

4-1-2011

"The Teacher Doesn't Like me:" Exploring the Relationship between Teacher Attitudes toward Student-Athletes and Academic Performance

Latisha Forster Scott
ls928@kines.rutgers.edu

Follow this and additional works at: <https://scholars.fhsu.edu/alj>



Part of the [Educational Leadership Commons](#), [Higher Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Scott, Latisha Forster (2011) ""The Teacher Doesn't Like me:" Exploring the Relationship between Teacher Attitudes toward Student-Athletes and Academic Performance," *Academic Leadership: The Online Journal*: Vol. 9: Iss. 2, Article 36.

DOI: 10.58809/XPOS8203

Available at: <https://scholars.fhsu.edu/alj/vol9/iss2/36>

This Article is brought to you for free and open access by the Peer-Reviewed Journals at FHSU Scholars Repository. It has been accepted for inclusion in Academic Leadership: The Online Journal by an authorized editor of FHSU Scholars Repository. For more information, please contact ScholarsRepository@fhsu.edu.

Academic Leadership Journal

Introduction

More than 7.5 million high school students in the United States participate in organized sport according to a survey conducted by the National Federation of State High School Associations (National Federation of State high School Associations [NFHS], 2010). Athletic participation is the single most popular school-sponsored extracurricular activity, regardless of race, ethnicity, or gender (Miller, Melnick, Barnes, Farrell, & Sabo, 2005; Eccles & Barber, 1999; Eide & Ronan, 2001). With the high popularity of sport participation, the controversy over the effect of athletic participation on academic progress and success continues to linger (Ward, 2008; Marsh, 1993; Miller et al. 2005). Although many of these studies have shown positive correlations between high school athletic participation and academic performance, there still seems to be a question regarding the stigma attached to student-athletes and treatment of student-athletes by faculty and non-athlete students; wherein student-athletes are faced with negative stereotypes which depict them as low achievers academically and undeservingly privileged when it comes to academic requirements (Sherman, 1988; Simons, Bosworth, Fujita and Jensen, 2007; Lawrence, Harrison, & Stone, 2009). Bowen & Levin (2005) produced convincing data in their book *Reclaiming the Game* that highlights certain tensions between academics and athletics. Some of the issues raised in this study relate to the difference in academic preparedness and performance for recruited athletes vs. “walk-ons” in which recruited athletes tend to have more of an advantage when it comes to being admitted despite lower qualifications, and then subsequently demonstrate lower academic performance once they are enrolled.

Along with time constraints involved in managing academic responsibilities and athletic commitments, student-athletes are sometimes concerned with the negative perceptions and expectations by teachers regarding their academic capability and motivation. One study which examined faculty and non student-athletes attitudes toward student-athletes revealed that 33% of athletes who participated in the study believed they were viewed negatively by college professors, 62% reported that a faculty member made a negative remark about athletes during class, and 59% believe that students who are not athletes have negative views of athletes.

Studies that have examined the stigma attached to student-athletes have been mostly on the collegiate level. The purpose of this study was to examine teacher attitudes toward student-athletes, perceptions of sport and academic performance, and academic support programs for student-athletes at the high school level.

The participants in this study were 67 teachers from a high school in New Jersey who voluntarily answered a questionnaire and members of a football team. The researcher used a case study approach to examine what she believed to be a problem based on numerous conversations with student-athletes and their beliefs that some teachers have negative attitudes toward student-athletes. A mixed methods design which included in-depth interviews, a focus group, survey, content analysis, and field observation was used.

Literature Review

A recent study of athletic expenditures in American schools reveals that the overall body of research since the 1960's indicates there are positive correlations between athletic participation and academic success on the individual level. High school athletes find that participation in sports boosts popularity, promotes self-confidence, and enhances self-control along with the academic benefits of increased standardized test scores, higher educational aspiration, less discipline problems and absences (Ward, 2008). Using data from the 2002 *National Education Longitudinal Study* to compare academic performance of athletes to non-athletes and their college performance revealed that student-athletes had significantly better math and science test scores than non-athletes, and student-athletes were more likely to attain a college degree (Lipscomb, 2007). Another study done by Carlson, Scott, Planty, & Thompson (2005) revealed that eight years after their senior year, high school varsity athletes had greater educational and labor market success than non-athletes.

