

12-17-2015

Which Comes First? Academics vs. Athletics: A DIII Perspective

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Abstract

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Document Type

Undergraduate Project

Professor's Name

Dr. Emily Dane-Staples

Keywords

Division III student-athletes, Time Management, 20 hour rule

Subject Categories

Sports Management

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Which Comes First? Academics vs. Athletics: A DII Perspective

No matter where you find yourself in today's society, you will most likely find sport in almost every culture around the world. It brings people together for celebration and can also have people establish connections with other people that they would have never experienced without sport. With the various amount of sport types and levels around the world from the Olympics to Pop Warner football, there can be a sport out there that anyone around the world can follow. When examining college sport and athletics specifically, there is continual debate over how the participants of the sports should be treated. On one hand there is a view which people believe that athletics is supportive to a college student in providing structure and lessons that will help prepare them for life after their athletic careers if they do not turn professional. The other view suggests that athletics actually take away from a student's ability to prepare properly for their studies and for life beyond college. Along with public opinion there has been substantial research collected on student-athletes in various different areas including academics. While there has been a large amount of data that has been collected on Division I student-athletes not the same could be said for those who compete at the Division III level. However there has not been enough research conducted in regards to how both academic and athletic obligations and how these obligations can interfere with one another. The literature and research that has been collected for this study looks to show the many different areas of the life of a college student-athlete and the different obligations that they have to meet not only as an athlete but as a student as well.

Literature Review

Student-athletes are one of the most unique populations that can be found on a college campus. Unlike their nonstudent-athlete peers, this group is faced with a double standard when attending college. This double standard can be categorized as two different concepts that make

up the student-athlete. With the research that was collected describes the two concepts of the make-up of a student-athlete. The first concept looks at college life which touches upon the different aspects of college that are not related to sport such as academics and institutional factors that Division III student-athletes will encounter during their college career. The second concept looks at college sport itself with describing the governing body of the NCAA as well as the differences that the three Divisions in the NCAA have for their student-athletes.

Preparedness for College Life

Previous research on this topic generally compares athletes' and nonathletes' grades and graduation rates, or examines the benefits of athletic programs to universities (Robst & Keil, 2000). The results collected from this study have shown that, "athletes are less prepared for college, as measured by lower high school ranks and GPAs, and SAT/ACT scores" (Robst & Keil, 2000, p. 548). This means that athletes are already at a disadvantage when coming out of high school entering into college and continuing their athletic pursuits. However, there have not been many studies conducted looking into the results for Division III student-athletes specifically the time management issues that these athletes are faced with. More specifically there has not been much research that has been done looking at college athletes with not only academic struggles, but inner struggles for emotional and psychological needs and desires. These desires include love, compassion and the feeling of acceptance from our peers and family members.

It is human nature to want to belong and be involved with other human beings. From this we seek out to be associated with peers that have similar interests to us. When students make their way into college from high school they try to make connections with the many new people they meet through similar interests or hobbies. For student-athletes the main connection that they

have is that they are all participating in a sport. In a study conducted by Dhurup & Reddy, the authors elaborated on the positive benefits of sport participation on first year students in making a successful transition from high school to college (2013). They stated, “Studies indicate that being physically active reduces students’ vulnerability to mental, emotional and physical problems. Sport and recreational participation also has added the advantage of buffering against social exclusion or social isolation especially students coming from communities that were marginalized” (Dhurup & Reddy, 2013 p.382). From this the authors’ are implying that being a college student-athlete is actually going to make it easier for an individual to make it through their college years.

Time Management

One of the biggest transitional variables that appear when a student is leaving high school and entering into college is time management. Time itself has various definitions and meanings however for this study time is defined as, “Time is a source. Moreover it is an extremely precious and unique source. But time can’t be collected like money, stored up like raw material” (Burcak, Levent, Kaan, 2015, p.602). Time is one of the most precious resources to any human being for good reason to. Everything that a person will do in their life such as drive a car, watch a movie, or play a sport will take up time. As human beings, we are not going to live forever, therefore we all have a limited amount of time in our lives. The process of managing this precious resource can be described as, “A self-management; controlling of our experiences, managing the events directing oneself.”(Burcak, Levent, Kaan, 2015, p.603). From this, time management is essentially trying to manage all of the different events that take place in our life and effectively planning and analyzing all of the events that take place within one’s life. This skill of time management is not simple to execute or learn, it takes years of practice and

experience as well as being able to adjust and prepare for events that could significantly change the life of a human being.

For student-athletes, this is one of the most if not the most challenging aspects that they will face during their college careers. In the study, “Investigation of Time Management Skills of College Students Who Play Sports and Those Who Don’t” the results of the study found that students who play sports in college struggle much greater in time management compared to their peers who do not play sports. Specifically it was discovered in two methods of testing time management non-athlete participants scored significantly higher than athlete participants.(Burcak, Levent, Kaan, 2015). These findings are significant in displaying the struggles that are faced by student-athletes in regards to time management. Student-athletes are not only responsible for making time to receive an education from the college, but are also faced with making time to also compete in their sport while also trying to find time for other daily activities that do not include academics or sport.

In order to better understand the struggle that student-athletes face with time management planning and execution, the effects of playing a sport in college need to be addressed. In the study “Exploring Wellness Practices and Barriers: A Qualitative Study of University Student-Athletes” the effects of playing a college sport and the overall wellness of student-athletes are stated in both positive and negative manners. Some of the negative effects that were mentioned in the study to a student-athlete from playing a sport are; carrying increased demand of sport and team obligations and academic and social activities which may require additional dedication and commitment(Ransburg, Surujlal, Dhurup, 2011). These negative effects were found to negatively impact on overall academic performance which would render the student-athlete as being inadequately prepared for career and life choices outside of sport. As a result of increased

time spent on sport commitment, less time is spent on activities to enhance their wellness, thus affecting their overall development” (Rensburg et al., 2011). With this, student-athletes are at a significant disadvantage compared to their non-athlete peers due to the time commitment that is required from the athletes to their sport. Since student-athletes are both a student and an athlete, they suffer from time management issues due to simply participating in a sport. This can have a significant effect on the academic career of a student-athlete even though the main objective of going to college is to get an education.

