scholarship	.12	.15	.97*

\*Subscales identified by factor loading of .40 or higher.

**TABLE IV**

**SUBSCALES OF EDUCATION CENTERED SOCIALIZATION THROUGH**  
**PARENTAL SUPPORT AND ATTITUDES**

ITEM	ROTATED FACTOR PATTERN		
	FACTOR 1	FACTOR 2	FACTOR 3
1. my parent(s) seem proud of my academic accomplishments	.02	.88*	.01
2. my parent(s) encouraged me to do my best in school and not concentrate on sports	.49*	.35	.02
3. my parent(s) make visit my school often	.82*	.11	-.11
4. my parent(s) make time to attend school board meetings	.85*	.09	.10
5. my parent(s) encourage me to get an academic scholarship	.30	.64*	.09
6. getting an education is the best way to make money in the future	.00	.07	.99*

\*Subscales identified by factor loading of .40 or higher.

TABLE V

SUBSCALES OF ACADEMIC PERFORMANCE

ITEM	ROTATED FACTOR PATTERN		
	FACTOR 1	FACTOR 2	FACTOR 3
1. I have been placed on academic probation	.64*	.45*	.09
2. I have been suspended for academic reasons	.01	.90*	-.10
3. I have been ineligible to play or practice for academic reasons	.03	-.10	.86*
4. I have flunked more than one class since I have been in college	.71*	.08	.33
5. I am on schedule to graduate within four years	.70*	-.19	-.37
6. I am a member of a club, interest group, or fraternity on campus or in the community	.09	.40*	.4-0*

\*Subscales identified by factor loading of .40 or higher.

TABLE VI

SUBSCALES OF BEHAVIORAL ADJUSTMENT

ITEM	ROTATED FACTOR PATTERN		
	FACTOR 1	FACTOR 2	FACTOR 3
1. I have been suspended from the team for violating team policies	.90*	.10	-.03
2. I have received formal reprimand from a member of the coaching staff for my behavior	.61*	.02	.41*
3. I have received a formal reprimand from any member of the faculty, staff, or a student conduct officer	.13	.09	.93*
4. I have been written up in or banned from any area of campus housing	.81*	.16	.17
5. I have been arrested since I have been in college	.17	.67*	.07
6. I have been questioned by the police for involvement in any crime since I have been in college	.52*	.66*	-.20
7. I have been with someone when they committed a crime	-.08	.84*	.12

\*Subscales identified by factor loading of .40 or higher.

TABLE VII

SUBSCALES OF TIME SPENT ON ACADEMICS

ITEM	ROTATED FACTOR PATTERN		
	FACTOR 1	FACTOR 2	FACTOR 3
1. read assigned readings for class	.10	.45*	.65*
2. read unassigned readings for class	.20	.63*	.39
3. attend a extracurricular activity or meeting, not related to your sport	.04	.72*	.44
4. read a book for personal enjoyment, not sports related	.15	.82*	.00
5. read a magazine for personal enjoyment, not sports related	.06	.82*	.07
6.study class notes	.30	.22	.78*
7. re-write class notes	.31	.04	.76*
8. meet with professor or T.A.	.61*	.05	.51*
9. go to the computer lab for academic reasons	.73*	.25	.20
10. go to the library	.58*	.22	.38
11. visit with a tutor	.85*	.0	.07
12 visit with academic advisor in academic services for student-athletes office	.81*	.04	.13

\*Subscales identified by factor loading of .40 or higher.

TABLE VIII

SUBSCALES OF TIME SPENT ON ATHLETICS

ITEM	ROTATED FACTOR PATTERN		
	FACTOR 1	FACTOR 2	FACTOR 3
1. practice or train on my own	.09	.28	.83
2. review playbook	.40*	.15	.72
3. review film of opponents	.71*	.34	.15
4. review film of myself	.67*	.52*	.10
5. meet with position coach voluntarily	.64*	.61*	.04
6. meet with strength coach voluntarily	.03	.85*	.27
7. meet with head coach voluntarily	.27	.78	.21
8. visit sports websites	.75*	.06	.21
9. talk about sports with friends	.85*	.06	.21

\*Subscales identified by factor loading of .40 or higher.

