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Team-Based Academic Interventions at an Urban High School and Their Impact on Student Achievement

Erica E. Wolfskill
Concordia University - Portland

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Andrea Wilson, Ed.D., Content Reader

Team-Based Academic Interventions at an Urban High School

and Their Impact on Student Achievement

Erica Elizabeth Wolfskill

Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

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William Boozang, Ed.D., Faculty Chair Dissertation Committee

Brianna Parsons, Ed.D., Content Specialist

Andrea Wilson, Ph.D., Content Reader

Concordia University–Portland

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Abstract

Academic improvement is a concern for urban schools (Jacob & Ryan, 2018) therefore it is significant to focus on requisite skills, which contribute to student success. The purpose of this qualitative research study was to explore how team-based academic interventions impact student achievement. This study examined how public, high school student–athletes, ages 14–17, understand and describe their experience with academic study table program as part of their athletic practices. Additionally, the study examined student–athletes' perception of participation in team-based activities and the influence of academic achievement and how the implementation of study tables during athletic practices impact student–athletes' academic success. The research and data analysis also explored the impact of academic interventions on the student's self-efficacy. This study table program consisted of 30-minute study sessions—twice a week. Data collection for this study consisted of three types: pre and poststudy table session interviews, observation of study habits during the study tables (before athletic practices), and participant journals. These data collections allowed the researcher to further study the range of impact that these interventions have on academic success and self-efficacy. The analysis of the data and review of the literature are interconnected in a positive manner and examined student perception of academic support programs. The data demonstrated how the incorporation of study tables into athletic practices had a positive impact on student–athletes' academics and self-efficacy. The practice of incorporating the study table program on an ongoing basis would benefit the students in their academics

Keywords: academic interventions, self-efficacy, study tables, student perceptions

Dedication

This dissertation is dedicated to the students who blaze a trail of hope for others. To my parents, who never gave up on me and pushed me to be better. To my husband, who kept me going every day and fueled my soul with laughter and midnight grilled cheese sandwiches. And finally, to that one Spanish teacher—who made me believe that I truly could change the world . . . and changed my life forever.

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Chapter 1: Introduction

Introduction to Problem

The relationship between high school academics and athletics has a long-standing relationship. Since 1905, the Washington Interscholastic Athletic Activities (WIAA) has worked diligently to promote student athletic skills by providing an outlet for academic improvement. Additionally, the WIAA has developed methods to encourage student–athletes to challenge themselves "to attain personal academic excellence through participation, competition, and teamwork" (WIAA, 2018, para. 5). More recently, academic interventions through athletics has increased, and studies have demonstrated how "organized sports can play a beneficial role in the development of children into educated and well-rounded students" (Griffith, 2007, p. 1). Symonds's (2009) study provided evidence to support the concept of having a positive relationship between academics and athletics. Henry (2011) stated, "athletics and student careers refine and develop transferable skills" (p. 2). Alternatively, Feltz, Short, and Sullivan (2008) discussed Bandura (2006) and the effects of athletics on student's emotions and personal acceptance. Feltz, Short, and Sullivan (2008) proposed that athletics or academic success can lead to students feeling a sense of confidence through recognition.

This qualitative study explored the impact on team-based academic interventions and how it relates to student achievement. Athletics provide students with an outlet to enhance themselves physically, emotionally, and mentally. Symonds's (2009) study explored situations that demonstrate how students actively engage in athletics and focus on academic success. This research explored how academic interventions impacted student–athletes. These interventions occurred at different athletic practices that included other nonathletic events to encompass activities or clubs.

The literature made a direct connection between athletics and academics, and the evidence that academic interventions during athletic practices at Title I high schools in urban areas improved students' success. According to the Department of Education, a Title I high school is one that comprised of a majority of students from low socioeconomic backgrounds. According to the National Center for Education Statistics (NCES), urban city schools consist of students who reside in low-income housing units and classify as low-income students. Peng et a. (1992) stated, "urban students are more likely to be disadvantaged by having only one parent; having less educated and/or unemployed parents; having handicapping conditions or learning, emotional, or health disabilities; having difficulty speaking English, or by being homeless" (p. 2).

Akhtar's (2017) work exhibited how academic interventions increase confidence in students. Bandura Feltz, Short, and Sullivan (2008) aligned with Akhtar's (2017) theory that emphasizes how academic interventions instill a sense of accomplishment in student–athletes. This sense of accomplishment could also be translated to an increase of self-confidence the classroom as well as in the practice arena. This qualitative research study explored the perception of student–athletes and how they perceive these team-based academic interventions; as well as how these types of mediations impact student achievement. The next sections will explore the problem that was used to explore this research and introduce the study methods.

Background, Context, History, and Conceptual Framework for the Problem

The purpose of this research and academic intervention was to explore team-based interventions in an athletic setting and to measure the impact on how these interventions impacted academic success, as well as the self-efficacy of each student. In an article written by Fred Bastie (2017), he states "there is a reason the word 'student' is the first part of 'student–

athlete', if academics didn't matter, then the term would be 'athlete-student'" (2017, para. 16).

Bastie's (2017) statement brings forth a concept that could potentially be forgotten about in the world of athletics and that is that the academic success of a student is just as important as the athletic success. Symonds (2009) discussed the idea of an academic intervention as a permanent implementation as part of an athletic practice. These interventions tend to be designed to assist students in their academic success as they provide students with the tools necessary to develop and maintain healthy and successful study habits. With these interventions in place Symonds (2009) reveals the potential for a mass positive impact on the academic lives of student–athletes. If the results prove positive, then student–athletes will remain focused on being academically successful and work harder to maintain athletic eligibility.

In 2015, two collegiate level teams were being investigated for academic scandals. "University of North Carolina offered a 'no show' class for student athletes (where students received grades for phantom classes that they didn't attend), and Syracuse allowed academically ineligible athletes to compete" (Oppenheimer, 2015, para. 4). Additionally, Oppenheimer (2015) discussed that "despite the National Collegiate Athletic Association (NCAA) insistence that it is concerned about student athletes' academic growth, it often feels as though 'student' plays second fiddle to 'athlete'" (TIME, 2015, para. 3). Oppenheimer (2015) supports this statement by continuing on to say that "on a typical day, a visitor to the NCAA homepage will be overwhelmed by the articles (and videos) about athletics but will not find a single article (or video) about the academic achievements of the athletes" (TIME, 2015, para. 3). These statements have a correlation to Bastie's (2017) discussion about "student" coming before "athlete" for the reason of reminding students of what is important when participating in the world of athletic while trying to achieve academic success.

With Symonds (2009), ideas of academic interventions providing an outlet for student–athletes to achieve academic success. With the implementation of academic interventions as a part of athletics, students can be reminded that they have a job to do as a student, before they assume their role as an athlete. This reminder could also provide evidence for students that there are advisors and coaches who do care about their status as a student rather than what they can provide as an athlete. When providing student–athletes with a space to focus on education, allotted time just for studying, and approved study material, then there is the concept that when these factors are joined, students can achieve academic success. This success could also produce a new and high level of confidence which could benefit the student from both the academic and athletic aspect. However, in order to explore these ideas and test the framework, an academic intervention needs to be put in place for student–athletes.

This study examined the option to participate in an academic interventional program and how students valued their academic success. The research provided a venue for students to interact and reflect on ways to improve their study habits and how this change has improved their overall academic pursuits. The venue for this study was an Urban Title I high school and the participants were student–athletes from an athletic team at this high school. The implemented study tables took place in the school's gymnasium where the student–athletes practice. This was chosen as the venue as it was a non-personal location that would provide as little distraction as possible to the participants. The projected outcome was that these interventions would have a significant impact on academics, self-efficacy, and self-confidence. The researcher was able to capture how the overall study invention exercise provided each participant with a better understanding of what they can achieve. Figure 1 below showcases the ideal framework for this study. The framework displays the idea that if an academic intervention, in the form of study

tables, is implemented in an ideal environment then the effect on a student–athletes behavior

would be a positive one. Additionally, these study tables could be considered a provided tool for

success, again impacting behavior both inside the classroom and out.

Academic / Athletic Improvements	Ideal Factors (Environment)	Behavior
Target high school athletes between the ages of 14–17 Individual and or group study tables can help to improve the academics of high school athletes Study tables can improve confidence of athletes in the classroom and outside of the classroom	Individual study time Quiet study time Individual one on one-time communication with advisor and or classmates Positive learning environment **Skills & Knowledge** Future planning for college and beyond Building confidence Teaching good study habits for the future Inspiring character in the form of confidence and responsibility	Student athletes feel more confident in their academics and in their abilities Developed healthy study habits Athletics will not harm or hinder academics Students develop confidence in studying and academics

Figure 1. Framework for qualitative research study.

Statement of the Problem

Academic improvement is a concern for urban schools (Jacob & Ryan, 2018). It was

significant for the researcher to focus on high school students (particularly student–athletes) and

their requisite skills, which contribute to student success. Academic interventions, such as study

tables, potentially impact a student's academic performance. The nature of this study was to

highlight each students' perception of team-based academic interventions. The research study

made these discoveries through the observations though study tables, two interviews that occurred as part of the pre and poststudy sessions, and participant journaling. The interviews captured the perceptions of how academic interventions have impacted academic success, as well as the student's observation of their self-efficacy. The observation and interview process occurred over five weeks to obtain the collection of data necessary to perform a substantial qualitative research study. These academic interventions were observed and explored as a means of determining the direct impact that team-based interventions as they related to student academics. The positive influence was evident in assessing the overall impact of the study table program in measuring how this study invention program can benefit other educational institutions. The exploration of academic interventions was adequately assessed in measuring how these interventions are successful for both athletic and nonathletic activities and perceived by students themselves.

With the concern for academic improvement in urban schools (Jacob & Ryan, 2018), it was imperative that this qualitative research study explore the impact of team-based interventions during athletic practices at an urban Title I high school. The research examined how student perceptions of their academic success and self-efficacy were impacted based on academic interventions in the form of study tables. The objective of the research was to capture the impact of academic intervention as it relates to students' academic success. This impact was measured through the use of the participants' perception through the duration of the study and its impact on academics as well as self-confidence and self-efficacy. As Symonds (2009) illustrated, the intervention of student–athlete study halls could potentially impact the student's academic performance. Jacob and Ryan (2018) explained that urban schools are primarily concerned about the academic progress of its student population. The researcher focused on how high school

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student–athletes can focus on their academic skills that will contribute to their overall success. Additionally, through the use of the participant perceptions of the range of impact of the study, the researcher was able to determine if this academic intervention had a positive impact on the participants; and if the study table program would be a benefit to other groups as well.

Purpose of the Study

The purpose of this qualitative, intrinsic case study was to explore how team-based academic interventions impact student achievement. Bastie's (2017) discussion about the "student" being the first part of "student–athlete" brings up the idea of reinforcing the importance of academics in the world of athletics. Oppenheimer (2015) states that "when an athlete thinks that the rest of the team doesn't care about academics, that athlete tries to fit in by pretending not to care either" (TIME, 2015, para. 10). This statement raises the idea that if academics were made to be important from the start of an athletic season, or practice, then overtime the importance of academics would be revealed thus enticing athletes to care about their academics. Oppenheimer (2015) later states that "helping student athletes do better in the classroom may be as simple as letting them know that their teammates care as much about academics as they do" (TIME, 2015, para. 15). As well, many student–athletes "care deeply about the education they are receiving, and should care, because financial success in professional sports will elude the vast majority of them" (Oppenheimer, 2015, para. 15). If implemented properly, academic interventions could be used as added encouragement for student–athletes to focus on being a student, before an athlete.

This academic intervention was designed to examine how high school student–athletes, ages 14–17, comprehended, and reflected their individual experience with the study table program as part of their athletic practices. The makeup of this study consisted of 30-minute study

sessions that were conducted two times a week. The school in which the study took place provides laptops to each student. Therefore, all participants were allowed the use of their laptop during the study table sessions in order to assist with assignments. The purpose of this was to remind the participants that these laptops can be used as a study tool to aid in their pursuit for academic success. Participants were also allowed to ask the researcher questions or for study advice. This allowance would allow for the idea of an advisor being a study tool as well.

The purpose for this is to provide participants with a solid academic intervention that can help them with their academic success and self-confidence. As discussed in Jacob & Ryan (2008) academic improvement in urban schools is of upmost importance and concern. With the recommendation from Symonds's (2009) study that academic interventions can help with academic success and achievement. When implemented properly, these academic interventions could help to ease the concern and need for academic improvement. The determination for this research study is to showcase the potential improvement that an academic intervention can have on a student–athlete's success and self-confidence.

Research Questions

The following qualitative research questions drove the researcher to observe student–athletes and the effect that certain team-based interventions aligned with their academic success. The research utilized a qualitative research method and incorporated the following research questions to serve as a guide for the study as follows:

RQ 1: How do student–athletes perceive participation in team-based activities or athletics influence academic achievement?

RQ 2: How does the implementation of study tables during athletic practices impact student–athletes' academic success?

Rationale, Relevance, and Significance of the Study

This research study differed, compared to others, as it explored the range of impact of a specific academic intervention. The academic intervention chosen for this study was a specifically structured study table program which was designed to assist in the academic improvement and success of student–athletes. As well, this study examined the possible impact on academic success and self-efficacy. Symonds's (2009) research explored a connection between athletics and academics, be it positively or negatively, and this study provides evidence that furthers that connection. The research substantiates a relationship between the areas of academics and self-efficacy aligned with academic interventions, such as study tables. Academic interventions have the capability to allow students more responsibility in focusing on their academic performance, as well as time management and study content during individual study tables.

The characteristics of responsibility and time management aligned with Bandura's (1997) discussion of self-control, and the connection to feelings of success and accomplishment. By gaining control of time and managing healthy study habits, this study helped to further evidence put forth by Bandura. Much like participating on an athletic team, student–athletes utilized teamwork and learning skills during group study tables. These characteristics are some that may not always be teachable in the classroom but rather are inspired through actions and practice. Burns et al. (2013) explored how athletics may create a realm of career building and a more serious structure for academics. The value of a study like this one, would be to creatively assist in the academic success of student–athletes, as well as potentially positively impact their self-confidence as well.

The idea of teamwork through athletics and team study tables aligned with Burns's study and expressed another link between academic interventions and academic success. Given these considerations, there is the idea that this form of academic intervention could provide participants with a more active character trait in the form of teamwork and leadership and provide greater impact in establishing new routines for participants study habits. This is of great importance as the scope of academia and education is ever changing. In searching for new techniques to engage students to more confidentially embrace their academics, these interventions could provide a new outlet for learning and academic achievement. Should the study yield positive results, other schools in the district may benefit from incorporating study tables, or a variation of the model, into their athletic plans.

Definition of Terms

Title I. An institution that defined as students who may classify as being in a low socioeconomic population. These schools are federally funded to provide services to disadvantaged students (U.S. Department of Education, 2018).

Urban city high school. Often this is an overly populated high school, with a majority of its student population comprised of students who primarily come from low socioeconomic backgrounds. These schools are often inadequately funded as well and classify as "city" or "inner city" schools (NCES, 2018).

Academic interventions. As an academic or specific type of program that is created to assist students in improving their academic potential. These interventions are designed to track progress and often integrate into specific programs and or classes (Symonds, 2009).

Self-efficacy. The student's perception and confidence level of their character and effort expended; and that this effort "can produce given levels of attainment" (Bandura, 1997, p. 382).

For this study, this term is linked with how the students identify their perceptions upon completing a task, whether it was positive or negative.

Student–athlete- A student who engages in a sport or is eligible for participation in sports at a high school or intercollegiate level (OregonLaws, 2009).

Assumptions, Limitations, and Delimitations

Assumptions

Participants responded to interview questions (see Appendix D) both at the beginning of the study, as well as the end of the study. The interviews provided the researcher with further insight into how the participants reflected upon their self-confidence levels through exhibiting these experiences in their weekly journals. Participants also provided participant journal entries every week. The researcher prompted these journal entries, and the prompts asked for participant perception of the study table program and the effect on the participants' academics and self-efficacy. The assumption from these data collection methods was that the participants were going to be comfortable in their current study habits. Additionally, the assumption would be that participants would not see the benefit to this new form of academic intervention and that they would not see the need for its implementation.

Based on the previously reviewed research of academic intervention, there was also the assumption that this form of academic intervention would not benefit high school students and may be proven more effectively at the collegiate level. As well, the researcher assumed that finding the exact impact of this implementation would prove to be challenging as the results were based more on perception and opinion, rather than a quantitative method that includes the measurement of numbered grade point averages. However, these assumptions of observations helped the researcher to further explore the range of impact that the study table intervention had

on the participants. These explorations also helped to conclude whether these academic

interventions had any connection or impact on academic success and or self-efficacy.

Limitations

Because the study centered on only one athletic team, the study was limited to the team's

participants, which created a small sample size. If all participants agreed to the study, there

would have been a 20-person sample size. However, there was a possibility of some participants

declining to participate in the study, therefore decreasing the sample size. Another limitation was

the idea that the participants would share too much information via interviews. This limitation

encouraged keeping the interviews short, timely, and general—this helped the researcher from

forming prestudy opinions about the participants. A more detailed conclusion interview took

place at the end of the study, providing a richer insight into the participant's self-concept related

to academics and their ideas on self-efficacy. This research study was also a generalizability

study in the sense that the researcher worked with a more diverse and ethnic population.

Delimitations

The researcher designed a qualitative research study, which allowed for observation and

exploration of academic interventions and the impact of their implementation into an athletic

practice. As such, this study focused on participants' perceptions related to academic

performance, team membership, self-confidence, and self-efficacy. This data was impacted by

the smaller sample size that the researcher encountered. The small sample size was primarily due

to the number of participants that initially tried out for the sports team, however the researcher

chose to keep the sample size as it was and not ask for additional volunteers. The researcher kept

the smaller sample size because it opened the door for specific data collection. With a smaller

sample size, the researcher could take more time during the interview process to gather more

specific data from the participants. Being that there was a smaller size, allowed for the researcher to design the study in a more specific manner. The details of the study were designed in a way that allowed for in-depth data collection via the perception of the participants by asking questions designed to get to know the study habits of each participant. Additionally the researcher was able to control the sizes of the group study tables due to the smaller participant pool.

The choice to conduct the research at this specific school, as opposed to another or multiple schools, was due to the ethnically diverse and low-income population of the student body. With English Language Arts, math, and biology test scores at 60% of the National Standard, according to the Office of Super Intendants for Washington State Schools, this study was important in this demographic and location. These factors contributed to an under-studied group of participants in a school that needs a study-table program or other form of academic intervention, which is the reasoning for the researcher's choice in selecting a site for the study. This boundary was set by the researcher in order to gain a full understanding of how an academic intervention can impact the student–athletes at an urban high school.

Summary

The literature in this chapter aided in the exploration of team-based interventions and their impact on academic success and self-efficacy. As well, it helped to showcase the effects of academic interventions into athletic practices as well as potential benefits to other programs in aiding in their academic structure and plans. Chapter 2 will provide an overview of the research provided from studies of U.S. schools, both non-collegiate and collegiate, and their implementation of athletic policies. Additionally, the research in Chapter 2 will showcase the outcome of similar studies revolving academic interventions and the impact of those

interventions on student's academics. As well, research will look at the athletic impact of these

interventions. This research highlights the current positive and negative outcomes of athletics on

a student's study habits and academic career. The study design and rationale will be presented in

Chapter 3 as well as the methodology for the study. Chapter 4 will review and analyze the data

collected from the study along with present the findings based off the data collected from the

participants. Chapter 4 will recap participant interviews as well as give an introduction into the

exact impact of academic interventions on student–athletes. Finally, Chapter 5 will present the

final findings for the study as well as provide recommendation for further research. This research

study ventured to explore an under-examined relationship between athletics and academics, and

more pointedly, student–athletes and their academic performance.

