

Locker Room To Life: Do Sports Build Character?

by

Doug Dieckman

A Research Paper  
Submitted in Partial Fulfillment of the  
Requirements for the  
Master of Science Degree  
in

Guidance and Counseling

Approved: 2 Semester Credits

A handwritten signature in blue ink, reading "Dr. Denise Brouillard", is written over a horizontal line.

Dr. Denise Brouillard

The Graduate School

University of Wisconsin-Stout

May, 2009

**The Graduate School  
University of Wisconsin-Stout  
Menomonie, WI**

**Author:** Dieckman, Douglas D.

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**Research Advisor:** Dr. Denise Brouillard

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ABSTRACT

Participation in high school co-curricular activities in relation to character development was examined in this study. The study assessed the relationship between participation in co-curricular activities and character development through surveying high school athletes and non-athletes living in north-central Wisconsin. The survey was administered during the spring semester of the 2007-2008 school year at the School District of Bruce.

When researching this topic, much literature has been printed on sports and character development. However, not much data has been collected to support the belief that sports helps foster positive character development. For this study, a limited literature review was conducted.

The researcher believes through his personal experiences that the involvement in co-curricular activities has played a major role in the development of his character. This study addresses two research questions. Is there a difference in the average scores on

each of the character dimensions between being an athlete and non-athlete? Is there a difference in the average scores on each of the character dimensions based on gender?

The research study has shown that students who participated in at least one co-curricular activity had a significantly higher average score in the character dimension, industry and perseverance. The study also determined that female students, both athlete and non-athlete, had a significantly higher average score in ten of the twenty-four character dimensions. Overall, the athletes did not appear to have developed stronger character values by their participation in sports.

## Acknowledgments

I would like to thank Dr. Denise Brouillard, who served as my thesis advisor, for her time, support, guidance, and most definitely patience. I would also like to thank my family for their constant support in this endeavor. Without my wife, Megan, and our children, I am not sure if this journey would have ever come to an end. Thank you for being a wonderful family.

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## Chapter 1: Introduction

It's Friday night! The locker room is dark and silent. Fifty young men gallantly await their opportunity to defend a place where they have learned more about their lives than others have yet to experience. Dressed in full uniform, these warriors sit and wait for their call to duty. With their eyes focused and their heads held high, they recite words from signs hanging on the walls around them. Honor, duty, leadership, loyalty, respect, integrity, courage, responsibility, and citizenship are echoed within the walls of the locker room. Holding tight on to each others hands, they are ready. Ready to make the journey; ready to face the challenges; ready for life. What have these young men learned about their lives? How has their experience in this sport changed who they are?

Throughout the researcher's years as a high school and college student athlete, a teacher, a coach, and a father, much knowledge has been gained on the importance of character education. Does participation in sports enhance the character development of young people? To answer this question, it will be important to gain a better understanding of interscholastic sports, character development, and the variables that may affect these experiences.

The development of interscholastic sports over the past decades has opened the doors to many opportunities for the student athletes of today. Boys, as well as girls, have numerous activities to become involved with throughout their experience in the educational system. For the most part, a student has the opportunity to choose from multiple sports during any one season. From football and volleyball, to softball and baseball, even the smaller schools have given way to the competitive nature of the athletic experience. In Wisconsin, the Wisconsin Interscholastic Athletic Association

(WIAA) offers twelve different sports for both boys and girls (WIAA, 2006). Of course, along with these opportunities, there are certain requirements and regulations participants must follow. The decision to participate in athletics is one that will subject the participant to a certain code of conduct, and a higher level of academic achievement in order to maintain their eligibility to play.

According to WIAA (2006), students who choose to participate in any one of the programs offered at their school must abide by the code of conduct established by that school. The code of conduct established by the School District of Bruce holds athletes more accountable for things like curfew, respect, integrity, and drug and alcohol abuse, behavior in and outside of school, citizenship, and responsibility. Athletes and their legal guardians must read and sign the code of conduct prior to them being eligible to participate in the event. In the event that there is an infraction to the code, the athlete will be suspended from participating for a period of time dependent upon the nature and magnitude of the violation. What does this mean? Athletes are held more accountable for their actions than non-athletes. If students want to participate in an athletic program, then they have to live by a higher standard of conduct.

As stated in the WIAA (2006) handbook, student athletes who fail more than one course during the most recent grading period or fail to meet their school's academic standard if stricter than the WIAA's, are ineligible for twenty-one consecutive calendar days from the earliest date of competition, or 3 games (WIAA, 2006). According to the academic requirements for athletes at the School District of Bruce, student athletes are ineligible if they fail any course during the most recent grading period. Once a student athlete fails a course, he/she must be passing the course in order to regain his/her

eligibility throughout the duration of that term (Bruce Public School, 2006). Other schools may also have different policies regarding academic eligibility, but for the most part, schools hold athletes more accountable for academic achievement. Student athletes risk the opportunity of being able to participate on these teams if they fall below on academic achievement. Again, student athletes are held to a higher standard.

What does it mean to be a person of good character? Words such as respect, citizenship, responsibility, integrity, and courage, may be used to help define good character. According to Josephson, a person's character refers to the values and habits that determine the way a person responds to desires, fears, challenges, opportunities, failures, and successes (Josephson, 1999). The term or phrase "good character" is used when the values and habits reflect core ethical values (Josephson, 1999). Within the educational system today, most would agree that there is a need to teach young people about character. Character education curriculum has been developed and is being used in many schools across the nation. The researcher has personal experience with the integration of such curriculum. "Teaching to change lives," (Parker & Rutledge, 1981) is a character education curriculum developed by two former high school football coaches. Within this curriculum there are weekly words and lessons that can be taught to students of different ages. The curriculum has been designed for elementary, middle, and high school students. The focus of each lesson is on a trait that is exhibited by a person with good character. Students are asked to read or listen to the story and respond as a group to some discussion questions. The questions are used to encourage students to add some realism to the lessons. Students are encouraged to respond honestly and talk about their own personal experiences. The goal of this curriculum is to teach young people about the

values and habits that reflect good ethical values. Life is filled with many choices for the young people of society. Exposure to learning about ethical choices may only contribute to the ability of the younger generation to also make good choices.

Along with the many opportunities that student athletes have, there are variables that can affect the experience that they encounter. Coaches, parents, and community members can all have an effect on the type of experience the student athlete will have. If one of the goals is to develop traits of good character, then those traits must be exhibited by the people surrounding the experience. Josephson stated that coaches have the most impact in determining which values are demonstrated and promoted in sports (Josephson, 1999). Coaches need to model the traits that they feel are important for their players to learn. Along with this, coaches must also possess certain characteristics that allow them to gain respect and confidence from players and people surrounding the program. Coaches are expected to be adequately qualified to perform the duties assigned to them. They are expected to be competent in their area of responsibility. A coach who is not competent can do harm to the student athletes and to the sport itself. The same can be said with teaching good character. A coach who represents and models good character should be able to teach good character. Even if the coach does not focus on teaching good character, players will learn traits of good character through the actions and observations of their coach. Coaches can have the biggest impact on their players. What a great opportunity for our young people to learn about good character, from just being a part of a program that teaches and models good character.

Parents and community members also have the ability to impact the experience their child is having. Bruce Brown once stated that there are four roles to any



competitive event: a participant, a coach, a referee, and a spectator (Brown, 2002). He went on to state that parents need to pick one of these roles. If they want to coach, apply for the job; if they want to officiate, get certified; if they want to participate, find a league for their age group; and if they want to be a spectator, then show poise and confidence (Brown, 2002). If character development is going to occur, then parents and community members must also help reinforce the traits desirable for good character. Student athletes are products of their environment. The environments they live in need to help foster their development to better educate them on the importance of character development. If society agrees that the youth of today lack good character, then the society needs to model and demonstrate what good character is.

A limited review of literature shows that students participating in athletics may have a greater opportunity to acquire traits associated with good character. This study will focus on what those traits are, and the variables that may affect their development. The research hypothesis for this study is that students in athletics will possess more traits of good character than those who do not participate in athletics.