Institutional Factors

Since the founding of the United States of America, institutions such as Harvard, Dartmouth, University of Pennsylvania and others have led the way in terms of academic standing and culture. While these schools are now classified amongst the highest levels of education in the country if not the world, they have also risen above the definition of what a standard private liberal arts college entails based on academic achievement standards and enrollment sizes. When looking at academics, the demographics that attends these private liberal arts colleges has been made very clear.

The novel, *College Student-athletes: Challenges, Opportunities and Policy Implications* provides the definition of what a private liberal arts college entails. Private liberal arts colleges, “Have a unique place in the higher education industry. These institutions are often described as small, enrolling 2,000 undergraduate students or fewer are fully committed to the education of the whole person” (Kissinger & Miller, 2009, p.125). With having a small enrollment number, institutions are able to promote other qualities of the college that correspond with this factor.

Such qualities include, small student-faculty ratio, smaller classroom settings, more opportunities to receive additional help and others.

Another important aspect to the makeup of a private arts liberal college is the population numbers that are present in the institution compared to a larger Division I school setting. This specifically can be seen by the percentage of student athletes that make up the total population for the school. For a Division I institution such as the University of Illinois, average enrollment figures are around 29,000, with only about 450 of these students participating in nineteen collegiate sports.(Tobin, 2005). At this institution student-athletes make up only 1.5% of the total student population. While looking at a Division III institution such as Middlebury or Trinity these institutions sponsor on average twenty-eight sports teams with approximately 600 student-athletes and look at enrollment figures around 1,700 students(Tobin, 2005). From this it can be determined that Division III institutions not only offer more sports , but also have smaller enrollment numbers and have a larger percentage of student body make-up coming from student-athletes at around 35%.

Collegiate Academics

Academics are the main focus of college students everywhere. Whether you are a student-athlete, are a part of student government, or simply a college student there are certain demands that need to be met. These expectations or demands come from multiple sources such as parents, professors, major requirements and even from the student themselves. These demands can inflict a tremendous amount of stress on a student from the minute they decide to go to college. In the article, “The Influence of Perceived Stress, Loneliness, and Learning Burnout on University Students’ Educational Experience” authors Stoliker and Lafreniere found that

according to undergraduate students, college can either be a good or bad thing (2015). “For some, university may be a positive change of pace; for others, it can be a recipe for disaster, particularly if they are having difficulty coping with new pressures” (Stoliker & Lafreniere, 2015, p.146). The message the authors are attempting to send to the reader is that college will throw a variety of obstacles at students and some of these students will be able to deal with these challenges while others will crumble and struggle with all the different pressures.

The sources of pressure are greatly increased when a student adds athletic participation to the mix. “Athletic participation in itself can become an additional stressor that traditional college students do not experience” (Beauchemin, 2014, p.268). Authors Surujal, Van Zyl and Nolan (year) found similar beliefs with Beauchemin on time demands of student athletes. “They (student-athletes) are expected to maintain a full study load as well as devote time to games, practice, individual workouts, medical treatment, physical therapy and a host of other sport-related activities” (Surujal, Van Zyl & Nolan, year, p.1048). Upon looking at further research, authors Kelly and Dixon also point out the common stressors that are faced amongst African American student-athletes that also can be applied to student-athletes in general. The authors state why African American student-athletes face these challenges, “Because of a variety of psychosocial and noncognitive factors , such as low academics expectations from teachers and coaches, an overemphasis on athletic achievement, strong athletic identity and role engulfment in athletics and negative stereotyping from their peers teachers and others” (Kelly & Dixon, p.498). With these variables as stated from the author, it can be noted that noncognitive and psychosocial also have an impact on the career of a student-athlete. While the authors in this study specifically focus on African American athletes, these factors are present in all student-athletes and not just those of African American descent. The literature has shown support

towards the struggles in which student-athletes face and brings to light the type of schedules that they have to create and attempt to follow on a weekly basis. While student-athletes do have different problems compared to their fellow classmates, they do benefit from recruiting strategies that are used in bringing them on campus.

Colleges all use recruiting to obtain not only student-athletes for sports, but are constantly recruiting to have graduating seniors of high school attend their specific school. While there is recruiting going on all around colleges across the country, there are a few key factors that differentiate recruiting for student-athletes and for nonstudent-athletes. In the study, “A Critical Review and Synthesis of Student-Athlete College Choice Factors: Recruiting effectiveness in NCAA Sports” the factors that exist between the two different recruiting strategies were stated. One of the factors that was stated was the differentiation of non-sport and sport-based recruiting targets. For non-sport based recruiting targets, recruiters are usually close individuals close to or possessing college degrees at the undergraduate or graduate levels (Mangnusen, Kim, Perrewé, Ferris, 2014). This recruiter has already started through the college process if not completed and therefore would be able to give an accurate representation to the targeted student for the school. When looking at recruiting for sport-based students or student-athletes the main recruiters that are used is the coaching staff. The coaching staff looks to build relationships with not only with the student-athlete but also with their families as well. The primary care takers of student-athletes-possibly the student-athletes themselves- even may look to coaches and sport teams to fill the roles or surrogate guardian and surrogate family respectively (Mangnusen et. al, 2014).

