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The Effects of Participation in Athletics on the Development of High School
Students with Special Needs

By
Derryk Sellers

A Thesis or Report

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
Of
The Graduate School
At
Rowan University
May, 2000

Approved by _____

Date Approved 5/5/2000

Abstract

Derryk Sellers

The effects of participation in athletics on the development of high school students with special needs

This study looked at the effects of participation in athletics on the development of high school students with special needs. Specifically, this study examined classroom behavior, academic performance, and social development. This study also explored some of the aspects of the development of these students by studying classroom behavior, academic performance, and academic achievement. Students with special needs who participate in athletics were compared to those who do not participate. The results of this study suggest that athletics are beneficial to the development of the special needs students. This study will help administrators, teachers, parents, and students understand the role of involving students in athletics to help them become positive members of society.

Mini-Abstract

Derryk Sellers

The effects of participation in athletics on the development of high school students with special needs

This study examined the effects of participation in athletics on the development of high school students with special needs. Specifically, this study examined classroom behavior, academic performance, and social development. This study also explored some of the aspects of the development of these students by studying their overall school experience. Over one-half of those who participated in athletics had lots of friends, got good grades, and were affected by their participation. The students who participated were less talkative, paid more attention and had better study habits than their counterparts.

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Chapter 1

Introduction

In today's educational setting, it is becoming more and more important for educators to find ways to motivate their students to be successful in the classroom. Students are faced with a myriad of different challenges. Some of the issues that today's high school students' faces are teen pregnancy, smoking, drugs, computers and socialization. Being a high school student today is very difficult; and now just imagine that the student is a student with a disability. Not only is the student facing all the many issues just mentioned, that student must also face their disability. All teenagers are very curious and looking for something or someone to emulate. With teen pregnancy becoming more commonplace it is important that educators everywhere learn how to deal with this population. It is important to show the students that they have a choice and can become involved in something positive that will provide them with not only a way to express themselves but will help them relieve some of the stress they may build up during the course of a day. It is also good to let the students know that becoming involved will also help them socially as well. They will get a chance to meet students they would never have a chance to meet under normal circumstances.

Based on personal experience, a large amount of the special needs students come from single parent homes and are in search of a role model or to be with the popular group. With most of them lacking that male role model, they seem to be drawn toward the males at school. That person is usually a coach, an advisor, a teacher, or an administrator. Many of these students look for that leadership from someone at school. This is a very important time in a student's life and it is important that the students have someone who

is positive and can lead them in the right direction. Educators must search for ways to let the special needs students feel a part of the whole school. It is important for all students to feel as though they contribute something to the school. It is very similar to going to a job and just getting a paycheck and not contributing anything to help make the company any better. Many of the special needs students want to be popular. They want to socialize with the regular students and be a part of the popular group. Many of the learning disabled students express how much they want to be as normal as possible.

As educators, it is important to find ways to involve as many students as possible in the total school program. It is important for the learning disabled students to feel as much a part of the school as any one else. It is also important for all the teachers of the school to support the students in all they do. By doing this, it gives the teachers a different perspective of the students and they don't just see you as the teacher. They see teachers in a relaxed atmosphere and not always in the confines of the classroom. Keeping the students motivated and on task is very important for their overall development. With so many things that can go wrong, it is important that schools give the students a choice on what they can do and what they can become. When students are involved in the overall functioning of the school, they are less likely to become involved with drugs or smoking. This is important because most students who begin to smoke or do drugs at this age have some type of problem throughout the rest of their life. Being involved with the school takes the students away from that environment and gives them some positive students and activities to become associated with. Because most activities take place between the hours of 3pm-6pm it would be hard to be a part of an activity and be out doing something wrong. It is important for the learning disabled students to become a social part of the

high school. It is important for them to know as many positive people as possible. It is important for them because not only does it build their self-esteem, it helps the other students see them in a different light. It is important to keep the students motivated. It helps because they no longer are a discipline problem when the student doesn't want to jeopardize his time with his favorite activity. Regarding getting students involved, there are many ways to accomplish this task. The hard part is trying to find activities that each individual student will enjoy and work hard at. Another point that is important is to prevent the students from becoming disinterested and quitting the activity. In today's changing scope of education, it is important that we find ways to involve as many different students as possible and in as many different activities as possible.

One of the ways this is accomplished is through participation in athletics. Educators must find ways not only to teach our learning disabled students academic knowledge, but we must also be looking for ways for them to learn social lessons as well. According to (Directors of Athletics Association of New Jersey, 1999) a few facts about athletics:

1. Students who participate in the interscholastic program usually perceive school to be important and enjoyable.
2. Participation is a better predictor of life success than high grades or high SAT/ACT scores.
3. Students who participate on average drop out of school significantly less often than non-participants and, in addition, are absent less often.
4. 95% of Fortune 500 Executives participated in school athletics, only 47% were members of the National Honor Society.
5. Students who participate generally show higher self-esteem than non-participants do.

6. Exercise has been shown to reduce the risk of heart disease, breast cancer and other illnesses.

With this in mind, teachers must find ways to help our students become involved in athletics. It is not only a good social lesson; it also helps one develop physically as well. Participation in athletics is beneficial not only to the students but also to the coaches and advisors. Athletics helps build teamwork, companionship, and the skill of working together towards a common goal. Every form of employment would benefit from these well-honed skills.

Research Question

What is the effect of participation in athletics on the academic performance, classroom behavior, and social development of students with special needs?

Research Hypothesis

This study will examine the effects of participation in athletics on the development of high school students with special needs. Specifically, this study will examine classroom behavior, academic performance, and social development. This study will also explore some of the aspects of the development of these students by studying classroom behavior, academic performance, and academic achievement. This study will compare students with learning disabilities who participate in athletics as compared to those who do not participate. This study shall attempt to show that athletics are indeed beneficial to the overall development of special education high school students. Also, through this study, the hope is to bring light to participation in athletics and a more positive response from the special needs students.

