

A COMPARISON OF THE GRADE POINT AVERAGES
OF ATHLETIC PARTICIPANTS, INTRAMURAL
PARTICIPANTS, AND NON-PARTICIPANTS
IN MISSISSIPPI SOUTH BIG EIGHT
CONFERENCE

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by

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A MASTER'S REPORT

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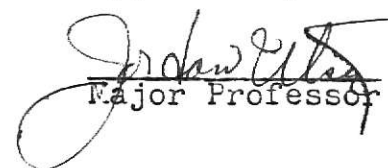
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CHAPTER I

INTRODUCTION

The value of athletics in the educational program of high schools has been the center of controversy since the introduction of sports. In reviewing the literature one discovers that many opinions and discussion for and against the inclusion of athletics in high school programs have been presented. The term "athletics," has often been regarded by some individuals as a field chosen primarily by young men who specialize in the use of "muscle power," and lack the aptitude or "brain power" necessary to cope with the everyday problem of attaining high scholastic achievement. Most schools today require that students attain a certain scholastic achievement before they are allowed to participate in sports, and it is necessary that they maintain these standards throughout their high school career.

Athletes are usually provided with a number of activities that will help develop in them the strength, vitality, and coordination which assist them in meeting emergencies in the school program and their daily lives. Athletes tend to learn who they are and how each moves as a human "machine" and as a moveable object among other moveable objects. Instruction in sports skills is taught

by rhythmic movements, free but direct, with a discipline. There are opportunities for creativity, leadership and the development of personal and social values that he can carry back into the classroom or into the community (American Association of Health and Physical Education, 1963).

There is considerable difference of opinion about school eligibility regulations. The schools are bound to adhere to the regulations of their state association, but they are free to add eligibility regulations of their own, and the most common addition deals with scholarship. The National Federation suggests that any boy participating in athletics should be passing a minimum of three full credit subjects per week and semester. Local eligibility standards are left to the discretion of the individual schools. Many schools adhere to the minimum qualification, but others have instituted programs varying in severity. Any student who qualifies according to local standards has the right to participate in athletics. If participation tends to distract from his scholarship he may not retain the right to participate in the activity since he cannot do both effectively. Of course, to eliminate a student from any activity the failure must be truly serious, not a borderline case. According to some research these requirements tend to make athletes better academic students than intramural participants and non-participants since the latter

two have no academic qualifications to meet (Grieve, 1963:72).

Nevertheless, there is a feeling on the part of some educators that athletes have lower grade point averages than students who do not participate in organized sports. This contention requires further study to determine whether athletes make as good or better grades than any other high school students.

Statement of Problem

This study sought to ascertain whether or not certain male athletes have higher, lower, or the same academic averages as male intramural participants or male non-athletic participants. It was hypothesized that:

1. Athletes have a better grade point average than do intramural participants.
2. Athletes have a better grade point average than do non-athletic participants.

Definition of Terms

Academic Achievement. The attained level at which the student is functioning in school subjects as measured by certain criteria such as school marks (Dictionary of Personnel and Guidance Terms, 1967:45).

Athlete. A student trained to participate in organized varsity sports and who has earned a school letter.

Athletics. Organized sports events, such as football, basketball, baseball, track, and field.

Non-Athletic participants. Those students who do not participate in intramurals or varsity sports.

Intramural Participants. Those students who participate in sports on inter-school level.

Limitations of Study

The following are limitations of the study:

Conference - Big Eight

Division - Southern

Schools - Nine

Grade Level - 11th and 12th

School Year - 1971 - 1972

Participants - Athletes, Intramurals, and Non-Participant

Number of Participants - 10 from each group

Number from each school - 30

Sex - Boys

Total Number - 270

Procedures

In order to do this study, a questionnaire was sent to the coaches of nine schools within the South Big Eight Conference of Mississippi. Included are Biloxi High, Biloxi, Mississippi; Pascagoula High, Pascagoula, Mississippi; Moss Point High, Moss Point, Mississippi; Gulfport East High, Gulfport High, Gulfport, Mississippi; Picayune High, Picayune, Mississippi; Wakins High, Laurel, Mississippi; Blair High, Hattiesburg; and Meridian High, Meridian, Mississippi.

Ten students from each group of eleventh and twelfth grade athletes, intramurals participants, and non-participants were selected at random by the coaches. This gave a total of 30 participants from each school and a grand total of 270 subjects to be evaluated. The coaches recorded the 1971-72 school year grade point averages for each student. The point system was used: four (4) = A; three (3) points = B; two (2) points = C; one (1) point = D and zero (0) points = F.