## APPENDIX B

TABLE I

PERCENTAGES OF RESPONSES CONCERNING EDUCATION  
SOCIALIZATION

ITEMS	ALL GROUPS					mean
	1 never	2 very seldom	3 on occasion	4 frequent	5 very frequent	
1. attend a play or musical of any kind	43	34	14	2	7	1.96
2. attend a Broadway play or musical	74	19	2	2	3	1.41
3. attend a professionally performed play or musical	58	28	9	1	4	1.65
4. visit a museum, not sports related	42	33	18	5	2	1.92
5. attend Bible study or Sunday School	9	17	31	13	30	3.38
6. discuss politics	29	30	25	10	6	2.34
7. discuss local news	7	17	41	25	10	3.14
8. discuss your schoolwork or classes	3	7	25	34	31	3.83
9. attend parent-teacher conferences	31	25	20	11	13	2.5
10. visit an exhibit or memorial	23	34	29	10	4	2.38
11. do volunteer work of any kind	16	26	34	19	5	2.71
12. go to a bookstore	34	26	24	11	5	2.27
13. go to the library	19	32	30	15	4	2.53
14. watch a documentary, not sports related	12	20	33	25	10	3.01
15. watch local or national news	4	7	25	34	30	3.79
16. watch an educational television program	9	20	26	27	18	3.25



TABLE II

PERCENTAGES OF RESPONSES CONCERNING SPORT  
SOCIALIZATION

ITEMS	ALL GROUPS					mean
	1 strongly disagree	2	3	4	5 strongly agree	
1. attend a sporting event of any kind	1	3	9	16	71	4.53
2. discuss my sporting performance	2	7	15	17	59	4.24
3. visit a sports museum or hall of fame	29	23	29	5	14	2.52
4. watch a sporting event on television	1	4	10	11	74	4.53
5. watch a sports documentary	3	10	19	27	41	3.93
6. discuss sporting events	2	5	10	25	58	4.32
7. discuss sporting news	2	6	13	20	59	4.28
8. watch sporting news on television	2	3	11	20	64	4.41

TABLE III

PERCENTAGES OF RESPONSES CONCERNING PARENTAL  
SUPPORT FOR ATHLETICS

ITEMS	ALL GROUPS					mean
	1 strongly disagree	2	3	4	5 strongly agree	
1. my parent(s) enjoy watching sports	3	2	5	24	66	4.48
2. my parent(s) enjoy participating in sports	10	8	27	19	36	3.63
3. my parent(s) seem proud of my accomplishments as an athlete	0	1	2	9	88	4.84
4. my parent(s) encouragement me to do my best in sports	0	2	3	1	94	4.87
5. my parent(s) enjoy watching me play	2	1	1	3	93	4.84
6. my parent(s) enrolled me in little league	12	2	5	3	78	4.33
7. my parent(s) make time to attend most of my games	3	1	3	5	88	4.74
8. my parent(s) encouraged me to get an athletic scholarship	5	9	13	10	63	4.18

TABLE IV

PERCENTAGES OF RESPONSE CONCERNING PARENTAL SUPPORT  
FOR ACDEMICS

ITEMS	ALL GROUPS					mean
	1 strongly disagree	2	3	4	5 strongly agree	
1. my parent(s) seem proud of my academic accomplishments	0	4.0	6.1	19.2	70.7	4.57
2. my parent(s) encouraged me to do my best in school and not concentrate on sports	13.1	14.1	17.2	15.2	40.4	3.56
3. my parent(s) make visit my school often	12.1	12.1	21.2	21.2	33.3	3.52
4. my parent(s) make time to attend school board meetings	40.4	13.1	18.2	17.2	11.1	2.45
5. my parent(s) encourage me to get an academic scholarship	11.1	17.2	15.2	23.2	33.3	3.51

TABLE V

**PERCENTAGES OF RESPONSES CONCERNING TIME SPENT ON  
ACADEMICS**

ITEMS	BLACK					mean
	0 never	1 1/month	2 2/month	3 1/week	4 1/day	
1. read assigned readings for class	8.1	8.1	28.6	30.6	24.5	2.55
2. read unassigned readings for class	36.7	26.5	20.4	12.2	4.1	1.20
3. attend a extracurricular activity or meeting, not related to your sport	27.1	14.6	20.8	31.2	6.3	1.75
4. read a book for personal enjoyment, not sports related	39.6	20.8	22.9	6.3	10.4	1.27
5. read a magazine for personal enjoyment, not sports related	22.9	10.4	29.1	31.3	6.2	1.87
6. study class notes	6.1	2.0	22.5	30.6	38.8	2.93
7. re-write class notes	30	16	34	14	6	1.50
8. meet with professor or T.A.	16	16	18	38	12	2.14
9. go to the computer lab for academic reasons	16.3	6.1	12.3	32.7	32.7	2.56
10. go to the library	18	12	28	22	20	2.40
11. visit with a tutor	20	2	16	26	36	2.86
12 visit with academic advisor in academic services for student-athletes office	18	4	28	20	30	2.40

