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## **Affectiveness of Academic Eligibility Regulations on Athletes at Hanover High School in Hanover County, Virginia**

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**AFFECTIVENESS OF ACADEMIC ELIGIBILITY REGULATIONS  
ON ATHLETES AT HANOVER HIGH SCHOOL IN HANOVER  
COUNTY, VIRGINIA**

**A Research Paper Presented to the Graduate Faculty of the Department  
of Occupational and Technical Studies at Old Dominion University**

**In Partial Fulfillment of the Requirements for the  
Master of Science Degree**

**By  
Bernard S. Davis III  
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# **CHAPTER I**

## **INTRODUCTION**

**High school athletics are a big part of a schools overall program. Many high schools offer extracurricular activities such as band, chess, choir, drama, and much more. The high school sets rules and regulations within these various club activities to guide student participation. Some of these clubs and activities compete within the school itself and also compete with neighboring schools. Athletics on the other hand are sanctioned by state organizations. The high school league within each state sets guidelines that member high schools have to abide by in order to ensure fairness and equality within competitions. These various guidelines can range from practice times to academic guidelines to limitations of contests and scrimmages. One of the major impacts on high school athletics is the requirement of a minimum standard of academic achievement. Student athletes have to pass a minimum amount of classes each semester in order to be eligible to participate in athletics.**

**Many organizations require a participant to meet a minimum standard in order to participate. Collegiate athletes have to take a minimum of 12 credits each semester and remain in good academic standing. This requires a grade point average of 2.0 or higher. Some high schools not only adhere to the minimum requirements of the Virginia High School League by passing five classes each semester, but they also require student athletes to maintain a certain grade point average and possibly not have an “F” amongst the subjects taken. Are not the Virginia High School League academic regulations enough for a student athlete to adhere to? Why should individual school systems require more from their student**

**athletes? Do these added requirements affect teams, athletics, and the individual athletes in a positive or negative way?**

### **STATEMENT OF THE PROBLEM**

**The problem of this study was to determine if the eligibility regulations set forth by the Virginia High School League and Hanover County High Schools affect the student athletes sports participation.**

### **RESEARCH GOALS**

**The goals of this research project were to:**

- 1. Determine if the Virginia High School League and Hanover High School in Hanover County, Virginia, academic regulations regarding participation in athletics affect student athletes.**
- 2. Determine the opinions of the Hanover coaching staff to adding additional academic regulations other than the VHSL academic regulations.**

### **BACKGROUND AND SIGNIFICANCE**

**Many studies show that students who participate in athletics gain valuable knowledge from being part of a team or participating in group or individual sports. Student athletes gain discipline, organization, and understand how to play together to succeed, and much more. Many students participate in athletics and believe their participation was a major part of their education. Other students were denied participation because they did not attain a certain level of academics to participate**

**in athletics. How do these regulations affect students? Do the students study harder? Do students find themselves doing homework between the hours of 3:30 p.m. and 5:30 p.m. generally designated for time for athletic sport practices?**

**In some school systems athletics play a major part in student's overall outlook within the school and community. Sports programs can be visible to a community and reflect an image upon the school in a positive or negative way. Sports can be looked at as "the front porch of the house". Playing athletics is a privilege to a student and is an optional part of the school experience. However there are many variables within a student's life that dictate their ability in the classroom, their ability to learn, and their ability to participate in athletics. Some students have to overcome many obstacles such as poverty, financial burdens at home, and maybe even a lack of supervision or support, while other students have support, finances, and are raised in a structured environment. While all of these variables can have a strong effect and can dictate a student's educational outcome, they also have an influence on whether they can be a part of a school athletic team. If a student does not do well in his "core" classes, which include History, English, Social Studies, and Mathematics, can he/she still participate in elective courses such as Agriculture, Photography, and Art? However, a student cannot participate in an extracurricular sport if they do not do well in the classroom.**

**Students who participate in activities in high school may be required to attain a certain level of academic standards in order to participate in athletics or other activities. However some clubs and organizations within schools do not require a specific level of academic requirement. Why should an athlete be punished**



by not meeting certain academic requirements, while another student can be involved with band, drama, or choir? Some school systems require a student not receive an “F” for the grading period, or they cannot participate in athletics until they improve the grade. However, that same student can graduate from the high school on time. Does this academic requirement set forth from the Virginia High School League have any impact on the student athletes? Is this impact more positive or negative in regards to the student athlete participation? Why are athletes being required to meet a certain standard of academics, while other students who wish not to participate in high school athletics can still participate in choir, band, and attend various other events.