A follow-up request was not necessary.

CHAPTER II

REVIEW OF LITERATURE

Although no previous literature has been written concerning grade point averages of athletes in the South Mississippi Big Eight Conference, studies on all levels have been made in other institutions. Some of these studies could not be used because of different educational levels and athletic standards which have been set by the different institutions.

Early studies attempted to discover whether participation in athletics affected the scholarship of the participants. Several researchers concluded that the scholarship of athletes did not differ appreciably from that of non-athletes. Using standardized tests as the measure of scholarship, the other investigators used teachers' grades. Many educators refused to accept these findings. Although the methodology used in these studies was open to question on several counts, critics usually attacked teachers' grades as the only criterion of scholarship. They further suggested that teachers might show favoritism in grading and pointed out that the refusal to permit student athletes with low grades to participate in athletics resulted in biased comparisons with non-athletes (Cormany, 1935).

A great deal of guessing has been going on for many years in regard to the academic quality of athletes. Down-grading of athletes' scholastic efforts and abilities has been common by many, including the usual, but erroneous assumption that participation in athletic endeavors is either an invitation to low quality academic performance or that it attracts individuals who do not succeed academically.

Studies of the relationship between academic performance and participation in student activities, especially athletics, have continued. It was found that 168 basketball players and 592 football players in Iowa high schools had higher grades than did other members of their classes (Eidsmol, 1963). Keating (1961) found similar results. Nevertheless, disbelief in the overall benefit of athletics to the academic program was evident in other studies (Keating, 1961). Coleman (1961a, 1961b) suggests that the rewards given athletes as opposed to those given scholars divert adolescent energies in general and of the brightest boys in particular - from the pursuit of scholarship.

Although not concerned with the general effects on a student body of rewards to athletes, Schafer and Amer (1966) support the contention that athletes receive slightly higher grades than non-athletes. These researchers matched 152 pairs of athletes and non-athletes on four variables: the father's occupational class and the student's

intelligence test scores, choices of high school curriculum and grade-point averages in junior high school. They found that 56.6 percent of the athletes exceeded the non-athletes in academic performance and that the median grade-point average of athletes was slightly higher than that of non-athletes. Not only do these data fail to support the hypothesis of athletic participation exerting a negative influence upon scholarship, they also fail to support the assumption that those who spend a great deal of time in several sports, or in major sports such as football and basketball, earn lower grades. Again, boys who gave a considerable amount of time to various sports or took part in major sports were found to have slightly higher grades than non-athletes.

In statistical studies, in which intelligence has been correlated in various performance measured, often provided contradictory findings. It would seem that with further research it might be possible to isolate kinds of intelligence which enables some individuals to perform well in a variety of motor skills. Some speak of the ability to engage in efficient motor planning. Several types of findings have emerged upon investigation of intellectual performance relationships among a group of athletes and non-athletes (Ismail, A.H., 1969).

Generally, athletes possess average and above average intelligence. In a recent study of intelligence level of superior athletes in Czechoslovakia their average

I.Q. was found to be 118 - S.D. 11.3 (Snoddy, L.M., 1939). The Raven Test previously described was used in this investigation. There are probably several more specific kinds of intellectual attributes provided by students participating in athletics than in non-athletics.

The elements of intelligence plays a prominent part in many forms of athletes' success. It is needless to look at examples in intelligence working or failing to function in sports and athletics. It is easy to see that intelligence has some place in any activity of the athlete (William, et al, 1932).

Recent speculation by several Russian and Czechoslovakian psychologists concerning intellectual processes prior to and during competition provides a possible impetus for further investigation. They suggest, for example, during competition in words, while following competition the athlete may be able to verbalize about his performance. Thus, it is suggested that two types of thought processes may be involved - one in which visual imagery is more pronounced, and a second one in which word cues are chained together to describe the movement. Thoughts on this subject should also be accorded careful attention, as athletes often experience or observe the manner in which an emphasis upon word cues during performance of movement may result in intellectual growth or come to an intellectual standstill where only physical growth takes place. Visual imagery being put together with word cues

bring athletes to the point of learning while doing. Visualizing a picture or combating a way to solve a problem on the field can put the solution to work with favorable results. It is believed that this type of training can be effectively carried over into the classroom and thereby, helping the athlete to become more capable of working in competitive situations.

