

The Effect of College Student Athletes' Academic and Athletic Motivation on Overall College Satisfaction

by

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Abstract

The purpose of this study was to acquire information about student athletes' academic motivation, athletic motivation, and overall college satisfaction in relation to gender. The participants included 101 varsity student athletes from a major Division I, southern institution. Gaston's (2002) Student Athletes' Motivation toward Sports and Academics Questionnaire (SAMSAQ) was used to measure the student athletes' motivation toward their two most prominent roles in college: academics and athletics. The College Student Satisfaction Questionnaire (CSSQ) developed by Betz, Betz, & Menne (1992) was used to measure the student athletes overall satisfaction with their college experience. An academic-athletic balance score developed by Althouse (2007) was used to measure the difference between student athletes' academic and athletic motivation scores used on the SAMSAQ. The balance score of each student athlete was compared with their CSSQ score to determine if there was a correlation between academic and athletic balance and the overall college satisfaction of the student athlete. The results of the study suggest that significant differences exist between male and female student athletes in regards to academic motivation ($p = 0.002$), athletic motivation ($p = 0.038$) and academic-athletic balance ($p = 0.001$). However, no significant differences exist between male and female student athletes and levels of overall college satisfaction ($p = 0.778$), and there was no correlation between academic-athletic balance and levels of overall college satisfaction ($p = 0.205$).

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Chapter 1

Introduction

Students that choose to compete in intercollegiate athletics face a unique set of challenges and circumstances as they make the transition from high school to college. In addition to the traditional adjustments like living away from home, developing new social groups, and assuming more responsibility, student athletes ultimately have to balance their two most prominent roles: academics and athletics (Chartrand & Lent, 1987). Ferrante, Etzel & Lantz, (1991) stated:

College student athletes represent a special population on hundreds of campuses across the nation. They are young people who lead stressful lives that are influenced by the unique demands of their lifestyles and the developmental challenges of college-age people... Special services are needed to assist them in coping with these demands and ultimately to become well-adjustment, successful adults (p. 3).

In an attempt to balance commitments from academic and athletic roles, student athletes are typically forced to operate on schedules with limited flexibility. Student athletes generally attend classes in the mornings and early afternoons, participate in sports-related activities during the afternoons and early evenings, and devote evenings to study or other necessary daily activities (Jordan & Denson, 1990). Gaston (2004) acknowledged that student athletes are typically placed into a different category than the rest of the student population as they are singled out as a special population and high demands are placed on their body. Additionally, the academic stressors of having to take a full class load, make progress toward a degree, and meet

the required grade point average in order to play Division I intercollegiate athletics can be overwhelming (Gaston, 2004). Watt & Moore (2001) noted that on average, student athletes spend over twenty hours per week in practice or play, sustain bodily injury and fatigue, and miss a fair number of classes when their sport is in season. These students are also expected to perform well in the classroom and earn grades strong enough to maintain eligibility for playing their sport (Gaston Gayles, 2009). For those reasons many student athletes seem to find it hard to juggle the challenging demands coming from two different and opposing realms that are in conflict with each other (Bontya, 2007).

The National Collegiate Athletic Association (NCAA) is responsible for enforcing regulations on student athletes and its member institutions. Therefore, each university is charged with upholding the basic purpose of the NCAA as follows:

The competitive athletics programs of member institutions are designed to be a vital part of the educational system. A basic purpose of this Association is to maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the study body and, by doing so, retain a clear line of demarcation between intercollegiate athletics and professional sports (NCAA, Division I Manual, 2011-2012, p. 1).

Additionally, as outlined in the first purpose of the NCAA Manual, a primary responsibility of the NCAA is to support student athletes in their academic and athletic endeavors through the ability “to initiate, stimulate and improve intercollegiate athletics programs for student athletes and to promote and develop educational leadership, physical fitness, and athletics excellence and athletics participation as a recreational pursuit” (NCAA Division I Manual, 2011-2012, p. 1).

Not only are academics and athletics the two major responsibilities that student athletes have to manage, but they also represent the two major forces competing for student athletes' time commitments. Academics and athletics are not two mutually exclusive areas for student athletes, and being successful in one area does not preclude being successful in the other. However, both roles require a considerable amount of dedication from the student athlete if they are going to be successful (Althouse, 2007).

Academics and athletics have a peculiar one-way relationship in college sports in that performing in the classroom has implications for the student athletes' athletic participation (Althouse, 2007). As stated in the general principles of the NCAA Manual, "To be eligible to represent an institution in intercollegiate athletics competition, a student athlete shall be in good academic standing as determined by the academic authorities..."(NCAA Division I Manual, 2011-2012, p. 143). Due to academic and athletic pressures, student athletes are in a constant struggle to establish a balance between these two roles that are sometimes considered incompatible. Althouse (2007) extended the notion:

Student athletes may be motivated to excel on the playing field as evidenced by their ability to compete at the most elite collegiate level. They also have had to exhibit some degree of motivation toward academics in order to be accepted to their institutions.

Being able to focus their time and efforts to each separate role may be a key to finding fulfillment in both arenas for student athletes (p. 2).

A study by Settles, Sellers, and Damas (2002) found that athletes who were able to identify role separation between their academic and athletic roles achieved higher levels of overall well-being than athletes who could not. Therefore, it is important to take into consideration the degree to which student athletes are motivated by their academic and athletic

roles. If balance is the key to overall well-being, the ability to carefully examine the student athlete population in regards to their motivation for academics and athletics may provide some valuable insight into how satisfied student athletes are with their college experience as a whole.

Statement of the Problem

Studies have been conducted on student athlete motivation and learning in relation to topics such as type of sport, academic success and performance, career motivation, identity, race, and gender (Althouse, 2007; Ambrose, 2010; Carter, 2012; Collins-Wooley, 1984; Cragen, 2009; Creasy, 2006; Gaston, 2002; Hickey, 1992; Huschle, 2008; Kelly, 2012; Mahoney, 2011; Maxwell, 2011; Rasmussen, 2009; Schulz, 2007; Shuman, 2009; Snyder, 1993; Willis, 2005). However, there is a lack of research involving the academic and athletic motivation of student athletes and how they affect the student athletes' overall college experience. The 2011-2012 NCAA Manual, By Law 2.2, Principle of Student Athlete Well-Being states: "Intercollegiate athletics programs shall be conducted in a manner designed to protect and enhance the physical and educational well-being of the student athlete" (p. 3). Additionally, By Law 2.2.1, Overall Educational Experience states: "It is the responsibility of each member institution to establish and maintain an environment in which student athletes' activities are conducted as an integral part of the student athletes' educational experience." (p. 3).

Purpose of the Study

The purpose of this study was to acquire information about student athletes' academic motivation, athletic motivation, and overall college satisfaction in relation to gender. Gaston's (2002) Student Athletes' Motivation toward Sports and Academics Questionnaire (SAMSAQ) was used to measure the student athletes' motivation toward their two most prominent roles in college: academics and athletics. The College Student Satisfaction Questionnaire (CSSQ) Form D, developed by Betz, Betz, & Menne (1992) was used to measure the student athletes' overall satisfaction with their college experience. An academic athletic balance score (balance score), developed by Althouse (2007) was used to measure the difference between student athletes' academic and athletic motivation scores on the SAMSAQ. The balance score of each student athlete was compared with their CSSQ score to determine if there was a correlation between academic and athletic balance and the overall college satisfaction of the student athlete.

Significance of the Study

The study was designed to examine the balance that student athletes exhibit between their academic and athletic responsibilities, and how it affects their overall college satisfaction. There is an exorbitant amount of information available in the literature regarding motivation and learning, however, the information pertaining to college student athletes is mainly focused on academic and athletic motivation from the perspective of analyzing performance measures such as grade point average and academic success.

The researcher could not find information available in regards to the balance that student athletes exhibit between their academic and athletic roles, and how the balance impacts their overall college satisfaction. Previously, the researcher found eleven studies that utilized the SAMSAQ (Althouse, 2007; Ambrose, 2010; Cragen, 2009; Gaston, 2002; Huschle, 2008; Leffler, 2012; Rasmussen, 2009; Schulz, 2007; Sepulveda, 2008; Shuman, 2009; Willis, 2005). Therefore, the study adds to the relatively small body of literature that used the scale created by Gaston (2002). To the best knowledge of the researcher, this study is the first to use the balance score suggested and created by Althouse (2007) that aims to quantify the balance that student athletes have between academics and athletics.

This study provides meaningful information to college administrators, coaches, academic advisors, professors, and professional staff in regards to the balance that student athlete's exhibit between their motivation to excel in the classroom and their motivation to excel in their respective sports. Finally, this study provides an indicator of how much time, energy, and attention student athletes pay to their roles as students and athletes respectively.

