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Effects of an Athletic Scholarship on Student-Athlete Behavior

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Effects of an Athletic Scholarship on Student-Athlete Behavior

A Synthesis Project

Presented to the

Department of Kinesiology, Sports Studies, and Physical Education

SUNY Brockport

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

(Athletic Administration)

by

Matthew Arita

May 17, 2021

SUNY BROCKPORT

BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

Effects of an Athletic Scholarship on Student-Athlete Behavior

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Instructor Approval

Date

Accepted by the Department of Kinesiology, Sport Studies, and Physical Education, SUNY Brockport, in partial fulfillment of the requirements for the degree Master of Science in Education (Physical Education).

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Abstract

Intercollegiate athletics has become a multi-million dollar industry in the past 30 years. Athletic scholarships have become more lucrative for prospective student-athletes to obtain. Analysis of previous research at the NCAA scholarship level of Division I and Division II shows that athletic scholarships have strong affects on student-athlete behavior. Overall, behavior influences academic performance, motivation, and financial implications for the school and the student-athlete. Non-guaranteed scholarships and non-scholarship positions have caused major changes in behavior both positively and negatively for student-athletes in college. The purpose of this synthesis is to review the literature on the effects of an athletic scholarship on athlete's behavior.

Chapter One: Introduction

There are over 1,200 institutions of higher learning in this country that compete in competitive interscholastic athletics. The majority of these institutions are under the umbrella of the National Collegiate Athletic Association (NCAA). The NCAA is made up of three divisions based on the level of competition and athletic department resources. Division I which is the highest division and Division II are allowed to give out athletic scholarships given to those based on talent level in their sport that they compete in to prospective student-athletes that they are recruiting to come to their respective schools.

If the athlete can pass the clearinghouse, which is various academic requirements such as grade point average and standardized testing scores, then they can be granted a scholarship. These can range from partial to full tuition scholarships. Division III institutions are not allowed to give any sort of athletic-based scholarships or money. Athletic scholarships are not easy to obtain. Every year at NCAA institutions, only about two percent of high school seniors are awarded sports scholarships for all NCAA-sponsored sports. These scholarships are a rare commodity, only given to those student-athletes who have the highest quality of athletic ability and have something to contribute to the university and its athletic department (Washam, 2015). Scholarships can have a major impact on an athlete's behavior and how they conduct themselves in honoring their responsibilities to maintain that scholarship. College is traditionally four years and every year a scholarship is up for renewal. That university can take it away from student-athletes at any point. While the NCAA does not specifically research the nonrenewal of one-year scholarships, research by student-athlete rights organizations suggests how student-athletes are influenced and how this can alter behavior (Hartman, 2014).

Depending on sport and division, there are only a certain amount of scholarships each school and team can have on their roster. For example, at the Football Bowl Division level, Division I football team can have 85 scholarship players on their roster. However, most rosters will be over 100 players. Some of these athletes on the team will be paying full-price tuition while others will pay nothing. Players not offered athletic scholarships at universities they would like to attend might, in some cases, be offered tryouts at their preferred universities. If accepted, these players become non-scholarship “walk-on’s.” In some cases, these players go on to earn athletic scholarships. However, such “walk-on’s” make up a very small portion of scholarship athletes (Pitts, Rezek 2012).

An average athletic scholarship is worth a little shy of 11 thousand dollars per year. When it comes to football and men’s basketball, those numbers skyrocket even higher to around 50 thousand. With all this money on the line, and at times the only way some student-athletes can afford to get a college education, behavior can change dramatically both positively and negatively. This behavior change can ultimately influence all areas of a student-athletes life such as on-field performance, academic performance, and social/emotional performance in their everyday life. Understanding these student-athletes struggles and understanding the why behind their behavior can be beneficial to coaches and administrators whose job is to make sure these kids have everything they need and every opportunity to be successful and leave after four years with a degree.

Statement of the Problem

With the limited number of scholarships that are available per NCAA rule, it’s safe to suggest that the willingness to obtain and to hold on to an athletic scholarship can alter the behavior of student-athletes.

With universities having all of the leverage, how far are student-athletes willing to go to make sure their school and college experience is being paid for? This has required student-athletes to prioritize athletics over academics and other areas of their life. Major college football and basketball, for example, generate millions of dollars of revenue for the university via television contracts and sponsorships from name-brand companies such as NIKE, ADIDAS, and UNDER ARMOR. Scholarships granted to these athletes become an investment and the schools want to make sure that they receive a return on their investments. This could ultimately lead to academic success taking a back seat to on-the-field athletic success. It would be inappropriate to insist that scholarship status alone predicts academic success, but the findings of this study suggest that it may be a contributing factor (Milton, Freeman, Williamson 2012).

The athletic department would not exist without this revenue stream, which would ultimately cut hundreds of jobs for coaches, administrators, support staff, and local businesses in these college towns. With how much is on the line, the student-athletes are the reason all of this is even possible. With no other source of revenue stream coming their way besides their scholarship, athletes will do anything to make sure their education is paid for and not just for one year or one semester, but their entire academic career.

Purpose of the Synthesis

The purpose of this synthesis is to review the literature on the effects of an athletic scholarship on athlete's behavior.

Operational Definitions

1. Walk on= Non-scholarship athletes

2. Student-Athletes= Enrolled student at university while competing in intercollegiate athletics for the same university.
3. Auto ethnography= Qualitative research method in which the author uses anecdotal evidence and personal experience.
4. NCAA= National Collegiate Athletic Association

Research Questions

The following research questions will be the primary focus explored for this literature review:

1. How does an athletic scholarship affect athlete behavior?
2. What are the differences in behavior between an athlete on scholarship versus walk on's that are on the same team?
3. Do differences in gender affect behavior?
4. Do these behaviors affect academic performance?

Delimitations

1. Only student-athletes participating at universities sponsored by the NCAA will be included.
2. Only student-athletes that are receiving athletic money will be part of the study.
3. Any student-athletes that are receiving financial aid, grants, or academic scholarships will not participate.
4. Only articles from the last ten years will be examined for this synthesis.
5. Only peer-reviewed articles will be examined for this synthesis.

Chapter Two: Methods

The purpose of this synthesis is to review the literature on the effects of an athletic scholarship on student-athlete behavior. The purpose of this chapter is to review the methods and procedures used to determine the effects of an athletic scholarship on athlete's behavior. For this synthesis, a search was conducted of previous research and said topic above to fulfill the requirements for the completion of the synthesis project.

The studies collected for this synthesis were located using the EBSCO database from SUNY Brockport's Drake Memorial Library. Within the EBSCO database, the following databases were searched: SPORTDiscus and Academic Search Complete. Between these two databases, 92,799 articles of past research were located.

To narrow down the search, keywords were used to find the past literature for this synthesis. Using the SPORTDiscus and Academic Search Complete within the EBSCO database, the keywords for this synthesis were *Athletic Scholarships*, *Athlete behavior*, and *college athletics*. To get the most relevant and best journal articles to answer the research questions, these were the words chosen. *Athletic Scholarship* was used as keywords because that is the cause for the purpose statement. *Athlete behavior* was chosen as keywords because that is what is being analyzed as the effect of athletic scholarships. *College athletics* were chosen as keywords because that is the level at which you can obtain an athletic scholarship primarily. Professional athletes are paid a salary while high school students go to public schooling that is state or federally funded, or if they go to a private school, they will receive financial aid similar to higher education, but generally, no scholarships would be awarded off of athletic performance at that level.