Chapter 2: Literature Review

Introduction

The foundational literature related to academic interventions and suggested that study tables at Title I high schools assisted in the improvement of students' academic success. The study of Singh, Bhardwaj, and Bhardwaj (2009) on the effects of self-efficacy and the performance of student–athletes affirmed this assumption. Additionally, the body of literature examined the range of impacts of academic interventions when implemented during athletics or other after school group activities. As Karpowich (2009) stated, the research provided helped to examine and "evaluate athletic programs to support the academic achievement of student–athletes" (p. 3). These evaluations go beyond the realm of sports, but they apply deeper into other organized group activities. In a study conducted by Frezza (2016), evidence supports certain types of academic interventions and how these interventions provided better academic results for student–athletes.

These interventions included study halls (similar to study tables), individual tutoring sessions, specific small class-size meetings, and other non in-school activities to help develop and strengthen healthy study habits. These interventions were shown to empower student–athletes to obtain higher academic success rates and to be successful in both areas. The researcher compared the benefits of an academic intervention such as study tables, to the ones provided by Frezza (2016) to see the comparison of impact, as well as similarities. A potential conflict in the research was the assumption that student–athletes will always struggle since they prioritize athletics ahead of academics. If academic improvement were a priority in urban city schools for student–athletes, the focus would be on the academic environment. Additionally, the

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appropriate resources would be in place; then, student behavior may be modified to ensure academic success.

Similarly, a study conducted in 2011 stated that "athletics as a whole may be seen as a way to improve academic performance which could lead to a more diverse body of students striving for college placement and becoming successful there" (Collins, 2011, p. 3). Similarly, Burgin (2011) and Raddatz (2013) discussed that students have a higher level of self-assurance when they have access to more academic support services. These support services can be any one of the academic interventions discussed previously. As it pertains to this research, students with more access to a study table program could have a higher level of self-assurance and confidence as opposed to having no access. Further, Ruff (2016) explored the benefits specifically of student–athletes when they have access to Student–athlete Academic Support Services (SAASS) and what the effects of such a program were on academics. In a place where athletics has "become more commercialized, pressuring athletic departments and coaches to produce winning teams" (Raddatz, 2013, p. 11), students feel pressure to focus on athletics over academics. Additionally, students could perceive winning or athletic success to be more important than academic success. This perception could raise the questions that after an athletic career has come to an end, what would the student have at the end. Along with Ruff (2016), Slone (2018) explored the effects of student–athletes academics when they participated in academic support services or academic interventions. The research explored the perception of academics, the connection to athletics, and how these successes or failures affected a student's self-efficacy and self-perception.

While this qualitative study could be used in different groups or activities, this research focused on athletics. A similar study conducted by Cole (2014), where the researcher examined

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the relationship between athletics, academic achievement, and self-efficacy. However, that study did not inspect the range of impact. The research examined the range of impact of academic interventions, in the form of a study table program, on student–athletes from an academic standpoint as well as a self-efficacy impact. As well this study set to explore the participant perception of this impact and whether the participant deemed the study to be impactful or not. Cole's (2014) study explored the overall grade point averages (GPAs) and those correlations to student–athlete self-efficacy. As well, Cole (2014) compared those GPAs and the perception of student–athlete self-efficacy to the perception of non-student–athletes self-efficacy. Cole's (2014) study showed significant evidence indicating that those participating in athletics had not only a higher GPA but a more positive perception of academics and self-efficacy, compared to those who do not partake in athletics. Additional literature reviewed for this study are some that pertain to athletics as well as similar activities. Athletes are not the only extracurricular groups on an academic campus that must maintain a certain level of academics. Different after-school groups and clubs must also maintain a high level of academics in order to remain not only an active member, but an active group on campus. Athletics allow for students to strive for high marks in their academics as well; athletics can aid in the building and encouragement of self-efficacy. Ideal frameworks for this form of academic intervention include environmental factors, outside commitment, and encouragement. As well, the frameworks included the potential impact of athletics or activities on a student's self-efficacy, the student perception of academic interventions, and the range of impact. These frameworks complemented each other to explore the range of impact of academic interventions on students' academics, as well as self-efficacy. Most of the reviewed literature were studies that revolved around observation and exploration of

students', resulting in these studies that are qualitative rather than quantitative. These explorative studies focused on academic interventions and provided a solid foundation for this study.

Conceptual Framework

While the main question centered on study tables, and other study tools assisting in athletic students' academics, the researcher first used the provided literature to explore prior findings involving academics and athletics. From these findings, it was clear to see that additional tools, when provided, can assist in the academic success of these student–athletes. Some of these tools included sanctioned study time and space, advisors readily on hand to assist with studying and assignment completes, provided study toolkits compiled by teachers or advisors, and access to more research for homework completion. The conceptual framework presented in Chapter 1 provided a brief outline of the structural research of academics and athletics, and how developed skills, knowledge, and environmental factors directly impacted behavior. This framework was developed upon the review of a study conducted by Symonds (2009). Symonds (2009) examined how athletes can succeed in academia, when provided with the proper environment and a provided academic support system. Symonds (2009) provided the researcher with details on how the conceptual framework should be formulated and designed. Additionally, the researcher designed the framework to serve as a lens for this study that focused on the importance of study habits and the understanding of student–athlete perceptions of their academic success and self-confidence.

Aligning with Bandura's steps to self-efficacy (Akhtar, 2017), a brief outline can be seen in the correlation of mastery experiences (such as memorization), verbal persuasion, and their link to skills and knowledge. Additionally, Akhtar (2017) explored the notion that vicarious experiences, as well as emotional and physiological states, can be linked to the environmental

factors that impact student–athletes academics. It is worth noting that the link within Bandura's

steps and the accompanying framework, there was a difference between self-efficacy and the

belief in behavior, and confidence. "Perceived self-efficacy refers to belief in one's agentive

capabilities, that one can produce given levels of attainment" (Bandura, 1997, p. 382), and these

capabilities can lead to a sense of confidence. Self-efficacy should be observed on its own

without being interrupted, as well. By exploring a student's perception before study tables, or

their environment, as well as mindset, helped to determine their level of self-efficacy. Bandura

also expressed that self-efficacy is not related to one's judgments about their skills, but rather

about one's judgments of what they can accomplish with those skills (Bandura, 1986). Exploring

this idea presented by Bandura, given the proper environment and proper study tools, athletics

can be improved due to a personal outlook on one's self-efficacy. Sievers (2008) study examined

the student perception of academic support programs, also referred to as academic interventions,

and what these programs or interventions did for their grades. These student perceptions tied into

Bandura's (1997) idea of perception and its dictation of attitude and effort. A key factor the

researcher considered when studying student perceptions was the different types of perception.

       This framework was used to explore the connection between athletics and academics, as

well as the intervention of the incorporation of certain study habits into athletic practices.

Improvements were made in academia by researching and studying the above framework. By

targeting student–athletes at an urban Title I high school between the ages of 14–17, the

researcher observed the struggles of the participants from different aspects. Ways to explore

framework ideals were through individualized and group study, where the athletes were working

on building confidence and good study habits outside of the classroom. To retain information

and test the theory of study tables, the researcher had to gain an understanding of the students'

perceptions before the introduction of study tables. In a study done by Scarcella (2016), interviews were proven to assist in the exploration of student athlete's understanding and perception of academics. Similarly, a study by Roberson (2014) showed that the use of semi structured interviews provided evidence that student–athlete engagement in academics was more connected to their feelings of academics—not necessarily whether their academic standing depended on it. Through the use of interviews, the researcher was able to explore improvement in the areas of character, responsibility, commitment, and academic improvement. Additionally, interview answers helped the researcher to understand the participants' perception of academics as they relate to athletics or other group activities, as well as self-efficacy.

Additionally, certain discoveries were called into question to assist in the research. Individual and group study tables helped to improve the academics of high school athletes by providing them with a different study environment. This environment allowed for individual time and space to study and complete coursework, peer group discussions, one on one coaching with an advisor or educator, and time to research, review, and fully understand course material. Study tables improved the confidence of athletes in the classroom and outside of the classroom by allowing time to question, discuss, and work through frustrations. Study tables also allowed for a promised amount of study time that some students might not have gotten otherwise. Additionally, this promised amount of time was provided in a neutral environment that was free from distractions that would have otherwise kept the student from studying or working on coursework. This qualitative study explored the theory that when given a different environment and mandated study time, student–athletes feel more confident in their academics and their abilities. By helping to develop healthy study habits by using study tables, it was discovered that, against a common conception, athletics would not harm or hinder academics. Athletics and the

proper study tools help to encourage students, build their self-efficacy, and in turn, produce

success. Symonds discussed this theory as well in a 2009 study about the relationship between

athletics and academics.

As discussed by previous researchers, study tables, or other means of academic

interventions can impact student–athletes success in multiple ways. Along with this information,

the researcher focused on the environment and its effect on students' behavior and study habits.

An additional idea that was considered was that a student at a Title I high school might let their

environment and their situation affect their study habits. This idea can be explored using

prompted journaling—to encourage participant ideas and perspectives. Title I schools are

populated with students from low-income families (NCES). These students may be individuals

who have no place or time to study outside of school or organized activities due to their home

life and their need or requirement to help support their family. This framework was a guideline

to the research that guided the exploration of the impact of "athletic study tables on students"

academic success and self-efficacy.

Finally, the framework presented a solid foundation for the researcher to explore the

participant perceptions of the provided academic intervention. Participant perceptions presented

in Verbeck's (2010) qualitative study provided a model for the researcher to follow when

exploring participant perception data. Verbeck (2010) studied "perceptions regarding the

expectative academic personnel have of the student–athletes' academic competence, and

perceptions regarding factors the student–athletes believe they impact their academic success."

The study looked at "the student–athletes academic self-efficacy concerning these perceptions"

(Verbeck, 2010, p. 8). When students perceive themselves to be successful and have been

provided the tools needed to attain that success, then the outcome will be more positive than

negative. Verbeck (2010) discusses that in some cases regarding academic interventions, the perception of the student has more to do with the outcome of academic success rather than strictly the preparation for academic success. This can be attributed to a positive image of academic and self-confidence.

Review of Research Literature and Methodological Literature

A theme prevalent in this literature review was the way the environment has some bearing on study habits and productive study time. The exploration of study tables and the impact on a students' academics and self-efficacy was an examination that took place in a structured environment, and one that is different from normal study environments. In Symonds's (2009) study of student–athlete participation, significant data provided reasoning for further exploration into the idea that with an appropriate environment and encouragement from outside sources (i.e., coaches and administration), that academic interventions can provide a positive impact on academics. Veloz (2015) examined the supporting factors in a student–athletes' life and found that administrators and advisors, such as coaches, do have a job to provide educational programs and inclusive programs for their students or acting participants. This exploration conducted during this study connected with the study of academic interventions because the appropriate academic interventions, would be held in an ideal study environment. Additionally, Francois (2013) discussed that academics are important to athletes when someone in an educational leadership position is offering encouragement and offering an "environment of accountability" (p. 20). Francois (2013) explored another avenue of environmental impact on study habits. Francois (2013) discussed that is that while environments count as a dedicated quiet space where students would be able to focus only on their academics, they can also count as a personality form such as accountability.

Commitment

An additional theme to the literature is the idea of outside commitment to student success. Because few schools fit the same parameters of the school in which the research took place, this provided enough evidence to indicate that this study could be implemented in other organizations and schools. The implementation would be brought on by a group or organizational leader, which would express a commitment to student success and academic achievement. A study that aligns well with that of Symonds (2009), is a study conducted by Rezania and Gurney (2014) about coaches' commitments to their athletes. Coached commitment to their athletes aligns with Symonds research of outside sources (coaches and administration) influencing the academic side of a student–athletes' career. Past experiences and observations have shown that when a coach is committed to an athlete's success, the athlete is more likely to put forth the effort to succeed. Similarly, DeBoers (2009) discussed that support from coaches as well as parents are important to a student's "confidence as an athlete" (p. 4). That support can also lead to confidence in self-efficacy. Another aspect to be considered is the idea that coaches and advisors may be the only true supporters of students' academic achievement, other than their teachers. It could be said that some students feel as if teachers only support their achievements because they have to, not because they truly want to. Having a coach or advisor, who had no direct benefit for their student–athletes academic achievement, could give the student a sense of pride in knowing that someone else is genuinely proud of them and their success.

Along with the theme of outside commitment to student success is this idea of *critical success factors* (Cooper, 2009). These success factors are classified in the form of a person, place, or academic intervention. Cooper (2009) discussed the idea that academic interventions, along with a strong support system, directly impact a student–athlete success factor. To that

extent, a student's self-efficacy can also directly impact these success factors. Cooper (2009) discusses the idea that when we make an outside commitment to academics a matter of importance to students, they will take it upon themselves to work harder outside of the classroom to maintain their academics.

Environment

Between Symonds's (2009) environmental theory and Rezania and Gurney's (2014) positive communication research, there is evidence that athletics, with ideal environmental factors, can improve academics and, therefore, behavior. Both research articles focused on the ideal factors of environment and commitment from an authority figure or group leader, to provide a positive output of skills and knowledge. Individual study time, as well as one-on-one communication and advising, will produce better confidence and inspiration for character in the form of confidence and responsibility. These, in turn, will allow for student–athletes to develop healthy study habits and character responsibility as well as more of a belief in themselves and better academic behavior. There is also an idea, within a study done by Davidson (2010), that participating in athletics or some other form of activity or after school group program "positively influences the whole adolescent specifically in the areas of social, emotional, physical, and academic development" (p. 2).

Creativity

Pachucki's (2010) study explored the effects on creativity incorporated in study habits and the effects on a students' character and personality. By using creativity within studying such as volunteerism, arts, social interaction, and creative writing, students get more enjoyment out of studying, form better study habits, and find it easier to commit information and knowledge to memory for their needs in the classroom. The idea of integrating study tables into an athletic or

other after school activity would allow a student to study in a creative and new environment, which helps shape their character. The exploration could even go as far as allowing the new study environment to help students' commit lessons to memory. Agreeing with the same theory and thinking of creative study habits is an older research piece by Gaier. Although dated, Gaier (1966) believed that academic involvement is based on a student's motor ability as well as their need for creativity. While this study was formulated in the form of standardized testing, it would be interesting to compare Gaier's (1966) theory and thinking to Pachucki's (2010) research. The date range between these two studies is a great exploration of just how far this implementation of study and activity goes. It demonstrated how long researchers have been exploring the range of impact and correlation between the two fields.

Perception

In a study conducted by Dillman (2008), the attitudes and opinions of students were assessed when it came to their academics. These assessments showed that the attitudes were connected to the academic support services on campus, and the lack of positive outcomes from these services. These support services consisted of many things, but one of them was assigned study halls for athletics. The study showcased that while the support services were indeed helpful in the sense that it was helpful to know they were there; they were not helpful (in the mind of the students) when it came to assisting them academically. Hernandez (2015) researched the effects of mandatory study hall and also showed that the "current mandatory study hall model is not effective in fostering academic success and evidenced by cumulative student GPAs" (p. 30). While Hernandez's (2015) study had quantitative evidence to support the idea of study halls and their positive impact on academic success.

Dillman (2008) expressed that through the use of student perception and attitudes, these study halls do not help academically. Both studies were done with intercollegiate athletes, whereas this qualitative study revolved around high school athletes. The difference between collegiate and high school athlete perceptions is noteworthy within this qualitative study. In Lawrence's 2007 study on the academic beliefs per individual students, research showed that student's views on academics at interscholastic levels have a direct impact based on athletics. For example, if students have a positive thought process in their academics and their studying, the outcome of their academics will be more positive as well.

Observation

Lawrence's (2007) study, through observation, discovered the direct improvements in student academics, personal success, and confidence. Margolis and McCabe designed a study similar to Lawrence (2007). Their 2006 study showed that students, particularly struggling students, learn best when presented with specific strategies and models to follow. A model, such as a peer-led study table, or a group discussion, can increase a student's engagement in academics as well as their belief in their ability. Alternately, a small sample size of 25–50 athletes was surveyed by Powell (2009), and the study indicated that having more than just mandated study halls available was beneficial. Other academic services such as counseling, tutoring, and access to computers and other resources were indeed beneficial in the perception of academics.

Much of the research provided was done qualitatively and was explored via observation and surveys, which is a positive way to study the behavior of the student and the impact these interventions have on their academics. One study which focused on academic interventions was a study that fixated on the implementation of academic support programs that were put in place

solely for those participating in athletic activities. Connor (2016) explored the need for academic

support programs for student–athletes, and the study showed significant achievement by

participating students. By following a similar model, Connor (2016) monitored student's

engagement in their academics via the use of an academic intervention such as study tables, and

through research and reporting, studies and evaluations discovered another positive outcome of

athletics and other group activities on academics.

Kihl (2011) provided a study that explores the corruption of academics due to student

athletics, which conflicts with Rezania and Gurney (2014). Kihl (2011) provided solid evidence

that attitude and behavior can be altered and challenged based off environment and positive

'reinforcement' (so-to-speak) from coaches or advisors, Kihl (2011) explored the idea that when

student–athletes feel that athletics could be more important, they will put that before academics.

Ibourk's (2015) study had a similar negative approach to athletic programs hindering academia

but felt that the environment and setting have a direct effect on student athlete's behaviors, rather

than the activity itself. This idea of athletics being more important than academics has been a

source of conflict in the world of higher education for years. Ibourk (2015) discusses the

importance of helping athletes to understand that there is more than just winning, and that

academic success and achievement is just as important to their future as athletic achievement is.

Additionally, Ibourk (2015) goes on to discuss that if there was healthy communication about the

importance of academics, rather than just athletics, then the two worlds might coexist

harmoniously.

Academic Support Services

The Northwest Accreditation Commission (NWAC) stated that "the curriculum including

coursework, co-curricular activities, and other school-approved educational experiences, is the

school's formal plan to fulfill its mission and expectations for student learning" (2011, p. 3). The idea was for an in-classroom curriculum that could be tied to an athletic curriculum, even stating that co-curricular activities can assist in fulfilling the school's mission. If these activities are done right and help students, they can not only help to achieve and fulfill the school's mission, but they can also help to achieve student success in their academics. When it comes to the frameworks that Symonds (2009), Rezania and Gurney's (2014), Kihl (2011), and Pachucki (2010) align themselves with, it is between behaviors, skillsets, and knowledge. Two ideas are more on the qualitative side of research as, in the end, they measure the quality of a student's behavior. However, Kihl (2011) can be measured quantitatively because the research is measured by the student's grade point average (quantity) over five years.

Also prevalent in the research was the exploration of a link among athletics; those who exercise and high academic achievement. In a University of Strathclyde and University of Dundee's (2013) study, "5,000 children and adolescents, which found links between exercise and exam success in English, mathematics, and science and discovered an increase in performance for every extra 17 minutes boys exercised, and 12 minutes for girls" (BBC, 2013, para. 4). This research concluded that those who increased in exercise and athletic ability excelled in their studies; specifically, girls excelled in the sciences, and the boys excelled in English. The *Global Post* reported on a study that showed that *"athletes in the most competitive and popular sports tending to exhibit lower academic performance, gender also plays a role,"* again, stating that "female athletes consistently outperform both male athletes and male nonathletes."