Research Questions

This study was an attempt to answer the following research questions:

- RQ1. What was student athletes' overall academic motivation?
- RQ2. What was the student athletes' overall athletic motivation?
- RQ3. What was the student athletes' balance between academic and athletic motivation?
- RQ4. What was the student athletes' level of overall college satisfaction?

RQ5. What was the correlation between the student athletes' academic-athletic balance and overall college satisfaction?

Limitations

1. The data were collected through self-report instruments – SAMSAQ and CSSQ.
2. To the best knowledge of the researcher, this study is the first to use the academic-athletic balance score developed by Althouse (2007).
3. The data gathered and conclusions drawn were based on the responses of student athletes at a major Division I, southern institution and may not be applicable to other demographics of student athletes.
4. The participants in the study did not include any student athletes from revenue sports (football and men's basketball). The participants in the study were comprised of student athletes from non-revenue sports (those who played sports other than football and men's basketball).

Assumptions

1. Although the data in this study were self-reported, participation in this study did not represent any benefit to the individual. Therefore, the assumption can be made that the data were provided accurately and without bias.
2. The participants answered the questionnaire items independently.

3. The participants answered the questionnaire items with due diligence and careful consideration.

Definition of Terms

1. Academic Counselor (Academic Advisor): A professional who works in the Student Athlete Support Services office. Each Academic Counselor is responsible for a particular set of student athletes' eligibility. The students are divided by sport. The academic Counselor works to support the student athlete, but reports to the Director of Student Athlete Support Services and to the coaches (Perkins, 2010).
2. Academic Motivation: The degree to which a student athlete is energized toward excelling in academic tasks (Gaston, 2002). It is measured by the score on the academic motivation scale of the SAMSAQ.
3. Athletic Motivation: The degree to which a student athlete is energized toward excelling in athletic tasks (Gaston, 2002). It is measured by the score on the athletic motivation scale of the SAMSAQ.
4. Academic-Athletic Balance (Balance Score): A representation of the balance student athletes have between their two major roles in college – academics and athletics. The balance score was defined as the difference between student athletes' scores on the SAMSAQ scale measuring academic motivation and the SAMSAQ scale measuring athletic motivation (Althouse, 2007).
5. College Student Satisfaction Questionnaire (CSSQ Form D): Betz, Betz, & Menne (1992) developed the CSSQ Form D. Using a five-point Likert scale questioning format, the CSSQ Form D measures the following five satisfaction factor dimensions: Working

Conditions, Compensation, Quality of Education, Social Life, and Recognition. The 70 question CSSQ Form D is the third adjustment to the original 139 question CSSQ Form A created by Betz, Klingensmith, & Menne (1970).

6. Division I Institution, College, or University: The institution must have at least 14 sports and grant athletic scholarships. It is the highest level of competition for intercollegiate athletics with approximately 330 institutions (NCAA Division I Manual, 2011-2012).
7. Individual Sport: Any sport in which the participants compete as individuals. For this study these sports are: men's swimming and diving, women's swimming and diving, men's tennis, women's tennis, and women's track and field.
8. Motivation: The degree to which student athletes are directed toward, make choices about, persist on, and apply effort toward academic or athletic tasks (Gaston, 2002).
9. National Collegiate Athletic Association: According to the 2011-2012 NCAA Division I Manual, "By-Law 1.3.1 BASIC PURPOSE: The competitive athletics programs of member institutions are designed to be a vital part of the educational system. A basic educational program and the athlete as an integral part of the student body and, by doing so, retain a clear line of demarcation between intercollegiate athletics and professional sports teams (p.1). Ultimately the NCAA oversees each member institution and their student athletes.
10. Reliability: The measure to the extent that two different researchers come to the same conclusions using the same procedures (Gall, Borg, & Gall, 1996).
11. Student Athletes' Motivation toward Sports and Academics Questionnaire (SAMSAQ): Created by Gaston (2002), the SAMSAQ was designed to measure the academic and

athletic motivation of student athletes. The original 30-item questionnaire uses a six-point Likert scale with items designed to measure athletic and academic motivation.

12. Team Sport: Any sport in which the participants interact with each other on the field of play. For this study these sports are: baseball, women's soccer, softball, and volleyball.
13. Validity: The degree to which a test measures what it claims to measure (Gall, Borg, & Gall, 1996).

Organization of the Study

This study was conducted in order to acquire information about student athletes' motivation levels toward academics and athletics, as well as their level of overall college satisfaction. This study was intended to provide useful information in regards to enhancing the overall college experience of the student athlete through the recognition of the need to find an appropriate balance between academics and athletics. Chapter 1 addressed the statement of the problem, the purpose of the study, the significance of the study, the research questions, the limitations and the assumptions, and the definition of terms. Chapter 2 reviewed the literature in regards to the adult learner, the student athlete, academic and athletic motivation, and the SAMSAQ and CSSQ measurement instruments. Chapter 3 reexamined the purpose of the study and the research questions. Additionally, Chapter 3 addressed the setting, participants, procedures, and instrumentation used for the study – the SAMSAQ and CSSQ. Chapter 4 focused on the test of the hypothesis and the results. In conclusion, Chapter 5 provided a summary of the findings, discussion, implications, and recommendations for future research.

Chapter 2

Review of Literature

Chapter 1 addressed the statement of the problem, the purpose of the study, the significance of the study, the research questions, the limitations, the assumptions, and the definition of terms. Chapter 2 reviews the literature in regards to the student athletes' characteristics, academic and athletic roles, motivation toward academics and athletics, and the measurement instruments used in the study.

Purpose of the Study

The purpose of this study was to acquire information about student athletes' academic motivation, athletic motivation, and overall college satisfaction in relation to gender. Gaston's (2002) Student Athletes' Motivation toward Sports and Academics Questionnaire (SAMSAQ) was used to measure the student athletes' motivation toward their two most prominent roles in college: academics and athletics. The College Student Satisfaction Questionnaire (CSSQ) Form D, developed by Betz, Betz, & Menne (1992) was used to measure the student athletes' overall satisfaction with their college experience. An academic athletic balance score (balance score), developed by Althouse (2007) was used to measure the difference between student athletes' academic and athletic motivation scores on the SAMSAQ. The balance score of each student

athlete was compared with their CSSQ score to determine if there was a correlation between academic and athletic balance and the overall college satisfaction of the student athlete.

Research Questions

The study was an attempt to answer the following research questions:

- RQ1. What was the student athletes' overall academic motivation?
- RQ2. What was the student athletes' overall athletic motivation?
- RQ3. What was the student athletes' balance between academic and athletic motivation?
- RQ4. What was the student athletes' level of overall college satisfaction?
- RQ5. What was the correlation between the student athletes' academic-athletic balance and overall college satisfaction?

The Adult Learner

For the purposes of this study the adult learner is defined as a student athlete who has recently graduated from high school and is currently attending college. According to Perkins (2010):

The average adult learner is at the brink of independent learning. They are moving into a new realm of education which encourages and pushes them into new modes of theory, practice and independent thinking. In order to be successful in college, they must put together all that they have learned and embrace the value of their past experiences and personal motivation (p. 17).

Malcolm Knowles (1980) defined the term andragogy, as “the art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children” (p. 43).

According to Merriam, (2001) Knowles’ perspective on andragogy is based on five main assumptions: (1) the adult learner has an independent self-concept and can direct his or her own learning, (2) the adult learner has accumulated a reservoir of life experiences that is a rich resource for learning, (3) the adult learner has learning needs closely related to changing social roles, (4) The adult learner is problem-centered and interested in immediate application of knowledge, and (5) The adult learner is motivated to learn by internal, rather than external factors.

According to Chan (2010) andragogy is applicable in multiple contexts, and the process of andragogy has had a dramatic impact on the educational system:

Given the current educational needs, the pedagogical approach has become less effective in teaching adult learners. Adult learners need more than passive transfer of knowledge from one person. Instead, they need to be involved actively in the learning process to construct their own knowledge, to make sense of the learning, and to apply what is learned. Educators, as well as the educational systems world-wide should provide all learners, both children and adults, with the opportunities to be actively engaged in learner-centered educational experiences (p. 33).

For the purpose of this research, the student athlete is synonymous with the term adult learner. Long (2004) as cited in Perkins (2010) stated that adult learners view the role of student as a low priority. The adult learner often has other more important roles to fulfill. Many are parents, spouses, full time workers, or as in this study, student athletes.

