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 for participating experiences 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 athletes stress about losing a game, b) worry about missing an assignment, and c) worry about being sick or injured? Therefore conducted surveys, in which, student and student-athletes answered voluntary 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 1's 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.

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 that it is stressful to miss an assignment and having poor performance during a basketball season. In addition, 42.86% (9) student-athletes find it a great deal that it is stressful to obtain an injury or becoming ill 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.

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 student and collegiate athletes based on the stress due to college education. The null hypothesis was consistent that 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 travel expenses. Directions for future data would suggest trying to imply 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.

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.

References

Acknowledgements
I would like to thank and express great appreciation to the many people voluntarily contributed to this project: Professor Bond and his Group Process class, Professor Erhart, and her Business Technology class, the Men’s and Women’s Basketball teams, and to all students who voluntarily took the survey of Facebook. A special thank you to Dr. Stephanie Amedeo for her reliable guidance and valuable support which constructive my project.