One of the other key factors that stand out in the recruitment of students based on athletic status is the motives behind the recruiters. For non-sport based students and the interactions between the recruiters, the main focus is based upon filling a need than developing a strong

interpersonal relationship (Mangusen et. al, 2014). The main objective for this type of recruiter is to get the student to come to the school from which they are employed by. After the student has made a decision on where to go to school the interactions between recruiter and student usually come to a halt since there was no interpersonal relationship established. For a student-athlete the complete opposite motive is the driving force for recruiting and establishing an interpersonal connection with the coaching staff. This recruitment of student-athlete is based upon a multi-year process that is both highly competitive and fundamentally grounded in the building of relationships (Mangusen et al, 2014). Based on this motive, this process for recruitment takes much more effort in getting student-athletes to not only play sports but also attend a school for an education and ultimately decide on what academic career path they want to pursue.

Major

A college student will take a variety of classes during the course of their college career. Some that will be related to their major or desired career path and some will have no relation to them at all. In the article, “Choice of Major: The Changing (Unchanging) Gender Gap” authors Turner and Bowen discussed the very important decision that a college student has to make when deciding on a major (1999). They began with the stressed importance of this decision by stating that the choices a prospective college student makes in terms of their college, major, and academic performance will directly impact and influence the availability of further options later in the careers of the students. They further affirmed this idea with, “Choice of major is both an immediate outcome of the educational process and a determinant of later outcomes of many kinds” (Turner & Bowen 1999, p.289). This also gives ground to showing the extreme pressures that these students face when determining what they want to study when attending college.

Depending on the level of athletic competition, the impact of major choice will vary. . Kissinger and Miller (1999) argue that at the Division III level of college athletics, it is clear that academics and athletics go more hand in hand especially in the recruitment and attainment of students at private liberal arts colleges in particular. This emphasis is so evident that the authors elaborate with saying, “In a private college setting having broad academic programs is beneficial in student-athlete recruitment. Athletes are in many instances focused more on academics than athletics” (Kissinger & Miller, 2009 p.126). While there is a more combined focus put in place for Division III student-athletes there is however a much different perspective when looking at Division I student-athletes. Unlike Division III student-athletes, Division I athletes, “cannot always choose their preferred major while competing” (Kissinger & Miller, 2009 p.126). In this, it is also noted the struggles that Division I athletes are facing when choosing a major as, “scheduling classes between practices, and other athletic activities can pose a challenge to these athletes” (Kissinger & Miller, 2009 p.126). Even though it appears from this literature that Division III participants have it easier in terms of academic pursuits than Division I participants, there has not been enough substantial data to claim that Division III student-athletes do not face the same issues especially in the context of conflicting time schedules for athletic and academic pursuits.

NCAA Policies

Student-athletes are a unique part of the student population on any campus setting. Within the collegiate body that is the National Collegiate Athletic Association (NCAA, 2015), there are three different divisions in which student-athletes can elect to not only attend college, but compete in their sport of choice at different levels of competition (NCAA, 2015). Division I is classified as the highest level of competition, ahead of Divisions II and III respectively.

However, in terms of number of institutions that compete within the Division, Division III is by far the largest amongst the three. In accordance with the NCAA website, there are over 420 member institutions with 44 conferences, making Division III the largest of the three Divisions sanctioned by the NCAA (NCAA, 2015). Regardless of level, student-athletes are expected to complete a full school schedule and workload as well as manage their athletic demands such as practice, weight lifting and games. In 1991, the NCAA established Bylaw 2.14 also known as the 20 Hour Rule. This bylaw, "was established to maintain the amateur status of the student-athletes and to keep colleges and universities from abusing the status of the student-athlete" (Ayers, Pazamino-Cevallos, & Dobose, 2012, p.22).

However, when this rule was implemented there were several different issues that came about from it. Firstly, the rule was implemented towards Division I and II athletes specifically and gives no notice or mention to Division III athletes (Ayers et al. 2012, p.22). Another problem that emerged from this initial bylaw were the subsequent bylaws that were created to define the 20 Hour Rule specifications. Specifically these loopholes are found in counting hours for "countable athletically related activities" and "non-countable athletically related activities" (Ayers et al. 2012, p.22). According to NCAA Bylaw's 17.1.5.1 and 17.1.5.2, "countable athletically-related activities may occur no more than 20 hours per week with a maximum of four hours per day when a student-athlete's sport is in season. Out-of-season total countable athletically-related activities may occur no more than eight hours per week" (Ayers et al. 2012, p.22). A week is defined by NCAA Bylaw 17.1.5.3.2.1 which stated, "a week is any seven consecutive days to be determined by the institution" (Ayers et al., 2012, p.22). This bylaw also goes on to explain that once a week is defined by the institution, it may not be changed by the

institution as well as athletic activities on the day of competition during in-season shall count as three hours regardless of the actual duration of the activities (Ayers et al., 2012, p.22).

Even with all of these bylaws in place to try to limit a student-athlete's hours spent in athletic activities there are ways in which the countable and non-countable hours can be manipulated. For example, it is a violation for a student to miss class for practice, however it is not a violation for that student to practice while traveling for competition. Therefore, if the team leaves for competition a day before the competition and practices before it, the team and student-athletes are not in violation of the letter of the rule however they are violating the intent of this rule (Ayers et al., 2012, p.22) With all of these bylaws in place to define how athletes are to spend their time in athletic activities, it will also be necessary to look at what other pressures can be faced by student-athletes in their sport.

DIII Athletes.

Division III consists of colleges and universities that choose not to offer nonathletic-based scholarships to their student-athletes (NCAA, 2015). This information is in turn very revealing as this Division hosts the largest number of athletes out of any of the Divisions sanctioned by the NCAA, but none of these athletes are able to obtain scholarships or funds towards an education based solely on their athletic achievements or pursuits.