According to Galbraith (2004) the purpose of teaching is to facilitate personal growth and development that impact the professional, social, and political aspects of learners. Teachers of adults carry out this purpose in a wide array of formal and informal education settings such as universities, community colleges, vocational/technical institutes, businesses and industries, correctional institutions, churches, museums, libraries, voluntary organizations, community action agencies, armed forces, and a plethora of other settings. Those helping adults learn carry such labels such as facilitator, mentor, teacher, instructor, professor, broker, monitor, trainer or adult educator.

The Student Athlete

A student athlete is a participant in an organized competitive sport sponsored by the educational institution in which he or she is enrolled and must balance the role of being a full-time student and full-time athlete (Gerdy, 2000). Student athletes generally range in age from 17-25. Most student athletes come directly to college from high school. However, there are those who attend junior college or preparatory school before enrolling at a four-year institution. Additionally, there are a small number of student athletes who transfer from other four-year institutions (Perkins, 2000). According to the 2011-2012 Division I Manual, there are general principles from an academic eligibility standpoint that once enrolled, must be followed by the student athlete and institution: By Law 14.01.2 Academic Status states: “to be eligible to represent an institution in intercollegiate athletics competition, a student athlete shall be enrolled in at least a minimum of full-time program of studies, be in good academic standing, and maintain progress toward a baccalaureate or equivalent degree (p. 142).

According to Watt & Moore (2001), in order to gain an understanding of the student athlete, it is important to realize the differences that exist between the student athlete and the non-student athlete. At first glance, the differences between student athletes and other college students seem subtle. Both groups attend college, but one plays an intercollegiate sport whereas the other does not. The aspect of playing an intercollegiate sport adds complexity to the life of the student athlete and forces them to constantly cope with balancing the roles of being a student and an athlete. Watt & Moore (2001) acknowledged that although any college student might want to get good grades so as to avoid the wrath of a parent or guardian, the student athlete also has obligations to the coach, the team, and the rules and regulations of the NCAA.

Sedlacek and Adams-Gaston (1992) ascertained that it might be useful to conceptualize student athletes as nontraditional students because student athletes seem to have a unique culture and set of experiences in life that differentiate them from non-student athletes. Additionally, student athletes have been shown to spend a great deal of time together and often share common goals and values generated by their experiences as athletes. Sedlecek & Adams-Gaston (1992) also noted that rather than thinking of athletes as traditional students in nontraditional circumstances, it may be more meaningful to consider athletes as nontraditional students with their own culture and problems relating to the larger system.

Anderson (2010) pointed out that student athletes are often considered a unique subpopulation within the educational system based on the various ways they contribute and interact within the campus community. Student athletes play a role in uniting the campus and those that identify with a college or university, as well as contribute to the diversification of the campus environment because they hail from different educational, socioeconomic, racial, and ethnic backgrounds. Anderson (2010) went on to say that due to their experiences navigating the

demands that accompany athletic participation, student athletes have been shown to display characteristics such as high self-esteem, leadership, teamwork skills, motivation, and discipline. However, Anderson (2010) also stated that student athletes should be considered a group that is at risk for academic underachievement because collegiate student athletes are faced with a number of obstacles that may pose challenges to maintaining the motivation to achieve academically.

According to Carodine, Almond & Gratto (2001), student athletes face the challenge of mastering cognitive and psychosocial developmental tasks. Student athletes must make decisions about a career, identify and modify personal values, form effective interpersonal relationships, develop self-esteem and integrity, and achieve interdependence and autonomy. Some student athletes have difficulty meeting the aforementioned challenges and balancing the demands of competing in intercollegiate athletics, which can create gap between the student athletes' ability to attend to their academic, athletic, and social responsibilities (Carodine, et al. 2013). Additionally, Carodine, et al. (2013) considered that student athletes all face huge time commitments, physically grueling workouts, a high profile existence, and demanding expectations. Even in the case of an academically gifted student, the combination of academic and athletic requirements can cause incredible strain. In addition to the statements from Carodine, et al. (2013), Hurley and Cunningham (1984) contend that "loneliness affects academic and athletic performance; poor athletic performance affects academic performance, and so on" (p. 55). Ultimately, the high level of commitment required to earn a degree while participating in intercollegiate sports can lead to a disconnect between the student athlete and the campus environment, resulting in a negative experience for the student.

The college student athletes face all of the challenges experienced by non-athletes such as social adjustment, career exploration, and intellectual growth, in addition to the daily routine of attending classes, going to the cafeteria, and attending social events, student athletes also have sport related activities such as practice, games, and travel (Watt & Moore, 2001). Parham (1993) found that college student athletes experience balancing a set of six distinctive challenges: (1) athletic and academic responsibilities, (2) social activities with the isolation of athletic responsibilities, (3) athletic successes and/or failures with emotional stability, (4) physical health and injury with the need to continue competing, (5) demands of relationships with entities such as coaches, teammates, parents, and friends, and (6) addressing the termination of one's college athletic career.

Therefore, numerous factors must be considered when examining the contemporary student athlete. As a result, those working with student athletes should adopt a proactive approach in order to ensure the student athletes' personal, academic, and athletic needs are being addressed (Kissinger & Miller, 2009).

Academic and Athletic Motivation

Vroom (1964) admitted that motivation is a force that energizes behavior, directs behavior, and sustains behavior. Additionally, motivation is behaviorally specific and is used to select the option with the greatest reward or force. Willis (2005) noted that student athletes must determine if athletics, academics, or both are their priorities while attempting to complete a college degree. Motivation, focus, and priorities geared towards athletics instead of academics could decrease and dilute the academic welfare and quality of the student athlete and the

academic institution. Additionally, Willis (2005) proposed that college student athletes participate in collegiate athletics and attend classes in order to possibly attain a college degree. Ultimately, and because of their dual roles, student athletes portray the role of student and as an athlete. However, some student athletes may be more academically motivated in order to reach their academic goals while other student athletes may be more athletically motivated in order to reach their athletic goals. Willis (2005) concluded that some student athletes may be equally motivated to reach their academic and athletic goals.

Simons, Van Rheenen, and Covington (1999) indicated that university student athletes present an apparent motivational contradiction. Most are highly motivated to succeed in the athletic domain, due to the fact that they were selected to participate in intercollegiate athletics because of their proven athletic ability. However, many student athletes seem to lack such motivation in the classroom. The same qualities that require success on the athletic field (hard work, self-discipline, perseverance, determination, concentration, focus, etc.) would transfer to the academic domain if the student athlete showed willingness to succeed in making such a transfer. Simons, et al. (1999) went on to say that although student athletes are expected to maintain their athletic motivation at the university, they are likewise expected to demonstrate a similar motivation to succeed in the classroom. However, the ability to maintain a general motivation toward academics is made more difficult due to the institutional demands of the sport that are placed on the student athletes.

Simons, et al. (1999) also mentioned that revenue student athletes (football and men's basketball) seemed less willing to be academically motivated. Conversely, non-revenue student athletes (those who played sports other than football and men's basketball) seem more willing and able than revenue athletes to show academic motivation. Within the non-revenue student

athlete realm, females have consistently shown to exhibit higher levels of scholastic aptitude than their male counterparts. Athletic success requires that student athletes work hard, be self-disciplined, exhibit perseverance and determination, be able to concentrate, stay focused, and so forth (Simons, et al. 1999). The same qualities applied toward the athletic domain would be very transferrable and important for academic success. However, revenue seemed less willing that female and non-revenue to make the transfer of athletic qualities to the academic domain. According to Simons, et al. (1999) “studies have consistently shown that female student athletes are superior to male student athletes and that nonrevenue athletes are superior to revenue athletes in high school GPAs, Scholastic Aptitude Test (SAT) scores, as well as college GPAs” (p. 151).

Adler and Adler (1985) presented how college student athletes progress from an early phase of idealism about their impending academic experiences to an eventual state of pragmatic detachment. The initial differences among the athletes in academic aptitudes, skills, and expectations eventually erode, causing even motivated student athletes to slip into a pattern of diminished interest and effort. For many student athletes a gap exists between their academic abilities and the universities expectations, which can ultimately bring on feelings of failure, frustration, and alienation for the student athlete and lead to a gradual withdrawal from their commitment to academics. The investigation by Adler and Adler (1985) concluded that a negative relationship exists between athletic participation and academic performance at universities with big-time athletic programs, due to the pattern of experiences that student athletes go through that first raises their hopes and then diminishes their opportunities for attaining the professed goals of the educational system.

Astin (1984) developed a theory of student involvement and motivation in higher education. Student involvement was defined as “the amount of physical and psychological

energy that a student devotes to the academic experience” (p. 297). Astin (1984) found that a highly involved student interacted more with faculty, other students, and studied more.

