

Effects of Athletics on Character and Moral Development of Collegiate Athletes

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Abstract

Character and moral development within intercollegiate athletics has been a topic of interest for some time, more specifically within the last five years. Leadership plays an important role in the development of character and morality. Specifically discussed, topics such as moral development education, influences who play a role in moral development of student athletes and positive and negative effects of moral development on athletes. Therefore, the purpose of this synthesis is to review the literature on the effects of athletics on character and moral development of collegiate athletes. Research has shown that there are positive and negative effects on moral development within college athletes. Further research on this topic can give athletes a better idea on what is best for them overall.

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Chapter 1-Introduction

Character and moral development within intercollegiate athletics has been a topic of interest for some time, more specifically within the last five years. According to Burton & Peachy (2013) leadership plays an important role in the development of character and morality. One type of leadership, known as servant leadership is a people centered approach to leadership that includes an ethical component. It is proposed that athletic directors and administrators demonstrating servant leadership will provide leadership necessary to support the development of student-athletes, cultivate an ethical environment that best supports this development, and inspire the call to service for employees within athletic departments (Burton & Peachy, 2013). Pennington (2017) believes there is opportunity for building positive social responsibility in athletes through sport participation. Fostering social responsibility and building character is an important quality of sport. Participation in college athletics has the potential to advance moral reasoning skills, holding pro social behavior, and can improve sportsmanship (Arnold, 2001). Athletics can provide one of the greatest opportunities for a student to learn honesty, integrity and ethical behavior or it can provide one of the greatest opportunities in school to learn how to be dishonest or how to be hypocritical (Pennington, 2017).

Weiss and Biedermeier (2000) note that moral and character development within college athletics are not always perceived in a positive light. There are many tragic stories that are shared that make people question whether student athlete's morals and character are truly developing in sport. For example, the alleged cover-up crimes committed by Sandusky at PSU. Despite this example, it is believed that the sporting world is a significant arena for moral development (Burton & Peachy, 2013).

There have been many studies on character and moral development within college athletics that have provided valuable information on the effects it has on athletes. The various effects can be both negative and or positive on athletes. This literature review will aim to generate more information that will be valuable to future athletes and athletic departments as a whole. This information will provide athletes a better understanding on the varying effects college athletics has on their character and moral development and will also provide athletic departments with a roadmap for creating environments that positively impact character and moral develop of athletes.

Statement of the problem

College athletics play a major role in the development of character and morals in an athlete. It is important that athletes and athletic departments gain positive effects from sports in general. Athletic departments and coaches have a responsibility on helping develop their athletes into well-rounded individuals. Without a focus on this, athletes may develop inappropriate behaviors that effect their moral development. Learning new techniques and leadership styles will allow coaches and administrators to gain useful knowledge that will help mold athletes into morally competent people by the time they leave their athletic program.

Research Question

1. What effect does a coach play in developing student athlete character and moral development?
2. What effect does athletic participation have on character and moral development?

Purpose of the study

The purpose of this synthesis is to review the literature on the effects of athletics on character and moral development of collegiate athletes.

Operational definitions

1. Moral development: A process through which people develop proper attitudes and behaviors toward other people in society, based on social and cultural norms, rules, and laws (Beller, 2002)
2. Servant leadership: Servant leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world.

Delimitations

1. Research on college athletes as it relates to character and moral development.
2. Research on athletic programs and coaches as an influential factor on the development of character and moral development of athletes.
3. Articles that were peer-reviewed.
4. Peer reviewed articles from 2000-2018.

Chapter 2- Methods

The purpose of this chapter is to review the methods used to find literature on the effects of athletics on character and moral development of collegiate athletes. The studies collected for this synthesis were located using the EBSCO database from the College at Brockport's Drake Memorial Library. Within the EBSCO database the following databases were searched: SPORTDiscus and Academic search complete. Within these databases a total number of 10 articles and sources met the criteria for inclusion as part of a critical mass within this literature review. In order for an article to meet the criteria for selection in this synthesis it must have been published between 2000-2018, this will provide the synthesis with the most up to date and current information available. Other criteria for selection in this synthesis included scholarly and peer reviewed articles that were full-text. The synthesis is provided with more validity when scholarly and peer reviewed articles. Other articles or sources selected as part of this literature review provided context about the topic, background information and supplemental information to complete the review. All articles and sources are appropriately cited in the reference section of this paper. To gather valuable articles for this synthesis certain keywords and phrases were used when searching the database. The first keyword search was "moral development in athletics" which produced 42 hits on the database. This was the first topic searched because it is most relevant to the purpose of this synthesis, which is to review the literature on the effects of athletics on character and moral development of collegiate athletes. "Leadership and athletic morals" were the next searched phrase, which resulted in 32 hits on the database, followed by "college athletes and character" which yielded 80 database hits. The final keywords and phrases included "coach leadership and moral development" which produced 28 hits, "servant leadership and college athletics" which produced 4 hits, "servant leadership, athletics and morals" which