Kissinger and Miller (2009) further explore this distinction between NCAA levels. "As compared to Division I athletics, Division III does not make a profit on their athletic sports. The division has a commitment to treat athletics as an extracurricular activity instead of a revenue generator for the institutions" (Kissinger & Miller, 2009 p.127). From this statement, it is very clear that there is a much different emphasis put on the two different divisions when looking at

the student-athletes themselves and the experiences that they will have when attending either of the divisions sanctioned by the NCAA. In Division III, the emphasis is put towards on creating a whole college experience for the student-athlete and specifically not putting any real emphasis on athletics compared to their Division I counterparts who use college athletics as a source of revenue for the institution. While there are no monetary compensations for student-athletes at the Division III there are other benefits that come from playing sports. These positive effects were listed as; improved physical health, physiological enhancement, positive self-concept and improved athletic skills (Rensburg et al., 2011) for athletes. However, the authors claim that these benefits are not enough to sufficiently contribute to the overall wellness of the student-athlete. These benefits do not contribute as, “academic and personal development begins to suffer as sport participation increases” (Rensburg et al., 2011, p.602). For this level of competition from previous studies it can be determined that Division III student-athletes do not appear to have many benefits from sports participation. These benefits are gained from participation in sport but the more that the student-athlete participates in a sport the bigger the negative impacts of playing the sport will affect the athlete.

Purpose

As the previous review of literature suggested, student-athletes face a number of challenges, demands and obligations from not only their sport but from academic, social and other areas that are present within a student-athletes life. This in addition with the majority of college students who are developing time management skills by themselves for the first time this can lead to students to spending time unevenly across the different aspects of their lives. The purpose of this study is to discover(1) Are student-athletes spending more than 20 hours to sport

related activity during an average week in-season? (2) Is there a significant amount of occurrences with academic and athletic obligations causing a conflict for a student-athlete?

Method

Research Design

The research design method that was selected for use in this study was a cross sectional survey. This survey type is used when the study is calling for a cross section sample of an overall population (Gratton & Jones, 2010). This design was effective for this study as it took a sample of student-athletes from the overall population at St. John Fisher College. Since the study required the input of the student-athletes themselves and the population of student-athletes was considerably large, the most effective way to reach out to as many as possible was to use this design model.

Sample

All of the participants for this study were student-athletes from thirteen different sports. The desired sample was student-athletes from all of the sports that are offered at St. John Fisher College. The quantity of this sample size for this study ended up with a total of 137 participants. The samples for this study were accessed via the St. John Fisher College Qualtrics data set. In this data set, a distribution list was obtained that allowed for the study to communicate with the student-athletes for the college.

Variables

Data was collected from Division III student-athletes who participated in 13 sports for St. John Fisher College. The sample consisted of 137 participants with different demographic variables, awareness levels and conflicts with academic and athletic obligations.

These demographic variables were used to find significance in the time demands of student-athletes. The four variables consisted of; gender, academic year, the roster size of the sport and whether the student-athlete played a team or individual sport. With these four variables they would be used with 13 different scale and nominal data points collected from the survey to find significance between the four variables.

For this study there was four demographic variables that were used in the data collection process in which the study will be based off. Of the 137 participants, males made up just less than half of the participants (n=137) and females represented 50.4%. From this information it can be determined that there was a fairly even collection of both male and female student-athletes who participated in this survey. The most frequent response for class rank was freshman (n=39). This demographic was equally represented for all of the academic years except for 5th year seniors where there were only 2 participants.

Another variable that were chosen for this study included questions that asked participants on their awareness of the 20 hour rule. This was important for the study as the 20 hour rule is strictly implemented for Division I student-athletes and has never been mentioned to have any implications for Division III student-athletes. (See Appendix B, Table 5 for survey questions relating to the 20 hour rule).

Academic and athletic obligations were also variables that were chosen for this study. The academic obligation of classes with the athletic obligations of practice and games were

chosen for this study because all student-athletes at the Division III level are faced with these obligations no matter what sport they are participating in. For these obligations, conflicts of the opposing variable were listened to determine if one had an effect on the other. (See Appendix B, Table 6 for formatting of questions for obligations). These were chosen for the study as it was an objective to determine if one classification of obligations would have a significant impact on the other.

The other variable that was used for this study was hours devoted to athletic related activity. As this study is about the 20 hour rule hours to athletic related activities is required to measure if athletes are spending over 20 hours in a week. For this study there were five different variables of sport related activities in which all student-athletes on campus would come across at one point or another during their career. These variables included hours related to; game preparation (film study, scouting reports, meetings, etc.), athletic training services (rehabilitation, doctor/trainer visits, physical therapy), weight lifting/ workout sessions, in-season practice hours and in-season game hours (See Appendix B, Table 7 for question formatting).

Data Collection

The research data that was collected for this study was both quantitative and primary due to the nature of the research question that was asked. In order to collect this data, the procedure that was completed involved distributing an email featuring a cross sectional survey to the student-athlete population at the college. In this distribution email, the student-athletes were asked for permission to participate in the survey and was made aware that none of the information from this survey would be used or given to anyone else besides those involved in the study. (See Appendix B, Table 1 for description, purpose and email cover letter used in this

study). Ten days after the initial email was distributed, a follow up email was distributed to the same population in order to increase the participation numbers for the study. The final step in the procedure was obtaining the final number of participants.

Data analysis

After the collection of the data had concluded, the strong belief of the results would show that student-athletes are spending more than 20 hours a week on athletic related activity. It was also under strong belief that there would be more academic obligations that were missed during a season compared to athletic obligations. Further research however will be needed to confirm those beliefs especially in regards to academic and athletic performance. If student-athletes are spending so much time on a given sport, this should translate to success on the field and would be assumed to have a negative impact in the classroom.

Results

At the conclusion of the data collection it was found out that student-athletes are in fact spending 20 hours or more within their respective sports based on the activities most commonly found in college athletics. The collection of this data is important as there is not much research that has been done for Division III student-athletes and the amount of time they are devoting to sports while trying to get an education as well. Unlike their Division I and II counterparts these student-athletes for Division III are unable to receive any compensation for their athletic talents towards an education. This study looks to show the hours athletes are devoting to their respective sports and if in fact, they too should be able to receive compensation for the amount of hours they give. This study will also look to see if there is a significant impact on specific academic

and athletic obligations for a student-athlete during the course of a season (See Appendix D for full descriptive statistics used in this study).