Athletic scholarships were the first keywords searched using the two databases. After completing this first search, 1,574 articles were found on the SPORTDiscus database, and 1,223 articles were found on the Academic Search Complete database. To narrow the search down even further, two limiters were put into the database: peer-reviewed articles and articles published from 2010 to the present. This then narrowed the search down to 246. All articles in this research except one (Medic, Mack, Wilson & Starkes, 2007) have been published in the last ten years.

Athlete behavior was the next keywords that were used in the search. Peer-reviewed articles and articles from only ten years ago were the set limiters for the entire research. 2,753 articles resulted after the limiters were set, eliminating over 42,695 pieces of literature. Five of the references were duplicates that were all used in the synthesis.

The third and final search was using the keywords *college athletics*. After setting the same limiters, 6,316 articles resulted. From there it was easier to navigate through the research to find the articles that worked best for this synthesis. This wasn't the smallest search, and didn't reduce the numbers much, but it was still possible to navigate through and get the research that was needed to complete the work.

The most important factors for articles to be included in the synthesis were to first and foremost, be able to answer and examine the purpose statement. Additionally, it was important to examine athletic scholarships from a broader lens to see how that could impact the behavior as well. For example, understanding the process of how scholarships are given out and the criteria universities are looking for when they decide to offer a scholarship to a prospective student-athlete, is important to note because then understanding that student-athlete behavior is a factor already examined when colleges offer student-athletes during the recruiting process. Universities

feel they have examined the athletes before they ever even come to campus and how they handle the student-athletes could cause changes in behavior later on. A separate factor as well that was important to examine was the differences in behavior based on sex. Title IX laws have grown athletic departments to have even a majority of female student-athletes.

The articles that were used in this synthesis came from the following journals:

International Journal of Sport Communication, Journal of Sport Economics, Missouri Journal of Health, Physical Education, Recreation & Dance, Journal of Issues in Interscholastic Athletics, Journal of Sports Behavior, International Journal of Sports Science & Coaching, Baltic Journal of Health and Physical Activity.

1,896 student athletes made up the subjects of these studies used for this synthesis. Over 500 institutions were represented by that amount of student-athletes. These institutions represented all available levels where athletic scholarships are by rule, given out to prospective student-athletes. NCAA Division IA, which is the highest level of intercollegiate athletics, NCAA Division IAA which is the sub-division one schools who don't have as large of operating budgets as the IA schools, and NCAA Division II which is the lowest level of intercollegiate athletics where athletic scholarships are allowed to be given. Only NCAA Division III is not allowed to give any sort of money based off of athletic merit. The age range for test subjects was 18-23.

For this synthesis research, the articles that were selected were all qualitative approaches in nature with one of those articles being an auto-ethnography of a former student-athlete who was formally in a legal battle with the NCAA. Other data collection reviewed past literature and article reviews on student-athlete behavior and the cause and effect relationships between them and an athletic scholarship. This data was collected from resources including popular databases

for recruiting rankings, Rivals.Com. (Pitts & Rezek, 2012) examined behavior by using a specific scale that was used in previous studies.

Chapter Three: Literature Review

The purpose of this synthesis is to review the literature on the effects of an athletic scholarship on athlete behavior. Some of the topics that will be examined for this synthesis project are, the dark side of guaranteed scholarships, financial implications for student-athletes under an athletic scholarship, scholarship versus non-scholarship athletes at the same program, motivation to earn and keep an athletic scholarship, the impact on academic performance of non-guaranteed scholarships, and the differences in motivation for athletes on scholarship based on gender as well as the level of competition.

Guaranteed Scholarships

Washam (2015) examined the dynamics of non-guaranteed scholarships in college athletics. The purpose of his paper was to examine the issues relating to the economics of scholarships both for the student-athlete and the college or university. For years the National Collegian Athletic Association (NCAA) has been in a public relations battle with making their institution give the illusion that they are not manipulating the student-athletes in any way. Many previous players and coaches in the NCAA are in an ongoing battle about how the NCAA does not compensate these student-athletes properly based on the revenue they make for their respective universities every year. After reviewing information on guaranteed scholarships in collegiate athletics, Washman came to the conclusion that there is a definite need for immediate action for the development and implementation of legislation that assures guaranteed full scholarships for the student-athlete. The cost of higher education escalates yearly and the sports program expands yearly, therefore, these issues must be resolved for the student-athlete. Creative avenues must be explored and decisions made for the continuance of college sports with the guaranteed “full-ride” athletic scholarship. America needs collegiate sports to help fulfill the

dreams of many young athletes (Washamn, 2015). This literature was a research paper overviewing the overall nature of the NCAA and non-guaranteed scholarships.

Hartman (2014) wrote an autoethnography accounting her personal experiences with the NCAA. The rules they have set in place and the 1-year scholarship renewal process was what she specifically spoke on. Hartman gives the background information on how right before her senior year, the Division I basketball program that she had played for revoked her scholarship right before her senior year was about to begin. The purpose of this autoethnography is to analyze the culture of the NCAA and its rules. Hartman found through her experience that individual coaches can be unfair and discriminatory; they function in a system that allows them to act in this way. She noted that her story is one of many among other student-athletes. Hartman explains that in 2011, 444,077 student-athletes were playing on 18,000 NCAA teams. This story, therefore, is just one that hopes to offer a unique perspective of the student-athlete as a way to critique the culture of the organization. Hartman concluded her work with three recommendations to fix this broken system. First, communication between the NCAA and institutional members must continue to advocate for student-athlete rights. Second, if schools are not going to offer multi-year scholarships, the NCAA needs to change the deadline for when schools must notify student-athletes about scholarship nonrenewal. Finally, student-athletes need to be encouraged to join associations supporting their rights. The reality is the school is investing their money into those who they offer these scholarships to. Depending on the sports, scholarships for Power Five conferences are close to 50 thousand dollars per athlete. To see a return on that investment, these schools have parameters in place where they have most of the leverage over the student-athletes (Hartman, 2014). One of these parameters being that scholarships are renewed yearly. This autoethnography is a form of qualitative research in which

the author explored personal experience and connecting that with wider problems in the NCAA.

There is absolutely no guarantee that a student-athlete will receive a scholarship all four years at whichever institution the student-athlete chooses. In 2015, the Power Five conferences made up of the Big 10, Big 12, Southeastern Conference, Pac 12, and the Atlantic Coastal Conference, created a bylaw stating that a school could not renew a scholarship because of poor athletic performance. To not renew a scholarship, there must be a cause such as poor academic performance or misconduct via the university or the local police department. The grey area with these rules leaves a lot of room for athletic departments to assess various situations differently depending on the athlete involved in the situation. The star of the football team may be treated differently than the swimmer on the diving team. That being said, the rest of Division I schools do not have to follow this rule. If the student-athlete doesn't perform to a certain standard set by the coaching staff, there is no guarantee that a scholarship will be honored the following academic year.