produced 5 hits, and lastly “moral development, athletes, and coaching” which produced 16 hits on the database. All the articles selected for this synthesis were scholarly and peer-reviewed articles that were full text. While selecting articles to use in this synthesis it was important that each article selected had valuable information on the effects of athletics on character and moral development of collegiate athletes. Specific criteria were used in order to be part of the literature review. All articles selected were related to sport and collegiate athletics in some way or another. Participants were both male and female athletes that participated in college athletes at some level during their athletic career. For this synthesis a total number of eleven articles were used to compile data on the topic of moral development in college athletics. There were four different journals that provided two articles each for use in the literature review. The remaining three articles came from different journals that were all relevant in some way to the topic of moral development in college athletics. The Journals of Character Education, Intercollegiate Sport, National Association for Physical Education in Higher Education and Eric Digest all provided two articles each that were utilized in the literature review. The remaining three journals that were used included the Journal of Issues in Intercollegiate Athletics, National Association for Kinesiology in Higher education and American College Personnel Association. For the majority of the articles the data was analyzed in similar ways. One article used formal education programs focusing on learning good moral habits. Thinking and reasoning programs are needed for athletes in order for the character education programs to succeed. Analyzes were also done using inventory testing and questionnaires. The analyses were done with Hahm-Beller values choice inventory. Some articles were similar and used forms and questionnaires that were completed related to the different aspects of the study. One articles information was gathered from interpretation from researchers using a specific concept called phronesis. This is a useful yet

somewhat complex concept. Another article used descriptive pro social behavior theories. Using these techniques can improve sportsmanship and create well-organized sport character education providing powerful contexts for implementing and learning good moral habits. Another study conducted pre and posttest questionnaires. The survey included Likert scale items and open-ended questions. The articles that were literature reviews compared research from other sources to come up with various conclusions on the topics of moral development in college athletics. The critical mass for this synthesis is comprised of 512 total participants. Within 11 articles used for literature review there was a total of 202 males, and 310 females. One article surveyed 19 coaches who completed the questionnaire, but other than that the ages of the participants ranged 17 years old up to 23 years old. Every participant was currently or was previously a college athlete or a sport administrator.

Chapter 3-Literature Review

The purpose of this chapter is to present a review of literature on the effects of athletics on character and moral development of collegiate athletes. Specifically, topics such as moral development education, influences who play a role in moral development of student athletes and positive and negative effects of moral development on athletes will be discussed throughout this chapter.

Moral Development in College Athletics

According to Pennington (2017) among the many goals of college athletics, there is an opportunity for building positive social responsibility in athletes. Fostering social responsibility and building character is an important quality of sport, as participation has the potential to advance moral reasoning skills, foster prosocial behavior, and improve sportsmanship among its athletes. While there are many people that believe there are avenues molding great morals and character into college athletes there are also people who believe intercollegiate athletics play a negative role in moral development. Ridpath (2008) believes college athletics must be reformed at its core, which is in the classrooms of institutions of higher learning and at the peak of the athletic department. Bonfiglio (2011) believes although many coaches and administrators state that they stress ethical play, research finds that little or no concentrated moral education exists in sport.

Influences of Moral Development on Athletes

Coaches, teachers and administrators play a significant role in influencing and promoting moral development in college athletes. Coaches play a critical role in an athlete's life. Coaches have a special relationship with their players because they spend large amounts of time together

and share intense experiences (Shields & Bredemeier, 2011). This special relationship with their athletes gives coaches the opportunity to exercise significant influence, providing direction and guidance. Most coaches believe that they are character educators, they see themselves as life lesson teachers. Coaches do this by demanding that their players accept the discipline required to achieve athletic success (Power, 2015). A coach's role is so significant in an athlete's moral development, it is crucial that athletic departments prepare coaches to be character educators. It can be said that moral development in education, as in life, is concerned with interpersonal relations. Teaching moral development focuses on consideration for others as well as for ourselves, and it attempts to distinguish right from wrong, good from bad and is often associated with values and principles (Arnold, 2001). This is more than simply instructing them to emphasize values, maintain discipline, or control players' behavior (Power, 2015).