Additionally, an uninvolved student did not communicate with faculty or other students and rarely studied. Astin’s (1984) Student Involvement Theory consisted of the following five components: (1) involvement requires the investment of physical and mental energy, regardless of its object, (2) involvement occurs along on a continuum, (3) involvement has both qualitative and quantitative features, (4) the amount of learning is associated directly to the quality and quantity of involvement, and (5) the effectiveness of educational practice is directly related to the capacity of that practice to increase student involvement. Ultimately, Astin (1984) found that athletic participation increased the student athletes involvement and motivation towards academics. However, student athletes who were intensely involved in their sports were academically isolated, and the more the student athlete was involved in athletics, their motivation for academics would decline. In a later article, Astin (1999) noted that the pattern of effects associated with involvement in athletic activities closely parallels the pattern associated with academic involvement. Astin’s (1999) results suggest that individuals who are involved in athletics show higher levels of satisfaction in several areas: the institution’s academic reputation, the intellectual environment, student friendships, and institutional administration.

Ryan (1989) examined how athletic participation contributed to a student athletes satisfaction with college, motivation to graduate with a college degree, interpersonal skills, and leadership abilities. Ryan (1989) found that intercollegiate athletics had not contributed to a decline of academic interests, and athletic involvement was positively associated with the overall satisfaction of the student athletes’ college experience. Overall, Ryan (1989) found that overall motivation was predicted by five variables: (1) opportunities to talk to professors, (2) being a

female student athlete, (3) student athletes majoring in business, (4) attending a public institution, and (5) participating in intercollegiate athletics.

In more recent literature, Gaston (2002) conducted a study that had three objectives: (1) to create a scale to measure student athletes' academic and athletic motivation, (2) to use the scale to determine whether there were differences in academic motivation, athletic motivation, and ACT scores as a function of gender and profile of sport, and (3) to use the scale to assess the degree to which motivation predicts future academic performance above and beyond pre-college academic aptitude. The results of the study showed that female student athletes had higher academic motivation than male student athletes and male student athletes had higher athletic motivation than female student athletes. Gaston's (2002) findings suggest that high levels of athletic motivation do not detract from academic performance. Student athletes who aspire to excel athletically do not necessarily have low academic performance. However, student athletes that exhibited low levels of academic motivation, regardless of athletic motivation, showed decreases in academic performance. Gaston (2002) also suggested there may be a negative relationship between extreme academic and athletic motivation – as one increases the other decreases because more time and energy devoted to athletics leaves less time for building academic skills. Finally, Gaston (2002) proposed the results of the study have implications for athletic administrators, and educators working with and conducting research concerning student athletes because assessing academic and athletic motivation early on can prevent over emphasis in one domain (academic or athletic) over the other.

Rishe (2003) considered athletic success and the effect it has on student athletes with the purpose of reexamining how athletic success impacts graduation rate of students athletes when compared to non-student athletes. Rishe (2003) found that the relative difference in academic

success between athletes and non-athletes seems to be quite sensitive to athletic success. Higher levels of athletic success create a larger disparity between athlete and non-athlete graduation rates. Rishe (2003) concluded that although athletes have higher graduation rates than all other undergraduates, pressures to succeed athletically compromises their relative academic standing compared to other students. Also, in regards to gender, women have higher graduation rates than men, and the difference is exacerbated by the prominence of the school's athletic program. Finally, in terms of overall satisfaction, a major finding by Rishe (2003) was that athletic involvement was positively associated with the overall satisfaction of male and female student athletes' college experience.

Burnett, Dilley-Knoles, and Peak (2010) conducted a study with the purpose of analyzing the academic success via grade point average among male and female student athletes based on type of sport participation. The participants for the study consisted of 379 male and female student athletes participating in the following sports: baseball, basketball, cross-country, football, golf, softball, tennis, track and field, volleyball, and wrestling. Burnett et al. (2010) found significant differences in regards to gender and type of sport. The results of the study showed the average male GPA to be 2.79, whereas the average female GPA was 3.31. The results of the study also showed the lowest team grade point averages to come from the highest profile men's teams (basketball and football) whereas the highest team grade point averages came from lower-profile women's sports (volleyball and cross country).

Mahoney (2011) conducted a study to explore how collegiate student athletes perceive their academic and athletic roles, as well as ways in which they navigate their multiple roles in order to offer recommendations aimed at improving their college experience. Mahoney (2011) developed the study in an effort to gain a greater understanding of student athlete's needs

associated with their multiple roles, allowing for an enhancement of current support services and improvement of their overall college experience. Mahoney (2011) used qualitative interviews and sophomore, junior, and senior student athletes at Suny Hills University as a means to gain an understanding of how student athletes perceive and experience their multiple roles established that as collegiate student athletes, participants fulfill two roles: their academic role and their athletic role. In doing so, they are taking on two roles that both require time, commitment, energy, and effort. Managing and balancing these multiple roles not only impacts student athletes' use of time, but also their overall college experience (Mahoney, 2011). Finally, Mahoney (2011) noted that although assumptions are made that student athletes value their athletic role more than their academic role, both roles are important and valued by the student athletes.

Cosh and Tully (2013) conducted a study in an attempt to consider how athletes combine sport and education while examining the stressors they encounter in combining both pursuits and the barriers to successful integration of sport and education. The study conducted by Cosh and Tully (2013) examined 20 elite athletes enrolled in tertiary education in Australia that compete in a variety of sports including: hockey, rowing, Australian rules football, kayaking, baseball, equestrian, trampolining, table tennis, cricket, soccer, archery, fencing, water polo, athletics, and netball. Through an interview process, the results of the analysis focused on the ways in which athletes presented accounts of attempting to integrate sport and education, and the various rhetorical ends that such constructions typically serve to accomplish. The results of the study conducted by Cosh and Tully (2013) were shown in accounts by student athletes relating to how sport and education were combined when interviewees typically presented sacrificing their educational attainment "just doing enough to pass:" in order to prioritize sport. Ultimately, the

student athletes presented sport as the pursuit they prioritized, even to the detriment of their education. In summary, the results of the study by conducted by Cosh and Tully (2013) showed there is an agreement of the need for athletes to combine elite-level sport with an education. However, in accounting for how they combine the two pursuits, athletes often report sacrificing their educational success for sport.

In regards to studies that have previously utilized the SAMSAQ instrument created by Gaston (2002), Willis (2005) and Althouse (2007) both analyzed student athletes' motivation toward sports and academics. Willis (2005) found that female basketball student athletes' motivation revealed no significant differences when academic standing was analyzed. The findings from Willis' (2005) study were contradictory to the earlier findings of Adler and Adler (1987) who stated that freshmen and sophomores were more academically motivated while juniors and seniors were more athletically motivated. Willis (2005) also found differences in regards to ethnicity and career athletic motivation, with African American female basketball student athletes exhibiting more motivation to excel athletically than student athletes of a different ethnic group. Althouse (2007) did not find significant differences in student athletes' academic motivation in regards to gender, race/ethnicity, or type of sport. However, Althouse (2007) speculated that the lack of significant findings could be due to the timing of the study being at the beginning of the semester, the use of self-reported measures, and measurement error due to low internal consistency of the instruments used when compared to previous studies.

Shuman (2009) conducted a study to determine the extent to which academic and athletic motivation can predict the academic performance of student athletes at a private, Division I university. Shuman (2009) investigated the relationship between motivation and academic performance between student athletes who were admitted under nonstandard or

standard admissions processes. The participants in the study were 275 student athletes from nine varsity team sports at a selective Division I university in the Southeast. The SAMSAQ was used to assess academic and athletic motivation. The researcher used a hierarchical linear regression to determine if SAMSAQ motivation sub-scores were significant predictors of academic performance as measured by cumulative GPA. Three linear regressions were performed to determine if academic performance was moderated by admission status, and secondary analyses were performed to examine other potentially predictive factors including ethnicity, gender, admission status, and SAT score. The results of the study showed gender to be positively correlated with academic motivation and college GPA. Shuman (2009) found female athletes were more likely to be academically motivated than males. Also, Shuman (2009) found high levels of athletic motivation to be significantly and inversely correlated with grade point average, and athletic motivation and academic motivation to have a significant and inverse relationship. In other words, student athletes who are highly motivated to pursue a career in their sport have lower academic motivation and lower GPA's. Shuman (2009) provided some noteworthy implications for practice concerning academic motivation and academic performance in college student athletes: For example, it is helpful to understand that academic motivation is a significant predictor of grade point average, and athletic motivation is significantly and negatively correlated with grade point average.

