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Daniel G. Panzano
Coastal Carolina University, dgpanzano@coastal.edu

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**College Student Attitudes toward Student-Athlete's Ability to Profit from Name,
Image, and Likeness (NIL)**

By

Daniel Panzano

RSM

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Louis E. Keiner
Director of Honors
HTC Honors College

Donald Rockey
Professor/Chair
Recreation and Sport Management
CMC College of Health and Human
Performance

**College Student Attitudes toward Student-Athlete's
Ability to Profit from Name, Image, and Likeness**

(NIL)

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Coastal Carolina

2023

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Abstract

Since the recent passing of legislation allowing student-athletes to profit from their own personal brands and sponsorships (Name, Image, and Likeness; NIL), there has been very little research. The purpose of this study was to measure the attitudes and support students have towards the financial compensation of their student-athlete counterparts. The researchers surveyed 67 Coastal Carolina University students. Using a quantitative study, data was gathered pertaining to the opinions toward NIL, feelings of team affiliation, and demographic information. Statistically significant differences were found toward some elements of NIL and gender, major, and academic year. A statistically significant correlation was also found between elements of NIL and team affiliation. The findings suggested that more research needs to occur to understand opinions of students toward the NIL.

Keywords: college athletics, NIL, college student, team affiliation, attitudes

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Introduction

Name, Image, and Likeness (better known as NIL) has been an item of debate among college athletes and the NCAA for years. The origins of NIL can be traced back to the late 2000's when former UCLA men's basketball player Ed O'Bannon and 19 other people sued the NCAA on the basis that it was violating antitrust laws. In 2019 the California state legislature passed the "Fair Pay to Play Act" (Nakos, 2022), which allowed college athletes to now profit off of their NIL. NIL describes the means through which college athletes are allowed to receive financial compensation through various means. This study is focused on student's opinions on student-athletes ability to profit from NIL.

Purpose of the Study

The purpose of the study was to examine college student attitudes for student-athletes' ability to profit from Name, Image, and Likeness (NIL) The study provided as insight on the ever-changing rules the govern collegiate athletics. This research was driven by the goal of gaining a deeper understanding of one of the recent rules changes in college-athletics, NIL, from a non-athlete's point of view.

Based upon the limited previous research, the researcher created several hypotheses. The researcher hypothesized that:

H₁- There would a statistically significant difference between attitude toward NIL and the race/ethnicity of the respondent.

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H₂- There would be a statistically difference between attitude toward NIL and the gender of the respondent.

H₃- There would be a statistically significant difference between attitude toward NIL and the major of the respondent.

H₄- There would be a statistically significant difference between attitude toward NIL and the college academic year of the respondent.

H₅- There would be a statistically significant difference between attitude toward NIL and the highest level of athletic participation of the respondent.

H₆- There would be a statistically significant correlation between attitude toward NIL and the team affiliation of the respondent.

Definition of Terms

- **Student-Athlete:** An individual who participates in an organized and competitive intercollegiate athletic program offered by the school.
- **Name, Image, and Likeness (NIL):** The rights of college athletes to control and profit from their name, image and likeness.
- **Cost of Attendance (COA):** The amount it will cost a student to attend college.
- **Team Affiliation:** The state or relation of being closely associated or affiliated with a group or team.
- **NCAA (National Collegiate Athletic Association):** A non-profit, voluntary membership organization dedicated to the well-being and lifelong success of college athletes.

Delimitations

The delimitations of this study include the target participants only being students who attend Coastal Carolina University. The research is also using a survey to gather information

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from willing participants, which is highly dependent on snowball methodology to increase the number of participants.

Limitations

The limitations include the truthfulness of the answers provided by participants.

Assumptions

This research is assuming that students care enough about student-athlete NIL deals to form an opinion. This research is also dependent on students/participants knowledge and whether it is substantial enough for form an opinion on NIL as well as their ability to form/show affiliation with the college sports program.

Importance of the Study

The researchers, through this study, hoped to learn a little more about the new NCAA rule allowing college-student-athletes to profit from their names, images, and likenesses. Since college students are part of the college and their student activity fees help to pay for college athletics, it is important for colleges and athletics departments to understand how the students feel about paying college athletes. This research addresses a critical issue at the intersection of education and sports.