With that, there are some crucial elements discovered in this study that will benefit future research. From this study it was discovered that just about half of the student-athletes who participated in the survey were not even aware of the 20 Hour Rule and its policies (See Appendix C for the complete frequency data points used in this survey). It can also be determined from the data that playing an individual or team sport does not have any relationship with time management for a student-athlete. Another discovery for this study was that the athletic activity that averaged the most hours per week was dedicated to workout sessions with a mean of 10.52 hours (See Appendix E for results on hours spent by student-athletes by hours and by sport). The other take-away from this survey for future research can be seen in the means of the academic and athletic conflicts. Each of the six categories had mean of around 1 missed obligation.

For this study there was four demographic variables that were used in the data collection process in which the study will be based off. Of the 137 participants, males made up just less than half of the participants (n=137) and females represented 50.4%. From this information it can be determined that there was a fairly even collection of both male and female student-athletes who participated in this survey. The most frequent response for class rank was freshman (n=39). This demographic was equally represented for all of the academic years except for 5th year seniors where there were only 2 participants.

It was hypothesized that the sport that a person played would impact their responses, so several aspects of sport participation were explored. The three aspects of sport participation that

were used in this study were; sport frequencies, roster size of sport team, and team vs. individual sport.

The first aspect of sport frequencies was measured to determine the number of student-athletes that participated in the survey. This was important to the study as athletes apart of every sports teams were asked for their participation in the study. For the study input from every sport would be able to examine and determine how many athletes are participating in collegiate sport. The study was successful in obtaining participation from athletes from every collegiate sport on campus. (See Appendix C, Table 1 for the results of the frequencies of sport participation).

The second aspect of roster size break down was used to measure the different sizes of rosters of sports teams. For the study, the number of 20 athletes was selected to determine this size of a roster as either large or small. The sports from the college that were listed as small were golf, basketball, volleyball and tennis. The two sizes were broken down in 2 classifications with 1 under 20 athletes and 2 over 20 athletes. For this variable the mean was 1.81 with a standard deviation of .49, and a mode of 2(n=137). The most frequent data point that was collected was 2 with 117 occurrences at (85.4%). This can now determine that the majority of the athletes that participated in this survey played on a large sport team (See Appendix B, Table 3 for frequency results on roster size).

The final aspect that was examined was if the athlete was participating in a team or individual sport. For this study, an individual sport was classified if the athlete was competing with no teammates while a team sport would be classified as competing with teammates. These sports were broken down into classifications as 1 for individual sport and 2 for team sport. The mean for this descriptive was 1.92 with a standard deviation of .26, and a mode of 2(n=137). The

most frequent descriptive that appeared was 2 with 127 occurrences at 92.7%. From this information it can be determined that the majority of student athletes who participated in this survey were a part of a team sport. (See Appendix B, Table 2 for frequency results on team/individual sport)

In addition, Chi-Square tests and Pearson correlation tests were also used to compare the data points to find possible relationships in regards to the survey questions. Significance level should be at 95% confidence. The Bonferroni adjusted alpha for all of the tests was run at .01.

Correlation Testing

Correlations were run between the four variables of gender, academic year, roster size and team/individual sport and different questions that were asked in the survey. After the calculating the results, there were many of the correlations that were did not have any significant relationships, (See Appendix F for examples of testing that was completed for this study). However, there were correlations that were discovered to have a significant relationships. The most relevant correlations to this study are listed as follows. A significant relationship was found to exist between the gender of the student-athlete and awareness of the 20 Hour Rule ($r = -.248$, $p = .004$). There was significant relationship that could be determined from gender and coaches adhering the 20 Hour Rule ($r = .204$, $p = .017$). The final relationship that was found was between gender and number of classes missed for non-academic reasons ($r = -.216$, $p = .011$).

There was a significant relationship that was established between academic year and number of classes missed due to athletic reasons ($r = .273$, $p = .001$). There also was a significant relationship that was established between academic year and hours dedicated to athletic training services ($r = .183$, $p = .033$). There was a significant relationship that was established between roster

size and games missed due to non-academic reasons ($r = -.244$, $p = .004$). There was also a significant relationship that was established between roster size and hours dedicated to workout sessions ($r = .298$, $p = .000$). There was no significant relationships that could be established from the variable of team/individual sport when correlated with the corresponding survey questions.

Chi-Square Testing

For the testing that used the Chi-Square test, there was no test that was conducted that did not have a statistical violation, therefore the results are not trustworthy. For the four variables of gender, academic year, roster size and team/individual sport there was not one Chi-Square test that was run with any of the questions asked in the survey that could be found to have a significant relationship with any of the three categories of questions that was asked in the survey. This has shown that there was no a significant relationship between the four variables and the time demands of student-athletes. (See Appendix G for examples of the testing method used).

Discussion

How Institutions Contribute to the 20 hour rule.

The research question for this study was do student-athletes in a Division III liberal arts college exceed 20 hours in a week for sport related activities and does it interfere with their education? Based on the data that was collected from the survey there was enough evidence to determine that student-athletes were spending more than 20 hours in a week to sport related activities. (See Appendix E for results on total hours dedicated to athletic related activities). There was not enough evidence however to determine if the hours spent on sport related activity interfered with a student-athletes education based on academic or athletic obligations and corresponding conflicts.

This study focused on student-athletes at a private liberal arts institutions. Based on previous research it was found that these institutions offer specific benefits to the overall student-population. Specifically, “Students enrolled in these colleges expect and report a greater sense of community; a stronger, often personal relationship between students and faculty members; faculty that emphasize teaching and access to responsible, senior administrators by faculty and student.”(Kissinger & Miller, 2009 p.125). In addition, these institutions are supposed to allow for “Students to find an ability to express individuality and experience diversity in ways and to a level that is not often found in public institutions” (Kissinger & Miller, 2009 p.125). With this in context, it is clear that these private institutions have expectations not only for themselves but from students who decide to attend as they expect to be met with certain opportunities that are not available a different type of institution.

