AN ASSESSMENT OF THE EFFECTIVENESS OF THE CHAMPS/LIFE SKILLS
PROGRAM AT THE UNIVERSITY OF NORTH TEXAS: A PILOT STUDY

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Dissertation Prepared for the Degree of

DOCTOR OF EDUCATION

UNIVERSITY OF NORTH TEXAS

May 2004

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This study seeks to determine the effectiveness of the Challenging Athletes Minds for Personal Success (CHAMPS)/Life Skills program at the University of North Texas, as perceived by the student athletes who participate or participated in this program. The study attempts to measure the extent to which the student athletes feel that the program had value; if they received helpful information to support them through their college career to career transition; if the student athletes felt that the program provided them with skills to encourage better self-esteem; and if they believed that the CHAMPS/Life Skills program provided them with leadership and character education.

The study, conducted in the Fall of 2003, had 163 respondents. An instrument was developed to determine student athletes’ perceptions of the effectiveness of the CHAMPS/Life Skills program at UNT. The instrument consisted of 30 questions using a Likert-type scale. A Mann-Whitney U, a non-parametric t-Test, was utilized to analyze the data. This type of t-Test was used because it is specifically designed to compare the means of the same variable with two different groups and account for non-homogeneous groups. The lack of homogeneity was very likely influenced by the unequal group sizes.

Generally, all aspects of the CHAMPS/Life Skills program at UNT were found to be positive by each subgroup. Student athletes found value in the CHAMPS/Life Skills program at UNT. In three of the four components studied, males had a statistically stronger feeling than females. Minority status had no statistically significant impact on the results in any of the four components studied. For the variable measuring the number,
of years in the program, a significant difference existed in three of the four components studied. The study shows that if a student athlete was involved in the program for more than two years, the CHAMPS/Life Skills program at UNT was more valuable for them than those enrolled for a shorter period of time.
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ACKNOWLEDGMENTS

First and foremost to Christ my purpose for living. Thank you for helping me to constantly see it is not about me. May this bring you Glory.

To my wife, Dena, because of whom I will never see a beach or sunset the same way. Thank you for believing in me. You are truly beautiful in every way.

To my son, Brock, my happiest days are spent with you. You are my best buddy.

To my mother and father, I am so honored to be your son. Thank you for instilling character in my life.

To my brother, Damon, storms only make us stronger and table tops always make me laugh. You are my partner for life.

To Dr. Jack Baier, who inspired me the first day I met him and with whom I walked through several personal storms over the past few years. His example of strength to overcome and care for others never went unnoticed. Thank you for your constant encouragement and direction. I am honored to call you friend.

To Dr. John Anthony, who in his simple way taught me Empathic Leadership and it has stuck with me since. You taught me how to establish a legacy.

To Dr. Steve Katsinas, who stepped up to the plate and went to bat for me. I will never forget it. I have never been stretched by anyone like you. You taught me to think deeper. I am a better person because of you.
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CHAPTER 1

INTRODUCTION

Program Introduction

In 1991, the National Collegiate Athletic Association (NCAA) Foundation initiated efforts to create a total development program for its student-athletes. Through the collaborative efforts of the NCAA Foundation and the Division 1-A Athletic Directors Association, the Challenging Athletes’ Minds for Personal Success (CHAMPS)/Life Skills Program was created. In 1994, after several years of development, the CHAMPS/Life Skills Program was introduced to the NCAA membership and was placed under the Association's education outreach staff.

Former NCAA President Cedric W. Dempsey, who led the Association from 1994 through 2002, was instrumental in bringing the program under the NCAA umbrella. That summer 46 NCAA institutions participated in the first orientation for administrators from around the country. The CHAMPS (Challenging Athletes' Minds for Personal Success)/Life Skills Program is now in place at 472 of the approximately 1,200 NCAA institutions and conference offices, with more being added annually. All 165 Division I schools are required to provide life skills programming for student-athletes; the program also is in place at 169 Divisions II and III schools as well (NCAA News, November 24, 2003).

CHAMPS/Life Skills focuses on five basic areas: academic excellence, athletics excellence, personal development, career development, and service. Schools tailor the program to fit the specific needs of the student-athletes on their campuses, which many
say is one of the program's most rewarding features. CHAMPS/Life Skills can focus on one area of commitment or all five. Programs can be for freshman only or student-athletes at all grade levels. Examples of programs may include goal-setting and time management, study skills, academic support programs, developing self-esteem, dealing with depression, and/or personal and social development and career planning.

Today, the NCAA Education Outreach staff oversees the development of the program, offering services, support and programs to participating institutions throughout the year. The CHAMPS/Life Skills Program is supported through the promotional and financial efforts of the NCAA Foundation, the NCAA, and the Division I-A Athletic Directors Association (NCAA, 2002).

Education Outreach Mission

The Champs/Life Skill Program's Mission is to provide services and support to the membership, public, and media to develop and enhance the life of the student-athlete through educational programs and resources focusing on gender equity, student-athlete welfare, and life skills. Recently, a CHAMPS/Life Skills Program advisory team was created to help with programming initiatives and planning for the annual Orientation and Continuing Education Conference. The eight-member advisory team is made up of a diverse group of coordinators representing all NCAA divisions from different regions of the country (NCAA, 2002).
There is no specific curriculum required to implement CHAMPS. No mandatory programs must be followed, and there is no set way to implement any of the five basic commitment areas. Each institution must decide the best way to implement the program on that specific campus.

The NCAA provides curriculum materials to institutions to help them get started. These include instructional materials in each of the five commitment areas, along with examples of how schools around the country have implemented programs on their campuses. Materials provided to each institution include a needs-assessment instrument to assist in determining the priority of student-athletes' needs, a program administrator manual, manuals that include teaching materials developed by nationally recognized providers of customized training programs, and supplemental materials such as CD-ROMs and videotapes to support the instructional materials (Rosenberg, 2003).

The University of North Texas

The University of North Texas, a comprehensive, state-assisted, coeducational institution of higher education, is the flagship of a multi-institutional university system. UNT offers a wide variety of undergraduate, master's and doctoral degree programs. The University of North Texas is located in Denton, a friendly college town with a population of more than 75,000; it is located about 35 miles north of Dallas and Fort Worth. The university campus is composed of 151 structures on 500 acres. Many business, industry, education, government and cultural activities that support university studies are based in the Dallas–Fort Worth Metroplex (UNT Publications, 2003).
The University of North Texas is a leading university in the Dallas-Fort Worth region. It is the fourth-largest university in Texas with more than 30,000 students. It has 98 bachelors, 123 masters and 47 doctoral degree programs, many that are nationally recognized. As a doctoral/research university, UNT ranks in the top 4 percent of U.S. colleges and universities as classified by the Carnegie Foundation and has more nationally accredited programs than any other university in the DFW Metroplex. It also has a 17:1 student-faculty ratio (UNT Publications, 2003).

The university achieves high-quality instruction, scholarship and service by:

- fostering excellence and innovation in teaching and learning;
- supporting research and creative activities that expand knowledge, strengthen undergraduate and graduate programs, and promote the application of knowledge for the benefit of society; and
- assuming a primary leadership role in addressing community needs of the North Texas region and the state; maintaining academic integrity through free and open inquiry including the examination of values;
- stressing understanding and appreciation of the historical, intellectual, technological, scientific and cultural nature of the search for knowledge;
- promoting the advancement and preservation of the arts;
- nurturing development of students by providing continuing opportunities for intellectual, physical, emotional, social and career growth;
- supporting a culturally diverse environment and advocates mutual respect for all members of the university community as they strive for excellence;
• providing a high quality residential environment and opportunities for lifelong learning; and

• enhancing access to higher education through the use of emerging information and telecommunication technologies (UNT Publications, 2003).

The university continues to expand its relationship with the University of North Texas Health Science Center at Fort Worth; to develop the University of North Texas System Center at Dallas; and to cultivate partnerships with elementary and secondary schools, community colleges, other universities, businesses, government agencies and nonprofit organizations to improve the quality of education and community life (UNT Publications, 2003). The University of North Texas is currently a member of the Sun Belt Athletic Conference.

The Sun Belt Conference

For nearly 30 years, the Sun Belt Conference has served as one of the nation’s premier leagues featuring strong academic and athletic standards. The league began its 28th season of competition in 2003-04, and does so as one of only 11 NCAA Division I-A conferences.

Current Sun Belt member institutions include the University of Arkansas at Little Rock, Arkansas State University, the University of Denver, Florida International University, the University of Louisiana at Lafayette, Middle Tennessee State University, New Mexico State University, the University of New Orleans, the University of North Texas, the University of South Alabama and Western Kentucky University. The University of Idaho, the University of Louisiana at Monroe and Utah State University
currently hold football memberships with the Sun Belt, forming an eight-team gridiron league along with Arkansas State, Louisiana-Lafayette, Middle Tennessee, New Mexico State and North Texas. Starting in the 2005-06 academic year, Idaho and Troy State University will compete in the Sun Belt Conference in all sports (Sun Belt Conference Publications, 2003). The Sun Belt Conference is led by Commissioner Wright Waters, now in his fifth full year as commissioner. The Sun Belt is headquartered in downtown New Orleans. Each of the schools in the Sun Belt Conference has a CHAMPS/Life Skills program.

There have been discussions as to whether or not the University of North Texas will change athletic conferences in the near future, but at the current date, no final decisions have been made. No matter which conference UNT ultimately affiliates, however, the Board of Regents and President have committed to maintain UNT in Division I Athletics (North Texas Daily, 2003).

University of North Texas Athletics

UNT offers NCAA Division I-A football, basketball, cross-country, golf, soccer, swimming and diving, tennis, volleyball and track and field. The University of North Texas has had a strong athletic tradition for nearly a century. The football team has won three consecutive Sun Belt Conference championships, and played in the 2001 New Orleans Bowl, won the 2002 New Orleans Bowl and competed in the 2003 New Orleans Bowl. Men’s sports also include basketball, cross-country, golf, indoor track and field, and outdoor track and field. Women’s sports are basketball, cross country, golf, indoor track and field, outdoor track and field, soccer, softball, swimming and diving, tennis and
volleyball. The current Athletic Director, Rick Villareal, has been at the University of North Texas for approximately three years.

CHAMPS/Life Skills program at the University of North Texas

In 1996 the CHAMPS/Life Skills program was started. At UNT it first began as the R.A.P.T.O.R. (Resources and Preparation: Tomorrow is Our Responsibility) program. Its components were delivered in a traditional classroom setting and focused its program on the student athlete’s leadership and social skills. Many of the core ideas of the CHAMPS program were implemented in the classroom, but the focus remained on the development of leadership skills.

It has since evolved. Most recently the program has gained a significant amount of attention. The program now has a single person specifically in charge of the program who has begun transforming the program into a more broad-based program, along the lines of an NCAA structured and governed program than the RAPTOR program, which was its genesis.

As with all aspects of the program, each individual campus has its own way of facilitating CHAMPS/Life Skills. At some schools, administering CHAMPS is a full-time position, while at others it's just one of many hats a staff member wears. Some schools have CHAMPS/Life Skills budgets of $25,000, though most manage the program on $2,500 or less. Currently the University of North Texas has a staff member who works with CHAMPS/Life Skills as an added responsibility to her position. It budgets around $7,500 for the program.
Statement of the Problem

With over 400 NCAA institutions now offering the CHAMPS/Life Skills program for student-athletes, there has been little formalized research conducted into the effectiveness, planning or quality of CHAMPS/Life Skills programs at either the campus level or the national level. Although the NCAA provides guidelines for programming CHAMPS, institutions are left on their own to implement and meet the needs of the student athletes by aligning the program with their individual institutional goals.

Additionally, little research has been done on the impact CHAMPS/Life Skills has on various sub-sets of student athlete groups. The author could find no study that compares the elements of program effectiveness by gender, minority status, or number of years in the program. Knowledge of the CHAMPS/Life Skills program effectiveness on these student athlete sub-groups could greatly assist program planners in meeting program objectives.