Instrumentation

SAMSAQ

Gaston (2002) developed a questionnaire titled Student Athletes' Motivation toward Sports and Academics Questionnaire (SAMSAQ). The original SAMSAQ consisted of 30 Likert-scaled items designed to measure academic and athletic motivation, and eight demographic information questions designed to identify type of sport, gender, scholarship status, parent's level of education, ethnicity, and date of birth. The Likert scale items were measured on a six-point scale ranging from very strongly disagree (VSD = 1) to very strong agree (VSA = 6). The participants were asked to indicate their level of agreement with each statement.

The SAMSAQ contained 15 items intended to measure academic motivation and 15 items intended to measure athletic motivation. Gaston (2002) worded the questions both positively and negatively and randomly distributed them throughout the questionnaire. The reason for Gaston's (2002) technique was to prevent the likelihood of the participants falling into a response set or selecting the same response for each item without actually reading the statement.

In the development of the SAMSAQ, Gaston (2002) hypothesized that the scale would yield two factors, an academic motivation factor and an athletic motivation factor. However this model was not supported. The Root Mean Square Error of Approximation (RMSEA) is a measure of how well the model fits the data (Gaston, 2002). RMSEA values closer to .00 indicate close fit of the model to the data, and values that approach .1 and higher represent unreasonable or poor fit of the model to the data (Gaston, 2002). The RMSEA value for the two-factor model was .094. The RMSEA confidence interval for the two-factor model was (.088;

.100), which indicates that over the repeated samples the fit of the model would range from mediocre to poor. Therefore, the two-factor model was not the model of choice (Gaston, 2002)

Item-to-total correlations and Cronbach's alpha were used to measure the internal consistency of the items on each subscale of the original model. Even though the two-factor model was not the model of choice, the above measures indicated which items were problematic in the model, leading to three items being eliminated due to low item-to-total correlations and low reliability (Gaston, 2002). Ultimately, the three-factor model was the model of choice developed by Gaston (2002), with the SAMSAQ consisting of 27 items instead of 30. The three-factor model includes: student athletic motivation, career athletic motivation, and academic motivation. Cronbach's alpha was used as a measure of internal consistency for the SAMSAQ, and according to Gaston (2002), the reliability estimates for each sub-scale on the SAMSAQ were relatively high. The alpha for the student athletic motivation sub-scale was .86; the alpha for the career athletic motivation sub-scale was .84; and the alpha for the academic motivation sub-scale was .79.

Willis (2005) used the SAMSAQ in a study to determine the difference between female student athletes' academic, collegiate athletic, and career athletic motivation when analyzing academic standing and ethnicity. Additionally, Willis (2005) wanted to modify, validate, and critique the SAMSAQ developed by Gaston (2002). In the study conducted by Willis (2005) the SAMSAQ was modified in order to measure the academic, collegiate athletic, and career athletic motivation of intercollegiate female basketball student athletes. The original SAMSAQ created by Gaston (2002) consisted of a six-point Likert type questionnaire, whereas the study conducted by Willis consisted of a five-point Likert scale questionnaire.

In an effort to determine the SAMSAQ instruments quality in regards to validity and reliability, Willis (2005) used content validity, face validity, and Cronbach's alpha. According to Willis (2005) content and face validity were established by asking an NCAA Division I Assistant Athletic Director, two doctoral students, two NCAA Division I Athletic and Academic Support Staff members, two NCAA Division I coaches, and two college professors to critique, analyze, and validate the SAMSAQ. Overall, each individual determined the SAMSAQ measured student athletes' academic motivation, athletic motivation, and career athletic motivation. Willis (2005) used Cronbach's alpha to determine reliability of three motivation constructs by determining the extent that the items of the SAMSAQ measured the desired constructs. The reliability coefficients for the three constructs were as follows: academic motivation = .84, career athletic motivation = .77 and collegiate athletic motivation = .63.

Althouse (2007) used the SAMSAQ to focus on the academic development of student athletes, particularly in the areas of academic motivation and achieving balance between student athletes' motivation toward academics and their motivation toward athletics. Althouse (2007) used the academic motivation sub-scale as the dependent variable measured by the SAMSAQ, and although athletic motivation was not used a dependent variable, it was used to determine the balance score. According to Althouse (2007) the balance score was operationalized as the difference between each participant's scores for academic motivation and athletic motivation. The computation consisted of subtracting the athletic motivation score from the academic motivation score. A positive balance score indicates that the participants have higher levels of academic motivation as compared to athletic motivation. A negative balance score indicates that the participants have higher levels of athletic motivation as compared to academic motivation.

Althouse (2007) found two variables from the SAMSAQ to positively predict the balance score: parent level of education and high school grade point average.

Instrumentation

CSSQ

According to Starr, Betz, & Menne (1971), college student satisfaction and dissatisfaction is one of the least investigated variables in the college setting. Therefore, the College Student Satisfaction Questionnaire (CSSQ), developed by Betz, Klingensmith, & Menne (1970) was constructed to fill a void in the systematic study of the ever-present campus variable. The CSSQ was based on the premise that the study of college student satisfaction can draw upon principles and methods which have derived from years of research on the satisfaction of employees in business and industry. Research in the area of job satisfaction has provided meaningful information for employers seeking to understand and satisfy the needs of their employees in order to bring about better productivity. In a similar fashion, the CSSQ sought to gain a better understanding of the satisfactions and dissatisfactions of students, which should help students move toward improved adjustment and higher levels of performance in student learning (Starr, et al. 1971).

The initial CSSQ (Form A) was a 130-item instrument developed from a pool of more than 300 items thought to be representative of six selected satisfaction dimensions: (1) Policies and Procedures, (2) Working Conditions, (3) Compensation, (4) Quality of Education, (5) Social Life and (6) Recognition (Starr, et al. 1971). Following the administration of the 139-item instrument to 643 Iowa State University Students, and analysis of the resulting data, a revised

form (Form B) was developed, consisting of 92 of the original 139 items. Form B was administered to a new sample of 463 students, and factor analysis led to the discontinuation of the Policies and Procedures dimension. Further series of analysis led to the development of another form (Form C) consisting of 70 items, all derived from previous forms of the CSSQ and arranged in five scales: (1) Working Conditions, (2) Compensation, (3) Quality of Education, (4) Social Life, and (5) Recognition (p. 7). Finally, after adjusting the CSSQ form C to remove some of the archaic 1970's wording, Betz et al. (1992) developed the 70-item CSSQ Form D (Cirone, 2003).

Reliability coefficients are reported below in Table 1 for each scale of the CSSQ within each of the two major normative groups: public universities and private colleges. Reliability coefficients are derived by means of the coefficient alpha method.

Table 1

Reliability Coefficients for five CSSQ scales for public and private colleges and universities

| Scale | Number of Items | Public Universities | Private Colleges |
|----------------------|-----------------|---------------------|------------------|
| Working Conditions | 14 | .82 | .82 |
| Compensation | 14 | .84 | .83 |
| Quality of Education | 14 | .78 | .79 |
| Social Life | 14 | .80 | .82 |
| Recognition | 14 | .82 | .84 |
| Total Score | 70 | .94 | .94 |

Source: Starr, et al. 1971

In a study conducted by Cirone (2003), reliability of the CSSQ was estimated through performing a reliability analysis and statistical computation of Cronbach's coefficient alpha. The

CSSQ alpha reliability coefficient was .94. Webb, Shavelson, & Harteel (2006) state that coefficients at or above .80 are often considered sufficiently reliable to make decisions about individuals based on their observed scores, although a higher value, perhaps .90 is preferred if the decisions have significant consequences.

According to Star, et al. (1971) several studies have been undertaken to investigate the validity of the CSSQ as a measure of college student satisfaction. In general, the studies have developed out of the conceptualization which views student satisfaction as an analogue of job satisfaction. Therefore, findings from job satisfaction research should be relatable to studies of college student satisfaction. Elliot and Healy (2001) compared the CSSQ to the Student Satisfaction Inventory instrument and concluded that the CSSQ had high convergent validity. Convergent validity is the extent to which an instrument's output is associated with that of other instruments intended to measure the same exposure of interest (Tudor-Locke, Willis, Reis, & Pluto, 2002).

In an estimation of validity, Cirone (2003) used face, content, and construct to assess the CSSQ. Face validity was used to ensure that the scale items are related to the perceived purpose of the test, and content validity was used to pair down the original 70-item CSSQ questionnaire to a 20-item questionnaire used specifically for the researcher's study. Construct validity was analyzed using both convergent and discriminant validity and the researcher found the CSSQ to be a valid instrument fully capable for use within the study.