Furthermore, Marsh (1993) performed a study in which he examined the effects of sport participation on growth and changes during the final 2 years of high school and found the results to be positive due in part to the commitment of student-athletes to remain eligible to participate in sport and move on to college, and the positive identity associated with the school and being an athlete. Finn (1989) found similar results and also noted that extracurricular activities may have the potential for contributing to the student's sense of identification with the school. Moreover, Snyder and Spreitzer (1990) provide plausible explanations as to why a student's increased participation in sport may enhance academic outcomes and lead to the following: (a) increased interest in school, including academic pursuits, (b) high academic achievement in order to maintain eligibility to participate in sport (c) increased self-concept that generalizes to academic achievement, (d) increased attention from coaches, teachers, and parents, (e) membership in elite groups and an orientation toward academic success, and (f) expectations of participation in college sport.

Challenges of being a Student-Athlete

In both college and high school, there are a multitude of roles that a student-athlete must fulfill. Snyder (1985) noted that the multiple roles may create psychological stress partially based on time and energy limitations; however, these limitations may also be complementary and lead to energy expansion.

Emma (2008) discusses the time constraints that are put on a collegiate basketball player:

Without a doubt the biggest obstacle between scholarship basketball players and academic success is lack of time. With games, practices, travel, film/video sessions, weight training, injury/recovery treatments, media responsibilities, and alumni/community related duties, it's a wonder that athletes ever have time for anything outside of basketball during the competitive season...needless to say, by the time the player sits down to study, he is exhausted. Even staying awake is a worthy challenge...so time for study can become severely limited.

Time constraints are a large problem that student-athletes face, not only in college, but in high school environments as well. While in high school, athletes not only deal with the academic and athletic commitments, but also the stress of recruiting and applying to college during their senior year. High school student-athletes who excel in their sport and have higher GPAs and class rank have a greater number of athletic opportunities available to him or her (Kostoff, 2008); therefore, the demands on their

time commitments are greater.

Athletes and Stereotypes

With the findings from the studies above, it lends to the question as to why student-athletes in high school and college believe they are discriminated against, or at the very least, stigmatized, by their teachers. In a 2009 study by Lawrence, Harrison, & Stone, they sought to learn college students' opinions regarding how male college athletes spend their time and the stereotypes they may hold about male college athletes. A narrative inquiry approach was used in which participants in the study were instructed to write a one-page story of the day in the life of a college athlete named Tyrone or Erik and were not told the sports these athletes played. The study revealed that college athletes were negatively stereotyped which reinforced the lazy and dumb jock negative views of athletes.

Finally, the study conducted by Simons, Bosworth, Fujita, & Jensen (2007) sought to explore the athlete's views of how they are perceived and treated by faculty and other students. The researchers did this by implementing a paper and pencil survey consisting of questions about athletes' academic experiences and distributed to 538 athletes at a large Division I-A school. Some of the questions dealt with positive and negative treatment by professors and teacher assistants (TA's) concerning grades, as well as request for accommodations for athletic competitions. There were also open ended questions where athletes reported specific negative comments made about athletes by professors. Results revealed that 33% of athletes reported they were perceived negatively by professors and 59.1% believed they were negatively viewed by students. Only 15% reported positive perceptions, 61.5% reported they were refused or given a hard time when requesting accommodations for athletic competitions, and 62.1% reported a faculty member had made a negative remark about athletes in class (Simons et al., 2007). These staggering numbers, as well as the negative comments this study reports show that although the professors, TAs and other students may not purposely discriminate or set low expectations for student-athletes, the perception from the athletes is that they do.