Purposes of the Study

This study seeks to determine the effectiveness of the CHAMPS/Life Skills program over the period of 1998-2003 at the University of North Texas. More specifically, this study will measure student athlete sub-groups to determine if the student athletes feel they have received helpful information to support them through their college careers to career transition; if the program provided them with skills to establish a better self esteem; and if they have felt the CHAMPS/Life Skills helped them in the areas of leadership development and character education.
Research Questions

To accomplish the purposes of this study, the following research questions were addressed:

1. Are there differences in the perceived value of the CHAMPS/Life Skills program by student athlete gender, by minority status, and by years in the program at the University of North Texas?

2. Are there differences by student athlete gender, minority status and years in the program at the University of North Texas as to whether the student athlete felt they have received helpful information to support them through the college career-to-career transition?

3. Are there differences by student athlete gender, minority status, and years in the program at the University of North Texas as the whether the student athletes felt the program provided them with skills to establish a better self-esteem?

4. Are there differences by student-athlete gender, minority status, and years in the program at the University of North Texas as to whether they felt the CHAMPS/Life Skills helped them in the areas of leadership development and character education?
Significance of the Study

The resulting data from this study could be utilized by the University of North Texas Athletic Department to determine if the current CHAMPS/Life Skills program being offered is of adequate effectiveness and quality to warrant its continuance.

The data will also delineate if the CHAMPS/Life Skills program at the University of North Texas is meeting the needs of selected student athlete subgroups (males and females, minorities and non-minorities, and students with specific years in the program). These data could ultimately be used to greater serve the student athlete at the University of North Texas using this program and/or any newly developed programs.

Third, the resulting data could be utilized in the University of North Texas’ NCAA self-study scheduled to be conducted in 2005. Finally the study will add to the limited published research on CHAMPS/Life Skills program effectiveness and could serve as a model for other institutions wishing to assess their CHAMPS/Life Skills program effectiveness.

Definitions of Terms

For the purposes of this study the following terms are defined:

1. **Career Transition**- The movement and selection of a student-athlete from college career to career. According to the NCAA CHAMPS/Life Skills instructional materials it is the enhancement of skills in the areas of:

   a) Career Development Freshman - Senior Years

   b) Post-College

   c) Agents
d) Alumni Career Networking
e) Life After Sports Seminar.

2. **CHAMPS**- (Challenging Athletes Minds for Personal Success) Its mission is to provide services and support to the membership, public, and media to develop and enhance the life of the student-athlete through educational programs and resources focusing on gender equity, student-athlete welfare, and life skills (NCAA, 2002)

3. **College Career**- According to the NCAA CHAMPS/Life Skills instructional materials it is the enhancement and development of these areas:
   a) Study Skills
   b) Goal Setting and Time Management
   c) Tutoring and Structured Study Sessions
   d) Orientation and Assessment
   e) Academic Counseling and Advising
   f) Registration in a Meaningful Curriculum
   g) Scholarship Application
   h) and Awards, Honors and Recognition

4. **Leadership Development**- According to the NCAA CHAMPS/Life Skills instructional materials it is the enhancement of skills in the areas of:
   a) Personal and Social Development
   b) Manners and Etiquette
   c) Dealing with Authority
   d) Understanding and Celebrating Diversity
5. National Collegiate Athletic Association (NCAA)- An organization through which the nation's colleges and universities speak and act on athletics matters at the national level. It is a voluntary association of approximately 1,200 institutions, conferences, organizations and individuals devoted to the sound administration of intercollegiate athletics. Through the NCAA, member colleges consider any athletic problems that cross regional or conference lines or have become national in character. The Association strives to maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body. The NCAA also defines proper conduct in intercollegiate athletics and serves as the colleges' national athletics accrediting agency. The NCAA has grown dramatically in the past 40 years, with more than 600 new members joining since 1950.

6. R.A.P.T.O.R.- (Resources and Preparation: Tomorrow is Our Responsibility) The University of North Texas' initial program prior to the implementation of the CHAMPS/Life Skills program. It was implemented in 1996.

7. Self-esteem- According to the NCAA CHAMPS/Life Skills instructional materials, self esteem is defined as the enhancement and development of these areas:
a) Nutrition Eating Disorders

b) Prevention Education

c) Establishing Relationships and Developing Sexual Responsibility

d) Developing Self-Esteem

e) Stress Management

f) Alcohol Choices and Addictive Behavior

g) Dealing with Depression and Grief

h) and Interpersonal Communications

8. Student-Athlete-A student-athlete is a student whose enrollment was solicited by a member of the athletics staff or other representative of athletics interest with a view towards the student’s ultimate participation in the intercollegiate athletics program. A student is not deemed a student-athlete solely on the basis of prior high-school athletics participation (NCAA Manual 2001-02).

Limitations

This study is limited to student-athletes who participated in the CHAMPS/Life Skills program at the University of North Texas from 1998-2003. The findings of this study may not be generalizable to other institutions. The truthfulness of the respondents will also have an impact on the validity of the data they supply.
Delimitations

Only those student-athletes for whom the University of North Texas athletic department is able to provide contact information and those student-athletes who have been in the program during any of the past five years were asked to complete the survey instrument. The return rate may have reduced the sample size and limited the statistical power of the data analysis by sub-group.
CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

In 1991, the NCAA Foundation initiated efforts to create a total development program for student-athletes. Through the collaborative efforts of the NCAA Foundation and the Division 1-A Athletic Directors' Association, the CHAMPS/Life Skills Program (Challenging Athletes Minds for Personal Success) was created. In 1994, after several years of development by the NCAA Foundation, the CHAMPS/Life Skills Program was launched to the NCAA membership. That summer 46 NCAA institutions participated in the first orientation for administrators from around the country (NCAA Online, 2003).

Since then, approximately 50 member institutions have joined the CHAMPS/Life Skills Program each year. Today, the NCAA Education Outreach staff oversees the development of the program at 472 NCAA institutions offering services, support and programs to participating institutions throughout the year. The CHAMPS/Life Skills Program is partially supported through the promotional and financial efforts of the NCAA Foundation and the NCAA national office (NCAA Online, 2003). Individual campus programs are funded by institutional athletic program budgets. This chapter is an overview of character building through sports, moral development in sport and theories in character building and morals in sports.
The National Collegiate Athletic Association

The mission of the NCAA is to maintain intercollegiate athletics as an integral part of the campus educational program and the athlete as an integral part of the student body. With this in mind, the CHAMPS/Life Skills Program was created to support the student development initiatives of its member institutions and to enhance the quality of the student-athlete experience within the university setting (NCAA Manual, 2002).

In the process of achieving this mission, the CHAMPS/Life Skills Program will:

- Support efforts of every student-athlete toward intellectual development and graduation.
- Use athletics as preparation for success in life.
- Meet the changing needs of student-athletes.
- Promote respect for diversity among student-athletes.
- Enhance interpersonal relationships in the lives of student-athletes.
- Assist student-athletes in building positive self-esteem.
- Enable student-athletes to make meaningful contributions to their communities.
- Promote ownership by the student-athletes of their academic, athletic, personal and social responsibilities.
- Enhance partnerships between the NCAA, member institutions and their communities for the purpose of education.
- Encourage the development of leadership skills.

Participating institutions in the CHAMPS/Life Skills Program are provided with instructional materials and supplemental resources, which support a student-athlete's development in five areas: academics, athletics, personal development, career development and community service (NCAA Publications, 2002).
CHAMPS/Life Skills Program Commitment Statements

Commitment to Academic Excellence
To support the academic progress of the student-athlete toward intellectual development and graduation.

Commitment to Athletic Excellence
To build philosophical foundations for the development of athletic programs that is broad-based, equitable and dedicated to the well being of the student-athlete.

Commitment to Personal Development
To support the development of a well-balanced lifestyle for student-athletes, encouraging emotional well being, personal growth and decision-making skills.

Commitment to Career Development
To encourage the student-athlete to develop and pursue career and life goals.

Commitment to Service
To engage the student-athlete in service to his or her campus and surrounding communities.

Source: (NCAA Publications, 2002)

Character and Life Skills Education

There is a long and respected tradition that upholds the view that there is an important relationship between a person’s physical life and the development and formation of his or her character. Socrates remarks about music and gymnastics as they apply to creative activity and to sports in Plato’s Republic (1955) are applicable here, “…there are two arts which I would say some god gave to mankind: music and gymnastics for…the love of knowledge in them-not for the soul and body incidentally, but for their harmonious adjustment" (pg.44).
John Dewey, writing in *Education and Identity* (1916), recognized the importance in the early 1900’s of moral and character education. "Society exists through a transmission quite as much as biological life. This transmission occurs by means of communications of habits of doing thinking and feeling from the older to the younger. Without this communication of ideals, hopes, expectations, standards, and opinions from those members of society who are passing out the group life to those who are coming into it, social life could not survive (Dewey, 1916, pg. 55).”

The emergence of learning sportsmanship and character through the vehicle of athletics is not a new concept. However, the review of literature on the subject identifies the disparity of opinions and theories in regards to the method and validity of such a claim.

Character, Sportsmanship and Moral Development-The Need

Sports play a major role in the lives of Americans. Most are exposed to them as children. As a result many become participants or fans for life. According to the recent Miller Lite Report on American Attitudes Towards Sports (Vecesey, 1983, p. B11), one of the most extensive studies done in the area, 96.3 percent of the American population plays, watches, or reads articles about sports with some frequency or identifies with particular teams or players. Moreover, 70 percent follow sports everyday and 42 percent participate daily. However, with the ever-present publicity of collegiate athletics, incidents of unethical conduct are reported across the headlines of newspapers all across America. With that, comes the responsibility of identifying and educating the collegiate student-athlete and coach in the areas of character and sportsmanship.
“Thinking about what is the right thing to do and why it is right is called moral reasoning. This is the systematic process of evaluating personal values and developing a consistent and impartial set of moral principles to live by, which is not an easy task” (Lumpkin, Stoll, Beller, 1994, p. 1).

Sports Building Character

The notion that sports builds character is popular among many sports enthusiasts. Stevenson (1975), noted, “In the final analysis, it is the rationale of ‘character-building,’ of moral development, of citizenship development, of social development, that justifies the existence of physical education and athletics in educational institutions” (p. 297). Many believe that sports build character, others believe quite the opposite.

In arguing that sports build character, sports philosophers have found that the accolades of character building have mostly come from personal testimony and anecdotal evidence. Peter Arnold (1984a) argues that both the idea and practice of sport are concerned with fairness. Finding his argument structure from Rawls’ (1971) theory of justice, Arnold describes fairness as a confluence of freedom and equality.

According to Arnold (1984a), because sport is an embodiment of moral principles, it becomes a place for the practice of moral virtue. “Moral character is developed in sport, as in other spheres of life, in so far as much admired human qualities as loyalty, courage, and resolution are cultivated and directed to the upholding of what is fair and just in the interests of all” (Arnold, 1984a, p. 278). In sport, the formation of moral development and the practice of such are possible as the individual participant accepts responsibility for how the practice of the sport is conducted, not completely
relying on the responsibility of the coaches or officials (Bredemeier & Shields, 1985, p. 175).

Many, however, have countered the statement of ‘athletics build character.’ Many develop the anti-character building argument in the areas of:

1) the development of a morally neutral environment,
2) the true development of desirable attributes in the sport context,
3) and sports as a detriment to character.

An argument is that sport builds characters, not character. Stories of recruiting scandals, use of performance enhancing drugs, incidents of illegal athletic aggression and on field and off field cheating all feed the argument that sports do not develop character. The publicity that these incidents are given provide fuel for this argument (Bredemeier & Shields, 1985, p. 175). Proponents may argue that competition itself promotes antisocial behavior (Kohn, 1986), that an overemphasis on competitive outcome generates moral problems (Orlick, 1978, 1990), that sport reflects negative values present in broader culture (Sage, 1988), or that the special status or treatment given to athletes retards their development (e.g. Butt in Coakley, 1990).

