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## Self-Perception of NCAA Division I Student-Athletes

Sean Strehlow  
*University of Arkansas, Fayetteville*

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Self-Perception of NCAA Division I Student-Athletes

A thesis submitted in partial fulfillment  
of the requirements of the degree of  
Master of Education in Recreation and Sport Management

by

Sean Michael Strehlow  
Hardin-Simmons University  
Bachelor of Business Administration in Marketing, 2012

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University of Arkansas

This thesis is approved for recommendation to the Graduate Council.

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Sarah Stokowski, Ph.D.  
Thesis Director

---

Steve Dittmore, Ph.D.  
Committee Member

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Heather Blunt-Vinti, Ph.D.  
Committee Member

## **Abstract**

Self-perception is the level of competency at which individuals evaluate themselves in certain areas or domains (Marsh & Shavelson, 1985). An individual's self-perceptions contribute to their global self-worth, and even predict performance (Cuellar, 2014; Harter & Neemann, 2012). Self-perception is an increasingly popular area of study, and there is a gap in the research as it pertains to college student-athletes (Harter & Neemann, 2012). This study measures self-perception scores, as well as experiences with racial discrimination, of 306 NCAA Division I student-athletes using the Self-Perception Profile for College Students (Harter & Neemann, 2012). Scores are compared across race/ethnicity and gender. Findings suggest that White student-athletes have significantly higher self-perception scores than racial minorities, and recent discrimination (discrimination experiences within the last year) is a significant predictor of multiple areas of self-perception. Results also indicate significant gender differences exist in several areas of self-perception. The implications of this study prompt faculty, and other campus stakeholders to pursue positive relationships with the student-athletes they encounter. Positive relationships between student-athletes and faculty can help raise student-athlete self-perceptions, and in turn, performance in a variety of areas.

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## **Introduction**

Discrimination and negative stereotypes are common experiences for National Collegiate Athletic Association (NCAA) student-athletes (Spitzer, 2014). NCAA student-athletes are consistently seen as “dumb jocks,” who care only about their athletic performance (Price, 2017). Campus faculty members, non-athletic academic advisors, and other campus stakeholders often perceive student-athletes as less intelligent, and express resentment towards the special treatment they receive in areas such as academic support (Stokowski, Rode & Hardin, 2016). These negative perceptions have a direct negative impact on the student-athletes’ self-perceptions (Hawkins-Jones, 2017). Most student-athletes have the desire to learn, and perceive themselves able to achieve academic success (Beamon, 2012; Stokowski, Rode & Hardin, 2016). However, college student-athletes become frustrated with missed classes and a heavy workload brought on by their participation in sport, which leads to lower academic self-concept (McFarlane, 2014). As student-athletes enter the more competitive college environment their self-perceptions suffer (Gatzke, Papadakis & Grover, 2015).

Self-perception is the level of competency at which individuals evaluate themselves in certain areas or domains (Marsh & Shavelson, 1985). These evaluations combine to make up a person’s self-esteem or self-worth, which are global terms used to describe an individual’s overall feelings about the self (Marsh & Shavelson, 1985). Research on self-perception started as early as 1890 with James’ (1890) foundational work on the idea of the “self.” Self-concept and self-perception have become increasingly popular areas of study among psychologists and sociologists, but there are many gaps that exist in the research (Harter & Neemann, 2012). One of the existing gaps in self-perception research is in the college student-athlete sample. Most research concerning college student-athletes is centered on the student-athlete experience

(Beamon, 2012; Beamon, 2014; Hawkins-Jones, 2017; McFarlane, 2014; Price, 2017; Whitaker, 2014). Very little is known about how college student-athletes think and feel about themselves. This study aims to fill this gap in the literature by learning how student-athletes perceive themselves, and how those self-perceptions change across race/ethnicity and gender within the student-athlete sample.

Race/ethnicity appears to be an important factor of self-perception, and discrimination is a recurring theme in the life of the collegiate student-athlete (Beamon, 2014). Although Black student-athletes are overrepresented in collegiate sport, Black student-athletes make up only 21% of the National Collegiate Athletic Association (NCAA) Division I Football Bowl Subdivision (FBS) student-athlete population (Beamon, 2014; NCAA, 2017). White student-athletes make up 57% of the FBS student-athlete population (NCAA, 2017). In addition to the stressful experiences that all student-athletes face (McFarlane, 2014), research shows that Black student-athletes must deal with varying degrees of racism and discrimination that further deteriorate their experience and self-evaluations (Whitaker, 2014).

Racism and discrimination against student-athletes still exists on college campuses in the form of stereotyping and prejudice (Beamon, 2012). The effects of racism and discrimination can have devastating effects on self-perception and self-worth (Chao, Longo, Wang, Dasgupta and Fear, 2014). Research has also found varying levels of gender effects regarding domains of self-perception in college students (Harter & Neemann, 2012). Therefore, the purpose of this study is to examine how collegiate student-athletes perceive themselves in a variety of domains (i.e. intellectual ability, scholastic competence, athletic competence, social acceptance, and global self-worth) and whether those perceptions are associated with the experience of discrimination. Specifically, this study strives to answer the following research questions:

RQ1: What, if any, significant race/ethnicity differences exist in college student-athlete self-perception?

RQ2: What, if any, significant gender differences exist in college student-athlete self-perception?

RQ3: How well does racial discrimination predict self-perception in college student-athletes?

Better understanding how student-athletes perceive themselves can help student-athletes and stakeholders unite and build stronger relationships with others in the campus community. This study can also help college student-athletes understand the experiences, and self-perceptions of their peers in different race/ethnicity and gender groups.

## Literature Review

### History and Development of Self-Perception Thought

James (1890) and Cooley (1902) are responsible for the earliest and most foundational works in self-perception theory. James (1890) studied self-concept from a psychological standpoint, and his formula for self-esteem that still influences modern models (Harter & Neemann, 2012). Cooley (1902) approached self-concept through a sociological lens, and coined the looking-glass theory that is still popular among sociologists today (Bachman, 2014).

Historical models of self-concept were unidimensional and used a single-score approach that derived self-concept from a sum, or average, of self-perception scores (Harter & Neemann, 2012). Currently, researchers understand self-concept as a multidimensional measure. The multidimensional approach was popularized by Marsh and Shavelson (1985), and is based on distinct components of global self-worth within a hierarchal ordering. Building off of the multidimensional model, Harter's (2012) self-perception profiles made a sizable contribution to the evaluation of self-perceptions. Each profile contains subscales that evaluate self-perception in a variety of domains appropriate for each age group. In the past, studies evaluated global self-worth as a sum-total of these domains (Harter & Neemann, 2012). Harter's (2012) scale evaluates global self-worth its own separate domain.