When addressing moral issues research demonstrates that the most effective approach to character education is one that sensitizes athletes to the needs of others and engages them in focused reflection and deliberation on how to promote the common good. Applying this athletic context means that coaches must look for opportunities to call their players attention to moral issues and to devote time specifically to leading team meetings and address moral concerns (Power, 2015). Power (2015) examined whether sport coaches can effectively be prepared to become character educators. The study investigated various coaching influences and the affects it has on moral development in athletes. In this study, coaches from 10 men's and women's basketball teams which included 19 coaches as well 341 athletes were randomly selected to participate in a 3-hour clinic focused on character education. Coaches led weekly discussions with their players on moral decision making. Both coaches and players were administered pre- and post-tests assessing the moral environment of their team the coach's moral attitude and

behavior, and the athlete's personal moral reasoning behavior. It was determined that trained coaches established more positive moral environment than coaches in the control condition, who had a limited impact on player moral development outcomes (Power, 2015).

Negative Effects of Athletics on Moral Development

Ridpath (2008) believes intercollegiate athletics have been ingrained in the culture of American higher education for numerous years, which is likely to stay rooted in our society. With this long-lasting relationship, there have been problems; problems that have plagued the enterprise since its beginning. It is not new to intercollegiate athletics to have academic fraud, pay for play scandals, overzealous booster involvement, and athletes enrolled in school with little desire or motivation to focus on academic and moral development. College athletics have an intoxicating lure of winning, money, and degradation of higher education academic standards (Ridpath, 2008). Ultimately the integrity of college sports must start at its stated purpose within the institution and more specifically the athletic department. The question is how do we manage and/or reform the system, and who should lead the effort, has been an ongoing discussion for over a century (Ridpath, 2008). There are many issues that need to be addressed in a reform effort from paying players, athlete insurance benefits, coaches' salaries, rules and reinforcement, budgetary items, and academics and eligibility (Ridpath, 2018). With all this being said and looked into for years Ridpath believes there is little doubt that college athletics can aid in the development of an athlete's character and morals. Ridpath (2008) examined whether intercollegiate athletics provides athletes with a sense of entitlement, dearth of academic rigor, hero worship, money and revenue generation, and an insatiable win at all costs attitude. The study suggested that because of these factors moral development in a college athlete is affected in a negative way via intercollegiate athletic participation by scenarios like academic clustering

into certain majors, eligibility maintenance, and even friendly faculty within the institutions who are willing to look the other way and continue the fraud of the educational system (Ridpath, 2008). Ridpath (2008) concluded that these negatives often out way the positives and can affect academic integrity and moral development at any institution sponsoring college athletics. Stoll (2000) looked into the effects of athletics on character and moral development of collegiate athletes specifically regarding moral reasoning of Division III and Division I athletes. The purpose of the study sought to examine the potentially corrupting influences of media attention, money, and the accompanying stress on moral reasoning of student athletes. Participants included 218 non-athletes and 277 randomly selected athletes at a Division I school and 206 nonathletes and 387 athletes at 8 Division III schools. The testing consisted of completing a Hahm-Beller Values Choice Inventory. Results found that perhaps it is not money, national prestige, coaches' salaries, or glamour that affects the moral reasoning of athletes, but how competitive activity is viewed. The study concluded that perhaps moral reasoning among student athletes is exclusionary, selfish, rule bound perception of objectifying opponents, dissociating self from personal responsibility, and perceiving sport as a means to personal gain. Sport participation and competition as it is now taught and modeled may negatively impact moral reasoning in college athletes (Stoll, 2000).