Character, Sportsmanship and Moral Development: A Historical Perspective

A motive for participation in sport has been the development of character. This dates back to at least the early Olympic games in ancient Greece. This idea of ‘sports builds character’ has become a cultural adage. In recent times the notion that sport is a medium for forming character is mostly associated with the 19th-century British public schools. It was there that team sports were first introduced in educational settings to
promote virtue (Mangan, 1981). The Royal Commission on Public Schools expressed this rationale for educational sport in 1864: “The cricket and football fields...are not merely places of exercise and amusement; they help to form some of the most valuable social qualities and manly virtues, and they hold, like the classroom and the boarding house, a distinct and important place in Public School education” (cited in McIntosh, 1957, p. 178).

“The particular virtues extolled in the British schools were those useful to an expanding and imperialistic empire. The Christian gentlemen was to be fortified with self-confidence, determination, physical and psychological strength, and bravery to empower him as a soldier, administrator, or missionary in the colonies” (Bredemeier & Shields, 1985, p. 176). The approach of completing mind and body development through the avenue of sports was the goal of the early British educators. The British believed that sport was to build character only as long as it was engaged in a non-serious, leisure activity.

Participants in the early British boarding school governed sports. The organization of the events, the management of the event and the officiating of the event all fell on the shoulders of the participant. This was the way that most British schools felt best trained the men for elite leadership in business, industry, government and military. The organization on the playing field may have contributed to a stronger development of the skills of organization on the battlefield. “The idea of sport as a character builder was so entrenched that by World War I, sport was viewed as an essential preparation for soldiers” (Bredemeier & Shields, 1985, p. 177). British military tacticians suggested that
the way to defeat an adversary who possessed superior technology was to develop a superior soldier, and the way to do that was through team sports (Travers, 1979).

As the British movement of athleticism was flourishing, educators in the United States seemed generally disinterested. However, with the rapid growth of industry and capital in the late 19th and early 20th century, character-building philosophy was introduced. As a large influx of immigrants arrived, so did the transformation of a largely rural, agrarian society to an urban, industrial one. The need to educate and socialize children became necessary. This forced public education to expand rapidly.

After early resistance to sports, public educators eventually came to embrace them as a vehicle for instilling values. “The British emphasis on self-governance was discarded in favor of a hierarchy with school administrators in control” (Bredemeier & Shields, 1985, p. 177). As sport became accepted as a character-building practice, it was highly influenced by both capitalist and patriarchal values (Coakley, 1990; Sage, 1988). By the mid-20th century, the idea that sports builds character had become well established in America.

Sport and Societal Values

Psychologists have a difficult time finding a correlation between sport involvement and the various facets of psychosocial development. However, it is not disputed that sport has some impact on its participants due to the time and energy young people put into their sports. Schafer (1971), wrote, “…interscholastic athletics serve first and foremost as a social device for steering young people-participants and observers alike- into the mainstream of American life through overt and covert teaching of
attitudes, values and behavior patterns” (p.6). A close connection existing between sport and the broader society cannot be disputed.

Critical theorist George Sage (1988) has written about ‘character building’ from a sport and societal perspective. His suggestions say that sport as a cultural practice promulgates an ideology that supports the position of dominant powers in society:

Sport must be understood as a set of social practices and relations structured by the culture in which it exists. Treating sports as a social practice means situating it in the context of social power and culture. Mottoes and slogans, such as “sports builds character,” must be seen in light of their ideological intent….Ideology tends to be aligned with dominant and powerful interests in society, and its role is to institute their practices and vision of the world as universal. Ideology is a protective cocoon beneath which prevails structures and processes of domination and exploitation….Modern sport forms are part of the terrain upon which the dominant ideology is constructed and sustained. (p. 634)

Sport functions as an instrument of ideology by being a source of creating a source of values such as working hard, loyalty, an understanding of hierarchical organization structure, specialization, and patriarchy. In a society that has a modern capitalist state, values and beliefs are necessary to maintain a compliant and productive workforce (Bredemeier & Shields, 1985, p. 192). Modern sport has become commercialized and the character of sport and its participants jeopardized. Kleiber (1983) argues that this has undermined sports special qualities and play.
Young athletes are paraded as heroes, athletic teams have bought into uniforms and special equipment and the whole organizational structure has become more bureaucratized, rationalized, and commercialized (Berlage, 1982b). Clarity is needed to fully understand what character in sport is and in order for “character building” in sport to advance.

Character Building in Sport

One of the most significant problems to plague the investigation of character building through sport is the extreme diversity of definitions attached to the word character (Hodge, 1988).

Bredemeier & Shields (1985) identify a model of moral action that gives greater depth to the specificity of the concept of character. The Bredemeier & Shields (1985) model consists of four processes: interpreting a situation, constructing a situation-specific moral idea, selecting a moral ideal over competing values, and fulfilling one’s intention in action. Rooted in this model of moral action is the Bredemeier & Shields (1985) concept of character. They apply the concept of virtue much the same way that Erikson (1964) did. Erikson distinguished virtues as what he called strengths, from moral and ethical ideals.

The four virtues identified by Bredemeier & Shields (1985) are compassion, fairness, sportspersonship and integrity. They identify compassion as a virtue related to moral sensitivity and empathy, or the ability to feel with others. Intrinsic to sport is the virtue of compassion. Players can be encouraged to see competitors as co participants, equally valuable, equally deserving of regard (Bredemeier & Shields, 1985, p. 193).
Compassion engages one fully in a situation, but the virtue of fairness is needed to ensure that compassion is not overly influenced by our natural affinity with those similar with us, those whom we particularly like, or those simply closer to us.

Fairness involves evenhandedness and equal consideration (Bredemeier & Shields, 1985, p. 193). According to Bredemeier & Shields (1985) compassion and fairness harmoniously work in concert to bring about caring and just behavior. Compassion and fairness are virtues that are primary values in sport.

Sportspersonship is a central component of the Bredemeier & Shields (1985) character model. It is a concept that transcends the world of sport. Everyday conversations are heard with expressions such as “hitting below the belt,” “cheap shot,” “out-of bounds,” and the like. Sportspersonship involves an intense striving to succeed, tempered by a commitment to a “play spirit,” such that ethical standards will take precedent over strategic gain when the two conflict (Bredemeier & Shields, 1985, p. 194). Sportspersonship involves the maintaining of one’s moral allegiance to the vision of competing values and competitive tension, between the fine line of critique and affirmation.

“Integrity is the cornerstone of character” (Bredemeier & Shields, 1985, p. 194). It becomes the embodiment of our ideals. With the lack of integrity, we fail to act on the moral values when obstacles interfere or when distraction surface. “Integrity is a quality of character clearly relevant to the sport experience. Integrity enables one to act on one’s convictions, even if such an action is negatively received by a coach, teammates or fans.
Given the prevalence of rule breaking, drug use, and aggression in sport there is ample opportunity and need for the display of integrity (Bredemeier & Shields, 1985).

Sportpersonship and Moral Education

“Moral development is not the totality of what is meant by character, anymore than knowledge exhausts what is meant by wisdom, but it is an important part. Moral development refers to the evolving maturity of a person’s grasp of the interpersonal rights and responsibilities that characterizes human social life (e.g. Bredemeier & Shields in Goldstein 1989).

It has been argued that sport, when understood as a valued human practice, is inherently concerned with the moral and to be successfully into it, it is necessarily the nature of the practice. This is not to say that initiation into sport inevitably brings successful results. “As the individual sees his or her life and moral character bound up and coexistent with his or her choices, activities and efforts, that person will see and understand that sport is no less serious than other forms of human practice. Although sport may be regarded as a particular kind of practice characterized by its rules, it is by no means separate from or discontinuous with life or moral concern” (Arnold, 1997, p. 76).

In the view of Kant (1991) the primary end of education is development of moral character. It suggests that once a set of values is set and principles have been established and a commitment made to them, they should be lived out with integrity and consistency. A person’s make-up is self-regulatory and self-determining. “To have moral character is to suggest that a person is able to act responsibly in relation to himself and others in the
different contexts in which he finds himself” (Arnold, 1997, p. 77). Therefore there is a relationship between sport and moral character.

Sport needs participants who have moral character in order to survive the external social, economic and political pressures that impinge upon it. At the same time, sport has the possibility of developing character and calling upon those virtues such as honesty that are inherent part of what the practice demands. The development of moral character in sport as a part of the educational process does not occur so much as a result of using sport in an instrumental way but rather in the pursuit of sport for its own sake (Arnold, 1997). Because moral values play a large role in sport, it is not surprising that sports are thought of as an area where values can and should be taught and transmitted to the next generation (Simon, 1991).

On a certain level, sport is involved in an informal moral education. For example, coaches of athletic teams normally do stress such values as dedication, discipline, teamwork, concern for excellence, and respect for rules. It is difficult to see how they could avoid teaching such values, since some values are presupposed by the attempt to succeed in competitive sports (Arnold, 1997). Through the vehicle of athletics we can develop and express moral virtues and demonstrate the importance of such values as dedication, integrity, fairness and courage (Arnold, 1997, p. 201).

“Sports without sportspersonship would leave it considerably impoverished. Its rules would remain but its ethos would diminish” (Arnold, 1997, p. 78). A way of understanding sportspersonship is to see it as being concerned with the exercise of such virtues as friendliness, generosity, and compassion in the conduct of sport. Peter Arnold
in his work, *Sport, Ethics, and Education* (1997) has proposed three views of sportsmanship: the social union view, the magnanimity view, and the altruistic view.

The manifestation of a moral character in sport is often depicted in terms of a willing submission to the rules and obligations of sport as a valued practice (Arnold, 1997). Arnold (1997) has identified three views of the cultivation of sportspersonship as a component of moral education:

1) Social union view- places a premium upon the idea of fellowship and amicability and the manner in which sport is conducted. It sees sport as the kind of practice that is not only concerned with a willing acceptance of the rules, but with the extolling of a way of life in which honor, respect, politeness, and friendliness are made manifest between participants. It is seen in this view as those acts of cooperation that are to do with conviviality and social harmony. It develops a mutual trust among sportsmen and sportswomen.

2) Magnanimity view- concerned with the virtue of generosity. Keating (1988) contributes to this view when he characterizes the central meaning of sportspersonship, “The sportsman is not in search of legal justice; he prefers to be generous whenever generosity will contribute to the fun of the occasion.” Generosity is a mark of goodwill towards the recipient and, at the same time, serves as an example of the manner in which the practice of sport should be conducted.
3) Altruistic view- concerned with those forms of conduct that are directed towards the good or welfare of another. It may be best seen as being related towards benevolence and caring. Altruistic acts of sportspersonship are supererogatory acts such as acts of friendliness and generosity.

Sport is inherently concerned with moral development. Sport in education should not be conceived as being used for moral purposes, but rather as a worthwhile practice in which the principles, that underlie it and the virtues that are both necessary to it and help characterize it have an important and vital part to play in the emergence of a morally educated person (Arnold, 1991).

Sports and Moral Development Theories

Besides revealing Sigmund Freud’s assumptions about human nature, the question of the moral individual guides his theory of moral development. In Freud’s view (cf. Freud, 1933/1965, 1959), moral development bridged the gap between two sets of conflicting demands-those of instinct and those of society. Freud posited that individuals are motivated by life instincts (Eros) and death instincts (Thanatos) to engage in sex and aggression. Because these essentially self-serving behaviors create a natural antagonism among individuals, society must protect people from one another and preserve cultural achievements by curbing instinctual expression or channeling it into activities that support social aims. Freud maintained that civilization quickly would be overrun and destroyed by unruly and unrestrained pleasure-seekers (Breidermeier and Shields, 1995).
Moral development for Freud was a battle that must be fought anew for each parent, seen as a representing society, with each infant in regular sequence of events. Morality, according to Freud, is an outgrowth of the emotional turmoil connected to the conflict waged within the psyche of a young child. Thus the moral issues are at root emotional issues, and moral behavior is equivalent to integrated drive-satisfaction. Immoral behavior can erupt from unconscious motivations despite the presence of apparently sound moral reasoning, for moral reasoning is simply seen as rationalization (Breidermeier and Shields, 1995, p. 28).

In Freud’s view, morality is equated with an irrational commitment to internalized social norms, a perspective that led Heinz Hartmann (1960) to observe that psychoanalysis can produce an integrated personality, but not a good person (Breidermeier and Shields, 1995).