The significance of this study is to determine whether student athletes at Hanover High School are affected by the limitations set forth by the Virginia High School League and to what extent. With 31 participating athletic sports at Hanover High School will the VHSL limitations have an effect on coaches, students, or participation in sports?

## **LIMITATIONS**

The limitations of this study were as follow:

1. The study was limited to surveying Hanover High School coaches.
2. The time frame of surveying coaches at Hanover High School was from May until June 14, 2005.
3. All 31 junior varsity and varsity sports were studied.

## **ASSUMPTIONS**

**In this study there were factors, which were assumed to be true and correct.**

**The assumptions were as follows:**

- 1. Students at Hanover High School meet academic standards at a high percentage rate and are not affected by the VHSL regulations, for the most part.**
- 2. Coaches feel that the VHSL sets academic regulations so that students can attain academic standards. Coaches also feel that students understand the rules and regulations set forth by the VHSL, while believing additional academic regulations do not need to be set forth by Hanover High School.**

## **PROCEDURES**

**The study will be conducted by surveying coaches at Hanover High School on the academic requirements set forth by the Virginia High School League. Also academic profiles on the various athletic teams will be compiled with team grade point averages assembled by tabulating results after the 2004-2005 school year. After the results are tabulated an overall census of cause and affect will be established based on the findings.**

## **DEFINITION OF TERMS**

**For clarification, the following abbreviations should be understood: VHSL – Virginia High School League, is the governing body of the Virginia High School athletic programs. NFHS – National Federation of State High School Associations,**

**govern high schools and help to maintain, oversee, and assist individual state high school associations. GPA – Grade Point Average, scale of grades that student academics are rated**

## **OVERVIEW OF CHAPTERS**

**This study seeks to determine if the Virginia High School League academic requirements for athletes at Hanover High School affect participation in sports. Chapter I of this study introduces athletic administration in regards to academic requirements for students who participate in school athletics.**

**Chapter II will offer a review of the literature on the topic of how academic requirements affect student athletes. The methods and procedures used in the study will be discussed in Chapter III. The results of the study will be described and analyzed for significance in Chapter IV. Chapter V will offer recommendations for further studies and include a summary of what was learned.**

## **CHAPTER II**

### **REVIEW OF LITERATURE**

**In this chapter of the study, a review of the current literature dealing with academic regulations set forth by the Virginia High School League and additional academic regulations set forth by individual schools was reviewed. In an effort to determine the impact of VHSL academic regulations on student athletes at Hanover High School, it was first appropriate to determine the implications, regulations, and define the specifications of the rulings. Also, many aspects of grades, athletics, community involvement, and discipline were examined.**

#### **VIRGINIA HIGH SCHOOL LEAGUE INFORMATION**

**The one yardstick that can be used to predict later success in life is achievement in co-curricular school activities. A survey of Fortune 500 companies indicated that 95 percent of people at the executive vice president level or above had one thing in common--they all had participated in high school sports. Further studies show conclusively that students who participate in high school sports and activity programs have higher grade-point averages and attendance rates, fewer disciplinary problems, and lower drop-out rates than non-participants. (2005, VHSL)**

**The Virginia High School League has mandated the following academic regulations for member high schools in Virginia. The following excerpt is from the Virginia High School League Handbook and can also be found on the VHSL website.**

**A. Virginia High School League (VHSL) Sponsored Interscholastic Competition**

**1. Generally**

**To be eligible to represent a school in any Virginia High School League (VHSL) sponsored interscholastic contest a student shall meet the following requirements:**

**a. The student shall be a regular bona fide student in good standing of the school which he or she represents.**

**b. The student shall be enrolled in the last four years of high school. A student must be a ninth grader or higher to be eligible.**

**c. The student shall have been regularly enrolled in the school which he or she represents not later than the fifteenth school day of the semester.**

**d. The student shall:**

**(1) For the first semester, be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation and have passed five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding year or the immediately preceding semester for schools that certify credit on a semester basis; and**

**(2) For the second semester, be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation and have passed five subjects, or their equivalent, offered for**

credit and which may be used for graduation the immediately preceding semester.

e. The student shall not have reached the age of 19 on or before the first day of August of the school year in which he or she wishes to compete.

f. The student shall not have enrolled in one high school and subsequently transferred to and enrolled in another high school without a corresponding change in the residence of his or her parents, parent, or guardian.

g. The student shall not have been enrolled in the last four years of high school for a period of more than eight consecutive semesters, beginning with the semester in which he or she enrolled for the first time in the ninth grade. The eight consecutive semesters shall be counted continuously from that point regardless of whether or not he or she remains continuously enrolled in school. (VHSL, 2005)

The VHSL has a school system regulation that requires a student to pass five classes each semester in order to participate in athletics the following semester. However schools can take it upon themselves to institute additional academic rules and regulations that may affect participation in athletics. There can be additional academic or additional disciplinary rules that student athletes need to abide by.