For the institution of St. John Fisher College, it can be assumed that as a private liberal arts college that these same principles and goals are looked to be accomplished for the student-population. In regards to the 20 hour rule, it would appear that the institution does not do enough to provide student-athletes with a sense of balance between academics and athletics based on results from this study. These institutions are known for providing a great academic experience but if student-athletes are spending more time towards athletics in a given week than academics then they will not achieve academic goals and success. Moving forward more emphasis needed to be pushed on these institutions to enforce 20 hour rule policies and allow for student-athletes to have the best opportunity possible to receive an education. As previous research stated, student-athletes have a much different experience while in college as compared to those who do not play sports. Also, with student-athletes making up a significant percentage of the student

population, more should be done to accommodate them or schools could look to suffer in participation numbers for athletics if student-athletes are not able to perform academically.

Limitations

Variables of limitations that appeared in this study included athletes who did not truthfully answer questions for whatever reason. This was seen in questions such as hours dedicated to sport activities or classes/ practices missed where numerical information was collected. In addition there were some participants that failed to answer every question in the survey and therefore the data was not able to be collected from them. Failure to obtain a student-athlete only distribution list was also a limitation that would of made the distribution process of the survey to be easier.

Delimitations

The limitations that were made before the survey to further enhance the focus of the study was to only include student-athletes that attended St. John Fisher College. This was chosen as a limitation as the focus of one academic institution was the most appropriate measure for the study and the desired sample size. This was needed due to the lack of previous research towards Division III student-athletes in general.

Future Research

The purpose of this research has just opened up room for growth and discussion towards the topic of time management and student-athletes. While this research in finding effective answers towards this topic and to the degree in which student-athletes were dealing with time management of academics and athletics in college. For future research there should be more

descriptive factors that should be included to better obtain the academic hours that a student-athlete faces in college. This approach would allow for a better examination of athletic and academic hours that an athlete spends during an average week.

Division III has the largest collection of student-athletes out of the three Divisions that are sanctioned by the governing body of the NCAA. With the lack of research that has been devoted to Division III this study looks to start the discussion of what struggles Division III student-athletes are facing in college. After the research was collected it was separated into three criteria of 20 Hour Rule factors, academic and athletic obligations and conflicts, and hours devoted to athletic related activities. Methods behind discovering the research was based off of the question with if student-athletes in Division III are exceeding 20 hours in a week for athletic related activities. Data for this was collected through a cross sectional survey which was taken from 137 Division III student-athletes from a private liberal arts college. Student-athletes did not decide if they exceed more than 20 hours in a week for athletic related activities.

After speaking with other individuals outside of the participants on the topic of Division III student-athletes and hours that are being spent on sports it has been found that others agree based on the results of this study that there needs to be further research done. These ideas included taking the number of hours and comparing team GPA's as well as winning percentage. This could be used to see how the hours spent on athletic activity are effecting performance for student-athletes on the field and in the classroom. Other areas of further study could look at different types of schools within the same conference such as the Empire 8 which has a mix of both private and public institutions. That would allow for comparisons of the institutions and how well they are providing opportunities for their student-athletes to exceed in the class room and on the field.

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Appendix A

Dear Participant,

My name is Zack Lorraine, I am a senior and a current Sport Management Major here at St. John Fisher College. For my final thesis I am investigating time management issues that student-athletes are facing at the Division III competition level for sports. As a student-athlete myself, I am interested to see how other student-athletes are dealing with how they balance commitments on and off the field. The main focus of this study will look specifically at the time student-athletes spend for both academics and athletics during a standard week “in-season”. For this survey I am looking for information from student-athletes, if you are one and are willing to participate please click they link below to start the survey.

The following survey will take approximately 5-7 minutes to complete. There will be no compensation for completion, nor is there any know risk while taking this survey. In order to ensure that all information remains confidential, please do not include your name. Copies of the answers provided will be shared with my St. John Fisher College instructor, but not your coach or the athletic department. Any information that is reported externally will speak in generalities and will not be tied directly to you or the sport you play.

If you choose to participate in this project, please answer all of the questions on the questionnaire as honestly as possible. Participation in this survey is completely voluntary and completion of the questionnaire will indicate your willingness to participate in this survey. If you require any additional information or have questions, please contact me either by phone or email as listed below.

Follow this link to the Survey:

https://proxy.qualtrics.com/proxy/?url=https://sjfc.co1.qualtrics.com/SE/?SID=SV_24T9hoCdbGaLWy9

Sincerely,

Zack Lorraine

(315)-663-8420

ezl08275@sjfc.edu

Dr. Emily Dane-Staples

(585)-899-3803

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Appendix B

Table 1

Time Management for Student-Athletes

Participation and Description: The purpose of this survey is to gather a better understanding of how Division III student-athletes are dedicating their time towards either academic or athletic obligations. Participation in this research study will ask you as a student-athlete to complete a survey which focuses on hours spent on various athletic and academic activities. This short survey will take approximately 5-7 minutes to complete. There will be no compensation for completion, nor is there any know risk while taking this survey. In order to ensure that all information remains confidential, please do not include your name. Copies of the answers provided will be shared with my St. John Fisher College instructor, but not your coach or the athletic department. Any information that is reported externally will speak in generalities and will not be tied directly to you or the sport you play. If you choose to participate in this project, please answer all of the questions on the questionnaire as honestly as possible. You may decide to not participate in this survey and if you begin participating, you still can decide to withdraw from the survey at any time. Completion of the questionnaire will indicate your willingness to participate in this survey. With the completion of this survey, you have given me permission to use the results that were obtained from this survey towards my research if you require any additional information or have questions, please contact me either by phone or email as listed below.