Earlier in the century Hugh Hartshorne and Mark May, along with their colleagues J.B. Maller and F.K. Shuttleworth, conducted a highly influential series of studies on moral character, published between 1928 and 1930 in three volumes: Studies in Deceit, Studies in Service and Self-Control, and Studies in the Organization of Character.

Hartshorne and May wanted to find out whether morality was a general character trait. Very often “good character” was equated with a set of moral virtues; that is, moral people were seen as honest, fair, helpful, and the like. The desirable moral virtues were in turn hypothesized to consist of a coherent and integrated set of beliefs, attitudes, and
behaviors. A moral person was someone who knew right from wrong and acted accordingly (Breidermeier and Shields, 1995 p. 29).

Their monumental studies based on the premise of little evidence that the general trait of honesty was not viewed as unified character traits but as specific behaviors that correspond to specific life situations. Following the publication of the Hartshorne and May conclusions, the topic of morality almost disappeared from psychology journals. However, with the ability of a reflective vantage point, a simple reevaluation of the data by Rushton (1980) yielded more positive results. Hartshorne and May, by testing 2,175 boys and girls in grades 4 through 10, hoped to find a high correlation between moral thought and moral action, but thought was only tapped at the level of specific belief; inconsistent responses indicated inconsistent beliefs (Breidermeier and Shields, 1995, p.30).

The students involved were told that they were going to be a part of a “physical ability contest” and that specific handicaps had been arranged to give all a chance to win a badge in each of four events: grip strength, lung capacity, pull-ups, and the standing long jump. The students were given an opportunity to do each test twice. On first runs through, they were to record their own score on each event. During the second run of events the scores were recorded by a coach or mentor. Hartshorne and May assumed that if any self-recorded score was higher than the best practice (coach recorded score), deception had taken place. In light of the weaknesses of Hartshorne and May’s approach to the moral consistency question, an independent investigator was beginning his own disconcerting conclusions.
Jean Piaget (1932/1965) took a highly involved approach to discovering reasoning behind moral decisions. Piaget wanted to discover why children answered some IQ test questions incorrectly. He fully believed that a pattern existed in their errors. Piaget discovered that children’s thinking can be distinguished from adult thinking not only in terms of knowledge in their grasp but also according to the way that knowledge is organized (Breidermeier and Shields, 1995, p.30).

Piaget was a main architect of the structural development approach in psychology. He held that people do not simply internalize experience; they interpret it and organize it into meaningful patterns by activating structures of cognition that have arisen out of previous interaction with the environment. Piaget (1932/1965) distinguished two interdependent aspects of thought process- the figurative and the operative. The figurative aspect of thought, which refers to its content, is primarily descriptive and representational; for example, a certain rule, a number, a name. In contrast, the operative aspect of thought refers to the underlying rules by which figurative schema are combined, transformed, or otherwise operated on (Breidermeier and Shields, 1995, p.31).

According to Piaget, children’s first source of knowledge is their physical experience in the environment. In other words, a developing child learns to perform mental actions with symbols that are extensions and refinements of the kinds of physical actions that could be done directly with physical objects.

In understanding Piaget’s stage development theory, one must first realize it rests on a distinction between the content of thought (figurative aspect) and its underlying structure (the operative aspect). It also supposes that each child, in every culture, passes
through the same stages of sequence. This is called the invariant sequence. Then a second stage is the structured wholes sequence. This sequence reflects coherent organizations of thought that cut across a variety of content areas. Piaget recognized that the child develops differentiated types of knowledge, and modified the structured wholes characteristic of stage concept. The final stage of Piaget’s structural development theories is the hierarchical integrations. In this stage succeeding stages become more adequate than the prior and the concept of adaptation is applied.

Piaget’s major contribution was to demonstrate that surface inconsistencies might reflect a deeper consistency. Piaget conceived of morality as rule-governed behavior (1932/1965). He believed that the essence of moral development could be best understood by studying how children at different ages respect rules of social order and interpret justice-a sense of rights of people stemming from consideration of equality, social contract, and reciprocity in human relations (Breidermeier and Shields, 1995, p.33). Piaget’s conclusions about children’s justice reasoning generally conformed to the pattern exhibited in his investigation of their understanding of the rules of a game. His influence on the study of moral development had a high impact on future moral development studies.

Kohlberg’s (1981,1984) groundbreaking theory of moral development is rooted in the cognitive development approach. Within the Piagetian framework, Kohlberg’s stage progression is hypothesized to reflect an interactive process between the innate tendency of the developing child to actively organize information and an environment that demands accommodation to its feature. Four key concepts can help in understanding
Kohlberg’s theory of moral development: moral issues, orientations, principles, and stages.

Kohlberg believes that certain moral issues and values are universally recognized and important. These issues include the values of life, property, truthfulness, civil liberties, conscience, rules and laws, affiliation, authority, contract, and trust (Kohlberg, 1976). Kohlberg (1969) wrote, “The area of conflicting claims of selves is the area of morality.” His theory is deeply embedded in his conviction that the focuses on the relations of liberty, equality, reciprocity, and contract between people are the most adequate of his universal moral orientations (Kohlberg, 1976). Kohlberg’s stage theory reflects his investigation into the developmental course by which people come to recognize justice as the core moral value.

Kohlberg hypothesizes an invariant, culturally universal six-stage sequence of moral development. A stage refers to the underlying structure of reasoning. Each moral stage is an integrated, coherent approach to problem solving that can be applied to whatever content is present in a moral situation.

Kohlberg’s six stages are beyond the scope of this discussion, but the first two stages one approaches moral problems through an individualistic or egocentric perspective. Kohlberg represents this stage as the pre-conventional level because of the person not yet comprehending the way social norms and rules impacting moral responsibility. The next two stages contain the conventional level during which time one approaches problems through the eyes of one’s social group or society as a whole. Finally in the post-conventional level, one recognizes universal values that are not tied to the
particular norms of any given society; ultimately justice is identified as the single moral norm from which all others are derived (Breidermeier and Shields, 1995, p.363).

Kohlberg’s Stage Development Model

Pre-conventional

Stage One- Punishment/obedience; avoid punishment

Stage Two- Follow roles for own interest; others do the same; to serve own needs

Conventional

Stage Three- Good Boy, Good Girl; reacts to expectations of parents, peers, other authorities

Stage Four- Social system and conscious maintenance; duty to social order, society

Post-conventional (Principled)

Stage Five- Contract and individual rights

Stage Six- Universal ethical principles; based on consistent, universal ethical principles

Within each stage Kohlberg has presented sub stages. They are derived from four orientations to some extent, but each person has a clear preference between using some combination of the normative order and consequence orientations, which Kohlberg calls sub stage A, or using some combination of justice and ideal self orientation, which he calls sub stage B. Therefore, an emphasis on rules or consequences in response to moral problems is a characteristic of sub stage A reasoning within any of the six stages.
In contrast, reasoning at the sub stage B of each stage is associated with an emphasis on the justice and ideal self-orientations (Breidermeier and Shields, 1995, p.364). The explanation of the sub stages has particular relevance to morality in sport. Kohlberg posited that higher stages require more complex reasoning and that through maturation and education, moral reasoning increases (Lumpkin, Stoll, Beller, 1994).

Athletes tend to use a unique form of ‘game reasoning’ within the context of sport. When the same scoring procedures are applied, athletes’ reasoning about issues in the sport context appears less mature than their reasoning about issues set in everyday life (Breidermeier and Shields, 1984b).

As Kohlberg (1984) wrote “The prediction from stages or principles to action requires that we take account of intermediary judgments that an individual makes” (p.517). In Kohlberg’s view, two critical intermediary judgments come into play: a judgment of a particular act being right or wrong and a judgment of responsibility, in particular, the determination of the actor whether he or she is responsible for carrying out the action; both distinct judgments.

Kohlberg (1984) also points out that moral action often fails to keep pace with mature moral reasoning because people often use excuses to avoid a judgment of responsibility that parallels their right/wrong choice.

Breidermeier and Shields (1995) share that “…the sport structure itself may encourage the use of sub stage A reasoning, replete with quasi-obligations. Player’s judgments of self-responsibility are further discouraged by the generally accepted practice of concentrating moral authority in the roles of coaches and officials. Players
often view their responsibility to opponents as limited to obeying the game rules or informal norms, avoiding officials’ negative sanctions, and/or conforming to coaches’ orders” (p.65).

Kohlberg’s theory can be used to highlight some important dimensions of the sport context. Moral conflicts arise in the arena of sport. Dependent on the situation, different moral decisions and conflicts may arise. Kohlberg suggest that the principle of justice is the most adequate for decision-making. Kohlberg’s theory will help one to understand why moral action within sport may not be congruent with athletes’ most mature reasoning.

Carol Gilligan (Brown, Debold, Tappan & Gilligan, 1991; Brown & Gilligan, 1990; Gilligan, 1982; Gilligan & Attanucci, 1988; Gilligan, Brown & Rogers, 1990; Gilligan, Ward & Taylor, 1988) authored of the most popular revisions of Kohlberg’s model. Her central theory is that Kohlberg’s theory is inadequate because his focus on justice neglects the equally important themes of care, relational responsiveness, and responsibility.

According to Gilligan, two distinct, universal human experiences lie at the root of the two ‘voices’ of justice and care. She believes that all children experience themselves as both attached and unequal. The experience of attachment promotes a focus on relationships and connection (Breidermeier and Shields, 1984, p.63).

The accompanying fear is separation and abandonment. In contrast, the experience of inequality promotes a focus on the separate self who is concerned for fairness and justice. The accompanying fear is exploitation. Gilligan found that the
previously mentioned themes are more prevalent in girls and women’s life experience than in boys and men’s.

A justice orientation, according to Gilligan, reflects a moral perspective informed by impartiality, a strong sense of the autonomous self, a definition of responsibility as obligation, and a contractual approach to relationships. However, in contrast, a care orientation centers on an interdependent sense of self, a definition of responsibility as responsiveness, and a nurturing web approach to relationships. From Gilligan’s perspective, Kohlberg’s theory may reflect relatively well the developmental progression that occurs in the sphere of justice. As justice reasoning proceeds toward the principle level where claims are arbitrated fairly and objectively, the dangers of oppression are progressively minimized. Gilligan recognizes that the moral vision must be centered on care and responsiveness, but may lose sight of the need for fairness (Breidermeier and Shields, 1995).

Kohlberg responded to Gilligan’s work by acknowledging the morality of care, but he subordinated it to a morality of justice (Kohlberg, 1984). In Kohlberg’s perspective, justice defines one’s minimal obligation to others, but an ethic of care, rooted in particular relationships, may transcend justice, nurturing a broader sense of responsibility for others than justice alone would demand (Nunner-Walker, 1984).

Another important theory in moral development is Norma Haan’s Model of Interactive Morality (1977a, 1977b, 1978, 1985, 1986, 1991; Haan et al., 1985). Haan was not particularly interested in how people reason about abstract moral issues. Rather, she focused on how people react in real life situations and how they construct their moral
agreements and resolve moral disputes. For Haan, morality refers to that aspect of practical human interaction that seeks to coordinate people’s desires and needs through explicit or implicit appeal to concepts of fairness or “the good” (or both).

Haan’s basic concepts were derived from structural analysis of people’s behavior in simulation games (Haan, 1978). Her theory is an attempt to describe moral structures underlying action. The five major concepts in Haan’s model of morality are moral balance, dialogue, truth, levels, and secondary moral structures.

Moral balance is an interpersonal agreement (tacit or explicit) about respective rights, privileges, and responsibilities. “When people are in moral balance, an agreement exists-usually informal and unstated-about what should or should not be done and by whom” (Breidermeier and Shields, 1995, p. 66). People are in moral balance when they agree about respective rights, privileges, and responsibilities and believe each party is giving in an equalized manner. But the moral balance does not require that in a certain circumstance a person must give equally. Balances will give and take over time. For Haan, what is fair in any instance is the product of a unique, contextually, conditioned negotiation that is carried out in light of a relationship that has both a particular past and an anticipated future. However, contrasting to the concept of moral balance and fairness is moral imbalance and unfairness. Hann addresses this in her model as occurring when interpersonal life is characterized by shifting expectations, selective perceptions and subtle changes in mood and behavior (Breidermeier and Shields, 1995, p. 68).