Purpose

The purpose of this study is trying to determine the effect of athletics on special needs high school students' classroom behavior, academic performance, and academic achievement. Many special needs students have a lack of social development. Through athletics, students can socialize with students from many different backgrounds. It is very similar to inclusion but one uses athletics as one's vehicle. This is not to infer that every student who participates in athletics will be the best player on the team. But to be in that social setting is important to the overall development of the whole student and helps to motivate students to perform in all three aspects of his life; school, home, and athletics. Also, through participation in athletics, the students gain a new perspective of not only belonging to the school but about some of the other students as well. Athletics can be a positive experience for the special needs population. It gives other teachers that support the programs the opportunity to see the students in a different arena. It gives the teachers a chance to see the students in a more relaxed humane atmosphere and gives the students an opportunity to see the teachers as human beings. Another aspect of participation in athletics is a good majority of the students that are special needs students come from unfortunate backgrounds and are looking for a positive role model in their life. Many of them get this in the form of a coach or an advisor. The coach becomes the role model for the student and in most cases almost takes the place of the parent. This can only stimulate a hopeful, positive structure for school, student, and team.

This is a study that can be used by all teachers. This study can be used to find ways to expose special education students to many different activities, and maybe they will find one that they enjoy and can have some success with. It is important for teachers to be supportive for a student who may be trying something that is new to them. It is up

to the teacher to help students do the best that they can and support their efforts. Another aspect for teachers to take into account is to have some type of relationship with the coach of the team in which students participate. After reading this study, the reader should try to find ways to get their special education students involved. There are many different ways to approach this situation and hopefully through this study, teachers can have more than one way to try to make their students well rounded and involved in the everyday activities of the school.

Chapter 2

Literature Review

In order to review the literature related to this topic, one must first discuss the problems facing learning-disabled high school students. Some of the problems students are facing are drugs, pregnancy, social issues, and peer pressure. It is important to attack this issue one aspect at a time. The first discussion will deal with the issue of drugs and alcohol. Drugs and alcohol have been a problem in this country since its inception. It seems to be a major influence in today's society. According to (Student Assistance Manuel, 1989),

1. By age 18, a child will have seen 100,000 beer commercials
2. 80% of all teenagers have tried alcohol before they are 18 years old
3. 40% of sixth graders have tasted wine coolers
4. In one survey, half of all 16 and 17 year olds reported consuming alcohol in the previous month
5. Since 1966, the number of high school students who are intoxicated at least once a month has doubled
6. As estimated 3.3 million drinkers aged 14 to 17 are showing signs they may develop serious alcohol-related problems
7. Alcohol is involved in more than half of all fatal crashes in which the driver is under 21
8. Young people can become dependent on alcohol much faster than adults
9. Alcohol decreases athletic skills by impairing judgment and coordination

10. Over 15,000 adult suicides and 3,000 teenage suicides are committed each year by alcoholics

There seems to be a relationship with starting drugs or alcohol at an early age and having trouble later on in life. This is a serious issue facing our society. Many of these problems are a result of the group one is with. If a student tends to be drawn toward a negative group of people who think it is acceptable to experiment with different substances, then more times than not a student will be influenced by the group and not make an individual decision. Another startling fact about drug use according to (Neergaard, 1995); marijuana use among teen-agers has nearly doubled since 1992. This is also a shocking revelation with all the programs that are available for teenagers. The problem of drugs is a very big issue in trying to persuade students with special needs to participate in athletics. Many of them have been in their peer groups for a few years and sometimes it is very difficult for teachers to influence them to do otherwise. Some students become fascinated with the quick money of dealing drugs and they tend to ignore or deny the consequences of that criminal act. It can be very hard for a young person who really doesn't have much to resist the temptation of the quick money that can be made by selling drugs. Therefore, it is important that there are programs that can give the students something positive to channel some of that energy and make a difference in their community. As stated in (Neergaard, 1995) marijuana accounts for 81 percent of the nation's drug use and only 42 percent of teens consider it a dangerous drug. This is the basis of the problem facing the students of today. The groups they are with influence many of them. Therefore, it is important that we help them see themselves as young, energetic, and positive and give them good role models to emulate. The influence of

drugs in this country is great and this is something that must be confronted. This is an issue that cannot be overlooked when the discussion deals with trying to get students to participate in athletics. Athletics can be that vehicle to lead some students away from the negative and steer them towards a positive experience during the formidable high school years. There have been so many programs like DARE started the last few years to combat the drug problem in this country. Most of them focus on trying to turn a negative into a positive situation.

As previously stated, participation in athletics usually takes place between the hours of 3pm-6pm when most negative events can take place. Not that negative events can happen after or before those hours but it is more likely that negative things take place during those hours. Many students turn to drugs due to low self-esteem, peer pressure, or just experimenting. These are all issues that being involved in athletics can help combat. Being involved in athletics can give the students the positive self image that is needed to be able to deal with the pressures of growing up in the 2000's. It has been proven many times over that if you begin with a drug or alcohol problem at a young age then it is more likely that you will have a problem later on in life as well.

Many of those students that develop problems have self-esteem issues as well as negative peer groupings. This issue hits the academic community from several different angles. First, we have the problem of the students that are using drugs. They may have started out experimenting but then they escalate to something more serious. Secondly, we have the students that sell drugs and feel it is worth the risk to make some money. These students feel that they have no choice but to make money the fastest way they can. Many of them feel that it would be a waste of time to go and work a regular job and

make very little money, when they can work for a few hours and make a lot of money.

These are the things that are important to the students of today. Many of them don't even hesitate to express themselves about how they feel about money as opposed to the risk of getting caught. Drugs and alcohol are very big issues when dealing with high school students and it is important that teachers give themselves the opportunity to explore different ways to deal with this problem.

Another strong issue facing high school students is the issue of teenage pregnancy.

According to (Advocates for Youth, 1997)

- Among teenage women, approximately nine percent of 14-year olds, 18 percent of 15- to 17-year olds, and 22 percent of 18-to 19-year olds experience a pregnancy each year
- Almost two-thirds of all adolescent pregnancies occur to women ages 18 to 19.
- Nearly 82 percent of teenagers report that their pregnancies are unintended. However, about 25 percent of all unintended pregnancies occur among teenage women. Women over 40 are almost as likely as adolescents to say that their pregnancies were unintended.