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Literature Review

This literary review dives into the discourse that is surrounding college student-athletes ability to profit off of their name, image, and likeness (NIL). With the recent passing of legislation allowing student-athletes to profit off of their own personal brands and sponsorships. This study is aimed at discussing the vast difference in opinions and support students currently have towards the financial compensation of their student-athlete counterparts. Through extensive examination of scholarly articles, opinion pieces, research, and surveys, this review uses already existing research to help delve deeper into the already existing opinions of NIL. Some of the main themes include demographics, NIL knowledge and support, compensation of D I-III and international athletes, how existing staff and current student-athletes feel about NIL, and affiliation. This review aims to contribute to a larger ongoing discussion by providing insight on education and athletics and how a student's level of support can affect their opinion on NIL compensation.

Framework: Identification and Framework

In order to obtain any level of understanding, one would need to look at how students already feel about their team and/ or the players on said team. According to Gargone (2016, p. 7), "fans who identify with a team (i.e., acknowledge some level of emotional attachment to that team) have been associated with greater sports consumption than fans who do not." Gargone (2016) identified that fans have differing levels of support based on their enjoyment of excitement or drama commonly found in football, going as far to identify multiple different groups of fans, one being "highly identified" and the other being "not identified". The highly identified fans enjoyed excitement more than drama, while the not-identified fans leaned towards

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more drama than excitement. Interestingly, Gargone (2016) also found through research that non-loyal fans reported a higher preference for interest in players than their highly loyal counterparts.

Identification is a key factor in helping determine a student/fan's affiliation, and according to Donovan (2005, p. 32) "Identification can be explained through social identity theory. Social identity theory argues that an individual's self-concept is comprised of a personal identity which includes specific attributes, such as ability and interests, and a social identity which included various social categories such as fan...". In Donovan's (2005) research, he uses several hypotheses to help lay groundwork. Each hypothesis is centered around traits and feelings that he believed were responsible for helping influence identification. Some of the key traits from Donovan's (2005) research that can be used for this research include the need for affiliation, agreeability, extraversion, and arousal. When it comes to following a college team or its players, many students may not have any strong opinions or any level of identification, and merely support the team because they attend the university. When students have low levels of identification, the odds that they will care about a player or their NIL deals will most likely also be low.

According to Gargone (2016, p. 3), "...a fan's level of identification with a particular team and his/her level of loyalty to that team may have an effect on the fan motives that most influence her purchases in support of that team." The more a fan/student is able to/wants to identify with a team, the more likely they will want to spend money on products related to or produced by that team or player, suggesting that the higher identification is, the more likely a person is going to be in support of student-athletes profiting from NIL deals.

Student-Athlete/Staff Opinion on NIL

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College sports were meant to be amateur, meaning the athletes themselves could not profit at all off their own personal images or brands or through any other forms of compensation. Many officials in the NCAA do not agree with NIL and were not enthusiastic of SB 206, which is also mentioned by Grambeau in her research. Dale (2023), “the NCAA urged the court to uphold the tradition of college athletes being unpaid amateurs. Critics of the pay-for-play scheme also fear the cost could lead schools to cut sports that don’t generate as much or any revenue while spending more resources their profitable football and basketball programs.”

Surprisingly, the overall support for NIL is not as high as one might expect from the student-athletes themselves. Grambeau (2021) surveyed 1200 student-athletes and asked various questions regarding overall thoughts and support of NIL being passed. Grambeau’s (2021) research revealed that only 71.3% of student-athletes were in support of NIL deals, which could lead many to question NIL in the first place.

Public opinion is not fully in support of student-athlete NIL, and according to Knoester and Ridpath (2020, p. 44), “there is mixed but substantial support for allowing college athletes to be paid, 25% of the NSASS (National Sports and Society Survey) respondents strongly disagreed, 19% somewhat disagreed, 25% somewhat agreed, and 23% strongly agreed with allowing college athletes to be paid; 9% of the NSASS respondents indicated that they didn’t know”. The numbers for overall support are staggeringly low, a combined 48% of respondents agreed with NIL, while those that disagreed or had no opinion/enough information combined for 53%.

