



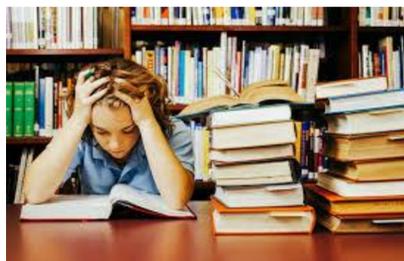
NORTHERN

An Exploratory Research Comparison of NNMC Student Athletes and non-Athletes attitudes about stress in academics.

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Abstract

College students are constantly under stress. The experience of being a student is overwhelming in itself, but being a student-athlete can add more stress to an individual. During this research, I conducted a survey of the reports of NNMC students and student (collegiate)-athletes as participants for experiencing stress during college.

Introduction

In this research study, I gathered information in regards to 14 collegiate athletes at NNMC and their challenges they face being a representation of the school as a student and athlete. I also compared them to 29 non-athletes. Collegiate athletes have more variables and obstacles to face than any regular college student. In which, collegiate athletes are likely to consume and obtain higher stress than an average college student. My research question was whether athletes experience more stress than the average college student. Presumably, my research suggests that both student and collegiate athletes find themselves stressed and worried about many different challenges in a semester. In addition, stress not only intensifies illness or injuries to a collegiate athlete but the coping mechanisms are beyond surreal.

Theory

In conducting this research, I proposed the theory that collegiate athletes presumably experience higher stress than an average college student. In addition, risks are higher in student-athletes to developing some sort of physical health problems such as getting sick or having some sort of injury.

Hypotheses

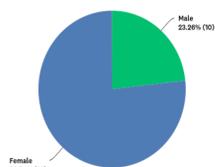
My research question was whether athletes experience more stress than the average college student. Hypotheses was to examine the following: a) do collegiate athlete stress about losing a game, b) worry about missing an assignment, and c) worry about being sick or injured? I therefore conducted surveys, in which, student and student-athletes answered voluntarily and anonymously.



Data Collection and Methods

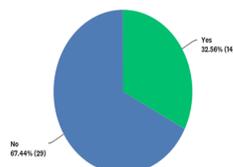
Distributing surveys (N=44), with athletes numbering 14 and non-athletes numbering 29 out of the total of that. Questions of stress while being in college, produced interesting findings, such that: 23 out of 44 students both find it a great deal by getting a bad grade on a test and missing a paper. Although, the weighted average of 4.33 suggest that students find it more overwhelming that missing a paper is the most stressful. Table's 1 and 2 are categorized into two charts which consist of gender and non-athletes and athletes at NNMC. This allowed me to conduct both quantitative (Table 3 and 4) and qualitative (Table 5 and 6) data analysis of both average college students and collegiate athletes at NNMC.

Q1 Table 1. Sample Gender



The sample included 14 students out of 44 who were athletes at NNMC.

Q2 Table 2. Sample "Are you a student-athlete at NNMC?"



Data Analysis and Findings

In my survey, my dependent variable consist of a Likert scale in which all students, including collegiate athletes, find most stressful during a semester. With the scale below, it 23 out of 44 students both find it a great deal by getting a bad grade on a test and missing a paper, as portrayed in the weighted averages, which are measures of central tendency. Although, the fact that the highest weighed average of 4.33 suggests that students find it more overwhelming that missing a paper is the most stressful.

Table 3. Dependent Variable "Can you tell me how stressful the following things are for you during a semester?"

	Not at all (1)	A little bit (2)	Somewhat at (3)	Very much (4)	A great deal (5)	Total	Weighted Average
Getting a bad grade on a test?	2.27%	4.55%	11.36%	29.55%	52.27%	44	4.25
Missing a paper?	2.27%	2.27%	11.36%	31.82%	52.27%	44	4.30

Data Analysis and Findings

In addition, my independent variable is specifically regarded to collegiate athletes. A Likert scale is again distributed in my survey in which the results were vigorous to my research. Although the student-athletes who answered the Likert scale did not mark the student-athlete at NNMC question. Therefore, this specific Likert scale consisted of 21 participants with 23 who voluntary skipped due to they are not student-athletes. The series of questions in the Likert scale consisted of how stressful student-athletes feel during a semester. To which, 47.62% (10) student-athletes find it a great deal of obtaining an injury or becoming ill during a basketball season. In addition, 42.86% (9) student-athletes find it a great deal that it is stressful to miss an assignment or have poor performance during a basketball season. Although, the weighted average (3.67) are both found in missing an assignment and in obtaining an injury or becoming ill during a basketball season. In which, the weighted average (3.52) of poor performance during a basketball season falls right behind missing an assignment and obtaining injury or becoming ill.