#### *Statement of the problem*

The purpose of this study is to report on the effects interscholastic athletics have on character development as perceived by high school student athletes and non-athletes. Data will be collected through surveys conducted during the spring of 2008 in the school district of Bruce.

#### *Null Hypotheses*

The following null hypotheses are defined as follows:

*Null hypothesis #1:* There is no significant difference in the area of character development of students who participate in athletics and students who do not participate in athletics.

*Null hypothesis #2:* There is no significant difference in the area of character development of male students who participate in athletics and male students who do not participate in athletics.

*Null hypothesis #3:* There is no significant difference in the area of character development of female students who participate in athletics and female students who do not participate in athletics.

#### *Definition of terms*

The following terms and their definitions are given for clarification in this study:

*Character:* values and habits that determine the way a person normally responds to desires, fears, challenge, opportunities, failures, and successes (Josephson, 1999).

*Non-athlete:* any student in high school who is not participating in a WIAA sport.

*Student athlete:* any student in high school participating in a WIAA sport.

*Traits of good character:* respect, citizenship, responsibility, integrity, courage, duty, leadership, and loyalty. (see Appendix C)

*WIAA:* (Wisconsin Interscholastic Athletic Association) organization responsible for regulating interscholastic athletic competition among Wisconsin schools.

#### *Assumptions and Limitations*

The study assumes the 2008 spring semester provides an ample representative group of students who are involved in at least one WIAA sponsored sport. Additionally, the researcher assumes that the students truthfully answer all of the survey questions.

The data collected for this research study was limited to the information acquired during the 2007-2008 academic year at the School District of Bruce. This data is representative of a small rural, northern Wisconsin population and may not be generalized to other schools.

## Chapter 2: Literature Review

### *Introduction*

In this chapter, the relationship between character development and participating in sports will be discussed. The chapter will focus on opportunities, eligibility requirements and codes of conduct of WIAA sports programs and/or the school districts offering these programs. Next, it will discuss what good character is and how it is developed in athletic programs. In addition, it will discuss the impact that coaches have on the development of good character. The chapter will conclude with a summary of the literature reviewed.

### *Opportunities, Eligibility, and Conduct*

In late 1895 and early 1896, meetings were held by people interested in promoting athletic competition between high schools in Wisconsin (WIAA, 2006). Since that time, the Wisconsin Interscholastic Athletic Association has evolved to help promote and regulate the athletic programs of most of the schools in the state of Wisconsin. Currently, there are twelve sports programs available to both males and females to participate. At the School District of Bruce, where this study is being conducted, there are six opportunities for males and 7 opportunities for females. These opportunities include the following: football, volleyball, cross country, basketball, wrestling, cheerleading, baseball, softball, and track. Students attending the Bruce school can participate on one sports team during each of the three seasons.

Although, for the most part, every student is given the opportunity to participate in the sports programs offered at the Bruce school, there are certain regulations that student athletes must follow in order to maintain their eligibility. According to the

WIAA, student athletes must not receive a failing grade in more than one class during the current grading period. If the student athlete does, he/she will be ineligible to participate in any competitive events for twenty-one calendar days starting with the earliest day of competition or three games, whichever comes first (WIAA, 2006). At the Bruce school, their eligibility requirements are a bit stricter. According to their handbook, if a student fails any course during the current grading period, he/she is ineligible to participate for the twenty-one calendar days starting with the earliest day of competition or three games, whichever comes first. It goes on to state that once a student fails a course, he/she must be passing all courses on a weekly basis in order to participate in any events for that week. This weekly evaluation continues until the next grading period ends (Bruce Public School, 2006). More simply stated, if a student receives an “F” on his/her report card, he/she can not participate in any games until he/she is receiving a passing grade in all of his/her classes during each week of the quarter. The student athlete, who receives a failing grade, is required to turn a grade sheet in to his/her coach during each week of the season. This requirement is currently one that is placed upon student athletes within the Bruce school.

The inappropriate antics displayed by some professional athletes are less than desirable models of appropriate conduct. Within the Bruce school, student athletes must follow a code of conduct in order to maintain their eligibility. This code of conduct, which is signed by all student athletes and their guardian on a yearly basis, helps to maintain appropriate conduct displayed by all the participants. Curfew, drug and alcohol abuse, and a student athlete’s behavior in and outside of school are the major focuses of the code of conduct. If a student athlete violates the code of conduct, a penalty is

determined by the severity and the level of occurrence of the infraction. For example, the code of conduct has major and minor violations. A major violation could consist of drug or alcohol possession or abuse. A minor violation could be receiving detention or being unexcused from a practice. If it is the student's first offense, the penalty will be less severe than if it is his/her second violation. Each consecutive level of occurrence carries with it a more severe consequence. Student athletes are expected to model good behavior at all times. If they choose to make poor choices or behave in a manner that is not representative of good character, they may not be eligible to participate in the athletic programs.

### *Character*

To determine whether or not participation in sports can foster the character development of the participants, it will be important to look at the personal characteristics that display good character. Chandler and Goldberg used such moral traits as courage, gameness, composure, gallantry, and integrity to describe the notion of character (Chandler & Goldberg, 1990). Josephson described a person's character as his/her dispositions, values, and habits that determine the way that person will respond to desires, fears, challenges, opportunities, failures, and successes (Josephson, 1999). A Hall of Fame basketball player, Bill Walton, described character as sportsmanship. He went on to say that sportsmanship, teamwork, attitude, and respect are the values that he makes an extra effort to teach to his own children (Walton, 2005). Manzo provided us with traits of personal and moral character. Those traits are student's competence, diligence, perseverance, and self-discipline, as well as his/her social and spiritual responsibility (Manzo, 2005). Parker and Rutledge used words like attitudes, responsibility, character,

self-image, leadership, and goals to help mold their teachings of character development (Parker & Rutledge, 1981). In all of these descriptions, there is a reoccurring theme of a person's moral beliefs and values.

The United States Military Academy provides seven values for personal character development and moral reasoning (United States Military Academy, 1999). The values are described as follows:

1. Loyalty – a pre-condition for trust,
2. Duty – the sum total of all laws, rules, etc., that make up the professional, civic, and moral obligations of leaders,
3. Respect – denotes the regard and recognition of the absolute dignity that every human being possesses,
4. Selfless-service – service before self; placing the needs of others before self,
5. Honor – a moral virtue possessed by those who strive to live up to the moral code,
6. Integrity - consistent adherence of action to one's moral beliefs,
7. Personal courage – virtue which allows one to confront fear, danger, or adversity, be it a moral or physical context. (United States Military Academy, 1999, p. 60-61)

One can see how these values can apply to any endeavor to include participation in high school sports. As these values seem to focus on effective leadership, character education in the military model is focused on the development of leaders (Gerdes, 2001). The assumption is that effective leaders possess the traits of good character and apply that moral development and growth toward the betterment of others. Dobosz and Beaty also

provided us with a definition of leadership that connects it to the defined traits of good character. They stated that decisiveness, determination, interpersonal and organizational aptitude, loyalty, self-efficacy, and self-discipline are some of the attributes of effective leaders (Dobosz & Beaty, 1999). We have all heard the saying that leaders are made, as opposed to leaders are born. If we choose to believe this assumption, then it may be possible for student athletes to develop traits of good character through their experience in a high school athletic program.

There is a belief that athletics makes the participants better persons. According to Rees and Howell, the origin of this belief can be traced to the Muscular Christianity ideals of the Victorians (Rees & Howell, 1990). They went on to state that this belief system became universally accepted in American society by the beginning of the twentieth century. Political leaders such as Theodore Roosevelt and Gerald Ford reinforced this belief with their successful participation in athletics. If we believe that sports can provide us with a character building experience, then why do we witness so many inappropriate acts of “characters,” rather than appropriate acts of people with good character? In the next section, the researcher will discuss how coaches can affect the character development experience of the high school student athlete.

### *Effect of Coaches*

Through the researcher’s years as an athlete, he has been exposed to many different types of coaches. At age eight, it was a friend’s Dad who coached the local Little League team. This coach was a local farmer who seemed to have never ending patience. As the researcher continued to progress through the summer baseball program, the same coach progressed with him. When in the seventh grade, playing on the junior



high basketball team provided a different experience. The coach seemed to lack some patience and was a little more concerned with results. As high school came, new experiences came with it. Each season would now provide a different style of coaching. It seemed like every three months an athlete would have to start over again getting used to the coaches of the different sport. Multiple styles of coaching were experienced within the same season, as most sports had two coaches or more. So what does this have to do with character development and student athletes? Coaches may be some of the most influential people in a young athlete's life.