Although self-perception research has been done on the college student population, few studies have looked at the subgroup of college student-athletes. Most of the research on student-athletes is limited to their experience (Beamon, 2012; Beamon, 2014; McFarlane, 2014; Parsons 2013), and very little has focused on self-perception (e.g. how collegiate student-athletes perceive themselves as human beings). The remainder of the literature review will focus on the



existing knowledge of self-perception, and the experiences of discrimination common in NCAA student-athletes.

### **Race/Ethnicity and Gender Differences in Self-Concept**

Most research regarding self-perception and race/ethnicity differences focuses on academic self-concept. Academic self-concept refers to an individual's overall ability to achieve academic success (Harter & Neemann, 2012). Several studies explore the link between academic self-concept and negative racial stereotypes, and find that nonwhite subjects report lower academic self-concepts than white subjects (Eckberg, 2015; Evans, Copping, Rowley, Kurtz-Costes, 2011; Wilson, 2014). Studies have failed to find a significant difference between white and nonwhite global self-worth (Jackson, von Eye, Fitzgerald, Zhao & Witt, 2010). However, racial discrimination has been found to predict global self-worth, where an increase in racial discrimination is associated with a decrease in global self-worth (Quattrochi, 2014). One factor that must be considered when examining disparities across race/ethnicity is racial identification. Minorities who positively identify with their race/ethnicity group are less likely to be negatively affected by racial discrimination (Wilson, 2014).

Gender differences in self-perceptions are well researched, and significant gender differences have been found in several domains of self-perception. Research has consistently shown that males report higher academic self-concept in science and math-based subjects, while females report higher academic self-concept in language-based course (e.g. reading and writing) (Evans et al., 2011; Jackson et al., 2010; Jansen, Schroeders & Ludke, 2014). Due to the split nature of these evaluations, existing research is unclear about which gender typically reports higher overall academic self-concept (Jackson et al., 2010). Gender stereotypes have been shown to effect self-perception in children as early as six years of age (Tomasetto, Mirisola, Galdi, &

Cadinu, 2015). One study explored the negative gender stereotype that math is a more masculine skill, and found that young girls begin internalizing this stereotype as early as six years old (Tomasetto, Mirisola, Galdi, & Cadinu, 2015).

In terms of global self-worth, a significant gender gap has been observed starting in early childhood (Helwig & Ruprecht, 2017). Females have been found to have a significantly lower global self-worth than males, with the widest disparity appearing during the adolescent years (Helwig & Ruprecht, 2017). This gap is seen through young adulthood, but consistently closes as age increases, and disappears completely between age 30 and 80 (Helwig & Ruprecht, 2017). Several studies also highlight the disparity, in favor of males, in physical self-perceptions such as body image and athletic competence (Chalabaev, Sarrazin, Fontayne, Boiché & Clément-Guillotin, 2013; Harter & Neemann, 2012).

### **The College Student-Athlete Experience and Discrimination**

Individuals derive their self-perceptions from their experiences and environments (Hawkins-Jones, 2017). Discrimination is a big, and very real, part of the college student-athlete experience (Spitzer, 2014). Many student-athletes feel that they are discriminated against by faculty, who place little importance on athletic pursuits (Henderson, 2013). Research confirms that college student-athletes are still subject to various forms of racism and sexism (Beamon, 2012; Comeaux, 2012; Cooper et al., 2017; Spitzer, 2014).

Currently, White student-athletes make up 57% of the NCAA Division I FBS population, while Black student-athletes make up 21% of the same population (NCAA, 2017). Particularly in predominantly White institutions (PWIs), Black student-athletes are disproportionately overrepresented in athletics compared to the general student population (Whitaker, 2014). PWIs are defined as higher education institutions in which at least 50% of student enrollment is White

students. Although attendance of Black students is rapidly increasing at PWIs, many Black students still perceive these institutions as unwelcoming (Payne & Suddler 2014). While PWIs may have resources to support the academic pursuits of the Black student-athlete, there are rarely any resources to encourage and sustain cultural differences (Whitaker, 2014). Many PWIs have a history of legal exclusion of non-White students through Jim Crow laws, and as a result, biases still exist in these institutions (Whitaker, 2014). The history of racism that exists among PWIs largely contributes to the stereotyping and negative attitudes that plague African-American student-athletes today (Whitaker, 2014). The African American student-athlete experience at PWIs has been marked by severe alienation and racial tension (Henry & Closson, 2012). Black student-athletes in revenue generating sports, like football, have reported varying degrees of racism and discrimination from faculty, students, and White teammates (Henry & Closson, 2012).

Henry and Closson (2012) explore a particular phenomenon that can occur on predominantly Black teams at PWIs called temporary majority status. Black players who belong on these teams experience some of the benefit of being a part of a majority culture, and opposite social-racial roles are imposed on White and Black athletes (Henry & Closson, 2012). Although racial discrimination was suspended for the Black student-athletes within their athletic sphere, most student-athletes still reported high levels of discrimination outside of the athletic community (Henry & Closson, 2012).

### **The Student-Athlete Stigma**

Intercollegiate athletes, who were emerging stars growing up, begin identifying as an athlete at an early age (Miller, 2008). Children are able to infer individual stereotypes as early as six years old (McKown & Weinstein, 2003). Children who have high athletic identities are at

higher risk for stereotype threat as they grow older, which has a negative impact on academic motivation (Aguino, 2011; Yopyk & Prentive, 2005). Primary and secondary school systems often prioritize athletic ability over academic excellence, and make it easy for gifted student-athletes to move through high school with little effort (Beem, 2006). Some teachers have inflated grades for student-athletes to ensure eligibility to compete at the current, and higher collegiate level (Beem, 2006). These instances breed low expectations for student-athletes, and condition the student-athlete to expect little of themselves outside of their athletic performance (Benson, 2000; Galipeau & Trudel, 2004; MacNamara & Collins, 2010; Papanikolaou et al., 2003; Perdy, 1983; Yopyk & Prentice, 2005).