In reviewing the literature for this issue, it is startling that this is such a widespread dilemma. This is an issue that has plagued high schools for years. Many of the special needs children come from single parent families and it is very difficult for the parent to maintain the household. In some cases, it is necessary for the parent to get a second or even a third job just to make ends meet. Many of the students whose parents work an extra job, probably need their parents' influence more than the family needs the extra money. Many times these students are left home alone to fend for themselves. This is a problem

that can be combated with participation in athletics. When the student is participating, it is hard to find lots of time to spend with a boyfriend or girlfriend; therefore it is a good deterrent. Nothing is foolproof; but this is a good start to combat the problem. It is important for teenagers to know some of the facts about having a baby at such a young age. Many of the youngsters are not aware of the hardships they may face after having a baby at such a young age. According to (Advocates for Youth, 1997)

- Children born to teens are more likely than those born to older mothers to be of low birth weight, a significant contributor to infant mortality and morbidity. They are also more likely to experience reduced cognitive development, difficulty in school, and behavioral problems than children born to adult women are.
- Children of teen mothers are more likely to experience an early pregnancy themselves. Daughters of adolescent mothers are 83 percent more likely to become teenage mothers than are their peers born to older women.
- Early childbearing can negatively influence teen parents' level of social and economic attainment and is linked to reduced marital stability and higher welfare dependency. Furthermore, poor and low-income teenagers account for over 80 percent of those giving birth.
- Of teen mothers, approximately 19 percent of those ages 15-17 and 25 percent of those ages 18 to 19 will have a second child within two years.

It is important that the students understand these facts about teen pregnancy. One thing that gets overlooked in this issue is the children of these teenagers. Many of the teenage parents never planned for the baby and then when they are faced with that challenge, they realize how much of themselves they must give in order to make a life for

their family. One thing that effects teen pregnancies is the fact that the parents are so young and they have not established themselves financially or economically. It is very difficult for them to experience success due to the salaries they struggle to obtain, and their future earning potential is very low due to the fact that most of them don't even finish high school. They soon realize that it is very difficult to work and maintain a family. Many students become disinterested in school and become focused on making money to support their family. Many of the students who have children end up on some type of public assistance. Some of them become overwhelmed by the burden of raising a child and they resort to public assistance to help them make ends meet. And they struggle for a lifetime to get off public assistance.

One of the most influential aspects of being a high school student is peer pressure. Peer pressure can be positive or negative. In most cases, peer pressure is thought of as a negative thing. Most times negative peer pressure tends to be the reason that most students make the choices they make. Their peer group easily influences most teenagers. Therefore, it is important that teachers can see students involved with negative groups and try to persuade them towards more positive groups of people. Athletics provides for the most part, that positive group of peers for the special needs students to become involved in. Many of the athletes are focused on obtaining good grades and doing well in school. Many of the athletes are focused on going to college and pursuing positive careers. Although all the athletes will not go on to college, they will be in that positive peer group and it will give them the background they will need to be a positive influence in society.

Peer pressure can easily be defined as the group of people you are around and the choices they make which will greatly influence you. Just as a positive group of peers can go a long way in influencing a student towards more positive aspects of life, it is probably just as easy for a negative group to affect a person's decisions as well. In our daily fight to guide our students towards more positive avenues it is important that they experience positive role models as well as positive peers that can help influence them. In many school districts today, there are groups of students who are used to help influence others students. These groups go a long way in establishing positive peers for all students to be involved with. Many times, these groups are more influential on the students than anything else. It is sometimes easier for students to interact with other students as opposed to teachers or any other adult. There are many different ways to use peer intervention to help students maintain a positive self-image and to become a positive member of the school community.

Social interaction is very important in any school community, especially for special needs students. It is important for the students to see the special needs students not as outsiders but as part of the school community. Many times the special needs students are separated during the day from the general population and therefore don't have very many opportunities to interact with the general population. Students don't get to know the special needs students and see them as something of the outside and not a part of the school community. Participation in athletics goes a long way in influencing the students towards a more socially balanced high school career. Many of the special needs students develop friendships and become more involved with the school as a whole. Most special needs students are looking for friends of their own. It is important for them to socialize

with many different groups of people. Socialization goes a long way in developing the skills that will become necessary when high school is over and the students must face life head on. As educators, it is important that we help these students develop the skills necessary to survive in society. Teachers must also remember that there are no IEP's or 504 plans in society. Either you have it or you don't. Many of the special needs population have a hard time socializing because they feel no one will interact with them. They want as normal a school experience as possible. According to (Kortering, Braziel, 1999) in the survey they conducted they found that the best part of school was socializing with peers. Also included in their research:

- Seeing friends
- Meeting friends
- Talking to friends
- Socializing
- Meeting new people
- Making new friends
- Having friends around

It is obvious that socializing is important to today's students. Therefore, educators must implement ways to have the special needs students involved with the total school community. The main reason for having students have a positive self-image is that they stay in school. It is important that schools today understand that they are just transitional places these days. The schools' main focus these days is to help the students' transition from school in to college to the work force. In order to obtain that end teachers must make it important for the students to have a positive experience while they are in high

school. Going into society as a positive person can go a long way in helping our society as a whole. Students' are faced with so many negative aspects in our society that we must find ways for our students to channel that negative into something positive. Participation in athletics can go a long way in helping that goal become a reality. According to (Lapchick, 1996) juvenile crime peaks between the hours of 3pm to 6pm. If we take away the sports activities that occupy nearly 20 percent of our students during those hours, we will be markedly increasing the opportunities for trouble. (Lapchick, 1996)

Athletics is a vehicle that allows students to express themselves in a different way. Many factors are effected by involvement in athletics. Involvement helps keep the dropout rate down. Other factors affected by athletics are teen pregnancy, drug and alcohol use, and social interaction. Being involved will help students develop a more positive peer group and therefore not be involved in negative behaviors. Many of the students involved in athletics become positive members of society. Although all the students do not go on and become college students, many of them pursue careers in the military or go to trade schools. Several students involved in high school programs go on to trade schools that have athletic programs so that the students can learn a trade and still be able to participate in athletics. This gives the special needs students an opportunity to pursue education beyond high school. This is important to give special needs students an opportunity to go to secondary education. Many of the students who are involved in athletics are given some opportunities to pursue different educational opportunities that would not normally be available to them. It is important that another thing that can be done is to have the former special needs students come back and give talks to the present students that are involved in the program. It is important that students see someone who

went through the same thing they are going through or went through. Many of the students can become positive role models not only for their peers but they can also be asked to participate with younger children and become role models for them. The students seem to become more positive in their own environment when they are asked to become role models for younger children.