Many students may also feel as if student-athletes already garner enough benefits as they already get special treatment. Student-athletes get their own state-of-the-art facilities to practice and train in, they get free meals and gear, their own tutors, leniency from professors, and

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scholarships that cover most (if not all) of the usual living costs. According to Emanuel (2016, p. 29), “Non-athletes are sometimes suspicious and less trusting of student-athletes who earn an A in class” which is due in part to the special treatment student-athletes sometimes receive, making it safe to say that these students who become distrustful of student-athletes are highly likely to have lower support/negative opinions on student-athletes NIL opportunities.

There is also the argument that student-athletes already receive enough benefits from full-ride scholarships, but that number is extremely low according to the NCSA (Next College Student Athlete), “Fewer than 2 percent of high school student-athletes are offered athletic scholarships”. It is entirely possible that this information could sway students’ opinions on student-athletes NIL as it is glaringly apparent that many student athletes still have the same struggles as their “normal” student counterparts. Upon realizing this information, it is entirely possible for students to realize that student-athletes may in fact have a harder time getting by due to their time spent practicing, playing, traveling, and training, and Wakamo (2019) reported that a survey released by the NCAA stated that “(student-athletes) work at least 30 hours a week, and often more than 40 hours, on their sport”. Student-athletes spend more time on their sport than most students spend working at jobs.

Social Media

Social media is a key ingredient to student-athlete NIL. Social media platforms like Instagram, X (formerly Twitter), and Facebook (among others) allow student-athletes to reach levels of engagement never seen before. These media platforms allow for better exposure and enable student-athletes to build their platforms, which in turn not only attract NIL opportunities but allows them to connect to fans and students on a level that feels personal. Social media can also severely sway someone’s opinion on another person. In research conducted by Kunkel and

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Baker (2021), they determined it was possible for players to profit based on their social following and used former Alabama University and current Miami Dolphins quarterback Tua Tagavailoa as an example. They reported that Tua “could earn over \$25,000 per sponsored Instagram post he uploads and consequently advertises to his followers” (p. 5). Seeing the amount of money student-athletes could make off of a simple Instagram post could be enough to influence opinion in a negative way and may make it harder for students to identify with an athlete due to their status and ability to make so much money so easily.

Other Factors

According to O’Neil and Tretout (2020, p. 6), the average cost of a four-year education “is around \$128 thousand dollars in the US” (O’Neil & Tretout, 2020, p. 6-7). To put this into perspective, if Tua Tagavailoa was not on a full scholarship, he would only have to make 5.12 sponsored social media posts to pay for his college tuition. Normal students do not get this luxury, and O’Neil and Tretout also reported that “70-80 percent of college students have a job while in college” (O’Neil & Tretout, 2020, p. 8) to help pay for any number of things from food, textbooks, rent, or tuition. Seeing their student-athlete counterparts be able to pay off their debts with a simple social media post could cause discontent.

Another major factor is cost of attendance (COA). COA determines the price a student would have to pay to attend a university for a single academic year and according to Day (2021) it typically includes “tuition and fees, room and board, books and supplies, transportation, and personal expenses” (Day, 2021, p. 336). A university’s COA can be difficult to calculate as they change at the university’s discretion, which inevitably makes it harder for students to gauge just how much money they’re going to have to spend. Day also reports that many students “come from different locations with diverse socioeconomic statuses and home lives that effect their

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individual COA” (Day, 2021, p. 338). Not all students have the same levels of support, and seeing a student-athlete make enough money to live comfortably may not sit right with them and sway their opinion on NIL, however, only 6.8% of student-athletes are on full-scholarship which exempts them from COA either fully or close to it. Some may see NIL as an extra benefit to help athletes pay their way through school.

In her research, Grambeau (2021) reported that “female athletes had a significantly higher number of respondents stating that NIL would effect team culture in a negative way” (Grambeau, 2021, p. 37). The problem with NIL is that it would be almost impossible to compensate every player on a team equally, but the disparage between male and female athletes might be even greater than same-gender differences, which helped Grambeau realize that “Female student-athletes had the lowest mean of support for NIL followed by male non-revenue athletes” (Grambeau, 2021, p. 49).