In the higher education setting, student-athletes are subject to a wide variety of negative attitudes and perceptions, but African-American males are more stigmatized than any other student-athlete group (McDonald, Keys, & Balcazar, 2007). Most stereotypes about Black athletes are centered on the “dumb jock” stereotype as well as the innate athletic superiority narrative, and these athletes must confront these stereotypes in the classroom, throughout campus, and after games (Price, 2017). The low expectations of academic performance, combined with the pressure of high athletic expectations, lead to anxiety and diminished self-perceptions in Black student-athletes (Stone, Lynch, Sjomeling & Darley, 1999). Other assumptions assert that Black student-athletes are more likely involved in illegal activity and less likely to honestly earn achievements such as better grades (Comeaux, 2011; Spitzer, 2014). Black college athletes are also more likely to be treated as an “athlete-student” rather than student-athlete (Cooper et al., 2017). These negative attitudes toward Black student-athletes have been found consistently among college faculty and the non-athlete student population (Comeaux, 2011; Cooper et al., 2017)

Gender is an important factor in determining perceptions of student-athletes (Stokowski, Rode & Hardin, 2016). Female student-athletes face harmful stereotypes, as their athletic identity does not typically align with traditional gender roles (Sexton, 2015). As a result, female student-athletes can be perceived as invaders of a traditionally masculine arena (Sexton, 2015). Female student-athletes are plagued with the societal expectations to prioritize their physical appearance over their athletic ability (Sexton, 2015). As a result, female student-athletes have difficulty escaping media and societal framing of their value as a sex object (Sexton, 2015). Particularly in the Division I setting, increased media attention subjects female student-athletes to more scrutiny and pressure to appease a patriarchal society (Sexton, 2015). Although negative gender stereotypes are usually assigned to females, male student-athletes are typically subject to more negative perceptions than their female counterparts in the context of the college community (Spitzer, 2014). Comeaux (2011) finds that faculty and peers view female student-athletes more favorably than male student-athletes. The “dumb jock” stereotype, in particular, is more frequently applied to male student-athletes than their female peers (Hawkins-Jones, 2017). The further one gets from the archetypal Black male football, or basketball, player the less that individual becomes stigmatized and stereotyped (Beamon, 2012).

This dissonance between athletics and the rest of the campus environment creates a lack of confidence in college student-athletes, and hinders the enrichment of their college experience (McFarlane, 2014). Student-athletes may be idolized on the field, but they are also subject to animosity and resentment from those in their campus community (Beamon, 2014).

### **Theoretical Framework**

Cooley (1902) first developed the idea of the “looking-glass” self, in which the self represents the reflected appraisals of others. Although individuals make their own evaluations of

their abilities, the looking-glass theory asserts that those evaluations are constructed from how others perceive their abilities (Singh et al., 2010). This has strong implications for marginalized groups, because discrimination and negative attitudes towards members of those groups are subject to lower self-esteem (Whitaker, 2014). Cooley's original theory presents only self-perceptions and the appraisals of others that influence self-perceptions. This model has since been adapted to differentiate between actual appraisals and reflected appraisals. Individuals may perceive others a certain way, but those perceptions are subject to interpretation by the ones being appraised (Harter & Neemann, 2012). Cooley's model has been found to be most accurate when comparing self-perception to the reflected appraisals instead of the actual appraisals (Harter & Neemann, 2012).

## **Conclusion**

Based on the literature, it is clear that negative perceptions exist towards college student-athletes, and those perceptions vary between Black and White student-athletes and across gender. Student-athlete self-perceptions across these sections is still unclear. Based on Cooley's (1902) looking-glass theory, it is possible that existing negative social perceptions could be having an impact on the self-perceptions of student-athletes. Evaluating perceived competence, and self-worth, of student-athletes will help us to understand who they are beyond their academic and athletic responsibilities.

Further humanizing student-athletes beyond those two primary identities can potentially work to change the existing negative attitudes held by faculty and others in the campus community. While not every school has the resources, those with student-athlete development programs can benefit from a holistic understand of how student-athletes see themselves. Knowing where student athletes lack perceived ability can help these departments develop

specialized programs for student-athletes struggling in different areas. Therefore, informed by the looking-glass theory, the purpose of this study is to examine how collegiate student-athletes perceive themselves in a variety of domains (i.e. intellectual ability, scholastic competence, athletic competence, social acceptance, and global self-worth) and whether those perceptions are associated with the experience of discrimination.

## **Methodology**

### **Participants and Design**

This study will target National College Athletic Association (NCAA) Division I FBS athletes. The study will be in the form of an anonymous survey. Consent will be implied based on completion of the survey. The survey will be administered electronically, and delivered to as many NCAA Division I FBS student-athletes as possible. Some surveys will be distributed on an individual basis to convenience samples, while others will be distributed to student-athletes through their athletic administration or conference office. The survey will be a modified version of the *What Am I Like?* questionnaire from Harter's (2012) Self-Perception Profile for College Students (SPPCS), and the General Ethnic Discrimination Scale (GEDS). Due to the potentially confusing nature of the questions, very specific instructions must be included in the distributed survey. Instructions for completing the survey can be found in the appendix.

### **Measures**

#### **Demographic information.**

Participants will be asked to provide general demographic information about themselves, including age, gender, race/ethnicity, sport participation, and classification. Participants will also be asked to specify their level of play. Level of play is broken up into NCAA Division I, II, and III. NCAA Division I is further broken up into FBS Power 5, FBS Group of 5, FCS, and No Football.

#### **Self-perception profile for college students (SPPCS).**

The SPPCS (Harter & Neemann, 2012) identifies 12 domains of self-perception that are relevant to college students: creativity, intellectual ability, scholastic competence, job competence, athletic competence, physical appearance, romantic relationships, social acceptance,



close friendships, parent relationships, humor, and morality. Global self-worth is assessed as an individual, thirteenth domain. Each of the twelve domains contain four items. The subscale for global self-worth contains six items. For the purpose of this study, only the scholastic competence, social acceptance, intellectual ability, athletic competence, and global self-worth subscales will be used.

Each question presents the participant with two descriptions of types of students. Each description has the response option of “sort of true for me,” and “really true for me.” For each question, participants must choose which of the two descriptions that they most identify with, and then select the response that most accurately reflects the degree to which they identify with the description they chose (“sort of true” or “really true”). An example question would read, “Some students like the kind of person they are BUT other students wish that they were different.” Each side of the statement will have options of “sort of true for me,” and “really true for me.” The participant would first choose if they identified more with the first part of the statement (some students like the kind of person they are), or the latter part (other students wish that they were different). Then they would select the degree of identification with the statement (“sort of true for me” or “really true for me”). Each item in the questionnaire is scored as 4, 3, 2, or 1, where a 4 reflects the most competent self-evaluation and 1 represents the least competent self-evaluation. To illustrate, subjects who check “really true for me” on the positive side of the statement receive a 4. The following boxes are coded in order as 3, 2, and 1. The numbers will be in descending order from left to right if the positive part of the statement appears first, and they will be in ascending order from left to right if the negative part of the statement appears first. A data coding sheet is used to group the numbers from each item by subscale, and derive an

average for each subscale. All of the questions used in the survey from the *What Am I Like* questionnaire can be found in the appendix.