ITEMS	WHITE/OTHER					mean
	0 never	1 1/month	2 2/month	3 1/week	4 1/day	
1. read assigned readings for class	9.0	11.4	29.6	34.1	15.9	2.45
2. read unassigned readings for class	43.2	27.2	13.64	9.1	6.8	1.14
3. attend a extracurricular activity or meeting, not related to your sport	11.4	20.5	22.7	38.6	6.8	2.10
4. read a book for personal enjoyment, not sports related	31.8	22.7	15.9	18.2	11.4	1.59
5. read a magazine for personal enjoyment, not sports related	9.1	18.2	18.2	43.2	11.4	2.34
6. study class notes	6.9	4.7	23.3	39.5	29.6	2.73
7. re-write class notes	48.8	9.3	25.6	9.3	6.9	1.27
8. meet with professor or T.A.	13.9	25.6	18.6	32.6	9.3	1.98
9. go to the computer lab for academic reasons	6.9	20.9	16.3	39.5	16.3	2.43
10. go to the library	13.9	25.6	27.9	23.3	9.3	1.90
11. visit with a tutor	20.9	13.9	13.9	20.9	30.2	2.31
12 visit with academic advisor in academic services for student-athletes office	9.3	20.9	20.9	23.3	25.6	2.42

TABLE VI

PERCENTAGES OF RESPONSES CONCERNING TIME SPENT ON ACADEMICS

ITEMS	ALLGROUPS					mean
	0 never	1 1/month	2 2/month	3 1/week	4 1/day	
1. read assigned readings for class	8.2	10.2	27.6	31.6	22.4	2.52
2. read unassigned readings for class	39.8	26.5	16.3	11.2	6.1	1.14
3. attend a extracurricular activity or meeting, not related to your sport	19.6	17.5	21.7	33.0	8.2	1.95
4. read a book for personal enjoyment, not sports related	36.1	20.6	19.6	11.3	12.3	1.42
5. read a magazine for personal enjoyment, not sports related	16.5	13.4	22.7	37.1	10.3	2.10
6. study class notes	6.2	3.1	23.7	35.1	32.0	2.85
7. re-write class notes	36.7	13.3	31.6	11.2	7.1	1.36
8. meet with professor or T.A.	15.3	19.4	20.4	33.7	11.2	2.06
9. go to the computer lab for academic reasons	11.3	12.4	14.4	37.1	24.7	2.53
10. go to the library	16.3	18.4	28.6	21.4	15.3	2.01
11. visit with a tutor	19.4	8.2	14.3	25.5	32.7	2.43
12 visit with academic advisor in academic services for student-athletes office	13.3	11.2	25.5	21.4	28.6	2.41

TABLE VII

PERCENTAGES OF RESPONSES CONCERNING TIME SPENT ON ATHLETICS

BLACK						
ITEMS	0 never	1 1/month	2 2/month	3 1/week	4 1/day	mean
1. practice or train on my own	6.1	8.1	16.3	32.7	36.7	2.86
2. review playbook	3.9	9.8	17.7	29.4	39.2	2.90
3. review film of opponents	8	2	12	34	44	3.04
4. review film of myself	8	2	14	30	46	3.04
5. meet with position coach voluntarily	10	4	22	24	40	2.80
6. meet with strength coach voluntarily	26	14	20	16	24	1.98
7. meet with head coach voluntarily	16	8	22	24	30	2.44
8. visit sports websites	12	8	28	26	26	2.46
9. talk about sports with friends	8	2	2	16	72	3.42