It is important to continue this line of inquiry to learn why athletes feel discriminated and stigmatized as well as to learn the real thoughts and feelings of teachers about student-athletes. It is particularly important to examine this issue at the high school level when young people are experiencing significant growth at an impressionable time. The way in which a young student-athlete responds to the pressures of balancing academics, sports, and any negative stigmatization associated with their personal identity can have far reaching consequences. Although there may be positive associations with student-athletes, there is a negative side. On one hand, athletes may have positive responses to the stigmas by working hard in the classroom to not conform to it, but it is likely that some athletes resort to a negative coping mechanism such as consciously or unconsciously accepting the validity of the stigma. Athletes may begin to believe, at some level, that they lack the intellectual ability to succeed academically. This belief then becomes a self-fulfilling prophecy in which athletes try to avoid or resist academic situations where they feel inadequate by engaging in self handicapping behaviors such as poor attendance, excessive lateness, non-participation in class discussions, lack of interest (Simons et al., 2007).

This study sought to examine teacher attitudes toward student-athlete's and perceptions of their academic performance and time commitments to academics and sport. The survey for this study grew out of a round table discussion with athletes in which many of them expressed the notion that one of the reasons why they do not perform well academically is because "the teacher doesn't like me" or "the

teacher doesn't like athletes". Additionally, the student-athletes overwhelmingly responded that they wished their teachers understood how important sports are to them and how much time is spent in their respective sport. Current and former sport participation was also explored to see if there were differences between teachers who had some experience with sport competition vs. those who did not.

Methods

The study was performed at a high school in New Jersey with a student population of 1,418 and an 11.6 teacher to student ratio. The teachers in this study averaged 13 years of teaching experience. For those with teaching experience over 13 years, their average experience was 25 years, while the average experience for teachers with less than 13 years experience was 4 years. The racial and ethnic backgrounds of the students were 50% African American, 28% White, 11% Asian and 11% Hispanic.

Other important facts about the school were that 25% of the students receive free or reduced priced lunch and 65% of them continued their studies in college. Finally, combined math and reading SAT scores for the entire school was 900 out of 1600 while the average combined math and reading SAT scores for the football team were 810 out of 1600.

The researcher convened a small group meeting with members of the football team. During this small round table discussion, the researcher sought to find out why the student athletes seemed to be having trouble in certain classes particularly with specific teachers. It was known to the researcher that several of the students had low academic performance but enough to stay eligible to participate in the athletic program. However, it struck the researcher that even those student-athletes who performed well, had similar responses when indicating that there were teachers in the school who demonstrated a negative attitude toward student-athletes. The researcher responded by asking the students questions such as:

1. What makes you think the teacher doesn't like you?
2. What makes you think the teacher doesn't like student-athletes?
3. What would you like your teachers to know about you?
4. What would you like your teachers to know about student-athletes?

The overwhelming response from these student-athletes was that the teachers made negative comments toward them, showed indifference or no interest in the fact that they were athletes, and the teachers did not support athletic events based on their attendance. Overwhelmingly, they believed some teachers treated them unfairly because they were athletes and that teachers should get to know more about them outside of the classroom. They wished their teachers understood how important sports were to them.

Ultimately, a number of questions were developed to get an idea of teacher's attitudes towards sport and student-athletes, their knowledge and attitude toward academic support for student-athletes, and to get an idea of how many teachers actively participated and/or competed past or present in sport. Two teachers were asked to review the questionnaire for understanding and validity, as well as one researcher outside of the school setting. The survey resulted in the following questions:

[Student-Athlete, Sport & Academic Performance Attitudinal Questionnaire for School Personnel.pdf](#)

Once the questionnaire was completed, a small group of teachers was approached by the researcher during their lunch break and were asked if they would be more responsive to a questionnaire being left in their mailbox or if it were personally given to them by a student. The teachers all agreed that they were more likely to respond to the questionnaire if a student handed it to them personally. Once this was established, a meeting was held with the entire football team to explain the purpose and procedures of the study. Every football player (n=85) was asked to approach at least one teacher to participate in the survey. Each student was given a small packet that contained the questionnaire, a letter to the teacher explaining the purpose of the survey, and the instructions for completing and returning the questionnaire to the student from whom it was received or placed in the researcher's mailbox located in the school's main office.