When people experience these imbalances in moral exchanges, Haan has distinguished these as moments to reestablish moral balance, or moral dialogue
Moral dialogue in its most obvious form occurs in an open, verbal, negotiation. But moral dialogue can occur in many different forms, both verbal and nonverbal. Very often it occurs in phases and is perceived from different points of view.

The effort to establish equalized relationships results in moral balances that are particularized, historically sensitive, and often preconscious. According to Haan there can be corrupt or inadequate moral balances. The problem of defining moral grounds, or moral truths, is invariably controversial. Haan grounded her theory in a procedural approach to fairness rather than a substantive one. She claimed that there was not an “ultimate” right. For Haan, moral truth is defined as any pragmatic conclusion reached through moral dialogue that meets these procedural criteria for fairness. Haan believed that these procedural principles of fairness are universally recognized, though she did not claim to empirically verify this (Breidermeier and Shields, 1995).

Haan (1991) reframed her previous moral levels (1977a, 1978b) as incremental increases along a continuum of improved moral adequacy and sensitivity. Essentially each level reflects a different approach to the structuring of the moral balance. The first two levels comprise what is called the “assimilation phase” (Shields, 1986), when the person acts to create moral balances that give preference to the needs and concerns of self. This situation is turned around during the “accommodation phase,” levels 3 and 4. People reasoning at these levels generally give to the moral exchange more than they receive. Finally at the “equilibration phase,” the person gives equal recognition to all parties’ interest (Breidermeier and Shields, 1995, p 70).
Haan’s model follows the same basic contour of Kohlberg’s, but the two theorists differ significantly on their depiction of moral maturity. Haan suggests that a morally mature person recognizes that moral dialogue must meet certain procedural criteria for guaranteeing equality if moral balance is considered adequate (Breidermeier and Shields, 1984b).

Kohlberg’s monumental work has had the most impact and influence on several theorists who contributed to the understanding of human morality. Both Gilligan and Haan provide more depth to Kohlberg’s early insights.

Thomas Lickona (1991) describes the components of good character in his seminal work, *Educating for Character*. He believes that one must have the qualities of moral knowing, moral feeling, and moral action. Each of these components of character has subsets that must be fostered to develop good character. Under the subset of moral knowing, he lists moral awareness, knowing moral values, perspective, moral reasoning, decision-making, and self-knowledge. Under moral feeling, he lists conscience, self-esteem, empathy, loving the good, self-control, and humility. Under moral action, competence, will, and habit are listed.

Each of the character domains are unequivocally linked (Lumpkin, Stoll, Beller, 1994). The domains do not function separately; each penetrates and influences in many ways. What we know and feel may affect our behavior and, reciprocally, how we behave may affect how we think and feel. Although we may know what is right and wrong, just knowing does not mean we empathize or have the self-control to follow with moral
actions. As Lickona expresses it: ‘Good moral character consists of knowing the good, desiring the good, and doing the good.’

Research shows that athlete populations are significantly less morally reasoned and morally developed than their peer population of non-athletes (Hahm, 1989; Beller and Stoll, 1990; Beller, 1990).

Sport and the Development of Character

The character-building claims of sport are not unfamiliar. Moral character is developed in sport, as in other spheres of life, in so far as such admired human qualities of loyalty, courage, and resolutions are cultivated and directed to uphold what is fair and just and in the interest of all (Arnold, 1997). To an extent it is a consistent argument that practice of sport is commensurate with moral education and the development of moral character.

“The development of moral character in sport is best thought in terms of as person whose actions are informed and guided by what he or she knows and understands of the rules and ethical principles upon which those rules are based, as well as by the best traditions of the practice so that fairness and self-formation result. Further, unless such virtues as courage, honesty, generosity, and responsibility are practiced and such vices as cheating, selfishness, and brutishness avoided, the practice of sport will not be all that it can be and should be either in the development of a moral character or in the making of a contribution to the good life” (Arnold, 1997, p. 52)
Assessment of the CHAMPS Life Skills Program

There is no literature available that addresses how to assess a NCAA sponsored CHAMPS/Life Skills program.
CHAPTER 3

METHODOLOGY AND COLLECTION OF DATA

Population and Sampling Procedures

The instrument was administered to all current student athletes and all student athletes whose address was available and participated in the University of North Texas CHAMPS program from 1998-2003. 285 surveys were either administered or mailed out to student athletes who participated in the program from 1998-2003.

Data Collection

A written survey was constructed for the research questions of this study as outlined above. The NCAA CHAMPS/ Life Skills Mission and Goals were the premise behind the questions derived for the survey. A group of NCAA and CHAMPS/Life Skills experts were utilized to review the instrument to determine content validity and internal consistency. These experts were asked to provide feedback regarding the survey and their input did not necessarily indicate their endorsement. The experts were Greg Sankey, Associate Commissioner, Southeastern Conference; Karin Lee, Senior Women’s Athletic Administrator, Indiana University; Becky Ahlgren, Associate Director of the CHAMPS/Life Skills Program, National Collegiate Athletic Association; Kristen McFadden, Assistant Director CHAMPS/Life Skills, Louisiana State University; and Cinnamon Sheffield, Senior Women’s Athletic Director and Director of Compliance at the University of North Texas. Their suggestions for revisions were incorporated into the
instrument and then returned to them for further verification. The final instrument reflected changes and suggestions made by the panel after the second revision.

The instrument was sent and administered during the month of November 2003. All surveys were to be returned by December 14, 2003. The survey contained a cover letter where the participants were notified of the purpose of the study, the confidentiality of their responses, and the option to not participate.

Early in the month of November 2003, the coaches of each sport were addressed at their monthly meeting about the instrument. The coaches were to ask the participants, who were currently student athletes, to complete the survey at their next team meeting. The surveys were then returned to the folders in which they were given and returned to a designated spot. They were informed of the deadline date, and all sports turned in what surveys they had completed by that time. Student athletes who were in the program from 1998-2003 and had already completed their eligibility with UNT and had an address available with UNT were sent a survey packet and asked to return the survey in pre-stamped return envelope by the December deadline. Those student athletes who were in the program from 1998-2003 and had completed their eligibility but did not have an address or other correct contact information were excluded from the study. There were approximately 75 students in this group.

Procedure for Analysis of Data

Every survey item was assigned a numerical value with the resulting data being both nominal and ordinal in nature. The first step in the analysis of the data was to recode
the survey data. In order to accurately reflect the true value of “No Opinion” as the middle value of the responses, the values of each response were placed on a five point Likert-type scale. The values assigned were 5 for “Strongly Agree”; 4 for “Agree”; 3 for “No Opinion”; 2 for “Disagree”, and 1 for “Strongly Disagree”. The responses where participants failed to offer an answer on a particular question were categorized as “No Opinion” and assigned a value of 3.

Additionally, the categories that were not already dichotomous were made so. The race category was quantified with Caucasian/White as non-minority and with all other categories of racial status (African-American, Asian/Pacific Islander, Hispanic/Latino/Mexican American, American Indian [Indian, Alaskan, Hawaiian], and other) as minority. For the variable representing years in the program, the dichotomous breakdown was less than two years for the first category and from two years to four years for the second. Finally, for gender the two values were male or female.

A t-test was utilized to analyze the data because it is designed to compare the means of the same variable with two different groups. The Mann-Whitney U, a non-parametric t-test, was run to account for the unequal variances. The Mann-Whitney U test is the nonparametric equivalent of the independent t test. In this case, twelve non-parametric t-tests were run to analyze the four research questions utilizing the three categories in each. SPSS 11.0 for Windows software was used to set up the database and analyze the data.
Testing of Research Questions

The data for the study were collected and analyzed according to the research questions posed in Chapter 1 of this dissertation. Some information collected was descriptive data. Demographic information is reported first, followed by an analysis of the questions on the instrument related to the research questions.

Research Question 1: Are there differences between the perceived value of the CHAMPS/Life Skills program by student-athlete gender, minority status, and years in the program at the University of North Texas?

Questions Q-1, Q-5, Q-9, Q-14, Q-18, and Q-27 (See Appendix D) all address the first research question related to perceived value. The values for these questions were totaled for each subject and the Mann Whitney U was conducted with the resulting data analyzed at the .05 level of significance to determine the average for each population studied (gender, minority status, and years in the program at UNT).

Research Question 2: Are there differences by student-athlete gender, minority status and years in the program at the University of North Texas as to whether the student athlete felt they have received helpful information to support the student athlete through the college career to career transition?

Questions Q-2, Q-6, Q-10, Q-11, Q-12, Q-15, Q-19, Q20, Q-23, Q-24, Q-25, and Q-28 (See Appendix D) address the second research question related to whether student athletes felt they received helpful information to support the college-to-career transition. The values for these questions were totaled for each subject and the Mann Whitney U was conducted with the resulting data analyzed at the .05 level of significance to
determine the differences for each population studied (gender, minority status, and years in the program at UNT).

**Research Question 3:** Are there differences by student-athlete gender, minority status, and years in the program at the University of North Texas as to whether student athletes felt the program provided them with skills to establish a better self-esteem?

Questions Q-3, Q-7, Q-16, Q-21, and Q-26 (See Appendix D) address the issue of self-esteem building programs through CHAMPS/Life Skills. The values for these questions were totaled and the Mann Whitney U was conducted with the resulting data analyzed at the .05 level of significance to determine the differences for each population studied (gender, minority status, and years in the program at UNT).

**Research Question 4:** Are there differences by student-athlete gender, minority status, and years in the program at the University of North Texas as to whether they felt the CHAMPS/Life Skills provided leadership and character education?

Questions Q-4, Q-8, Q-13, Q-17, Q-22, Q-29, and Q-30 (See Appendix D) address the issue of leadership and character education. The values for these questions were totaled and the Mann Whitney U was conducted with the resulting data analyzed at the .05 level of significance to determine the differences for each population studied (gender, minority status, and years in the program at UNT).
CHAPTER 4

RESULTS

Sample

A total of 285 current or former student-athletes at UNT were administered or sent the survey. Of those, 163 completed the instrument for a 57.2% response rate.

The demographics of the participants were as follows:

Gender

Of the 163 participants reporting gender, 60.12% indicated female, while 39.87% indicated male.

Table 1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>98</td>
<td>60.12%</td>
</tr>
<tr>
<td>Males</td>
<td>65</td>
<td>39.87%</td>
</tr>
</tbody>
</table>

Minority Status

For the purposes of this study the minority status category was made dichotomous. Thus, the two values are reflected as Non-Minority (Caucasian/White) representing 60.736%, while the Minority (all other ethnicity categories) represents 39.263%.
Table 2

Minority Status (Dichotomous)

<table>
<thead>
<tr>
<th>Minority-Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>64</td>
<td>39.263</td>
</tr>
<tr>
<td>Non-Minority</td>
<td>99</td>
<td>60.736</td>
</tr>
</tbody>
</table>

Years in the CHAMPS/Life Skills Program at UNT

Of the student athletes who responded, 77.91% indicated that they were in the program less than two years. The other 22.085% responded they were in the program more than two years.

Table 3

Years in the CHAMPS/Life Skills Program at UNT (Dichotomous)

<table>
<thead>
<tr>
<th>Years in the Program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than Two Years</td>
<td>36</td>
<td>22.085</td>
</tr>
<tr>
<td>Less than Two Years</td>
<td>127</td>
<td>77.91</td>
</tr>
</tbody>
</table>

Research Questions

Research Question 1 Asked: Are there differences between the perceived value of the CHAMPS/Life Skills program by student-athlete gender, minority status, and years in the program at the University of North Texas?

On the issue of value by gender, both females and males rated the value of the CHAMPS/Life Skills program above average with means of 19.43 and 19.66 respectively from a maximum score of 30. A Mann-Whitney U analysis among gender indicates there
is no statistically significant difference at the .05 Alpha level (p=. 256) in the perception of value between females and males.