Sincerely,

Zack Lorraine

(315)-663-8420

ezl08275@sjfc.edu

Dr. Emily Dane-Staples

(585)-899-3803

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- Yes, I consent to participate (1)
- No, I do not consent participate (2)

If Yes, I consent to participate Is Selected, Then Skip to How many sports do you participate in...If No, I do not consent partic... Is Selected, Then Skip to End of Survey

Table 2

Q6 How many sports do you participate in at St John Fisher college

- 1 (1)
- 2 (2)
- 3 (3)
- I do not play sports at St. John Fisher College (4)

If 1 Is Selected, Then Skip To What sport do you participate in at S...If 2 Is Selected, Then Skip To What sports do you participate in at ...If I do not play sports at St.... Is Selected, Then Skip to End of Survey

Table 3

Q22 What sport do you participate in at St John Fisher College? Please indicate your sport below.

- Football (1)
- Soccer (2)
- Field Hockey (3)
- Cross Country (4)
- Golf (5)
- Rowing (6)
- Volleyball (7)
- Basketball (8)
- Baseball (9)
- Softball (10)
- Track and Field (11)
- Lacrosse (12)
- Tennis (13)

Answer If How many sports do you participate in at St John Fisher college 2 Is Selected Or How many sports do you participate in at St John Fisher college 3 Is Selected

Q7 What sports do you participate in at St John Fisher College? Please check all that apply.

- Football (1)
- Soccer (2)
- Field Hockey (3)
- Cross Country (4)
- Golf (5)
- Rowing (6)
- Volleyball (7)
- Basketball (8)
- Baseball (9)
- Softball (10)
- Track and Field (11)
- Lacrosse (12)
- Tennis (13)

Table 5

Q9 Are you as a student-athlete familiar with the "20 Hour Rule" and its related policies as set forth by the NCAA?

- Yes (1)
- No (2)

If Yes Is Selected, Then Skip to Do you believe your coaching staff do...If No Is Selected, Then Skip To Number of Classes missed due to athle...

Answer If How many sports do you participate in at St John Fisher college 1 is Selected

Q10 Do you believe your coaching staff does everything within its power to make sure that you are in compliance with these policies?

- Yes (1)
- No (2)

Answer If How many sports do you participate in at St John Fisher college 2 is Selected Or How many sports do you participate in at St John Fisher college 3 Is Selected

Q28 Do you believe your coaching staff does everything within its power to make sure that you are in compliance with these policies?

- Yes, for all sports that I play (1)
- Yes, for some of the sports that I play (2)
- No, none of my coaches for any sport that I play seem to be concerned with these policies (3)

Table 6

Q11 The following questions will ask for information on conflicts and complications faced per week in various areas that a student-athlete will face during their college career. If you play multiple sports, please answer the questions for the sport you are most invested in.

	Zero (1)	One (2)	Two (3)	Three or more (4)
What is the number of classes missed due to athletic obligations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of classes missed due to all other non-athletic obligations? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of in-season games missed due to academic obligations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of in-season games missed due to all other non-academic obligations? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of practices missed due to academic obligations? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of practices missed due to all other academic obligations? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Table 7

The following questions will ask for information regarding average hours spent in a week on various athletic activities during their respective seasons in their sport. Please move the slider to indicate the number of hours spent per week.

If you play multiple sports, please answer the questions for the sport you are most invested

On average, how many *hours* do you dedicated during a week in-season to
game preparation(film, meetings, etc.?)

On average, how many *hours* do you dedicate during a week to weight
lifting/ workouts?

On average, how many *hours* do you dedicated during a week in-season
practice?

On average, how many *hours* do you dedicated during a week in-season to
athletic training services?

On average, how many hours do you dedicated during a week in-season to
games (including travel time)

Table 8

Q1 What is your gender?

- Male (1)
- Female (2)
- Prefer not to answer (3)

Q2 What is your current academic year?

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- 5th Year Senior (5)

Q3 What is your current year of eligibility?

- 1st (1)
- 2nd (2)
- 3rd (3)
- 4th (4)
- 5th (5)

Appendix C**Table 1**

		Sport Played			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not answer	6	4.4	4.4	4.4
	Football	32	23.4	23.4	27.7
	Soccer	14	10.2	10.2	38.0
	Field Hockey	7	5.1	5.1	43.1
	XC	3	2.2	2.2	45.3
	Golf	5	3.6	3.6	48.9
	Crew	10	7.3	7.3	56.2
	Volleyball	5	3.6	3.6	59.9
	Basketball	5	3.6	3.6	63.5

Baseball	7	5.1	5.1	68.6
Softball	9	6.6	6.6	75.2
T&F	11	8.0	8.0	83.2
Lacrosse	18	13.1	13.1	96.4
Tennis	5	3.6	3.6	100.0
Total	137	100.0	100.0	

Table 2

Individual or Team Sport

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Individual	10	7.3	7.3	7.3
	team	127	92.7	92.7	100.0
	Total	137	100.0	100.0	

Table 3

Roster Size

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Didn't answer	6	4.4	4.4	4.4
	Under 20 athletes	14	10.2	10.2	14.6
	Over 20 athletes	117	85.4	85.4	100.0
	Total	137	100.0	100.0	

Table 4

Gender of student athlete

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	64	46.7	46.7	46.7
	Female	69	50.4	50.4	97.1
	Prefer not to answer	4	2.9	2.9	100.0
	Total	137	100.0	100.0	