Involvement in athletics fosters the environment of positive role models and peer groups. Many times it gives the special needs students the social interaction necessary to become a functioning member of society. It is widely documented that positive peer pressure goes a long way in influencing students to become role models themselves as well as give them an opportunity to go on and pursue their goals. Educators must be reminded that with all the sweeping changes that have been passed down as far as inclusion is concerned, we must continue to educate the students we have in our charge and make them well aware of the challenges they will face on a daily basis. As stated earlier, teachers and students must also not be naïve to the fact that there are no IEP's in society and no 504 plans. We must educate these students to be able to face these issues head on and confront them as adults and be able to deal with them and not hide from them. There is no child study team in society that will help you when you have a problem so these students must learn the lessons of life and be able to go on and have positive experiences in life. Athletics goes a long way in teaching the principles that will become necessary for special needs students to be able to function in society. Many of the values that athletics teaches can be directly related to life and can be very helpful in helping special needs students' in their transition from high school to society. Athletics teaches hard work, discipline, motivation, goal setting, and giving your very best all the time.

These things can relate very easily to any aspect of life itself. They are the foundation of a positive background and will give students the tools necessary to fight the battles of life. Athletics can be very influential in helping students avoid such things as drugs and alcohol, teenage pregnancy, and peer pressure.

These are the most common problems facing teenagers today. Not that athletics is the cure all for all of these problems; but it can be very influential in combating them. Most societal problems can be solved with prevention and attention. Athletics is just one more way of preventing the negative things from occurring and steering our special needs students toward more positive experiences. This is an opportunity for them to become involved in a positive peer group. It is important that with all the research that shows peer pressure is the number one factor in most of the decisions that young people make then as educators it is important that we steer our students toward positive people. Peer leadership is important in helping these students in the school community and in society. With so many things going on in our society, it is important that we use all the resources that are available.

Research studies have stated that participation in extracurricular activities can have a positive impact on the overall development of personal growth and self-worth (Biernat & Kleese, 1989; Education Week, 1984; Gholson, 1985; Holland & Andre, 1987; Nover, 1981; Nwa, 1994). Administrators as well as the entire school personnel can extol the virtues of participating in some kind of extracurricular activity (Nwa, 1994). Also according to (Nwa, 1994) providing a holistic approach in meeting the academic and social needs of students with different exceptionalities can be beneficial. This can be good for the overall development of the students. In today's society with so much

emphasis on being involved in as many different activities as possible, it is good to have our students become renaissance people of the 20th century.

Chapter 3

Research Design

A nineteen-question questionnaire was distributed to 52 special education high school students at a southern New Jersey High School. The school used for the sample is a school with a large mixture of different types of students and about 1200 total students. The school offers a wide variety of programs for students. There are over 14 sports and numerous clubs and activities for the students. The students come from various backgrounds. They range from rural to suburban neighborhoods.

The students were randomly chosen from teachers' class lists. The teachers wrote down every student in their class and they all were placed in a bin and 52 of them were chosen to complete surveys. This was done so the teachers would not just pick out the students that participated or were their favorite students. The names of the teachers selected were also placed in a bin and chosen as not to show favoritism. Also using this method made the selection culturally unbiased as well.

The breakdown of the students in the study is as follows. There was a total of 33 males and 19 females that participated in the surveys. The grade distribution was 2 seniors, 12 juniors, 30 sophomores, and 8 freshmen. Of the 52 total students, 25 or 48% participated in athletics and 27 or 52% did not. The following tables 1-3 show the distribution of the students involved in the surveys.

Table 1
Participation in athletics

Value	Frequency	Percent	Valid Percent	Cum Percent
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no	1	27	51.9	51.9	51.9
yes	2	25	48.1	48.1	100
	TOTAL	52	100.0	100.0	

Table 2
Sex of Students

	Value	Frequency	Percent	Valid Percent	Cum Percent
Male	1	33	63.5	63.5	63.5
Female	2	19	36.5	36.5	100.0
	TOTAL	52	100.0	100.0	

Table 3
Grade Level of Participants

	Value	Frequency	Percent	Valid Percent	Cum Percent
senior	1	2	3.8	3.8	3.8
junior	2	12	23.1	23.1	26.9
soph	3	30	57.7	57.7	84.6
frosh	4	8	15.4	15.4	100.0
	TOTAL	52	100.0	100.0	

The questionnaires asked questions about the students' involvement in athletics as well as their performance in the classroom, including student attitude and participation in class. The survey questioned the students in many aspects of their school life. The survey asked about behavior, discipline, study habits, class work, homework, supplies, behavior in class, and social activities. In recording the results of this survey it is important to note that the author received a rate of 100% return on the surveys due to the fact that the teachers were asked to distribute and collect and return them. The rate of return gives the study a good random sample.

In order to try to support the hypothesis it was important that the surveys were randomly distributed and collected. Due to the high rate of return it is safe to assume that a random sample was chosen and responded to the surveys. When developing the surveys it is important to touch on all aspects of the student. The overall development of the student is important to the results of this study. The sample students were also broken down into two categories: those that participated in extra-curricular activities and those that did not. It is important to the results of this study that the researcher considers every aspect of the students academic as well as athletic life. The researcher will be looking for face validity due to the fact that the tool being used should be measuring what the researcher thinks it should. The questionnaires will also be culturally free of bias as well.

Chapter 4

Results of study

The results of the survey follow. Once the data was collected it was converted into statistical form. The raw data collected was used to make up frequency charts. The results of the survey follow. The frequency results for each of the survey questions are presented in tables 4-19.

The results for question 3 (I always display good behavior in school.) are presented in Table 4. Fifty-four percent of the students responded that they sometimes display good behavior in school.

Table 4
Frequencies of responses to question #3.

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	1	1.9	1.9	1.9
rarely	2	3	5.8	5.8	7.7
sometimes	3	28	53.8	53.8	61.5
always	4	20	38.5	38.5	100.0
		<hr/>	<hr/>	<hr/>	
TOTAL		52	100.0	100.0	

The results for question 4 (Disciplinary actions in the last three months) are presented in Table 5. Fifty-four percent of the students stated that they had no form of disciplinary action taken against them.