To gain objective information a survey was made of the academic standing of the 12 members of each basketball team in the Iowa 1960-61 Boys' Sub-State and State Tournaments. The schools involved in these tournaments were chosen because their practice periods and training season would be as intense as any in the state. The players were representative of other small and large communities, providing a good cross section. Schools were asked to report the grade average at the end of the first semester of the 1960-61 academic year for each player for each course in which he was enrolled, and also to give the grade average of the entire class for each course. Fourteen of the sixteen schools turned in complete reports, providing data on 168 players out of a possible 192. The grades as reported by each were changed from a letter grade to a number system. This pattern was followed by schools throughout the state and was used in this interpretation of grades. From this system the transposition is as follows: A=4.0; B=3.0; C=2.0; D=1.0; F=.0.

<u>Team</u>	<u>Basketball Players Grade Average</u>	<u>Entire Class Grade Average</u>
Iowa Senior Boys (74)	2.62	2.20
Iowa Junior Boys (57)	2.55	2.15
Iowa Sophomore Boys (29)	2.38	2.30
Iowa Freshman Boys (8)	2.40	2.53
Iowa Senior Girls (35)	3.10	2.32
Iowa Junior Girls (34)	2.88	2.27
Iowa Sophomore Girls (17)	2.47	2.30
Iowa Freshman Girls (10)	2.98	2.28

The results of the survey clearly indicate that those who are participating in basketball are above average in academic performance. The grade-point results for the 168 players averaged 2.57. The grade-point results for all the members enrolled averaged 2.17.

Iowa is one of the few states sanctioning inter-scholastic basketball games for girls. The same type of survey was made of the 12 team members of each girls' basketball team in the Sub-State and State Tourneys. The results are not as conclusive, because only eight of the sixteen schools completed their reports. However, the replies available show an even wider departure in academic performance in favor of girls participating in athletics. The grade-point average for 96 basketball players was 2.89, whereas the grade-point average for all the rest of their classmates in the same courses was 2.29. These results

strongly indicate that there is a need for us to revise our thinking toward the belief that athletes have lower grade-point averages than non-athletes or non-participants. For example, does athletic participation such as state-level competition have a therapeutic value in developing a more wholesome interest in subject matter? Many are inclined to progress; others argue that these students might have shown an even higher academic standing if they had not given so much time to basketball. The study does show very plainly that athletes such as basketball players who are highly competitive in their chosen sport are also above the average of their fellow students in academic performance; a point which in many cultural circles has been definitely denied or in doubt.

Another study by Rebberg and Schafer (1966) sought to determine whether the extent of participation in interscholastic sports affect the chance that boys will continue their education beyond high school. The authors examined responses to a career-orientation questionnaire of 785 twelfth-grade boys in three public and three parochial high schools in Pennsylvania. After treating the results statistically and holding social status and parental encouragement constant, they concluded that athletes expected to attend college somewhat more often and to complete college considerably more often (Graham, 1969:371).

In a Master's study made by Virgil Rodney Enos in 1958, a graduate of Kansas State University, he concluded that lettermen at Turner High School made better grades than all other boys in the school. The boys participating in athletics usually had higher I.Q. averages than the non-participants.

William Alfred Hargrove, a graduate of Kansas State University, made a comparative study of the ^{9th grade} freshmen in Manhattan Junior High School in 1958. He found that scholastic attainment of the athletes of Manhattan Junior High School were not affected by their participation in athletics. It was concluded in this study that the athletes had higher I.Q. averages than the non-participants. The non-participants had the lower averages. The lettermen's grade-point average were superior in comparison to the averages of non-lettermen and non-participants (Hargrove, 1953:18).

The primary purpose of activities within the school is to give meaning to the slogan "athletics for all." The program aims to provide actual competitive athletic experiences for the mass of students within a particular student body. These experiences are for those with sufficient skills to participate in interscholastic athletics.

Recent research reflects the concern for the issues presented in previous studies - that is the assumption that athletes obtained considerably lower grade-point averages than non-athletes; and that participation in athletic

endeavors was either an invitation to low quality academic performance, or that athletics attracted individuals who did not succeed academically. However, rating scales and questionnaires - frequently utilized by recent researchers found this assumption to be an error. In some of this current research, one finds a significant conceptualization of the role of athletes in the life of the school. That is athletics tend to promote physical and mental growth and offer opportunities for social contact and development to an individual.