Positive Effects

Bonfiglio (2011) suggests that a more explicit and systematic approach to moral development is necessary for the learning benefits of student participation in sports to match its claims. The viewpoint widely shared across academe is that participation in intercollegiate athletics has a positive impact on student athletes and contributes to learning and moral development (Bonfiglio, 2011). This study examined the literature of sport and student

development for the relationship between participation in intercollegiate athletics and student development, especially pertaining to the developing of moral reasoning. Bonfiglio (2011) found that a consistent theme that emerged was the impact on individual moral development, participation in intercollegiate athletics is also presumed to contribute to the development of leadership skills. Moral development starts at the peak of the athletic department and should be consistent and actively support the departments mission and goals and consistent with academic success. The study suggests, education, and especially higher education, is unmistakably a moral endeavor (Bonfiglio, 2011). The question is not whether colleges and universities should pursue moral education within athletics, but how. It is crucial to the building of moral character, the athletic administrators and educational leaders who supervise them must be explicit about the direction of their programs. This study utilized Edward Shea's Model to assess character development in the context of sport. Shea describes the kinds of athletic programs that promote development of individuals' moral reasoning that leads to moral actions with a number of steps to follow (Bonfiglio, 2011). The study concluded that the program must function under sound educational philosophy, that is, competitive sport must exist as a means to an end, not an end itself. The program must function under competent leadership, the program must be properly directed and controlled, and a high level of expectancy related to character development should permeate all phases of a structure which includes competitive sport (Bonfiglio, 2011).

Sports can absolutely build character and develop positive moral reasoning in collegiate athletes, but it will not happen by chance or hope. It can and will only happen when coaches, teachers, and administrators make a conscious decision to make character and moral development an objective of the sport experience (Bonfiglio, 2011). Pennington (2017) looked into exploration and description of moral behavior and found it is derived from a more

comprehensive theory of social behavior based on psychological role theory. This study focused on goals athletic departments revolved around such as the development of good citizenship, as well as moral development. Evidence suggests that moral conduct can be improved by using deliberate interventions in sport settings (Pennington, 2017). This study explored the degree to which sportsmanship, morality, and character development are being addressed within college athletics. The study found that competition has immense power to shape participants' consciousness, values and beliefs, and it passes on selected aspects of dominant culture (Pennington, 2017). Pennington (2017) notes the importance of positive media showings and how it plays a large role in moral development in college athletes. Good sportsmanship and acts considered morally uplifting are rarely mentioned during media presentations such as SportsCenter. There is a focus on poor sportsmanship and violence, which does not help mold athletes. Athletic departments that are aware of this can set a better example for their athletic programs (Pennington, 2017). Pennington's (2017) study concluded athletic departments and coaches within them implement techniques based on prosocial behavior theory. These include personalization, rewards, punishments, and promoting positive attitude. These techniques can improve sportsmanship by reducing critical incidents and increasing fun and intent to continue participation in the future. Well-organized sport character education can provide powerful contexts for teaching and learning good moral habits (Pennington, 2017). For moral development to be successful athletes need positive role models, a supportive environment, and the strong moral/philosophical commitment of coaches, administrator, boosters, students, and the media.

Beller (2002) looked into the formal and informal processes of moral character development, in light of types of programs that have shown to improve moral character, sportsmanship and fair play. Moral development is a combined lifelong formal and informal

educational process with three interrelated dimensions: knowing, valuing, and doing the right thing resulting in the development of good moral character. This study focused on the role of coaches and administrators in an athletic department focusing on moral development. The study concluded that well-organized sport character education can provide powerful contexts for the teaching and learning of good moral habits. The ideal idea would be to have sport programs that address both formal and informal educational processes for character development. Athletes need both thinking and reasoning programs and strong role models with positive leadership qualities to successfully develop proper morals (Beller, 2002).

Servant Leadership

DeSensi (2014) supports the review of literature on the effects of athletics on character and moral development of collegiate athletes. The study educates those who are or will be in roles affiliated with intercollegiate sport by developing ethical awareness of their moral values and creating a legacy of action-based servant leadership. Positive moral development can be instilled in college athletes with proper leadership in place within athletic departments (DeSensi, 2014). DeSensi (2014) stated, "Taking the philosophical stand that intercollegiate sports are neither inherently good or bad, but rather have the potential to be both, is incumbent upon the intent of the sport itself, the manner in which it manifests itself, and the leadership which guides it" (p. 58). The study explained that the mission statement of the educational institution and how intercollegiate athletics fits into this overall mission requires serious consideration. The study examines the ethos of sport, developing a values approach, and servant leadership as a way to move to the future of having ethical responsibility and moral action go hand in hand in intercollegiate sport (DeSensi, 2014). It is not the intention to predict the future, but rather to explore what is possible to help intercollegiate sport leaders make informed decisions by

accepting responsibility based on sound ethical and moral considerations (DeSensi, 2014). This study proposes the athletic directors demonstrating servant leadership will provide the leadership necessary to support the development of student-athletes, cultivate an ethical environment that best supports this development and inspire the call to service for employees within their athletic departments (DeSensi, 2014). The findings in this study concluded that the journey to moral excellence in intercollegiate sport is paramount for the sake of the individuals it directly serves, the student-athletes (DeSensi, 2014).