Summary

Chapter 2 reviewed the literature and described the adult learner and the similarities it shares with the student athlete (Astin, 1999; Chan, 2010; Galbraith, 2004; Knowles, 1980; Merriam, 2001; Perkins, 2010), defined and described the student athlete (Anderson, 2010; Carodine, et al. 2010; Gerdy, 2000; Hurley & Cunningham, 1984; Kissinger & Miller, 2009; NCAA Manual, 2011-2012; Parham, 1993; Perkins, 2010; Sedlacek & Adams-Gaston, 1992; Watt & Moore, 2001), analyzed the different factors contributing to academic and athletic motivation (Adler & Adler, 1985; Adler & Adler, 1987; Althouse, 2007; Astin, 1984; Burnett, et al. 2010; Cosh & Tully, 2013; Gaston, 2002; Mahoney, 2011; Rishe, 2003; Ryan, 1989; Shuman, 2009; Simons, et al. 1999; Vroom, 1964; Willis, 2005) and provided an overview of the measurement instruments used in the study (Althouse, 2007; Betz, et al. 1970; Cirone, 2003; Elliot & Healy, 2001; Starr, et al. 1971; Tudor-Locke, et al. 2002; Webb, et al. 2006; Willis, 2005).

Chapter 3

Methods

Chapter 1 introduced the purpose of the study, research questions, limitations, assumptions, and definition of terms. Chapter 2 reviewed the literature which considered the adult learner, the student athlete, academic and athletic motivation, and the instrumentation used in the study – the SAMSAQ and CSSQ. This chapter will address the purpose of the study, research questions, setting, participants, and procedures. Finally, this chapter concludes with a description of the data.

Purpose of the Study

The purpose of this study was to acquire information about student athletes' academic motivation, athletic motivation, and overall college satisfaction in relation to gender. Gaston's (2002) Student Athletes' Motivation toward Sports and Academics Questionnaire (SAMSAQ) was used to measure the student athletes' motivation toward their two most prominent roles in college: academics and athletics. The College Student Satisfaction Questionnaire (CSSQ) Form D, developed by Betz, Betz, & Menne (1992) was used to measure the student athletes' overall satisfaction with their college experience. An academic athletic balance score (balance score), developed by Althouse (2007) was used to measure the difference between student athletes' academic and athletic motivation scores on the SAMSAQ. The balance score of each student

athlete was compared with their CSSQ score to determine if there was a correlation between academic and athletic balance, and the overall college satisfaction of the student athlete.

athlete was compared with their CSSQ score to determine if there was a correlation between academic and athletic balance and the overall college satisfaction of the student athlete.

Research Questions

The study was an attempt to answer the following research questions:

- RQ1. What was the student athletes' overall academic motivation?
- RQ2. What was the student athletes' overall athletic motivation?
- RQ3. What was the student athletes' balance between academic and athletic motivation?
- RQ4. What was the student athletes' level of overall college satisfaction?
- RQ5. What was the correlation between the student athletes' academic-athletic balance and overall college satisfaction?

Setting and Participants

As a general practice, the strength and conditioning facilities service the needs of the majority of the student athletes on a year round basis. Therefore, the researcher utilized a strength and conditioning facility at a major Division I, southern institution as an opportunity to reach a large number of student athletes. The facility utilized served only as a venue for the

researcher to place an information letter, as the study itself did not have any association with the athletic department, strength and conditioning facility, or staff. The researcher placed an information letter in a box located in a facility commonly utilized by the student athletes in an effort obtain an adequate number of volunteers. The information letter stated that student athletes over the age of 19 are eligible to participate in the study with the purpose of acquiring information regarding student athletes' academic motivation, athletic motivation, and overall satisfaction. It is important to note that there was no contact between the researcher and the volunteers. Although the contact information of the researcher was listed on the information letter, the individuals chose to participate solely on the basis of their decision to take a copy of the information letter associated with the questionnaires utilized in the study. If the student athlete chose to volunteer, they were instructed to take a copy of the information letter with the listed internet Web-address links containing the two previously developed questionnaires that were to be completed on their own time and at their own convenience. The total time commitment to the participants was estimated to be approximately 15 minutes. The volunteers were notified that there were no risks or discomforts associated with participation in the study and there were no direct benefits for participation in the study. The participants did not receive any form of compensation for participation in the study and there were no costs associated with participation in the study. The volunteers were instructed of their ability to withdraw at any time during the study and their participation was completely voluntary. Finally, participants were notified that their decision whether or not to participate or stop participating would not jeopardize their future relations with the university, or the specific academic department or program associated with the researcher.

The data were gathered over six consecutive months (May, 2013 – October, 2013). The data group consisted of 101 student athletes, 49 were male, and 52 were female. Furthermore, the volunteers were represented by the followings sports nine sports: baseball (n = 19), women's soccer (n = 5), softball (n = 20), men's swimming and diving (n = 22), women's swimming and diving (n = 13), men's tennis (n = 8), women's tennis (n = 5), women's track and field (n = 1), and volleyball (n = 8).

Instrumentation

SAMSAQ

Gaston's (2007) SAMSAQ was used to measure the student athletes' motivation toward their two most prominent roles in college: academics and athletics. The SAMSAQ consists of 27 items designed to measure student athletic motivation, career athletic motivation, and academic motivation. For the purposes of this study the researcher combined the student athletic motivation and career athletic motivation to yield an overall athletic motivation score that could be compared to an overall academic motivation score. Additionally, the original SAMSAQ developed by Gaston (2002) consisted of a five-point Likert type questionnaire whereas the current study used a slightly modified five-point Likert scale questionnaire. The Likert scale was modified for this study because the CSSQ developed by Betz, Betz, and Menne (1992) also utilized a five-point Likert Scale questionnaire. Therefore, in an effort to make a seamless transition for the participants between questionnaires, the researcher made a slight modification to the SAMSAQ with the five-point Likert scale. In a previous study, Willis (2005) also used a

similar modification of the SAMSAQ by changing the six-point Likert scale to a five-point Likert Scale. Table 2 shows the version of the SAMSAQ completed by the participants.

Table 2

Student Athletes' Motivation toward Sports and Academics Questionnaire (SAMSAQ)

D1 What varsity sport do you participate in?

D2 What is your gender/sex?

Male (1)

Female (2)

Key:

Strongly Disagree (1)

Disagree (2)

Neither Agree nor Disagree (3)

Agree (4)

Strongly Agree (5)

- 1) I am confident that I can achieve a high grade point average this year (3.0 or above).
- 2) Achieving a high level of performance in my sport is an important goal for me this year.
- 3) It is important to me to learn what is taught in my courses.
- 4) I am willing to put in the time to earn excellent grades in my courses.
- 5) The most important reason why I am in school is to play my sport.
- 7) I will be able to use what is taught in my courses in different aspects of my life outside of school.
- 8) I chose to play my sport because it is something I am interested in as a career.
- 9) I have some doubt about my ability to be a star athlete on my team.

- 10) I chose (or will choose) my major because it is something I am interested in as a career.
- 11) Earning a high grade point average (3.0 or above) is not an important goal for me this year.
- 12) It is important to me to learn the skills and strategies taught by my coaches.
- 13) It is important for me to do better than other athletes in my sport.
- 14) The time I spend engaged in my sport is enjoyable to me.
- 15) It is worth the effort to be an exceptional athlete in my sport.
- 17) I get more satisfaction from earning an "A" in a course toward my major than winning a game in my sport.
- 18) During the years I compete in my sport, completing a college degree is not a goal for me.
- 19) I am confident that I can be a star performer on my team this year.
- 20) My goal is to make it to the professional level or the Olympics in my sport.
- 21) I have some doubt about my ability to earn high grades in some of my courses.
- 22) I am confident that I can make it to an elite level in my sport (professional/Olympics).
- 23) I am confident that I can earn a college degree.
- 25) I get more satisfaction from winning a game in my sport than from getting an "A" in a course toward my major.
- 26) It is not important for me to perform better than other students in my courses.
- 27) I am willing to put in the time to be outstanding in my sport.
- 28) The content of most of my courses is interesting to me.
- 29) The most important reason why I am in school is to earn a degree.
- 30) It is not worth the effort to earn excellent grades in my courses.

Instrumentation

CSSQ

The researcher utilized the academic-athletic balance score (balance score) developed by Althouse (2007) as a way to quantify the balance that male and female student athletes exhibit toward academics and athletics. As proposed by Althouse (2007) the balance score was operationalized as the difference between each participants scores for the academic motivation and athletic motivation aspects of Gaston's (2007) SAMSAQ. The computation consisted of subtracting the athletic motivation score from the academic motivation score. A positive balance score indicates that the participants have higher levels of academic motivation as compared to athletic motivation. A negative balance score indicates that the participants have higher levels of athletic motivation as compared to academic motivation.