CHAPTER III
PRESENTATION AND INTERPRETATION OF DATA

The data presented in this chapter include findings from a survey of selected schools in the Mississippi South Big Eight Conference. Each school was provided with a prepared questionnaire and this chapter reports a summation of responses received from the schools.

The data is interpreted according to grade-point averages comparing athletes, intramural participants, and non-participants of the schools used in this study during the 1971-72 school year.

Table 1
THE COMPARISON OF GRADE POINT AVERAGES OF ATHLETES,
INTRAMURAL PARTICIPANTS, AND NON-PARTICIPANTS
FROM SCHOOL A DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	10	23	2.30
Intramural participants	10	25	2.50
Non-participants	10	25	2.50
Total	30	73	2.43

The data in Table 1 represents the grade point averages of athletes, intramural participants, and non-participants during the 1971-72 school year. It should be noted that intramural and non-participants tied with the highest averages of 2.50 and the athletes were last with a grade point average of 2.30. From this table, it is obvious to note that intramurals and non-participants did better than the athletes in this particular school.

Table 2

THE COMPARISON OF GRADE POINT AVERAGES OF ATHLETES,
INTRAMURAL PARTICIPANTS, AND NON-PARTICIPANTS
FROM SCHOOL B DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	10	29	2.90
Intramural participants	10	25	2.50
Non-participants	10	22	2.20
Total	30	76	2.53

On the contrary, Table 2 indicates that athletes had a higher grade point average than the intramurals and non-participants in this particular school.

In Table 3, the non-participants had the highest grade point average of 3.40 in all of the nine schools reported in the study. As noted in the table, the athletes had a good grade point average, but not better than the

non-participants.

Table 3

THE COMPARISON OF GRADE POINT AVERAGES OF ATHLETES,
INTRAMURAL PARTICIPANTS, AND NON-PARTICIPANTS
FROM SCHOOL C DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	10	31	3.10
Intramural participants	10	29	2.90
Non-participants	10	34	3.40*
Total	30	94	3.13

*Highest grade point average among the nine schools.

The grade point average of athletes in Table 4 was significantly better than the averages of the intramurals and non-participants. The grade point average of the athletes in this table represents the second highest grade point average among the participating schools.

Table 4

THE COMPARISON OF GRADE POINT AVERAGES OF ATHLETES
INTRAMURAL PARTICIPANTS, AND NON-PARTICIPANTS
FROM SCHOOL D DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	10	33	3.30
Intramural participants	10	26	2.60
Non-participants	10	21	2.10
Total	30	80	2.66

Table 5 shows that the athletes did do significantly better than the intramurals and non-participants in grade point averages.

Table 5

THE COMPARISON OF GRADE POINT AVERAGES OF ATHLETES
INTRAMURAL PARTICIPANTS, AND NON-PARTICIPANTS
FROM SCHOOL E DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	10	29	2.90
Intramural participants	10	23	2.30
Non-participants	10	19	1.90
Total	30	71	2.36

Also, Table 6 shows that athletes had a higher grade point average than the intramurals and non-participants. The table indicates that intramurals and non-participants tied in grade point averages of 2.60.

Table 6

THE COMPARISON OF GRADE POINT AVERAGES OF ATHLETES
INTRAMURAL PARTICIPANTS, AND NON-PARTICIPANTS
FROM SCHOOL F DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	10	28	2.80
Intramural participants	10	26	2.60
Non-participants	10	26	2.60
Total	30	80	2.66

Data in Table 7 show that intramurals had the highest grade point average. At this school, the table indicates that the non-participants had the lowest grade point average of 1.70 of all the participating schools in the study. Also in this table was the lowest grade point average of the athletes reported in the study.

Table 7

THE COMPARISON OF THE GRADE POINT AVERAGES OF ATHLETES
INTRAMURAL PARTICIPANTS, AND NON-PARTICIPANTS
FROM SCHOOL G DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	10	19	1.90
Intramural participants	10	21	2.10
Non-participants	10	17	1.70*
Total	30	57	1.90

*Lowest grade point average among participants.

In Table 8, the intramurals and non-participants tied with the highest grade point averages of 2.70 and the athletes displayed the lowest grade point average of 2.40 in this particular school.

