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An Analysis Of The Relationship Between Athletic Identity And Academic Success Among Intercollegiate Athletes

Kimberly A. Garkie

Eastern Illinois University

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**An Analysis of the Relationship between Athletic Identity
and Academic Success among Intercollegiate Athletes**

BY

Kimberly A. Garkie

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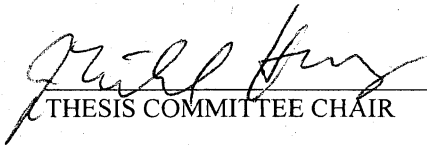
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Running Head: ATHLETIC IDENTITY AND ACADEMIC SUCCESS

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Kimberly A. Garkie

Eastern Illinois University

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ABSTRACT

The purpose of this study was to determine if a relationship existed between athletic identity and academic success at a small, NCAA Division I institution. Two hundred and twenty-eight student-athletes (143 men, 85 women), representing 15 intercollegiate sports at Eastern Illinois University, completed the Athletic Identity Measurement Scale (AIMS; Brewer, Van Raalte, & Linder, 1993) and these responses were correlated with the student athlete's Grade Point Averages. Results indicated that no statistically significant relationship was found between athletic identity scores and self-reported Grade Point Average (GPA). Limitations of the current study, as well as a need for future research regarding relationships among athletic identity and academic success, are discussed by the researcher.

Acknowledgements

This study involved contributions from a variety of individuals, all who were pertinent to its completion. I would first like to thank my family and friends for their constant encouragement and support throughout the completion of this work. Of equal importance, I would like to acknowledge the individual under whom this study was conducted, Dr. Michael Havey. Dr. Havey provided guidance and advisement throughout the initial research and implementation of the study, as well as with analysis and interpretation of the data. His interest in this study and support throughout the entire process has been essential to creating a successful study.

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Introduction

Every year in the United States, over 380,000 athletes participate at the collegiate level (National Collegiate Athletic Association, 2008). The academic performance of these student-athletes, particularly those competing at Division I institutions, has been a concern in the past and continues to be a topic of interest in the literature and media (Gayston-Gayles, 2004). Although the most recent graduation reports from the National Collegiate Athletic Association (NCAA) indicate that the probability of graduating for Division I student-athletes is 1% more than that of the general student population, there are still conflicting opinions about whether participating in collegiate athletics hinders academic success. Despite the fact that student-athletes and non-athletes graduate at essentially equal rates, there are extraordinary differences among and within universities. For example, at a small Division I university such as Eastern Illinois University, the most recent statistics showed that student-athletes had a graduation rate of 74% compared to 61% for all students (NCAA Graduation Rates, 2007). On the other hand, a much larger Division I university such as University of Illinois – Champaign showed graduation rates of 64% for student-athletes and 82% for all students. The graduation rates are much different as well between Division II and Division III schools. Overall, the graduation rate for all students at Division II schools is 47% and 55% for student-athletes. For Division III schools, the overall student body graduates at a rate of 64% in comparison to 68% for student-athletes. These percentages reflect the student-athletes who received athletic aid, therefore the Division III statistics are not as representative of the majority of student-athletes because very few Division III institutions grant athletics aid (NCAA Graduation Rates, 2007).

When disaggregated by sport, men's basketball shows the lowest percentage of individuals graduating within six years in the Division I (61%) and Division II (56%) schools. However, Division I women athletes graduate at an average rate of 17% higher than male athletes. Additional research for Division I universities has shown that athletes participating in revenue generating sports (football and men's basketball) have lower grade point averages than athletes in non-revenue generating sports and non-athletes. Those participating in revenue sports perform one-tenth of a grade point worse each semester than other athletes and non-athletes, even when controlling for the weaker academic credentials they possess when entering college. These factors were controlled for by estimating a grade equation that included a dummy variable for athletic participation. Researchers found that 40% of the underperformance of athletes participating in revenue sports cannot be attributed to academic factors prior to entering college (SAT and high school rank). No effect size was reported for this difference (Maloney & McCormick, 1992).