Professor Ian Henry, a director of the Centre for Olympic Studies and Research at Loughborough University, explored the collegiate aspect of athletics and academics. Henry (2011) explains that "having an outlet of interest other than sport helps athletes 'to put their

training and performance into perspective, allowing them to deal more effectively with the challenges of sport, including setbacks and injury" (Henry, 2011, p. 1). The commotion and stress of getting from one class to another and keeping up with the demands of certain professor's expectations compare to the pressure athletes face in competition. Additionally, should injuries arise that prevent athletes from participating in their athletic activity, these athletes need to have their academics as their main plan for when their athletic journey has concluded. Henry confirmed this process of thinking by stating that, "although the pressures on elite sportspeople are high, many respond well to additional demands, such as studying for a degree (Henry, 2011, p. 4)." This also shows that there is more to athletics than putting trophies in a trophy case and winning titles. Athletics can also provide an outlet for its participants to become well rounded students.

Burns, Dunn, Fletcher, and Jasinski's (2013) study evaluated academic support services, such as study tables, discussion groups, and peer lead study groups, against "student–athlete career decision-making self-efficacy" (2013, p. 161). The study evaluated 158 NCAA Division I athletes, of which 68% were male, and 32% were female. These student–athletes completed "measures of satisfaction with their academic support services, career decision-making self-efficacy, and general self-efficacy" (2013, p. 161), and the results from the study showed that "academic support services were positively related to levels of career decision-making self-efficacy" (2013, p. 161). As well, "the significant associations found between the availability of athlete-specific academic support services . . . and athletic persistence rates tentatively confirm their efficacy" (Thiss, 2009, p. 4). Thiss (2009) and Burns, Dunn, Fletcher, and Jasinski (2013) studies both showed significant data indicating that athletics with the incorporation of academic support systems (academic interventions) have a positive effect on a student's self-efficacy.

The "Flutie Factor" is named for Doug Flutie, a renowned professional quarterback who graduated from Boston College and is known for his game-winning pass against the University of Miami in 1984. Allen's (1999) study showed that this "Flutie Factor" (para. 12) caused a "33% increase in applications that Doug Flutie helped bring Boston College" (para. 12). These athletes, who studied hard, had successful college careers both on the field and in the classroom, experienced positive effects not only in their own lives but in the lives around them as well. The relationship was moderated in a way that showed student–athletes with "lower levels of general self-efficacy, and internal locus of control benefited more from positive experiences with academic support services" (Burns, Dunn, Fletcher, & Jasinski, 2013, p. 160). As well, Anderson (2010) conducted a study in which the comparison between revenue-generating sports and those athletes had a higher success rate than those of lower revenue-generating athletes. These results were inclusive; however, the competition mentality both on the field or court, can also translate and be useful in the classroom, or lab, as well.

Review of Methodological Issues

The two central methodological approaches observed in the body of literature involve qualitative and quantitative research studies. Many of the studies that involved research on self-efficacy and student perceptions were qualitative based. Studies such as Symonds (2009) study on the impact of academic interventions and the student perception of the interventions and the studies of Burns (2013), and Cole (2014). Burns's (2013) and Cole's (2014) qualitative studies explored the impact of academic interventions on the self-efficacy of a student–athlete. Other the studies that involved data collection and analysis took on a more quantitative research approach. Kihl's (2011) study was an impactful quantitative study as study was measured by the student's grade point average fluctuation. There were a few studies in the reviewed literature that involved

both data collection, utilizing grade point average collection and test results, as well as student perception and self-efficacy, utilizing a mixed-methods approach. For example, Signh's (2009) measured the impact of academic interventions by comparing changes in specific test scores over time; additionally he explored the perception and opinion of the participant as pertained to the study. For this research study, a qualitative method was more appropriate, and the researcher found that the qualitative research aligned more with the planned data collection than a quantitative study would have. The use of a qualitative study allowed for the researcher to really observe the impact on self-efficacy, gather participant perception of academic intervention, and better explore the range of impact, rather than a quantitative study.

Qualitative Studies

The studies of Anderson (2010), DeBoer (2009), and Verback (2010) all revolved around student perception, of either their academics and the correlation of athletics, or the perception of academic interventions and their effect on athletics and academic success. These studies included exploration through the lenses of observation and perception, making them qualitative. These studies leave room for more exploration and additional observations. Along with these studies are those of Bandura (1997), Burns (2013), and Cole (2014). These three qualitative studies explored the effect that academic interventions have on the self-efficacy of student–athletes. The participant perception of the academic interventions was of interested to the researcher due to the fact that by gaining participant perceptions, conclusions can be rounded out by firsthand personal data rather than just an assumption of what the study provided.

Along with exploring the effects of self-efficacy from an academic standpoint, these studies also explored the self-efficacy of the athlete and how that is affected from an athletic standpoint. The studies explored what the athlete viewpoint on academics and what the athlete

perceived to be more important. These studies create a wealth of information for the researcher when it comes to the completing of interview question and journal prompts (see Appendix E).

Quantitative Studies

Quantitative studies that offered insight as well are the studies of Cooper (2009), Lawrence (2007), and Thiss (2009). Cooper's (2009) study was a quantitative case study following the success factors of athletes at a Division I school. These success factors were measurable by test scores and grade point averages, rather than observations and student perceptions. While this style of data collection could provide hard facts and data showing the impact of academic interventions, it would not allow for the researcher to conclude the impact of these interventions on the participants' self-efficacy. Although quantitative, the study was indeed helpful while exploring certain success factors of student–athletes. Lawrence (2007) and Thiss (2009) studies explored the range of academic success from NAACP athletes from both a community college, as well as on a university level.

These studies offered insight as to the differences in pressure from athletes at different levels of athletic competitiveness and what they do to apply successful tools to their academics. Signh's (2009) study used a mixed methodological study to explore not only student–athletes' self-efficacy but also to measure their performance in athletic events based on their academic success. This mixed-method study was a great way to observe the bigger picture of cause and effect of academic interventions; however, since this study does not include data measurement of performance, the qualitative side was more researched than the quantitative side.

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Synthesis of Research Findings

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Based on the research, there were two critical areas of thinking: athletics hinder academics, or athletics does not impact academics. Some research, such as Ibourk (2015) and

Kihl (2011), exemplified that student–athletes were focusing on athletics more than academics struggle, especially student–athletes that tend to be more competitive. The pressure is more on providing winning records, awards, or trophies, than on producing quality academics. Those athletes who participated in the competitive aspect to win were less successful than those who participate not only help their peers succeed but also to produce a longer-lasting positive result. Commonly seen with collegiate teams such as Alabama, Ohio, and other top teams, athletes that must maintain a higher-grade point average to stay on the team. These athletes are known to play for the sake of playing, but also wish to be successful both athletically and academically at the end of a season, no matter what the outcome. Without having a solid foundation of academics and being successful in the classroom, these athletes may have nothing to fall back in should their athletic careers not play out in the long run.

Other research, such as Sloan (2018), Symonds (2009), and Rezania and Gurney (2014), exhibited the opposite; that athletics can help to keep students on a better and more academically positive path—especially those at the high school level. Athletics allowed students to take on greater responsibility and, therefore, help to build their character in a way that cannot be attained in a classroom. As a member of a team, athletes must prove responsible for maintaining a certain grade point average to stay part of a team and failing at that responsibility does not just affect the individual athlete but also the team itself. This higher standard of leadership that student–athletes must hold themselves to instills a sense of maturity, leadership, and responsibility. These are characteristics that can be developed from an academic intervention if advisors or coaches chose to implement them as a regular part of practices. Sloan (2018) examines the role of advisors and leaders in the realm of academics and how they can be an asset. When these leaders take an active role in the academic lives of their student–athletes, then the student–athletes feel as if they

have another supporter behind them and someone else who can help them succeed. As administrators and people in a leadership role, coaches who allowed for study table programs or other means of study materials, not only provided a different environment for students to succeed in, but they also allowed them different means of getting assistance and different ways to understand the material.

The Global Post's 2013 research study showed that students who were involved in athletics, or even more active in their lifestyles, not only had a more creative mind, but can keep up with demands, and their athleticism helped to develop motor skills and a different mindset. Depending on the activity, some student–athletes needed to think on a different level to succeed athletically, and this mindset can translate into the classroom by rethinking their way around a problem or an equation. Many athletes use their form of problem solving in the athletic arena and use it in the classroom of to assist in solving everyday problems. From a creative aspect, students apply different methods and explanations to get their points and ideas across. By juggling athletics and academics, students can juggle more demands from educators, as well as different schedules and changes in plans and places. Student–athletes also use challenges that they face in sports or the classroom and apply those solutions to learn or achieve a new understanding or viewpoint. Additionally, those with athletic backgrounds or who are familiar with working on a team to achieve and maintain success, learn to work well and cooperate with others. Compared to those who are not used to working with others and struggle in the group aspect of the classroom, athletes tend to be leisurelier to work with when it comes to group activities or projects. Research showed that the intervention of athletics and academics has both a positive and negative impact.

Given the right tools to succeed allowed students to thrive in their academic studies at the high school and collegiate level. These successes also led to future career success from a knowledge and skillset point of view. By providing student–athletes tools, such as study tables, students were able to get a handle on character building, as well as academic and individual responsibility. Athletics can help academics if given the proper time and attention, and if used properly, athletics can help to positively shape and prepare a student for what lies outside of the walls of a school for them—whatever their future may be. Additionally, if given the proper tools for success, those involved in nonathletic extracurricular activities can achieve and maintain the same level of academic success.

Critique of Previous Research

Symonds's 2009 study of student–athlete participation, Rezania, and Gurney's 2014 study about coaches' commitments to their athletes, and Pachucki's 2010 study on researching the effects on creativity incorporated in study habits provided strong evidence regarding student–athletes; yet leave much room for critique and error. While all three support athletics in the world of academics, there is so much room to be proven wrong. While the studies provided significant proof that given the appropriate environment and encouragement from outside sources, athletics can help provide positive academic improvements, as well as improve creativity; there is so much wiggle room to suggest that some of this research could be biased and can be interpreted as opinion rather than fact. This research is sometimes based on behavior, which begs the question—can behavior be measured as you would measure the improvement of a grade point average, or is it better observed and monitored? While a quantitative study allows for the collection of hard data and the ability to see patterns in changes in the numbers, qualitative

research allows for more interpretation and for the observation and perceptive impact of academic interventions.

Rezania and Gurney (2014) and their study about coaches' commitments to their athletes is significant; exploring commitment to athletes through past experiences and observations. Their research shows that when a coach is committed to an athlete's success, the athlete is more likely to put forth the effort to succeed. The addition of an active coach in an athlete's academic success could be considered a crucial tool in creating health study habits. However, research cannot be solely based on previous experience, but notes taken from observation and possible interviews and observations during a study table program. This research is worth extending through further study to determine if Rezania and Gurney's theories are still relevant in today's educational environment and the relationship between athletics and academic -and the role that coaches play in both aspects.

Between Symonds's (2009) environmental theory, and Rezania and Gurney's (2014) positive communication research, there is evidence that athletics, using ideal environmental factors, can improve academics and, therefore, behavior. Testing these two research pieces in new environments, or with a different group of students, could be a way to strengthen the positive argument or could break down the research and be disproven. All three of these research ideals focus on the factors (environment) to provide a positive output of skills and knowledge—which ties back to the original conceptual framework of thinking. Individual study time, as well as one-on-one communication and advising, will produce a better idea of self-efficacy, character, responsibility, future planning, and a stronger sense of academic confidence and success. Ideally when these study times is designated in an environment designed just for the purpose of studying. Additionally, these implementations can help to develop healthy study

habits that otherwise were not attainable without the opportunity to study outside of the classroom.

Pachucki's 2010 study also addressed the idea of creativity when incorporated in study habits. As discussed previously, there was the thought that using creativity within studying, through volunteerism, arts, social interaction, and creative writing, will get students more excited about studying and will allow them to commit more information and knowledge to memory for their needs in the classroom. Looking at the realm of creativity, the researcher was challenged to say that creativity could also come from the use of challenges. Students could use challenges they face, in either realm of academics or athletics, to help them solves problem or issues within the other realm. This was a great use of creativity on a different level and challenged the original research study—in a positive agreement. These challenges can be used as discussion topics during group study tables as a way to open communication between peers and examine possible solutions together. This interactive peer activity could be considered a creative outlet for many students. Many students may feel that they cannot ask questions in the classroom for fear of looking bad in the eyes of the educator. However, allowing students to work in these group sessions could help develop cognitive skills and characteristics of inquisitiveness and leadership. Students might feel more comfortable asking these questions of their peers and then eventually feel more comfortable reaching out and asking for additional help in the classroom.

The research provided was ideal when it came to athletics and behavior, especially in association with the social skills, knowledge, and environment—everything that aligned with the conceptual framework. With the proper study tools and ideas, student–athletes not only learn with their peers and can compare their work; but they also get to work on their character building in the areas of leadership, responsibility, and cognitive problem-solving. Additionally, providing

skills and tools for academic success, then athletes will have time to complete their studies and create healthy study habits. When the stress and worry of academics are taken out of athletics, then the student–athlete can focus on being a student in the classroom, and an athlete during their practices; keeping the two aspects of their life separate. While these research pieces are positive and aligned with the initial research questions and ideas, there was room for them to challenge other sources and researchers. More importantly, there was room for these research pieces to be expanded and drawn from when it came to current and new research. If combined with research models from today's schools and new environment, these research models can strengthen, and new evidence can be given to support their ideals.

The study of team-based academic interventions was different than the others in the sense that it combined an aspect from most of the qualitative research studies observed. The research pieces observed all had large sample sizes, and the team-based intervention study contained a small sample size of student–athletes from one school as opposed to other schools. The other difference was that the team-based academic intervention studies conducted within only athletics, not other school groups. This gap in the research allowed for the team-based intervention study to open the door to new academic interventions to be implemented in many other groups, not just athletics. However, the research from these studies allow for formulation of the interview questions, journal prompts, and details to look for during the observation of the study table program.

Summary

The more the research was visited, the more the researcher revealed the study went beyond just study tables. This research argument fits into these researchers, among others, following the conceptual framework of academics and athletics. With the right environments,

study tables affected a student's skills and knowledge. In the same case, certain skills and knowledge from some student–athletes indeed affected a student's environments, or what they perceive to be their environment. When these two factors were working together, they created a positive behavioral outcome for student–athletes. By visiting the underlying themes of environment, success factors, and student perception, the researcher better explored the range of impact of these academic interventions on a student's academics, as well as self-efficacy.

Additionally, keeping in consideration the outside commitment of student–athletes, as well as the opinions, perceptions, and observations that revolve around academic interventions are all contributing factors in the literature. Though not guaranteed in the outcome of the academic-intervention implementation, these themes all need to be in consideration when reviewing the research, literature, and data. Additionally, these academic interventions would need to reengage the statement put forth by Bastie (2017) that "student" needs to remain before "athlete." It is important for the researcher to put forth an academic intervention that revolves and holds true to the idea that athletics needs to make and keep room for academics; and needs to hold academics in a higher standard.

Through the study of athletics and its connection to academics and self-efficacy, along with a collection and observation of qualitative data through participant perceptions, the researcher concluded that athletics could have a positive effect on academics. Self- efficacy is based on behavior and which can be affected by many different things; environments, current understanding, and knowledge, as well as outside contributing factors such as support systems and supplied study tools. Behavior cannot be measured by just one set of numbers, like a GPA, but it can be observed and developed.

Chapter 3: Methodology

Introduction

This qualitative study explored the range of impact of academic interventions on student–athletes' academics, as well as self-efficacy. The study also explored whether the group dynamics of team members with high standards and expectations influence achievement. The foundational research of literature, exploring athletics and their alignment with academics, provided a sound basis for the positive influence of interventions, such as team study tables. Frezza's (2016) study affirmed the positive effects of academic support services on academics, asserting that certain types of academic support services provide better results for student–athletes. The dissent in the research reflected the idea that student–athletes struggle due to prioritization of athletic commitments over academics, as shown in the Kihl (2011) study, which explored the corruption of academics due to student athletics. This qualitative study of academic-interventions and the effect on student–athletes provided an additional avenue of exploration; the relationship between high school athletics and academic achievement.

The research design for this study utilized observations, interviews, and participant perception via journaling. As a result, it allowed for the interpretation of participants' attitudes and outcomes concerning team-mandated academic interventions. This specific academic intervention explored the aspects of a student–athletes' academics and self-efficacy, which are explorative, could be monitored and observed. The research study approach allowed for interviews with the participants, allowing access to their attitudes and thought processes. Interviews with participants allowed for a wealth of information on the self-efficacy of the student–athlete and how they feel about their academic progress. Additionally, the interviews

exemplified the participants' perceptions of their confidence in their studies between interviews; after a few weeks of implemented study tables.

This study allowed the researcher to explore the impact of academic interventions, as well as provided research to compare potential positives and negatives of academics in the world of athletics. The researcher used qualitative research methods to explore the range of impact of academic interventions on student–athletes academics as well as on their self-efficacy. This exploration could provide evidence of a positive link between academics and organized group activities, such as athletics incorporating academics into the athletic practice area. Lastly, the researcher looked for differences in a student–athletes' emotional mindset, mentality, and self-efficacy through the duration of the study.

Research Questions

The research questions were qualitatively based, evoking human emotions, experiences, and perceptions. These questions were designed to explore the participants' perceptions, leading to greater insight into the study's focus. The questions were as follows:

RQ 1: How do student–athletes perceive participation in team-based activities or athletics influence academic achievement?

RQ 2: How does the implementation of study tables during athletic practices impact student–athletes' academic success?

The researcher used line of inquiry in the form of interviews, capturing participant perceptions using prompted journaling, and general observations during the study table process, to get a better understanding of the link between academics and athletics, as well as the effect on the self-efficacy of the participants.

Purpose and Design of the Study

The purpose of this qualitative, intrinsic case study was to explore how team-based academic interventions impact student achievement. This academic intervention examined how public, high school student–athletes ages 14–17 understand and describe their experience with academic study table programs as part of their athletic practices. As previously discussed, this specific academic intervention consisted of 30-minute study sessions, twice a week. On Tuesdays, participants had 30 minutes to study and work on homework on their own. Participants had assigned seats, and the room remained silent during these individual study tables. On Wednesdays, participants were put into groups of three to four for 30-minute group study sessions with their peers. This study session allowed for open discussion and was time for participants to work with their peers, ask questions, and work through current academic issues. The use of cell phones was not allowed during either study table session.

This research study consisted of three types of data collection: pre and poststudy table session interviews, observation of study habits during the study tables, and analyzing participants' journals. The observation portion of the study tables helped to answer both research questions based on the observation of the participants' approach to studying. For example, if a participant is actively engaged in the study table activity both on solo study table days, as well as group days, then the researcher could draw an observation that academic interventions, such as study tables, affect academics.

Additionally, the prompted journaling and words from the participants helped the researcher to obtain specific details about how much, or what type of impact the study table program has from a participant's standpoint. A qualitative approach was appropriate for this study because "qualitative research simply requires a broader and less restrictive concept of

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'design' than the traditional ones" (Yin, 1994, p. 19). The qualitative study entailed data collection through participant interviews. These interviews included field notes that record participant answers as well as their concerns or desired outcomes from the study.