Table 8

THE COMPARISON OF GRADE POINT AVERAGES OF ATHLETES
INTRAMURAL PARTICIPANTS, AND NON-PARTICIPANTS
FROM SCHOOL H DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	10	24	2.40
Intramural participants	10	27	2.70
Non-participants	10	27	2.70
Total	30	78	2.60

The last comparison of grade point averages is represented in Table 9, the athletes had a better grade point average than the intramurals and non-participants and the intramurals had the lowest according to the findings from this school.

Table 9

THE COMPARISON OF THE GRADE POINT AVERAGES OF ATHLETES
INTRAMURAL PARTICIPANTS, AND NON-PARTICIPANTS
FROM SCHOOL I DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	10	30	3.0
Intramural participants	10	20	2.0
Non-participants	10	25	2.50
Total	30	75	2.50

Table 10 represents a tabulation of totals of the nine schools represented in the study. After a composite total was made, it is showed in this table that athletes had a significantly higher grade point average than the intramurals and non-participants. It should be noted that the grade point averages of the intramurals and non-participants were relatively close.

Table 10

COMPARISON OF GRADE POINT AVERAGES OF THE NINE
SCHOOLS USED IN THIS STUDY DURING THE
1971-72 SCHOOL YEAR

Participants	Number	Grade Point Total	Grade Point Average
Athletes	90	246	2.73
Intramural participants	90	222	2.46
Non-participants	90	216	2.40
Total	270	674	2.53

The analysis of variance comparing grade point averages of athletes, intramural participants, and non-participants resulted in a significant F - value of 3.6005 ($p = .05$). The between groups mean square was 2.6924 ($df=2$), while the mean square within groups was 0.7478 ($df=267$). The summary table for the analysis of variance is presented in Table 11.

Table 11
ANALYSIS OF VARIANCE

Source of Variation	DF	Sum of Squares	Mean Square	F-Ratio
Between groups	2.	5.3848	2.6924	3.6005*
Within groups	267.	199.6560	0.7478	
Total	269	205.0408		

*p -- .05

Means and standard deviations for each group are presented in Table 12. The mean for Group 1 (athletes) was 2.47 (SD=.86); for Group 2 (intramural) the mean was 2.27 (SD=.79); and for Group 3 (non-participants) the mean grade point average was 2.12 (SD=.93).

Table 12

Groups	1	2	3
Mean	2.47	2.27	2.12
STDV	0.86	0.79	0.93
N	90	90	90

Scheffe multiple comparisons were calculated to determine which means were significantly different. The results (presented in Table 13) indicated that the only significant difference in mean grade point average was between the athletes and the non-participants, the athletes having higher grades. Mean differences between athletes and intramural participants, and between intramural participants and non-participants were not significant.

Table 13

SCHEFFE TEST FOR MULTIPLE COMPARISONS

Groups	1	2	3
Mean 1	0.00	1.20	3.57*
2	1.20	0.00	0.63
3	3.57	0.63	0.00

*p = .05

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of the study was to compare the grade point averages of athletes, intramural participants, and non-participants in nine selected schools of the South Mississippi Big Eight Conference.

This study sought to ascertain whether or not certain male athletes have higher, lower, or the same academic averages as male intramural participants or male non-athletic participants. It was hypothesized that:

1. Athletes have better grade point average than do intramural participants.
2. Athletes have a better grade point average than do non-athletic participants.

Previously, it was believed by many people including prominent educators that athletes were not as competent academically as non-athletic participants (students who did not participate in sports). It was further believed that athletes were expected to maintain a certain grade point average in order to encourage them to have a passing grade. However, studies of this nature have been made in different schools to compare the grade point averages of athletes, intramural participants, and non-athletic participants.

This study was recently made in a survey of athletes in the Mississippi South Big Eight Conference which included nine (9) schools:

1. Picayune High - Picayune
2. Meridian High - Meridian
3. Blair High - Hattiesburg
4. Pascagoula High - Pascagoula
5. Watson High - Laurel
6. Biloxi High - Biloxi
7. Gulfport High - Gulfport
8. Gulfport East High - Gulfport
9. Moss Point - Moss Point

The findings of the survey were based on ten athletes, ten intramural participants and ten non-participants from each of the nine schools who were picked at random by the coaches. From the tabulation of the responses the following results were obtained.