The SPPCS has produced adequate reliability for all subscales in previous research: Creativity  $\alpha=.89$ , intellectual ability  $\alpha=.86$ , scholastic competence  $\alpha=.84$ , job competence  $\alpha=.76$ , athletic competence  $\alpha=.92$ , physical appearance  $\alpha=.85$ , romantic relationships  $\alpha=.88$ , social acceptance  $\alpha=.80$ , close friendships  $\alpha=.82$ , parent relationships  $\alpha=.88$ , humor  $\alpha=.80$ , and morality  $\alpha=.86$  (Harter & Neemann, 2012).

### **Experience of discrimination.**

Since ethnic discrimination is a common theme, particularly for Black student-athletes, the survey will also include the General Ethnic Discrimination Scale (GEDS) (Landrine, Klonoff, Corral, Fernandez & Roesch, 2006). Each item assesses the frequency of discrimination in different areas (e.g., school, work, public places, etc.) using a six-point scale. Each item contains three subscales, one for frequency of discrimination in the past year, once for the frequency of discrimination over the subject's entire lifetime, and once for an evaluation of the stressfulness of the events. The scores of each six-point subscale are added up and will fall between 18-108 (the third subscales added up will fall between 17-102, as the third subscale does not appear on the eighteenth item). Mean scores can be collected from each subscale. The survey will include both frequency subscales, but will not include the stress subscale as it lies outside the scope of this study. The reliability was tested for four different race/ethnicity groups using Cronbach's alpha and all race/ethnicity groups produced adequate reliability: Whites  $\alpha=.91-.92$ , African-Americans  $\alpha=.93-.95$ , Latinos  $\alpha=.93-.94$ , and Asian-Americans  $\alpha=.91-.94$ .

## **Procedures**

### **Recruitment.**

Participants will be recruited through a distribution of the survey. Surveys will be sent to Athletic Directors and Administrators that oversee the IRB approval process for research that concerns their student-athletes. These staff members will receive a link to the survey that may be distributed to all the student-athletes on their campus.

### **Survey completion.**

Participants choosing to complete the survey will click the survey link and will be immediately directed to an informed consent document. After reading and providing consent participants will be directed to the survey questions. At the end of the survey data will be collected and sorted using the Qualtrics software.

## **Data Analysis**

To answer the main research questions in this study, a one-way analysis of variance (ANOVA) will be conducted with self-perception scores as the dependent variables, and race/ethnicity and gender as the primary independent variables to answer RQ1 and RQ2, respectively. The utilization of a one-way ANOVA will allow for the testing of differences on the dependent variable by the independent variables individually.

To answer RQ3, a regression analysis will be run to determine if perceived discrimination is a predictor of self-perception in any of the domains. Perceived discrimination will be divided into “recent” discrimination (experienced in the past year) and “lifetime” discrimination (experienced over a respondent’s entire life). This study focuses ethnic discrimination, and particularly the discrimination of Black student-athletes. While there may be other race/ethnicity

differences found in the results, the primary interest is on differences between Black and White student-athletes.

### **Chapter Summary**

This study aims to examine the self-perception of NCAA Division I college student-athletes in certain domains, and observe changes in those perceptions across gender and race/ethnicity. One questionnaire will be extracted from Harter's (2012) SPPCS, and combined with the GEDS. Means will be collected from the survey, and will be compared across the independent variables using ANOVA. Regression analysis will be done to determine racial discrimination as a predictor of self-perception. The data will be used to answer research questions about relationships between the dependent and independent variables.

## **Results**

### **Introduction**

This chapter analyzes the data provided by NCAA student-athletes regarding self-perception profiles and experiences of discrimination, by understanding the differences in self-perception across race/ethnicity and gender. There is also an analysis on experiences of racial discrimination to determine if racial discrimination is a predictor of self-perception. It is important to note one general distinction in this section. First, although race and ethnicity have different meanings sociologically they are both grouped as race/ethnicity, which is consistent with NCAA research terminology.

### **Demographics**

Nearly 1,000 surveys were sent out to NCAA student-athletes at several NCAA division I institutions, and 324 surveys were completed. Of those responses, 18 were deleted due to missing responses and the remaining 306 responses were considered reliable. This yielded a response rate of 31.4%. It is important to understand the demographic information of the participants and how it might affect the presented data. The survey included basic demographic questions about age, race/ethnicity, gender, classification, and sport participation.

The survey asked participants to specify their race/ethnicity. Choices were White, Black, Hispanic/Latino, American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and Other. Ethnicities with insufficient data were collapsed into the “other” category so that meaningful comparisons could be made. Of the 306 responses, 139 (45.4%) were White, 123 (40.2 %) were Black, 25 (8.2%) were Hispanic/Latino, 10 (3.3%) were Asian, six (2.0%) were Native Hawaiian or Pacific Islander, and one (.30%) was American Indian or Alaska Native. In the “other” category, two (.60%) of the respondents identified with a race/ethnicity other than

those that were listed. The American Indian/Alaska Native, Asian, and Native Hawaiian/Pacific Islander were collapsed in to the “other” category. Although there is insufficient data to analyze these ethnicities, all race/ethnicity percentages in relation to the entire sample size were reflective of the most current NCAA race/ethnicity proportions (NCAA, 2017).

There were 151 (49.3%) male respondents and 155 (50.7%) female respondents. Regarding the classification of respondents, 158 (51.6%) were freshmen, sixty-three (20.6%) were sophomores, forty-six (15.0%) were juniors, thirty-three (10.8%) were seniors, and six (2.0%) were graduate students.