Research Population and Sampling Method

This study involved interviewing a group of 10 volunteer participants out of a group of 20 female student–athletes in spring 2019. With a sample group of this size, it allowed the researcher to closely monitor and note the effects of study table inclusion during practice time. This also allowed for the saturation of data, where the researcher put a pause on the study to re-evaluate the analysis (Creswell, 1997). Student–athletes volunteered to participate in the research and data collection, and letters were dispersed to all parents explaining the study, as well as requesting signatures and consent of participation in this form of academic intervention. The participants ranged from 14 to 17 years old, and the sample included multiple grade levels. A small participant pool was key to this study, as it certified a more comprehensive exploration of each participant. This is also important as it helped to discover how study tables made the participants feel about their abilities and confidence in the classroom. Through interviews, observations of the participant's study habits (i.e., do they write notes on note cards or in an ordered list, do they read and write at the same time or do they read materials, and then write their interpretations) and participant perception through the use of prompted journaling, this research provided a deeper focus on attitudes and perspectives.

Site

This study took place in an urban school setting. According to the 2016–2017 study conducted by the Office of Superintendents in the area in which the research took place, this school is a Title I high school where 65.2% of the student population is on the free or reduced

lunch program. In October 2016, there were roughly 2,000 students, and in May 2017, there were roughly 1,900. Of those 1,900 students, 30.5% were of Hispanic or Latino race, .2% were American Indian, 21% were Asian, 19% were Black, 4.1% were of Hawaiian or Pacific Islander descent, 19.7% were White, and 5.7% were mixed race. The End of Course tests showed that 60% of the students were meeting the standard for English Language Arts, less than 20% were meeting the standard for math, and close to 50% were meeting the standard in biology.

Instrumentation

There were three forms of measurement for this study: study table observation, participant interviews, and regular prompted journaling. Before data collection began participants completed consent forms (see Appendix A). Once consent forms were collected, the researcher screened participants to ask them a set of questions about their current academic status and study habits. After this interview, participants received study table seat assignments scattered throughout their practice facility; as to not be distracted by their peers, these assignments remained constant for the duration of the study. Secondly, participants were prompted to journal by answering two to three questions a week about how the study table program was going, and what they perceived to be the effect on their academics. The researcher collected these journals from each participant, assisting in providing an exploration of participant progress.

Data collected via weekly journals was compared against the preinterview answers, and later postinterview answers. This information allowed for measurement as to the range of impact of these academic interventions when implemented as a normal part of athletic practices or other organized group activities. As previously discussed in Chapter 2, NWAC states that "the curriculum including coursework, co-curricular activities, and other school-approved educational

experiences, is the school's formal plan to fulfill its mission and expectations for student learning" (2011, p. 3).

Preinterviews consisted of five questions about the participants' perceptions. These questions centered on their current perception of academics and current study habits. As well, the researcher asked questions regarding confidence levels, and what their desired outcome was. These questions assisted the researcher in getting an idea of the participants' current self-efficacy. Postinterview questions revolved around the participants' thoughts and feelings about their academics when participating in a study table program. The researcher also went over the outcome of the participants' perception throughout the program, as well as the possible change in self-efficacy. A complete list of interview questions can be found in Appendix D.

Data Collection

Data collection started by conducting interviews with the participants at the beginning of the sports season. Interview questions were posed in a way to get to know the participants, their mentality is when it comes to studying, and what they believe academics have to do with their self-efficacy. As previously discussed, the preinterview questions were general and revolved around getting to know the participant. Postinterviews were designed to see aspects of the study, what the participant liked or did not like, and if they think the study worked. These interviews provided follow up questions, as well as a final impression of the study table experience. These interviews helped to address the research questions as they provided insight as to the perception of academics before the study, as well as perception of the impact of the study table program at the end of the study.

Study Table Observations

Secondly, the study table program took place two days a week for five weeks. These study tables are mandatory to be on the team, and all student–athletes must participate; however, participating in the study is voluntary. As it was described earlier, study tables were broken into two different versions. On Tuesdays, participants were in an individual study table session where they studied their schoolwork in an assigned spot in the gym, not near any of the other participants. On Wednesdays, study tables were broken off into groups. Each participant was placed in a group of three to four participants based on class status, course load, and shared interest. These study groups worked together on their studies, asked questions, and worked through classroom issues—these study table discussions with classmates were included in observation as well. The researcher observed participants using an observation sheet (see Appendix F), and the observation of the participants during the study table process would help to answer both research questions. By observing negative body language or non-active engagement in group study tables, the researcher was able to draw a negative participant perception of the program; and therefore, the academic success could be lower than that of a participant with a more active role in the study able programs.

Weekly Journaling

Finally, there was a collection of weekly journals from each participant to track their perception of the study, which was then recorded, as discussed above. These journals were prompted by two to three questions supplied by the researcher and are the most accurate representation of participant perception as they were filled out directly by the participants in the study. The prompts were given before Tuesday's study table session, and journals were filled out and returned to the researcher before Wednesday's study tables. When a participant was ill and

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unable to turn in a journal entry, they were not counted in that week's recordings. Participants could have withdrawn from the study at any time as well, and the absent submission of the journal from one participant did not skew the data in any way if the researcher was not able to take that one participant's perception into account for the study. Along with the interviews in the study, the weekly journaling provided great insight as to the perception of the study, which is the first of the research questions that the researcher was exploring. The weekly journaling also helped to gauge the range of success that academic interventions have on athletics or other group activities.

Identification of Attributes

The purpose of this study provided research as to whether allowing academic interventions, such as study tables, to be a part of athletic practices can affect a student's academics. The long-term projected outcome is that the researcher will see information indicating some change in academics that are distinctly related to athletics. Two defining attributes for the research were self-efficacy and academic interventions. As discussed previously, Bandura (1997) describes one aspect of self-efficacy as perceived self-efficacy, and that "perceived self-efficacy refers to belief in one's agentive capabilities that one can produce given levels of attainment" (p. 382). This notion of perceived self-efficacy is important for this research because the researcher was observing the participant's perceptions of their feelings, as well as their academics. The researcher was looking for patterns in journaling as to how a participant felt based on the outcome of an academic situation. For example, if a participant attains a positive grade, or a better understanding of an assignment or lesson, their feeling of confidence and assurance was a more positive one. If a participant had a strong feeling of

positivity and confidence, they attained a better grade on an assignment or had a more positive study session outcome. The same can be said for the reverse.

Another attribute is the concept of academic interventions. Singh, Bhardwaj, and Bhardwaj's (2009) study examines the range of impacts of academic interventions when implemented during athletics activities. Similarly, Frezza (2016) conducted a study that investigated specific types of academic interventions, and if one had a more positive range of impact compared to others. While this particular qualitative study explored the range of impact, it also looked into one specific type of intervention (study tables). While aligning with Frezza (2016) and looking into one type of intervention, this attribute is better aligned with Singh et al. (2009) as it measures more of the impact, rather than the impact of a specific intervention compared to another. After the study concluded, the findings determined that study tables in athletics should be incorporated as part of a normal athletic practice. During group study tables, participants had the opportunity to lead discussions, ask questions of their peers, and work together in groups. This study showed that study tables contributed to a participant's leadership ability, as well as commitment to academic success.

Data Analysis

This research used three data analysis coding processes: in vivo, emotion, and evaluation coding. In vivo coding "refers to a word or short phrase from the actual language found in the qualitative data record, the terms used by [participants] themselves" (Strauss, 1987, p. 33). Emotion coding can be described as exploring the "inner cognitive system of participants" and "quite simply, labels the feelings the participants may have experienced" (Saldaña, 2013, p. 86). In vivo and emotion coding were key coding methods when analyzing not only the participants answers but also in analyzing the participant perception and opinion of the study-table program.

Finally, evaluation coding helped in concluding the data analysis and helped the researcher to draw conclusions based off the outcome of the data. Evaluation coding is "the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming; policies, organizations, and personnel can also be evaluated" (Patton, 2002, p. 10).

The data collection methods included pre and poststudy interviews, collection of participant perception using prompted journaling, and observation via study tables. Before the start of the coding process, the researcher organized preinterview responses based on common themes among the answers. The reasoning for this was to follow the design of the research and to maintain a "reflexive process operating through every stage" of the study (Hammersley & Atkinson, 1995, p. 24). Being a qualitative research study, with no hard numbers to measure as would be found in a quantitative study, the researcher had to be more reflexive in during the study. Each component of the study the researcher made sure participants were reminded of the reasoning for the study as well as the reasoning for the data collection.

When looking at preinterview answers, the researcher highlighted common keywords or patterns in study habits. Once these were addressed, the researcher compiled a list of keywords to focus on when composing the list of journal prompts. The researcher then used in vivo coding on the preinterview keyword list to compose subject data. In vivo coding helped the researcher to track trends based on the common keywords and was used to compare those keywords to the keywords in the journal prompts. The goal was to find links between these keywords or phrases and to take the collected data and "rearrange it into categories that facilitate comparison between things in the same category and between categories" (Maxwell, 2012, p. 237).

With in vivo coding, the researcher used an excel sheet to track positive keywords and perceptions from the preinterviews, as well as from the study table program; these were highlighted in blue, while negative keywords and perceptions were highlighted in red. The researcher also used in vivo coding for poststudy interviews as well to gather keywords and patterns from those transcripts. Using in vivo coding from the final interviews helped the researcher with the final evaluation coding, which will be discussed later. At the end of the in vivo coding, the researcher used emotion coding to analyze the data collected from the in vivo coding.

Emotion coding is imperative to the data, as it allowed for the researcher to combine the keywords from the preinterviews, patterns from study table observations, and keywords and patterned perceptions from prompted journaling—and connect them with participant perception of the success of the study table program. While this study was not emotionally harmful to the participant, it was important for the researcher to observe their habits and their body language, as it pertains to their perception of their study habits. This coding allowed the researcher insight into the subject's perspective of the study.

Following the emotion coding and conclusion of the study, the researcher used evaluation coding. Evaluation coding was used to determine the effects of the study and whether the study was successful or if it needed review. By combining the keywords from both rounds of in vivo coding, and the observation and results of the emotion coding, the researcher used evaluation coding to combine all the data for a final observation. By using participant perception, as well as the list of keywords and perceptions from conclusion interviews, the researcher gained some insight as to the impact of these academic interventions. As discussed in Saldaña (2013), while not a primary source, codes are used in data analysis to retrieve data, formulate it, and make it

efficient for the researcher to find and use in their research and conclusion process. Using in vivo, emotion, and evaluation coding, the researcher, was able to collect and organize enough data through this study to make a solid conclusion of the effects of study tables, and their implementation at alethic practices. The desire is that this coded information showed the full range of impact of academic interventions when implemented as part of an athletic or organized group activity. Depending on the outcome of the collection of data, these academic interventions could be useful in other schools and with other organized activities.

Limitations of the Research Design

This research draws participants from an already small population of about 20 female student–athletes. Given the small number, there was a possibility that the study would not gain enough information to explore the research questions fully. While a small sample size may have had disadvantages, the authenticity and thoroughness (Creswell, 2012) provided an example of how this study would work at a school with an already smaller student population, such as a charter school or private institution. Given that there was indeed such a small sample size, it allowed the researcher to obtain more authentic answers and insight from the participants. As well, the small sample size allowed for the researcher to have more time to complete and examine the research and information, giving a more thorough delivery of findings.

Another issue that presented itself is the idea that some participants did not reliably submit their journals regularly and required more encouragement to get into the habit. Given that the researcher provided weekly prompts for journaling, this eliminated most of the need for constant reminders, as well as gave the participants an added incentive to complete the journals, given that they knew what to write about when give then prompts. These prompts included

questions that encouraged participants to talk about their feelings and perceptions, not just about themselves but their study habits and current academic success and failures.

Validation

The validation of this study came from multiple pieces of data. Being that this study was qualitative and focused on data that could not be defined by hard numbers, the study had to maintain a level of "data trustworthiness" (Devault, 2019, para. 1). To maintain the trustworthiness of the data provided by the participants, the researcher made it clear to the participants that their answers during the interview process, were to be kept confidential and that the researcher would be running their answers against the answers of the other participants in order to look for commonalities and patterns. This maintained an open line of communication and trustworthiness between the researcher and the participants, and helped to build a rapport with the participants. As discussed, this being a qualitative study, it was important the maintain the trustworthiness of the data as it helped to measure data and perceptions, something that numbers would not be able to define.

One of the key components to maintaining the trustworthiness of qualitative data is through the dependability of the study. In this study, the dependability related to the reliability of the study. The researcher chose to measure the dependability of the study through a data audit, starting at the beginning of the study, which "can be conducted if the data set is both rich-thick so that the researcher can determine if the research situation applies to their circumstances" (Devault, 2019, para. 7). At the start of the study, data collection began with the prestudy interview. During the prestudy interview, once the participants opened up more during their prestudy interviews, the researcher understood that the participants would be just as honest in their poststudy interview. At the conclusion of the prestudy interviews, keywords and phrases

were recorded and stored for future coding compared to the poststudy interview answers. This was the first way for the researcher to check the dependability of the study. To check the dependability of the data, the researcher compared the participant data against the data collected through the literature review. If some of the data lined up with the researcher put forth prior to the study, then the researcher was able to conclude that the data was reliable.

Two more key components of trustworthiness of data is through credibility and member checking. "Member checks help establish credibility" (Devault, 2019, para. 2). At the completion of the study table program, participants were interviewed in the same order in which they interviewed at the start of the study. The interview notes were recorded in the same order as the first interview. Not only did this allow the researcher to easily compare the data being collected, but it was to ensure that all participants took part in the poststudy interview at the conclusion of the study. Participants were not made aware of their previous answers, however information in regards to the outcome of their journal prompts was shared. The comparison between the previously collected data, and the sharing of the journal prompt data helped establish a sense of credibility between the researcher and the participants as the researcher maintained the commitment to maintain and protect the participants' provided data. Because this study allowed the researcher to meet with participants one-on-one, their study habits, confidence levels, and attitude towards their participation in the study were also explored. The researcher shared those conversations with the participants as well, thus including an additional form of member checking.

Expected Findings

The expected findings of this study were the impact of study tables on academics; produces positive academic achievement. The expectation is that by incorporating study tables

into athletics as a regular part of practice, student–athletes will raise their grade point averages, as well as develop healthy a successful study habit. There is also an expectation that by having to provide a journal entry every week, student–athletes gained a better sense of responsibility as well as a sense of pride in their academics. There is also the possible interpretation that this research and data collection confirmed the work of some fellow researchers, such as Symonds (2009). In Symonds's study, the research explored significant proof that given the appropriate environment and encouragement from outside sources, athletics can help provide positive academic improvements.

Conversely, other factors that may impact the success of the study could be like that of Rezania and Gurney (2014). They discussed in their study about coaches' commitments to their athletes and how commitment to their athletes influences the academic side of a student–athlete career. Should this study prove to have positive outcomes and is implemented by coaches on a more permanent basis as a regular part of an athletic program, then perhaps Rezania and Gurney's study holds some validity as well.

<div align="center">

Ethical Issues

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Conflict of interest for this study was a possible ethical issue. The researcher conducting the research study had a professional relationship with the research site. That could cause some potential conflicts when it comes to the interview portion of the data collection, as the participants may not want to reveal the negative aspects of the study intervention due to confidentiality concerns. The participants were given identification letters (either single or double letters) for the researcher to identify with, rather than the usage of their first names. This helped to protect the identity of the participants and keep their information confidential. Interviews took place in the school's library to meet in a neutral zone that has nothing to do with

the participants being on an athletic team, as well as a place that has no personal significance to the participants or researcher.

With the approval of the school's principal, the IRB committee allowed for this study to use opt-out forms with the minimal risk to participants as well as assurance of no conflict of interest. With the opt-out consent forms, participants were given a choice to participate in the study. There was no issue of participants feeling threatened of having their grades being affected negatively by the researcher should they chose to opt-out of participating in the study because the researcher cannot change their classroom grades in the teacher grade book. Participants also received a letter about the study with a commitment from the researcher that should students chose to not participate in the study or withdraw at any time, their placement on the team will not be affected. This was also described for parents, as well, in their consent form. These forms, along with participant interview answers, journal prompt answers, and observation protocol notes are stored in two forms. Scans of the documents are stored on a locked drive that only the researcher and the committee chair have access too.

Additionally, hard copies of this data are stored in a locked filing cabinet at the school where the study took place, that only the researcher and athletic-director have a key to. These documents will be stored for three years exceeding the study. There was no financial conflict of interest for the researcher. The researcher was not paid during the time that the study was conducted. The researcher was in no harm causing conflict of interest from a financial or professional standpoint.

Summary

This study and its findings showed the benefits of study tables (as well as other study tools) when practiced correctly. This research may or may not have helped to improve

participant's academics, but their self-efficacy as well. When given the proper support tools, such as an academic intervention in the form of study tables, there is the idea that student–athletes will not only have the means to maintain and improve their academics, but they will also have a higher sense of confidence and responsibility. That new perception of themselves and their abilities to maintain healthy study habits and potentially higher academic success, according to Bandura (1997), creates a more positive feeling of self-efficacy. By constructing a program in a different environment than a classroom, we are providing an outside resource for students to learn and grow in. By working in small groups and with the coaching staff, student–athletes will learn how to be responsible, ask questions, and gain the outside support they may or may not need to succeed.

Chapter 4 will discuss the results from the implementation of the academic interventions. The researcher will review how the study-table program was put into place and will analyze the results from the data collection. The assumed outcome is that through the use of pre and poststudy interviews, journal collections, and observations of the study-table program, the researcher will be able to explore a positive range of impact that academic interventions have on student–athletes. As well, the researcher anticipates the collection of a wide range of information from the participants and that the perception from the participants is that the study-table program would be a benefit to other athletic groups around the school's campus. Ultimately, the hope is that with the implementation of this academic intervention, the questions of how do student–athletes perceive participation in team-based activities or athletics influence academic achievement and how does the implementation of study tables during athletic practices impact student–athletes' academic success, can be analyzed and answered.

Chapter 4: Data Analysis and Results

Introduction

The purpose of this qualitative research study was to explore how student–athletes' participation in a team-based setting influenced their overall academic achievement and the benefit of study tables and how it attributed to their overall success. Symonds (2009) conducted a study that examined how athletes can aspire in an environment that provides a solid academic support system. His study was exemplary and provided the rationale for conducting this type of research in understanding how student–athletes can thrive in similar study conditions. The conceptual framework served as a lens for this study because it focused on the importance of student–athletes and their overall study habits, as well as environmental factors that were examined in understanding their behaviors. The framework for the research showed that if an academic intervention, such as a study table program, is implemented in an environment that is quiet and strictly for studying, then it can have a positive effect on a student–athlete's behavior and perception of themselves and their academics. Additionally, if students are allowed the tools they need to succeed, such as proper space and time to study, access to academic discussion with their peers and advisors, then they will develop strong and confident study habits and a new sense of academic and self-confidence. All factors taken into account, then it would be accurate to say that academic interventions have a positive impact on the academic success of a student–athlete, but on their self-confidence as well.

Symonds (2009) research illustrated the implementation of student–athlete study halls and how it could potentially impact a student's academic performance in a controlled environment. By targeting high school athletes between the ages of 14–17, the researcher conducted a full observation of both individuals and groups by utilizing study tables. This

academic intervention aligned with Symonds (2009) research of student–athlete study halls and the provided data will showcase the positive impact of these study-halls. The study consisted of interviewing 10 participants as part of the research study to gain a better understanding of how student–athletes are focused on their academic pursuits. After the initial interviews were conducted, the researcher performed an observation of these same participants in a broader setting to capture how these participants would prosper both individually, as well as in a small group setting. This setting was in a gymnasium of an urban Title I high school. This gymnasium was the same as the participants practice facility, however that was the only connection the participants had to the setting. It was imperative that the researcher chose a setting for this study that would have little to no personal connection to the participants. The reasoning for this was to inspire full participation from the participants and as to give them a new environment that was only meant for studying and the completion of coursework.