#### **OTHER SCHOOL INFORMATION**

Yorktown High School has added additional academic regulations to their athletic participation requirements.

Several weeks into the season, when interim grades or quarter grades are distributed, the Activities Office staff will check the grades of all student-

athletes. At this time, student-athletes must be passing at least five courses with a grade of “C” or higher to remain eligible. If an individual does not have at least five “C’s”, he/she will be ineligible for the following game/event. The athlete may continue to practice with the team but is encouraged to attend after-school help sessions to improve academic performance. (Yorktown, 2005)

Northumberland High School also has an academic plan that requires student athletes to pass five classes each nine weeks. If they do not pass five classes each nine weeks, they are put on probation and not allowed to participate until the interim reports come out four and half weeks later. (Northumberland Handbook, 2004)

Many schools add additional academic requirements and the purpose of this eligibility plan is to respect the fact that most of the school’s student athletes are able to maintain high academic standards while also participating in extracurricular activities. They are created to encourage improved academic performance. However when does an individual school feel that their regulations are better for the students. If a student can pass all classes with a “D” average and graduate, then why would holding student athletes to a higher standard seem fair? All participating high schools that are members of the VHSL have the minimum standard of passing five classes each semester.

Spotsylvania High School in Virginia adheres to the VHSL academic regulation while adding additional regulations.

To be eligible to participate in sports, a student must pass five subjects, taken for credit, each semester. In addition the student must pass four subjects each six weeks, two of which must be with a grade of "C" or better. Virginia High School League regulations also apply to transfer students and to custody and guardianship issues. These rules are very specific and detailed. (Spotsylvania, 2005)

Newport News Public School student's academic standards for participating in Virginia High School League Activities are as follows:

All students participating in any Virginia High School League sponsored activity will have to meet academic standards established by the school board.

1. Students participating in any VHSL sponsored activity must maintain a 2.0 grade point average (GPA) before participating in any VHSL sponsored activity. They may meet this requirement in two (2) ways:

A. Students may maintain a *cumulative 2.0 GPA*,

OR

B. Students may have a *semester average* of 2.0 and a *cumulative GPA* of at least 1.5 the semester preceeding their activity season. Students who have a 1.49 or lower cumulative GPA are INELIGIBLE.

2. Students must continue to meet all VHSL eligibility requirements in addition to the 2.0 GPA.

3. Students also have the option of taking a one-time waiver from the 2.0 requirement for one semester for any reason during their time in high school



but still must meet all VHSL standards. Forms can be obtained from the high school athletic directors.

4. Students who lose their academic eligibility while participating in a VHSL activity in which the season or district competition extends beyond the semester will be allowed to continue participation until the particular season ends, but will not be able to participate in other extracurricular activities until academic eligibility is restored.

5. Transfer students' academic eligibility for participation in a VHSL activity will be determined initially by their incoming GPA. This eligibility criteria will apply through and include the student's first semester of attendance in Newport News Public Schools. Transfer students who do not meet the academic requirements for the school year in which they enter will be denied academic eligibility during their first semester in Newport News Public Schools. After their first semester as a student in the Newport News Public Schools, the GPA requirements in item 1 shall apply.

6. Summer school grades will be averaged in with second semester grades.

7. A special education student who is working toward a special diploma/certificate must make standard progress in those courses taken as determined by the student's Individualized Education Program (IEP). A special education student who is working toward a standard diploma must meet the same academic standards for participation in VHSL activities and extracurricular activities that are required for all students.