A total number of 67 questionnaires were completed by the teachers (55% response rate). Once the data was collected, it was entered into an excel database. Only questionnaires completed by faculty members were included in the results. Descriptive and correlation techniques were used to analyze the survey information. Coding techniques and identifying the main themes were used to analyze the responses to the open ended question.

Results

The results of this survey generally indicated that many of the teachers underestimated the time commitment of the students involved in football year round. Approximately 44% of teachers believed that the football players at the school devoted 15-20 hours a week to football; 5% of teachers thought they devoted 5-10 hours; 25% thought it was 10-15 hours; and 25% thought they spent 20 plus hours on football. A time analysis of a typical practice day and a typical Friday leading to a Friday night or Saturday afternoon game was conducted. Including travel time, practice hours, team meetings and activities; students devoted 20 or more hours per week on football and a minimum of an extra three hours per week when there was a game on Friday or Saturday. Figure 1. shown below features the schedules of football players on a typical practice day as well as a Friday night game day. A close look at the schedule reveals that a student-athlete participating in all activities could easily be involved with football related activities for over 30 hours in a given week. School activity would account for a minimum of 35 hours per week just by attending school 5 days a week. Add just one more hour per day for homework and study time and that brings the time up to 40 hours; plus any time devoted to other school related activities outside of sport.

FIGURE 1.

FRIDAY NIGHT GAME DAY	TYPICAL PRACTICE DAY
7:30 AM- Arrive at school 2:30 PM- School ends, report to locker room 3:00 PM- Team Meal 4:00 PM- Board bus 5:00 PM- Begin warm ups	7:00 AM- Team council meeting* 7:30 AM- School Begins 2:30 PM- School ends report to Study Hall and/or Review Game Film 3:30 PM- Position Meetings

7:00 PM- Game time 9:30 PM- Game ends 10:30PM – Return back to school, report to locker room 11:30- Arrive at home # A Saturday game required team members to report by 9:00 am. Game usually began at 12 noon to about 2:30 PM. ## If the game was on Friday night, then team members report on Saturday morning at 9 am to watch game film.	4:00 PM- Practice Begins 6:00 PM- Official Practice Ends, begin clean-up 7:00 PM- Chalk Talk or other team activity** 8:00 PM- Arrive at home *Select team members ** Done at least once a week; sometimes more if there was a special event such as community service or guest speaker.
--	---

While the teachers tended to underestimate the sports time commitment, results revealed that some teachers overestimated the amount of time the student-athletes actually spent on school work on a daily basis. Half of the teacher's believed student-athletes spent 1-2 hours per day on school work and 56% believe that student-athletes study "enough to get by." Based on the focus group discussions and personal interviews with these student-athletes, most of them spent less than one hour per day on homework, while many admitted cramming homework to get done the day it was due. Several admitted that they would find time to do homework during class, lunch time, or some were able to schedule a study hall into their regular schedules during regular school hours. Several of them admitted to staying up very late on a regular basis to complete assignments and some woke up extra early to complete assignments.

As found within the round table discussion groups, students wished their teachers would get to know them outside of the classroom. From the survey, it was found that many of the teachers never attended sporting events at the school or interact with the students outside of class. Only 30% of teachers reported frequent attendance at any of the high school sport events, and 20% report never attending any sport events. In regards to their own sport activity, 68% of teachers reported participating in competitive sports in high school while 28% reported no current sport or exercise participation.