The athletes had the highest grade point average of the three participants. Intramural participants, were second with the non-participants being last. In having the highest average the athletes were significantly different from the non-participants but not from the intramural participants. The intramural participants were not significantly better than non-participants carried a variance of .05 F-ratio. The study indicated that individuals who participated in some type of activity showed no significant.

difference from the non-participants; therefore, individuals who participated in activities of physical and mental nature will be better well rounded students than those who do not participate in academic activities. Those participating in the higher form of athletic activities, such as football, are even better students than intramural participants. Due to athletics, individuals have turned out better as students because of what athletics offer the individual and not just based on the requirements of grade point average set up by the schools, conference, and state athletic association. The grade point averages of intramural participants, who have no academic requirements set up by the school for participation, are higher than non-participants. From this we can assume participation in athletics helps the individual to obtain a higher grade point average along with recognition for the individual and the team.

RECOMMENDATION

On the basis of the findings in the study, the writer feels that research is needed, not only in the nine surveyed schools, but in schools across the country to show the nature of athletic on the school's academic program.

Information should be revealed to the community on the successful academic achievements of athletes and promotion of academic awareness should be supported on the part of the school and community. A study of this nature can serve to promote higher conference standards in the academic area

among its member schools. Relating this information to the parents, schools, communities, and school board will serve as a way of recognizing athletes as students not just as persons who participate in athletic. Today on the college level the sports writers select an academic all American football team each year which is a great honor for any athlete and many strive to attain this honor. The reporting of such information each year to the state and conference would serve as a great stimulate to the school, community, and athletes.

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APPENDIX A

August 1, 1972

Coach:

I am doing a study for my master's report comparing the grade point averages for varsity athletes, intramural participants, and those boys who do not participate in school sports at all. I hope to use the South Big Eight Conference to provide information on this question. Your help would be very much appreciated.

What I need you to do is randomly pick out 10 boys who are varsity athletes, 10 boys who just participate in intramurals, and 10 boys who do not take part in any school sports. Please only pick 11th and 12th graders. Do not pick on purpose the boys who are best or worst in school or sports. Just pick any 10 boys from each group. Record their grade point average for 1971-72 on the enclosed sheet. I won't need any names or other information, and figures for your school in particular will not be reported, so no one will know where the grades came from.

Your help is really important to me and will be greatly appreciated.

Yours in sports,

Elliott Gilbert

JJM

APPENDIX B

QUESTIONNAIRE

	Athletes Year's Average 1971-72	Intramurals Year's Average 1971-72	Non-participants Year's Average 1971-72
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

A COMPARISON OF THE GRADE POINT AVERAGES
OF ATHLETIC PARTICIPANTS, INTRAMURAL
PARTICIPANTS, AND NON-PARTICIPANTS
IN MISSISSIPPI SOUTH BIG EIGHT
CONFERENCE

by

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B.S., Jackson State College, 1959

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

COLLEGE OF EDUCATION

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

A COMPARISON OF THE GRADE POINT AVERAGES OF ATHLETIC
PARTICIPANTS, INTRAMURAL PARTICIPANTS, AND
NON-PARTICIPANTS IN MISSISSIPPI
SOUTH BIG EIGHT CONFERENCE

ABSTRACT

The purpose of the study was to compare the grade point averages of athletic participants, intramural participants, and non-participants in Mississippi South Big Eight Conference.

The investigator sought specifically to determine (1) that athletic participants had a higher grade point average than intramural participants and non-participants, (2) that intramural participants had a higher grade point total and grade point average than non-participants, (3) that athletics help athletes to become better students because of interest, and grade average requirement of school, conference and state athletic organization.

Population

The sample was based upon responses from the nine schools in the Mississippi South Big Eight Conference. From the selected schools (10) athletic participants, (10) intramural participants, (10) non-participants making the total number of participants (270) from nine schools. These participants being selected at random.

Procedures

Three major procedures were followed: (1) the construction, validation, and mailing of questionnaires to coaches in the surveyed schools, (2) the tabulation and analysis of data, (3) the presentation of the summary and conclusions.

Findings

The analysis of data based on the nine school responses to the questionnaire revealed the following:

1. The athletes had the highest number of first places among the schools surveyed with three first, two second places and two third.

2. The intramural participants had three first places, four second and two third.

3. The non-participants had three first, two second and four third place votes.

4. The non-participants had the highest single school grade point with a 3.40 average among the nine surveyed schools.

5. The non-participants had the lowest single school grade point average with 1.70 per individual.

In summary the athletes did significantly better than non-participants, but not significantly better than intramural participants. Intramural participants showed no significant difference over the non-participants.

Indication are that student who participate in athletic will obtain a high grade point average than non-participants.