The purpose of the study was to understand the overall impact of academic interventions and their impact on a student–athlete's academic achievement and self-efficacy. The analysis of the data examined the participants' self-perception and academic perception (Frezza, 2016). The study revealed that the more time students invest in their studies, the more confident the student will become over a reasonable period. The researcher was able to assess the confidence level of the participants in terms of how they perceived their success, and their ability to remain confident in academic situations where the student may be at risk for failing. To capture the experiences and reflections of the participants, the researcher distributed weekly journal prompts that consisted of questions that would identify how these participants perceived the progress of the study and how their study habits may have changed. The researcher used the data retrieved from the weekly journals and made careful notations of the observations to compare the view of

the participants. Although the researcher used notations as part of collecting the data, the researcher was able to capture some powerful quotes from the participants that will be shared throughout this chapter.

Description of Sample

For this study, the participants consisted of 10 student–athletes who attend an urban Title I high school in the Pacific Northwest. Twenty individuals attended the preliminary meeting, but only 10 volunteered to participate. Participants ranged from 14–17 years of age, from both single and multiple parent homes, and various backgrounds and cultures. While the participants were diverse, all participants were female, and the study did not directly relate to ethnicity as part of the inclusion or exclusion criteria. These female student–athletes were also members of the same athletic team. The 10 participants ranged in athletic levels. Some participants had been athletes for their entire high school careers, whereas others were brand new to the world of athletics. All participants shared the same sentiment that they had to maintain a higher level of academic standing in order to maintain their membership on their athletic team. This higher level of Grade Point Average (GPA) is something that is set forth by the school district, and strictly enforced by the individual school athletic directors. Table 1, *Participants Grade Levels, IEP, IB Course Load, and Race of all Participants*, depicts students' grade level, course load, and ethnic background. The participants were provided with informational packets that consisted of the following materials: the scope of the study, assent forms, and the weekly journal prompt and applicable consent forms. This packet of information was dispersed among the participants at a prestudy meeting that was conducted by the athletic director, the head coach for the athletic team, as well as the researcher.

The participants were furnished with the interview questions that focused on their study habits and relevant questions that related directly to their emotional intelligence and overall confidence level within the classroom setting. Additionally, the interview questions were designed to discover the level of confidence the participant maintained while studying outside of the classroom and whether that confidence translated to their coursework and performance in the classroom. As part of the research, it was essential for the researcher to understand the true reflection of each participant; therefore, the researcher provided the participants with questions about their overall suggestions on how their school could improve resources to strengthen their academic success. Additionally, the journal prompts that were provided for the participants, allowed for the researcher to track the status of the study during its five-week timeframe.

Table 1 demonstrates the grade level of the participants, as well as identifying one individual who had an Individualized Education Plan (IEP), how many International Baccalaureate (IB) courses, as well as information related to the participants' ethnic background.

Table 1

Participants Grade Levels, IEP, IB Course Load and Race of all Participants

Grade Level	Participants	IEP	IB Courses	Race(s)
Seniors	4	1	5	Middle Eastern, Caucasian, Hispanic
Juniors	3		3	Caucasian, Pacific Islander, African American, Hispanic
Sophomores	2		1	Hispanic, Caucasian
Freshmen	1		1	African American

The study consisted of participants from different grade levels, ages, races, and course loads. The researcher had a healthy mix of grade levels participating in the study, however it would have been an asset to have more than one freshman participant. Additional first-year participants could have facilitated comparison as to how the freshmen participants were handling the change in course load from a middle school to high school. Additionally, the researcher could have compared the study habits of the freshmen to the study habits of those who have experienced the high school level course load. The participants represented different grade levels and a variety of IB participants and some non-IB participants; this variety allowed for a more in-depth discussion during the group portion of the study table program. The participants that did not take any IB courses would continue to inquire about the program with those participants enrolled in IB courses to gather more perspectives from these participants. The participants would engage in conversations relating to college preparation to include admissions and other inquiries that may impact their decision to attend college.

Since there was only one participant with an IEP, it did not become a major factor in the study. Would there have been other IEP students in the participant pool, it might have been beneficial for the research to consider the impact of the study table program on IEP students as compared to non-IEP students. The participants were assigned pseudonyms for confidentiality. Pseudonyms were single or double letters assigned to the participants to maintain the integrity of the data, as well as organize the data collection for the researcher.

Research Methodology and Analysis

This qualitative study explored the possible impact of academic intervention, such as a study table program. Frezza's (2016) study affirmed the positive effects of academic support services, such as study tables, on academics. Also, Frezza (2016) discussed that asserting certain

types of academic support services provides better academic results for student–athletes. Through the use of the following data collection tools, the researcher was able to analyze the data and draw a conclusion on the full range of impact of the study table program. At the conclusion of the study, the researcher identified that much like the results presented by Frezza (2016), when presented with the appropriate tools for academic success, such as a study table program, the student–athletes can achieve great levels of success in many aspects of their academic and athletic careers. If the school mandated the use of study tables as part of the criteria for athletics, the participants might increase their grade point average, and that would result in improving their overall confidence level.

Prestudy and Poststudy Interviews

The participants unanimously agreed to engage in prestudy interviews, as well as poststudy interview sessions after the study. The prestudy interview questions were used to gather information about participants' current study habits as well as give insight as to their current confidence level. Additionally, these questions helped the researcher gather material to better formulate the journal prompt sheets as well as give ideas of what to look for during the observation of the study tables. The interviews were conducted on an individualized basis. The questions were designed in a semi structured format to create a flexible dialogue between the researcher and the interviewee.

The poststudy interview repeated some questions from the prestudy interview. The reason for this was to allow for the researcher to get a clear analysis as to whether or not the study table program had an impact, what that impact was, the change in perception of study from the participants, as well as whether or not there was a change in participant confidence. Additionally,

the poststudy interview helped to dissect whether or not the study table program would be a benefit to others at the school, not just athletes.

Study Table Observation

The 10 participants in this study participated in two 30-minute study sessions that were conducted weekly, for five weeks. These study-sessions required the researcher to use an observational protocol sheet (see Appendix F) to measure and notate their body language, verbal language, and emotions, study habits, and group discussions. These observation protocol sheets were used throughout the entire five weeks of the study. One study session was designed as a solo session where participants worked independently. The purpose of this exercise was to distance the participants from their peers so that the researcher could observe their reactions without any interference. The second exercise comprised of a group session that consisted of three to four participants that selected their peers to assist one another for one week. The participants were able to assist one another in a manner that would strengthen their academic success.

During one week of the study, participants could select their own groups for that day's session, as long as they were in two groups of five. The reason for this was to see if the participants maintained focus on their studies and the tasks at hand. While the participants did get off focus at times, they were not having irrelevant conversations. Rather, their conversations were academically driven and provided an outlet for more cognitive thinking. The discussion turned to questions about certain teachers and assignments, college applications and admissions, and what courses would be good for certain academic goal attainment. For the remainder of the study, the researcher elected to assign the groups to eliminate distractions, as the participants were familiar with one another. The researcher tried to shuffle the groups from week to week as

to avoid group repetition. With a smaller participant pool, it proved to be difficult to achieve continual differentiation. However, in the end, the saturation did not matter as academic discussion continued to arise no matter the makeup of the groups.

The researcher observed that the participants were able to work harmoniously in situations where groups were assigned or given the option to choose their peers. The researcher monitored and recorded all sections and made notations on the data observation sheet to identify clear outcomes from the observation. While not originally part of the study, the researcher also acted as an advisor to the participants. Participants would ask the researcher academic questions during the study table program. This questioning was observed by the researcher as the participants viewing the researcher as an additional study tool that can be used as an aid in implementing academic interventions as an everyday part of practice. Additionally, participants indicated that having a person there who was not a teacher or someone they see every day allowed for them to get differing opinions and viewpoints on subjects. These opinions are not something they would obtain from a person that was closely connected to the coursework, as oppose to a teacher or school advisor.

Journaling

The researcher required that the participants complete weekly journal prompt questions to understand their full perception of the program. The prompts also were beneficial in understanding how these participants observed their developments throughout the entire research study. The researcher changed the journal questions at the mid-point of the study in order to better explore the participant perception during the course of the study. This change also allowed for the researcher to really analyze the perception of the study and to gauge whether or not changes were needed midway through the study or not. Additionally, it allowed for the

researcher to see if which aspect of the study table program, individual or group study tables, had more of a benefit. Journals were dispersed to the participants at the start of the solo study table session and were collected at the conclusion of the group study session on the next day. While not required, it was requested that the participants have their journals completed prior to the Wednesday study session as to gather a sense of what the participants thought of the study table program overall, not just during the 30-minute session that day.

Anonymous Suggestions

To provide an opportunity for each participant to actively share anonymous reflections regarding the study, the researcher the opportunity to place thoughts into a suggestion box. The suggestion box was placed in a study table area for the full duration of the class meeting time. The participants were not required to use the suggestion box to provide their feedback; however, this would allow them to share information that they may not have been open with the researcher during the interview or observation times. Each participant did not have to write on the actual cards distributed by the researcher; however, the suggestion cards were provided to all parties. This was to eliminate the idea of team coercion. If all of the participants provided a suggestion card, then that eliminates the idea that if a participant did not want to respond, they would not feel as if they had to just because other participants chose to.

Through the five-week study, there were no anonymous suggestions that would work at the time of the study. The only suggestion that was provided as asking if there was possibility to get tables and chairs to sit on and work at, rather than sitting on the gymnasium floor. This is something that could provide a physical comfort which could indeed impact the participants' study habits. While this was not a suggestion that could be fulfilled at the time, the researcher

made note of it as it could serve as a benefit should this study be replicated in the future with other participants.

Upon completion of the prestudy interviews, the researcher used in vivo coding to find patterned keywords or phrases. These keywords and phrases helped the researcher to uncover the emerging themes of the study. Several phrases were evident, such as confident feelings, study habits, and consistency. These phrases indicated that the participants have consistent study habits and share some level of confidence. Also, the coding revealed that there might not be an exact link between good study habits and self-efficacy. However, there is some correlation between participants who have good study habits and self-confidence. While dissecting the participants' answers could be interpreted as being directly linked, the coding shows otherwise. The coding indicated a relationship between the two, however it took more exploration of the journal prompts provided by the participants to see the distinct connection.

Table 2, *Code Words From Study Interviews*, showcases the keywords or phrases from the pre, and poststudy interview answers provided by the participants. These keywords and phrases were derived from the use of in-vivo coding at the conclusion of the interview process. However, all answers from the prestudy interview were taken into account and added to the coding process. At the conclusion of the in-vivo coding process, the researcher had uncovered valuable codes that aided in the exploration of the range of impact of the study table program.

Table 2

Code Words From Study Interviews

Research Setting	Codes
Prestudy Interview	Feel, Feeling
	Confident, Confidence
	Fail, Failure
	Ability
	Negativity
	Environment
	Space
	Distractions
Poststudy Interviews	Helped, Helping
	Work, Working Hard
	Environment
	Continue to Study
	Academics, Academically,
	Change
	Improvement
	Communication
	Repetition

      To find these words and phrases, the researcher scanned interview transcripts for patterns and commonalities among the participants. The phases and words were utilized to create the themes and the subthemes of the study. For example, six of the 10 participants discussed how having a dedicated space to study and focus on the material at hand was a benefit to them. Seven of the 10 participants expressed that their confidence level had improved as a result of positive grades, as it related to tests and assignments. As noted in Table 2, these repetitive keywords and phrases were the most prominent in the responses from the participants in the study. The keywords and phrases prior to the study had negative connotations as they related to the participants study habits and confidence.

      After the five-week study, the keywords and phrases had more positive connotations. This showed the researcher that the study table program had a positive impact on the

participants, even in such a short timeframe. Additionally, looking at the common themes and keywords, the researcher noticed that environment was a common theme in the beginning of the study as well as at the conclusion. The environmental theme was a negative aspect to the participants' study habits, which was turned into something positive.

Following the in vivo coding, emotion coding was used for the analysis of self-efficacy. Emotion coding helped interpret the participants' emotions, as well as their overall perceptions throughout the study. While there was no risk to the participants, this study did involve studying and working through assignments and coursework and to some that can bring up a range of different emotions and frustrations. Through the observation protocol notes, participants' key emotions were motivation, frustration, and success. The emotions were noted and revealed via participant body language. If a participant be not actively engaged in academic conversation with the peers, or if they should have their head in their hands, sigh often, or be disengaged in their studies; it was safe to analyze that they were frustrated, confused, or not grasping the material they were studying. On the opposite side, if a participant was actively engaged in all aspects of the study table program, focused on their work, smiling, and providing feedback to their peers; it was safe to interpret that they were experiencing a positive effect of the study table program and that they were fully understanding what they were engaged in.

Finally, to conclude the coding of the study, evaluation coding was used to connect the data. Evaluation coding was beneficial in determining the impact of the study and how the study tables could potentially assist other athletic teams or groups. The use of evaluation coding allowed for the researcher to take the results from the in-vivo coding, emotion coding, and the analysis of the data and fully evaluate the range of impact of the study table program. The

evaluation coding helped the researcher to formulate a conclusion to the study and make a firm stance on the outcome of the data and research.

Summary of the Findings

After the study and initial data analysis review, it is evident that the study table program had a positive effect on the participants. Environmental factors certainly impacted the study habits of these participants more than originally anticipated and noted in the literature. The two themes that emerged were as follows: environmental conditions that directly impacted the study habits of participants and self-confidence level that influenced their overall success. The study revealed how consistency and routine were also a significant part of gauging the success of the participants.

The themes for this study were revealed through pre and poststudy interview answers and the participants' journal prompt answers. The interviews were conducted on a one-to-one basis that focused on understanding the study habits of the participants and how they perceived this practice of habit. The journal prompts provided greater insight into the participants' perception of the program and their academic development. The researcher used in vivo coding for the participants' responses that were provided by the journal prompts, which evolved the research themes that emerged from the research and data collection. As noted in Table 3, *Pre and Postinterview Themes*, the journal prompts served as another instrument used to understand the participants' success level as it relates to environmental, academic, and overall consistency.

Table 3

Pre and PostInterview Themes

Themes	Subthemes		Prestudy Interview	Poststudy Interview	Journal Prompts
Environment	1.	Effect on behavior	X		
	2.	Impact on study habits			
	3.	Student Success			
Impact	1.	Academics	X	X	X
	2.	Self-Efficacy			
Consistency	1.	Study Practice		X	X
	2.	Student Perception			

Prior to the conduction of the study, literature indicated that environment may be a developed theme throughout the course of the study. However, the researcher did not expect it to be as big a theme as it was, as well as just what exactly the impact of environment would be on particular aspect of the participants. However, the impact of the study table program, as well as consistency, should have been obvious themes while reviewing the literature, however they were not originally thought of by the researcher. The theme of the impact of the study table program emerged rather quickly during the study, while consistency was a developing theme that finally broke through during the conclusion of the study. The observation protocol sheets aided to contextualize these themes and revealed the subthemes of the study; by observing the participants' body language and conversations and comparing those observations to their prestudy interview answers. These observation sheets were essential in understanding other facets observed by the researcher through the study that measured non-verbal indicators by the participants.

Presentation of the Data and Results

Data collected throughout the study were organized in three ways. Prestudy interview answers were hand recorded, then digitally transcribed and placed into the designated participants' files; the same process was used for the poststudy interview responses. The researcher used the responses of all the participants and placed this data in one single word document to identify similar themes. These themes were essential in discovering the range of impact of the study table program. The participants' names were omitted from the data collection process to protect their identity. During the observation process of the study table activity, observation protocol sheets were compiled and saved into separate individual digital folders for each week of the study. These files provided the following information about the participants: body language, questions posed, journal prompts, or statements that were recorded using an assigned pseudonym. As discussed previously, through the data collection of interviews, observation notes, and journal prompt answers, three major themes emerged: (a) environment, (b) impact, and (c) consistency.

Environment

The evidence of this theme was discovered by interviewing three of the participants that revealed that environmental factors played a role in their study habits. For example, Participant S explained in the preinterview process that the participant must study in a designated quiet space because home life was too distracting for her to focus, and this level of interference may entice the participant to engage in activities that do not include studying. Participant E shared the same sentiment; however, this participant expressed that having "a dedicated study spot away from home allowed the participant to concentrate without any siblings interfering with the ability to focus on schoolwork." Participant J stated in the week one journal prompt session that she

"enjoyed having a spot to study in that was familiar yet not personal so that I could get work done and focus." This participant expressed that having a designated space would allow her to be able to focus on studies because separation from the home would eliminate any personal distractions that would prohibit the participant from being engaged.

Participant Jo also expressed that her mother does not permit her to study at home because the participant is expected to oversee her younger siblings. The study table program allowed the participant to devote time to her academics. By studying in the gym, the participant was able to complete her assignments in a place of peace, as well as the ability to connect with her peers. Participant J linked the study table environment as a bridge to assisting her in preparing for college as she expressed "being in a new environment that has no personal connection."

Effect on behavior. During the first two weeks of the solo study, the participants were distracted from the Judo practice that was conducted at the same time as our study session; however, the participants were able to adjust to the music distraction exhibited from the Judo session because they were motivated to focus on their study habits; therefore, this no longer became a distraction for them. Also, the participants viewed the gym as a safe environment to study and collaborate; therefore, this venue became a perfect meeting place for participants to focus and motivate one another. The participants initially felt that the Judo sessions were a complete distraction that interfered with their ability to focus on the study groups; however, they were able to overcome the noise level because they realized that the study group was critical to their academic success.

This method of thinking provided the participants with the ability to concentrate and ignore any outside interference and continue to engage with their peers in the group. This will be

a benefit to the participants in their future studies as they can indeed learn to study through distractions and not allow themselves to get pulled away from their work as they may have done before. Nine of the ten participants indicated that distractions at home are the main reasons they do not get to study or get any schoolwork accomplished. This interruption to the study table program, although was not ideal, developed into a lesson in itself for the participants.

Impact on study habits. Participant M explained in the poststudy interview that while there was no visible change in grades, the participant stated, "I able to stay more on top of assignments" and "that made me feel confident that my grades would start to change." Although Participant M did not see an immediate change in her grades, the participant decided to remain consistent in her study habits because she understood that this practice would result in better grades. Also, Participant M was able to perceive her ability to become consistent and recognized that environmental factors might impact her progress. To succeed at the college level, Participant M acknowledged that she would need to make more time to devote to her studies. Also, the participant consistently engaged in a holistic method of study by incorporating tranquil music and essential oils that facilitated a harmonious atmosphere. The participant stated, "I will use this holistic approach in my future studies as a college student." However, this participant did indicate in her poststudy interview that the study table program allowed her to "learn how to focus" on her studies only and not other distractions that might otherwise deter her from the task at hand. This holistic approach that she had already developed, along with a new sense of focus and determination, could help her be academically successful in her collegiate career.