When it came to the treatment of student-athletes by teachers, most teachers at the school believe student-athletes get privileges that are unfair. When asked in the questionnaire about this subject, 12 teachers strongly agreed that student-athletes get unfair privileges, 16 agreed, 18 were neutral, 8 disagreed and 6 strongly disagreed; and for whatever reason some chose not to answer this question.

In the round table discussion, a student was quoted saying "Every teacher thinks that we get special treatment from other teachers so they act biased against us." Although many of the teachers surveyed responded that student-athletes receive unfair advantages, 47 of the teachers surveyed responded they would allow a student-athlete to make up work. Only 10 said they would not allow a student-athlete to make up work and 3 had no comment. Although 47 of teachers said they would allow for make-up work, a student-athlete comment from the focus group was that teachers allow them to make up work, but no more than they allow other students to make up work.

While many teachers do believe student-athletes get unfair advantages, most of the teachers also responded that they enjoy working with student-athletes and 42% believed sport was good for academics; 25% of teachers were neutral on the subject. When asked if they enjoyed working with

student-athletes; 47% teachers strongly agreed with the fact that they enjoy working with student-athletes, 28% agreed and 11% were neutral. Overall, most teachers commented on the open ended question that academics needed to be emphasized more and that student-athletes, especially freshmen, needed to learn better time management skills.

In addition to the teacher's attitudes and actions towards student-athletes, teachers were asked about their knowledge of a mandated study hall for the football team and an academic support program for athletes called Play It Smart. Almost half (49%) of the teachers were unaware that the team had a mandatory study hall and that members of the football team had an academic support program.

When asked if they thought a support system like this would be helpful, 50 teachers responded it would be very helpful, 8 said it would be only slightly helpful, and 2 said it would not be very helpful.

Students spoke about the Play It Smart program positively. "It helped us a lot, gave us much needed time to complete assignments under quiet conditions, as opposed to coming home after practice feeling too tired to do any work and leaving it off until the next day in school," was how one student spoke about the program. In regards to a study hall for student-athletes in the school, 37% of teachers were not sure if there was a study hall, and 23% of the teachers thought there was no study hall for student-athletes all together.

Discussion

The results of this study indicated that there was general support for sport and student-athletes in school. However, the survey results also provide some evidence as to why some student-athletes may think otherwise. The ambiguity in many of the teacher's responses was also telling and important to reflect on. The fact that teachers at this high school were more neutral on topics such as enjoyment when working with student-athletes, allowing them to make up work, and their beliefs about athletes receiving special privileges, illustrates why some student-athletes may think teachers do not like them, or are biased against them. The teachers may actually harbor negative feelings and thoughts, or they may not effectively communicate their positive views through classroom policy, attitude or behavior.

The implications of this study are worrisome due to the number of dissociative and somewhat negative attitudes towards sport and/or student-athletes.

Many of these teachers did not recognize the scope athletics play in a student's life. This is clearly evident by the number of teachers who underestimated the number of hours students typically spend in sport related activities. The focus discussion group also indicated that they wished teachers knew more about them and how important their sport involvement was to them. Teachers risk devaluing the whole being of what it means to be a student-athlete if they are not more aware of the commitment that it takes, and the types of sacrifices student-athletes make to participate in sport. There are lessons that teachers teach within the classroom, but teachers may miss out on the tremendous teaching opportunities that take place outside of the traditional classroom, and getting to know more about students and their realities.

Furthermore, student-athletes, as seen within the discussion group, tend to pick up on indifferent and negative attitudes and take them personally. Although a teacher may not have negative attitudes toward sport and student-athletes; particular comments, unclear classroom policy, inequity in how students are treated, can be contributing factors to student-athletes' beliefs about teachers who are

unfavorable, perhaps prejudiced, against student-athletes. Teachers need to make sure that classroom policy for lateness, absence, failure, misbehavior, is enforced the same for all students. There may be more of a tendency to readily recognize who the student-athletes are due to clothing, group association, and school publicity when compared to students who are involved in other school activities such as a club or other school organization. The question that some teachers need to ask is if a student-athlete is having a problem academically, versus a student who may be part of a drama club; do you have a more negative attitude toward the student-athlete? In other words, do students in school organizations besides sports get treated more favorably than students involved with sports? How much do you know about student involvement in extra-curricular activities? Do you view student involvement in certain activities more favorably than others? Does low academic performance by a few represent what you believe to be the norm for student-athletes?