**8. If there are differences between the school board policy and Virginia High School League (VHSL), the provision that establishes the stricter rule will apply. If either the school board policy or the VHSL regulations contain a condition or requirement that the other one does not, the stated condition or requirement will apply. (Newport News, 2005)**

### **SUMMARY**

**With the mandated VHSL academic regulations setting the minimum requirements of participation it seems that various school systems tend to feel they are not enough for participation in athletics. The school board office of each school takes precedence over local schools if they add to the VHSL regulations. Chapter III will present the methods and procedures used to collect the data for this study.**

### **CHAPTER III**

#### **METHODS AND PROCEDURES**

**This research was a descriptive study seeking to determine the impact of the Virginia High School League and Hanover County Public Schools academic regulations on student athletes. A description of the population studied, instrument design, methods of data collection, statistical analysis, and summary of the methodology will follow in this chapter.**

#### **POPULATION**

**The population of this study consisted of the coaches of Hanover High School who coach in the 31 total athletic teams sponsored by Hanover High School. The responses of the coaching staff of these 31 athletic teams were the primary focus of the study. Several coaches coach more than one sport and these coaches will be asked only once to fill out the survey. The sports covered in the population are: Varsity and junior varsity boy's and girl's basketball, freshman boy's basketball, Cross Country, indoor track, outdoor track, boy's and girl's varsity and junior varsity soccer teams, girl's and boy's varsity tennis team, boy's and girl's varsity and junior varsity volleyball teams, boy's varsity and junior varsity baseball teams, girl's varsity and junior varsity softball teams, the golf team, wrestling team, varsity and junior varsity cheer squads, gymnastics, varsity and junior varsity football teams, and the boy's and girl's swimming teams. The total number of coaches were 32.**

## **INSTRUMENT DESIGN**

A survey was designed to gather data that would help answer the research goals. This survey was developed and given to all Head and Assistant Coaches of the Hanover High School coaching staff. The survey was composed of a mixture of a Likert scale (strongly agree, agree, undecided, disagree, strongly disagree) and an aspect of the Thurstone scale (1-10). A copy of the survey is found in Appendix A.

Lists of participating student athletes will be compiled from each team with grade point averages of all students compiled. Overall team grade point averages will be gathered along with the total of student athletes who have passed fewer than five classes will be compiled. This will give overall team grade point averages detailing the level of impact for each team.

## **METHODS OF DATA COLLECTION**

The methods of data collection will be to issue surveys to participating coaches and then to compile all surveys. Upon compiling the surveys, they will be processed to determine average responses from the coaches.

## **STATISTICAL PROCEDURES**

Statistical data were determined through the use of percentages and mean scores. The data will also show the total number of students affected by the Academic regulations set for by the Virginia High School League out of the total population that participated in athletic programs for Hanover High School.

## **SUMMARY**

**The methods and procedures for the research study were discussed in this chapter. The survey was hand delivered to all Hanover High School coaches. The survey data will be analyzed in the next chapter through the use of percentages and mean scores.**

## CHAPTER IV

### FINDINGS

The purpose of this chapter was to report the findings of the research study. This study determines if the Virginia High School League academic requirements for athletes at Hanover High School affect participation in sports.

#### AFFECT OF ACADEMIC REGULATIONS

There were a total of 420 listed student athlete participants in the 2004-2005 school year at Hanover High School. One-hundred and twenty-two of these students participated in more than one sport. Table 1 gives a description of the sport and of the student athletes' grade point averages of each individual sport. The student athletes in most Hanover High sports carry a high grade point average. This information was included to give an overall viewpoint of the student athletes' grade point averages for the various sports and to show that student athletes tend to be academically strong.

Table 1 is an overall listing of student athletes participating in the school athletic programs along with the team grade point average. This information was compiled on June 22<sup>nd</sup> and 23<sup>rd</sup> after student athletes completed their 2004-2005 school year.

**Table 1. Grade Point Averages amongst Athletic Teams**

SPORT	# OF PARTICIPANTS	GRADE POINT AVERAGE
VARSITY GIRLS BASKETBALL	12	3.6
JUNIOR VARSITY GIRLS BASKETBALL	11	3.5
VARSITY BOYS BASKETBALL	14	2.9
JUNIOR VARSITY BOYS BASKETBALL	12	2.8
FRESHMAN BOYS BASKETBALL	10	3.1
CROSS COUNTRY	18	3.0
INDOOR TRACK	22	3.2
OUTDOOR TRACK	48	3.1
VARSITY GIRLS SOCCER	15	3.7
JUNIOR VARSITY GIRLS SOCCER	11	3.5
VARSITY BOYS SOCCER	16	3.2