WHITE/OTHER						
ITEMS	0 never	1 1/month	2 2/month	3 1/week	4 1/day	mean
1. practice or train on my own	2.4	9.5	16.7	42.8	28.6	2.94
2. review playbook	11.6	11.6	20.9	27.9	27.9	2.56
3. review film of opponents	67.0	9.3	11.6	25.6	46.5	3.0
4. review film of myself	2.3	4.7	14.0	37.2	41.9	3.14
5. meet with position coach voluntarily	2.3	6.9	23.3	34.8	32.6	2.92
6. meet with strength coach voluntarily	11.6	34.9	30.2	14.0	9.3	1.85
7. meet with head coach voluntarily	4.7	25.6	20.9	27.9	20.9	2.48
8. visit sports websites	11.6	11.6	27.9	23.3	25.6	2.44
9. talk about sports with friends	4.7	7.0	7.0	16.2	65.12	3.35

TABLE VII

PERCENTAGES OF RESPONSES CONCERNING TIME SPENT ON  
ATHLETICS

ITEMS	ALL GROUPS					mean
	0 never	1 1/month	2 2/month	3 1/week	4 1/day	
1. practice or train on my own	4.2	8.3	15.6	37.5	34.4	2.89
2. review playbook	7.1	10.1	19.2	29.3	34.3	2.74
3. review film of opponents	7.1	5.1	12.2	29.6	45.9	3.04
4. review film of myself	5.1	3.1	14.3	34.7	44.9	3.11
5. meet with position coach voluntarily	6.1	5.1	22.5	29.6	36.7	2.86
6. meet with strength coach voluntarily	18.4	22.5	26.5	14.3	18.4	1.91
7. meet with head coach voluntarily	10.2	15.3	20.4	26.5	27.6	2.48
8. visit sports websites	12.2	9.2	26.5	25.5	26.5	2.48
9. talk about sports with friends	6.1	4.1	4.1	16.3	69.4	2.44

## APPENDIX C

## Instructions and Notification of Voluntary Participation and Anonymity

This questionnaire will be used to gain insight into the processes of student-athletes at this university. Participation is strictly voluntary. If you do not wish to fill out the questionnaire you may either excuse yourself or sit quietly in your seat. The questionnaire will only take around fifteen to twenty minutes to complete. The data collected will only be reported in the aggregate only. The anticipated benefit of this study is to better understand the processes that interact to encourage the overall success or failure of African-American student-athletes. It will allow the university staff and officials to better serve student-athletes as a whole on this and other campuses. The information can be used to create programs that will help level the graduation rates and ease the adjustment to campus and academic life.

This questionnaire is anonymous, do not place your name, playing number, or any other identifying information on the questionnaire. In order to further protect your anonymity, fold the questionnaire in half, and place it in the ballot box as you exit the room. These questionnaires will be destroyed after they have been coded. No member of the Academic Services for Student-Athletes staff or coach will review your responses. The researcher will be the only person who will see the completed questionnaires.

Please answer the question as honestly and accurately as possible. There are no "right" or "wrong" answers to the questions.

Again, your participation is strictly voluntary and anonymous, do not feel inclined to answer the questions. There are no penalties or rewards for your participation. If any of the questions are too sensitive or personal in nature you may leave it blank or you may choose not to turn in the survey. If you choose not to turn in the survey, please tear it down the middle and place it in the box labeled "trash" on the way out of the door. Thank you, you may begin.



## APPENDIX D

**>>>Background Information**

1 ). Please write the city and state that you consider to be your hometown in the space provided:

-----

2 ). Please write your sport and playing position, and whether you are a walk-on or recruited player: -----

3 ) What is your mother's occupation? If your mother is retired, or deceased give her former occupation.-----

4 ) What is your father's occupation? If your father is retired, or deceased give his former occupation.-----

**Please circle the response that best fits you for the following questions:**

5 ) Which of the following best describes your racial/ethnic background?

1. African-American/Black
2. Caucasian/White
3. Native-American
4. Hispanic/Latino
5. Asian-American
6. Other-----

6 ) What is your university classification?

1. Freshman
2. Sophomore
3. Junior
4. Senior
- 5.graduate student

7 ) Who was your primary caregiver while growing up ( i.e. who took care of your daily needs, who did you live with)?

1. single-mother
2. single-father
3. mother and father together (married or living together)
4. mother and stepfather
5. single-grandmother
6. single grandfather
7. both grandparents
8. other\_\_\_\_\_

8) How active was your father in your life?