“My teacher doesn’t like me because I’m an athlete” is a troublesome belief, regardless if it is true or not. The perception alone can be hurtful to student-athletes who may lack the maturational development to accept personal responsibility or how to communicate with teachers so that negative interactions are minimized. Student-athletes are faced with the issues in regard to biological, intellectual, and social development as their non-athletic peers. Many student-athletes deal with stressors related to sport participation that many adults have problems with such as effective time management, learning to work in groups, understanding your role and carrying out responsibilities as it relates to being competitive. However, many are not equipped with the skills, or perhaps, unable to transfer useful skills learned in sport into the academic arena.

The belief that a student-athlete will not do well in a course because the “teacher doesn’t like athletes” is also a particular concern when it comes to racial and ethnic minorities. The complexity of self identity, group identity, and ideas as to how one believes he is perceived by others, is particularly challenging if one believes he is viewed negatively as an athlete and racial/ethnic minority (Forster-Scott, 2005). For many athletes of color, sport participation is seen as a path to achieving success; if they are faced with negative perceptions as it relates to their racial and athletic identity; the consequences can be far reaching. Particularly, at the high school level, this can lead to students’ further disengaging themselves from the classroom and academic experience, therefore leading to mediocre or poor classroom performance.

Research Limitations

Obviously, there are limitations to this study. These results are based on one school and therefore its usefulness in generalizing it to the larger society is limited. Additionally, the focus group consisted only of members of the football team and may not represent the experiences of student-athletes involved with other sports. The response rate of the teachers completing the survey was more than half; however, there was no way of knowing the motivation of teachers who completed the questionnaire vs. those who did not. It is possible that the results may look different had a higher percentage of the teachers completed the questionnaire.

Recommendations for future research

Research in this area is needed to further understand the relationships and experiences of teachers and student-athletes. These experiences can have significant impact on the development and academic progress of student-athletes. Student-athletes are being held more accountable for their

academic performance as illustrated by the guidelines of organizations like the NCAA and the different state organizations that govern high school sport and set the academic eligibility requirements. Therefore, the role teacher's play is very important. Similar research that includes a larger sample size from different regions of the United States can offer more insight into this issue. It will also be important to include student-athletes representative of different sports. It is possible that this phenomenon of student-athlete beliefs that some teachers don't like athletes is experienced more by athletes in certain sports, or even gender differences when comparing males and females who play the same sport.

Focus groups and in-depth interviews with teachers to discuss issues related to student-athletes can also be useful in gaining more information about how teachers treat and relate to student-athletes. The data indicates that it may be useful to provide more information about the lives and time commitments of student-athletes so that teachers have a better understanding of what goes on in the lives of their students outside of class. Understandably, good teachers want to hold all of their students accountable for learning, and student-athletes should not get preferential treatment. However, research evidence suggests that there is a dynamic of negative stereotyping student-athletes, and relationships between teachers and student-athletes impact academic performance; therefore, it makes sense to create learning environments that are more positive for both.

High School administrators also play a role in the relationship between teachers and student-athletes. Athletic directors, school principals, and school counselors can be instrumental in improving relationships between teachers and student-athletes. Providing information to teachers about the academic requirements for student-athletes, regular updates on practice and competition schedules, academic progress reports of individual athletes and team academic reports can help boost teacher's knowledge of student-athletes academic performance. This can hopefully lead to less generalizing about student-athletes and their grades based on what a teacher may know about a few student-athletes. Finding out more about the role administrators play in creating learning environments for teachers and student-athletes can be useful in providing suggestions and identifying best practices for improving relationships between teachers and student-athletes and increasing academic performance.