Miller (2012) examined the exploitation of student-athletes in NCAA Division I Athletics. The purpose of the study was to discuss the NCAA and its member institution's exploitation of student-athletes. For years the NCAA has hidden behind the term of amateurism. Amateurism in simple terms is the agreement that student-athletes will accept no compensation under any circumstances for their services as athletes at their respective universities. While these athletes agree to this deal, they are the only ones not profiting off of major college athletics. Big-time college football and basketball generate millions of dollars for their schools via TV contracts with national networks and deals with major brands for equipment such as Nike, Under armor, and Adidas. On average, football and men's basketball generate a little less than 40 million dollars for each NCAA Division I school that sponsor both sports. When the coaches

who the student-athletes play for are making at times 6 million dollars a year, it's easy for student-athletes to feel a little exploited. That being said, schools and universities invest a ton of money into these sports programs. Nutrition centers, full-time academic advisors, world-class facilities, and more are common in these institutions that make this amount of money per year.

Miller (2012) concluded that not all student-athletes are exploited, however the governing body in charge should discuss the implications of those that certainly are being exploited. This could affect how athletic scholarships could change behavior because if it stays on this course, there could come a time where scholarships are a thing of the past. If the NCAA begins to compensate players through a salary, or any type of pay-for-play system, that may create a point in time where scholarships are no longer needed and universities will not support athletic scholarships, but only give out these grants based on academic merit. Miller (2012) examined via research paper the overall underlying cultural and societal problems within the NCAA reviewing other sources of literature.

Athletic Scholarship Financial Implications

What is the financial implication for an athletic scholarship? Both for the school and the student-athlete, offering an athletic scholarship has major financial implications for both parties. These financial implications could have an impact on behavior in the student-athletes. Only 1.2 % of undergraduate students in the country receive an athletic scholarship and even less of a percentage of that receives a full scholarship covering all expenses (Washam, 2015).

Per NCAA rule, all athletic scholarships that are given to student-athletes have to be funded by revenue created by the athletic department (Bradbury & Pitts, 2018). When examining lower divisions such as NCAA Division II, and non-revenue generating sports, some schools will

allocate a small number of scholarships to an entire roster of athletes. For example, a Division II football team is allowed to give out 49 total athletic scholarships, but with a low revenue stream and small operating budget, they only give out 12 scholarships to a team of 100 student-athletes. If a student-athlete has received a scholarship from a particular school, there is a lot of pressure on them to perform at a high level. That scarce amount of resources puts that student-athlete in a position where they could possibly be putting more pressure on themselves to perform. Driving these expectations high, when those expectations may not be reached, disappointment could lead to serious consequences and those students may walk away from the team, from school, and ultimately not completing their degree.

The NCAA setup for athletic scholarships and the financial implications the athletic department has on the school has resulted in potential behavior changes in student-athletes on what they are willing to do to keep their scholarships as well as receiving them when they are prospective recruits. While the desire to reward student-athletes for contributing significant labor inputs to a product that generates significant revenue to universities is laudable, this form of compensation has external impact that distort the higher education market (Bradbury & Pitts, 2018). Reviewing legislation on guaranteeing athletic scholarships will be honored for the entire length of completion of the degree may not be possible with the current set up of the NCAA bylaws regarding athletic scholarship funding. This will ultimately influence student-athlete behavior, for good or for worse.

Bradbury & Pitts (2018) conducted a study, which the purpose of is to analyze the cost-of-attendance scholarship allowances and if they are positively associated with football recruiting quality. Prior to conducting the research, Bradbury and Pitts believed that the differences in cost-of-attendance across various schools in the country could have the potential to

impact on the allocation of talent. If a school spends more on one student-athlete, those student-athletes are going to pick those schools that give them the most resources to be successful. This could lead to an unfair playing field in recruiting which will lead to the same programs being the best in the country year after year with very little disparity across the country. To obtain the data they needed, Bradbury & Pitts (2018) used data from well-known and widely respected public high school scouting providers for recruiting rankings. CBS Sports, USA Today, or The Chronicle for Higher Education data was collected for cost-of-attendance. After that, Bradbury & Pitts (2018) analyzed the data where the focus was on a simple and straightforward estimate of the relationship between cost-of-attendance stipends and Division I college football recruiting for the 2015 football season using an equation examining recruiting rankings and cost of attendance.

Comparing and contrasting those two forms of data, Bradbury & Pitts (2018) concluded that the impact of cost-of-attendance allowances on college football recruiting indicates that allotment differences are associated with recruiting quality. The estimates are statistically significant and robust across multiple specifications. Simply put, those institutions that spend more money per student-athlete will get the better players to commit to their programs. This literature reviewed surveys from other publications such as “The Chronicle for Higher Education”, USA Today, and CBS Sports. Of all the surveys, 90 Division I schools participated in the study, 10 of which did not sponsor football.

Scholarship versus Non-Scholarship Student-Athletes

In the current model of the NCAA, only a certain percentage of the rosters will be made up of student-athletes that are on scholarship, whether they are on a full or partial scholarship. The rest of the remaining roster will be walk-ons. Walk-ons are simply student-athletes who are not on scholarship. They are or their families are paying for their tuition and living expenses so

they can go to school even though they are still part of the team. Being part of the team, those walk-ons still have to do the same daily requirements and perform the same duties as the scholarship kids. Life as a walk-on can be a huge struggle. Always consistently grinding to obtain that scholarship, while possibly working or doing extra side gigs for money to help pay for schooling, can take its toll. The only thing walk-ons have in common with those on their respective teams that are on scholarship is that they are on the same team. The lifestyle is vastly different. Some of these walk-ons will not even get access to certain facilities that the scholarship athletes can depending on the university they attend. This type of lifestyle can vastly change behavior because all walk-ons dream of getting put on scholarship and being able to leave that life behind them.

Rubin & Rosser (2014) conducted an analysis comparing Division I scholarship and non-scholarship student-athletes behavior and other variables. The purpose of this study was to examine the academic performance, time-to-degree, and demographic and profile characteristics of Division IA scholarship and non-scholarship student-athletes. Since colleges and universities were allowed to give athletic scholarships to prospective student-athletes, teams have been made up of both players on scholarship as well as non-scholarship players. Rubin & Rosser (2014) collected data from 15 institutions. After the initial contact of these institutions, some were unwilling to participate, which yielded participation to eight for this study. These eight institutions had 10 NCAA Division I sports in common. The two authors used descriptive statistics to describe the student-athletes to create a profile of characteristics such as sport played, sport type (team or individual), revenue or non-revenue generating sport, race, and sex. All of this data was self-reported by the student-athlete via a questionnaire.

At the conclusion of their research, Rubin & Rosser (2014) found that the results indicated that several variables describe these two groups based on scholarship status. Results of this study showed that non-scholarship student-athletes were described by the variables of sport (Women's Outdoor Track and Field), race (Asian, White), sport type (Individual), and sex (Female). Non-Scholarship student-athletes also had higher grade point averages than scholarship student-athletes. The scholarship student-athlete group was described by race (Black), and sport (Football, Men's Basketball, and Women's Basketball), sport comparing scholarship, and non-scholarship athletes. Scholarship student-athletes graduated in fewer semesters than non-scholarship student-athletes. (Rubin & Rosser, 2014).