Table 5
Frequencies of responses to question #4

	Value	Frequency	Percent	Valid Percent	Cum Percent
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None	1	28	53.8	53.8	53.8
Suspension	2	6	11.5	11.5	65.4
Sat Det	3	4	7.7	7.7	73.1
Teacher/Admin Det	4	14	26.9	26.9	100.0
TOTAL		52	100.0	100.0	

The results for question 5 (Do you complete your class work?) are presented in Table 6. None of the students answered rarely or never. Fifty-four percent of the students stated that they always do their class work.

Table 6
Frequencies of responses to question #5

	Value	Frequency	Percent	Valid Percent	Cum Percent
sometimes	3	24	46.2	46.2	46.2
always	4	28	53.8	53.8	100.0
TOTAL		52	100.0	100.0	

The results for question 6 (Do you complete your homework?) are presented in Table 7. Of the 52 students, only three responded that they never do their homework.

Table 7
Frequencies of responses to question #6:

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	3	5.8	5.8	5.8
rarely	2	5	9.6	9.6	15.4
sometimes	3	29	55.8	55.8	71.2
always	4	15	28.8	28.8	100.0
TOTAL		52	100.0	100.0	

The results for question 7 (Do you follow instructions in class?) are presented in Table 8. Sixty-two percent of the students surveyed responded that they always follow instructions in class.

Table 8
Frequencies of responses to question #7

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	1	1.9	1.9	1.9
rarely	2	1	1.9	1.9	3.8
sometimes	3	18	34.6	34.6	38.5
always	4	32	61.5	61.5	100.0
	TOTAL	52	100.0	100.0	

The results for question 8 (Do you bring supplies to class?) are presented in Table 9. Fifty-eight percent of the students responded that they always bring their supplies to class.

Table 9
Frequencies of responses to question #8

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	3	5.8	5.8	5.8
rarely	2	4	7.7	7.7	13.5
sometimes	3	15	28.8	28.8	42.3
always	4	30	57.7	57.7	100.0
	TOTAL	52	100.0	100.0	

The results for question 9 (Do you talk in class?) are presented in Table 10. Only eight percent of the students responded that they always talk in class.

Table 10
Frequencies of responses to question #9

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	7	13.5	13.5	13.5
rarely	2	10	19.2	19.2	32.7
sometimes	3	31	59.6	59.6	92.3
always	4	4	7.7	7.7	100.0
	<hr/>				
TOTAL	52		100.0	100.0	

The results for question 10 (Do you pay attention in class?) are presented in Table

11. Only two percent of the students responded that they never pay attention in class.

TABLE 11
Frequencies of responses to question #10

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	1	1.9	1.9	1.9
rarely	2	4	7.7	7.7	9.6
sometimes	3	23	44.2	44.2	53.8
always	4	24	46.2	46.2	100.0
	<hr/>				
TOTAL	52		100.0	100.0	

The results for question 11 (I get good grades in school) are presented in Table 12

Twenty-five percent of the students responded that they always get good grades in school.

Table 12
Frequencies of responses to question #11

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	1	1.9	1.9	1.9
rarely	2	6	11.5	11.5	13.5
sometimes	3	32	61.5	61.5	75.0
always	4	13	25.0	25.0	100.0
	<hr/>				
TOTAL	52		100.0	100.0	

The results for question 12 (Students actual grades) are presented in Table 13.

Seventy-five percent of the students responded that their grades fell between 70-89.

Table 13
Frequencies of responses to question #12

	Value	Frequency	Percent	Valid Percent	Cum Percent
69-under	1	3	5.8	5.8	5.8
79-70	2	23	44.2	44.2	50.0
89-80	3	16	30.8	30.8	80.8
100-90	4	10	19.2	19.2	100.0
	TOTAL	52	100.0	100.0	

The results for question 13 (I have good study habits at home) are presented in Table 14. Only fourteen percent of the students responded that they always have good study habits at home.

Table 14
Frequencies of responses to question #13

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	10	19.2	19.2	19.2
rarely	2	14	26.9	26.9	46.2
sometimes	3	21	40.4	40.4	86.5
always	4	7	13.5	13.5	100.0
	TOTAL	52	100.0	100.0	

The results for question 14 (I work hard in class) are presented in Table 15.

Ninety percent of the students responded that they always or sometimes work hard in class.

Table 15
Frequencies of responses to question #14

Valid Cum

	Value	Frequency	Percent	Percent	Percent
never	1	1	1.9	1.9	1.9
rarely	2	4	7.7	7.7	9.6
sometimes	3	25	48.1	48.1	57.7
always	4	22	42.3	42.3	100.0
TOTAL		52	100.0	100.0	

The results for question 15 (I have lots of friends) are presented in Table 16. Only four percent of the students responded that they never have lots of friends.

Table 16
Frequencies of responses to question #15

	Value	Frequency	Valid Percent	Cum Percent	Percent
never	1	2	3.8	3.8	3.8
rarely	2	3	5.8	5.8	9.6
sometimes	3	15	28.8	28.8	38.5
always	4	32	61.5	61.5	100.0
TOTAL		52	100.0	100.0	

The results for question 16 (My participation/non-participation affects behavior) are presented in Table 17. Only seventeen percent of the students responded that participation/non-participation always affects their behavior.

Table 17
Frequencies of responses to question #16:

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	18	34.6	34.6	34.6
rarely	2	14	26.9	26.9	61.5
sometimes	3	11	21.2	21.2	82.7
always	4	9	17.3	17.3	100.0
TOTAL		52	100.0	100.0	

The results for question 17 (My participation/non-participation affects grades) are presented in Table 18. Thirty-three percent of the students responded that their participation/non-participation affects their grades.

Table 18
Frequencies of responses to question #17

	Value	Frequency	Valid Percent	Cum Percent	
never	1	17	32.7	32.7	32.7
rarely	2	11	21.2	21.2	53.8
sometimes	3	17	32.7	32.7	86.5
always	4	7	13.5	13.5	100.0
TOTAL		52	100.0	100.0	

The results for question 18 (My participation/non-participation affects self-esteem) are presented in Table 19. Fifty-eight percent of the students responded that their participation/non-participation never affects their self-esteem.