1. very active, I saw him daily
2. somewhat active, I saw him once a month
3. not active, I did not see him very often
4. absent, I never saw him
5. absent he was in prison
7. absent, he is deceased
6. other\_\_\_\_\_

9 ) To the best of your recollection, what was your high school G.P.A.?

- (1)1.5-1.99 (2) 2.0-2.49 (3) 2.5-2.99 (4) 3.0-3.49 (5) 3.5-4.0

10) What is your current G.P.A.?

- (1)1.5-1.99 (2) 2.0-2.49 (3) 2.5-2.99 (4) 3.0-3.49 (5) 3.5-4.0

11 ) To the best of your recollection, what was your SAT score?

- (1) 700-799 (2) 800-949 (3) 950-1149 (4)1150-1349 (5) 1350-1600  
(6) didn't take it

12) To the best of your recollection, what was your ACT score ?

(1) 15-17 (2) 18-21 (3) 22-24 (4) 25-27 (5) 27-29 (6) 30-32 (7) didn't take it

<<<<Please circle the number which you feel best represents the frequency that you and your family engaged in the following activities:

Never	Very seldom	occasionally	frequently	very frequently	
1	2	3	4	5	
13.attend a play or musical of any kind	1	2	3	4	5
14. attend a Broadway play or musical	1	2	3	4	5
15.attend a professionally performed play or musical	1	2	3	4	5
16.visit a museum, not sports related	1	2	3	4	5
17.attend bible study or Sunday School	1	2	3	4	5
18.discuss politics	1	2	3	4	5
19.discuss local news	1	2	3	4	5
20.discuss your schoolwork/classes	1	2	3	4	5
21.attend parent-teacher conferences	1	2	3	4	5
22.visit an exhibit or memorial	1	2	3	4	5
23.do volunteer work of any kind	1	2	3	4	5
24.go to a bookstore	1	2	3	4	5
25.go to the library	1	2	3	4	5
26.watch a documentary, not sports related	1	2	3	4	5
27.watch local or national news	1	2	3	4	5
28.watch an educational television program	1	2	3	4	5
29.attend a sporting event of any kind	1	2	3	4	5
30.disscess my sporting performance	1	2	3	4	5
31.visit a sports museum or hall of fame	1	2	3	4	5

<<<<Please circle the number which you feel best represents the frequency that you and your family engaged in the following activities:

Never	Very seldom	occasionally	frequently	very frequently	
1	2	3	4	5	
32. watch sporting event on television	1	2	3	4	5
33. watch sports documentary	1	2	3	4	5
34. discuss sporting events	1	2	3	4	5
35. discuss sporting news	1	2	3	4	5
36. watch sporting news on television	1	2	3	4	5

<<<Please circle the number that best fits you, the word "parent(s)" refers to your primary care giver:

	Strongly Disagree	1	2	3	4	5	Strongly Agree
37. my parent(s) enjoy watching sports	1	2	3	4	5		
38. my parent(s) enjoy participating in sports	1	2	3	4	5		
39. my parent(s) seem proud of my accomplishments as an athlete	1	2	3	4	5		
40. my parent(s) encourage me to do my best in sports	1	2	3	4	5		
41. my parent(s) enjoy watching me play	1	2	3	4	5		
42. my parent (s) enrolled me in little league	1	2	3	4	5		
43. my parent(s) make time to attend most of my games	1	2	3	4	5		
44. my parent(s) encouraged me to get an athletic scholarship	1	2	3	4	5		

<<<Please circle the number that best represents your position:

	Strongly Disagree	-----			Strongly Agree
	1	2	3	4	5
45. my parent(s) seem proud of my academic accomplishments, no matter if the accomplishments are large or small	1	2	3	4	5
46. my parent(s) encourage me to do my best in school and not concentrate on sports	1	2	3	4	5
47. my parent(s) visits my school often	1	2	3	4	5
48. my parent(s) make time to attend most of the school board meetings	1	2	3	4	5
49. my parent(s) encouraged me to get an academic scholarship	1	2	3	4	5
50. getting an education/degree is the best way to make money in the future	1	2	3	4	5
51. I believe that I have a future in professional sports, if I stay healthy and focused	1	2	3	4	5
52. Professional sports is the best way to make good money	1	2	3	4	5
53. Professional sports are one of the best ways for African-American men to make money	1	2	3	4	5

<<<Please circle yes or no for the following statements:

54. I have been placed on academic probation	yes	no
55. I have been suspended for academic reasons	yes	no
56. I have been ineligible to play or practice for academic reasons	yes	no
57. I have flunked more than one class since I have been in college	yes	no

<<<Please circle yes or no for the following statements:

58. I am on schedule to graduate within four years (four years from the day that I entered college)	yes	no
59. I am a member of a club, interest group, or fraternity on campus or in the community	yes	no
60. I have been suspended from the team for violating team policies	yes	no
61. I have received formal reprimand from a member of the coaching staff for my behavior	yes	no
62. I have received a formal reprimand from a member of faculty, staff, or a student conduct officer	yes	no
63. I have been written up in or banned from any area of campus housing	yes	no
64. I have been arrested since I have been in college	yes	no
65. I have been questioned by the police for involvement in any crime since I have been in college	yes	no
66. I have been with someone when they committed a crime	yes	no

<<<Please indicate the frequency that you engage in the following activities:

	Never 0	once per month 1	a few times per month 2	once per week 3	once per day 4
	never 0	1/month 1	2+/month 2	1/week 3	1/day 4
67. read assigned readings for class	0	1	2	3	4
68. read unassigned readings for class	0	1	2	3	4
69. attend a extracurricular meeting or activity, not related to your sport	0	1	2	3	4
70. read a book for personal enjoyment, not sports related	0	1	2	3	4
71. read a magazine for personal enjoyment, not sports related	0	1	2	3	4

<<<Please indicate the frequency that you engage in the following activities:

72.study class notes	0	1	2	3	4
73.re-write class notes	0	1	2	3	4
74.meet with professor or T.A.	0	1	2	3	4
75.go to computer lab for academic reasons (no e-mail, chatting, surfing etc.)	0	1	2	3	4
76.go to the library	0	1	2	3	4
77.visit with a tutor	0	1	2	3	4
78.visit with academic advisor in academic services for student-athletes	0	1	2	3	4
79. practice or train on my own	0	1	2	3	4
80.review playbook	0	1	2	3	4
81.review film of opponents	0	1	2	3	4
82.review film of myself	0	1	2	3	4
83.meet with position coach voluntarily	0	1	2	3	4
84.meet with head coach voluntarily	0	1	2	3	4
85.meet with strength coach voluntarily	0	1	2	3	4
86.visit sports websites	0	1	2	3	4
87. talk about sports with friends	0	1	2	3	4

88. Briefly describe what you feel to be your best shot at a successful future, and your plan to get there.



## APPENDIX E

Oklahoma State University  
Institutional Review Board

Protocol Expires: 11/6/01

Date : Tuesday, November 07, 2000

IRB Application No AS0119

Proposal Title: SPORT SOCIALIZATION, EDUCATION SOCIALIZATION, AND THE PLIGHT OF THE  
AFRICAN-AMERICAN MALE COLLEGIATE STUDENT-ATHLETE

Principal  
Investigator(s) :

Krystal Beamon  
006 Classroom  
Stillwater, OK 74078

Patricia Bell  
018 Classroom  
Stillwater, OK 74078

Reviewed and  
Processed as: Expedited

Approval Status Recommended by Reviewer(s) : Approved

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Signature



Carol Olson, Director of University Research Compliance

Tuesday, November 07, 2000

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA 2

Krystal K. Beamon

Candidate for the Degree of

Master of Science

Thesis: ACADEMICS VERSUS ATHLETICS: AN EXAMINATION  
OF THE EFFECTS OF BACKGROUND AND SOCIALIZATION ON  
AFRICAN-AMERICAN MALE STUDENT-ATHLETES

Major Field: Sociology

Biographical:

Personal Data: Born in Dallas, Texas, On May 10, 1977, the daughter of Ella Jackson Beamon and Clifford Beamon, Jr.

Education: Graduated from Skyline High School, Dallas, Texas in May 1995; received a Bachelors of Arts degree in Sociology from Oklahoma State University, Stillwater, Oklahoma in May of 1999; Completed the requirements for the Master of Science degree with a major in Sociology at Oklahoma State University in May, 2001.

Experience: Employed by Oklahoma State University, Department of Sociology, Teaching Assistant, June 1999 to present; Employed by Oklahoma State University, Athletic Department, Graduate Assistant, May 2000 to present.

Professional Membership: American Sociological Association.