Because of the differences between athletes and non-athletes in graduation rates and academic performance, researchers have been quite interested in variables contributing to these differences. One variable that may play a role is career development. Crites (1978) defines career development as forming mature, realistic career plans grounded in assessing one's career goals, interests, abilities, and awareness of vocational opportunities and requirements. Research has indicated that student-athletes have lower career maturity in comparison to their non-athlete peers (Brown et al., 2000; Kennedy & Dimick, 1987; Smallman & Sowa, 1996). However, Lally and Kerr (2005) found that this may only be the case during the student-athletes' early university

careers, suggesting that career maturity progresses over the course of the four or five years during their college career. Other researchers found that career is an expression of personality and that individual's flourish in careers that resemble their personality types (Holland, 1985). Research shows that college students most frequently stay within a major or change to a particular major based on their interest in the courses, implying that young people choose occupations based on their potential personality interaction with the career (Holland, 1964; Holland & Nichols, 1964). The latter would suggest that career development is not necessarily affected by participating in intercollegiate athletes, but by the interaction between personality and role selection.

The most important variables contributing to academic achievement in college for student-athletes have traditionally been considered high school GPA and rank, standardized test scores, and parental education (Ervin, Saunders, Gillis, & Hoglebe, 1985; Purdy, Eitzen, & Hufnagel, 1985). Additional research showed that the influence of these background variables may vary among racial/ethnic groups. For example, Sellers (1992) found that the best predictors of college GPA for White athletes participating in revenue sports were, in order of importance, high school GPA, socioeconomic status, and Scholastic Aptitude Test (SAT) scores. However, high school GPA and mother's occupation, in order of importance, were the best predictors of college GPA for Black athletes participating in revenue sports. While Sellers et al. (2002) indicated that academic motivation did not predict academic performance with collegiate athletes, Gaston-Gayles (2004) found that academic motivation, as well as ACT score and ethnicity were significant factors in predicting academic performance. There is

conflicting evidence suggesting that academic motivation is an important variable in determining academic success for athletes in their college career.

Another potential factor is athletic identity, or how much an individual identifies with the athlete role (Brewer, Van Raalte, & Linder, 1993). Little research has been conducted in regard to athletic identity. During adolescence, identity development is extremely important and is reflected in the activities in which individuals choose to participate. Identity emerges from the choices that are made in domains such as gender, vocation, religion, sexuality, ethnicity, culture, nationality, and political ideology (Erikson, 1968). Adolescents may explore a number of roles during identity development, such as musician, artist, actor, employee, and family or peer group member. College students may continue to explore additional roles, including student, member of a sorority/fraternity, campus club (Jackson, 1981; Mather & Winston, 1998). Another important identity domain experienced by college students is the role of the athlete.

Although there is minimal research regarding athletic identity, it is becoming a more frequent area of interest of investigation. Athletic identity refers to the degree to which people identify with the athlete role (Brewer, Van Raalte, & Linder, 1993). Brewer et al. (1993) have shown that athletic identity is an important part of the self-concept and can be viewed as both a cognitive structure and a social role. Regarding a cognitive structure, athletic identity influences how information is interpreted. For example, athletes may look at situations from the athlete role, which determines the behavioral paths they choose to take. As a social role, athletic identity can be determined by the thoughts and influences of those close to the athlete. Individuals who are

surrounded by friends, family members, and coaches who strongly encourage athletics, will influence the individuals to define themselves as an athlete.

Research has shown that an individual's self-concept is multidimensional, context-dependent, and hierarchical (Bracken, 1992; Bracken, 1996). Bracken (1992, 1996) demonstrated six dimensions (academic, social, affect, competence, physical, and family) that make up an overall global self-concept. This information shows that the physical or athletic dimension of an individual is a true domain that makes up, and can have great effects on, overall self-concept. The strength of an individual's athletic identity within their self-concept is largely determined by past and present athletic experiences, as well as successes or failures within athletics. There are both positive and negative effects of having a strong athletic identity. Positively speaking, Marsh (1993) found that having a dimension of self-concept that is focused on physical performance and appearance is correlated with increased physical fitness. Horton and Mack (2000) add that strong athletic identities have been linked to other positive attributes such as increased social relationships and confidence (Petitpas, 1978), global self-esteem (Marsh, Perry, Horsely, & Roche, 1995), personality traits, such as extroversion and masculinity (Colley, Roberts, & Chipps, 1985), and health and fitness benefits (Brewer et al., 1993). Further, a strong athletic identity signifies a high level of commitment (Brewer et al., 1993).