There are also more discrepancies among international college athletes (ICA’s). The NCAA and it’s member organizations released NIL legislation quickly to help provide guidelines for the Fair-Pay-to-Play Act (SB 206), and according to Newell and Sethi (2023), there has been “neglect in recognizing the impact of these policies on one essential subpopulation of student-athletes: international collegiate athletes” (Newell & Sethi, 2023, p. 345). Newell and Sethi also discuss that the NCAA’s restrictions do not stop ICA’s from profiting, but rather it is their “regulations from the F1 visa (student visa) ICA’s obtain prior to coming to the United States-lobbying and government interference that pushed NIL as we know it into existence failed to address ICAs altogether” (Newell & Sethi, 2023, p. 345). Thus far it has become apparent that NIL is not as straight forward as many would believe it to be, which causes problems not only between students and athletes, but between athletes themselves as well.

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NIL doesn't just focus on the typical DI, DII, or DIII athlete, it also presents an opportunity for community college athletes, although not as lucrative. According to research conducted by Cocco & Moorman (2022), the "majority of athletes with a monetizable social media platform would likely earn between \$20-\$100 per post" (Cocco & Moorman, 2022, p. 265). The majority of community college athletes would not be able to accumulate earnings of over \$50,000, while DI athletes (like Tua Tagovailoa) could make more than \$50,000 with just two sponsored posts.

NIL may not be as prosperous in D-III schools as it is for D-I, which can be directly seen in the article published by Roberts (2022) when she says "While much of the national conversation surrounding student-athlete NIL has centered around big deals at the NCAA DI level... Bryce Young who reported earning nearly seven figures in an NIL deal before even playing a game" (Roberts, 2022, p. 12). Division II and III schools do not have the same opportunities to profit as DI athletes due to the market for each division. A division I player is much more likely to make headlines and garner national attention than a division II or III player, but division III quarterback for Bethel Jaran Roste is still able to make a profit off of his NIL deals. According to Roberts (2022), Roste has NIL deals with Allstate Insurance Co. and Special Olympics MN as a student-athlete ambassador, helping pave the way for Division II-III athletes.

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Methods

In an effort to understand the perceptions that college students have toward NIL the researchers used a quantitative approach to research. This section will discuss the study participants, the procedure, the instrument, and the data analysis techniques used.

Participants

The sample for this study was drawn from a public liberal arts university located in the Southeastern United States. The university has a current student body population of 10,469 students of which 9,794 are undergraduates. Sixty-seven respondents participated in the study. The sample was composed of 44 (65.7%) males, 21 (31.3%) females, and two (3.0%) participants who did not respond to question. Eleven of the participants in the survey (16.4%) identified as Black, fifty-one (76.1%) identified as White, while four (6.0%) identified as other. Nine participants (13.6%) were identified as freshmen, fourteen (20.9%) were sophomores, fifteen (22.4%) were juniors, and 28 (41.8%) were seniors or graduate students. Participants were also asked to list their highest level of athletic participation, with nine (13.4%) identifying as current intercollegiate student-athletes, six (9.0%) identified as former intercollegiate student-athletes who no longer participate, thirty-five (52.2%) identified as high school student-athletes who competed through their senior year, nine (13.4%) identified as high school student-athletes who stopped competing before their senior year, six (9.0%) identified as participants in recreational league or lower level of competition, and two (3.0%) had never competed in any sport. Each individual college also had different numbers of participants, with the Wall College of Business having nine (13.6%), the Spadoni College of Education and Social Sciences having three (4.5%), the Edwards College of Humanities and Fine Arts had 11 (16.7%), the Gupta College of Science had 8, 12.1%, CMC had 31, 47%, HTC had 4, 6.1%

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Instrumentation

A survey was created with 27 questions. The survey was based upon Grambeau's (2021) instrument to measure attitudes toward NIL and Tsigilis, Lianopoulos, and Theodorakis (2023) instrument that measured fan's affiliation with a team (Appendix A). The survey questions were divided up into different sections. Questions regarding a student's knowledge and level of support, NIL restrictions, and the general impact of NIL were categorized under "Support of NIL". The questions were comprised of 4-point Likert scale with answers ranging from strongly disagree to strongly agree. The next set of questions involved fan affiliation and how much a student related or affiliated with a college sports team. These questions asked students more about their personal feelings and affiliations towards a team. Finally, the survey asked questions regarding the student's demographic, including items like gender, ethnicity, grade level, and major, among others. These questions were key in helping identify any patterns or outliers in the data.