With the added pressure of trying to gain a scholarship, the reality of a walk-on is that they walk a fine line with the coaching staff and program that they play for. The reality is that they can't get away with a lot of different things scholarship athletes may be able to get away with. Whether it's missing a class or missing a weight room session, walk-ons are on way shorter of a leash. The programs that the walk-ons play for don't really have anything to lose if one of them decided to walk out or gets kicked off of the team. If a scholarship student-athlete were to get dismissed from the team for any various reason, the program has to still honor that scholarship for the rest of that academic year and it gets wasted on someone who is no longer part of the team. With walk-ons, no coach has to deal with that problem. This can alter behavior for walk-ons knowing that they cannot miss any mandatory team events. Athletic scholarships are extrinsic motivators. Therefore, scholarship student-athletes are viewed through the extrinsic lens, and non-scholarship student-athletes are examined as non-extrinsic. This study may help determine the power of an extrinsic motivator (Rubin & Rosser, 2014).

Effects of Athletic Scholarships on Motivation

By nature, a lot of athletes tend to be very motivated people. Whether in the field of athletics or any other area of life, athletes are always motivated by competition and winning. Intrinsic motivation and extrinsic motivation are the basis of examining motivation. Intrinsic motivation is doing whatever it is because of the enjoyment and fulfillment one gets out of doing that certain activity. Extrinsic motivation is the opposite and doing whatever it is because of the external rewards one will gain from doing whatever activity it is they are doing. Research has shown that intrinsic motivation and extrinsic motivation are important concepts for understanding motivational processes in sport settings (Medoc, Mack, Wilson & Starkes, 2007).

Medoc, Mack, Wilson & Starkes (2007) examined the effects of athletic scholarships on motivation in sport. Motivation is one of the biggest factors in how and why somebody behaves a certain way. The purpose of this study was to examine the results of athletic scholarships on the motives of collegiate athletes. Motivation is broken up into two broad categories. Intrinsic and extrinsic are important concepts for understanding what will motivate an athlete and how it will alter their behavior. Extrinsic motivation is a form, which comes as a reward for completing the task at hand. These rewards could be money, trophies, applause, et cetera. An athletic scholarship would be considered extrinsic motivation. Intrinsic motivation is commonly known as “self-determination.” Intrinsic motivation comes from within and those who are intrinsically motivated play because of the passion they have for the sport or activity, enjoying competing against others.

The participants for this study were 71 male and 45 female collegiate basketball players. 70 were on scholarship and 46 were not. To measure motivation, Medoc, Mack, Wilson & Starkes (2007) used the Sport Motivation Scale. Participants provided their information for the study such as age, experience, gender, and scholarship status. After defining an athletic

scholarship, participants were asked to project how much it motivates them to either keep their scholarship they currently have or how far they would be willing to go to obtain one if they were one of the non-scholarship participants. This was all done via a survey that took approximately 20 minutes.

Medoc, Mack, Wilson & Starkes (2007) found that the results of the present investigation indicated that motivational differences were dependent on athlete scholarship status and gender only for non-self-determined types of motivation. All intrinsic motivation was irrelevant when it came to athletic scholarships. Those who are intrinsically motivated will not be influenced by the possibility of obtaining an athletic scholarship or holding on to one if someone is a current member of a program that is on scholarship. Athletic scholarships are extrinsic in nature. It's a tangible external milestone that high school athletes work tirelessly to achieve. Once an athlete receives that scholarship and signs their letter of intent to the school of their choosing, that motivation goes away for the time being. Intrinsic motivations are what will carry these student-athletes through their journey till graduation day. Once received because of the NCAA rules, scholarship athletes can get very comfortable and may not be as motivated and have the same discipline they did before they knew that their schooling was going to be paid for.

Three forms of intrinsic motivation have been identified. They include: (a) Intrinsic motivation to know which regulates engagement in activity for the pleasure one receives from learning; (b) Intrinsic motivation to accomplish which refers to the pleasure and satisfaction one feels while striving to accomplish particular tasks or goals; and (c) and Intrinsic motivation to experience stimulation which occurs when one engages in a behavior because of the pleasurable sensations this act confers (Medic, Mack, Wilson & Starkes, 2007). An athletic scholarship can alter the behavior of those who are not intrinsically motivated or driven. Life in college athletics

is way more demanding than it is at the high school level. On a regular day an athlete will have weights in the morning, followed by class, followed by meetings, followed by practice, and followed by a nightly study hall. Some of these days could possibly be 10 or 12 hour days. A lot of these athletes will be extrinsically motivated to go and play professionally and get a professional contract, but that is the minority of cases for all athletes across all sports. Being process driven should be the goal, but a scholarship can have them lose sight of that, especially as prospects coming out of high school. Student-athletes that are intrinsically motivated will play every play and every repetition at practice like it has a history and life of its own. Focusing on the outcome of a scholarship, and holding on to that scholarship, will have these student-athletes lose sight of what it is that is truly important. For scholarship athletes, the possibility of removing full athletic scholarships resulted in decreased intrinsic motivation to experience stimulation and decreased intrinsic motivation to accomplish things (Medic, Mack, Wilson & Starkes, 2007).

Cremades, Flournoy, & Gomez (2012), explored the motivations of athletic scholarships as well, but unlike Medic, Mack, Wilson & Starkes (2007) they examined more how gender differences could be a factor in motivational differences and how athletic scholarships can affect both male and females differently. The purpose of this study was to determine differences in motivation between scholarship and non-scholarship collegiate male and female athletes to see how the differences in gender have an impact on motivation, not anything else. For the procedure of this study, 162 students were used, all of them being collegiate track and field athletes to keep the sport and sport type the same. Just as the previous study examined motivation, this study used the Sport Motivation Scale to assess the levels of intrinsic and extrinsic motivation in the track and field athlete participants. Major influences were found based on gender as well as

scholarship status. Cremades, Flournoy & Gomez (2012) came to the conclusion that gender is an important factor in understanding motivation among athletes.

Effects of Athletic Scholarships on Academics

Academics are the main reason why student-athletes go to college. The reality for most college athletes, even at the scholarship level, is that it's unlikely that they will compete professionally. The scholarship allows them to offset the cost and expenses of going to college, which is great for a lot of students and families who wouldn't be able to afford it otherwise. Programs and athletic departments set aside a lot of money on academic success centers, tutoring, academic counselors, and more. Scholarships are an investment for the university, and to see a return on that investment, retention rates become very important. No program can see a return on that investment if the student-athlete fails out of school.

The NCAA has rules in place for a prospective student-athlete to be able to accept a scholarship out of high school or a junior college, they must meet certain academic requirements when it comes to their Grade Point Average (GPA) and standardized testing scores. Studies however have shown and reported that SAT scores did not emerge from discriminant analysis, as one of the variables predicting academic success (Milton, Freeman & Williamson, 2012). Once they are on campus, those same athletes have to meet the requirements of holding a certain GPA and be working towards the completion of a degree to be eligible for competition. These requirements become substantial enough to ensure that athletic scholarships impact the academic success of student-athletes. These requirements are based on NCAA rules and some higher academic schools can make their own requirements more demanding if they so choose to do that.