### **Self-Perception and Race/ethnicity**

The aim of the first research question was to explore possible significant differences in NCAA student-athletes’ self-perceptions across race/ethnicity. To measure the self-perception of NCAA student-athletes, subscales were pulled from the SPPCS instrument. The subscales were global self-worth, scholastic competence, social acceptance, intellectual ability, and athletic competence. Scores were analyzed across race/ethnicity using an ANOVA and can be found in Table 1. Although the Hispanic/Latino sample was significantly smaller than the White and Black samples, the portion of the sample relative to the population is reflective of the entire NCAA race/ethnicity proportions (NCAA, 2017). A Games-Howell post hoc test, which accommodates for unequal variances and sample sizes, was conducted to ensure that the Hispanic/Latino sample size was sufficient to analyze on its own.

**Table 1**  
**ANOVA for Self-Perception and Race/Ethnicity**

	White <i>M</i> (sd)	Black <i>M</i> (sd)	Hispanic/ Latino <i>M</i> (sd)	Other <i>M</i> (sd)	Mean Square (Between Within)	<i>F</i>	$\eta^2$
Global Self- Worth	3.40 (.64) <sup>B</sup>	3.04 (.62) <sup>AD</sup>	3.35 (.64)	3.47 (.56) <sup>B</sup>	3.261 .391	8.34***	.077
Scholastic Competence	3.17 (.70) <sup>B</sup>	2.35 (.78) <sup>AD</sup>	2.71 (.90) <sup>D</sup>	3.36 (.65) <sup>BC</sup>	16.475 .554	29.72***	.228
Social Acceptance	3.02 (.70) <sup>C</sup>	3.10 (.60) <sup>C</sup>	3.46 (.43) <sup>AB</sup>	3.01 (.84)	1.419 .426	3.33*	.032
Intellectual Ability	3.23 (.66) <sup>B</sup>	2.65 (.69) <sup>AD</sup>	2.77 (.81) <sup>D</sup>	3.36 (.61) <sup>BC</sup>	8.554 .467	18.33***	.154
Athletic Competence	3.28 (.53)	3.36 (.59)	3.42 (.51)	3.18 (.57)	.371 .309	1.20	.012

Notes. Several ethnicities with insufficient data were collapsed into an “other” category.

\*  $p < .05$

\*\*  $p < .01$

\*\*\*  $p < .001$

<sup>A</sup> Significant difference from White

<sup>B</sup> Significant difference from Black

<sup>C</sup> Significant difference from Hispanic/Latino

<sup>D</sup> Significant difference from Other

Significant differences were found in global self-worth  $F(3, 302) = 8.34, p < .001$ , scholastic competence  $F(3, 302) = 29.72, p < .001$ , social acceptance  $F(3, 302) = 3.33, p = .020$ , and intellectual ability  $F(3, 302) = 18.33, p < .001$ . No significant differences were found in the athletic competence domain ( $p = .310$ ).

A post hoc test was conducted to find where the significant differences existed. For the global self-worth domain, Black student-athletes ( $M = 3.04$ ) were found to have a significantly lower score than White student-athletes ( $M = 3.40, p < .001$ ). Black student-athletes ( $M = 3.04$ )

were also found to have lower global self-worth than those in the “other” category ( $M = 3.47, p = .022$ ). In the domain of scholastic competence, White student-athletes ( $M = 3.17$ ) reported significantly higher self-perceptions than Black ( $M = 2.35, p < .001$ ) student-athletes. Student-athletes in the “other” category ( $M = 3.36$ ) also reported significantly higher scores than Black ( $M = 2.35, p < .001$ ) and Hispanic/Latino ( $M = 2.71, p = .041$ ) student-athletes. In the social acceptance domain, Hispanic/Latino student-athletes ( $M = 3.46$ ) reported significantly higher scores than White ( $M = 3.02, p = .001$ ) and Black ( $M = 3.10, p = .005$ ). In the intellectual ability domain, White student-athletes ( $M = 3.23$ ) reported significantly higher scores than Black ( $M = 2.65, p < .001$ ) student-athletes. Black ( $M = 2.65, p = .001$ ) and Hispanic/Latino ( $M = 2.77, p = .043$ ) student-athletes also reported significantly lower intellectual ability scores than student-athletes in the “other” category ( $M = 3.36$ ). No significant race/ethnicity differences were found in the athletic competence domain.

### **Self Perception and Gender**

The second research question was aimed at assessing for significant differences in NCAA student-athletes’ self-perception across gender. A one-way ANOVA was conducted, and significant differences were found in the scholastic ( $p < .001$ ), intellectual ( $p = .028$ ), and athletic ( $p = .001$ ) domains. No significant differences were found in the global self-worth ( $p = .094$ ) or social ( $p = .074$ ) domains. Female student-athletes ( $M = 3.06, M = 3.06$ ) reported significantly higher scores than male student-athletes ( $M = 2.57, M = 2.87$ ) in the scholastic and intellectual domains respectively, while male student-athletes ( $M = 3.42$ ) reported higher scores than female student-athletes ( $M = 3.22$ ) in the athletic domain. Results can be found in Table 2



**Table 2**  
**ANOVA for Self-Perception and Gender**

	Male <i>M</i> (sd)	Female <i>M</i> (sd)	Mean Square (Between Within)	<i>F</i>	$\eta^2$	<i>p</i>
Global Self- Worth	3.19 (.66)	3.31 (.64)	1.703 .393	2.83	.009	.094
Scholastic Competence	2.57 (.82)	3.06 (.80)	8.354 .557	28.36	.085	.000
Social Acceptance	3.15 (.63)	3.02 (.68)	.806 .428	3.20	.010	.074
Intellectual Ability	2.87 (.73)	3.06 (.74)	4.513 .467	4.88	.016	.028
Athletic Competence	3.42 (.58)	3.22 (.52)	.339 .309	10.29	.033	.001

### **Predictors of Self-Perception**

The aim of the third research question was to analyze possible predictors of self-perception scores, and to specifically explore how strongly experiences of racial discrimination predict self-perception scores. To answer this question, regression analysis was run on each of the self-perception domains with race/ethnicity, age, gender, and racial discrimination as independent variables. In this regression, the race/ethnicity variable has been collapsed into a White and non-White dichotomy. This regression reduces race/ethnicity to two levels in order to get a better sense of how well discrimination, across all race/ethnicities combined, predicts self-perception. The racial discrimination scale is broken up into discrimination experienced in the last year, and discrimination experienced over an entire lifetime.

