

Running Head: Athletes behavior

College Athlete behavior vs Non- Athletes

Da'Von Smith

Benedict College

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Introduction

Plenty of Responsibility comes with being an athlete. All the obstacles athletes go through with school and their sport naturally prepares the athlete more for the struggles of life. This research will prove that athletes and non-athletes have two different lifestyles have very different behavior characteristics and have different habits.

According to Keith (2014), all the balancing with school, sports, and life plays a key role in helping college athletes develop more leadership characteristics than your average student. This study examined the attitudes and behaviors associated with leadership qualities in 73 freshman athletes at the University of Maryland, College Park. Results found that leadership scores on the NCQ were positively associated with: expectation of obtaining higher grades, positive expectations from the college experience, decreased expressed need for emotional/social counseling, increased ease of social adjustment, and lower expectancy of transferring to another school. Results also support previous studies of non-cognitive factors associated with making good grades and have implications for advising of student athletes.

Aries (2016)), released an article on Student-athletes that were studied over 4 years at a highly selective liberal arts college and an Ivy League university. Students spending 10 or more hours per week in athletic activities had lower entering academic credentials and academic self-assessments than non-athletes, but the academic performance of athletes was not below what would be expected based on their entering profiles. Athletes surpassed non-athletes on sociability/extraversion and self-reported well-being in each annual wave of the study. Athletes were not isolated from the rest of the student body; they spent over 50% of their time with non-group members and belonged to non-athletic extracurricular groups every year. Athletes perceived group membership to pose greater difficulties to academic performance and involvements outside the group than did members of other types of extracurricular groups.

Due to the popularity, college athletes are less likely to get involved in illegal drugs rather than non-athletes, since they are watched very closely. Wechsler (2010) presented an article on

Binge drinking, tobacco, and illicit drug use among a random sample of college students at a nationally representative sample of 140 American colleges were examined by means of a mail survey. Students were divided into three groups on the basis of their involvement in athletics: whether they were involved, partly involved, or not involved. Individual correlates of binge drinking among athletically involved students were studied. The survey results indicated that students involved in college athletics engaged in binge drinking and chewed tobacco more often than students not involved in athletics, but were less likely to be cigarette smokers or marijuana users. The strongest predictors of binge drinking among students involved in athletics were residence in a fraternity or a sorority, a party lifestyle, engagement in other risky behaviors, and previous bingeing in high school.

College athletes battle through many mood changes causing, depression, self-esteem, and irrational eating behaviors Johnson (2012) produced an article on the behaviors of college athletes and what they battle through. This study was undertaken to compare ethnic and gender differences regarding self-esteem and various disordered eating attitudes and behaviors among elite college athletes. A total of 1445 student athletes from 11 Division I schools were surveyed using a 133-item questionnaire and White female athletes reported significantly lower self-esteem than Black female, Black male and White male athletes.

According to Danny Lougehead (2017) Athlete leadership is defined as an athlete who occupies a formal or informal leadership role within a team and influences team members to achieve a common objective. The area of athlete leadership has been shaped by theories and measurement tools from organizational and sport coaching literatures. The present article describes the conceptual developments within athlete leadership by providing an operational definition of this construct, followed by the theories and measurement tools used to examine athlete leadership. Finally, the present paper describes both qualitative and quantitative research

that has emerged over the last decade. Results suggest the importance of this source of leadership within sport teams.

Purpose

The purpose of this study is to show how the mind and behavior differs between college Athletes and regular students. Studies show that the daily behavior for these two groups are slightly different and I want to show how these behaviors affect these groups of people differently.

Methodology

Participants:

The participants for this study were college student athletes and regular students at Benedict College. Forty students from Benedict College are in this survey. There are twenty athletes and twenty regular students being surveyed

Procedures

I distributed the survey manually and through E360 portal.

Materials

40 hand copies of my surveys.

Results

The data was able to true the total of 40 Benedict College students surveyed. 50% of the participants eats healthy and 50% does not eat. On working out daily, 60% works out on daily basis and 40% does not. 38% of the participants don't express their feelings at all to others, 33% stated sometimes they open up to others, 16% expresses their feelings often, and 15% talk about

their feeling a lot. 32.5% of my participants go out in the community, 35% des work sometimes in the community, 23% helps in the community often, and 16% does a lot of community work. 25% answered not at all to partying, 40% said partying is a sometime thing, 17.5% party often, and 17.5% party more then often.

Discussions

As the present researcher, I examined the brains between a college athlete and a non-college athlete. College athletes have more daily responsibilities and goes out in the community more than a non-athlete would. Also, college athletes feels as if their sport prepares them for life after their sport and majority of the non- college athletes doesn`t feel that way about school. I feel that it is important for us at Benedict College to create more workshops or intramurals sports that can push non-athletes to show their leadership skills.

References

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Questionnaire

Hello, my name is Da'Von Smith and I am an undergraduate student at Benedict College conducting a brief survey for my senior paper. The purpose of this study is to evaluate college athlete's behavior and decision making versus non college athletes. This study has been approved by the Benedict college institutional review board and your participation is strictly voluntary. This questionnaire is designed to be anonymous, therefore I will not request you to write your name on any portion of the survey. By completing this questionnaire you have provided me with your informed consent to use your information in my research study. Please answer each of the following questions to your best ability. If any time you feel uncomfortable and would like to stop participating, please feel free to do so and return the questionnaire to me. Thank you for your time and participation.

Demographic instructions: Please read the heading and place a check on the line or write in your answer below each heading.

<u>Gender</u>	<u>Age</u>	<u>Classification</u>	<u>Athlete Y/N</u>
<input type="checkbox"/> male	<input type="checkbox"/> 17-18	<input type="checkbox"/> Fr.	<input type="checkbox"/> Yes
<input type="checkbox"/> female	<input type="checkbox"/> 19-20	<input type="checkbox"/> Sophomore	<input type="checkbox"/> no
	<input type="checkbox"/> 21-22.	<input type="checkbox"/> Jr.	
	<input type="checkbox"/> 23+	<input type="checkbox"/> Sr.	

1. Are you a college athlete? Y/n
2. Do you eat healthy? Y/N
3. Do you party? Y/N
4. Do you smoke or drink? S/D/B s= smoke D = drink B = both
5. Do you work out daily? Y/N
6. Battle with mood changes on the daily? Y/N
7. If you're an athlete, do you feel that your sport is preparing you for life? Y/N
8. If you're a non- athlete, do you feel that college has prepared you for life? Y/N
9. Do you have many daily responsibilities? Y/N
10. How often do you Party?
 - Not at all
 - Sometimes
 - Often
 - A lot
1. How often do you express your feelings to others?
 - Not at all
 - Sometimes
 - Often
 - A lot
1. Are you afraid to open up to others? Y/N
2. How often do you go out in the community?
 - Not at all
 - Sometimes

- Often
- A lot

1. Battle with self -esteem issues? Y/N

The purpose of this study is to show how the mind and behavior differs between college Athletes and regular students. Study's show that behavior

Participants

The participants for this study were college student athletes and regular students at Benedict