Milton, Freeman, & Williamson (2012) examined this in their study titled “Do Athletic Scholarships Impact Academic Success of Intercollegiate Student-Athletes: An Exploratory Investigation.” This study’s purpose was to identify whether athletic scholarships play a role in academic success by determining if there was a difference in academic performance between male and female athletic scholarship student-athletes and non-athletic scholarship student-athletes as measured by cumulative collegiate GPA. The majority of the time, athletic scholarships have helped raise GPAs because of the weight these scholarships hold over players. Whether that is fair or not, it is irrelevant because a lot of these students need these scholarships to go to school. Motivated out of fear of losing their scholarship, and ultimately losing their degree, because they have no way of paying for it other than taking on debt. This debt can lead to circumstances beyond graduating college that can be hard to overcome especially in the short term. Milton, Freeman, & Williamson (2012) used the entire student-athlete population from the academic year 2010-11 at a private, four-year, NCAA Division II School, which served as the sample for this comparative study. For purposes of the study, a scholarship student-athlete was defined as any student-athlete receiving any amount of athletic financial aid distributed by the institution. Whether it was a full athletic scholarship, or a 5,000 dollar scholarship, at a school that costs over \$40,000. A non-scholarship student-athlete was defined as any student-athlete not receiving athletic aid from the institution. According to Milton, Freeman, & Williamson (2012), the sample size was 455 student-athletes enrolled in both the fall and spring semester of which 256 were scholarship student-athletes and 199 were non-scholarship student-athletes. In terms of gender, 154 were female and 301 were male. Of the 154 female student-athletes, 101 received an athletic scholarship while 155 of the 301 male student-athletes received an athletic scholarship. The authors used a chi-square test to collect the data.

The results of the study found by Milton, Freeman, & Williamson (2012) were that student-athletes who were awarded an athletic scholarship were more likely to have a GPA of 3.0 or above than student-athletes who were not awarded an athletic scholarship. This is believed to be because of the fact that to maintain an athletic scholarship, according to NCAA rule, a student-athlete must maintain a certain GPA to be eligible to play their sport and be able to renew their scholarship at the end of the year. This can be a lot of pressure on the student-athlete.

A significant difference was determined when comparing the academic performance of athletic scholarship student-athletes and non-athletic scholarship student-athletes based on cumulative GPA at the institutions in the study. These findings add additional meaning to the value of scholarship student-athletes. They provide empirical evidence to support the conclusion that athletic scholarships may have a positive impact on the academic success of student-athletes (Milton, Freeman & Williamson, 2012). This is further proof that athletic scholarships can alter the behavior of student-athletes positively on the field, but also in the classroom as well. Is this impact due to the fact they don't want to lose their scholarship or because they genuinely enjoy what they learn on a day-to-day basis? Many factors and different examples play a role, but every little thing is taken into account. In the Power Five conferences, student-athletes cannot lose their scholarship based on performance in athletics, but they absolutely can lose it based on academic performance. A lot of these student-athletes come from poorer families and backgrounds so that factor in itself makes sure they study a little more, or take that extra tutoring session to ensure that they will not lose that scholarship. This all has a positive impact on the student-athletes overall college experience.

Pitts & Rezek (2012) conducted a study on athletic scholarships in intercollegiate football. Understanding how colleges decided to give athletics scholarships and the process these

schools and coaching staffs go through is important in understanding how that could possibly change behavior especially once the student-athletes arrive on campus. Grading film and analyzing a player on the field is the easy part. The hard part is knowing a prospective student-athlete and learning if his or her character is worth offering a scholarship to or offering a spot on the team as a non-scholarship participant.

Pitts & Rezek (2012) concluded that there is evidence of a negative relationship between academic performance and scholarship offers. When trying to sort through thousands of athletes throughout the country, grades are a very telling sign of whether or not a prospective student-athlete is going to make it through a four-year career in college without flunking out. Do they really care about being at the institution that's possibly going to pay for their entire education? According to Pitts & Rezek (2012), the data for this study was collected from the Rivals.com website. Among other services offered by Rivals, the website provides various data on high school football players who have generated interest from college coaches and scouts. A detailed search was performed on the Rivals database for all individuals in the 2008 graduating class. Lastly, the study was also able to obtain a player's GPA and ACT scores in some cases. In total, the study collected 1,162 complete player profiles of the 3,112 high school players in the 2008 Rivals.com database.

Kosowski (2019) conducted a study where the purpose of the paper was to examine one of the key issues in the field of supporting sports activities by local government units, namely athletic scholarships. It was aimed at providing a comprehensive legal analysis of the above issue, including the abundant case law regarding this matter. This is valuable to the possibility of having outside agencies be able to offer more instead of just the institution itself. That could ultimately change behavior and how local government handle the problems institutions run into

on an everyday basis. What kind of public policy would future politicians campaign on? This could change how athletic scholarships affect academic performance based off of the handling of the government unit. The colleges may be a little more compassionate and understanding of those not meeting requirements of the institution. According to Kosowski (2019), several variants of solutions have been proposed in terms of shaping the subjective and objective criteria of eligibility for granting athletic scholarships, which are compliant with the law and current judicial decisions of Polish courts.

Chapter Four: Results, Discussion, and Recommendations

The purpose of this synthesis was to present the results of the literature review on the impact athletic scholarships have on student-athlete behavior in the NCAA. The literature viewed behavior from many different perspectives but there were common themes and results throughout all of the literature that was reviewed for the synthesis. The literature has shown that athletic scholarships have a major impact on the behavior of student-athletes seeking to obtain a scholarship as well as maintain that same scholarship throughout their entire four to five-year college career.

Discussion

Interpretations

This synthesis sought out to answer several research questions before reviewing the literature. The first question was how an athletic scholarship can change athlete behavior. The results of the literature review showed that the stresses of earning and maintaining an athletic scholarship can have a major influence on behavior such as motivation, demonstrating courage, learning from experience, and embracing the competitive nature of athletics. (Medic, Mack, Wilson & Starkes, 2007) showed that an athletic scholarship gave student-athletes extrinsic motivation to accomplish the goal of obtaining a scholarship as possible recruits. This gave them the motivation to train harder for competition, sacrifice certain pleasures of life to achieve goals that have set out, which was overall very positive. Medic, Mack, Wilson & Starkes, (2007) also showed that the motivation was dependent on some different variables such as scholarship status and gender which answered one of the research questions if there was a difference in behavior off student-athletes on full athletic scholarship versus walk-ons who are receiving no athletic

money to be on the team.

Rubin & Rosser (2014) showed that because of the fact more non-scholarship student-athletes are competing at the scholarship level in the NCAA, the research was very much needed. Walk-ons especially on larger roster sports such as football and track and field will always make up a good majority of each team. This research showed that scholarship athletes graduated in fewer semesters than non-scholarship athletes. Not having to pay for their education allows scholarship athletes to take more classes during the summer and winter breaks to get ahead while the non-scholarship athletes may work part-time jobs during the breaks in-between semesters to offset some of the various living costs that the scholarship athletes don't have. A lot of variables applied to the results of the study such as sport, race, sport type, and sex.