Burton and Peachy (2013) support servant leadership stating that intercollegiate athletics leadership is at a tipping point. Sport management education must include forms of leadership instruction that focus on ethical and moral behaviors of leaders. Servant leadership offers the opportunity to discuss the ethical components of leading for students at both the undergraduate and graduate level (Burton & Peachy, 2013). It was discussed in this study that the leader of an organization has a significant influence on the development and maintenance of the culture of an organization and the outcomes associated with the organization, there are multiple leaders within an intercollegiate athletic environment that can have sufficient influence on culture and outcomes (Burton & Peachy). Servant leadership creates leaders that inspire an ethic of care, an ethic of justice, and service in their followers. Overall the study proposes that servant leadership is an area of leadership that can help to address ethical issues currently faced by intercollegiate athletics (Burton & Peachy). A great example of an impactful servant leader was coach, John Wooden. He succeeded at such a high level over a sustained period of time that he seemed capable of being all things for all people in a way that no other or at least only few other coaches have (Covey, 2014). Wooden continued to win and he maintained his personal character in the face of social struggles that every coach comes by. Servant leadership has the ability to construct

a sound foundation that will help produce college athletes with solid moral reasoning (Covey, 2014).

Summary

Moral development in collegiate athletics has various effects on athletes in a college athletic department. Educating teachers, coaches, administrators, and student athletes will better allow them to help develop positive morals. Various influences, negative effects, and positive effects are reviewed in this literature. As there are positive and negative effects of both, more research needs to be conducted to give athletes and administrators a better understanding of what's best for college athletes in the long run.

Chapter 4

Discussion/Conclusions and Recommendations for Future Research

The effects of athletics on character and moral development of collegiate athletes was reviewed in this synthesis project. Based on the review various conclusions were discovered. The research question focused on effects college athletics has on student athlete's moral development. There were a mix of negative and positive effects on college athletes and the effects sports play in their moral development. In terms of influences, coaches, teachers and administrators play an important role. The moral development of college athletes is heavily dependent upon what is taught to them through their coaches and administrators. It is believed that the special relationship coaches and administrators have with their athletes gives provides opportunity to exercise significant influence, offering direction and guidance. Most coaches believe that they are character educators, they see themselves as life lesson teachers. Without proper guidance and influences student athletes can get lost in the stigma of college athletics. Unfortunately, many athletic departments as a whole are uneducated on how the lack of proper guidance, philosophy, and core values can affect their student athletes. Educating coaches and administrators will help develop positive morals in collegiate athletes. Within the literature review there were various negative effects of athletics on moral development. Some of these negative effects included academic fraud, pay for play scandals, overzealous booster involvement, and athletes enrolled in school with little desire or motivation to focus on academic and moral development. College athletics have an intoxicating lure of winning, money, and degradation of higher education academic standards. Lack of moral education can lead to intercollegiate athletes feeling a sense of entitlement, dearth of academic rigor, hero worship, money and revenue generation, and an insatiable win at all costs attitude. Research also provided

proof of positive effects as well. Participation in intercollegiate athletics is also acknowledged to contribute to the development of leadership skills. Moral development starts at the peak of the athletic department and should be consistent and actively support the departments mission and goals and consistent with academic success. Maintaining these things as an athletic department and holding coaches, administrators and student-athletes accountable will help develop positive morals in collegiate athletes. As a leader in a college athletic program it is valuable to gain a better understanding of the effects athletics has on college athletes, both negative and positive. Gaining this knowledge will allow for the spread of awareness on the effects of moral development and college athletics. Servant Leadership provides positive moral development that can be instilled in college athletes with proper leadership within athletic departments. Research examines the ethos of sport, developing a values approach, and servant leadership as a way to move to the future of having ethical responsibility and moral action go hand in hand in intercollegiate sport. Overall the results and findings in this synthesis demonstrate and support the need to properly educate administrators, coaches and athletes specifically on moral development. When leadership is properly educated and have the same beliefs, they can then form positive moral expectations within the athletic department that can then be passed on to all collegiate athletes that come through their department. This resulting in college athletes gaining positive moral values while developing within their athletic programs.