JUNIOR VARSITY BOYS SOCCER	12	3.0
BOYS TENNIS	8	2.9
GIRLS TENNIS	9	3.8
VARSITY BOYS VOLLEYBALL	14	2.9
JUNIOR VARSITY BOYS VOLLEYBALL	10	3.0
VARSITY GIRLS VOLLEYBALL	12	3.7
JUNIOR VARSITY GIRLS VOLLEYBALL	14	3.5
VARSITY BASEBALL	19	3.5
JUNIOR VARSITY BASEBALL	15	3.2
VARSITY SOFTBALL	18	3.6
JUNIOR VARSITY SOFTBALL	16	3.4
GOLF TEAM	8	3.3
WRESTLING	19	2.9
VARSITY CHEERLEADING	14	3.7
JUNIOR VARSITY CHEERLEADING	12	3.6
GYMNASTICS	8	3.9
VARSITY FOOTBALL	27	2.9
JUNIOR VARSITY FOOTBALL	22	2.8
BOYS SWIMMING	11	2.9
GIRLS SWIMMING	15	3.5

## SURVEY RESULTS

A survey was given to all the Hanover coaching staff to determine the opinion to adding additional academic regulations other than the VHSL academic regulations. Table 2 showed how many surveys were given out and how many were returned. Several coaches coached more than one sport and they only received one survey. A total of 32 surveys were distributed with 30 surveys returned. A 93.75 percentage was returned.

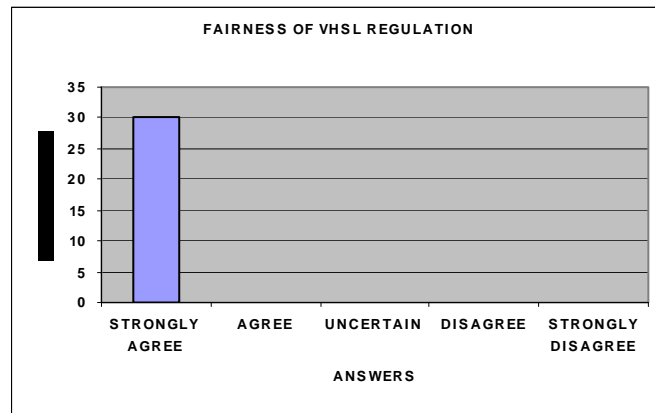
**Table 2. Number of Surveys distributed and returned**

NUMBER OF COACHES	SURVEYS DISTRUBUTED	SURVEYS RETURNED	% RETURNED
32	32	30	93.75

The coaches agreed that the academic regulations set forth by the VHSL were fair. Table 3 reports the findings to the question, “Do you think that the academic regulation of the VHSL who governs the athletic participation of high school is fair? (Having to pass five subjects each semester in order to participate in the following

semester of athletics).” All respondents agree that a minimum number of passing courses are needed to participate in athletics and strongly agreed with the VHSL academic regulations.

**Table 3. Fairness of VHSL Regulations Survey Data**



The percentage of student athletes affected by academic regulations was tabulated. With 472 participants in the various sports there was a limited affect in the results. Table 4 represents the answers to the following survey question, “What is the number of students that have been affected by the VHSL academic regulations of having to pass 5 classes each semester during the past 2004-2005 school year?” A small percentage of 8% were affected at Hanover High School by the VHSL pass five classes to participate rule.

**Table 4. Percentage of Students Affected by Academic Regulations**

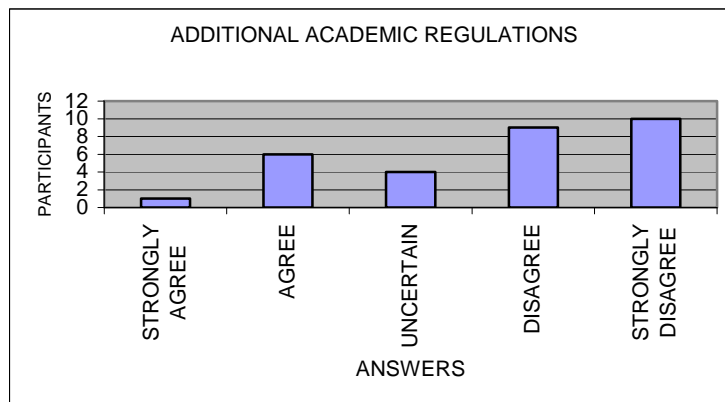
SPORT	Participants	Number affected	Percentage
VARSITY GIRLS BASKETBALL	12	0	0.000
JUNIOR VARSITY GIRLS BASKETBALL	11	0	0.000
VARSITY BOYS BASKETBALL	14	0	0.000
JUNIOR VARSITY BOYS BASKETBALL	12	0	0.000
FRESHMAN BOYS BASKETBALL	10	0	0.000
CROSS COUNTRY	18	0	0.000
INDOOR TRACK	22	0	0.000
OUTDOOR TRACK	48	1	0.021
VARSITY GIRLS SOCCER	15	0	0.000
JUNIOR VARSITY GIRLS SOCCER	11	0	0.000
VARSITY BOYS SOCCER	16	0	0.000
JUNIOR VARSITY BOYS SOCCER	12	0	0.000