Table 19
Frequencies of responses to question #18

	Value	Frequency	Percent	Valid Percent	Cum Percent
never	1	30	57.7	57.7	57.7
rarely	2	9	17.3	17.3	75.0
sometimes	3	7	13.5	13.5	88.5
always	4	6	11.5	11.5	100.0
TOTAL		52	100.0	100.0	

Students were also asked whether they participated in athletics. Approximately one-half (48%) of the students reported that they participated in athletics. The relationship between participation in athletics and school performance is measured by responses to the survey are examined in tables 20-35. The results indicate that most of the

responses were not statistically significant. The hypothesis was tested at a rate of .05 using the Chi-square method. The only result that showed statistical significance was class work.

The results for question 3 (I always display good behavior in school) are presented in Table 20. Over eighty percent of the participants always or sometimes display good behavior in school.

Table 20
Good behavior by participant/non-participant
Distribution based participation/non-participation where 2=participation and 1=non-participation

FREQUENCY					
EXPECTED					
CONTRIBU	1	2	TOTAL		

4	0	1	1		
	.5	.5			
	.52	.56			

3	1	2	3		
	1.6	1.4			
	.20	.22			

2	15	13	28		
	14.5	13.5			
	.01	.02			

1	11	9	20		
	10.4	9.6			
	.04	.04			

TOTAL	27	25	52		
	51.9	48.1	100.0		
Statistic			DF	Value	p-value

Chi-Square			3	1.602	0.659
Phi Coefficient				.176	
Cramer's V				.176	
Contingency Coefficient				.173	

The results for question 4 (Disciplinary action in the past three months) are presented in Table 21. A majority of both groups have been assigned Teacher or Administrative Detention.

Table 21
Discipline by participant/non-participant
Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY					
EXPECTED					
CONTRIBU	1	2	TOTAL		

4	15	13	28		
	14.5	13.5			
	.01	.02			

3	5	1	6		
	3.1	2.9			
	1.14	1.23			

2	3	1	4		
	2.1	1.9			
	.41	.44			

1	4	10	14		
	7.3	6.7			
	1.47	1.59			

TOTAL	27	25	52		
	51.9	48.1	100.0		
Statistic			DF	Value	p-value

Chi-Square			3	6.313	0.099
Phi Coefficient				.348	
Cramer's V				.348	
Contingency Coefficient				.329	

The results for question 5 (Do you complete your classwork) are presented in Table 22. All of the students responded that they always or sometimes complete their class work. This was the only result that was statistically significant.

Table 22

Class work by participant/non-participant

Distribution based participation/non-participation where 1=participation and 2=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	

	2	17	7	24
	12.5	11.5		
	1.65	1.79		

	1	10	18	28
	14.5	13.5		
	1.42	1.53		

TOTAL	27	25	52	
	51.9	48.1	100.0	

Statistic	DF	Value	p-value

Chi-Square	1	6.385	0.012
Yates' Chi-Square	1	5.056	0.025
Fisher's Exact Test (one-tail)			0.012
(two-tail)			0.022
Phi Coefficient		.350	
Cramer's V		.350	
Contingency Coefficient		.331	

The results for question 6 (Do you complete your homework) are presented in Table 23. Of the participants, only one responded that they never do their homework.

Table 23

Homework by participant/non-participant

Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY|

EXPECTED				
CONTRIBU	1	2	TOTAL	

	4	2	1	3
		1.6	1.4	
		.13	.14	

	3	3	2	5
		2.6	2.4	
		.06	.07	

	2	16	13	29
		15.1	13.9	
		.06	.06	

	1	6	9	15
		7.8	7.2	
		.41	.44	

TOTAL	27	25	52	
	51.9	48.1	100.0	
Statistic		DF	Value	p-value

Chi-Square		3	1.369	0.713
Phi Coefficient			.162	
Cramer's V			.162	
Contingency Coefficient			.160	

The results for question 7 (Do you follow instructions in class) are presented in Table 24. Out of twenty-five participants only one responded to rarely or never following instructions in class.

Table 24
Follow instructions in class by participant/non-participant
Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	

	4	0	1	1
		.5	.5	
		.52	.56	

	3	1	0	1	
		.5	.5		
		.45	.48		
	2	10	8	18	
		9.3	8.7		
		.05	.05		
	1	16	16	32	
		16.6	15.4		
		.02	.02		
TOTAL	27	25	52		
	51.9	48.1	100.0		
Statistic		DF	Value	p-value	
Chi-Square		3	2.148	0.543	
Phi Coefficient			.203		
Cramer's V			.203		
Contingency Coefficient			.199		

The results for question 8 (Do you come to class with all your supplies) are presented in Table 25. Over one-half the participants always bring supplies to class.

Table 25

Bringing supplies to class by participant/non-participant

Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBUTOR	1	2	TOTAL	
4	2	1	3	
	1.6	1.4		
	.13	.14		
3	3	1	4	
	2.1	1.9		
	.41	.44		
2	8	7	15	
	7.8	7.2		
	.01	.01		

	1	14	16	30	
		15.6	14.4		
		.16	.17		
TOTAL	27	25	52		
	51.9	48.1	100.0		
Statistic		DF	Value	p-value	
Chi-Square		3	1.459	0.692	
Phi Coefficient			.167		
Cramer's V			.167		
Contingency Coefficient			.165		

The results for question 9 (I talk in class) are presented in Table 26. Over one-half the non-participants responded that they sometimes talk in class.

Table 26

I talk in class by participant/non-participant

Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	
	4	4	3	7
		3.6	3.4	
		.04	.04	
	3	4	6	10
		5.2	4.8	
		.27	.30	
	2	17	14	31
		16.1	14.9	
		.05	.05	
	1	2	2	4
		2.1	1.9	
		.00	.00	
TOTAL	27	25	52	
	51.9	48.1	100.0	
Statistic		DF	Value	p-value

Chi-Square	3	.757	0.860
Phi Coefficient		.121	
Cramer's V		.121	
Contingency Coefficient		.120	

The results for question 10 (I pay attention in class during the lesson) are presented in Table 27. Only one of the participants as opposed to four of the non-participants responded that they rarely or never pay attention.

Table 27

I pay attention in class by participant/non-participant

Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	

	4	0	1	1
		.5	.5	
		.52	.56	

	3	4	0	4
		2.1	1.9	
		1.78	1.92	

	2	11	12	23
		11.9	11.1	
		.07	.08	

	1	12	12	24
		12.5	11.5	
		.02	.02	

TOTAL	27	25	52	
	51.9	48.1	100.0	
Statistic		DF	Value	p-value

Chi-Square	3		4.974	0.175
Phi Coefficient			.309	
Cramer's V			.309	
Contingency Coefficient			.295	

The results for question 11 (I get good grades in school) are presented in Table 28. Five non-participant as opposed to two participants responded that they rarely or never get good grades.