Procedures

To gather a general understanding of Coastal Carolina University students' opinions on NIL, a quantitative survey was used to help gain some understanding of not only their opinions and affiliation, but also to help gauge their general knowledge of NIL overall (Appendix A). The survey was created in Qualtrics and then a link was generated that could be shared with potential participants. In order to get the sample for this study, the researchers used a snowball approach to sampling. The researchers shared the link to the survey with people and then requested that these people share the link with others. In this manner, the survey is shared with many people in an effort to get a good sampling. The completed surveys were stored on Qualtrics a secure online software that is password protected.

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Data Analysis

To analyze the data, the researchers ran several statistical tests using Statistical Package for Social Sciences (SPSS). The t-tests and analysis of variances (ANOVA) were used to compare differences in means between the dependent variable attitude toward NIL and the independent variables. Correlations were also used to determine relationship between team affiliation and attitude toward NIL.

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Results

Overall, the researchers found that the fifty-eight of the participants who answered the survey were in support of all student-athletes for all sports profiting from NIL (86.6%).

Approximately 9.0% (n= 6) of the students disagreed or strongly disagreed that student-athletes should be paid for NIL (Table 1).

Table 1 NIL Support

Attitude toward Student-athletes compensation for commercial use of their Name, Image, and Likeness.

	Frequency	Percent
Strongly Disagree	1	1.5
Disagree	5	7.5
Agree, but only for football and men's basketball	2	3.0
Agree, but only for football, men's basketball, and some women's sports	1	1.5
Agree for all sports for all student-athletes	58	86.6

To study how students feel about the form that NIL should take, data was gathered on student's preferred model of NIL. The findings suggest that the students preferred the individual licensing model with 49.3% (n= 33) and different models based on endorsements (14.9%, n= 10). Eleven students (16.4%) responded that they were not sure (Table 2).

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Table 2*Student preferred model for NIL*

<i>Model for NIL</i>	Frequency	Percent
Group Licensing- everyone on the team gets a share of the compensation	5	7.5
Team Collective- All student-athletes on scholarship receive the same compensation (University of Utah and leased pick-up trucks)	8	11.9
Individual Licensing- individuals receive compensation for their own NIL	33	49.3
Different models based on the type of endorsement (autograph, jersey, sponsorship, etc.)	10	14.9
I'm not sure, need more information	11	16.4

The researchers measured team affiliation to determine if it may impact student attitude toward NIL. In this study, the range for team affiliation was between ten (lowest possible) and forty (highest possible), while the average was 26.6. The data also suggested that there were two statistically significant correlations between team affiliation and feelings towards NIL, but the positive correlations were relatively weak (.27) and medium (.31) (Table 3).

Table 3*Correlation of affiliation and NIL understanding*

NIL	Relationship w/ Team Affiliation	
	<i>r</i>	Significance
I understand NIL rules	.272	.026
Student-Athletes should be able to sign autographs	.311	.010

The researchers also found that there were some statistically significant differences when looking at academic year and attitude toward NIL. They found that the lower in academic class students' attitudes differed from the upper academic class students in compensation as

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influencers, NIL affects team chemistry, NIL negatively affect team chemistry, restrictions on transferring, and NIL will not impact school decision (Table 4).

Table 4

ANOVA – Academic Year and Feelings toward NIL

	<i>Freshman</i>		<i>Sophomore</i>		<i>Junior</i>		<i>Senior</i>		<i>Mean Diff</i>	<i>F</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Understand NIL	3.1	1.1	2.9	.73	3.2	.68	2.89	.88		.53	.66
Univ should NOT Allow	3.3	1.0	3.5	.76	3.3	.88	3.1	1.1		4.8	.70
Compensated as influencers					2.8	.86				3.6	.02*
F v SG	3.0	.87					2.4	.91	.64		
S v SG			3.1	3.6			2.4	.91	.79		
Speaking Engagements	3.2	.97	3.2	.83	3.3	.88	3.0	.793		.58	.63
Autographs NIL Affects Team Chemistry	3.4	.73	2.9	.83	2.5	.99	2.6	1.0		2.1	.11
F v SG	2.1	.60	2.6	.50	2.73	.88				3.5	.02*
Affect Chemistry Negatively							3.04	.84	-.93		
F v J	1.9	.93			2.7	.88			-.71	3.3	.03*
F v SG	1.9	.93					2.8	.84	-.86		
S v SG			2.6	.50			2.8	.84	-.54		
Restrictions Transfer or Graduate										4.9	.01*
F v J	1.89	.78			3.20	.78			-1.3		
F v SG	1.89	.78					2.89	.96	-1.0		
S v J			2.50	.86	3.20	.78			-7.0		
NIL Won't Impact Decision					2.73	.88				3.1	.03*
F v S	2.11	.60	2.64	.50					-1.0		
F v SG	2.11	.60					3.5	.84	-0.9		