Table 4
Value of the UNT CHAMPS/Life Skills Program by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>98</td>
<td>19.43/30</td>
<td>2.90</td>
</tr>
<tr>
<td>Males</td>
<td>65</td>
<td>19.66/30</td>
<td>3.34</td>
</tr>
</tbody>
</table>

When examining minority status as it relates to the perceived value of the CHAMPS/ Life Skills program at UNT, both Minority and Non-Minority participants felt the program was above average. The mean for Non-Minority was 19.25 as compared to that of Minority at 19.94. A statistical analysis using the Mann-Whitney U t-test showed no statistically significant difference at the .05 Alpha level (p-value=. 118) between the two groups. Minorities have a mean value of 19.94, non-minorities 19.25.

Table 5
Value of the UNT CHAMPS/Life Skills Program by Minority Status (Dichotomous)

<table>
<thead>
<tr>
<th>Status</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>64</td>
<td>19.94/30</td>
<td>2.79</td>
</tr>
<tr>
<td>Non-Minority</td>
<td>99</td>
<td>19.25/30</td>
<td>3.23</td>
</tr>
</tbody>
</table>

Both those participants who participated in the program more than two years and those who participated in the program less than two years found value in the CHAMPS/ Life Skills program. The mean of those who were in the program less than two years was 19.28. However, the mean of those who participated in the program more than two years
was 20.36. The Mann Whitney U indicates a statistically significant difference between the two groups at the .05 Alpha level (p-value=.002) indicating that more than two years in the program had an impact on perceived value. The participants who participated in the program for more than two years (m place=20.36) found the CHAMPS/Life Skills program to be more valuable to them than those who participated in the program less than two years (m place=19.28).

Table 6

Value of the CHAMPS/Life Skills program at UNT by Years in the Program

<table>
<thead>
<tr>
<th>Years in the Program at UNT</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than Two Years</td>
<td>36</td>
<td>20.36/30</td>
<td>3.70</td>
</tr>
<tr>
<td>Less than Two Years</td>
<td>127</td>
<td>19.28/30</td>
<td>2.84</td>
</tr>
</tbody>
</table>

Research Question 2 asked: Are there differences by student-athlete gender, minority status and years in the program at the University of North Texas as to whether the student athlete felt they have received helpful information to support the student athlete through the college career to career transition?

Both male and female student-athletes felt that they were adequately equipped with tools to support their college career to career transition. The female mean was 37.54 and the male mean was 39.29 out of a possible 60. A Mann-Whitney U indicates a statistically significant difference between the two groups at the .05 Alpha level (p-value= .034), indicating that males felt more equipped for their college to career
transition than females. Therefore, the tools supplied by the CHAMPS/Life Skills program proved to be more beneficial to males (m place=39.29) than to females (m place=37.54).

Table 7

Equipped with tools for better college career to career transition through UNT

CHAMPS/Life Skills by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>65</td>
<td>39.29/60</td>
<td>6.34</td>
</tr>
<tr>
<td>Females</td>
<td>98</td>
<td>37.54/60</td>
<td>5.33</td>
</tr>
</tbody>
</table>

While both Minority and Non-Minority participants felt equipped for college to career transition as indicated by their above average means, 39.45 and 37.45 respectively, the difference using the non-parametric t-test, Mann-Whitney U, was not statistically significant at the .05 Alpha level (p-value= .053).

Table 8

Equipped with tools for better college career to career transition through UNT

CHAMPS/Life Skills by Minority Status (Dichotomous)

<table>
<thead>
<tr>
<th>Status</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>64</td>
<td>39.45/60</td>
<td>5.30</td>
</tr>
<tr>
<td>Non-Minority</td>
<td>99</td>
<td>37.45/60</td>
<td>6.00</td>
</tr>
</tbody>
</table>

Both dichotomous values with over two years in the program and less than two years in the program, found they were well equipped to support their college career to
career transition The mean for those who were in the program more than two years was 39.08 and the mean for those who were in the program less than two years was 38.00. Statistical analysis, using the Mann-Whitney U because of the difference in variable size, showed a statistically significant difference between the two categories at the .05 Alpha level (p=.037). Those in the program longer than two years (m=39.08) felt the tools they received in the program prepared them more to support their college career to career transition than those who were in the program less than two years (m=38.00).

Table 9

Equipped with tools for better college career to career transition through UNT

<table>
<thead>
<tr>
<th>CHAMPS/Life Skills by Years in the Program (Dichotomous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years in the UNT program</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>More than Two Years</td>
</tr>
<tr>
<td>Less than Two Years</td>
</tr>
</tbody>
</table>

Research Question 3 Asked: Are there differences by student-athlete gender, minority status, and years in the program at the University of North Texas as to whether student athletes felt the program provided them with skills to establish a better self-esteem?

Out of a potential 25 total, both males and females felt they were provided with an above average skill program in establishing a better self-esteem with means of 16.43 and 15.82 respectively. However, statistical analysis showed a statistically significant difference at the .05 Alpha level between the two groups in that males felt more strongly about being provided with skills to establish better self-esteem than females (p-value= .024)
Table 10

Establishing skills for better self-esteem through UNT CHAMPS/Life Skills program by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>65</td>
<td>16.43/25</td>
<td>2.62</td>
</tr>
<tr>
<td>Females</td>
<td>98</td>
<td>15.82/25</td>
<td>2.51</td>
</tr>
</tbody>
</table>

These data indicate that both Minority and Non-Minority participants felt above average about the skills they received through the program in establishing a better self-esteem. The means for both were above average given the maximum score for this category was 25. The Non-Minority mean was 15.84 while the Minority mean was 16.41. However, a t-test at the .05 Alpha level showed no statistically significant difference between the two groups (p=.198).

Table 11

Establishing skills for better self-esteem through CHAMPS/Life Skills by Minority Status (Dichotomous)

<table>
<thead>
<tr>
<th>Status</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>64</td>
<td>16.41/25</td>
<td>2.26</td>
</tr>
<tr>
<td>Non-Minority</td>
<td>99</td>
<td>15.84/25</td>
<td>2.74</td>
</tr>
</tbody>
</table>

The number of years involved in the UNT CHAMPS/Life Skills program did not have a significant impact on the amount of self-esteem skills with student-athletes, which were equipped. The mean for student athletes with more than two years in the program
was 16.31 while the mean for those who were in the program less than two years was 15.99. A Mann-Whitney U t-test indicated no statistically significant difference at the .05 Alpha level (p = .087).

Table 12

Establishing skills for better self-esteem through CHAMPS/Life Skills by Years in the Program (Dichotomous)

<table>
<thead>
<tr>
<th>Years in the CHAMPS Program</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than Two Years</td>
<td>36</td>
<td>16.31/25</td>
<td>3.41</td>
</tr>
<tr>
<td>Less than Two Years</td>
<td>127</td>
<td>15.99/25</td>
<td>2.28</td>
</tr>
</tbody>
</table>

Research Question 4 Asked: Are there differences by student-athlete gender, minority status, and years in the program at the University of North Texas as to whether they felt the CHAMPS/Life Skills provided leadership and character education?

More males, with a mean of 22.85, felt that they had been provided leadership and character education through the UNT CHAMPS/Life Skills program than did females, whose mean were 21.81. Statistical analysis at the .05 Alpha level indicated that there is a statistically significant difference between the two groups (p = .028).
Table 13

UNT CHAMPS/Life Skills provided Leadership and Character Education by Gender

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>65</td>
<td>22.85/35</td>
<td>3.97</td>
</tr>
<tr>
<td>Females</td>
<td>98</td>
<td>21.81/35</td>
<td>3.22</td>
</tr>
</tbody>
</table>

Minority status did not have a statistically significant impact on whether the UNT CHAMPS/ Life Skills program provided leadership and character education. Both Minority and Non-Minority means were above average, 22.69 and 21.92 respectively, with a maximum score of 35. Statistical analysis at the .05 Alpha level did not show significant difference between the two groups (p=. 227).

Table 14

UNT CHAMPS/Life Skills provided Leadership and Character Education by Minority Status (Dichotomous)

<table>
<thead>
<tr>
<th>Status</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>64</td>
<td>22.69/35</td>
<td>2.95</td>
</tr>
<tr>
<td>Non-Minority</td>
<td>99</td>
<td>21.92/35</td>
<td>3.89</td>
</tr>
</tbody>
</table>

Those student athletes who were involved in the CHAMPS/Life Skills program for more than two years felt they had established a strong provision of leadership and character education at UNT with a mean score of 22.83. Student athletes involved in the CHAMPS/ Life Skills program less than two years felt it was above average with a mean of 22.05. A t-test at the .05 Alpha level showed there was a statistically significant difference between the two groups (p=. 007). Showing that those involved in the program
longer than two years felt more like they have received a program that provided leadership and character education through the UNT CHAMPS/Life Skills program.

Table 15

UNT CHAMPS/Life Skills provided Leadership and Character Education by Years in the Program (Dichotomous)

<table>
<thead>
<tr>
<th>Years in the Program</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than Two Years</td>
<td>36</td>
<td>22.83/35</td>
<td>4.19</td>
</tr>
<tr>
<td>Less than Two Years</td>
<td>127</td>
<td>22.05/35</td>
<td>3.36</td>
</tr>
</tbody>
</table>

In addition to the research question items, (although not part of the study) the specific sport participated in was identified as well as major and transfer status. For future athletic department use, graphs of those items are in Appendix E for those interested in these data.

Summary of Findings

1. The survey population of 163 participants consisted of: 60.12% female, 39.87% male; 60.736% Non-Minority, 39.263% Minority; and 22.085% were in the UNT CHAMPS/ Life Skills program more than two years, 77.91% were in the UNT CHAMPS/ Life Skills program less than two years.

2. On the issue of the perceived value of the UNT CHAMPS/Life Skills program, there were no statistically significant differences by gender or minority status. There were statistically significant differences by years in the
program with those who indicated they were in the program more than two years finding more value.

3. There were statistically significant differences by gender and years in the program as to whether student athletes felt adequately equipped for their college career to career transition through the UNT CHAMPS/Life Skills program. Males and those who were in the program for more than two years felt considerably more equipped. No statistically significant differences were found by minority status.

4. There was a statistically significant difference in the area of whether student athletes felt the program provided them with skills to establish a better self-esteem by gender. Males felt more strongly about being provided with those skills. Minority status and years in the program did not show any statistically significant difference.

5. A significant statistical difference existed for both gender and years in the program when student athletes were asked to respond as to whether they felt the CHAMPS/Life Skills program provided leadership and character education. Males and those in the program for more than two years felt they had been provided strong leadership and character education. Minority status indicated no statistically significant difference.
CHAPTER 5

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Summary

The primary purpose of this study was to determine the perceived value of the CHAMPS/Life Skills program at the University of North Texas to the student-athletes who participate in it. An instrument was created to assess the perceived value of the program, information received to help support them in their college career to career transition, how they felt the program provided them with skills to establish better self-esteem, and whether they felt the program provided them with leadership and character education. All of these questions were analyzed by differences in gender, minority status and years in the program.

More specifically, the study attempted to measure the attainment of NCAA stated goals of the program. The NCAA desires that the CHAMPS/Life Skills Program will first, support efforts of every student-athlete toward intellectual development and graduation; second, use athletics as preparation for success in life; third, meet the changing needs of student-athletes; fourth, promote respect for diversity among student-athletes; fifth, enhance interpersonal relationships in the lives of student-athletes; sixth, assist student-athletes in building positive self-esteem; seventh, enable student-athletes to make meaningful contributions to their communities; eighth, promote ownership by the student-athletes of their academic, athletic, personal and social responsibilities; ninth,
enhance partnerships between the NCAA, member institutions and their communities for the purpose of education; and tenth, encourage the development of leadership skills (NCAA CHAMPS/Life Skills Mission Statement, 2003).

Constructs were drawn from the goals and the literature to create the instrument. Similar items were grouped together and became the basis for the four separate research questions. These groups were labeled as value, transition, tools for better self-esteem, and skills provided for leadership and character education. Each research question then identified three dichotomous subgroups of participants by which to analyze the construct. These subgroups were gender, minority status, and years in the program. A panel of experts evaluated the initial draft of the survey. Their recommendations were incorporated into the final assessment instrument used for this study.