Although research shows positive aspects in relation to a strong athletic identity, negative relationships with athletic identity have also been demonstrated. Ryska (2002) referenced studies that revealed athletic identity contributing to negative self-perceptions concerning vocational aspirations (Good et al., 1993), social relations (Hughes &

Coakley, 1991), and sport career termination (Grove, Lavalley, & Gordon, 1997). Further, Ryska (2002) stated that a strong athletic identity may cause an overcommitment to the role, forcing other aspects of life to suffer. Two types of problems may develop because of an overcommitment to the athlete role. First, improper practices within the athlete role may arise. These include dysfunctional practices such as over training, anxiety when not training, or use of performance enhancing drugs (Coen & Ogles, 1993; Hughes & Coakley). Secondly, overcommitment to the athlete role can lead to restriction of a multidimensional self-concept. In this regard, Linville (1987) suggested individuals who have a high self-complexity have more self-aspects, or a more multidimensional self-concept. Individuals with high self-complexity protect themselves when something negative or detrimental affects one dimension of their self-concept. Linville (1987) discovered this by having participants complete the self-complexity sorting task, as well as measures of stressful events, depression, and illness. It was found that subjects higher in self-complexity were less prone to depression, perceived stress, and physical symptoms.

Although the identity-discrepancy theory states that multiple identities can be taken on by an individual without conflict (Allen, Wilder, & Atkinson, 1983), research showed that conflict often arises between athletic identity and student identity (Killeya-Jones, 2005). This supports the idea that a strong athletic identity may be related to overcommitment, thus influencing individuals to neglect other priorities (i.e. the student role). Many athletes participating in intercollegiate athletics, especially revenue producing sports, often focus on their aspirations to become a professional athlete. These individuals will potentially neglect the student role because their future career goal is

very different than that of a typical student. Because individuals have numerous identities that can be explored, it is especially important that intercollegiate athletes do not forget about their main reason for attending college: to receive an education.

As mentioned earlier, although two institutions are both Division I, there can be extreme differences in the graduation rates for the student-athletes versus the entire student body. Moss (2006) used the Athletic Identity Measurement Scale (AIMS) to determine the strength of athletic identity and the Life Roles Inventory (LRI) to support the AIMS in determination of the subject's athletic identity. With the LRI, participant's rated how strongly they agreed or disagreed to identification with seven different life roles (academic, athletic, extracurricular, family relationships, friendships, romantic relationships, and spiritual). Cumulative Grade Point Average (GPA) was used to indicate the level of academic success. However, GPA was presented as five ranges (3.5 and above, 3.0 to 3.4, 2.5 to 2.9, 2.0 to 2.4, and below 2.0), therefore an exact GPA was not reported for each participant. In the Moss (2006) study, 435 men and women student-athletes from 17 intercollegiate athletic teams at the University of Illinois at Urbana-Champaign (U of I) participated. There was a statistically significant overall correlation between athletic identity and GPA ($r = -.208$); however when further disaggregated, the significant negative relationship between athletic identity and GPA was found among men ($r = -.251$), but not for women ($r = -.135$). Moss (2006) found that at the U of I, a strong athletic identity was correlated with lower academic success for men's baseball and men's football. Additionally, as a class, juniors and seniors showed a negative relationship between athletic identity and academic success, whereas sophomores did not. The U of I is a Division I institution that is quite different than the

smaller Division I university that was used for this study. Like the graduation rates show, although both are Division I institutions, the differences in the demographics and the conference in which the athletes compete illustrate tremendous differences in the two schools.

The effect size for the overall negative correlation between athletic identity and GPA was quite small ($r^2 = .04$). Therefore, the practical significance of Moss's (2006) study is very limited. Additionally, Moss (2006) further analyzed the AIMS by individual questions to gather further insight to causes of athletic identity; however the reliability of this procedure for the particular measure is undetermined and not yet supported by research.

Moss's (2006) study using the U of I student-athletes was the only study found that compared athletic identity to grade point average (GPA). Therefore, this study will not only examine athletic identity in comparison to GPA, but discuss how this relates to the differences in a large Division I university (U of I) versus a small Division I university (Eastern Illinois University). Because of the differences in the two institutions, what was observed at the U of I may not be observed at an institution like Eastern Illinois University.