Coaches believe that they have the ability to affect the learning and performance of their athletes. According to Feltz et al., coaches are concerned with the learning and performance of their athletes and to be effective, must perform multiple roles (teacher, motivator, strategist, organizer, and character builder). They rely on their education, preparation, and experience to be effective (Feltz et al., 1999). One of the key components in this effectiveness is character development. Character development involves the confidence coaches have on their ability to influence the personal development of and positive attitude toward sports in their athletes (Feltz et al., 1999). It stands to reason that coaches who are more effective in building character should display more character development coaching, as well as having players who exhibit more positive attitudes about sportsmanship and demonstrate more sportsmanlike behavior than would coaches who are not as effective in building character (Feltz et al., 1999). Coaches provide an experience based on their past experiences, education, and preparation. The coach who trains his/her players to make effective, rational decisions can be setting the stage for character development.

According to Laughlin, coaches should attempt to teach athletes to practice, compete, and live in a way which maximizes their full potential as human beings. Principles of practice and competition should create good conduct (Laughlin, 2007). Coaches quite often use explanation and demonstration. Laughlin stated that the coach concerned with character development should encourage an athlete to use mind and body to produce knowledgeable, efficient, and rational behavior and the more one uses ones reason to guide actions, the more moral behavior can become (Laughlin, 2007). For many decades, sports have been used to teach men and women more about life. Whether it is football, baseball, or golf, coaches across the nation have utilized their sport to teach what is right and wrong.

Whether it is drills, motivational speeches, or on the field demonstrations, coaches affect the moral development of their players. As a student athlete journeys through his/her athletic career, coaches will provide different experiences. It is up to athletes to decide how those experiences will make them better people.

### *Summary*

In this chapter the researcher discussed opportunities, eligibility requirements, and codes of conduct. The chapter also discussed good character and how it is developed in athletic programs, along with the impact coaches have on character development. Although the literature reviewed was limited, there is an underlying theme that seems to reoccur. Student athletes have different experiences than non-athletes. What shapes these experiences? The factors discussed in this chapter all play an important part in determining the experience the student athletes will have. The literature reviewed would have the researcher believe that sports do build character, however; not enough research

has been conducted to validate that statement. Sports do play an important role in our society. Exposure to competition is in our everyday life. Participants of all ages enter in to these arenas of competition and are expected to develop physically, mentally, and morally. If sports and athletes are this important, and demanding expectations are placed upon them, can student athletes possess good character? Laughlin stated, if students and athletes are important in sports, if the development of their physical, mental, and moral potential as human beings is important; then character development should be an important aim of sports (Laughlin, 2007).

## Chapter 3: Methodology

### *Introduction*

This chapter will describe the subjects, the selection of the subjects, and the instrument used to gather the data. In addition, the chapter will discuss the procedures used for data collection and analysis and conclude with a look at the limitations to the study.

### *Description of subjects*

The school district in which this study was conducted consisted of a small, rural population, predominantly Caucasian. This study focused on student athletes in the ninth through twelfth grades at the School District of Bruce. Student athletes were those who had or were currently participating in a WIAA affiliated sport during the 2007–2008 school year.

Data was collected from the coaches' rosters during the winter of 2008 to determine the student athletes and non-athletes. A survey was conducted during the spring semester of 2008 of approximately 30 students in the ninth through twelfth grades at the School District of Bruce to determine the students' character development.

### *Selection of sample*

Students in the ninth through twelfth grades were asked to voluntarily complete a survey regarding character development. There were approximately 170 students in the high school and about 40% of the population was out for a sport. Of the students who were out for a sport, about 50% were males and 50% were females. Therefore a sample of 25 athletes and 25 non-athletes was selected. Of the 25 in each category,

approximately 50% were males and 50% will be females. Parental consent was required. Consent forms were sent home with the selected students and returned to the researcher.

### *Instrumentation*

The researcher received written permission from the students and parents for the students to complete a survey. The researcher identified athletes and non-athletes from fall and winter coaches' rosters for the 2007–2008 school year.

On on-line survey from the VIA Character Institute ([www.viasurvey.org](http://www.viasurvey.org)) was used to collect data from the subjects. The survey consisted of 198 questions relating to character. Responses to the questions were based on a 5-point Likert scale.

### *Data collection and analysis procedures*

Data was obtained through a two-step process. First, coaches' rosters were used to identify athletes and non-athletes. Second, the survey was administered. The resulting data was grouped into four major categories, 1) male athletes, 2) male non-athletes, 3) female athletes, and 4) female non-athletes. Data was compiled and character development was evaluated using independent samples t-test, with significance level of 0.05 and 2-tailed.

## Chapter 4: Results

The purpose of this study was to determine if there was a relationship between participation in high school co-curricular activities and character development in high school students. This chapter contains information pertaining to participant background. It also provides information about the analysis of co-curricular participation as well as the analysis of the VIA Strength Survey for Children.

### *Participant Background*

A total of 28 students participated in this study. Of those 28 students, 14 students were male (50%) and 14 were female (50%).

### *Analysis of Participation in Co-curricular Activities*

Of the 28 students who participated in the study, 15 students (54%) reported that they were currently involved in at least one co-curricular activity, while 13 (46%) reported that they were not currently involved in a co-curricular activity. Of the 14 male students who participated in the study, 8 (57%) reported being involved in at least one co-curricular activity, and of the 14 female students, 7 (50%) reported being involved in at least one co-curricular activity.

### *Character Survey*

In order to measure student levels of character development, participants were asked to complete the VIA Strength Survey for Children. Each statement had five possible responses (very much like me, mostly like me, somewhat like me, a little like me, not like me at all). For each of the responses a five point Likert scale was used with 1 being associated with not like me at all and 5 being associated with very much like me.

Each of the 198 statements was grouped into one of twenty-four character values. These values are:

- Appreciation of beauty and excellence
- Capacity to love and be loved
- Teamwork and group loyalty
- Caution, carefulness, and discretion
- Enthusiasm and zest
- Creativity, originality, and ingenuity
- Curiosity and interest in the world
- Fairness and justice
- Forgiveness and mercy
- Gratitude
- Honesty, authenticity, and genuineness
- Hope and optimism
- Humor and playfulness
- Industry and perseverance
- Critical thinking and objective judgment
- Kindness and generosity
- Leadership
- Love of learning
- Modesty and humility
- Perspective and wisdom
- Self-control and self-regulation
- Social intelligence
- Spirituality and faith
- Bravery and courage

For the whole sample, the minimum score for any one area was 1.63 while the maximum was 5. The mean for all participants ranged from 3.1993 to 4.35 (see Appendix C).

The results of the character survey were also compared to participation in co-curricular activities. Out of the twenty-four values that comprise the character survey, non-athletes reported higher mean scores in fifteen of those areas, while athletes scored higher in nine (see Appendix D). As far as gender, females reported higher mean score in twenty-two areas, while males scored higher in two (see Appendix E).

### *Research Questions*

Two research questions were addressed within this study. Research question number one was as follows: Is there a difference in the average scores on each of the character dimensions between being an athlete and non-athlete? In order to analyze the data, a test using independent samples t-test was used. When looking for mean differences among athletes and non-athletes, the data revealed two statistically significant differences. In the character dimension forgiveness and mercy, non-athletes had a higher average score by 0.569 points. In the character dimension industry and perseverance, athletes had a higher average by 0.559 points. In all the other character dimensions, no statistically significant differences were apparent (see Appendix F).