BOYS TENNIS	8	0	0.000
GIRLS TENNIS	9	0	0.000
VARSITY BOYS VOLLEYBALL	14	0	0.000
JUNIOR VARSITY BOYS VOLLEYBALL	10	0	0.000
VARSITY GIRLS VOLLEYBALL	12	0	0.000
JUNIOR VARSITY GIRLS VOLLEYBALL	14	0	0.000
VARSITY BASEBALL	19	0	0.000
JUNIOR VARSITY BASEBALL	15	0	0.000
VARSITY SOFTBALL	18	0	0.000
JUNIOR VARSITY SOFTBALL	16	0	0.000
GOLF TEAM	8	0	0.000
WRESTLING	19	0	0.000
VARSITY CHEERLEADING	14	0	0.000
JUNIOR VARSITY CHEERLEADING	12	0	0.000
GYMNASTICS	8	0	0.000
VARSITY FOOTBALL	27	2	0.074
JUNIOR VARSITY FOOTBALL	22	1	0.045
BOYS SWIMMING	11	0	0.000
GIRLS SWIMMING	15	0	0.000
Total	472	4	0.008

A majority of the coaches agreed that additional academic regulations were not needed for participation in athletic participation. Table 5 represents the participant's answers to the following question, "Many schools have extended academic regulations beyond the VHSL. Even though Hanover High School does not require more academic stipulations in order to participate in athletics, how do you feel about other schools requiring student athletes to have higher standards than what is set forth by the VHSL?"

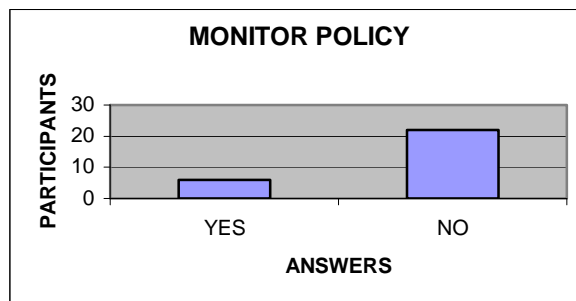
**Table 5. Percentage of using additional academic regulations**



A percentage of the coaches at Hanover High School (19 out of 30, 63%) either disagree or strongly disagree with additional academic regulations for student athletes. This high percentage means there is a strong feeling of disagreement in the use of additional academic regulations.

Many coaches from various schools had monitoring sessions such as study halls but the Hanover High School coaches felt there may not be a need for study halls after school. Table 6 represents the following question, “Even though the Hanover High School Athletic Department does not require coaches to monitor student’s success over the course of the year, do you as a head coach have a policy to check on students during each interim or nine weeks period?” Only six out of 28 (21%) head coaches monitored their respective programs before the semester grading period.

**Table 6. Monitoring Policy Held by Coaches**



### **SUMMARY**

Hanover High School athletes were affected very little by the VHSL academic regulations. The coaching staff at Hanover High School agreed with the academic regulations set forth by the VHSL and saw little need for additional academic regulations. Next, Chapter V will summarize the study, give conclusions, and give recommendations.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**The purpose of Chapter V, Summary, Conclusions and Recommendations, was to summarize the study of academic regulations and their impact on Hanover Athletics. Conclusions were made in relation to the research goals.**

### **SUMMARY**

**The problem of this study was to determine the impact of the Virginia High School League Academic regulations for athletic participation in sports at Hanover High School. The goals of this research project were to determine if the Virginia High School League and Hanover County High Schools academic regulations regarding participation in athletics affect student athletes and determine if there is a significant difference in academic regulations set forth by the Virginia High School League and the other state high school association members.**