Appendix D**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
How many do you play at SJFC	137	1.00	3.00	1.1971	.56672
Sport/s Played at SJFC	137	0	1712	48.34	180.221
Roster Size	137	.00	2.00	1.8102	.49308
Individual or Team Sport	137	1.00	2.00	1.9270	.26108
Primary Sport	137	.00	13.00	5.8978	4.47096
Aware of 20 hour rule	136	1.00	2.00	1.4779	.50136
Coaches adhere to 20 hour	137	.00	2.00	.5620	.56700
Number of classes missed for athletic reasons	137	1.00	4.00	1.6569	.92703
Number of classes missed for non-academic reasons	137	1.00	4.00	1.3285	.63140
Games miss due to academic reasons	137	1.00	4.00	1.1971	.57955
Games missed due to non-academic reasons	137	1.00	3.00	1.1168	.36513
Practices missed due to academic reasons	137	1.00	4.00	1.9927	1.11472
Practices missed due to non-academic reasons	137	1.00	4.00	1.4672	.86646
Hours dedicated to game preparation	137	.00	15.00	4.4453	4.01453
Hours dedicated to athletic training services	137	.00	15.00	5.0803	3.78281
Hours dedicated to workout sessions	137	1.00	15.00	10.5182	2.82609
Hours dedicated to in season practice	137	.00	15.00	2.5693	3.03605
Hours dedicated to games in season	137	1.00	15.00	9.0365	3.74050
Gender of student athlete	137	1.00	3.00	1.5620	.55388
Academic year of student athlete	137	1.00	5.00	2.3942	1.14633
Year of eligibility for student athlete	137	1.00	5.00	2.3285	1.11875
Valid N (listwise)	136				

Appendix E**Total Hours dedicated to sport by student-athlete**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.00	2	1.5	1.5	1.5
	15.00	2	1.5	1.5	2.9
	17.00	3	2.2	2.2	5.1
	18.00	2	1.5	1.5	6.6
	19.00	4	2.9	2.9	9.5
	20.00	6	4.4	4.4	13.9
	21.00	6	4.4	4.4	18.2
	22.00	4	2.9	2.9	21.2
	23.00	3	2.2	2.2	23.4
	24.00	4	2.9	2.9	26.3
	25.00	8	5.8	5.8	32.1
	26.00	5	3.6	3.6	35.8
	27.00	6	4.4	4.4	40.1
	28.00	3	2.2	2.2	42.3
	29.00	8	5.8	5.8	48.2
	30.00	7	5.1	5.1	53.3
	31.00	4	2.9	2.9	56.2
	32.00	2	1.5	1.5	57.7
	33.00	5	3.6	3.6	61.3
	34.00	2	1.5	1.5	62.8
	35.00	10	7.3	7.3	70.1
	36.00	7	5.1	5.1	75.2
	37.00	2	1.5	1.5	76.6
	38.00	2	1.5	1.5	78.1
	39.00	3	2.2	2.2	80.3
	40.00	3	2.2	2.2	82.5
	41.00	3	2.2	2.2	84.7
	42.00	3	2.2	2.2	86.9
	43.00	2	1.5	1.5	88.3
	44.00	3	2.2	2.2	90.5
	45.00	1	.7	.7	91.2
	46.00	2	1.5	1.5	92.7

47.00	1	.7	.7	93.4
48.00	2	1.5	1.5	94.9
57.00	1	.7	.7	95.6
58.00	1	.7	.7	96.4
59.00	2	1.5	1.5	97.8
60.00	1	.7	.7	98.5
75.00	2	1.5	1.5	100.0
Total	137	100.0	100.0	

Sport Played	<20 Hours	21-30 hours	31-40 hours	40+ Hours
Football	3	16	5	6
Soccer	5	4	3	1
Field hockey	1	3	3	0
XC	0	0	1	0
Golf	0	4	0	1
Crew	3	5	1	1
Volleyball	1	3	0	0
Basketball	0	0	4	1
Baseball	0	0	3	4
Softball	0	1	5	2
T&F	0	0	2	0
Lacrosse	0	8	5	5
Tennis	2	1	2	0
Total athletes	15	45	34	21

Appendix F

Correlations

		Academic year of student athlete	Practices missed due to non-academic reasons
Academic year of student athlete	Pearson Correlation	1	-.009
	Sig. (2-tailed)		.916
	N	137	137

Practices missed due to non-academic reasons	Pearson Correlation	-0.009	1
	Sig. (2-tailed)	.916	
	N	137	137

Correlations

		Roster Size	Hours dedicated to athletic training services
Roster Size	Pearson Correlation	1	.056
	Sig. (2-tailed)		.519
	N	137	137
Hours dedicated to athletic training services	Pearson Correlation	.056	1
	Sig. (2-tailed)	.519	
	N	137	137

Appendix G

Crosstab

Count

		Aware of 20 hour rule		Total
		Yes	No	
Academic year of student athlete	Freshman	22	17	39
	Sophomore	20	16	36
	Junior	14	17	31
	Senior	15	13	28
	5th Year Senior	0	2	2
Total		71	65	136

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.260 ^a	4	.515
Likelihood Ratio	4.030	4	.402
Linear-by-Linear Association	.854	1	.355
N of Valid Cases	136		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .96.

Gender of student athlete * Games miss due to academic reasons Crosstabulation

Count		Games miss due to academic reasons			Total
		no classes missed	one class missed	three or more classes missed	
Gender of student athlete	Male	57	6	1	64
	Female	57	9	3	69
	Prefer not to answer	4	0	0	4
Total		118	15	4	137

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.114 ^a	4	.715
Likelihood Ratio	2.676	4	.613
Linear-by-Linear Association	.569	1	.450
N of Valid Cases	137		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .12.

Gender of student athlete * Hours dedicated to athletic training services Crosstabulation

Count		Hours dedicated to athletic training services															Total	
		.00	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15
Gender of student athlete	Male	6	4	6	6	10	8	6	4	7	0	2	0	1	0	0	4	64
	Female	3	8	5	17	8	6	6	1	3	1	4	2	2	2	1	0	69
	Prefer not to answer	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	4
Total		9	12	11	24	19	14	12	5	10	1	6	2	3	2	1	6	137

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	44.144 ^a	30	.046
Likelihood Ratio	39.093	30	.124
Linear-by-Linear Association	.419	1	.517
N of Valid Cases	137		

a. 35 cells (72.9%) have expected count less than 5. The minimum expected count is .03.