* p<0.05

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Note. F is Freshman, S is Sophomore, J is Junior, SG is Senior/Graduate

The researchers also performed t-tests to determine if there were any statistically significant differences between gender and feelings towards NIL. The results suggest that males and females felt similarly toward NIL except they felt differently about profiting as media influencers and profiting from signing autographs. Females felt stronger about media influencing while males felt stronger about signing autographs. Table 5 shows the statistically significant differences between gender's preferred method of NIL compensation. There were no other differences that were significantly different.

Table 5:

t-Tests- Gender and Feelings toward NIL Statistically Significant Differences Only

Gender	N	M	SD	t-value	Df	p
Media Influence						
Male	44	3.09	.83	-2.78	53	0.01
Female	21	2.86	.79			
Autographs						
Male	44	3.02	.88	3.30	63	0.01
Female	21	2.24	.94			

The researchers also looked at all six of Coastal Carolina University's colleges of study to find statistically significant differences. The only statistically significant differences were found between the colleges and not allowing individual endorsements (Table 6). HTC Honors College differed from all the other colleges except Spadoni College of Education and Social Sciences.

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Table 6*ANOVA – College of Major Statistically Significant Differences Only*

	<i>WCOB</i>		<i>SCES</i>		<i>EHF</i>		<i>GCO</i>		<i>CHH</i>		<i>HTC</i>				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>Mean</i>	<i>F</i>	<i>p</i>
													<i>Diff</i>		
Not Allow													3.1	.02	
Individual															
Endorsement															
WCOB v	3.3	1.0											2.2	.96	1.08
HTC	3		2.67	.58			3.75	.46					5		-1.08
SCES v					3.0	.89	3.75	.46							-.75
GCOS					0		3.75	.46					.96		1.50
EHFA v									3.4	.68	2.2	.96			1.20
GCOS									5				5		
GCOS v HTC													2.2		
CHHP v HTC													5		

Note. WCOB- Wall College of Business, HTC- HTC Honors College, SCES- Spadoni College of Education and Social Sciences, GCOS- Gupta College of Science, EHFA- Edwards College of Humanities and Fine Arts, CHHP- CMC College of Health and Human Performance.

Data was also gathered to determine if there were any statistically significant differences between race/ethnicity and attitude toward NIL. Additionally, data was gathered to determine if

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there was any statistically significant differences between highest level of athletic participation and attitude toward NIL. No statistically significant differences were found between the races and attitude toward NIL. Similarly, no statistically significant differences were found between highest level of participation and attitude toward NIL.

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Discussion

Overall, the results suggest that students are supportive of NIL and paying student-athletes. Eighty-six percent of the students responded that all sports and all student-athletes should be compensated for NIL. The model that the college students preferred was individual licensing in which student-athletes receive compensation for their own NIL. The high level of support for NIL by the college students is interesting since Grambeau (2021) found that only 71% of student-athletes supported NIL. The current study's findings also differ from Knoester and Ridpath (2020) who found a lower rate of support from the public (48%).

Based upon the research first hypothesis, no statistically significant differences existed between attitudes toward NIL and ethnicity. The researchers expected to find some statistically significant differences. The researchers could not find any previous research that explored race/ethnicity and attitudes toward NIL. More research is necessary to fully understand the implications that arise when looking at this variable.

When looking at the second hypothesis, statistically significant differences were found between gender and attitudes toward NIL. Specifically, differences were found between males and females and profiting as a media influencer and profiting from signing autographs. Females felt like paying for influencing was more important while males felt signing autographs was more important for compensation.

Hypothesis 3 posited that there would be statistically significant differences between the student attitude toward NIL and the academic college that housed the student's major. Statistically significant differences were found between the Honors College and several of the other college based upon the student-athletes being compensated by local sponsors. It differed from all colleges except the College of Education and Social Science.

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The fourth hypothesis posited that there would be statistically significant differences between a student's academic year and the student's attitude toward NIL. The researchers found that there was a statistically significant difference between each academic year and their attitude toward NIL. Research showed that the younger generation (freshman, sophomore) were more supportive of social media and online opportunities as opposed to the upperclassmen.