The U of I consists of approximately 41,342 students including graduate students. Of those, 53% are male, while 47% are female. These students come from all 50 states and 118 different countries (University of Illinois, 2007). Eastern Illinois University (EIU) maintains a much smaller enrollment, with the student population reaching 12,179. EIU also has a female-dominated population, in comparison to the male-dominated population at the U of I, with approximately 58% females and 42% males. Although EIU

offers an international studies program that brings students from a variety of different countries, 99% of the student population at EIU are from in-state. The U of I offers over 150 areas of study to major in while Eastern offers 44 (Eastern Illinois, 2008).

The U of I athletics are also much different than EIU athletics. The U of I sports compete in the NCAA's Big Ten Conference while the majority of EIU sports participate in the Ohio Valley Conference (OVC). The Big Ten consists of 11 universities and has been in existence since 1896. It offers about \$94 million in direct financial aid to over 8,400 student-athletes (Big Ten, 2008). As of 2007, this conference had accumulated approximately 212 men and women NCAA team championships (NCAA Championship Summaries, 2007). The OVC has been in existence for 61 years, making it the 8th oldest NCAA Division I conference. It consists of 11 universities, adding its 11th member in 2008 (Ohio Valley, 2008). Differing from the Big Ten, the OVC has won only 8 men's and women's national championships as of 2007.

Although research regarding athletic identity is minimal, there have been strides taken towards understanding its effects and its relationships. However, continued research is necessary, especially concerning athletic identity's relationship with academic success. Only one other study to date has been conducted to examine the possible relationship between athletic identity and academic success (Moss, 2006). Because statistics show that graduation rates of athletes and non-athletes can greatly differ among two Division I universities, it is possible that there will be differences in the success of the athletes at the different collegiate athletic levels. Therefore, the purpose of this study was to determine whether or not a relationship existed between athletic identity and academic success at a smaller, Division I institution.

Method

Participants

The participants in the present study consisted of 228 student-athletes (143 men, 85 women) from Eastern Illinois University in Charleston, IL. Participants in their freshman year of college were eliminated because they did not have a cumulative GPA at the time the study was conducted. In addition, the two graduate students were eliminated because of the differences in their curriculum requirements in comparison to undergraduate students and because they were under represented. The participants represented 15 intercollegiate sports, with track and field and cross country counted as one team. Teams included women's basketball, men's basketball, volleyball, women's rugby, baseball, softball, women's soccer, men's soccer, women's swimming, men's swimming, men's tennis, women's tennis, football, women's track/cross country, and men's track/cross country.

Materials

Athletic identity was measured using the Athletic Identity Measurement Scale (AIMS; Brewer, Van Raalte, & Linder, 1993) (Appendix A-1). Permission was obtained to utilize this instrument. Brewer et al., (1993) designed the AIMS to measure the strength and exclusivity of identification with the athlete role. The AIMS consists of 7 items that are rated on a 7-point Likert scale, ranging from strongly "strongly disagree" (1) to "strongly agree" (7). Initially the AIMS was made up of 11 items, but preliminary analyses resulted in one item showing very little variance across respondents. Most recent and sound research shows that the 7 question scale is most appropriate for assessing athletic identity as a higher order structure in both men and women (Brewer &

Cornelius, 2001). The 10-item AIMS has shown high test-retest reliability ($r = 0.89$) (Brewer et al., 1993) and the most updated version shows strong internal consistency ($r = 0.81$) (Brewer & Cornelius, 2001). Concurrent validity has also been demonstrated through moderate correlations with scales such as the Self-Role Scale ($r = 0.61$) (Curry & Weiss, 1989), and the Sport Orientation Questionnaire ($r = .53$ for SOQ-Competitiveness) (Gill & Deeter, 1988).

Initially the AIMS was developed as a unidimensional scale, measuring only *athletic identity*. Since then, other researchers have indicated the AIMS to be multidimensional. Some believe the AIMS to represent a 4-factor model (Martin, Eklund, & Mushett, 1997), while others believe it to best fit a 3-factor model (Hale, James, & Stambulova, 1999). However, those asserting it to be a multidimensional model were only using athletes in their samples. The most current research shows the AIMS to demonstrate a higher order athletic identity factor that is stable across sex and athletic statuses (Brewer & Cornelius, 2001). Because the authors' initial intent of the AIMS was to measure one factor, athletic identity, and the most current research supports AIMS for the use of measuring this higher order factor (Brewer & Cornelius, 2001), it was felt that viewing the AIMS as a unidimensional scale was best. Also, basic psychometrics suggest that measuring one global factor as opposed to breaking the scale into several factors is more reliable, especially with a scale that is only composed of 7 items (Sattler, 2001). Based on previous research and for the purpose of this study, the AIMS was used to measure one factor, *athletic identity*.