The second research question was as follows: Is there a difference in the average scores on each of the character dimensions based on gender? By using independent samples t-tests, the data determined that mean differences were statistically significant for the following character dimensions:

- A. appreciation of beauty: females had a higher average score by .965 points
- B. bravery and courage: females had a higher average score by .580 points
- C. capacity to love and be loved: females had a higher average score by .529 points
- D. gratitude: females had a higher average score by .481 points
- E. hope and optimism: females had a higher average score by .5 points
- F. kindness and generosity: females had a higher average score by .438 points
- G. leadership: females had a higher average score by .687 points
- H. perspective and wisdom: females had a higher average score by .446 points
- I. social intelligence: females had a higher average score by .446 points
- J. spirituality and faith: females had a higher average score by .794 points

No statistically significant differences were evident in the other character dimensions (see Appendix G).



Based on the results of the two research questions, it can be concluded that character development does not appear to be more evident in students participating in co-curricular activities at the School District of Bruce. It can also be concluded that female students, athletes and non-athletes, have more character development traits present than the male students at the School District of Bruce.

## Chapter 5: Discussion

In this chapter, four different areas will be discussed. First, a brief review of the current study will be presented. Second, the current study will be discussed in relation to the findings. Third, the chapter will discuss the limitations to the study. Finally, recommendations for further research will be discussed.

### *Brief Review of Findings*

The current research study indicated that students, both athlete and non-athlete, do not have better character traits if they participate in co-curricular activities. Second, this study has shown that female students, both athlete and non-athlete, had a significantly higher score in ten character dimensions than male students.

### *Conclusions*

Character development is associated with many different values. This study examined if participation in high school co-curricular activities would help foster character development. Twenty-four character dimensions were used to identify the character development of a sample of male and female students. Dimensions such as, courage, honesty, love, and leadership were used to help define character. Does participation in high school co-curricular activities build character? The results of this study show no significant difference between the character development of athletes and non-athletes. In fact, in only one character dimension did athletes score higher than non-athletes. Then what does affect the character development of students?

No matter what causes character development to be enhanced in students, it has become an important topic throughout our nation. Character development programs and curriculum have spread across the school systems to help educators and coaches teach

character. Within this study, student character dimension scores were relatively high, showing that they are receiving the benefits of good character development both on and off the field.

### *Limitations*

It is important to consider the limitations of this study. The school district of Bruce is a small, rural sampling consisting of a predominantly Caucasian population. The sample for this study was limited to this population and does not provide an accurate representation of the national population. It is possible that the participants did not answer truthfully or understand when participating in the study. This study surveyed only one population of students from one high school. This study may not adequately represent a larger population of high school students.

### *Recommendations*

The topic of character development is very important to examine. There seems to be a trend to teach character development throughout many of the years students' are in school. As stated by some of the current research, character development can help mold students' to become better citizens. Teaching, learning, and modeling values attached to character development can enhance the ability of all people to live a better life. The results of this study may help students, teachers, coaches, counselors, and parents to understand the effects of participation in high school co-curricular activities. It may also help guide these individuals in becoming better people. Although there may be other areas of an individual's life that may positively effect character development, participation in co-curricular activities doesn't seem to hurt.

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## Appendix A: Parent Letter and Permission Slip

Dear Parents/Guardians:

I am currently in the process of completing my Masters degree in School Counseling. As part of the requirements, I am doing some research for my thesis. My thesis is focused on the effects high school sports may or may not have on character development. As part of this research, I need to conduct a study to include both male and female athletes and non-athletes. The study will be done during the students' normal school day and should not affect their education in any way. Enclosed is the consent form with more detailed information about the research. Please read the information carefully and return the signed consent form in the self addressed stamped envelop by **May 9<sup>th</sup>**. If you have more than one child participating, please list both names on the line provided. If you elect not to have your child participate just write that on the consent form. If you have any questions or concerns feel free to contact me at your convenience. Thank you for this consideration.

Doug Dieckman

[dieckman@bruce.k12.wi.us](mailto:dieckman@bruce.k12.wi.us)  
868-2598 ext. 265 (office)  
943-2358 (home)

ALL EXPENSES FOR THIS STUDY HAVE BEEN PAID BY THE RESEARCHER

**This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.**

### **Consent to Participate In UW-Stout Approved Research**

**Title:** Does Participation in High School Sports Foster Character Building?

**Investigator:**

Doug Dieckman  
(715) 868-2598 ext. 265  
Bruce School District

**Research Supervisor:**

Dr. Denise Zirkle Brouillard  
University of Wisconsin-Stout  
402 McCalmont Hall  
Menomonie, WI 54751  
(715) 232-2599

**Description:**

The purpose of this study is to better understand the effects interscholastic athletics have on character development as perceived by high school student athletes and non-athletes. This study will focus on student athletes and non-athletes in the ninth through twelfth grades at the School District of Bruce. Students will be asked to voluntarily complete a survey regarding character development. Parental consent is required. Consent forms will be sent home with the selected students and returned to the researcher. Once written consent is received, participating students will be asked to complete an anonymous on-line survey through the VIA Signature Strengths website. Data will be compiled and character development will be evaluated using the 24 character strengths.

**Risks and Benefits:**

Due to the use of an on-line survey, there are slight risks involved with using the World Wide Web. To help minimize the risks, participants will remain anonymous and will register for the survey using one generic log in code and password. Any and all information provided while completing the survey will be confidential and used for research purposes only. Once you have submitted your online survey, there will be no way to trace responses back to participants.

The benefit of this research will be a better understanding of how student athletic participation may affect character development.

**Special Populations:**

For the purpose of this research, students between the ages of 14 and 18 years of age will be used as subjects.

**Time Commitment:**

It will be expected that it will take most students approximately 30 minutes to complete this survey.

**Confidentiality:**

Your name will not be included on any documents. We do not believe that you can be identified from any of this information. This informed consent will not be kept with any of the other documents completed with this project.

**Right to Withdraw:**

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. Should you choose to participate and later wish to withdraw from the study, you may discontinue your participation at this time without incurring adverse consequences. Once you have completed and submitted your survey on line, there will be no way to trace responses back to participants.

**IRB Approval:**

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

**Investigator:**

Doug Dieckman  
(715) 868-2598 ext. 265  
[dieckman@bruce.k12.wi.us](mailto:dieckman@bruce.k12.wi.us)

**IRB Administrator:**

Sue Foxwell, Director, Research Services  
152 Vocational Rehabilitation Bldg.  
UW-Stout  
Menomonie, WI 54751

**Advisor:**

Dr. Denise Zirkle Brouillard  
University of Wisconsin-Stout  
402 McCalmont Hall  
Menomonie, WI 54751  
(715) 232-2599  
[brouillardd@uwstout.edu](mailto:brouillardd@uwstout.edu)

**Statement of Consent:**

By signing this consent form you agree to participate in the project entitled, **"Does Participation in High School Sports Foster Character Building?"**

\_\_\_\_\_  
Student(s) Signature..... Date

\_\_\_\_\_  
Signature of parent or guardian:..... Date  
(If minors are involved)



## Appendix B: VIA Strength Survey for Children

### VIA Strength Survey for Children

Below is a list of statements describing people who are 8 to 17 years old. Please read each one, and then decide **how much it is like you** and mark the correct radio button. There are no right or wrong answers. Please be as honest as you possibly can. We will rank your strengths and compare them to others' strengths when you have answered all of the 198 questions.

1. I love art, music, dance, or theater.

☐ Very Much Like Me
 ☐ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

2. I stick up for other kids who are being treated unfairly.

☐ Very Much Like Me
 ☐ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

3. I like to think of different ways to solve problems.

☐ Very Much Like Me
 ☐ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

4. I don't have many questions about things.

☐ Very Much Like Me
 ☐ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

5. In a group, I give easier tasks to the people I like.

☐ Very Much Like Me
 ☐ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

6. I can still be friends with people who were mean to me, if they apologize.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

7. I complain more often than I feel grateful about my life.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

8. I always keep my word.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

9. No matter what I do, things will not work out for me.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

10. People often tell me that I act too seriously.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

11. I keep at my homework until I am done with it.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

12. I make good judgments even in difficult situations.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

- 13.** When my friends are upset, I listen to them and comfort them.

Very Much Like Me    Mostly Like Me    Somewhat Like  
Me    A Little Like Me    Not Like Me At All

- 14.** When people in my group do not agree, I can't get them to work together.

Very Much Like Me    Mostly Like Me    Somewhat Like  
Me    A Little Like Me    Not Like Me At All

- 15.** I always feel that I am loved.