Recommendations for Future Research

In terms of this synthesis and the articles that were reviewed in the literature there are many recommendations for future research to gather more valuable data. In terms of negative effects Stoll (2000) did not recommend any solutions to the lack of moral development in college athletes. The study pointed out reason's college athletics have a negative effect of student-

athletes but did not have proposals for a fix. Future studies should focus toward an answer to the problems of research credibility as well as the credibility of moral education intervention programs for all in the athletic department. Some of the studies used a very small sample pool, which could possibly hinder the external validity of the results. Future research can provide a larger sample pool that includes a diverse range of participants. Overall this is a very important topic that is relevant today. More research needs to be conducted to gain better understanding on what is best for collegiate athletes and their moral development.

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Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
Arnold, Peter	Sport, Moral Development, and the role of the Teacher: Implications for research and Moral Education	National Association for Physical Education in Higher Education	To point out inadequacies of some empirically based models. Provides satisfactory foundation for the teaching of moral education	Virtue-based approach to moral development- looked into athlete's inner traits, disposition, and motives. Based off theoretical perspective	Looked into inadequacies of some empirically based models in their approach to study moral development.	Character education is concerned with cultivation and deployment of human excellence. Good character education aims to bring about the education of individual persons who are able to think, feel, and act.	Moral development in education, as in life, is concerned with interpersonal relations. It involves consideration for others as well as us, attempts to distinguish right from wrong, good from bad. Its associated with values and principles.
Carlson, Chad	John Wooden, Stephen Covey and Servant Leadership	International Journal of Sports Science & Coaching	To figure out if coaches that yell actually benefit players and win games	Looked at different coaching techniques comparing the receptiveness of coaches who yell and coaches who	Ever since coaches were permitted to speak to their players and to the referees during games, it has become the rule not	John wooden succeeded at a high level for a long period of time. He had a winning record and maintained his personal	John wooden was human and certainly had flaws but lived life in a manner worthy of emulation even after he retired. John was able to succeed by serving his players by getting them to do the right thing on and off the court. The author believes

				are quite and how student athletes receive it.	the exception to have intense and animated mentors pacing the sidelines.	character in the face of social struggles that every coach face.	Wooden's approach is more of character development than servant leadership. Wooden organized and had a specific blue print for success in morality.
Stoll, Sharon	Moral Reasoning of Division III and Division I Athletes: Is There a Difference?	ERIC	To examine the potentially corrupting influences of media attention, money, and the accompanying stress on the moral reasoning of student athletes at the DI and DIII college level.	Student athletes and general students were both selected comparing moral reasoning. Subjects were randomly selected 718 non-athletes and 277 (DI) and 206 (DIII). All subjects were evaluated with the Hahm-Beller Values choice inventory.	A one-way ANOVA in SPSS was used to detect differences among groups (athletes vs non-athletes), with alpha set at $p < .05$ for each study. Sums of the twenty-one questions were used to give a total score.	Moral reasoning of DI athletes adversely affected by the competitive experience. DIII athletes were found to be at a higher level of moral reasoning.	In this study it appeared that Division III athletes were significantly different in their moral reasoning than their peers. Division I institutions are significantly different from their peers as well when looking at moral reasoning. There is a big difference between Division I and III peer groups athletes and non-athletes. Intense intervention reverses downward spirals so with negative outcomes regarding moral reasoning and development there is always potential for correction.
Bonfiglio, Robert	Intercollegiate Athletic Programs Deepening Their	American College Personnel Association	To examine how colleges and universities can educate	Examined literature of sport and student development	Looked at different divisions of college athletics and	Research finds that the little or no concentrated moral	Few athletic programs are so intentionally designed, led, and implemented that they nurture the type of moral development equated with