An information questionnaire (Appendix A-2) was used to gather other pertinent information from the participants. This questionnaire solicited information about the

participant's sport, sex, year in school, the participant's major, and cumulative Grade Point Average (GPA). In order to measure the level of academic success, the participants reported their GPA. To minimize inaccuracy of self-reporting GPA, the participant's most recent cumulative GPA was accessible to them. For individuals that were unsure of their GPA, a binder that contained each athlete's cumulative GPA was available to examine with assistance from the Director of Academic Services for individuals who were unsure of their GPA.

Procedure

The AIMS and information questionnaire were completed by the participants at the beginning of the 2008-2009 school year during academic meetings held with each team. These meetings were conducted by the Director of Academic Services, who previously agreed to administer the materials to the student-athletes during each academic meeting. Meetings took place in various locations on the Eastern Illinois University campus, the majority occurring in a room located within Lantz Arena. The Director of Academic Services presented the instructions to the participants via a script (Appendix B) to ensure they were provided in the same way to all participants. Each participant first signed a consent form for participation (Appendix C), then completed an identical survey and questionnaire. Everyone was given as much time as needed for completion.

Data Analysis

Data were collected in order to examine whether or not a relationship exists between athletic identity and GPA among intercollegiate student-athletes at Eastern Illinois University. The information questionnaire provided descriptive data regarding

the participants in the study. Based on data gathered from the information questionnaire and the AIMS, a Pearson product moment correlational analysis was performed to explore the relationship between athletic identity (AIMS) and GPA.

Results

Two hundred and twenty-eight Eastern Illinois University student-athlete's survey results were used in this investigation (freshman and graduate students were excluded). Of the participants, 143 were male and 85 were female. No athletes declined participation in the study.

A Pearson product-moment correlation was conducted to determine whether a relationship existed between athletic identity and GPA. Results indicated that no statistically significant relationship was found between athletic identity scores and GPA, $r(228) = -.010, p > .05$.

Discussion

This investigation was performed to explore whether or not a relationship existed between athletic identity and academic success (GPA) among student athletes. One other study, to date, has examined this relationship, but at a larger and more athletically successful Division I university than the Division I university used in this study (Moss, 2006).

It is interesting to note the differences between results found in this investigation using participants from a smaller Division I university in comparison to results found at a larger Division I university. No significant relationship was found between athletic identity scores and GPA among student-athletes at Eastern Illinois University. However,

an overall negative correlation ($r = -.208$) was found with student-athletes at a much larger Division I university, U of I. The average athletic identity score for both male and female athletes at U of I was higher ($M = 49.32$) than average athletic identity scores at Eastern ($M = 40.13$, $SD = 6.01$). No standard deviation was reported for the U of I, nor could it be figured due to limited information. According to norms provided by Brewer and Cornelius (2001), the average athletic identity score for male and female athletes at U of I falls at the 100th percentile. EIU's average athletic identity score falls at the 55th percentile for males and the 65th percentile for females. While EIU athlete's had athletic identities slightly above the 50th percentile, U of I has athletes, on average, have higher athletic identities than 100% of other athletes. Due to the number of athletes who relate to the athlete role more significantly at U of I, it is possible that it is more of a detriment to their role as a student. In comparison, athletes at Eastern Illinois University have lower athletic identities, thus showing no significant relationship in regards to athletic identity impacting academic success. It is a possibility that these differences can be accounted for by disparities among the two Division I university environments (i.e. NCAA conference, size of enrollment, athletic success). Although differences were found among the male and female athletic identity scores between the U of I and EIU, it is important to note that the study at the U of I utilized the 10-item version of the AIMS while the current study used the most updated, 7-item version of the AIMS.