**Thirty out of thirty-two surveys were returned with all head coach's surveys returned. Only .8 percent or four out of 420 students were affected by losing participation rights due to not passing five classes required by the Virginia High School League. Other data gathered by the survey indicated that there was a strong belief in the academic regulations of the VHSL and a strong indication that additional academic regulations are not needed at Hanover High School. The high grade point averages of the various athletic teams indicated a strong academic foundation of the student body of student athletes at Hanover High School.**

## **CONCLUSIONS**

**The conclusions were drawn based upon the research goals and are made as follows:**

**1. Determine if the Virginia High School League and Hanover County High Schools academic regulations regarding participation in athletics affected student athletes.**

**The research showed that the student athletes at Hanover High School have a very high rate of academic success. A minimal number of students were affected by the Virginia High School League academic regulations, only affecting 8% of students at Hanover High School.**

**2. Determine the opinion of the Hanover coaching staff to adding additional academic regulations other than the VHSL academic regulations. It was overwhelmingly agreed by 100% of the coaches that there was a need for academic regulations in order to participate in high school athletics. There was also a strong agreement of coaches that additional academic regulations are not needed to enforce a strong academic performance.**

**From these findings, the researcher concludes that the Virginia High School League academic regulations do not have a strong influence on athletic participation at Hanover High School. Additional academic regulations are not needed to enhance student athlete's performance. The data collected showed very little impact on the academic regulations for student athletes at Hanover High School as .8% of students were affected.**

## **RECOMMENDATIONS**

**Based upon the research findings and conclusions of this study, the researcher offers the following recommendations:**

- 1. Include other high schools in diverse areas of student population.**
- 2. Research schools on their additional academic regulations and on tutoring programs on helping student athletes.**

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## **APPENDICES**

**APPENDIX A – Research Survey**

**APPENDIX B – Sample of Cover Letter**

## APPENDIX A

### HANOVER HIGH SCHOOL COACHES SURVEY OF VHSL ACADEMIC REGULATIONS

This survey is to determine the affects of the VHSL academic regulations on student athletes at Hanover High School.

COACHES NAME: \_\_\_\_\_ SPORT(S): \_\_\_\_\_

1. How long have you been employed at Hanover High School as a coach? \_\_\_\_\_
2. Do you think that the academic regulation of the VHSL who governs the athletic participation of high school is fair? (Having to pass five subjects each semester in order to participate in the following semester of athletics) Circle the answer:  
Strongly Agree   Agree                      uncertain                      disagreeStrongly disagree
3. What would you like to see changed about the academic regulations of the VHSL?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the percent of students that have been affected by the VHSL academic regulations of having to pass 5 classes each semester during the past school year? \_\_\_\_\_
5. How many student athletes do you feel have that you have coaches have been affected by the VHSL academic regulation of having to pass 5 classes each semester last year? \_\_\_\_\_
6. How many players have you coached during the past year? \_\_\_\_\_

Many schools have extended academic regulations beyond the VHSL. Even though Hanover High School does not require any more stipulations, how do you feel about other schools requiring student athletes to have higher standards than what is set forth by the VHSL?

Strongly Agree      Agree                      uncertain                      Strongly Disagree                      Disagree

7. What do you think have been the affects on the students who have not met the VHSL academic regulations?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you think it has an impact:                      Circle one

Strongly Agree      Agree                      Uncertain                      Disagree                      Strongly Disagree

8. Even though the Hanover High School Athletic Department doesn't require coaches to monitor student's success over the course of the year, do you as a head coach have a policy to check on students during each 4 ½ or nine weeks period? Circle One: YES      NO



## **APPENDIX B**

**Date**

**Name**

**Address**

**City, State, Zip**

**Dear \_\_\_\_\_,**

**The Virginia High School League, the governing body of Virginia High School sports, enforces the academic regulations in which a student athlete has to pass five classes in order to participate in the following semester of athletics. In many cases student athletes are affected by not being able to participate in sports if they don't meet these minimum requirements. Many school systems attach additional academic regulations upon student athletes on top of the Virginia High School League academic regulations.**

**The following attached survey will help to determine the effectiveness of the VHSL academic regulations at Hanover High School along with helping to compile information on coaches' opinions of academics and athletic participation.**

**Thank you for your time and effort in completing this survey as your response is vital to the completion of this study.**

**Sincerely,**

**Trey Davis**

**Assistant Athletic Director**

**Hanover High School**