Before Participant S decides to enroll in college, she plans to recreate the effects of this study to maintain her grade point average. This participant stated in her poststudy interview that she intended to "set up a corner in my house that is just for studying, similar to the gym, away

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from distractions." The participant also expressed that "I want to put up a study schedule up for my family, so they know to leave me alone for these 30 minutes twice a week." Once enrolled in college, Participant S discussed her plan to connect with college counselors to continue the habits that were developed during this study. The participant intends to enroll in independent study sessions that will enhance her grades, as well as continue to work with peers to continue the practices that were introduced during the study timeframe.

Furthermore, Participant X had decided to find a more scholarly environment, similar to the one provided from this academic intervention. The study motivated this participant because the participant developed better study habits than originally anticipated and could assess the full value of the study tables and applied these practices to her daily routine. This participant indicated in her poststudy interview that continuing to stay on top of her studies was not more important to her than before because she "can see the positive change in her grades." Additionally, this participant noted that she wants to go to college in the future and knowing that she can attain the grades to get into one of the top schools on her list, helped to motivate her to keep up with her newly developed study habits.

Student success. At the onset of the study, Participant K was failing both Spanish and math. The researcher was able to assess the transition of this student in the study tables as the student was engaged. Also, the participant worked diligently on daily assignments that resulted in better quiz scores. The participant had difficulty focusing on the study table groups, and the researcher redirected as needed. While it was difficult for the participant to focus during certain portions of the group sessions, Participant K managed to improve her engagement with fellow peers and began to ask for assistance. The researcher observed positive discussions and exchanges between this participant and her peers. Participant K took the time to explain the her

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peers what she was struggling with and in turn her peers took the time to discuss how to accomplish what she was wanting to do. This positive exchange showed the researcher the importance of the group study table session and how, as long as the participants stay on task, they could be a true asset.

During the postinterview session, Participant K stated, "should my current coach choose to implement the study table program as a regular part of practices, I could see my academics continue to improve more so than they already have." As well, the participant stated that the group-study sessions "really helped because there were people who could help it and explain it in a way that made sense to me." The participant was able to perceive a shift in her academic progress; therefore, she decided to work closely with both the teachers and advisors to maintain this level of performance. Participant Jo realized improvement in her grades and shared:

> it was because the study table program motivated me to work harder and that being in the gym to study was not only a different quiet place to study, but that was the only thing to do in the gym was to study.

While some one participant did not emphasize how their grades increased, they demonstrated their willingness and motivation to study more consistently; and their motivation to keep studying on their own at home. In doing so, this participant discussed how they could ultimately see an impact on their overall academic performance in the future, whereas before they could not.

Impact

The participants were asked, "on a scale of one to five, how confident do you feel in your academic confidence currently?" Seven of the ten participants perceived an increase in their confidence level, giving evidence that the study table program has a positive effect on a student's

confidence in their academic ability. Participants did not have information that would indicate whether they have increased or decreased their confidence level associated with the academic competencies. Some participants, such as Participant D, E, and C, recalled their responses from their prestudy interview questions and noted that their confidence level was not evident. Participant D stated before this study, "I am not motivated and don't see the value of learning something new, and I feel this will be time-consuming." After the study, Participant D shared a different perspective and was able to see the benefits of the study as she was completing assignments on time and taking the time to study her materials. The participants were asked about the level of confidence in their ability and what attributed to this issue. While this participant viewed the study as a benefit that enhanced academic progress and increased confidence level, the participant explained that in situations where there was a result of academic failure, this failure would impact the participant's confidence level in a negative manner.

Participant E explained that participation in the study tables did not change the participants' confidence level; however, it was an opportunity to complete assignments in this timeframe. In the prestudy interview, Participant C expressed some level of confidence in study situations where the researcher observed that the participants' ability to inquire in situations where classroom topics were of interest to the student because she was actively engaged in writing notes during the class time. This level of engagement was a pure demonstration that the student was fully engaged in the classroom setting. Participant C explained that the study table program provided an opportunity to explore specific classroom topics, as well as furnish the participant with the time to focus on completing assignments promptly. Participant C explained in the poststudy interview that she "felt that study tables helped by giving me time and space to study and get work done." "Time that I wouldn't have had at home." The researcher concluded

that if these participants were given more time in the study table program, then maybe they would see a development or impact on their self-confidence.

Important to note is the impact on confidence from an athletic standpoint. While not large enough to be its own theme for the study, it is worth noting that there was an impact on athletic confidence. Participant K expressed that by having allowed time to study and work on her schoolwork she was "able to focus more at practice because I was not worrying about my grades." Participant K expressed in her prestudy interview that she was worried about her academic standing on the team and that sometimes she thinks about that at practice rather than focusing on the practice at hand. Allowing for time to study and a set time to just focus on academics, allowed for Participant K to give more of herself during athletic practices, instead of being distracted by thinking about grades.

Academic confidence. Participants J and S both shared some mixed feelings in terms of how they viewed their academic confidence. The two senior participants were committed to the study because both participants demonstrated a strong interest in attending college. Therefore, they were able to see the value of the study tables because it promoted better study habits that would be essential for their future educational endeavors. Participant S stated, "the study table program was harder than expected; I don't normally study consistently." This participant also shared, "if I don't understand something, I will give up, but during study tables, I didn't want to, so I would move on to something else, clear my mind and come back to it later." While the study table program was more challenging than Participant S anticipated, the researcher observed that the participant lacked some understanding of the materials and had difficulty working through each subject. Once Participant S was able to grasp more difficult subjects successfully, the participant felt more confident about moving onto a new challenge such as a larger course load.

The participant said in the poststudy interview that "study tables gave me time to figure out my course work and working with the other seniors who are also going to college made me realize I could handle it." Participant S went on to explain that the study table program "could help her going forward with college" now that the participant can balance a varied workload during a study session.

Participant J found the study tables to be a great opportunity to assess her work ethic and commitment to academics and felt motivated to continue this effort both in the classroom setting, as well as outside the classroom. During the study tables, the researcher noted Participant J shared, "It would motivate me to do more than I would at home because being in the school gymnasium, I realized just how important it is to find a place to work that isn't full of other stuff to do." At the start of the study, the researcher observed the Participant J taking a few minutes to work on multiple assignments during the 30-minute session. After the second week of the study, the researcher noted that Participant J was taking more time each week to complete one assignment at a time before moving on to the next. Through this participant's journal prompts, the researcher noted that this participant was spending the added time on assignments to ensure the work was done correctly.

The researcher concluded that this new routine as a healthier study habit than Participant J had at the start of the study. In her prestudy interview, Participant J noted that she reviewed notes taken in class and attempted to complete as many of her assignments as she could in order to turn them in on time. "I don't think I spend enough time trying to understand the work I am doing; I just want to turn it in for credit" explained Participant J. This hurried study behavior led the participant not understanding the material presented during examinations. With her new habit of taking time to complete one assignment before moving on to the next, the researcher

concluded that Participant J was training herself to understand and commit to the material before jumping to the next assignment. When asked in the poststudy interview about the participant's academic confidence levels, Participant J said she "felt smarter in certain courses that I worked at, as opposed to before when I wouldn't work hard at all." After the study, Participant J was succeeding academically, including courses the participant did not feel confident about before the start of the study. The researcher observed that this new confidence was attributed to the participant's confidence in her ability to succeed.

Data obtained through Participant M's journal entries allowed the researcher to assess the completion of assignments. Participant M indicated in her poststudy interview that "being able to complete assignments during study tables, gave me more time at home to study rather than do homework." The researcher was able to observe how Participant M, like the other participants, was able to complete major projects promptly during the study table program. Participant M was observed working on her important senior projects as opposed to her everyday assignments. When asked about how she organized her assignments, she stated that she "worked on assignments that were due first, and then moved onto the things I can turn in later." The researcher attributed this new characteristic of organization and responsibility to her ability to complete work during the study table program. Allowing Participant M the time to organize her workload allowed her the time to discover the importance of completing work in a timely manner; a skill she indicated that she will use as she attends college in the future.

All except one of the participants in this study expressed an increase in their overall confidence level based on their participation in the study tables. The study tables were designed for the researcher to make full observations of how the participants were able to engage and increase awareness in relating to their current study habits. The participants in this study

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benefited from the environment that was designed for them to focus on their assignments and develop better practices. This participant did state, however, that should she continue with the study table program on her own, or some other form of academic intervention, then she could see where her confidence would improve along with her academics.

Self-efficacy. The researcher observed the increase in Participant K's confidence level, both academically and personally. The researcher was able to make this determination by noting important information obtained from the journal prompts in comparison to the participants' responses in both the pre and postinterview responses. While the participant's journal prompts were not detailed because the participant did not take the time to fill it out until the researcher was collecting the data, however, the poststudy interview responses revealed the full impact of the study for this participant in a positive manner. Participant K explained, "the study helped boost my confidence and desire to study correctly and not allow myself to get distracted." Additionally, Participant K expressed that her participation in the study allowed her to feel more confident about her ability to succeed as she reflected on how new study habits were formed that the participant can use in her future courses.

Before the study, Participant Se only studied when teachers provided PowerPoint notes for the class. This participant explained in her prestudy interview that "when I don't perform well on exams or assignments, I do not feel good about myself for the rest of the day, I kind of feel like a failure." This statement provided by the participant correlates to Bandura's idea that there is a difference between self-efficacy and the belief in behavior, and confidence and that "perceived self-efficacy refers to belief in one's agentive capabilities, that one can produce given levels of attainment" (Bandura, 1997, p. 382). The researcher noted that because Participant Se

was not successful, the belief to succeed decreased, and therefore so did the participant's confidence. In the poststudy interview, Participant Se stated,

> Working in the study groups with the others was the most helpful for me because it allowed me to ask questions and talk through answers. I think talking through answers helped commit what I was studying to memory because when I took my last test, I remember the discussion I had with Participant X, and that helped me to find the answer.

Participant Se's statement was an example of Akhtar's (2017) study that the mastery experiences (such as memorization), as well as verbal persuasion (verbal cues), can be linked in acquiring knowledge. Additionally, Participant Se recognized that she had the skills necessary to succeed; therefore, proving Bandura's (1986) concept that self-efficacy is not related to one's judgments about their skills, but rather about one's assessment of what they can accomplish by utilizing these skills.

Through observation of the journal entries submitted by Participant J, the student demonstrated some level of increased confidence because the student was able to focus on studying with fewer interruptions that enabled her to become more pro-active in her academic success. Participant J also explained as follows:

> The better I felt about myself during study tables, the more motivated I was to do more than the minimum amount of work and get ahead in my classes . . . it was nice not waiting until the last minute or not turning in an assignment because I didn't do it. I enjoyed feeling like I understood the work I was turning in.

In the initial observation of Participant J, the researcher noted that the participant was focused on how her failures impacted her confidence level both academically and personally. After five weeks in the study table program, the researcher observed that this participant demonstrated a

positive attitude that was reflected through her journal entries, as demonstrated by an improvement in her comprehension skills. Participant J was also one of the participants who expressed a desire to continue with her own form of academic intervention throughout the school year. Her increased confidence and desire to continue to be successful in the classroom was a huge motivation to stay more positive and confident in herself and in her abilities.

Consistency as it Pertains to Weekly Study Tables

The researcher was able to evaluate the evidence of consistency as the participants in the study expressed how the study table program was effective based on its reliability. This level of consistency had an impact on their academic success. During the study, eight of the participants expressed that the study provided them with the allotted time to complete their assignments. Throughout the study, the participants were able to reflect on the overall improvement of their grades. For example, Participant X, who was enrolled in a Spanish course, demonstrated low confidence because the student was missing multiple assignments that were overdue. This occurred because the student could not understand the materials that were assigned in the class. During the study table program, the researcher observed that the participant began to review notes and highlighted pertinent information and became actively engaged by asking more questions. This level of active engagement allowed the student to understand the complexity of the assignments better; therefore, she was able to complete the missing assignments. The participant was able to use these study habits that led to her ability to finish future assignments promptly. During the postinterview, Participant X explained: "at first, I did not trust myself to get work completed, but at the end, when I had, I saw my Spanish grade improve." By providing the participants with specific deadlines and consistency, they were able to reduce late assignment submissions and focus on completing the work assigned.

Study practice. During the poststudy interview process, the researcher was able to access the responses of the participants to gain a better understanding of their perceptions of the study. The poststudy interview combined both similar questions as part of the prestudy interview; however, new questions were designed to disclose the participants' perception of themselves throughout the study. Participants were not exposed to questions that were previously asked, as well as made aware of any previous responses unless they recalled these responses from their memory. All the participants were asked the same open-ended questions; however, some of the participants did not elaborate beyond a simple "yes" or "no" response. The participants provided more elaborate responses that confirmed their perception of how consistent study habits could positively reflect upon their academic success.

Participant S was able to develop a planned study schedule to attain some level of accountability. The participant set 30-minutes for two days a week to focus on studying and was committed to avoiding any family distractions during this set time. This study practice created an individualized version of the study table program. During the poststudy interview session, Participant C explained to the researcher that the study table program was beneficial based on the repetition that created accountability and consistency. This repetition allowed for the participants to develop habit as the study table program became more a normal part of their week.

Participant C explained that study tables being on the same days at the same time, allowed the participant to achieve a goal that would not be possible outside of the current academic structure. This participant explained that the consistency allowed for her to develop a healthy study pattern that she would not have developed otherwise. Participant C explained in her poststudy interview:

since study tables were twice a week for 30-minutes a day, I knew I could achieve

something new that week, I didn't have to wonder if I would study this day or that day;

study tables was a set date and time for me to get my work done and to study for tests that

I would not have studied for before. It was a nice feeling, you know, that I was going to

accomplish something and that made me feel more successful before I even got to school

the next day.

The researcher observed through journal prompts that Participant Jo had improved in her course work because there were additional people to assist her in understanding the course material. In the poststudy phase of the study, Participant Jo explained how this level of assistance increased her overall confidence and her ability to complete her assignments promptly. Participant Jo stated that she "improved in classes, and I feel more confident in my ability to not only study on my own but also in my ability to complete coursework on time and correctly—which is a first." This participant was able to share these expressions of confidence and satisfaction with her overall academic improvement and newfound academic confidence, in the weekly journal prompts provided by the researcher.

Student perception of study tables. This theme identified how the participants perceived the overall consistency of the study. Participant Jo missed the last three study table sessions, which the participant said, "really tested my ability to study on my own, but I was able to power through it on vacation, and I had no missing assignments when I got back." Participant K expressed that "having that routine made me think that I was going to be okay (school wise) because eventually, it felt like just a natural part of my week." The researcher observed each participant and how they were impacted by having a consistent study schedule. The researcher noted that all participants realized the importance of dedicating time to studying. The overall

benefits of setting times and being accountable for completing the assignments lead to an increase in their academic performance, through participating in changing their study habits. All participants admitted that they initially did not see the benefit of how the program would impact their ability to be effective in sports teams and their overall participation in groups at the school, however at the conclusion of the study the participants addressed that they could indeed see the benefit to the study being a consistent part of everyday practices.

All participants perceived that the study table program would indeed be a benefit to all after school activities and athletic teams. One participant in particular indicated that the study table program brought her a sense of pride that athletes should have in themselves. Participant Jo stated, "we are ambassadors and leaders at the school, we should take pride in ourselves as students and then as athletes and I think the study table program helps with that." The researcher was able to reflect that the participants needed some form of consistency and that the study table program was an effective tool for observing how the participants' study habits had changed from the onset of the program. The researcher learned that consistency and allocating time were crucial, as these participants had too many distractions outside of the classroom and that this was the only venue where they felt most productive.

Summary

This academic intervention sought to understand how the research participants perceived academic intervention as it correlates to how the study tables provided an opportunity to increase their academic potential. Symonds (2009) conducted a similar study that expressed the importance of how study tables could impact the students' overall academic performance. Jacob and Ryan (2018) discussed how student–athletes who are provided with a strong academic support system would acquire better study habits and become successful. This research study

was designed to determine if academic interventions, such as study tables, had an impact on participants' academic abilities, as well as their self-confidence. Additionally, the academic intervention chosen for this research was intended to examine how student–athletes perceive their participation in team-based activities or athletics. This study also focused on how study tables can assist in overall academic success for these participants in a structured environment.

To gather a consensus of the participants' study habits, academic ability, and confidence, interview questions were focused on two parts that consisted of an academic standpoint and a personable standpoint. The questions were designed to gauge participant perception, as well as confidence levels. The journal prompts were designed to track how the study was progressing from the participant's point of view. The study incorporated how new study habits were developed, and this approach was beneficial in understanding if the study tables were meeting the needs of the participants. Poststudy interviews consisted of similar questions as the prestudy interview; however, these questions were more detailed to gain a better perspective of the participants and to understand if there were any negative reflections. Through the data collected, the researcher was able to analyze and draw a connection between this study and those conducted by Symonds (20019) and Jacob and Ryan (2018). The data collected showcased the positive impact that academic interventions can have on the academic success and self-efficacy of student–athletes.

Chapter 5 will explore how these findings align with the additional literature of the study. The three themes which emerged from the analysis were as follows: (a) environmental impact on study habits (b) Impact of participants' academic confidence and self-efficacy and (c) Consistent routine and structure during study tables. Brief data results described throughout the chapter showcased how these themes developed throughout the research. Additionally, these themes will

be further examined in Chapter 5, and how these themes connect with the previously collected literature. Chapter 5 will also closely examine the limitations experienced during the study and how those limitations factored into the outcome of the study. As well, the researcher will put forth recommendations for further research and what the future of the study table program would look like in continuation. In closing, Chapter 5 will explore the outcome of participant perception on participation in team-based activities and the influence on academic achievement; and how the implementation of study tables during athletic practices impact student–athletes' academic success.

Chapter 5: Discussion and Conclusion

Introduction

The purpose of this study was to determine the potential link between academic interventions such as study tables, and student–athlete perception of their on their self-efficacy based on their participation. The study also explored the influence on academic achievement, along with the impact on student–athletes' academic success. This chapter will explore themes developed from the data collection, and the connection to the initial research questions. This exploration highlights the idea that through academic success, students tend to feel a sense of confidence and a recognition of strength. Through the implementation of a 30-minute study, the researcher was able to observe and record data that expresses the participants' perception of their academics, as well as how academics affect that perception. Participants were tasked with studying in a non-personal environment and were observed during studying in solo study sessions and group sessions with their peers. The reason for the study table sessions was to explore potential change in participants' academics, as well as the impact on their self-efficacy. Specific details that added to the evidence that study tables are indeed a good part of academic and athletic practice will be further discussed throughout this chapter.

The conceptual framework served as a lens for this study because it focused on the importance of student–athletes and their overall study habits, as well as environmental factors that were examined in understanding their behaviors. This framework allowed the researcher to make the connection between the actual data collected and any potential differences between the literature and the research findings. The conceptual framework used allowed the researcher to correlate with Symonds's (2009) study specifically. The rationale for conducting qualitative research was to understand how student–athletes can thrive in similar study conditions. By

targeting high school athletes, between the ages of 14–17, the researcher observed both individuals and groups by utilizing study tables. The study consisted of interviewing ten participants as part of the research study to gain a better understanding of how student–athletes are focused on their academic pursuits. After the initial interviews were conducted, the researcher performed an observation of these same participants in a broader setting to capture how these participants would prosper both individually, as well as in a small group setting.

The emerging themes that presented themselves during the study will be explored in correlation to the research questions, as to how they affect the conclusion of the study. The three major themes that were identified through the study included: (a) environment, (b) impact on confidence, and (c) consistency as it pertains to weekly study tables. Furthermore, this chapter will look at the previously provided literature and how the findings of the study supported or denied the findings in the literature. Additionally, further exploration into the data and its connection to Feltz, Short, and Sullivan (2008) discussion of Bandura and the effects of athletics on students' emotions and personal acceptance.