Although the study at the U of I found a significant correlation between athletic identity and GPA, the effect size was extremely small ($r = .04$). Also, the current study at EIU found no significant relationship between athletic identity and GPA. It appears that because the study at U of I has limited practical significance and the current study found

no significant relationship, it is possible that the athletic identity variable does not have a significant practical impact on athletes' GPA. Although athletic identity is true variable that exists in individuals, it does not appear to be an important factor in the differences in academic performance among intercollegiate athletes.

It is important to note the limitations of this study that should be addressed in future research. First, the information was gathered in a self-report, survey format. Therefore, any information that was reported by the participants could have been false. Although the participant's GPA was made accessible, they could have still falsely reported, or mis-estimated, their current cumulative GPA.

Another limitation of this study is that the surveys were presented to the participant's in a group setting, each consisting of one sport. Because the participants were surrounded by other student-athletes, this may have caused a bias in their answers regarding athletic identity and/or GPA.

A final limitation of this study was the small size of the sample. Only student-athletes at Eastern Illinois University, from the sophomore, junior, and senior classes, were used in this study. Freshmen students were not used in this study because they had not accumulated a GPA at that time. Although the information can be used to compare to the similar study done at U of I, the results may not generalize to student-athletes at other universities. If possible, not only should the sample size be significantly larger, but samples from several different schools should be used. After all, universities differ greatly in many aspects, even those that are classified as the same division.

Academic obligations are essentially the same for all collegiate students, however student-athletes must balance these responsibilities with a commitment to their sport.

While results from this study did not find a significant relationship between athletic identity and academic success, Eastern Illinois University's smaller enrollment and less competitive athletics may be a positive environment to thrive as both an athlete and a student. These individuals can be leaders in promoting academic success in a way that supports athletic success as well. The limitations of this study, and the minimal research available regarding athletic identity, suggests a need for future research. Future research should continue to look at relationships among athletic identity and academic success, as well as other possible variables causing differences in academic performance. Research should look at these relationships within diverse populations and university environments. However, based on the current study and Moss's (2006) research, it does not appear that athletic identity relates significantly to academic success as measured by GPA.

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APPENDIX A-1

Survey Form

Please circle the number that best reflects the extent to which you agree or disagree with each statement regarding your sport participation.

1. I consider myself an athlete.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree
-------------------	---	---	---	---	---	---	---	----------------

2. I have many goals related to sport.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree
-------------------	---	---	---	---	---	---	---	----------------

3. Most of my friends are athletes.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree
-------------------	---	---	---	---	---	---	---	----------------

4. Sport is the most important part of my life.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree
-------------------	---	---	---	---	---	---	---	----------------

5. I spend more time thinking about sport than anything else.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree
-------------------	---	---	---	---	---	---	---	----------------

6. I feel bad about myself when I do poorly in sport.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree
-------------------	---	---	---	---	---	---	---	----------------

7. I would be very depressed if I were injured and could not compete in sport.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree
-------------------	---	---	---	---	---	---	---	----------------

APPENDIX A-2

Information Questionnaire

1. **Gender** (circle)

- A. Male
- B. Female

2. **I am a member of the** _____ **team.**

3. **Year in School:** (circle one)

- A. Freshman
- B. Sophomore
- C. Junior
- D. Senior
- E. Graduate Student

4. **Cumulative GPA** (excluding freshmen): _____

5. **Major:** _____

APPENDIX B

Script

Kim Garkie, a school psychology graduate student at EIU, is doing a research study on intercollegiate student-athletes and would really appreciate your help and participation. If you choose to participate, it will take about 10 minutes and you will have to fill out a survey and an information questionnaire that will remain anonymous. On the first page of each packet is a consent form. If you choose to participate, please sign, tear off, and pass in the consent form. On the information questionnaire you will be asked to write your cumulative GPA. If you are unsure of your cumulative GPA as of last semester, please raise your hand and I will tell it to you. If you are an incoming freshman, please leave this question blank. Once you have finished, please flip over the packet and I will collect them when everyone is completed. Thank You!

APPENDIX C

Consent for Participation

I, _____, give consent to participate in the research study being conducted by Kim Garkie, a graduate student enrolled in Eastern Illinois University. I give her my permission to use the data collected as a part of her thesis, which will be submitted as part of the requirements to obtain her Specialist Degree in School Psychology. I understand that the information I provide will remain anonymous and I can choose to withdraw from the study at anytime.

Participant's Signature

Date

If you have any questions, please call Kim Garkie at (217) 316-1520.