Very Much Like Me    Mostly Like Me    Somewhat Like  
Me    A Little Like Me    Not Like Me At All

- 16.** I am excited when I learn something new.

Very Much Like Me    Mostly Like Me    Somewhat Like  
Me    A Little Like Me    Not Like Me At All

- 17.** I think that I am always right.

Very Much Like Me    Mostly Like Me    Somewhat Like  
Me    A Little Like Me    Not Like Me At All

- 18.** I am very careful at whatever I do.

Very Much Like Me    Mostly Like Me    Somewhat Like  
Me    A Little Like Me    Not Like Me At All

- 19.** If I have money, I usually spend it all at once without planning.

Very Much Like Me    Mostly Like Me    Somewhat Like

Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 20.** In most social situations, I talk and behave the right way.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

Questions 1 through 20 of 198 total.

Next

- 21.** I often feel that someone "up there" in heaven watches over me.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 22.** If my team does not choose my idea, I don't want to work with the team.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 23.** I usually know what really matters.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 24.** I am very enthusiastic.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 25.** When I see beautiful scenery, I stop and enjoy it for a while.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**26.** I don't stand up for myself or others.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**27.** It is difficult for me to come up with new ideas.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**28.** I am interested in all kinds of things.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**29.** Even when my team is losing, I play fair.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**30.** Even if someone hurts me, I forgive them if they apologize.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**31.** I can find many things to be thankful for in my life.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

32. I lie to get myself out of trouble.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

33. I think good things are going to happen to me.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

34. I rarely joke with others.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

35. If a task is hard, I give up easily.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

36. When I make a decision, I consider the good and the bad in each option.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

37. When I hear about people who are sick or poor, I worry about them.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

38. I'm not good at taking charge of a group.

Very Much Like Me Mostly Like Me Somewhat Like

Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 39.** I love my family members no matter what they do.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 40.** I learn things only when someone makes me.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

Questions 21 through 40 of 198 total.

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- 41.** Even when I am really good at something, I don't show off about it.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 42.** I often do things without thinking.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 43.** I get things done that need to get done, even when I don't feel like doing them.

☐ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All ☐

- 44.** I always know what to say to make people feel good.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**45.** I don't believe in God or a higher power.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**46.** I work really well with a group.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**47.** People often say that I give good advice.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**48.** I always feel tired.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**49.** I get bored when I look at art or watch a play.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**50.** I have the courage to do the right thing even when it is not popular.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All



- 51.** I like to create new or different things.

Very Much Like Me   Mostly Like Me   Somewhat Like  
Me   A Little Like Me   Not Like Me At All

- 52.** I am curious about how things work.

Very Much Like Me   Mostly Like Me   Somewhat Like  
Me   A Little Like Me   Not Like Me At All

- 53.** When I work in a group, I give an equal chance to everybody.

Very Much Like Me   Mostly Like Me   Somewhat Like  
Me   A Little Like Me   Not Like Me At All

- 54.** I easily forgive people.

Very Much Like Me   Mostly Like Me   Somewhat Like  
Me   A Little Like Me   Not Like Me At All

- 55.** When someone helps me or is nice to me, I always let them know I am grateful.

Very Much Like Me   Mostly Like Me   Somewhat Like  
Me   A Little Like Me   Not Like Me At All

- 56.** I tell the truth, even if it gets me in trouble.

Very Much Like Me   Mostly Like Me   Somewhat Like  
Me   A Little Like Me   Not Like Me At All

- 57.** I give up hope when things do not go well.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**58.** I am good at making people laugh.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**59.** Whenever I do something, I put all my effort into it.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**60.** If I like one option, I don't think about other possibilities.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

Questions 41 through 60 of 198 total.

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**61.** I am very concerned about others when they have problems.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**62.** I am good at organizing group activities and making them happen.

Very Much Like Me Mostly Like Me Somewhat Like  
Me A Little Like Me Not Like Me At All

**63.** I don't have someone to talk when I need to.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
 A Little Like Me ☐ Not Like Me At All ☐

**64.** When there is a chance to learn new things I actively participate.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
 A Little Like Me ☐ Not Like Me At All ☐

**65.** If I have done something good, I tell everyone about it.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
 A Little Like Me ☐ Not Like Me At All ☐

**66.** I avoid people or situations that might get me into trouble.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
 A Little Like Me ☐ Not Like Me At All ☐

**67.** If I want something, I can't wait.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
 A Little Like Me ☐ Not Like Me At All ☐

**68.** I know what to do to avoid trouble with others.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
 A Little Like Me ☐ Not Like Me At All ☐

**69.** I believe that someone in heaven will guide me to do right thing.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
 A Little Like Me ☐ Not Like Me At All ☐

**70.** When I work with a group, I am very cooperative.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**71.** I am not good at finding solutions to conflicts.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**72.** I am always excited about whatever I do.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**73.** I often notice pretty things.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**74.** When I see someone being mean to others, I tell them that is wrong.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**75.** I always have lots of creative ideas.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**76.** I always want to know more.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like

Me ☐ A Little Like Me ☐ Not Like Me At All

- 77.** I do favors for the people I know, even if it is not fair to others.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 78.** When people say they are sorry, I give them a second chance.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 79.** I am a grateful person.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 80.** I often make excuses.

Very Much Like Me ☐ Mostly Like Me ☒ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

Questions 61 through 80 of 198 total.

[Previous](#) [Next](#)

- 81.** I believe that things will always work out no matter how difficult they seem now.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 82.** People say that I am not playful.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 83.** I keep trying even after I fail.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 84.** I always listen to different opinions before I make up my mind.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 85.** I rarely help others.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 86.** When there is a group project to do, other kids want me to be in charge.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 87.** It is difficult for me to make new friends.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 88.** When I am reading or learning something new, I often forget how much time passed.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 89.** I don't act like I am better than anybody else.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 90.** I often make mistakes because I am not careful.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 91.** Even when I get really angry, I can control myself.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 92.** I am good at getting along with all sorts of people.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 93.** When I pray, it makes me feel better.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 94.** If it is helpful, I am always willing to do more work for our team.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 95.** Before my friends make an important decision, they often ask my opinion.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

Me ☐ A Little Like Me ☐ Not Like Me At All

- 96.** I always feel full of energy.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 97.** Seeing pretty pictures or listening to beautiful music makes me feel better.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 98.** When I see someone being picked on, I don't do anything about it.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 99.** I think that I am very creative.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 100.** I am not curious about things.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

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- 101.** Even when I don't like someone, I treat them fairly.



☒ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like Me  
☐ A Little Like Me ☐ Not Like Me At All

**102.** Even when someone says they are sorry, I stay mad at them.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me  
☐ A Little Like Me ☐ Not Like Me At All

**103.** I don't feel grateful that often.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me  
☐ A Little Like Me ☐ Not Like Me At All

**104.** People can always count on me to tell the truth.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me  
☐ A Little Like Me ☐ Not Like Me At All

**105.** I am very positive about the future.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me  
☐ A Little Like Me ☐ Not Like Me At All

**106.** People say that I am humorous.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me  
☐ A Little Like Me ☐ Not Like Me At All

**107.** I don't put things off for tomorrow if I can do them today.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me  
☐ A Little Like Me ☐ Not Like Me At All

**108.** I make decisions only when I have all of the facts.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**109.** If I am busy, I don't stop to help others who need it.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**110.** I am a leader that others trust and look up to.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**111.** Even when my family members and I fight, I still love them.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**112.** I get bored when I read or learn things.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**113.** I don't feel comfortable getting all the praise just for myself.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**114.** Before I do things, I always think about consequences.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like

Me ☐ A Little Like Me ☐ Not Like Me At All

- 115.** Even when I really want to do something right now, I can wait.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 116.** I often make other people upset without meaning to.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 117.** I believe that all things happen for a reason.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 118.** I listen to others in our group when we make decisions.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 119.** People say that I am very wise.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 120.** I am always very active.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

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**121.** I really appreciate beautiful things.