**Table 3**  
**Linear Regression Model for Predictors of Self-Perception**

Variable	Global Self-Worth			Scholastic Competence			Social Acceptance		
	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$
Recent Discrimination	-.014	.006	-.334*	-.029	.007	-.529***	-.002	.006	-.041
Lifetime Discrimination	-.007	.005	-.192	-.001	.006	-.029	-.002	.006	-.055
Race/ethnicity (White = 0, Nonwhite = 1)	.095	.083	.073	-.063	.097	-.037	.153	.096	.116
Age	.070	.023	.153**	-.002	.027	-.004	.044	.027	.094
Gender (Male = 0, Female = 1)	-.060	.070	-.046	.161	.082	.096	-.126	.080	-.096
R-Squared	.232 (.220)			.381 (.370)			.030 (.014)		
<i>F</i>	18.104***			36.775***			1.872		

Notes. In this model, the Race/ethnicity variable collapsed the data into a White/Non White dichotomy.

\*  $p < .05$

\*\*  $p < .01$

\*\*\*  $p < .001$

In terms of global self-worth, there is a moderate correlation with all four predictors ( $R = .482$ ), with 22% of the variability in global self worth scores able to be explained by changes in the dependent variables (adjusted  $R^2 = .220$ ). The regression model predicts global self-worth significantly well ( $p < .001$ ). When looking at the independent variables individually, experiences of discrimination over the past year ( $p = .014$ ) and age ( $p = .003$ ) are both significant

predictors of global self-worth scores. The strength of the association between global self-worth and discrimination in the past year ( $\beta = -.334$ ), and age ( $\beta = .153$ ) were moderate. Lifetime discrimination, race/ethnicity and gender were not significant predictors of global self-worth.

Scholastic competence had a fairly strong correlation with all four predictors in the model ( $R = .617$ ), with 37% of the variability in scholastic competence scores able to be explained by changes in the predictors (adjusted  $R^2 = .370$ ). The entire model does significantly predict scholastic ability self-perception ( $p < .001$ ). Recent experience with racial discrimination was found to be the only significant predictor of scholastic competence ( $p < .001$ ) with a relatively strong negative association ( $\beta = -.529$ ).

The social acceptance scale has a very weak correlation with the predictors in the model ( $R = .174$ ), where only 1.4% of the variability in social acceptance scores can be explained by changes in the independent variables (adjusted  $R^2 = .014$ ). The model could not significantly explain social acceptance scores ( $p = .099$ ), and none of the independent variables were found to be significant predictors of social acceptance scores.

The regression model for intellectual ability yielded a moderate correlation with the predictors in the model ( $R = .520$ ) where 25.8% of the variability in intellectual ability scores could be explained by changes in the predictors in the model (adjusted  $R^2 = .258$ ). The model does significantly predict intellectual ability scores ( $p < .001$ ). Experience of racial discrimination in the last year ( $p = .002$ ), and age ( $p = .039$ ) were both significant predictors of intellectual ability scores. Racial discrimination in the last year had a moderate association ( $\beta = -.421$ ) and age had a weak association ( $\beta = .103$ ).

In the model for athletic competence, there was a weak correlation between athletic competence scores and the predictors in the model ( $R = .292$ ) where only 7% of the variability in

athletic ability scores could be explained by the predictors in the model (adjusted  $R^2 = .070$ ). The model does significantly predict athletic competence scores ( $p < .001$ ). Age ( $p = .000$ ) and gender ( $p = .005$ ) were significant predictors of athletic ability. Both age ( $\beta = .210$ ) and gender ( $\beta = -.167$ ) had moderate to weak associations with athletic competence.

**Table 4**  
**Linear Regression Model for Predictors of Self-Perception (Cont.)**

Variable	Intellectual Ability			Athletic Competence		
	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$
Recent Discrimination	-.020	.006	-.421**	.007	.005	.190
Lifetime Discrimination	-.003	.006	-.076	-.007	.005	-.201
Race/ethnicity (White = 0, Nonwhite = 1)	-.096	.093	-.065	.016	.078	.015
Age	.054	.026	.103*	.083	.022	.210***
Gender (Male = 0, Female = 1)	-.075	.078	-.051	-.186	.066	-.167*
R-Squared	.270 (.258)			.085 (.070)		
<i>F</i>	22.111***			5.565***		

Notes. In this model, the Race/ethnicity variable collapsed the data into a White/Non White dichotomy.

\*  $p < .05$

\*\*  $p < .01$

\*\*\*  $p < .001$

## Discussion

### Summary

This study was conducted to observe any potential significant differences in self-perception that exist in NCAA Division I student-athletes, and to examine racial discrimination as a possible predictor of self-perception. Self-perception is an important area of focus for, because it fills a major gap in the literature, and it helps the student-athlete's stakeholders to better understand who they are as people.

Significant race/ethnicity differences were found in four of the five observed self-perception domains. Significant gender differences were found in three of the five observed self-perception domains. In terms of race/ethnicity, White student-athletes reported higher scores than non-White student athletes in global self-worth, scholastic ability, and intellectual ability self-perceptions where significant differences existed. Hispanic/Latino student-athletes reported higher social acceptance scores than White students. This was the only instance of non-White student-athletes having higher self-perception than White student-athletes. In terms of gender, female student-athletes reported higher scores in scholastic and intellectual ability than male student athletes, but reported significantly lower scores than male student athletes in athletic ability.

When looking at racial discrimination, age, gender, and race/ethnicity as predictors of self-perception, the results show that they significantly predict global self-worth, scholastic competence, intellectual ability, and athletic ability, but do not significantly predict social acceptance scores. Recent racial discrimination is the strongest predictor of global self-worth, scholastic competence, and intellectual ability. Interestingly, past racial discrimination was not a significant predictor for any of the self-perception models.

## **Discussion**

### **Self-perception and race/ethnicity.**

For the first research question, the results confirm a majority of the literature about race/ethnicity differences and self-perception. White student-athletes were found to have significantly higher self-perceptions than Nonwhite student-athletes in the areas of global self-worth, scholastic competence, and intellectual ability. The lower scholastic competence and intellectual ability scores reported by Black student-athletes are consistent with previous findings regarding race differences in academic self-concept (Eckberg, 2015; Evans, Copping, Rowley, Kurtz-Costes, 2011; Wilson, 2014). These results suggest that the dumb jock stereotype plays a significant role in the way that student-athletes perceive their academic abilities (Price, 2017). It could be inferred that lower scores in the scholastic and intellectual domains are correlated with lower global self-worth scores for Black student-athletes. This confirms that, although Black student-athletes are often seen as unintelligent, they still want to learn, and value their academic performance (Stokowski, 2013).