Researchers hypothesized that there would be some statistically significant differences between the participant's highest level of competition and their attitudes towards NIL. The thought was that the higher the student went in athletics the more supportive the student would be toward NIL. Interestingly, the results from this study did not suggest that there were any differences in the level of sport participation and attitude toward NIL.

The final hypothesis posited that the level team affiliation a student feels will influence the student's attitude towards NIL. The results suggest that there were two statistically significant correlations between team affiliation and NIL. The students who felt like they knew the NIL rules were more affiliated toward their teams. The students who were more affiliated with their teams also felt stronger that student-athletes should be able to sign autographs for compensation. Surprisingly no other statistically significant differences were found.

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Conclusion

With the ability to profit from NIL, college athletics has been changed. With this development, the idea that student-athletes and students as peers has become more questionable. NIL has eliminated the “amateur” status of college sports, yet students are still in support of student-athletes being paid despite potentially receiving scholarships. The findings from this study suggest that more research is required to fully understand the student perception of student-athletes and NIL.

The landscape of NIL and compensating college student-athletes is ever changing. This poses a challenge to understanding the feelings of college students and the general public to NIL. Understanding the feelings that students have toward the rules and NIL should help better frame the rules.

This study was one of the first to investigate college student attitudes toward NIL. The findings are limited because they are limited to one institute of higher education. More research is needed that covers more universities and potential different levels of the NCAA (DI, DII, and DIII). In conclusion, the gathered data has provided a base for understanding the support levels among college students for NIL profit, but it is very important to note that some areas require further research. While the current research offers valuable insight, a larger subject field and unanswered questions remain.

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Appendix A**Survey Instrument for Study****Student Opinion on NIL**

Start of Block: Welcome to NIL Opinion Survey

Informed Consent Dear Fellow CCU Student,

I am an honor student at Coastal Carolina University in the Conway Medical Center College of Health and Human Performance's Recreation and Sport Management Department and I would like to invite you to participate in my honors research project, What factors influence college student opinions on Name, Image, and Likeness (NIL)? The purpose of the study is to identify the variables leading to opinion on NIL. Your participation will assist athletic administrators, the NCAA, and others in the industry with a better understanding of this issue.

If you agree to participate in this study, you will complete an online questionnaire comprised of basic demographic information along with specific questions pertaining to my research. The questionnaire will take approximately 10 minutes to complete. Participation is voluntary and the identity of participants will be anonymous. All data collected will remain confidential. Please know there are no risks associated with this study and you may choose to withdraw from the survey at anytime without concern.

If you would like information about the results of this study, you can contact our supervising professor, Dr. Don Rockey, at drockey@coastal.edu or 843-349-4040.

The Office of Sponsored Programs and Research Services is responsible for the oversight of all human subject research conducted at Coastal Carolina University. If you have any questions about your rights as a research participant, you may contact this office by calling (843) 349-2978 or emailing OSPRS@coastal.edu.

I greatly appreciate your consideration in taking part in this study.

Thank you.

Daniel Panzano

COLLEGE STUDENT ATTITUDES TOWARD NIL

Participation I agree to participate in the study

- Yes, I am interested in participating. (1)
- No, I am not interested in participating. (2)

Skip To: End of Survey If I agree to participate in the study = No, I am not interested in participating.

Page Break

COLLEGE STUDENT ATTITUDES TOWARD NIL

NIL Directions: Please choose the answer that best describes your feelings on Name, Image, and Likeness.

Brief Description of NIL: Name, Image, and Likeness (NIL) allows student-athletes to profit from their personal brand. NIL also allows them to profit through marketing and promotional endeavors.

NIL Knowledge I feel like I understand the NCAA Name, Image, and Likeness (NIL) rules.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Support of NIL I believe student-athletes should have the opportunity to be compensated for commercial use of their Name, Image, and Likeness.

- Strongly Disagree (1)
 - Disagree (2)
 - Agree, but only for football and men's basketball (3)
 - Agree, but only for football, men's basketball, and some women's sports (4)
 - Agree for all sports for all student-athletes (5)
-

COLLEGE STUDENT ATTITUDES TOWARD NIL

Support of NIL If a program were created for use of student-athletes' Names, Images, and Likenesses, I would prefer this model.