☒ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like Me ☐ A Little Like Me ☐ Not Like Me At All

**122.** I speak up for what is right, even when I am afraid.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐ A Little Like Me ☐ Not Like Me At All

**123.** I often come up with different ways of doing things.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐ A Little Like Me ☐ Not Like Me At All

**124.** I ask questions all the time.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐ A Little Like Me ☐ Not Like Me At All

**125.** Even if someone is not nice to me, I still treat them fairly.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐ A Little Like Me ☐ Not Like Me At All

**126.** Even if people have hurt me, I don't want to see them suffer.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like

Me ☐ A Little Like Me ☐ Not Like Me At All

- 127.** When good things happen to me, I think about the people who helped me.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 128.** I lie to get what I want.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 129.** I will achieve my goals.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 130.** I often make jokes to get others out of a bad mood.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 131.** People can count on me to get things done.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 132.** Before I make a final decision, I think about all the possibilities.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**133.** I am always kind to other people.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**134.** When I play with other kids, they want me to be the leader.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**135.** It is hard for me to get close to people.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**136.** I love to learn new things.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**137.** Even if I am good at something, I give other kids a chance at it.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**138.** I usually don't make the same mistake two times in a row.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**139.** I can wait for my turn without getting frustrated.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

Me ☐ A Little Like Me ☐ Not Like Me At All

- 140.** I usually understand how I feel and why.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

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- 141.** I have a faith.

☒ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 142.** If I don't agree with the group decision, I don't go along with it.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 143.** I often come up with solutions to problems that make everybody happy.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 144.** I am not often that excited about things.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 145.** When I see art or listen to music, I often forget how much time passed.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**146.** I do what is right even if others tease me for it.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**147.** I always like to do things in different ways.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**148.** I always have many questions about many things.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**149.** I treat everyone's opinion as equally important.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**150.** When someone does something mean to me, I try to get even with them.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**151.** I often feel grateful for my parents and family.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐



**152.** If I make a mistake, I always admit it even if it is embarrassing.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**153.** I am always hopeful no matter how bad things look.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**154.** I am good at bringing smiles to people.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**155.** I am a hard worker.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**156.** I always keep an open mind.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**157.** When I see people who need help, I do as much as I can.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**158.** When I am in charge, I am good at making my group follow what I ask them to do.

☐ Very Much Like Me
 ☒ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

**159.** I share my feelings with my friends or family.

☐ Very Much Like Me
 ☒ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

**160.** I love to learn how to do different things.

☐ Very Much Like Me
 ☒ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

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**161.** I don't brag about my accomplishments.

☒ Very Much Like Me
 ☐ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

**162.** I don't do things that I might later regret.

☐ Very Much Like Me
 ☒ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

**163.** Even if I want to say something, I can keep it to myself.

☐ Very Much Like Me
 ☒ Mostly Like Me
 ☐ Somewhat Like Me
 ☐ A Little Like Me
 ☐ Not Like Me At All

**164.** I am good at knowing what people want without asking.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**165.** I don't pray, even when I am by myself.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**166.** Even if I do not agree, I respect the opinion of others in my team.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**167.** I often make poor choices.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**168.** I think that life is exciting.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**169.** I don't enjoy going to see art exhibits or performances.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**170.** I stand up to kids who are acting mean or unfair.

Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**171.** I do not enjoy creating new things.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**172.** I am always curious about people, places, or things I am not familiar with.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**173.** If I like someone in a group, I let them get away with things.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**174.** I often feel lucky to have what I have in my life.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**175.** Once I make a commitment, I keep it.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**176.** I am confident that I can overcome difficulties.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

**177.** I like to tell jokes or funny stories.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like

Me ☐ A Little Like Me ☐ Not Like Me At All

- 178.** When I have responsibilities at school or home, I don't always do them.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 179.** I usually don't think about different possibilities when I make decisions.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 180.** I don't help others if they don't ask.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

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- 181.** I am good at encouraging people in my group to complete our work.

☒ Very Much Like Me ☐ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 182.** I often tell my friends and family members that I love them.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
Me ☐ A Little Like Me ☐ Not Like Me At All

- 183.** When I want to learn something, I try to find out everything about it.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 184.** Rather than just talking about myself, I prefer to let other kids talk about themselves.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 185.** I often do things that I shouldn't be doing.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 186.** I am very patient.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 187.** I often get in arguments with others.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 188.** I feel that my life has a purpose.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

- 189.** I am very loyal to my group no matter what.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like  
☐ Me ☐ A Little Like Me ☐ Not Like Me At All

**190.** I am good at helping my friends make up after they have an argument.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**191.** I am always cheerful.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**192.** Even if they are my friends, I ask everybody to follow the same rules.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**193.** I am good at making a boring situation fun.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**194.** Once I make an exercise or study plan, I stick to it.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**195.** I often do nice things for others without being asked.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

**196.** When I have a problem, I have someone who will be there for me.

Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐  
A Little Like Me ☐ Not Like Me At All ☐

Me ☐ A Little Like Me ☐ Not Like Me At All

- 197.** Even when I have done something nice for others, I don't always tell people about it.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐ A Little Like Me ☐ Not Like Me At All

- 198.** I often lose my temper.

☐ Very Much Like Me ☒ Mostly Like Me ☐ Somewhat Like Me ☐ A Little Like Me ☐ Not Like Me At All

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**Please ignore the answers. I had to answer each question to continue on to the next page. Thank you.**



## Appendix C: Descriptive Statistics for Whole Sample

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Appreciation of beauty and excellence	28	1.75	5.00	3.7339	.85428
Bravery and courage	28	2.38	4.88	3.7214	.61095
Capacity to love and be loved	28	1.8	4.1	3.350	.6415
Caution, carefulness, and discretion	28	1.63	4.50	3.1993	.68336
Teamwork and group loyalty	28	3.1	5.0	4.056	.5403
Creativity, originality, and ingenuity	28	2.00	4.88	3.6546	.69371
Curiosity and interest in the world	28	2.00	5.00	3.7793	.82647
Fairness and justice	28	2.56	4.89	3.6311	.56320
Forgiveness and mercy	28	2	4	3.31	.613
Gratitude	28	3.00	5.00	4.1629	.62228
Honesty, authenticity, and genuineness	28	2.63	4.50	3.6546	.53206
Hope and optimism	28	2.13	4.88	4.0289	.63776
Humor and playfulness	28	3.22	5.00	4.3500	.49832
Industry and perseverance	28	2	5	3.57	.642
Critical thinking and objective judgment	28	2.63	4.50	3.5479	.55227
Kindness and generosity	28	2.44	4.33	3.5557	.48311
Leadership	28	2.38	5.00	3.6771	.76452
Love of learning	28	2.38	4.63	3.4168	.67600
Modesty and humility	28	2.56	4.67	3.4289	.60494
Perspective and wisdom	28	3	5	3.69	.512
Self-control and self-regulation	28	2.11	4.56	3.2657	.66912
Social intelligence	28	2.63	4.88	3.7796	.58920
Spirituality and faith	28	3	5	3.98	.775
Enthusiasm and zest	28	2.9	4.9	3.891	.5803
Valid N (listwise)	28				

## Appendix D: T-Test by Athlete/Non-athlete

Group Statistics: by athlete/non-athlete

	athlete_cat	N	Mean	Std. Deviation	Std. Error Mean
Appreciation of beauty and excellence	non-athlete	13	4.0500	.87973	.24399
	athlete	15	3.4600	.75560	.19509
Bravery and courage	non-athlete	13	3.8785	.68054	.18875
	athlete	15	3.5853	.52930	.13666
Capacity to love and be loved	non-athlete	13	3.354	.7763	.2153
	athlete	15	3.347	.5263	.1359
Caution, carefulness, and discretion	non-athlete	13	3.1577	.82756	.22952
	athlete	15	3.2353	.55730	.14389
Teamwork and group loyalty	non-athlete	13	4.108	.3809	.1056
	athlete	15	4.011	.6587	.1701
Creativity, originality, and ingenuity	non-athlete	13	3.5515	.82627	.22916
	athlete	15	3.7440	.56963	.14708
Curiosity and interest in the world	non-athlete	13	3.5315	.89141	.24723
	athlete	15	3.9940	.72790	.18794
Fairness and justice	non-athlete	13	3.7685	.44456	.12330
	athlete	15	3.5120	.64001	.16525
Forgiveness and mercy	non-athlete	13	3.62	.506	.140
	athlete	15	3.05	.586	.151
Gratitude	non-athlete	13	4.2331	.62267	.17270
	athlete	15	4.1020	.63712	.16450
Honesty, authenticity, and genuineness	non-athlete	13	3.7146	.58800	.16308
	athlete	15	3.6027	.49332	.12737
Hope and optimism	non-athlete	13	4.0885	.53446	.14823
	athlete	15	3.9773	.73037	.18858
Humor and playfulness	non-athlete	13	4.4977	.42705	.11844
	athlete	15	4.2220	.53366	.13779
Industry and perseverance	non-athlete	13	3.27	.664	.184
	athlete	15	3.83	.512	.132
Critical thinking and objective judgment	non-athlete	13	3.5992	.59123	.16398
	athlete	15	3.5033	.53294	.13760
Kindness and generosity	non-athlete	13	3.5646	.53798	.14921
	athlete	15	3.5480	.44934	.11602
Leadership	non-athlete	13	3.5131	.76811	.21303
	athlete	15	3.8193	.75820	.19577
Love of learning	non-athlete	13	3.2423	.71567	.19849
	athlete	15	3.5680	.62411	.16115