Racial identity has been found to be extremely formative for African-Americans and their self-perceptions (Wilson, 2014). Persistent negative stereotypes have conditioned Black men and women to negatively associate their group membership with their perceived abilities, particularly in the academic setting (Wilson, 2014). From an early age, Black youth are conditioned that intellectual and academic pursuits of excellence are White cultural values, and adopt a philosophy of anti-intellectualism for fear of “acting White” (Wilson, 2014). Even those that positively identify with their Black group membership face challenges when they arrive on the college campus. Academic efficacy and achievement can be offset by self-doubt that is common in college students of color (Eckberg, 2015).

The volatile racial climate that exists in predominantly white institutions (PWIs) can also intensify experiences of discrimination for a person with minority group membership (Cuellar, 2014). Black and Hispanic/Latino college students may arrive on campus less confident than their White peers (Cuellar, 2014; Eckberg, 2015). Interactions with faculty are positively associated with academic self-perceptions (Cuellar, 2014). Faculty at PWIs are less likely to go out of their way to tend to the anxieties that are unique to students of color (Comeaux, 2011). We could expect to see increases in scholastic competence and intellectual ability scores for minority student-athletes that have more positive interactions with their professors.

It is also worth noting that Hispanic/Latino student-athletes reported significantly higher self-perception scores in the social acceptance domain. There could be some correlation between an emphasis on family socialization in Hispanic/Latino culture and general social skills. One study looked at the profile of one Cuban professional athlete who formerly competed in the NCAA. This individual confirms that strong family ties are present in Hispanic/Latino culture, but did not report high social acceptance until he reached star-level athletic status as a professional athlete (Turk, Stokowski & Shipherd, 2017).

### **Self-perception and gender.**

Regarding the second research question, noticeable gender differences were also found in the data. Most of the research focused on gender differences and self-perception finds that males report higher self-perceptions in math and science-based subjects, while females report higher self-perceptions in language-based subjects (Evans et al., 2011; Jackson et al., 2010; Jansen, Schroeders & Ludke, 2014). This study assessed general scholastic and intellectual ability, and found that females reported higher scholastic competence and intellectual ability scores. This suggests that female student-athletes have a significantly higher overall academic self-concept

than male student-athletes. Just as Black students are more prone to anti-intellectualism than White students, males are more likely to adopt an anti-intellectual philosophy than females (Balough & Girvan, 2010). Higher male self-perception in athletic competence was not surprising given the extensive literature that explains the connection between negative gender stereotypes and self-efficacy in physical domains such as athletic competence and body image (Chalabaev, Sarrazin, Fontayne, Boiché & Clément-Guillotin, 2013; Hivley & El-Alayli, 2014). Lower physical, specifically athletic, self-perceptions largely stem from negative traditional gender stereotypes perpetuated by a patriarchal society (Sexton, 2015). The lack of significant gender difference in global self-worth contradicts existing research (Helwig & Ruprecht, 2017). It could be argued that participation in sport has a mediating effect on gender differences in global self-worth.

#### **Predictors of self-perception.**

In response to the third research question, recent racial discrimination did prove to be a significant predictor of global self-worth, scholastic competence, and intellectual ability. Discrimination as a predictor of global self-worth has already been discovered in an earlier study (Quattrochi, 2014), but its ability to predict scholastic competence and intellectual ability adds to the body of work in self-perception. However, lifetime discrimination was not a significant predictor for any of the domains. This suggests that, although more recent experiences of discrimination can impact self-perception, college student-athletes are more resilient to the effects of discrimination over a longer period of time. The results from the regression analysis mirror previous research, which finds that existing negative stereotypes about black student-athletes have a negative impact on their academic self-concept as well as their global self-worth



(Benson, 2000; Galipeau & Trudel, 2004; MacNamara & Collins, 2010; Papanikolaou et al., 2003; Perdy, 1983; Yopyk & Prentice, 2005).

### **Importance and Implications**

Self-perception is an important area of study, because self-perceptions are often strong predictors of performance (Cuellar, 2014). For instance self-perceptions in intellectual and scholastic competence translate to academic performance (Cuellar, 2014). This is important to understand for college student-athletes, who must perform in their sport, but also perform well academically to meet the eligibility requirements of the university and the NCAA. Global self-worth can be a predictor of more serious mental health issues such as depression and anxiety. By understanding and monitoring how college students feel about themselves, faculty, athletic academic staff, and even coaches can better understand causes for poor performance.

The implications of this study are particularly significant for faculty, as the most significant racial disparities exist in areas of scholastic competence and intellectual ability. Faculty could see an increase in academic confidence and performance in their student-athletes by intentionally pursuing positive interactions and relationships with their student-athletes of color (e.g. Black and Hispanic/Latino student-athletes).

### **Limitations and Future Research**

The first major limitation of this study is that it did not explore gender discrimination and its possible effects on self-perception. Research has found that gender discrimination exists in the college environment, and negatively impacts college student-athletes (Evans et al., 2011). This impact becomes more complicated when one considers the intersection of race/ethnicity and gender, and how discrimination in both areas could potentially effect and predict self-perception. Future research should include a scale for gender discrimination. Adding this scale could

strengthen the model to predict self-perception scores. Future research should also take a deeper look into the differences in self-perception across race/ethnicity and gender intersections.

A second limitation of this study is that the participating institutions are PWIs, which could explain some of the significantly higher scores reported by White student-athletes than their non-White peers. Expanding the study to historically black colleges and universities (HBCUs) could significantly impact the disparities in self-perception between White and Black student-athletes. Future research should make an effort to include these institutions for a more complete picture of NCAA student-athlete self-perception. Also, although there were a sufficient number of responses, there were very few participating institutions that are in similar geographical areas. Expanding this study to more universities from different areas would insure a sample size with more diverse experiences that could enhance the understanding of self-perception and its relationship with racial and gender discrimination.

One last limitation worth mentioning is that only five of Harter's (2012) 13 subscales were used in this study. While the subscales used in this study were picked because they seemed to be the most pertinent to college students, future research should consider exploring additional self-perception domains. Domains such as romantic relationships, close friendships, and parent relationships are still important factors for the college student-athlete and could play an important role in the student-athlete's global self-worth. Experiences with discrimination could be a stronger predictor in some of the self-perception domains not studied here.