Table 4. Independent Variable "Can you tell me how stressful the following things are for you during a basketball season?(ONLY IF YOU'RE A STUDENT-ATHLETE AT NNMC)"

	Not at all	A little bit	Somewhat at	Very much	A great deal	Total	Weighted Average
Poor performance?	23.81%	4.76%	9.52%	19.05%	42.86%	21	3.52
Missing an assignment?	23.81%	0.00%	4.76%	28.57%	42.86%	21	3.67
Getting an injury/sick?	23.81%	0.00%	9.52%	19.05%	47.62%	21	3.67

Qualitative Results and Analysis

The qualitative data consisted of many comments that was provided at the end of certain questions such as my dependent and independent Likert scale. After every Likert scale on the survey, a comment box was located that stated "Can you explain? Or give me an example from your own experiences." NNMC students and collegiate athletes were both able to provide remarks. Table 5 is some of the answers I received from both students and collegiate athletes.

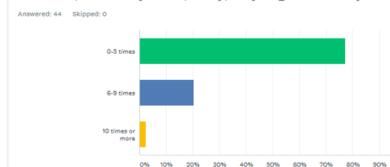
Table 5. Qualitative analysis of students at Northern's expressed levels of stress.

Themes	Subthemes	Meaning Units
Much Stress	Athlete	Athlete One: "Having a knee injury slowed my game down." Athlete Two: "Having to travel on days you need to be in class and the teachers not allowing you to turn in the assignment a little late."
Much Stress	Non-Athlete	Non-Athlete One: "There have been times that I have had to cancel plans or even call into work because I could not manage to finish an assignment beforehand. I get overwhelmed with my anxiety and I don't even go to class because I freak out over myself not being mentally ready for class." Non-Athlete Two: "I put a lot of stress on myself to get assignments turned in when due. I do not like working in groups or teams, it adds more pressure to my day to day schedule and also my assignments."

Qualitative Results and Analysis

In addition, Table 6 below suggests that 77.27% (34) students believe they get sick or injured during the semester at least 0-5 times due to stress.

Table 6. Qualitative "Please answer the following question: During a semester, how many times, if any, do you get sick or injured due to stress?"



Student Comments:	Student One: "I get sick in the fall weather due to stress around finals and very bad allergies in the spring."
	Student Two: "I often get colds and musculoskeletal impairments and aches due to my high stress levels."
	Student Three: "I know that getting stressed will affect my health so I try to manage my time well."

Discussion/Conclusion

In conclusion, I found out a great deal of information about students and collegiate athletes. I have realized that not only does being a collegiate athlete stressful but being a mom or having a job while attending college is difficult. I was able to conduct reliable research due to having the opportunity of obtaining reliable resources. At the most, I received more data then I was asking for. In addition, the outlooks of my research provided great information on the perspectives of students and collegiate athletes based on the stress due to college education.

The null hypothesis was consisted of stress intensifies causing damage, injuries, or poor performance to the body of a student-athlete. To which based on my findings the null hypothesis is correct with some limitations. The limitations consist of my data results were broad and simple. Not being able to interview a collegiate athlete would have strengthen the null hypothesis and my theory. Implications and suggestions would be some type of stress or time management resources that give the opportunity to collegiate athletes. In addition, to provide some type of personal tutoring for traveling expenses. Directions for future data would suggest trying to implicate a control group such as a different college with collegiate athletes. Then to compare and contrast the two in which the results will speak for themselves.

Q6 Table 3. Dependent Variable "Can you tell me how stressful the following things are for you during a semester?"

spend much assignments less time less stress less work study bad grade

References

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