Summary of Results

The evidence for the first theme, *Environment*, revealed that the environment plays a large role in a student's academic success. If a student's daily environment is negative, it can directly impact that student's study habits; therefore, directly impacting their academics. Additionally, environmental conditions directly correlate with a student's self-efficacy. Bandura (1997, p. 382) stated "perceived self-efficacy refers to belief in one's agentive capabilities, that one can produce given levels of attainment," and these attained capabilities can henceforth lead to a sense of confidence on many levels. Bandura (1997) also expressed that self-efficacy is not related to one's judgments about their skills, but rather about one's judgments of what they can

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accomplish with those skills. The researcher reflected Bandura's (1997) theory in terms of how self-efficacy can be improved with the proper environment. The students' self-efficacy can be enhanced in combination with academics. When students were provided with a dedicated, quiet place to study, they were more focused and committed to their studies. Seven of the 10 participants revealed that their self-confidence level improved as a result of their participation in the study.

Symonds's (2009) study of student–athlete participation was instrumental in guiding the research in determining the positive interaction with the participants through academic intervention, via the study table program, that provided the structure to accomplish this goal. After the study, all ten participants agreed that having a sanctioned environment to study allowed them to accomplish tasks without distractions. By aligning with Symonds (2009), Francois (2013) was able to provide a different approach to understanding the theme of the environment. Francois (2013) discussed the idea of the "environment of accountability" (p. 20). Environments can be classified as a dedicated quiet space that would provide students with an environment that would allow them to focus on their studies with minimal distractions.

Rezania and Gurney (2014) provided concrete evidence that athletics with ideal environmental factors can improve academics and have a positive impact on their behavior. Both Rezania and Gurney's (2014) and Symonds (2009) studies focused on environmental commitment and its impact on individual study time, and consideration of how communication and advising were contributing factors to academic success. This method aligned with the suggestions made by the participants to provide a mandated study space before the start of athletic practices. The student–athletes were more likely to present some level of confidence as it relates to their dedication to their studies. One of the participants did not see the immediate

results of the study tables during this research study; however, the participant could assess the value of this approach in her future academic pursuits. Four participants who engaged in the study emphasized the value of studying in a distraction-free environment; therefore, they would use the same approach in the future.

In conclusion, the environment played a major role in many aspects of the study, as demonstrated through the participant's reflection. Before the study, nine of the ten participants did not have a specific study location where they could complete their schoolwork without some level of distraction. The research study enabled the participants to be exposed to a study environment that provided a positive impact on their study habits that promoted self-awareness and self-confidence. The participants felt more confident in their abilities to study effectively, and that contributed to their overall academic success in the classroom.

Seven of the ten participants indicated to the researcher than their confidence level had improved throughout the five-week study. However, three of the participants did not perceive the value or acknowledge a significant change in their confidence level as a result of their participation in the study tables. Cooper (2009) study explored the idea that academic intervention to include the use of study tables, combined with a support system, can directly impact a student–athlete success. Cooper (2009) discussed the importance of studying in small workgroups, as students were able to increase their confidence level while working in supportive environments. All ten participants collectively agreed that being able to study in small groups had a positive impact on both their academics and confidence level. The participants perceived the table sessions as a method to collaborate and encourage one another to achieve academic success. Lawrence (2007) study explored how students' individual views on academics at interscholastic levels have a direct impact on their success. This study aligned with the evidence

that the participants' perception of their academics was directly impacted based on the academic changes that occurred during the study. Seven of the ten participants shared an altered perception of their confidence level upon reviewing evidence that study tables had a positive impact on their academics.

Singh, Bhardwaj, and Bhardwaj's (2009) study focused on the effects of self-efficacy and the performance of student–athletes that examined the range of impact of academic intervention as it applies to academics and other school-affiliated activities. The three participants expressed that the study table program could benefit all students, to include after school programs or other clubs. Also, these participants indicated the importance of implementing these programs as part of the athletic program and reflected the success the study tables had both academically and athletically. The researcher discovered that these results of the study, in comparison to Frezza's (2016) study that exemplified the benefits of academic interventions such as study tables, align as positive impacts on students' academics. The participants provided the researcher with a full understanding of their confidence level by utilization of the researchers' ability to reflect on the following methods of data collection: journal prompts, pre and post interviews.

Verbeck (2010) stated, "perceptions regarding the expectative academic personnel have of the student–athletes' academic competence, and perceptions regarding factors the student–athletes believe they impact their academic success." The findings of the research were in full correlation with the concepts shared by Verbeck's (2010) study, which noted how students perceive themselves can directly correlate with their academic success. The researcher aligned with Verbeck's (2010) study by asking the participants similar questions in the interview process that would exemplify the difference in participant perception throughout the study. The differing perceptions put forth by the participants allowed the researcher to conclude that study tables do,

indeed, have an impact on a students' confidence level. These participants' confidence in academic abilities, tie in with Akhtar's (2017) work which shows that academic interventions increase confidence and self-efficacy, aligning with research and work studied by Bandura (Feltz, Short, & Sullivan, 2008) and the idea that these interventions instill a sense of accomplishment and confidence in student–athletes.

In conclusion, the *impact on confidence* is a major theme throughout the study, as it applies to students' academics and self-confidence. The data collected throughout the participants' perception provided data that aligned with the literature that emphasized how similar studies that incorporated some form of study groups enhanced the confidence levels of the participants. The study tables were beneficial in understanding how each participant in the study viewed any changes in their confidence level throughout the study. The study tables had a direct, positive effect on their ability to observe their potential to increase their academic achievements, as well as make the connection to athletic potential.

The third theme in this study is *Consistency* as it pertains to weekly study tables. All participants indicated in their poststudy interviews that they appreciated that the study table program was consistent, in the sense that it served as a reminder to study regularly. The participants used these practices that aided them to keep on track with their weekly assignments. This evidence correlates with a study completed by Davidson (2010) that emphasized that participating in athletics, or some other form of activity or after school group, can attribute to the emotional and academic promise of each student. Davidson's (2010) study focused on how the participants perceived the positive aspects of using study tables and how this approach can enhance student involvement and effective learning practices. This study has aided the researcher in understanding the social development of the participants. Also, solo study tables allowed the

researcher to assess the emotional state of the participants, based on how consistent each participant demonstrated throughout the study tables and some association with student athletic success.

Aligning with the theme of outside commitment to student success is this idea of "critical success factors" (Cooper, 2009). These success factors are classified in the form of a person, place, or academic intervention—such as a study table program. Cooper (2009) discussed the idea that academic interventions, along with a strong support system, directly impact a student–athlete success factor. By adding in a group study element to this study, participants were able to benefit from this type of support system that attributed to their success. Three participants in the study indicated that the incorporation of study tables attributed to their ability to complete assignments promptly. Thiss (2009) and Burns, Dunn, Fletcher, and Jasinski's (2013) studies explored data that indicated the theory that athletics, which incorporated academic support systems, have a positive effect on a student's self-efficacy. Aligning with this study is Anderson (2010), DeBoer (2009), and Verback (2010), who discussed student perception of both academics and how athletics has a positive effect on athletics and academic success of those students. These studies were beneficial in understanding the participants' perception that by incorporating study tables as a normal part of athletic practices on an everyday or weekly basis, then the perception athletes have on their academics will start to change.

Additionally, study habits that deliberately create a pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing examinations (Acheaw, 2004). Acheaw (2004) discussed the concept of weekly participation and how students will develop a better understanding of the assignments. The 10 participants shared

that they were able to comprehend the assignments by asking questions and sharing the information in the study group session, as well as, commit what they learned to memory.

In conclusion, the study tables provided some level of consistency for the participants and became a routine part of their weekly mandated meetings that created an atmosphere that promoted commitment and social responsibility. By enforcing mandatory study tables, the participants were able to improve their study habits and develop essential self-confidence skills. Participation in the study tables provided a structured environment that was dedicated to their academic pursuits. The notion of group study tables fostered a support group system that provided consistency and collaboration.

Discussion of Results

The purpose of this study was to explore the connection between study tables and student–athletes' academic success, as well as the potential positive impact on the participants' self-efficacy. Specifically, the study explored the participants' perception of their academics, confidence, and self-efficacy. Akhtar's (2017) study demonstrated how academic interventions, such as study tables as pertained to this research, increased self-confidence and self-efficacy in students. Akhtar's (2017) study aligned with research conducted by Bandura (Feltz, Short, & Sullivan, 2008) and the notion that these types of interventions instill a sense of accomplishment and confidence in student–athletes. By analyzing the data collected through pre and poststudy interviews, journal prompts, and observation notes, the researcher can conclude that study tables do have a positive impact on student–athletes.

Prestudy interviews were conducted to gather information about the participants' current study habits. These interviews were also used by the researcher to obtain a more detailed understanding of the participants' perception of their confidence level. Participants were asked

questions that pertain to how they performed on a test or assignment and how the results impacted them. The poststudy interviews were used to ask questions specific to how the participants perceived their success academically. Additionally, the researcher observed the participants' perception of how they connected academic success and self-efficacy. The interview questions provided the researcher with a better understanding of how the participants perceive academic success and what factors have led to their observation

The journal prompts were beneficial in understanding how the participants reflected on their experiences and what they gained from their participation in the study. The observation was beneficial for the researcher in analyzing the body language of the participants and how they were engaged in their studies and with their peers. The observation included an analysis of the body language exhibited in the study tables that revealed some frustration, as well as the expressions of success. Participants who expressed feelings of frustration or confusion often had their heads in their hands, sighed often, squirmed a lot, or aggressively put away materials at the end of the study session. Those participants that were successful had straighter posture, were more focused on their studies and often, these participants were smiling which reflected happiness during their interaction with others. Ruff (2016) and Slone (2018) studies explored the positive effects of group setting academic interventions, similar to the group study sessions replicated in this study. The effects of the Ruff (2016) and Slone (2018) studies aligned with the researcher's observation of the participants' engagement with their peers. The researcher observed the student perception of academic interventions, in the form of study tables, and the observations indicated that the participant perceptions demonstrated their overall satisfaction. The participants indicated that the study table program could serve as a benefit to other groups around the school as well.

To fully explore the success of this study, the importance of examining the data, and how it directly responds to the initial research questions. Additionally, the researcher's analysis of how the researched questions connect with the emerging themes. The initial research questions were designed to explore the student–athlete perception of the influence team-based activities have on academic achievement, and how does the implementation of study tables during athletic practices impacts student–athletes' academic success?

Research Question 1

The first research question presented in the study was "How do student–athletes perceive participation in team-based activities or athletics influence academic achievement?" A specific prestudy interview question was incorporated into the study to assist the researcher in observing the participants' initial perceptions of 'team-based activities' such as study tables. When asked "what are your current study habits," All the participants provided responses that indicated they lacked consistent study habits, they demonstrated no motivation to study, or no space to support their ability to succeed. Two participants indicated they would reach out to study within the group, providing they find a need to study in this format. Participant S and Participant C shared that they would reserve any questions for clarification on assignments to address with their teachers and rely on their peers. Also, one of the participants explained that she would reach out to peers who have taken the course in the past to gain some insight. While the initial interview question did not particularly relate to the first research question, the researcher included as part of the interview process to gather more information from the participant pool.

The data collected through observation notes and journal prompts provided the researcher with feedback from the participants' perceived group-based academic interventions, such as the group study tables, to be a benefit to their academics. During group study tables, eight of the

participants were vested in the study and engaged with their peers. Participant M and Participant E did not engage with their peers, as Participant M would focus on senior projects and would use the time in the study tables. Similar to Participant M, Participant E explained in her journal prompts that she preferred to work independently, but the idea of having participants around who could assist if needed, made the participant feel more confident that work would get completed. By the conclusion of the study, Participant E was more engaged in group study tables and was taking an active role in asking for more help from the fellow participants.

When prompted about group study tables, the researcher observed that the other eight participants preferred group study table sessions in comparison to solo study sessions. The participants' rationale was that active participation would result in increasing self-confidence because they worked in a collaborative setting that supported them. Additionally, the participants demonstrated some level of comfort in knowing that other students share similar circumstances concerning their studies. Participant K and Participant X worked together on completing their Spanish assignments, and both indicated on their journal prompts that the study tables increased their confidence because they felt supported in this environment and asked for assistance from others. Both participants collaborated with Participant Jo, a Spanish speaking participant. The researcher observed that Participant Jo's character and sense of responsibility and leadership had flourished as being instrumental in assisting others.

The postinterview questions served as a method for gathering information directly about the participants' perception of how they assessed their study habits and how they viewed the school resources. The participants were able to discuss their thoughts on course loads, teacher reviews, course material, and upcoming exams that impacted their success. The participants were able to engage in discussions that were not directly related to academics; however, they were

able to address concerns and inquiries of such matters as applying to college, and its requirements, the judicial system review for a non-related project. Participant D shared that the study tables provided a forum for discussing concerns regarding college entrance requirements, specifically the SAT exam. While these discussions were not particularly about specific assignments or projects, the participants gained something valuable that would contribute to their academic careers.

The research study provided the participants with the opportunity to work in a study group and either engage in a solo study session or a team-based session that would allow them to work on their assignments. The postinterview sessions reflected how the participants perceived these study tables and their thoughts on incorporating this practice into other groups or athletic teams. The study was conducted in a school district that enforces athletes to maintain a 2.0 GPA to remain on their sports team. The school district was dedicated to athletics; however, it was expected that students are committed to their academics. The observation data provided the researcher with how the participants perceive team-based activities, whether it is sports, clubs, or the study table program.

Research Question 2

The second research question that guided this study was "How does the implementation of study tables during athletic practices impact student–athletes' academic success?" Through interviews and observations, the participants shared similar views as they did with the first question. The participants expressed that their success level impacted their confidence level. The participants shared that studying for a test, or completion of an assignment successfully was perceived as a major accomplishment. For example, Participant S shared that studying that resulted in academic success contributed to self-confidence and minimized the fear of failure.

After five weeks of a patterned study table program, the participants were able to make the connection between their academic success and attitude and effort—and self-confidence.

Throughout the five weeks of the study, however, the researcher observed that if a participant were struggling, their peers would take notice and offer assistance or ask if anything could be done to assist them in their success. For example, in the third week of the study, Participant Jo was struggling with math and demonstrated visual and verbal signs of frustration and expressed total defeat for mastering the subject matter. At the next group study session in week four, Participant J sat with Participant Jo and offered to assist her with her math assignments. The researcher observed the two participants making plans to continue to study after school for the remainder of the week. This level of assistance is a clear demonstration of collaboration and team building within the study table structure.

The participants shared their satisfaction during the poststudy interview sessions and noted that they enjoyed being part of the study and that they perceived the full value of this approach.

All the participants were able to assess how this approach was beneficial in increasing their self-awareness about how consistent study habits can contribute to academic success. Additionally, majority of the participants were able to see a change in their self-confidence and how the change was attributed to not only a newfound academic success, but in the recognition that healthy study habits are important to feeling more confident in academic ability and success. This aligns with the thinking that the work put into something, dictates the work and the sense of accomplishment at the end. The participants who had a different sense of self-confidence indicated that they did not let a bad grade or low test score dictate their confidence or mood for the rest of the day because they knew that they had put in the effort and the work to be

successful. Additionally, even if they did not perform as they wished they would have, they did have a better grade or exam outcome than they did prior to the study. This outcome showed the participants the full range of impact of the study table program and what they could accomplish should they maintain their newfound study-habits.

Discussion of the Results in Relation to the Literature

The analysis of the data collection and the collection of literature are interconnected in a position manner. One conclusion can be drawn from the collected data as it pertained to participant perceptions of study tables and the impact on their academics and self-efficacy. Siever's (2008) study examined student perception of academic support programs, also referred to as academic interventions, and what these programs or interventions provided for their academic success and how they were able to flourish using study tables. The findings were similar to Siever's (2008) discuss where the participants were able to capture the potential for improvement in their academic lives.

The researcher also connected the participants' perceptions also to Bandura's (1997) study regarding the idea of self-perception and the dictation of attitude and effort. Based on prestudy interviews, the researcher concluded that the participants did not consciously make the correlation between their attitude and effort. The researcher observed that the participants' confidence was affected, however, the distinct connection between attitudes, effort, and confidence was lost. After five weeks of continuous study sessions without distraction and with the assistance of their peers, the participants were able to identify a connection between how the participant made a conscious effort to improve their study habits that increased self-awareness and self-confidence. During the poststudy interviews, Participant S implied that the study table program added a new level of confidence that came with continued studying and that the

participant no longer feared failure. The researcher concluded that the participants' perception of the impact of engagement in the study tables were more positive than negative.

An example of this would be the perceptions presented in Verbeck's (2010) qualitative study where perceptions regarding the expectations on academics have a personal impact on student–athletes' in terms of academic competencies and how it directly relates to their academic pursuits. Also, Verbeck (2010) study was similar to the findings this research from the standpoint of students who are dedicated to their studies will see the benefit of their contributions

Davidson (2010) discussed that participating in athletics or some other form of activity or after school group program "positively influences the whole adolescent specifically in the areas of social, emotional, physical, and academic development" (p. 2). At the onset of the study, the researcher observed how some of the participants were hesitant to work in groups; however, over a short timeframe, the participants embraced team collaboration. Also, the participants held others accountable for completing their homework assignments and aided each other successfully. By week five of this study, the researcher r, through the use of the observation protocol sheets, was able to see how the participants were able to overcome their initial struggles. The participants took an active interest in their peer's schoolwork and wanted to see how they performed on their assignments. This development of their social and emotional skills, and the development of their character, directly aligned with Davidson (2010).

Although the participants were skeptical of the group study table sessions, the participants eventually preferred group study tables over solo study tables because of the added aspect of group discussions with their peers. Veloz (2015) study examined the supporting factors in student–athletes' lives and found that administrators or advisors, such as coaches and select peers, have a job to provide educational and inclusive programs for student–athletes. The

researcher observed how the participants would interact with their peers and noticed the supportive nature of each participant, as described in Veloz's (2015) study. The research study was designed to occur during the athletic season; therefore, providing an educational program specifically designed to assist in student–athletes' academic and personal success. During the study, participants did ask academic questions of the researcher during the study table sessions. The researcher observed the participants' inquiry, in the same manner, one would request a teacher for assistance. This experience enabled the researcher to make a direct connection in understanding the role of an administrator and how study tables can serve as a support system for students.

Additionally, Francois's (2013) research consisted of understanding how environmental factors such as providing a quiet space can be used to foster students with a space to focus on their academics and reducing outside distractions that might interfere with their ability to concentrate. The concept of environmental factors was not a consideration of this study; however, this theme emerged as part of the study. The prestudy interviews provided the researcher with a clear concept that environmental factors played a role in the self-determination of the participants. In situations where the participant did not have the option of acquiring a quiet space to focus on their studies, the participant became less effective. This quantifies Francois's (2013) study that conveyed how study table programs are structured in a manner that holds the student accountable, as well as providing a place to connect with others. The researcher observed that the participants enjoyed having one dedicated area devoted to their success. These participants valued the patterns that were developed in the study table program, and they were able to continue in this mindset as they continued to develop good study habits. Francois (2003)

concluded that accountability is the key to student success; therefore, this research-validated this theory in practice.