The survey was administered to current UNT student athletes who participated in the CHAMPS program from 1998-2003 and all former UNT student athletes from 1998-2003 who had correct contact information with UNT. The overall survey response rate was 57.2%, which reflected 163 usable surveys.

The data was analyzed using both descriptive and inferential statistics. The descriptive analysis showed that 60.12% of the participants were female, while 39.87% were male. Slightly more than sixty percent (60.736%) of the participants identified themselves as non-minority and 39.263% identified themselves as minority. Finally, most of the student athletes (77.91%) participated in the program less than two years and 22.085% of the student athletes participated in the program more than two years.
Inferential statistical analyses were used to compare the means of each of the four subgroups of participants for each of the four research questions. On the question of value, all subgroups had above average means indicating that collectively all participants’ felt the UNT CHAMPS/Life Skills program had value. Males reported a slightly higher mean, 19.66/30 than that of the females, 19.43/30, but there was no statistically significant difference. Statistical analyses showed significant statistical difference between the subgroups according to minority and non-minority status; however, minorities had a strong mean, 19.94/30, with the non-minority participants having a 19.25/30 mean. Minorities perceived a greater value in the UNT CHAMPS/Life Skills program than did non-minorities. Additionally, there were statistically significant differences between those who participated in the program for more than two years at UNT and those who participated in the program less than two years. Those participating in the program more than two years found significantly more value in the program with a mean of 20.36/30, than did those student athletes who were in the program less than two years with a mean of 19.28/30.

While both male and female student athletes felt adequately equipped with tools to support their college career to career transition, males had a significantly higher mean, 39.29/60, than did females, 37.54/60. Once again, both Non-Minority and Minority participants felt strongly equipped, but in this instance, there was no statistically significant difference between the two subgroups.

However, there were statistically significant differences between the subgroups according to number of years in the CHAMPS/Life Skills program. Both groups-more
than two years and less than two years—felt adequately prepared for their college career to
career transition, but, the mean for those in the program more than two years was
39.08/60 and for those in the program less than two years it was 38.00/60. Those
participants who were in the CHAMPS/Life Skills program at UNT felt significantly
more prepared for their college career to career transition than those who participated in
the program less than two years.

Males felt significantly more equipped with skills to establish a better self-esteem
than did their female counterparts. Both females and males felt well informed as
indicated by their means 15.82/25 and 16.43/25 respectively. Although both Minority and
Non-Minority groups felt adequately informed about establishing better self-esteem, there
was no statistically significant difference between the two means, 16.41/25 for Minority
and 15.84/25 for Non-Minority. Also, the amount of years in the CHAMPS/Life Skills
program at UNT proved to have no significant in how equipped student athletes were
with building better self-esteem. Those who were in the program for more than two years
(16.31/25) felt slightly more informed than those who were in the program less than two
years (15.99/25).

Minorities and those who were in the program more than two years felt that they
had been provided with leadership and character education through the CHAMPS/Life
Skills program at UNT. Minorities, with a mean of 22.69/30, felt more strongly about
their leadership and character education provided by CHAMPS/Life Skills than did the
non-minorities, who had a mean of 21.92/30. Those in the program for more than two
years felt significantly more prepared in the areas of leadership and character education
with a mean of 22.83/30. Those who were in the program for less than two years had a mean of 22.05/30. There was no statistically significant difference between the subgroups according to gender.

In three of the four components studied, males had a statistically stronger feeling than females. Minority status had no statistically significant impact on the results in any of the four components studied. For those involved in the program for more than two years, a positive significance existed in three of the four components studied. If student athletes were involved in the program for more than two years, the CHAMPS/Life Skills program at UNT was more valuable for them.

Discussion

Value of the CHAMPS/Life Skills Program

Stevenson (1975), noted, “In the final analysis, it is the rationale of ‘character-building,’ of moral development, of citizenship development, of social development, that justifies the existence of physical education and athletics in educational institutions (p. 297). NCAA CHAMPS/ Life Skills provides a systematic and planned approach for student athletes to experience the potential for greater success.

The NCAA identified ten themes relating to the goals of the CHAMPS/Life Skills program. These themes are: first, support efforts of every student-athlete toward intellectual development and graduation; second, use athletics as preparation for success in life; third, meet the changing needs of student-athletes; fourth, promote respect for diversity among student-athletes; fifth, enhance interpersonal relationships in the lives of student-athletes; sixth, assist student-athletes in building positive self-esteem; seventh,
enable student-athletes to make meaningful contributions to their communities; eighth, promote ownership by the student-athletes of their academic, athletic, personal and social responsibilities; ninth, enhance partnerships between the NCAA, member institutions and their communities for the purpose of education; and tenth, encourage the development of leadership skills. Therefore, according to the NCAA, these are the attributes by which a CHAMPS/Life Skills program is seen to have value or worth.

It was expected that little or no difference between genders would be found. This was confirmed. No statistically significant differences were found between males and females with regard for the value of the CHAMPS/Life Skills. The males had a slightly higher mean for the value than females, but both found the program to be above average. The value of having a variety of speakers from both genders may contribute to this. The coordinator for UNT CHAMPS/Life Skills since its inception, in 1991, has always been female.

The issue of value showed no significant difference by Minority status, just as expected. This finding may be the result of the diversity of presenters involved with CHAMPS/Life Skills as well as the perceived diversity of the attendees.

Although both found the UNT CHAMPS/Life Skills valuable, those student athletes who were involved in the program for more than two years found significantly more value in the program than did those who were involved for less than two years. This expected result might be due mainly to the fact that those who are in the program longer get to experience the program in its entirety and, as they have experience through their time at school, those lessons taught through the program become more applicable and
valuable. This is a strong result for those who feel that student athletes should be in the program for longer than just their freshman year. The longer the student athlete is in the CHAMPS/Life Skills program the more valuable the experience at UNT.

Transition from college career to career

Because moral values play a large role in sport, it is not surprising that sports are thought of as an area where values can and should be taught and transmitted to the next generation (Simon, 1991). It is this knowledge that allows the CHAMPS/ Life Skills program to share lessons of success to the student athlete. CHAMPS/ Life Skills at UNT was prescribed by the NCAA to provide information on all facets of the college career to career transition.

It was expected, based on theoretical research previously cited in Chapter 2, that most of the student-athletes involved in this program for a period longer than two years would have felt that they received a significant amount of help because of being the closest to that transition, but little or no statistically significant difference was expected by gender or minority status.

However, unexpectedly, males, by a statistically significant difference, felt more equipped with tools for the transition from college career to career. Although females felt very strongly that they, too, were well equipped following orientation, the experience proved to be more beneficial to males than females.

This study indicates that the transition tools from college career to career provided by UNT’s CHAMPS/Life Skills program give no statistically significant difference by minority status. As expected, these data indicate that all participants, regardless of
minority status, felt equipped with enough information to be prepared for the college career to career transition.

Also, as expected there was a statistically significant difference between those who were involved in the program for more than two years compared to those who were involved in the program for less than two years. Those who were in the program for more than two years had a significantly higher mean demonstrating a greater need and appreciation for these transition tools.

Again, this builds confidence for the argument that the CHAMPS/Life Skills program is most beneficial for those student athletes who are in the program for more than two years; not just their freshman year.

Tools for better self-esteem

According to Arnold (1984a), because sport is an embodiment of moral principles, it becomes a place for the practice of moral virtue. “Moral character is developed in sport, as in other spheres of life, in so far as much admired human qualities as loyalty, courage, and resolution are cultivated and directed to the upholding of what is fair and just in the interests of all” (Arnold, 1984a, p. 278). In sport, the formation of moral development and the practice of such are possible as the individual participant accepts responsibility for how the practice of the sport is conducted not completely relying on the responsibility of the coaches or officials (Bredemeier & Shields, 1985, p. 175).

It was expected that the student-athletes from all variables would answer positively to this series of questions. Those who are involved longer than two years
would most likely correlate with results relating to positive regards towards the program and its effectiveness.

Although not expected, males felt significantly stronger about being provided with skills to establish a better self-esteem through the program. The fact that developmental theories previously cited suggest females often struggle with issues of self-esteem may be a factor in this finding. However, the cause is unable to be discerned from the available data.

There was no statistically significant difference found by minority status for skills to establish a better self-esteem. This was expected, as athletics in general tend to focus on developing a wide diversity of ethnicity based on the participation of diverse groups across all sports.

Student athletes who were involved in the program for more than two years as compared to those who were in the program for less than two years had no significant difference in how they were prepared with the skills to establishing better self-esteem.

Skills provided for leadership and character education

“Moral development is not the totality of what is meant by character, anymore than knowledge exhausts what is meant by wisdom, but it is an important part. Moral development refers to the evolving maturity of a person’s grasp of the interpersonal rights and responsibilities that characterizes human social life” (e.g. Bredemeier & Shields in Goldstein 1989).

It has been argued that sport, when understood as a valued human practice, is inherently concerned with moral development. This is not to say that initiation into sport
inevitably brings successful results. “As the individual sees his or her life and moral character bound up and coexistent with his or her choices, activities and efforts, that person will see and understand that sport is no less serious than other forms of human practice. Although sport may be regarded as a particular kind of practice characterized by its rules, it is by no means separate from or discontinuous with life or moral concern” (Arnold, 1997, p. 76).

While none was expected, this study did find a statistically significant difference by gender as to the providing of leadership and character education by the CHAMPS/Life Skills program. Males felt more strongly about being provided leadership and character education than did females. In so doing, males felt more comfortable taking leadership roles and in making what can be characterized as character-based decisions. It also may be a factor that the males may have needed more leadership and character development than the females. Research shows that athlete populations are significantly less morally reasoned and morally developed than their peer population of non-athletes (Hahm, 1989; Beller and Stoll, 1990; Beller, 1990). No research could be found in regards to student athlete/gender based need for leadership and character education.

As was found consistently throughout this study, there was no statistically significant difference by minority status as to whether the program provided leadership and character education. The CHAMPS/Life Skills program seemingly appeals to both minority and non-minority participants with little variation. It may reflect the notion that both groups have the same needs in developing leadership and character. It could also
relate to the program presented to the student athletes in that it meets all needs of participants regardless of race or ethnicity.

Based on the literature review, it was hypothesized that a difference would be found regarding the number of years of participation in the program. This study confirmed that hypothesis. Those student athletes who were in the program for more than two years felt they had received a program that provided strong leadership and character education. The more time spent with student athletes in regards to leadership and character education, the more of a significant difference is perceived by the student athletes. “The development of moral character in sport is best thought in terms of as person whose actions are informed and guided by what he or she knows and understands of the rules and ethical principles upon which those rules are based, as well as by the best traditions of the practice so that fairness and self-formation result. Further, unless such virtues as courage, honesty, generosity, and responsibility are practiced and such vices as cheating, selfishness, and brutishness avoided, the practice of sport will not be all that it can be and should be either in the development of a moral character or in the making of a contribution to the good life” (Arnold, 1997, p. 52). The only way to effectively instill these qualities of self-esteem and moral character, Arnold states is to take time to instill them.
Conclusions

Generally, all aspects of the CHAMPS/Life Skills program at UNT were found to be positive by each subgroup. Student athletes found value in the CHAMPS/Life Skills program at UNT. They found value in how it supported them as student athletes and prepared them for their futures. In three of the four components studied, males had a statistically stronger feeling than females. Minority status had no statistically significant impact on the results in any of the four components studied. As to years in the program, for those involved in the program for more than two years, a positive significance existed in three of the four components studied. If a student athlete was involved in the program for more than two years, the CHAMPS/Life Skills program at UNT was more valuable to him/her.

This study indicates that overall the CHAMPS/Life Skills program at UNT is very different for women than it is for men. In all four components studied, men had a stronger positive feeling than the females. Finding ways to reach both the male and female student athletes equally through the CHAMPS/Life Skills program is crucial to its future continued success.

Minority status had no significant impact on the outcomes of CHAMPS/Life Skills program according to the student athletes, which may be a result of diverse programming, and the diversity of the student athletes involved in the athletic department. The CHAMPS/Life Skills program seems to be meeting the needs of the student athletes, regardless of ethnicity.
Finally, the amount of time the student athlete was involved in the program revealed significant differences in three of the four categories. If student athletes were involved in the CHAMPS/Life Skills program at UNT for more than two years, the program was more valuable to them. This is an important factor in identifying the success over time of the program for student athletes. Additionally, having a contact person in charge of the program is a critical element for the student athlete.