Table 28

I get good grades by participant

Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY					
EXPECTED					
CONTRIBU	1	2	TOTAL		

4	0	1	1		
	.5	.5			
	.52	.56			

3	5	1	6		
	3.1	2.9			
	1.14	1.23			

2	18	14	32		
	16.6	15.4			
	.12	.12			

1	4	9	13		
	6.8	6.3			
	1.12	1.21			

TOTAL	27	25	52		
	51.9	48.1	100.0		
Statistic			DF	Value	p-value

Chi-Square			3	6.022	0.112
Phi Coefficient				.340	
Cramer's V				.340	
Contingency Coefficient				.322	

The results for question 12 (My grades are) are presented in Table 29. Approximately one-half (15) of the participants' grades are between 80-100.

Table 29

Grades by participant

Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	

4	2	1	3	
1.6	1.4			
.13	.14			

3	14	9	23	
11.9	11.1			
.35	.38			

2	7	9	16	
8.3	7.7			
.21	.22			

1	4	6	10	
5.2	4.8			
.27	.30			

TOTAL	27	25	52	
	51.9	48.1	100.0	
Statistic		DF	Value	p-value

Chi-Square		3	1.996	0.574
Phi Coefficient			.196	
Cramer's V			.196	
Contingency Coefficient			.192	

The results for question 13 (I have good study habits at home) are presented in Table 30. Fourteen participants as well as fourteen non-participants responded that they always or sometimes have good study habits at home.

Table 30
Study habits by participant
Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	

	4	6	4	10			
		5.2	4.8				
		.13	.14				

	3	7	7	14			
		7.3	6.7				
		.01	.01				

	2	12	9	21			
		10.9	10.1				
		.11	.12				

	1	2	5	7			
		3.6	3.4				
		.74	.79				

TOTAL	27	25	52				
	51.9	48.1	100.0				
Statistic		DF	Value	p-value			

Chi-Square		3	2.040	0.565			
Phi Coefficient			.198				
Cramer's V			.198				
Contingency Coefficient			.194				

The results for question 14 (I work hard in class) are presented in Table 31. Over one-half of the non-participants responded that they sometimes work hard in class.

Table 31
I work hard in class by participant
Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	

	4	0	1	1
		.5	.5	
		.52	.56	

	3	3	1	4
		2.1	1.9	
		.41	.44	

	2	15	10	25			
		13.0	12.0				
		.31	.34				

	1	9	13	22			
		11.4	10.6				
		.51	.56				

TOTAL	27	25	52				
	51.9	48.1	100.0				
Statistic			DF	Value		p-value	

Chi-Square			3	3.656		0.302	
Phi Coefficient				.265			
Cramer's V				.265			
Contingency Coefficient				.256			

The results for question 15 (I have lots of friends) are presented in Table 32.

Sixteen non-participants and sixteen participants responded that they always have lots of friends.

Table 32

I have lots of friends by participants

Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	

	4	0	2	2
		1.0	1.0	
		1.04	1.12	

	3	3	0	3
		1.6	1.4	
		1.34	1.44	

	2	8	7	15
		7.8	7.2	
		.01	.01	

	1	16	16	32
		16.6	15.4	

	.02 .02			
TOTAL	27	25	52	
	51.9	48.1	100.0	
Statistic		DF	Value	p-value
Chi-Square		3	4.997	0.173
Phi Coefficient			.310	
Cramer's V			.310	
Contingency Coefficient			.296	

The results for question 16 (My participation/non-participation affects my behavior) are presented in Table 33. Only five students responded that their participation always affects their behavior.

Table 33
Participation affects behavior by participant
Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	
4	10	8	18	
	9.3	8.7		
	.05	.05		
3	6	8	14	
	7.3	6.7		
	.22	.24		
2	7	4	11	
	5.7	5.3		
	.29	.31		
1	4	5	9	
	4.7	4.3		
	.10	.10		
TOTAL	27	25	52	
	51.9	48.1	100.0	
Statistic		DF	Value	p-value

Chi-Square	3	1.362	0.715
Phi Coefficient		.162	
Cramer's V		.162	
Contingency Coefficient		.160	

The results for question 17 (My participation/non-participation affects my grades) are presented in Table 34. Twelve of the participants responded that their participation always or sometimes affects their grades.

Table 34

Participation affects my grades by participant

Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY				
EXPECTED				
CONTRIBU	1	2	TOTAL	

4	10	7	17	
	8.8	8.2		
	.16	.17		

3	5	6	11	
	5.7	5.3		
	.09	.10		

2	8	9	17	
	8.8	8.2		
	.08	.08		

1	4	3	7	
	3.6	3.4		
	.04	.04		

TOTAL	27	25	52	
	51.9	48.1	100.0	
Statistic	DF		Value	p-value

Chi-Square	3		.746	0.862
Phi Coefficient			.120	
Cramer's V			.120	
Contingency Coefficient			.119	

The results for question 18 (My participation/non-participation affects my self-esteem) are presented in Table 35. Twenty out of twenty-seven of the non-participants responded that their self-esteem was rarely or never affect by their non-participation.

Table 35

Participation affects my self-esteem by participant

Distribution based participation/non-participation where 2=participation and 1=non-participation.

FREQUENCY					
EXPECTED					
CONTRIBU	1	2	TOTAL		

4	20	10	30		
	15.6	14.4			
	1.26	1.36			

3	3	6	9		
	4.7	4.3			
	.60	.65			

2	2	5	7		
	3.6	3.4			
	.74	.79			

1	2	4	6		
	3.1	2.9			
	.40	.43			

TOTAL	27	25	52		
	51.9	48.1	100.0		
Statistic			DF	Value	p-value

Chi-Square			3	6.218	0.103
Phi Coefficient				.346	
Cramer's V				.346	
Contingency Coefficient				.327	

Chapter 5

Analyzing Data- Interpreting Results

This study was based on the question of what is the effect of participation in athletics on the academic performance, classroom behavior, and social development of students with special needs? The hypothesis of this study is that participation in athletics will have an effect on the development of high school students with special needs. Specifically, this study examined classroom behavior, academic performance, and social development.