The third research question was to find out if differences in how gender played a role in how athletic scholarships affect behavior in student-athletes. Cremades, Flournoy & Gomez (2012) examined the differences in motivation between scholarship and non-scholarship collegiate male and female athletes. Their findings had tons of practical use for all coaches throughout higher academia as well as lower-level high school athletics. Their findings showed that non-scholarship athletes had higher levels of amotivation. They defined amotivation in their study as the absence of intrinsic and extrinsic motivation but a feeling of willingness to push boundaries and limitations of human performance. The findings showed that gender was not a major factor in motivation levels and behavioral changes. Scholarship status was really the biggest driver and variable that affected athlete behavior.

The final research question was examining how athletic scholarships affected academic performance and overall study habits and tendencies. (Milton, Freeman & Williamson, 2012) examined whether athletic scholarships play a role in academic success. They examined the

difference between male and female as well as scholarship and non-scholarship. The results were staggering as they showed that scholarship athletes had significantly higher GPAs than non-scholarship athletes. This could be determined because of many different factors that could be altering behavior such as study habits and social habits.

Implications

Overall, the implications of the previous research, conclusions of the writer of the synthesis were fairly consistent with the research. There were some differences, but overall the research and results were consistent with what the writer of the synthesis believed prior to reviewing the literature. This literature review can help coaches and administrators on how to best handle their scholarship athletes as well as allocating the resources they have on top of getting their education paid for.

For example, examining a scholarship versus non-scholarship athlete, non-scholarship athletes tend to have worst academic performance and GPAs than scholarship athletes. Administrators will not be allowed to allocate more scholarships than the NCAA rule mandates. That being said, there can be ways to close the gap. For example, non-scholarship athletes are not allowed to have access to a lot of the extra amenities that scholarship athletes are allowed. The training table for paid meals, athletic training room and equipment are some, but the biggest one is that they are not allowed to use the academic support services used just for athletes. At major universities across the country, there are at times, four to five full-time academic advisors and counselors for just one football team, let alone an entire athletic department. All of these services are paid for through those scholarship dollars and allocation of that athletic or team budget. This leads to the non-scholarships athletes getting left out in the cold. Those students have to use the same academic services that are offered to the rest of the student population.

These are very good services in the majority of cases, but when some of these major universities have 40 thousand plus students that go to that school, that one-on-one academic services can be too overwhelmed and may not be able to accommodate everyone.

It should be also noted that the lack of resources for the non-scholarship student-athletes isn't the only uphill climb they have when it comes to academic performance. Non-scholarship athletes, have to pay their own way for school a lot of that time as well as without any support from their families in many cases. This dynamic causes some potential problems because now these students can't take classes in the summer and winter sessions when they have less demanding schedules for their given sports. Scholarship athletes take a lot of advantage during this time because basically all of them except winter athletes during the winter have this time away from their individual sport. This allows these students to spend more time with their academic classes and schedule tougher more challenging classes away from their athletic requirements. Non-scholarship athletes unfortunately, don't have that luxury because they are paying for their education by themselves and even sometimes without any support from families. This causes them to have to work and get a part-time job during those months to eliminate some of that cost that they have to pay for.

To conclude the literature review, there is strong evidence that athletic scholarships change behavior in student-athletes. The financial implications athletic scholarships have on the universities as well as the students, the troubling dark side of non-guaranteed scholarships, motivation and the differences between gender and scholarship status and academic performance are ways that athletic scholarships can alter the behavior of a student-athlete. The Financial implications of athletic scholarships play a major role in behavior. If student-athlete's only way to pay for college is a scholarship without graduating in thousands of dollars of debt, they will go

to that extreme to make sure they maintain that scholarship. Behavior could even be influenced before students ever step on campus. Parents play a minor role in that as well because of the Division I or bust mentality. This could potentially put major stress on that student-athlete knowing that the only way they are going to go college without having to pay themselves is through an athletic scholarship.

On top of financial implications, there is strong evidence that non-guaranteed scholarships play a major role in altering athlete behavior. Each year, student-athletes must prove that they have what it takes to be on scholarship. There are only a certain amount of scholarships allowed for each program by NCAA rule and depending on the sport, the range of scholarships allowed could be very low. Athletes work their entire lives to earn the opportunity to get their education paid for. After all those sacrifices, those student-athletes will do whatever it takes to make sure they can finish their degree under scholarship. Every year, an athletic scholarship has the option to be renewed for virtually all schools that offer athletic scholarships. If the coaching staff doesn't believe that player is worth it for their team and program, they can take that individual off at any time. This can lead to behavior both positive and negative to motivate student-athletes to maintain this scholarship. Motivation is a major way athletic scholarships can change behavior. Athletes tend to be very motivated people, to begin with. With all those different variables and factors, motivation can be at an all-time high to make sure student-athletes are doing everything in their power to obtain and maintain a scholarship.

Lastly, academic performance is a byproduct of behavior changes due to athletic scholarships. Even before a prospective student-athlete steps on to campus to whatever university they are attending, GPA and standardized testing score requirements are put in place that those individuals must reach to accept an athletic scholarship. Even student-athletes that

don't care for school much, they will do whatever has to be done academically to be allowed to play their respective sport.

These conclusions can be applied to the real world. As coaches and administrators it's important to know how players behaviors and thoughts can be beneficial for both parties involved, especially when it comes to retention rates at respective schools. The scholarship itself is the biggest motivating factor for these student-athletes and understanding the why behind what they do and how that can alter academic performance, motivation, and more. This can only enhance that program to reach goals of on field performance as well as off the field performance in the class room. The players will benefit, the coaches will benefit and ultimately, the school will benefit.

At the end of the day that is what it's all about. Understanding those that coaches are trying to help. That being said there has to be some common ground somewhere. Student-athletes have to be able to meet coaches in the middle when it comes to altered behavior if that behavior has an impact on the team and the program negatively. Actions have consequences so it's important to understand where the student-athlete is coming from, but not allowing them to walk all over the coaches.

Limitations and Recommendations for Future Research

Per the introduction, these were the limitations set for the literature review:

1. Only student-athletes participating at universities sponsored by the NCAA will be included.
2. Only student-athletes that are receiving athletic money will be part of the study.

3. Any student-athletes that are receiving financial aid, grants, or academic scholarships will not participate.
4. Only articles from the last ten years will be examined for this synthesis.
5. Only peer-reviewed articles will be examined for this synthesis.

Following the review of the literature and research that was available examining the effects of behavior on student-athletes due to athletic scholarships, the studies were limited to students that was participating in intercollegiate athletics at universities that are sponsored by the NCAA. No NAIA or NJCAA institutions were used for any of the studies in the literature review. This study may possibly be even more important to look into examining schools in the NAIA (National Association of Intercollegiate Athletics) or NJCAA (National Junior College Athletic Association). Scholarships are way more lucrative commodities in those programs in those associations because of the funding behind these schools and universities. An athletic scholarship from one of those schools may hold more value in some eyes than an athletic scholarship from a school-sponsored by the NCAA.