In addition to utilizing the SAMSAQ (Gaston, 2002) and the balance score (Althouse, 2007), the researcher incorporated the CSSQ Form D (Betz, Betz & Menne, 1992) to analyze the correlation between the balance student athletes exhibit toward sports and academics and the overall satisfaction they receive from their college experience. Using a five-point Likert based questioning format, the CSSQ measures the following five satisfaction factors:

1. Working conditions: The physical conditions of the student's college life, such as the cleanliness and comfort of the place of residence, adequacy of study areas on campus, quality of meals, and facilities for lounging between classes.
2. Compensation: The amount of input (e.g., study) required relative to the academic outcomes (e.g., grades) and the effect of input demands on the student's fulfillment of his or her other needs and goals.

3. Quality of Education: The various academic conditions related to the individual's intellectual and vocational development, such as the competence and helpfulness of the faculty and staff, including advisors and counselors, and the adequacy of curriculum requirements, reaching methods, and assignments.

4. Social life: Opportunities to meet socially relevant goals, such as dating, meeting compatible or interesting people, making friends, and participating in campus events and informal social activities.

5. Recognition: Attitudes and behavior of faculty and students indicating acceptance of the student as a worthwhile individual.

The scale scores of the CSSQ are based on the sum of the 14 item responses for each scale. A total satisfaction score is derived by summing all 70 item responses (Starr, et al. 1971).

Table 3 shows the version of the CSSQ completed by the participants.

Table 3

College Student Satisfaction Questionnaire (CSSQ)

Key:

Very Dissatisfied (1)

Dissatisfied (2)

Neutral (3)

Satisfied (4)

Very Satisfied (5)

1) The opportunity to make close friends here

2) The amount of work required in most classes.

3) The way professors talk to you when you ask for help.

- 4) The support I get from professors for my educational goals.
- 5) The amount of study it takes to get a passing grade.
- 6) The chances of affording a comfortable place to live.
- 7) The chance you have of doing well if you work hard.
- 8) The amount of personal attention students get from professors.
- 9) The chance "to be heard" when you have a complaint about a grade.
- 10) The friendliness of most students.
- 11) The help that you can get when you have personal problems.
- 12) The availability of good places to live near the campus.
- 13) The ability of advisors in helping students develop their course plans.
- 14) The cleanliness of the housing that is available for students here.
- 15) The chance to take courses that fulfill your goals for personal growth.
- 16) The kinds of things that determine your grade.
- 17) The preparation students are getting for their future careers.
- 18) The chance to have privacy when you want it.
- 19) The chance to work on projects with other students.
- 20) Professors' expectations as to the amount that students should study.
- 21) The availability of good places to study.
- 22) The fairness of most professors in assigning grades.
- 23) The interest that professors take in the progress of their students.
- 24) The places provided for students to relax between classes.
- 25) The social events that are provided for students here.

- 26) Professors' concern for students' needs and interests
- 27) The chance to get scheduled into the courses of your choice.
- 28) The variety of the activities and clubs you can join.
- 29) The difficulty of most required courses in your major.
- 30) The chance to get help in deciding what your major should be.
- 31) The chance to get acquainted with other students outside of class.
- 32) The availability of your advisor when you need him or her.
- 33) The chances to go out and have a good time.
- 34) The pressure to study.
- 35) The chance of getting a grade which reflects the effort you put into studying.
- 36) The quality of education students get here.
- 37) The number of A's and B's that are given to students.
- 38) The concern here for the comfort of students outside of classes.
- 39) The things you can do to have fun here.
- 40) The chance for students to develop their best abilities.
- 41) The chance of having a date here.
- 42) The chances of getting acquainted with the professors in your major area.
- 43) The chance to explore important ideas.
- 44) The usefulness of the material emphasized in the courses.
- 45) The chance of getting into the courses you want to take.
- 46) The size of the classes I'm required to take.
- 47) The amount of time you must spent studying.
- 48) The availability of comfortable places to lounge during the day.

- 49) The chances for students to get acquainted with each other.
- 50) The counseling that is provided for students here.
- 51) The help you get in choosing a vocation.
- 52) The chance to live where you want to.
- 53) The chance you have for a "fair break" if you work hard.
- 54) The friendliness of most faculty members.
- 55) The chances to meet people with the same interests as you have.
- 56) What you learn in relation to the amount of time you spend in school.
- 57) The choice of dates you have here.
- 58) The amount of study you have to do in order to qualify someday for a job you want.
- 59) The kinds of things you can do for fun without a lot of planning ahead.
- 60) The willingness of professors to talk with students outside of class time.
- 61) The places where you can go just to relax during the day.
- 62) The campus events that are provided for students here.
- 63) The practice you get in thinking and reasoning.
- 64) Your opportunity here to determine your own pattern of intellectual development.
- 65) The chance to participate in class discussions about the course material.
- 66) The activities that are provided to help you meet someone you might like to date.
- 67) The sequence of courses and prerequisites for your major.
- 68) The availability of quiet study areas for students.
- 69) The chance you have to substitute courses in your major when you think it is advisable.
- 70) The appropriateness of the requirements for your major.

Analysis of Data

The data, or dependent variables, were provided electronically by the Web-based software Qualtrics. A link to the Qualtrics-based survey that contained the SAMSAQ and CSSQ was provided to the participants on the corresponding information letter. Once collected, the 27-question SAMSAQ and 70-question CSSQ were analyzed through version 22 of the Statistical Package for the Social Sciences (SPSS). For the purposes of this study, male and female student athletes (gender) served as the independent variable while the balance score and total college satisfaction score served as the dependent variables.

For the SAMSAQ and CSSQ respectively, a corresponding number was used for each aspect of the five-point Likert scale as follows: SAMSAQ (strongly disagree = 1, disagree = 2, neither agree nor disagree = 3, agree = 4, strongly agree = 5) and CSSQ (very dissatisfied = 1, dissatisfied = 2, neutral = 3, satisfied = 4, very satisfied = 5). Per the recommendations of Althouse (2007), the sum of the athletic motivation scores were subtracted from the sum of the academic motivation scores to yield an overall balance score. A positive balance score reflects a motivational inclination toward academics while a negative balance score reflects a motivational inclination toward athletics. For the CSSQ, the sum of answers to the questionnaire reflected an overall college satisfaction score. Once the values of the corresponding questionnaires were collected, an independent samples t-test was used to determine the difference between male and female student athletes in terms of balance score and overall college satisfaction. Finally, a Pearson product-moment correlation was used to analyze the correlation between the balance student athletes exhibited toward sports and academics and their overall college satisfaction.

Summary

This chapter reiterated the purpose of the study, the research questions, and the settings and participants as the student athletes at a major Division I southern institution. Further, this chapter described the instrumentation – the SAMSAQ and CSSQ. This chapter concluded with an explanation of the analysis of data that was used. The data dictated that an independent sample t-test and Pearson product-moment correlation be used to determine the differences between male and female student athletes in balance score and overall college satisfaction score and the correlation that exists between the two.

Chapter 4

Findings

Chapter 1 introduced the purpose of the study, research questions, limitations, assumptions, and definition of terms. Chapter 2 reviewed the literature which considered the adult learner, the student athlete, academic and athletic motivation, and the instrumentation used in the study – the Student Athletes’ Motivation toward Sports and Academics Questionnaire (SAMSAQ) (Gaston, 2002) and the College Student Satisfaction Questionnaire (CSSQ) (Betz, Betz, & Menne, 1992). Chapter 3 addressed the purpose of the study, research questions, setting and participants, and the procedures. Chapter 4 focuses on the test of the hypothesis and the results of the data found regarding varsity student athletes and their academic motivation, athletic motivation, and overall college satisfaction.

Purpose of the Study

The purpose of this study was to acquire information about student athletes’ academic motivation, athletic motivation, and overall college satisfaction in relation to gender. Gaston’s (2002) Student Athletes’ Motivation toward Sports and Academics Questionnaire (SAMSAQ) was used to measure the student athletes’ motivation toward their two most prominent roles in college: academics and athletics. The College Student Satisfaction Questionnaire (CSSQ) Form D, developed by Betz, Betz, & Menne (1992) was used to measure the student athletes’ overall

satisfaction with their college experience. An academic athletic balance score (balance score), developed by Althouse (2007) was used to measure the difference between student athletes' academic and athletic motivation scores on the SAMSAQ. The balance score of each student athlete was compared with their CSSQ score to determine if there was a correlation between academic and athletic balance and the overall college satisfaction of the student athlete.