In the sample of students used the participants in athletics responses were right along the lines of the hypothesis as over half of them answered always or sometimes for a majority of the questions. It was surprising to find that both participants in athletics and the non-participants' self-esteem was not affected at all by whether or not they were involved in athletics. From reviewing the results, it appears that the participant group got in less trouble in school, was less disruptive during class, and was more focused on grades and behavior than the non-participants.

The results of this study support the hypothesis. The results of this study show that athletics does indeed have an affect on the overall development of special needs high school students.

In revisiting the research on this topic, this study was similar to others that have been reviewed. Most of the research has shown a difference between the students who participate and those who do not. According to (Nwa, 1994) reasons for participation in extracurricular activities for students with different exceptionalities were replicated from a national survey. These reasons were rank ordered according to high and low

percentages. The two top priorities for participation from the national survey and from my survey reveal that students participated because of fun and personal enjoyment, and for personal achievement. Findings from both surveys further reveal that participation in extracurricular activities because “teachers expect it” received a low priority and similar rank order. Other studies like (Gholson, 1995, Holland & Andre, 1987) used different populations to come to similar results. The differences between the studies are that this study used a variety of students and the other studies seemed to be focused on just the students with disabilities. Another key difference is that the studies reviewed seemed to be focused on inner-city students where this study was more based on a suburban school. Another study, (Waldman, 94) used a population of juvenile defenders.

Some of the similarities include the research on the fact that participation can have a positive impact on the development of the students’ of today. Many of the studies were done in a variety of settings and they all seemed to have similar results. Most of the studies reviewed used some form of a questionnaire to come up with survey results. This study focused on surveys only. Some of the other studies reviewed used a period of time to gain their results.

One of the limitations of this study was trying to obtain the cooperation of all the teachers in the department this was a difficulty. Another limitation would be the fact that only fifty-two students were involved. It would have helped enhance the study by using two or three different schools and then pool the results. Another factor that would help enhance this study would be to use three schools from three different states. Because in that the questionnaires were distributed and collected immediately, there was no chance for something to not be in control of the researcher. It is important to distribute the

questionnaires in the beginning of the period or the day because as the day or period goes on it becomes more difficult to obtain good results.

Future research should look at the aspect of future plans among each population. Things to be considered would be college plans, marriage, and future employment. Future researchers should also consider the affect on males as opposed to female students. Also researchers can look at the different types of activities the students are involved in.

Of the 52 students involved in the study, approximately 25 or (48%) participated in extra-curricular activities. Over one-half of those who participated in athletics had lots of friends, got good grades, and were affected by their participation. The students who participated were less talkative, paid more attention and had better study habits than their counterparts. This study should be used to involve teachers in the quest to help students become positive contributors to society.

It is important to use this study to update our curriculums and the way we manage our schools. This study can be the background needed to help administrators, teachers, and parents understand the role of involving our students in activities that are conducive for them to grow as people. Another implication of this study is how important it is for students to participate in athletics. Their participation helps them in the classroom as well. Students' participation also helps the teachers with classroom discipline. The teachers can talk to the coach to become involved with a particular student who might have great influence on the student as opposed to calling home and involving the parent.

This study gives the schools the tools it needs to successfully deal with the aspect of involving students in as much as possible. Schools can plan to add clubs and programs

that will peek the students' interest and allow them all the opportunity to participate in some aspect of the school.

This study looked at the effects of participation in athletics on the development of high school students with special needs. Specifically, this study examined classroom behavior, academic performance, and social development. This study also explored some of the aspects of the development of these students by studying classroom behavior, academic performance, and academic achievement. This compared students with special needs who participate in athletics as compared to those who do not participate. This study attempted to show that athletics are indeed beneficial to the overall development of special education high school students. Also, through this study, the hope is to bring light to participation in athletics and a more positive outlook for involvement from the special needs students. The results of this study suggest that athletics are indeed beneficial to the development of the special needs students. Athletics can have an impact on the individual students as well as the whole school. Students involved are less likely to be discipline problems. The students' who participate develop a more positive self-image and are more confident. From personal experience, participation in athletics can help students maintain and in some cases improve their academic performance. Athletics can go a long way in fostering more positive students as well as give teachers, administrators, and parents the tools to help young people transition from school to their life after high school.

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Survey Instrument

I am a graduate student doing a study on athletics and high school students. Please take a few minutes to answer the questions that follow. Thank you for your time.

1. Are you male or female?
Male Female
2. Do you participate in athletics/extracurricular activities?
Yes No
3. I always display good behavior in school
1. Always 2. Sometimes 3. Rarely 4. Never
4. Have you had any of the following disciplinary actions in the past three months:
1. Teacher/Admin. Det. 2. Saturday Detention 3. Suspension 4. None
5. Do you complete your classwork?
1. Always 2. Sometimes 3. Rarely 4. Never
6. Do you complete your homework?
1. Always 2. Sometimes 3. Rarely 4. Never
7. Do you follow instructions in class?
1. Always 2. Sometimes 3. Rarely 4. Never
8. Do you come to class with all your supplies (pen, pencil, notebook)?
1. Always 2. Sometimes 3. Rarely 4. Never
9. I talk in class during the lesson:
1. Always 2. Sometimes 3. Rarely 4. Never
10. I pay attention in class during the lesson:
1. Always 2. Sometimes 3. Rarely 4. Never
11. I get good grades in school:
1. Always 2. Sometimes 3. Rarely 4. Never
12. My grades are:
1. 100-90 2. 89-80 3. 79-70 4. 69-under
13. I have good study habits at home
1. Always 2. Sometimes 3. Rarely 4. Never

14. I work hard in class
1. Always 2. Sometimes 3. Rarely 4. Never
15. I have lots of friends:
1. Always 2. Sometimes 3. Rarely 4. Never
16. My participation/non-participation in activities affects my behavior.
1. Always 2. Sometimes 3. Rarely 4. Never
17. My participation/non-participation in activities affects my grades
1. Always 2. Sometimes 3. Rarely 4. Never
18. My participation/non-participation in activities affects my self-esteem.
1. Always 2. Sometimes 3. Rarely 4. Never
19. What grade are you in:
1. Frosh 2. Soph 3. Junior 4. Senior