**Group Statistics: by athlete/non-athlete**

	athlete_cat	N	Mean	Std. Deviation	Std. Error Mean
Modesty and humility	non-athlete	13	3.5477	.65063	.18045
	athlete	15	3.3260	.56433	.14571
Perspective and wisdom	non-athlete	13	3.73	.508	.141
	athlete	15	3.65	.530	.137
Self-control and self-regulation	non-athlete	13	3.2562	.69433	.19257
	athlete	15	3.2740	.67088	.17322
Social intelligence	non-athlete	13	3.9362	.57981	.16081
	athlete	15	3.6440	.58216	.15031
Spirituality and faith	non-athlete	13	3.95	.867	.240
	athlete	15	4.01	.715	.185
Enthusiasm and zest	non-athlete	13	3.829	.5681	.1576
	athlete	15	3.944	.6053	.1563

## Appendix E: T-Test by Gender

Group Statistics: by gender

	Gender_R ecode	N	Mean	Std. Deviation	Std. Error Mean
Appreciation of beauty and excellence	Female	14	4.2164	.66118	.17671
	Male	14	3.2514	.75968	.20303
Bravery and courage	Female	14	4.0114	.57069	.15252
	Male	14	3.4314	.51809	.13846
Capacity to love and be loved	Female	14	3.614	.5869	.1568
	Male	14	3.086	.5998	.1603
Caution, carefulness, and discretion	Female	14	3.3421	.82083	.21938
	Male	14	3.0564	.50216	.13421
Teamwork and group loyalty	Female	14	4.216	.4870	.1302
	Male	14	3.896	.5601	.1497
Creativity, originality, and ingenuity	Female	14	3.8243	.72393	.19348
	Male	14	3.4850	.64298	.17184
Curiosity and interest in the world	Female	14	3.8500	.87758	.23454
	Male	14	3.7086	.79858	.21343
Fairness and justice	Female	14	3.7929	.58847	.15728
	Male	14	3.4693	.50608	.13526
Forgiveness and mercy	Female	14	3.39	.678	.181
	Male	14	3.24	.554	.148
Gratitude	Female	14	4.4036	.48945	.13081
	Male	14	3.9221	.66323	.17726
Honesty, authenticity, and genuineness	Female	14	3.7971	.54665	.14610
	Male	14	3.5121	.49537	.13239
Hope and optimism	Female	14	4.2793	.50811	.13580
	Male	14	3.7786	.67200	.17960
Humor and playfulness	Female	14	4.5100	.40354	.10785
	Male	14	4.1900	.54568	.14584
Industry and perseverance	Female	14	3.45	.680	.182
	Male	14	3.70	.600	.160
Critical thinking and objective judgment	Female	14	3.5571	.51353	.13725
	Male	14	3.5386	.60792	.16247
Kindness and generosity	Female	14	3.8250	.39119	.10455
	Male	14	3.2864	.41897	.11197
Leadership	Female	14	4.0207	.75863	.20275
	Male	14	3.3336	.61982	.16565
Love of learning	Female	14	3.5014	.68990	.18438
	Male	14	3.3321	.67653	.18081
Modesty and humility	Female	14	3.4693	.66429	.17754

Group Statistics: by gender

	Gender_R ecode	N	Mean	Std. Deviation	Std. Error Mean
	Male	14	3.3886	.56148	.15006
Perspective and wisdom	Female	14	3.91	.425	.114
	Male	14	3.47	.511	.137
Self-control and self-regulation	Female	14	3.0229	.66275	.17713
	Male	14	3.5086	.60300	.16116
Social intelligence	Female	14	4.0029	.52404	.14006
	Male	14	3.5564	.58231	.15563
Spirituality and faith	Female	14	4.38	.660	.176
	Male	14	3.58	.686	.183
Enthusiasm and zest	Female	14	4.055	.5601	.1497
	Male	14	3.726	.5724	.1530

## Appendix F: Independent Samples Test by Athlete/Non-athlete

Independent Samples Test: athlete/non-athlete

		Levene's Test for Equality of Variances		t-test for Equality of Means						
										95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Appreciation of beauty and excellence	Equal variances assumed	1.026	.320	1.910	26	.067	.59000	.30892	-.04500	1.22500
	Equal variances not assumed			1.889	23.882	.071	.59000	.31240	-.05493	1.23493
Bravery and courage	Equal variances assumed	.420	.522	1.281	26	.211	.29313	.22881	-.17720	.76345
	Equal variances not assumed			1.258	22.565	.221	.29313	.23303	-.18944	.77570
Capacity to love and be loved	Equal variances assumed	1.645	.211	.029	26	.977	.0072	.2477	-.5020	.5163
	Equal variances not assumed			.028	20.654	.978	.0072	.2546	-.5228	.5372
Caution, carefulness, and discretion	Equal variances assumed	3.822	.061	-.295	26	.771	-.07764	.26344	-.61915	.46387
	Equal variances not assumed			-.287	20.564	.777	-.07764	.27090	-.64174	.48645
Teamwork and group loyalty	Equal variances assumed	11.025	.003	.464	26	.647	.0964	.2078	-.3307	.5234
	Equal variances not assumed			.481	22.909	.635	.0964	.2002	-.3179	.5107
Creativity, originality, and ingenuity	Equal variances assumed	1.332	.259	-.726	26	.474	-.19246	.26520	-.73760	.35267
	Equal variances not assumed			-.707	20.885	.488	-.19246	.27230	-.75894	.37401
Curiosity and interest in the world	Equal variances assumed	.638	.432	-1.511	26	.143	-.46246	.30598	-1.09142	-.16650

Independent Samples Test: athlete/non-athlete

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			-1.489	23.228	.150	-.46246	.31058	-1.10455	.17963
Fairness and justice	Equal variances assumed	1.222	.279	1.212	26	.236	.25646	.21158	-.17846	.69138
	Equal variances not assumed			1.244	24.917	.225	.25646	.20618	-.16825	.68117
Forgiveness and mercy	Equal variances assumed	.040	.843	2.727	26	.011	.569	.209	.140	.998
	Equal variances not assumed			2.756	26.000	.011	.569	.206	.145	.993
Gratitude	Equal variances assumed	.012	.912	.549	26	.588	.13108	.23891	-.36002	.62217
	Equal variances not assumed			.550	25.594	.587	.13108	.23851	-.35956	.62172
Honesty, authenticity, and genuineness	Equal variances assumed	.255	.618	.548	26	.588	.11195	.20428	-.30795	.53185
	Equal variances not assumed			.541	23.584	.594	.11195	.20693	-.31553	.53943
Hope and optimism	Equal variances assumed	1.158	.292	.453	26	.654	.11113	.24530	-.39310	.61536
	Equal variances not assumed			.463	25.353	.647	.11113	.23987	-.38253	.60479
Humor and playfulness	Equal variances assumed	.768	.389	1.493	26	.148	.27569	.18468	-.10391	.65530
	Equal variances not assumed			1.517	25.860	.141	.27569	.18170	-.09789	.64928
Industry and perseverance	Equal variances assumed	.236	.631	-2.512	26	.019	-.559	.223	-1.016	-.102