- Group Licensing- everyone on the team gets a share of the compensation (1)
 - Team Collective- All student-athletes on scholarship receive the same compensation (University of Utah and leased pick-up trucks) (2)
 - Individual Licensing- individuals receive compensation for their own NIL (3)
 - Different models based on the type of endorsement (autograph, jersey, sponsorship, etc.) (4)
 - I'm not sure, need more information (5)
 - Other (6)
-

Support of NIL Universities should not allow individual endorsements for student-athletes (local company sponsors).

- Strongly agree (1)
 - Somewhat agree (2)
 - Somewhat disagree (3)
 - Strongly disagree (4)
-

Support of NIL Student-athletes should be compensated as media influencers.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

COLLEGE STUDENT ATTITUDES TOWARD NIL

Support of NIL Student-athletes should be allowed to receive compensation for a speaking engagement.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Support of NIL Student-athletes should be able to sign autographs for compensation.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Support of NIL I think NIL affects the team's culture/chemistry.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

COLLEGE STUDENT ATTITUDES TOWARD NIL

NIL Team Chemistry I think NIL negatively affects a team's culture/chemistry.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

NIL I believe that there should be restrictions to NIL deals in case student-athletes transfer or graduate.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Support of NIL The option of endorsements/sponsorships will not impact a student-athletes decision on where to attend school.

- Strongly agree (1)
 - Somewhat agree (2)
 - Somewhat disagree (3)
 - Strongly disagree (4)
-

COLLEGE STUDENT ATTITUDES TOWARD NIL

NIL Sport Team Identification- Please answer the following questions based upon how you feel about your favorite college athletic team.

Affiliation My favorite college team is:

Affiliation My favorite college team is a very big part of who I am.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Affiliation I put my favorite college team above everything else.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

COLLEGE STUDENT ATTITUDES TOWARD NIL

Affiliation I am passionate about my favorite college team.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Affiliation When my favorite college team loses, I feel terrible.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Affiliation I am devoted to my favorite college team.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

COLLEGE STUDENT ATTITUDES TOWARD NIL

Affiliation It is important for me to support my favorite college team.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Affiliation I talk about my favorite college team all of the time.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Affiliation At every opportunity, I show/tell others about my support for my favorite college team.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

COLLEGE STUDENT ATTITUDES TOWARD NIL

Affiliation I wear my favorite college team's gear when I watch their games.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Affiliation I often overreact when it comes to the performance of my favorite college team.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Page Break

COLLEGE STUDENT ATTITUDES TOWARD NIL

NIL Important Demographic Information: Please answer the following question so the researchers can learn more about who completed the surveys.

Gender Do you identify as a:

- Male (1)
 - Female (2)
 - Other (3)
 - Prefer not to answer (4)
-

Demographics Please list your ethnicity

- American Indian or Alaskan Native (1)
 - Asian/Pacific Islander (2)
 - Black or African American (3)
 - Hispanic (4)
 - White/Caucasian (5)
 - Other (6)
-

COLLEGE STUDENT ATTITUDES TOWARD NIL

Year List your current grade level

- Freshman (1)
 - Sophomore (2)
 - Junior (3)
 - Senior (4)
 - Graduate Student (5)
-

Major Please pick the college that houses your major (If you are an Honors student, please select the college that houses your major program).

- Wall College of Business (1)
 - Spadoni College of Education and Social Sciences (2)
 - Edwards College of Humanities and Fine Arts (3)
 - Gupta College of Science (4)
 - Conway Medical Center College of Health and Human Performance (5)
 - HTC Honors College (6)
 - College of Graduate & Continuing Studies (7)
-

COLLEGE STUDENT ATTITUDES TOWARD NIL

Athletic Involvement What was the highest level of competition that you reached as an athlete?
Pick the best option that applies to you.

- Current intercollegiate student-athlete (1)
- Former intercollegiate student-athlete- no longer participating (2)
- High school student-athlete- competed through senior year (3)
- High school student-athlete- stopped competing prior to senior year (4)
- Recreational league while in high school- not sponsored by school (5)
- Recreational league while in elementary or middle school- not sponsored by school (6)
- Middle school student-athlete- stopped competing for school after middle school (7)
- Never competed in any sport (8)

End of Block: Welcome to NIL Opinion Survey