Another limitation of the work was that only student-athletes that are receiving athletic money would be part of any studies reviewed. Student-athletes receiving any financial aid, grants, or academic scholarships will not participate, the money given to that individual has to be an athletic scholarship sponsored by the various universities in the study. This is important because with other ways of funding such as mentioned above, schools can offset the cost to have student-athletes entire tuition and fees paid for even though their athletic scholarship covers a certain percentage of it, especially those at lower level DI and DII schools. This practice is very common in order to recruit the athletes that they want in their programs. Ultimately, this could have an impact on behavior the same way a full athletic scholarship would because every

expense is being paid for. If a school were to take away that athletic money, those student-athletes would then have to pay out of pocket for their education. On top of those limitations, only peer-reviewed articles from the last ten years except for one study from 2007 were used for the literature review. This was put in place to get the most up-to-date and recent information regarding the topic at hand.

These limitations should allow furthering examining future research with the following:

1. Future research should continue to examine traits and actions based off of the different behavior patterns. How one acts due to the effects of scholarships is important psychological information for coaches to be aware of when dealing with their athletes but examining the actions they take because of these behaviors could lead to more detailed and further helping retention rates for student-athletes on scholarship as well as non-scholarship student-athletes.
2. Future research should be examined on how any scholarship money alters behavior and not just athletic scholarship money. Government-funded grants, local charity scholarships, et cetera. This could be examined on the differences and similarities of behavior traits.
3. Further research examining how the differences of partial and full athletic scholarships can possibly alter behavior. The majority of sports and smaller levels of competition give out smaller scholarships that don't cover all expenses.
4. Looking into future research of how each individual sport is different. The football and basketball players making the majority of the revenue for the school versus the diver on the swim team.

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Synthesis Article Grid

| Author | Title | Source | Purpose | Methods & Procedures | Analysis | Findings | Recommendations |
|---------------------|--|--|---|---|---|--|---|
| Hartman, K.L (2014) | “The Most Evil Thing About College Sports”: The 1 Year Scholarship and a former NCAA Athletes Personal Narrative | International Journal of Sport Communication | Analyzes the culture of the National Collegiate Athletic Association (NCAA), its rules, and the 1-year scholarship through a personal narrative of the author's experience as a Division I basketball player who had her 1-year scholarship revoked before her senior year. | Auto ethnographies such as personal narratives have become a used research method allowing for self-observation and reflection. | An account of writers first hand experiences. | While individual coaches can be unfair and discriminatory, they function in a system that allows them to act in such a way. The hope is that this story can become part of the fabric challenging the culture of the NCAA for the betterment of student-athletes as a whole. Finally, it should be noted that this narrative is not the only narrative of the student-athlete. In 2011 there were 444,077 student-athletes playing on 18,000 NCAA teams (“NCAA Participation,” | First, communication between the NCAA and institutional members must continue to advocate for student-athlete rights. Second, if schools are not going to offer multiyear scholarships, the NCAA needs to change the deadline for when schools must notify student-athletes about scholarship nonrenewal. Third, student-athletes need to be encouraged to join associations supporting their rights. |

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| | | | | | | 2011). this story, therefore, is just one that hopes to offer a unique perspective of the student-athlete as a way to critique the culture of the organization. | |
| Pitts, J.D & Razek, J.P (2012) | Athletic Scholarships in Intercollegiate Football | Journal of Sports Economics | The authors empirically examine the factors that universities use in their decision to offer athletic scholarships to high school football players. | The data for this study were collected from the Rivals.com website. Among other services offered by Rivals, the website provides various data on high school football players who have generated interest from college coaches and scouts. A detailed search was performed on the Rivals database for all individuals in the 2008 graduating class. For each player, they were identified by BCS schools that offered them a football scholarship and | In total, the study collected 1,162 complete player profiles of the 3,112 high school players in the 2008 Rivals.com database, Was observed scholarship offers for all recruits in the database; however, one or more other variables such as race or 40- yard dash time are unknown for others. This data limitation gives rise to the possibility of a sample selection bias in our data— those with complete profiles may be fundamentally different from the | Interpreting the marginal effects table for the full sample, we find that all of a player’s physical attributes are important in determining the number of scholarship offers they receive from BCS universities. | Little research has investigated how the college football labor market operates. In the first stage of the college football recruiting process, universities select which players to offer scholarships, and in the second stage recruits select the school they wish to attend from their pool of scholarship offers. One previous study, Dumond et al. (2008), attempts to predict which university a high school Pitts and Rezek 531 football recruit will choose to attend from their pool of scholarship offers. In this article, the study |

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| | | | | collected data on four physical attributes (height, weight, 40- yard dash time, and race) and four characteristics of their high school (high school size, the number of wins the team earned, whether the school is public or private, and the state where the school is located). Also collected data on the player's high school position as well as performance statistics relevant to their position. Lastly, the study was also able to obtain a player's grade point average (GPA) and ACT score in some cases. | population as a whole. | | examines the factors used by coaches in their decision to offer a player a scholarship. |
| Washam, A (2015) | The Prevalence of Guaranteed Scholarships in | Missouri Journal of Health, Physical Education, | The purpose of this paper is to examine the problems of student-athletes and the issues relating to the | Overviewing the reality of athletic scholarships and the economic impact that they | General overview of the entire NCAA. | After reviewing information on guaranteed scholarships in collegiate athletics, a definite need for | The cost of higher education escalates yearly and the sports program expands yearly; therefore, these issues must be |

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| | Collegiate Athletics | Recreation & Dance | economics of scholarships both for the student athlete and the college/university. | have on both the individual who receives it and the institution that provides it to them. | | immediate action for the development and implementation of legislation that assures guaranteed 'full ride' scholarship for the student athlete was identified. | resolved for the student athlete. Creative avenues must be explored and decisions made for the continuance of college sports with the guaranteed "full ride" athletic scholarship. America needs collegiate sports to help fulfill the dreams of many young athletes. |
| Milton, P Freeman, D & Williamson, L (2012) | Do Athletic Scholarships Impact Academic Success of Intercollegiate Student-Athletes: An exploratory Investigation | Journal of Issues in Intercollegiate Athletics | The purpose of this study was to identify whether athletic scholarships play a role in academic success by determining if there was a difference in academic performance between male and female athletic scholarship student-athletes and non-athletic scholarship student-athletes as measured by cumulative collegiate GPA. | The entire student-athlete population from the academic year 2010-11 at a private not-for-profit, four-year, NCAA Division II, Doctoral/Research University in rural Ohio served as the sample for this comparative study. Approval was obtained from the university's Human Subjects Review Board to conduct the study. Assisted by the University Office of Institutional | The sample size was 455 student-athletes enrolled in both the fall and spring semester of which 256 were scholarship student-athletes and 199 were non-scholarship student-athletes. In terms of gender, 154 were female and 301 were male. Of the 154 female student-athletes, 101 received an athletic | The results of the chi-square test (Table 1) indicate a significant difference in GPA of scholarship and non-scholarship student-athletes ($\chi^2 = 9.00, p \leq .003, 1 \text{ df, sig.}$). Student-athletes who were awarded an athletic scholarship were more likely to have a GPA of 3.0 or above than student- | As the results of the comparison of athletic scholarship student-athletes versus non-athletic scholarship student athletes indicate in the present study, the reverse was actually found to be the case, providing a unique result in the existing literature on the topic of collegiate scholarship athletes and GPA. |