Recommendations for Research

With very little to no research conducted on the CHAMPS/Life Skills programs, at a single institution or nationally, there are several possibilities for future studies. A quantitative study of CHAMPS/Life Skills programs on the national level could provide a benchmark by which to compare individual institutional studies. Such a study could compare four-year public institutions athletic departments with four-year private institutions athletic departments and the impact CHAMPS/Life Skills has on the student athletes.

Given the considerable difference between male and female perceptions in this study, it is recommended that research be conducted to determine the needs that females have in the CHAMPS/Life Skills program. The literature review revealed no research conducted specifically to address the differing needs of leadership or character education by gender. A formal study to accomplish this notion could greatly assist CHAMPS/Life Skills coordinators in preparing programs for both males and females.

Another area of research could be comparing the differing majors of student athletes and their perceptions of the programs by majors. Some of the majors provide
some of the same type of programming that the CHAMPS/Life Skills program does. A study to see how different majors perceived it could be utilized by CHAMPS coordinators to better serve their student athletes and also by student athletes’ academic advisors as to which majors would provide specific needs. Additionally, a pre-test, post-test could be conducted to determine initial expectations and how CHAMPS/Life Skills was able to meet them after completing their eligibility.

With statistical significance found in three of the four areas of this study by those who were in the program for more than two years, a research study could be conducted to determine the needs of student athletes who are in their first two years of the program as compared to the needs of those student athletes after two years in the program. This study could determine differences in programming needed to be effective for the first part of the program as compared to the second part of the program. This type of programming could become an ingredient in retaining student athletes.

Finally, a follow-up qualitative study could be conducted at UNT to further explain differences by the four designated subgroups of student athletes. This study could utilize interviews and focus groups to identify areas in need of improvement, especially as perceived by female student athletes.

Recommendations for Practice

Because of the significant differences between males and females in three of the four components measured, the CHAMPS coordinator should assess program needs by gender and then programming designed specifically for males separate from females might need to be considered. The needs of male student athletes and female student
athletes differ in many areas. To ignore this and blanket a program without gender in mind will make the program gender biased, either intentionally or unintentionally. Additional programming may have an additional cost, so budgeting for gender-specific programs might be necessary.

With minority status having little or no bearing on the outcomes, the process of the CHAMPS/Life Skills program at UNT should continue. It is critical for the athletic department and its CHAMPS/Life Skills coordinator to be keenly aware of the ethnic make up of the student athletes. Although no significant difference existed in this study, each specific ethnicity has certain areas of need that could be potentially met in effective CHAMPS/Life Skill programming. CHAMPS/Life Skills coordinators should continue to ensure that diverse presenters and programming are included in all aspects.

Since those student athletes involved in the program for more than two years had such a significance difference from those involved less than two years, programming targeted to both freshman and sophomores and to upper class students should be considered. Programming that is directed to the student athletes for the long term of their involvement not only helps the student athletes, but also it helps in establishing pride and consistency in the athletic department. A needs assessment of those in the program for more than two years and those in the program for less than two years is an absolute necessity for effectiveness to occur for all student athletes regardless of time in the program. It is also recommended that not only freshman be required to be in the program. This study shows the effectiveness over time for those involved for more than two years. Several universities are using this program as a freshman-only program, and it is
suggested that to achieve a more effective program, student athletes need to be involved in the CHAMPS/Life Skills program for more than two years to achieve maximum effectiveness.

Finally, a component not assessed in this study, but one that is needed, is the assessment of the needs of transfer student-athletes. These student-athletes bring a unique conglomeration of experiences with them and have a unique set of needs. Developing a needs assessment of the transfer student athletes would help lead to greater effectiveness in the CHAMPS/Life Skills program for the transfer student-athletes and help the coordinator to better assess the programming needs for them. In particular, because most transfer students generally have only two years of athletic eligibility left, the time they have to spend in the CHAMPS/Life Skills program is also limited. With the findings of this study showing those in the program two years or less being less effective than those engaged for a longer period, a special program for transfer students seems warranted.
APPENDIX A

INSTRUMENT
CHAMPS/Life Skills Survey

What is your gender?
___ Female
___ Male

How many year(s) involved in CHAMPS?
___ Less than 6 months
___ 6-11 months
___ 1 year
___ 2 years
___ 3 years
___ 4 years

What is your ethnicity?
___ African-American
___ Asian/Pacific Islander
___ Caucasian/White
___ Hispanic/Latino/Mexican American
___ Native American (Indian, Alaskan, Hawaiian)
___ Other

What is your major?
____________________________

Sport Participated in?
____________________________

Transfer Student?
Yes       No

Respond to each item by circling the number (5,4,3,2,1) that best indicates your opinion.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Attending the CHAMPS program helped get rid of anxiety I had about being a student athlete.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2) I feel I was given adequate instruction on how to select a career</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>3) CHAMPS helps assist student-athletes in building positive self-esteem.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4) CHAMPS enables student-athletes to make meaningful contributions to their communities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5) Because of the CHAMPS program, I am more knowledgeable of UNT’s expectations of me as a student athlete.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6) I feel that the CHAMPS program provided resources to assist me in my career development and selection</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7) CHAMPS helps enhance interpersonal relationships in the lives of student-athletes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8) Being involved in CHAMPS encouraged the development of leadership skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9) CHAMPS provided speakers and presenters that provided expertise and knowledge.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10) CHAMPS helps use athletics as preparation for success in life.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td></td>
<td>11) CHAMPS provided opportunities to meet with key people in the athletic department.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>12) I was given the opportunity to meet with Community leaders through CHAMPS.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>13) CHAMPS helped promote respect for diversity among student-athletes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>14) Because of CHAMPS I has a better understanding of what to expect as a student athlete</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>15) CHAMPS met the changing needs of student-athletes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>16) CHAMPS promoted ownership by the student-athletes of their academic, athletic, personal and social responsibilities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>17) CHAMPS helped me be a better leader.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>18) CHAMPS at UNT is a program that helps the student athlete.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>19) CHAMPS supports efforts of every student-athlete toward intellectual development and graduation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>20) I discovered many career options through CHAMPS.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>21) CHAMPS talked about coping with emotions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>22) CHAMPS helped me develop better character.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>23) I was put in contact with important people on campus that helped with my college to career transition (s) through CHAMPS.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>24) CHAMPS encouraged the student-athlete to develop and pursue career and life goals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>25) CHAMPS supported the academic progress of the student-athlete toward intellectual development and graduation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>26) CHAMPS supported the development of a well-balanced lifestyle for student-athletes, encouraging emotional well being, personal growth and decision-making skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>27)</td>
<td>CHAMPS should be required for all student athletes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>28)</td>
<td>CHAMPS engaged the student-athlete in service to his or her campus and surrounding communities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>29)</td>
<td>CHAMPS is a program that developed me as a person.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>30)</td>
<td>I use skills today that I learned in the CHAMPS program.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
APPENDIX B

COVER LETTER TO

STUDENT ATHLETES
Dear Current or Former UNT Student-Athlete,

I am a University of North Texas doctoral student doing an assessment on the effectiveness of the CHAMPS/Life Skills program at the University of North Texas Athletic Department. You have been selected because of your involvement with this program at anytime from 1998-2003.

This study seeks to determine the effectiveness of the CHAMPS/Life Skills program over the last five years at the University of North Texas. More specifically, this study will attempt to measure student athlete sub-groups to determine if the student athletes feel they have received helpful information to support them through their college career to career transition, if the program provided them with skills to establish a better self esteem, and if they have felt the CHAMPS/Life Skills helped them in the areas of leadership development and character education.

The survey attached will ask for your responses to a series of questions in regards to your personal experiences with the UNT CHAMPS/Life Skills program. All responses will remain confidential. Please take 10-15 minutes to sign the consent form and the survey. You then will return it in the enclosed envelope.

Your responses will be a tremendous help in evaluating the effectiveness and service of this program to all student athlete populations. The faculty advisor from UNT is Dr. Jack Baier from the Higher Education Department and may be contacted at (940) 565-3238 if you have questions for him.

Please be sure to read/sign the consent form on the next page. Include it in your return envelope.

Thank you,

Michael Godfard
Department of Higher Education-UNT
1310 Howell Street
McKinney, Texas 75069
(469) 742-5880
APPENDIX C

HUMAN SUBJECTS APPROVAL
September 10, 2003

Michael Goddard
College of Education
University of North Texas

Re: Human Subjects Application No. 03-271

Dear Mr. Goddard,

As permitted by federal law and regulations governing the use of human subjects in research projects (45 CFR 46), the UNT Institutional Review Board has reviewed your proposed project titled "An Assessment of the Effectiveness of the CHAMPS/Life Skills Program at the University of North Texas." The risks inherent in this research are minimal, and the potential benefits to the subject outweigh those risks. The submitted protocol and informed consent form is hereby approved for the use of human subjects.

Enclosed is the information document with stamped IRB approval. Please copy and use this form only for your study subjects.

U.S. Department of Health and Human Services regulations require that you submit annual and terminal progress reports to the UNT Institutional Review Board. The Board must review this project annually and/or prior to any modifications made in the approved project. Federal policy 45 CFR 46.109(e) stipulates that IRB approval is for one year only.


Please contact me if you wish to make changes or need additional information.

Sincerely,

Marcia J. Staff
Chair
Institutional Review Board

P.O. Box 305250 • Denton, Texas 76203-5250 • (940) 565-3940
Fax (940) 565-4277 • TTY (800) RELAY TX • www.unt.edu
APPENDIX D

CATEGORIZATION OF SURVEY QUESTIONS BY RESEARCH QUESTION
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Question Number</th>
<th>Question content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question 1</td>
<td>1</td>
<td>Helped get rid of anxiety I had</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>More knowledgeable of expectations</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Speakers are knowledgeable and competent</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Better understanding of student athlete role</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Program helps student athletes</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Should be a requirement of all student athletes</td>
</tr>
<tr>
<td>Research Question 2</td>
<td>2</td>
<td>Instruction on how to select a career field</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Provided resources for career development and selection</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Helps use athletics for preparation for success in life</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Opportunity to meet with key people in the athletic department</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Met with community leaders</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Met the changing needs of student athletes</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Supports efforts of every student athlete toward intellectual development and graduation</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Discovered many career options</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Put in contact with several important people on campus to help my transition</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Encouraged to develop and pursue life and career goals</td>
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<tr>
<td></td>
<td>25</td>
<td>Supported the academic progress of the intellectual development and graduation of the student athlete</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Engaged the student athlete in service to campus and surrounding community</td>
</tr>
<tr>
<td>Research Question 3</td>
<td>3</td>
<td>Assist me in building positive self esteem</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Enhance my interpersonal relationships</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Promoted ownership in my academic, athletic, personal and social responsibilities</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Talked about coping with emotions</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Supported the development of a well-balanced lifestyle for student athletes, encouraging emotional well-being, personal growth and decision-making skills</td>
</tr>
<tr>
<td>Research Question 4</td>
<td>4</td>
<td>Contribution to communities</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Development of Leadership Skills</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Promote respect for diversity</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Helped make a better leader</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Develop better Character</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Developed me as a person</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Use Skills today that I learned</td>
</tr>
</tbody>
</table>
APPENDIX E

GRAPHS
Figure 1. Sport by Male

Figure 2. Sport by Female
Figure 3. Majors by Respondents

Figure 4. Transfer Student Indicator
Figure 5. Gender

![Gender Bar Chart]

Figure 6. Ethnicity (Dichotomous)

![Ethnicity (Dichotomous) Bar Chart]
Figure 7. Years in CHAMPS/Life Skills Program

<table>
<thead>
<tr>
<th>YEARS</th>
<th>Percent</th>
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<td>Less Than Two Years</td>
<td>100</td>
</tr>
<tr>
<td>More Than Two Years</td>
<td>0</td>
</tr>
</tbody>
</table>
REFERENCES