Collins (2011) stated, "athletics as a whole may be seen as a way to improve academic performance which could lead to a more diverse body of students striving for college placement and becoming successful there" (p. 11). Additionally, Burgin (2011) and Raddatz (2013) discussed how students have more self-assurance, which is a characteristic of self-efficacy. These essential practices can be most effective when students have access to more academic support services and in institutions that support this endeavor.

Ruff (2016) explored the benefits that specifically catered to student–athletes in circumstances where they have access to Student–athlete Academic Support Services (SAASS), and the effects of such a program are on academics. In a place where athletics have "become more commercialized, pressuring athletic departments and coaches to produce winning teams" (Raddatz, 2013, p. 11) it could be said that students feel more pressure to focus on athletics or other group activities, rather than grades; or that they perceive these things to be more important.

Limitations

Sample size

One limitation of the study is that the researcher found it challenging to interchange participants in the study table based on the number of students. Originally the goal of the study was to obtain 20 participants; however, 10 participants agreed to become a part of the study. Although the study relied on a small pool of participants, the researcher was able to analyze through observations and interviews effectively. Larger sample sizes may have provided more data to analyze; however, this may have led to data saturation. However, Creswell (2012) examined how a smaller sample size provides a strong basis for a smaller overall population.

Having a smaller sample size provides an example of how this study would work at a school with an already smaller student population, such as a charter school or private institution. This smaller size also allowed for the researcher to really focus on the individual study-habits and observations of the participants. It was easier for the researcher to look for specifics body language and observe certain traits with a smaller sample size as oppose to having a larger participant pool. Would there have been more participants, the researcher would have changed the study comparison to compare larger groups, rather than compare the success or failure of individual participants.

Interviews

There was a concern that the participants may not be truthful in their responses or that they would be limited in terms of what information they would share. To aid in managing this specific limitation, the researcher had the participants refer to role in the study—researcher—to change the dynamic and formalize the study and to instill a sense of professionalism among the participants. Also, the initial prestudy interview was conducted in a nonathletic atmosphere that separated them from their normal setting. While the study took place in the participants' practice gymnasium, the study table program took place at a different time that had no connection to the participants' athletic practice schedule. These strategies of changing the researcher's identity and place of the study positively impacted the participation of the participants in which they engaged effectively.

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Implication of the Results for Practice, Policy, and Theory

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The data from the study demonstrated how the incorporation of study tables into athletic practices had a positive impact on many aspects of student–athletes' academics and self-efficacy. The participants collectively perceived the value of study tables and their overall positive impact

in their academic endeavors. Also, the participants repeatedly shared how their level of confidence continued to strive throughout the study. Bandura's (1986) study preserved the idea of self-efficacy as how it relates to one's judgment about their skills rather than what they can realistically accomplish. This concept aligned with the participants in terms of how they assessed their success as they continuously engaged in the study table program.

The practice of incorporating the study table program on an ongoing basis would benefit the students in their academics. The participants expressed how the study table program was beneficial and assessed its value beyond academics because it served as a venue for collaboration in building self-confidence in a team environment. By incorporating these study tables as part of a regular practice, students and educators would benefit collectively based on the structure of the environment. The study table program atmosphere would allow students to focus on their studies because this is limited distractions that would inhibit them from being successful. The study table program would encompass a specific timetable that would force students to complete their assignments in a timely fashion.

Group study table sessions can provide students with additional resources such as exercise social, emotional, and behavioral skills. These benefits are considered an advantage that would greatly serve those engaged in a collaborative group setting. Also, students could use this opportunity to converse about similar courses and share information in this format. Throughout the five-week study, the researcher observed collaboration from a majority of the participants who were willing to assist one another without persuasion from the researcher. The study table program influenced the participants to become effective leaders in this format because they were able to support and guide each other.

Rezania and Gurney (2014) study discussed coaches' commitments to their athletes and being an influence on the academic side of a student–athletes' career. Past experiences and observations have shown that when a coach is committed to an athlete's success, the athlete is more likely to put forth the effort to succeed (Rezania and Gurney, 2014). As well, DeBoers (2009) study discussed that support from coaches, as well as parents, are important to a student's "confidence as an athlete." The incorporation of study tables that are monitored by an advisor or coach, into a part of athletic practice, will instill a sense of confidence, drive, focus, and pride in the students' schoolwork. After the pre and poststudy interviews, the researcher observed that the participants need some form of support within the study table program that would require a form of mentorship. This mentorship could be an advisor or academic coach who is invested in their academic success. The concept of providing a productive atmosphere combined with a mentor who can guide and support these students will aid in their overall success in the classroom.

The school district where this study took place has a strict policy for their athletic teams. Athletic team members must maintain a grade point average of a 2.0 to maintain their athletic membership. By incorporating a study table program as a permanent part of an athletic practice, then coaches and athletic mentors could assist in maintaining their athletes' grade point average. The athletes could achieve and maintain their active athletic membership and would not be worried about losing their athletic status. Additionally, a mandated study table program would ensure that athletes are focused on the right aspects at the right time. If an athlete is spending most of their athletic practice worried about when they will complete their assignments or study for their exams, their focus is not on their job as an athlete. Incorporating a study table program will allow for student–athletes to focus on being a student when they need to be during their study sessions, and an athlete during their practices.

Theoretically, if a study table program were a mandated part of athletic practices, or even implemented as a part of every extracurricular activity, then they have help to ensure students maintain high levels of academic success. Additionally, when implemented in the right environment with the right presentation of tools for academic success, the study-table program could potentially help students in developing healthy and consistent study habits. This idea ties back to the conceptual framework previously presented and the notion that when focus on academics is made and students are provided with the necessities for academic success, there can be more than just an impact on academic growth and achievement. When implemented at the high school level for student–athletes and monitored by an advisor, educator or coach; academic interventions can have a positive impact on academics. As well, when a positive environment is provided for these interventions, they can help to develop and promote healthy study habits. With the improvement of academics, the potential for more self-confidence. With all of these things combined, and the conceptual framework was proven correct as these concepts can have a positive impact on student–athletes academics and self-confidence. As previously stated, Symonds (2009) discussed the idea of an academic intervention as a permanent implementation as part of an athletic practice. With an academic intervention that provides students with the necessary tools to develop and maintain healthy study habits; there is potential for impact on confidence in the classroom and in the realm of athletics.

This academic achievement could help to instill new character traits into students. Traits such as responsibility, organization, and leadership. These traits can be learned through the use of using the study table program to help stay on top of assignments and organize important assignments and exams before others. With these new characteristics, as well as a maintained level of academic success, it can be said that extracurricular activities as well as athletic do not

have a harmful impact on student's academics. Additionally, the study table program could be a student's first touch on how to study. The participants in this study indicated that they did not know how to study or what to study to be successful, they were never taught. Allowing students mandated study time twice a week (or more if allocated) students can learn to develop healthy study habits and in essence develop a habit that allows them to not only be successful but be confident in that success.

Recommendations for Further Research

The participants of the study provided concrete feedback on how the study table program served as a benefit to their academic pursuits. Because the study table program was successful over a short period, the school system may consider implementing the program throughout an entire school year. While the participants of this study provided genuine data that could conclude a positive impact of the study table program, there are places where additional research could be a benefit. It would be beneficial to see further research to examine the implementation of study tables within other groups such as Key Club. As well, continuing the research with the current pool of participants through state testing to see if the study table program helped them to prepare, could provide additionally data to showcase the positive impact of this program on students. This additional data could also show educators how academic interventions help students to better manage their time between studying and completing their everyday homework. Finally, if this research could be used to test the idea that the environment plays a larger role in students' academic success, particularly from those at a collegiate level, then it could be determined if there is a need for more academic interventions at a collegiate level.

After School Groups or Activities

The research study was beneficial to student–athletes; however, consideration for expanding this program to those students who are not engaged in athletics. While other groups such as Key Club and DECA focus mainly on academic achievements and the foundation and building of leadership and leaders through career education. These two groups require that students maintain a positive GPA to continue in their programs. This standard of academics with the incorporation of the study table program would increase this result if the school system were to adopt this implementation, the school could compare these results with the athletic participants and measure the results of their success. The recommendation is that we consider incorporating students who are not engaged in athletics to compare how they would benefit from this type of program. One drawback of this recommendation is that the study table program may take time away from the after-school student participants' actual time in meetings. Keeping this in mind, group leaders should adjust their meeting times to allow for adequate study times.

The study table program could also be implemented as part of a specific course or subject. For example, if there are a group of students in a certain subject who are all struggling with the same content, the teacher could create an after-school study table program where they work directly with the group of students to help them understand the material. The teacher could spend one session observing the students to see how they are interacting, what questions are being asked, and what they are not understanding about the material. Using the information from this observation, the teacher could create study packets for each group of students and allow the groups to work on these packets together during an after-school study table program. The teacher could be a leader for the program and be used as an aid should the participants have any questions or need assistance. This after school study table session allows for the students to work

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with their peers in a stress-free environment, outside of the classroom, and could help them to better understand the material.

Research Current Participants Through State Testing

Nine of the 10 participants collectively agreed that participation in the study table program enhanced their academic performance. The school system may consider the adoption of the study table program throughout the academic year and monitor whether or not the students are utilizing this program to focus on studying for the annual state testing or is the study table program focused on their daily assignments and projects. Some questions can be incorporated to evaluate the success of the study table programs to understand how this program best serves the student academically. The school could consider the expansion of the study table program by adding additional time and days to accommodate students to be able to divide their time equally between homework and preparation for the annual state testing.

Environmental Theory at the Collegiate Level

As demonstrated throughout the study, the participants shared their frustration in finding a quiet place to focus and succeed academically. Some of the participants indicated that it was extremely difficult to accomplish at home and relied on the study table program as a place where this would provide this opportunity. These factors can prohibit the student from reaching their academic goals that can lead to lower self-confidence as they do not see the potential for success. After five weeks in the study table program, the participants perceived a change in their academic standing that increased their level of confidence.

The environment was beneficial for students who would continue using the practices that were developed in the study table program continuously. For example, the senior participants expressed how they would use these best practices and incorporate them into their college years.

Additionally, colleges could use the study table program to retain and assist those students who are transitioning into a more rigorous course load and expectations. The collegiate atmosphere is different than the high school setting because the structure is flexible, and few places do not encompass some level of distraction or noise. By testing both the high school setting and the collegiate atmosphere, this may benefit the researcher in assessing both environments and how they impact the student successfully.

Conclusion

In conclusion, the study table program had a positive impact on students' academics and self-efficacy. The participants experienced a positive impact as they were able to value an increase in their grades. The program also provided an opportunity for the participants to work in a team setting that provided the level of support needed to succeed. The development of the study table program was effective for the students because it provided them with an atmosphere that was dedicated solely to studying. The literature depicted the importance of academic interventions, such as study tables, that are becoming more popular among high school sports teams. Due to this research, study table programs should be implemented at the high school level to incorporate the creation of best practices to include the self-efficacy of its student–athletes.

The recommendation based on this research is that athletic advisors, combined with group advisors, should contemplate the addition of study tables as an everyday part of athletic practice or group meetings. The through the data collection and analysis, the implementation of study tables has a more positive effect on the academics and self-confidence of student–athletes. The results from this study uncovered a link between academic interventions such as study tables and student–athlete perception of their on their self-efficacy. The role of the athletic advisor or coach should hold athletes to a high standard, as well as, shape the individual as a whole,

Athletics is often perceived to be about winning and losing; however the study table program proved that when academics are incorporated into athletics, it becomes more about their academic success and confidence level. Should athletic advisors or coaches implement this program into their athletic practices, they should work with the school staff to develop a structured study plan that is in the best interest of the students.

When students take a role in actively studying and have a mandated study time, these students have demonstrated how their confidence level has been successfully impacted. The study examined the influence on academic achievement, correlated with the impact on student–athletes' academic success. In conclusion, the study table program was an effective tool in examining what motivates the student to succeed in this setting. The research incorporated measurements such as team collaboration, the environment, the assessment of individual success through both observations and interviews. The research study revealed that the majority of the participants were able to use these study practices and understand the true value of the study table program. The research study provides the researcher with some essential recommendations for future consideration at both the high school and collegiate levels that would assist students in their overall academic success.

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Appendix A: Consent Form

Research Study Title: Studying the Effects of Athletics on Academics
Principal Investigator: Erica Wolfskill
Research Institution: Concordia University–Portland
Faculty Advisor: William Boozang

Purpose and what you will be doing:
The purpose of this survey is to determine a link between athletics and student–athlete academics by the use of study tables incorporated into athletic practices. We expect approximately 20 volunteers. No one will be paid to be in the study. We will begin enrollment on December 1, 2018, and end enrollment on December 5, 2018. To be in the study, you will need to meet with the researcher to conduct a preliminary interview, bringing a copy of your most recent report card. Then on Tuesdays, you will be asked to provide a signed grade check sheet with teacher signatures and current grades. You will then participate in a 30-minute study table session, in which you will study and work on course work independently. On Wednesdays, you will participate in a 30-minute group study table session in which you will work with fellow peers on group course work OR asking your peers for help in similar coursework. The study will conclude on May 30, 2019, with a concluding interview. Doing these things should take less than 70 minutes of your time weekly.

Risks:
There are no risks to participating in this study other than providing your information. However, we will protect your information. Any personal information you provide will be coded so it cannot be linked to you. Any name or identifying information you give will be kept securely via electronic encryption or locked inside the data collection spreadsheet, which is kept with the researcher at all times. When we or any of our investigators look at the data, none of the data will have your name or identifying information. We will refer to your data with a code that only the principal investigator knows links to you. This way, your identifiable information will not be stored with the data. We will not identify you in any publication or report. Your information will be kept private at all times, and then all study documents will be destroyed three years after we conclude this study.

Benefits:
Information you provide will help to determine positive or negative links between athletics and academics. Your information will also show whether or not a study table program is beneficial to incorporate into an athletic practice plan. You could benefit this by developing more concrete study habits as well as an increased grade point average.

Confidentiality:
This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if you tell us abuse or neglect that makes us seriously concerned for your immediate health and safety.

Right to Withdraw:
Your participation is greatly appreciated, but we acknowledge that the questions we are asking are personal. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required, and there is no penalty for not participating. If at any time you experience a negative emotion from answering the questions, we will stop asking you questions.

Contact Information:
You will receive a copy of this consent form. If you have questions, you can talk to or write the principal investigator, Erica Wolfskill, at email [redacted]. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. OraLee Branch (email obranch@cu-portland.edu or call 503-493-6390).

Your Statement of Consent:
I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.

_____   _____
Participant Name   Date

_____   _____
Participant Signature   Date

_____   _____
Investigator Name   Date

_____   _____
Investigator Signature   Date

Investigator: Erica Wolfskill; email: [redacted]
c/o: Professor William Boozang;
Concordia University–Portland
2811 NE Holman Street
Portland, Oregon 97221

Appendix B: Opt Out Form

Date_____

Dear Parent or Family Member,

Your child is involved in a qualitative research study designed to help him/her learn. We are interested in studying your student's current study habits via incorporated study tables during athletic practices and how they affect their current grade point average.

I am Erica Wolfskill. I am a researcher and a student at Concordia University–Portland, College of Education, Teacher Leadership.

I am researching how the incorporation of study tables affects a student's academic success as well as their self-efficacy. For this study, your students will be asked to provide weekly journal prompts.

I ask your permission to use this information for my research. There are two important points:
1. The weekly journal prompts will allow me to see trends in their study habits during the time of the study.
2. The information I want to study is the use of incorporating study tables into athletic practices. But this data will be removed of any name or other identifying information.

The participants will talk with me at a time when he/she is not actively practicing. This will not interfere or take time away from your child. The benefit of this research is that I am exploring the range of impact that the intervention of study tables has on athletics.

You are free to opt-out of this research by contacting me, the researcher, if you do not want your child's experience or data to be used as an anonymous example.

Please contact me by _____, if you have any questions or if you want to say "no" to this study. Saying "no" will not affect you or your child in any way.

Sincerely,

Investigator: Erica Wolfskill
Concordia University–Portland
c/o: Faculty Advisor: Dr. William Boozang
email: [redacted]

Appendix C: Letter of Assent

Dear Student:

I am doing a research study about team-based academic interventions at an urban high school and their impact on student achievement. If you decide you want to be part of this study, you will be asked to participate in weekly thirty-minute study tables and a series of two interviews with me. The study tables will take place on Tuesdays and Wednesdays from 5:30 PM to 6:00 PM. Interviews will be conducted at school during early practice time or after school depending on which is most convenient for you. I will also be observing your participation in your study habits during your study table time.

There are some things you should know about this study. Your name will not be revealed in the study, but I will be asking you general questions about how you feel about your study habits and the way you learn. In the first round of interviews, your questions will be general, during your second interview at the end of the study, your questions will be about your time during study tables and how you view your study habits after the study.

When I am finished with this study, I will write a report about what was learned. This report will not include your name or that you were in the study. The information will be published in the hopes that the research will help teachers, schools, and athletic teams do a better job understanding the impact of academics in athletics. It may even help our school do a better job in the future of educating students like you.

You do not have to participate in this study, and not participating will not affect your team membership, your relationship with me as your coach, or anything else about what you do at school or in school athletics. If you decide to stop after we begin, that is okay, too.

If you decide you want to be in this study, please sign your name.

I, _____, want to be in this research study.

_____
(Sign your name here)   (Date)

Thank you for your attention in reading this form and your consideration if you want or do not want to be in this study.
_____

Investigator: Erica Wolfskill   email: [redacted]
c/o: Professor William Boozang
Concordia University–Portland
2811 NE Holman Street
Portland, Oregon 97221

Appendix D: Pre and Postinterview Questions

Preinterview Questions

1. What are your current study habits?

2. How confident do you feel in your study habits?

3. How confident do you feel in yourself and your abilities to be successful after studying?

4. Do you think your feelings about yourself are directly impacted based on your successes? What about your failures?

5. On a scale of one to five, how do you feel about your academic ability currently?

Postinterview Questions

6. What was your overall impression of the study table program?

7. Did your confidence change throughout the study table program? Do you think it helped your study habits?

8. Will you continue the habits you developed from this program?

9. Do you think the study table program helped you academically?

10. Do you think this is a program that will work in other group activities?

11. On a scale of one to five, how do you feel about your academic ability currently?

Appendix E: Journaling Prompts

1. How did the study tables go this week?

2. What assignments did you find easier this week? Any that were more challenging?

3. How did group study tables go this week?

4. Did you find it harder or easier to work with a group?

5. What would you change next week with the study table program?

Appendix F: Observation Protocol

Location of Study Table Session:

Group or Individual Study Table Session:

Participant being observed:

Start date and time of observation:

Keywords or phrases noticed in group study tables (if applicable):

Area of study for particular session:

Noticeable differences in observation from the previous week:

End time of observation:

Questions asked of researcher during observation:

Additional Notes (mood, body language, outside distractions, etc.)

Appendix G: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

> As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

> "Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to, texts, graphics, and other multi-media files appropriated from any source, including another individual that is intentionally presented as all or part of a candidate's final work without complete documentation.

What is "unauthorized" assistance?

> "Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context is inappropriate. This can include, but is not limited to:
> - Use of unauthorized notes or another's work during an online test
> - Use of unauthorized notes or personal assistance in an online exam setting
> - Inappropriate collaboration in preparation and/or completion of a project
> - Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–
   Portland Academic Integrity Policy during the development and writing of this
   dissertation.

2. Where information and/or materials from outside sources has been used in the
   production of this dissertation, all information and/or materials from outside sources
   have been properly referenced and all permissions required for the use of the
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