## **Conclusion**

Self-perceptions are an important in college student-athletes because they can often significantly predict performance and behaviors in different aspects of the student-athlete's college career. This study found multiple significant race/ethnicity and gender differences in

several self-perception domains. White student-athletes often have higher self-perceptions than Black and Hispanic/Latino student-athletes. Racial discrimination was found to be a significant predictor in several areas of self-perception. There were not as many gender differences, but females did report significantly higher self-perceptions than males in the areas of intellectual ability and scholastic competence, while males reported higher self-perceptions in athletic competence. This study could not examine gender discrimination or any other variables as possible predictors and recommends a focus on this in future research. Keeping Cooley's (1902) theory in mind, "the looking-glass" theory of the self seems to hold true, as racial discrimination was a significant predictor of self-perception. This reinforces the idea that people will evaluate themselves, at least in part, by the way others evaluate them.

NCAA institutions that are interested in applying this research may be best served by either starting, or continuing, a conversation about student-athlete self-perception in an effort to better educate stakeholders. The more that stakeholder know about how their student-athletes feel about themselves, the better they can serve the student-athlete population. It is also recommended that faculty discuss an outreach initiative that targets minority student-athletes struggling in their class. Faculty that intentionally seeks to increase positive interaction with their struggling student-athletes will see an increase in academic self-concept and performance.

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## Appendix A

### Survey

What is your Age?

To which gender do you identify with?

- Male
- Female
- Note Listed \_\_\_\_\_

Please specify your ethnicity

- White
- Black or African American
- Hispanic Latino
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other \_\_\_\_\_

What year of school are you in?

- Freshman
- Sophomore
- Junior
- Senior

Did you redshirt?

- Yes
- No

What division of NCAA athletics do you participate in?

- Division I FBS Power Five (Big 12, SEC, Big 10, etc...)
- Division I FBS Group of Five (C-USA, MAC, AAC etc...)
- Division I FCS
- Division I (No Football)
- Division II
- Division III

In what sport do you participate? (If more than one, choose your primary sport)

Really True for me	Sort of True for me				Really True for me	Sort of true for me
		Some students like the kind of person they are	But	Other students wish that they were different		
		Some students feel confident they are mastering their course work	But	Other students do not feel so confident		
		Some students are not satisfied with their social skills	But	Other students think their social skills are just fine		
		Some students think they are just as smart or smarter than other students	But	Other students wonder if they are as smart		
		Some students feel they could do well at just about any new athletic activity they haven't tried	But	Other students are afraid they might not do well at athletic activities they haven't ever tried		
		Some students are often disappointed with themselves	But	Other students are usually quite pleased with themselves		
		Some students do very well at their studies	But	Other students don't do well at their studies		
		Some students do not feel they are very mentally able	But	Other students feel they are very mentally able		
		Some students don't feel that they are very athletic	But	Other students do feel they are athletic		
		Some students usually like themselves as a person	But	Other students often don't like themselves as a person		
		Some students have trouble figuring out homework assignments	But	Other students rarely have trouble with their homework assignments		
		Some students like the way they interact with other people	But	Other students wish their interactions with other people were different		
		Some students feel they are just as bright or brighter than most people	But	Other students wonder if they are as bright		
		Some students feel that they are better than others		Others don't feel they can play well		

		at sports	But			
		Some students really like the way they are leading their lives	But	Other students often don't like the way they are leading their lives		
		Some students sometimes do not feel intellectually competent at their studies	But	Other students usually do feel intellectually competent at their studies		
		Some students feel that they are socially accepted by many people	But	Other students with more people accepted them		
		Some students would really rather be different	But	Other students are very happy being the way they are		
		Some students question whether they are very intelligent	But	Other students feel they are intelligent		
		Some students don't do well at activities requiring physical skill	But	Other students are good at activities requiring physical skill		
		Some students are often dissatisfied with themselves	But	Other students are usually satisfied with themselves		

**How often have you been treated unfairly by teachers and professors because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been treated unfairly by your employers, bosses and supervisors because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been treated unfairly by your co-workers, fellow students and colleagues because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been treated unfairly by people in service jobs (by store clerks, waiters, bartenders, bank tellers and others) because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been treated unfairly by strangers because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been treated unfairly by people in helping jobs (by doctors, nurses, psychiatrists, case workers, dentists, school counselors, therapists, social workers and others) because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been treated unfairly by neighbors because of your race/ethnicity?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been treated unfairly by institutions (schools, universities, law firms, the police, the courts, the Department of Social Services, the Unemployment Office and others) because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been treated unfairly by people that you thought were your friends because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been accused or suspected of doing something wrong) such as stealing, cheating, not doing your share of the work, or breaking the law) because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have people misunderstood your intentions and motives because of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often did you want to tell someone off for being racist towards you but didn't say anything?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been really angry about something racist that was done to you?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been forced to take drastic steps (such as filing a grievance, filing a lawsuit, quitting your job, moving away, and other actions) to deal with some racist thing that was done to you?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been called a racist name?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you gotten into an argument or a fight about something racist that was done to you or done to another member of your race/ethnic group?**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How often have you been made fun of, picked on, pushed, shoved, hit, or threatened with harm because of your race/ethnic group.**

	Never	Once in a while	Sometimes	A lot	Most of the time	Almost all of the time
How often in the past year?	1	2	3	4	5	6
How often in your entire life?	1	2	3	4	5	6

**How different would your life be if you had not been treated in a racist and unfair way?**

	Not at all	A little	Somewhat	A lot	Mostly	Totally
In the past year?	1	2	3	4	5	6
In your entire life?	1	2	3	4	5	6

## Appendix B



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**To:** Sean Michael Strehlow  
BELL 4188

**From:** Douglas James Adams, Chair  
IRB Committee

**Date:** 10/16/2017

**Action:** **Exemption Granted**

**Action Date:** 10/16/2017

**Protocol #:** 1710074739

**Study Title:** Self-Perception and Discrimination of NCAA Student-Athletes

The above-referenced protocol has been determined to be exempt after review by the IRB Committee that oversees research with human subjects.

If the research involves collaboration with another institution then the research cannot commence until the Committee receives written notification of approval or exemption from the collaborating institution's IRB.

**Adverse Events:** Any serious or unexpected adverse event must be reported to the IRB Committee within 48 hours. All other adverse events should be reported within 10 working days.

**Amendments:** Any changes to the protocol that impact human subjects, including changes in experimental design, equipment, personnel or funding, must be approved by the IRB Committee before they can be initiated.

You must maintain a research file for at least 3 years after completion of the study. This file should include all correspondence with the IRB Committee, original signed consent forms, and study data.

cc: Sarah Elizabeth Stokowski, Investigator