	Educational Impact	and Wiley Periodicals	on moral development.	for the relationship between participation in intercollegiate athletics and student development, especially pertaining to moral development.	investigated participation in sport and the effects it had on the athletes moral reasoning. The athletes answered questioners.	education exists in sport. Sport does not model, challenge, support, or teach critical reasoning skills paramount to making good moral decisions. It is presumed to contribute to leadership skills.	character development. Positive traits can be developed through sporting experience, but it will not happen by chance or hope. It will happen when coaches, teachers, and administrators make a conscious decision to make character development an outcome.
Ridpath, Bradley	Can the Faculty reform Intercollegiate Athletics? A Past, Present, and Future Perspective.	Journal of Issues in Intercollegiate Athletics	Explored is the faculty driven reform movements on Intercollegiate Athletics: the relationship academic integrity must reclaim the morals and character of college athletics.	Looked into The Drake Group. Looked at their proposals focusing on faculty fight for academic integrity in intercollegiate athletics.	COIA plan is detailed and well-intended but could end up like previous reports and not do much.	Athletes were seen as victims in this process since many do not have a realistic chance at an independant access to an education and have little control over their future academic development.	The drake group and COIA plans to attack the rotten ethical core of intercollegiate sport and present a plan to fix it and bring it back to academic integrity.

Power, Clark, & Seroczynski	Promoting Character Development through Coach Education.	Journal of Character Education	To examine if sports can build character?	Participants were 5 different schools basketball teams both boys and girls. 144 female participants and male participants had 197. All head coaches of each team were used. They had all coached before. Coaches participated in a 3-hour coaching clinic	The analyses of the PABSS scales indicated that athletes on the teams generally rated their coaches as practicing more positive coaching behaviors than previous years. The perceptions of negative coaching behavior indicated that the players perceived the coaches in both the treatment and control conditions having behaved poorly.	The study showed that the clinic helped coaches provide their athletes with sport experience conducive to their character development. The coaches accepted their role as moral educators and made an effort to foster their players' character development.	All coaches led discussions with their team that presented evidence of moral development in the athletes on the team. The discussions lasted 20 minutes in length or longer and involved most of the players. A goal of the study was to assess the extent to which coaches held moral discussions in team meeting.
Sheilds & Bredmeier	Coaching for Civic Character	Journal of Research in	The purpose is to examine why or how	Key foundational principles of	Looked at different aspects of the	If sports are to develop civic character	Coaches can foster the three virtues at the heart of democratic citizenship.

		Character Education	sport coaches can play an important role in promoting citizenship and democratic character.	democracy and identify the qualities of character that are needed to support them.	school. Sport and civic mission, principle of democracy, democratic character, coaching for democratic character, and democratic coaching.	appropriate for a democratic society, sport programs must become more democratic and the competitive process must itself be conceptualized as a form of social cooperation.	
Burton & Peachy	The Call for Servant Leadership in Intercollegiate Athletics	National Association for Kinesiology in Higher Education	It is purposed that athletic directors demonstrating servant leadership will provide the leadership necessary to support the moral development of student athlete.	Looked into the impact of servant leadership on athletic leaders within a college athletic department.	Sport management education scholars explore whether servant leadership is included in leadership curricula in sport management, how faculty are addressing ethical forms of leadership	Sport management education must include forms of leadership instruction that focus on the ethical and moral behaviors of leaders. Also found, outside stakeholder can also wield influence on student athlete moral development.	There is a lack of research on servant leadership in intercollegiate athletics, looking specifically at administrators.

					or whether it is understood.		
DeSensi, Joy	Sport: An Ethos Based on Values and Servant Leadership	Journal of Intercollegiate Sport	To educate those who are or will be in roles affiliated with intercollegiate sport by developing an ethical awareness of their moral values and creating a legacy of action based on servant leadership.	The study focused on breach and ethical considerations as well as moral transgressions.	The basis of these emanates from the character of each individual involved in intercollegiate athletics-integrity, justice, fairness, and respect.	Individual ethical conduct must demonstrate responsibility, accountability, and sound-ethical decision making on all parties involved in athletics.	This study addresses the most important aspects of college athletics. The journey to moral excellence in intercollegiate sport is paramount for the sake of the individuals it directly serves, the student-athletes.
Pennington, Colin	Moral development and Sportsmanship in Physical Education and Sport	Journal of Physical Education, Recreation & Dance	To explore building positive social responsibility in athletes.	Looked at college athletic teams and the effects of coaching and teachers on the potential to enhance quality of life and moral well-being.	A curriculum designed for moral character development can provide a social environment for students to acquire personal and social values, as well as behaviors	Well-organized sport character education can provide powerful context for teaching and learning good moral habits. For programs to succeed, athletes need both thinking	Strong moral/philosophical commitment of community members, parents, coaches, teachers, students, boosters, and media are all needed for student athletes to successfully develop morally.

					contributing to good character and citizenship.	and reasoning programs, positive role models, and supportive environment.	
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