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| | | | | <p>Research, student-athletes were identified from the 2010-11 NCAA squad lists and athletic scholarship status was determined from financial aid records. For purposes of this study, a scholarship student-athlete was defined as any student-athlete receiving any amount of athletic financial aid distributed by the institution. A non-scholarship student-athlete was defined as any student-athlete not receiving athletic aid from the institution.</p> | <p>scholarship while 155 of the 301 male student-athletes received an athletic scholarship.</p> | <p>athletes who were not awarded an athletic scholarship.</p> | |
| <p>Bradbury, J & Pitts, J (2018)</p> | <p>Full Cost-of-Attendance Scholarships and College Choice</p> | <p>Journal of Sports Economics</p> | <p>The purpose of the study is to analyze the cost-of-attendance scholarship allowances and if they are positively</p> | <p>Analysis focuses on a simple and straightforward estimate of the relationship between cost-of-attendance stipends and Division I college</p> | <p>Data from well-known and widely respected public high school scouting provider for recruiting rankings. CBS Sports, USA Today or The Chronicle for</p> | <p>The tables report the coefficient estimates along with robust standard errors that correct for detected heteroscedasticity. Variance</p> | <p>Estimates of the impact of cost-of-attendance allowances on college football recruiting indicate that allotment differences are associated with</p> |

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| | | | associated with football recruiting quality. | football recruiting for the 2015 football season using an equation examining recruiting rankings and cost of attendance. | Higher Education data was collected for cost-of-attendance. | inflation factors indicate that multicollinearity is not present. | recruiting quality. The estimates are statistically significant and robust across multiple specifications. Our findings are no doubt already old news to active participants in the recruiting game. |
| Medic, N Mack, D Wilson, P & Starkes, J (2007) | The Effects of Athletic Scholarships on Motivation in Sport | Journal of Sport Behavior | The purpose of this study was to examine the effects of athletic scholarships on the motives of collegiate athletes for sport. | Demographic and Athlete History Information. Participants provided their age, basketball experience, gender, and scholarship status. The average number of hours the participant engaged in practicing skills related to basketball in the past year was assessed via a single item measure. The Sport Motivation Scale (SMS) was used to assess the participation motivation. | "Present" and "perceived future" motivation was assessed in a sample of 70 non-scholarship and 46 scholarship basketball players. | The results of the present investigation indicated that motivational differences were dependent on athlete scholarship status and gender only for non-self-determined types of motivation. | Athletes who expect to be awarded a scholarship may be less likely to perceive themselves as competent, perceive the scholarship as informational, and perceive themselves as the cause of their behavior. Another possibility is that a general selection bias of male scholarship athletes exists such that male athletes that are awarded a full athletic scholarship initially have |

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| | | | | | | | higher levels of non-self determined motivation. This observation may be a characteristic of the individual or a result of socialization to the scholarship milieu and represents an interesting area for further inquiry. |
| Cremades, J Flournoy, B & Gomez, Carolina (2012) | Scholarship Status and Gender Differences in Motivation among U.S. Collegiate Track and Field Athletes | International Journal of Sports Science & Coaching | The purpose of the current study was to determine differences in motivation between scholarship and non-scholarship collegiate male and female athletes. | The Sport Motivation Scale (SMS) was used to assess participant's intrinsic and extrinsic motivation as well as amotivation. A 2 x 2 factorial MANOVA was used to determine scholarship status and gender differences. | Data from 162 Collegian Track and Field Athletes in the United States of America. | Results indicate that external rewards are related to lower levels of intrinsic motivation and higher levels of extrinsic motivation and slightly lower levels of amotivation. In addition, the study supports that gender is an important factor to understand motivation among athletes. | The results of this study provide additional support for the interaction between scholarship status and gender when measuring motivation. The findings from this study have implications for both coaches and sport psychology practitioners. Since scholarship athletes had lower levels of intrinsic motivation than non-scholarship athletes, both coaches and practitioners should |

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| | | | | | | | incorporate activities that stimulate intrinsic motivation when working with athletes (e.g., emphasizing the enjoyment involved in performing the task and achieving new levels of performance). |
| Kosowski, J (2019) | Athletic scholarships granted by local government units in the Polish Case-law | Baltic Journal of Health & Physical Activity | The purpose of this paper is to examine one of the key issues in the field of supporting sport activities by local government units, namely athletic scholarships. It is aimed at providing a comprehensive legal analysis of the above issue, including the abundant case law regarding this matter. | The criteria of eligibility for athletic scholarships were divided into subjective and objective criteria. Based on them, the scholarly opinion and case law on the topic have been analyzed. The study has also pointed to often-diverse positions expressed in the practice of applying the law. | The subjective criteria may include the following: registered and actual address of residence in the territory of the local government unit, specific age, person/entity authorized to submit the scholarship application, or the fact of representing a sports club established in the area of a given unit. | The results of the research lead to the conclusion that it is not possible, under the Polish Sports Act currently in force, to draw up a resolution by a local government unit's law-making body that would fully reflect the intentions of the local government authorities. | Several variants of solutions have been proposed in terms of shaping the subjective and objective criteria of eligibility for granting athletic scholarships, which are compliant with the law and current judicial decisions of Polish courts. The author is also of the opinion that the provisions of the Act need to be amended, as proposed in de lege ferenda. |

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| <p>Rubin, L & Rosser, V (2014)</p> | <p>Comparing Division IA Scholarship and Non-Scholarship Student-Athletes: A Discriminant Analysis</p> | <p>Journal of Issues in Intercollegiate Athletics</p> | <p>This study examined the academic performance, time-to-degree, and demographic and profile characteristics of Division IA scholarship and non-scholarship student-athletes.</p> | <p>This study draws from institutional secondary data provided by eight institutions. Initially, the authors identified colleagues representing a variety of Division IA institutions in a professional organization of athletic academic specialists, described the study to each contact, and received verbal commitments from institutions to provide data.</p> | <p>Fifteen institutions were contacted during the data collection process. After the initial contact of these institutions, some were unwilling to participate, which yielded participation from eight for this study. These eight institutions had 10 NCAA Division I sports in common.</p> | <p>This study compared variables of demographic and profile characteristics, academic performance, and time-to-degree between scholarship and non-scholarship student-athletes at Division IA football institutions. The results indicated that several variables describe these two groups based on scholarship status.</p> | <p>This discussion has three sections: demographic and profile characteristics, academic performance, and time-to-degree.</p> |
| <p>Miller, A (2012)</p> | <p>NCAA Division I Athletics: Amateurism and Exploitation</p> | <p>Sport Journal</p> | <p>The purpose of this paper was to discuss the NCAA and its member institutions' exploitation of student-athletes.</p> | <p>The evolution of intercollegiate athletics and the student-athlete was reviewed in order to better understand the motives for today's exploitive practices. Using Wertheimer's two arguments for the exploitation of student-athletes.</p> | <p>Examined Division I Athletics from the outside from a broad and generalized spectrum.</p> | <p>it was demonstrated some student-athletes are victims of exploitation. However, after examining mutually advantageous exploitation and consensual exploitation, it was determined</p> | <p>The topic of paying college athletes is one of, if not the most debated issues in collegiate athletics. Understanding the terms of amateurism and exploitation, a history of intercollegiate athletics, and how student-athletes are</p> |

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| | | | | | | not all student-athletes are exploited. | possibly being exploited may assist in helping to decide if NCAA student-athletes should be compensated above athletic scholarships . |
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