Independent Samples Test: athlete/non-athlete

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			-2.465	22.448	.022	-.559	.227	-1.029	-.089
Critical thinking and objective judgment	Equal variances assumed	.288	.596	.451	26	.655	.09590	.21243	-.34076	.53255
	Equal variances not assumed			.448	24.456	.658	.09590	.21407	-.34548	.53727
Kindness and generosity	Equal variances assumed	.042	.840	.089	26	.930	.01662	.18653	-.36679	.40002
	Equal variances not assumed			.088	23.526	.931	.01662	.18901	-.37389	.40712
Leadership	Equal variances assumed	.005	.943	-1.060	26	.299	-.30626	.28904	-.90040	.28788
	Equal variances not assumed			-1.059	25.337	.300	-.30626	.28932	-.90173	.28921
Love of learning	Equal variances assumed	.999	.327	-1.287	26	.210	-.32569	.25310	-.84595	.19456
	Equal variances not assumed			-1.274	24.069	.215	-.32569	.25567	-.85329	.20190
Modesty and humility	Equal variances assumed	.177	.677	.966	26	.343	.22169	.22952	-.25008	.69347
	Equal variances not assumed			.956	24.003	.349	.22169	.23194	-.25700	.70038
Perspective and wisdom	Equal variances assumed	.257	.617	.453	26	.654	.089	.197	-.316	.494
	Equal variances not assumed			.455	25.709	.653	.089	.196	-.315	.493
Self-control and self-regulation	Equal variances assumed	.082	.777	-.069	26	.945	-.01785	.25836	-.54891	.51322



## Independent Samples Test: athlete/non-athlete

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			-.069	25.158	.946	-.01785	.25902	-.55113	.51544
Social intelligence	Equal variances assumed	.366	.551	1.327	26	.196	.29215	.22019	-.16045	.74476
	Equal variances not assumed			1.327	25.466	.196	.29215	.22012	-.16078	.74508
Spirituality and faith	Equal variances assumed	2.658	.115	-.221	26	.827	-.066	.299	-.680	.548
	Equal variances not assumed			-.218	23.354	.830	-.066	.303	-.692	.561
Enthusiasm and zest	Equal variances assumed	.058	.812	-.515	26	.611	-.1148	.2230	-.5731	.3435
	Equal variances not assumed			-.517	25.812	.609	-.1148	.2219	-.5711	.3415

Text highlighted in yellow signifies a statistically significant difference between the groups at the 0.05 level ( $Sig < 0.05$ )

## Appendix G: Independent Samples Test by Gender

Independent Samples Test: Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
										95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Appreciation of beauty and excellence	Equal variances assumed	.000	.996	3.585	26	.001	.96500	.26916	.41173	1.51827
	Equal variances not assumed			3.585	25.514	.001	.96500	.26916	.41121	1.51879
Bravery and courage	Equal variances assumed	.431	.517	2.816	26	.009	.58000	.20600	.15656	1.00344
	Equal variances not assumed			2.816	25.761	.009	.58000	.20600	.15637	1.00363
Capacity to love and be loved	Equal variances assumed	.429	.518	2.357	26	.026	.5286	.2243	.0676	.9896
	Equal variances not assumed			2.357	25.988	.026	.5286	.2243	.0676	.9896
Caution, carefulness, and discretion	Equal variances assumed	2.431	.131	1.111	26	.277	.28571	.25717	-.24291	.81434
	Equal variances not assumed			1.111	21.535	.279	.28571	.25717	-.24829	.81972
Teamwork and group loyalty	Equal variances assumed	.796	.381	1.617	26	.118	.3207	.1984	-.0870	.7284
	Equal variances not assumed			1.617	25.508	.118	.3207	.1984	-.0874	.7288
Creativity, originality, and ingenuity	Equal variances assumed	.340	.565	1.311	26	.201	.33929	.25877	-.19263	.87120

## Independent Samples Test: Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
										95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			1.311	25.643	.201	.33929	.25877	-.19299	.87157
Curiosity and interest in the world	Equal variances assumed	.065	.801	.446	26	.659	.14143	.31712	-.51042	.79327
	Equal variances not assumed			.446	25.772	.659	.14143	.31712	-.51070	.79355
Fairness and justice	Equal variances assumed	.143	.708	1.560	26	.131	.32357	.20744	-.10282	.74996
	Equal variances not assumed			1.560	25.430	.131	.32357	.20744	-.10328	.75043
Forgiveness and mercy	Equal variances assumed	1.456	.238	.647	26	.523	.151	.234	-.330	.633
	Equal variances not assumed			.647	25.013	.524	.151	.234	-.331	.634
Gratitude	Equal variances assumed	1.743	.198	2.185	26	.038	.48143	.22030	.02860	.93426
	Equal variances not assumed			2.185	23.921	.039	.48143	.22030	.02667	.93618
Honesty, authenticity, and genuineness	Equal variances assumed	.139	.712	1.446	26	.160	.28500	.19716	-.12027	.69027
	Equal variances not assumed			1.446	25.752	.160	.28500	.19716	-.12046	.69046
Hope and optimism	Equal variances assumed	1.486	.234	2.224	26	.035	.50071	.22516	.03789	.96354

## Independent Samples Test: Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
										95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			2.224	24.203	.036	.50071	.22516	.03621	.96522
Humor and playfulness	Equal variances assumed	1.967	.173	1.764	26	.089	.32000	.18139	-.05285	.69285
	Equal variances not assumed			1.764	23.945	.090	.32000	.18139	-.05441	.69441
Industry and perseverance	Equal variances assumed	.097	.758	-1.046	26	.305	-.254	.242	-.752	.245
	Equal variances not assumed			-1.046	25.610	.305	-.254	.242	-.752	.245
Critical thinking and objective judgment	Equal variances assumed	.996	.328	.087	26	.931	.01857	.21268	-.41861	.45575
	Equal variances not assumed			.087	25.293	.931	.01857	.21268	-.41920	.45634
Kindness and generosity	Equal variances assumed	.084	.774	3.516	26	.002	.53857	.15319	.22368	.85347
	Equal variances not assumed			3.516	25.879	.002	.53857	.15319	.22360	.85354
Leadership	Equal variances assumed	.928	.344	2.624	26	.014	.68714	.26182	.14896	1.22532
	Equal variances not assumed			2.624	25.006	.015	.68714	.26182	.14792	1.22636
Love of learning	Equal variances assumed	.012	.913	.656	26	.518	.16929	.25824	-.36154	.70011

## Independent Samples Test: Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
										95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			.656	25.990	.518	.16929	.25824	-.36155	.70012
Modesty and humility	Equal variances assumed	.219	.644	.347	26	.731	.08071	.23246	-.39712	.55855
	Equal variances not assumed			.347	25.298	.731	.08071	.23246	-.39777	.55919
Perspective and wisdom	Equal variances assumed	.208	.652	2.465	26	.021	.438	.178	.073	.803
	Equal variances not assumed			2.465	25.169	.021	.438	.178	.072	.804
Self-control and self-regulation	Equal variances assumed	.170	.683	-2.028	26	.053	-.48571	.23947	-.97795	.00653
	Equal variances not assumed			-2.028	25.771	.053	-.48571	.23947	-.97817	.00674
Social intelligence	Equal variances assumed	.073	.790	2.132	26	.043	.44643	.20937	.01606	.87680
	Equal variances not assumed			2.132	25.716	.043	.44643	.20937	.01583	.87703
Spirituality and faith	Equal variances assumed	.537	.470	3.122	26	.004	.794	.254	.271	1.317
	Equal variances not assumed			3.122	25.963	.004	.794	.254	.271	1.317
Enthusiasm and zest	Equal variances assumed	.029	.866	1.535	26	.137	.3286	.2140	-.1114	.7685

## Independent Samples Test: Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Equal variances not assumed			1.535	25.988	.137	.3286	.2140	-.1114	.7685	

Text highlighted in yellow signifies a statistically significant difference between the groups at the 0.05 level ( $Sig < 0.05$ )