Conclusion

Given the time commitment that many student-athletes give to their sport and the number of students in a school who participate in sport, this constitutes a special population of students with some specific needs. Developing programs such as regularly scheduled study halls and life skill programming to assist student athletes is needed. High School student-athletes can benefit from programs similar to what exists at many colleges wherein the student-athletes have academic support programs designed specifically for them. Student-athletes provide a valuable service at the high school and college level; it is often the athletic programs that generate knowledge and identity of schools in the general public, and the student-athletes often become the most well known ambassadors of schools through their travels and athletic accomplishments. Student-athletes also help develop school and community pride. Student-athletes are a valuable resource; however, they are not always treated and seen as such. Nor do they always possess the skills to manage their academic and athletic commitments, effectively communicate with teachers, or have the academic skills to succeed. Developing better relationships with teachers and increasing teachers' understanding of the challenges and time commitments of student-athletes can have positive results in their academic performance and attitudes.

References

- Bowen, W. G. & Levin, S. A. (2005). *Reclaiming the game: College sports educational values*. Princeton, New Jersey: Princeton University Press.
- Eccles, J.S., & Barber, B.L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, 14, 10-43.
- Eide, E.R., & Ronan, N. (2001). Is participation in high school athletics an investment or a consumption of good? *Economics of Education Review*, 20, 431-442.
- Emma, T. (2008). A college perspective on academics and the student athlete. *Coaching and Athletic Director Magazine*, March 2008, 29-34.
- Finn, J.D. (1989). Withdrawing from school. *Review of Educational Research*, 59, 117-142.
- Forster-Scott, L. (2005). *The creation and validation of the saliency of race in sport questionnaire: Exploring the role of Black racial identity development in sport*. Unpublished doctoral dissertation, Temple University.
- Kostoff, M. (2008). Student-athletes: The 740 club. *Coaching and Athletic Director Magazine*, June 2008, 28-30.
- Lawrence, S.M., Harrison, C.S., & Stone, J. (2009). A day in the life of a male college athlete: A public perception and qualitative campus investigation. *Journal of Sports Management*, 23, 591-614.
- Lipscomb, S. (2007). Secondary school extracurricular involvement and academic achievement: a fixed effects approach. *Economics of Education Review*, 26(4), 463-472.
- Marsh, H.W. (1993). The effects of participation in sport during the last two years of high school. *Sociology of Sport Journal*, 10, 18-43.
- Miller, K.E., Melnick, M.J., Barnes, G.M., Farrell, M.P., & Sabo, D. (2005). Untangling the links among athletic involvement, gender, race, and adolescent academic outcomes. *Sociology of Sport Journal*, 22, 178-193.
- National Federation of State High School Associations. (2010). 2009-2010 High School Athletics Participation Survey. Retrieved November 8, 2010 from <http://www.nfhs.org/content.aspx?id=3282&linkidentifier=id&itemid=3282>
- Sherman, T., & And, O. (1988). An investigation of faculty perceptions of athletics at Division 1A universities. Retrieved from ERIC database.
- Simons, H.D., Bosworth, C., Fujita, S., & Jensen, M. (2007). The athlete stigma in higher education. *College Student Journal*, 41, 251-273.
- Snyder, E.E. (1985). A theoretical analysis of academic and athletic roles. *Sociology of Sport Journal*, 3, 210-217.
- Snyder, E.E., & Spreitzer, E. (1990). High school athletic participation as related to college attendance

among Black, Hispanic, and White males: A research note. *Youth and Society*, 21, 390-398.

Ward, R.E. (2008). Athletic expenditures and the academic mission of American schools: A group-level analysis. *Sociology of Sport Journal*, 25, 560-578.

VN:R_U [1.9.11_1134]