Research Questions

This study was an attempt to answer the following research questions:

- RQ1. What was the student athletes' overall academic motivation?
- RQ2. What was the student athletes' overall athletic motivation?
- RQ3. What was the student athletes' balance between academic and athletic motivation?
- RQ4. What was the student athletes' level of overall college satisfaction?
- RQ5. What was the correlation between the student athletes' academic-athletic balance and overall college satisfaction?

Results

The total participant sample consisted of 101 varsity student athletes from a major Division I, southern institution. Of the participant sample, 49 were male and 52 were female. Represented in the sample group were four team sports: baseball, women's soccer, softball, and volleyball, totaling 52 student athletes. The team sport group consisted of 19 (37%) males and 33 (63%) females. Also represented in the sample groups were five individual sports: men's

swimming and diving, women's swimming and diving, men's tennis, women's tennis, and women's track and field, totaling 49 student athletes. The individual sport group consisted of 30 (61%) men and 19 (39%). The participant sample contained at least one student athlete from each of the sports represented.

An independent samples t-test was conducted to undertake the research question of the student athletes' balance between academic and athletic motivation, as well as the research question pertaining to the student athletes' overall satisfaction with their college experience. T-test procedures are used to assess differences across groups based on means (Ross & Shannon, 2008). Therefore, for the purposes of the study the researcher designated the independent variable being measured as gender (male and female student athletes) and the dependent variables being measured as balance score and overall college satisfaction score. Table 4 shows the group statistics analyzed by gender in relation to academic/athletic balance score and total satisfaction as measured via the SAMSAQ portion of the questionnaire and the CSSQ portion of the questionnaire, respectively.

Table 4

Balance score and total satisfaction group statistics based on gender (men = 1, women = 2).

| Group Statistics | | | | | |
|-------------------|--------|----|--------|----------------|-----------------|
| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
| BalanceScore | 1 | 49 | -4.27 | 7.387 | 1.055 |
| | 2 | 52 | .54 | 7.078 | .982 |
| TotalSatisfaction | 1 | 49 | 271.31 | 28.716 | 4.102 |
| | 2 | 52 | 273.02 | 32.016 | 4.440 |

Based on the computations proposed by Althouse (2007) the balance score was operationalized as the difference between each participant's scores for the academic motivation and athletic motivation aspects of the SAMSAQ. The computation consisted of subtracting the athletic motivation score from the academic motivation score. A positive balance score indicates that the participants have higher levels of academic motivation compared to athletic motivation. A negative balance score indicates that the participants have higher levels of athletic motivation as compared to academic motivation. Additionally, the scale scores of the CSSQ which ultimately lead to a total satisfaction score are based on the sum of the 14 item responses for each scale. Ultimately, a total satisfaction score is derived by summing all 70 item responses. Based on the group statistics, male student athletes (n = 49) had a mean balance score of -4.27 and mean total satisfaction score of 271.31 whereas the female student athletes had a mean balance score of 0.54 and mean total satisfaction score of 273.02

Table 5 shows the results of the independent samples t-test conducted to analyze the statistical significance between the mean scores of the male and female student athletes as they relate to balance score and total satisfaction score.

Table 5

Independent samples t-test (balance score and total satisfaction score)

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| BalanceScore | Equal variances assumed | .128 | .721 | -3.337 | 99 | .001 | -4.804 | 1.439 | -7.660 | -1.948 |
| | Equal variances not assumed | | | -3.333 | 97.966 | .001 | -4.804 | 1.441 | -7.664 | -1.944 |
| TotalSatisfaction | Equal variances assumed | .038 | .847 | -.282 | 99 | .778 | -1.713 | 6.065 | -13.746 | 10.320 |
| | Equal variances not assumed | | | -.283 | 98.766 | .777 | -1.713 | 6.045 | -13.708 | 10.281 |

The results of the independent samples t-test demonstrate a statistically significant difference ($p = 0.001$) between the balance score of male and female student athletes. Although, the difference in overall college satisfaction between male and female student athletes failed to reach a level of statistical significance ($p = 0.778$).

The results of the independent samples t-test and the resulting means of the balance score and total college satisfaction and the correlation that exists between male and female student athletes were analyzed via Pearson's product-moment correlation to determine the relationship between the scores of both scales contained in the questionnaire. According to Ross & Shannon (2008) the correlation between two variables assesses how well the variables correspond in terms of high and low values. A correlation is considered a descriptive statistic and a measure of the strength of association between the two variables. According to Thorne & Slane (1997) correlation literally refers to the co-relationship between variables and is a term used to define the degree of relationship between two or more variables. The degree of relationship between two variables may assume an infinite number of values ranging from -1.0 to +1.0. It is customary to speak of three difference classes of correlation: positive, negative, and zero. Correlations between 0 and +1.0 are called positive, and correlations between 0 and -1.0 are called negative. The closer the value of the correlation is to +1.0, the greater is the correlation. If the value of the correlation is close to 0, in either a positive or a negative direction, the probability exists of dealing with an example of zero correlation (Thorne & Slane, 1997). Therefore, the researcher used a Pearson product-moment correlation coefficient to determine the relationship between balance score and total college satisfaction score of male and female student athletes. Table 6 shows the correlation between the balance score and total satisfaction score of the student athletes.

Table 6

Correlation between balance score and total satisfaction score.

| Correlations | | | |
|-------------------|---------------------|--------------|-------------------|
| | | BalanceScore | TotalSatisfaction |
| BalanceScore | Pearson Correlation | 1 | .127 |
| | Sig. (2-tailed) | | .205 |
| | N | 101 | 101 |
| TotalSatisfaction | Pearson Correlation | .127 | 1 |
| | Sig. (2-tailed) | .205 | |
| | N | 101 | 101 |

Test of the Hypothesis

The study was an attempt to answer the following research questions based on the hypotheses:

1. What is the student athletes' overall athletic motivation? The hypothesis declared that significant differences would exist between male and female student athletes in their inclination toward athletic motivation. Table 7 shows that statistically significant differences were found when gender was compared on the basis of athletic motivation $t(99) = 2.101$, $p = .038$.

Table 7

Relationship between gender and athletic motivation (men = 1, women = 2)

| Group Statistics | | | | | |
|--------------------|---|----|-------|----------------|-----------------|
| Gender | | N | Mean | Std. Deviation | Std. Error Mean |
| AthleticMotivation | 1 | 49 | 54.12 | 6.183 | .883 |
| | 2 | 52 | 51.56 | 6.079 | .843 |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|-------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| AthleticMotivation | Equal variances assumed | .000 | .992 | 2.101 | 99 | .038 | 2.565 | 1.220 | .143 | 4.986 |
| | Equal variances not assumed | | | 2.100 | 98.416 | .038 | 2.565 | 1.221 | .142 | 4.988 |

2. What is the student athletes' overall academic motivation? The hypothesis declared that significant differences would exist between male and female student athletes in their inclination toward academic motivation. Table 8 shows that statistically significant differences were found when gender was compared on the basis of academic motivation $t(99) = -3.190$, $p = 0.002$.

Table 8

Relationship between gender and academic motivation (men = 1, women = 2)

| Group Statistics | | | | | |
|--------------------|---|----|-------|----------------|-----------------|
| Gender | | N | Mean | Std. Deviation | Std. Error Mean |
| AcademicMotivation | 1 | 49 | 49.86 | 3.559 | .508 |
| | 2 | 52 | 52.10 | 3.494 | .484 |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|-------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| AcademicMotivation | Equal variances assumed | .012 | .913 | -3.190 | 99 | .002 | -2.239 | .702 | -3.632 | -.846 |
| | Equal variances not assumed | | | -3.188 | 98.393 | .002 | -2.239 | .702 | -3.633 | -.845 |

3. What is the student athletes' balance between athletic and academic motivation? The hypothesis declared that significant differences would exist between male and female student athletes in their academic-athletic balance. Table 9 shows that statistically significant differences were found when gender was compared on the basis of academic motivation $t(99) = -3.337$, $p = 0.001$.

Table 9

The relationship between gender and balance score (men = 1, women = 2).

| Group Statistics | | | | | | | | | | |
|------------------|---|----|-------|----------------|-----------------|--|--|--|--|--|
| Gender | | N | Mean | Std. Deviation | Std. Error Mean | | | | | |
| BalanceScore | 1 | 49 | -4.27 | 7.387 | 1.055 | | | | | |
| | 2 | 52 | .54 | 7.078 | .982 | | | | | |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| BalanceScore | Equal variances assumed | .128 | .721 | -3.337 | 99 | .001 | -4.804 | 1.439 | -7.660 | -1.948 |
| | Equal variances not assumed | | | -3.333 | 97.966 | .001 | -4.804 | 1.441 | -7.664 | -1.944 |

4. What is the student athletes' overall satisfaction with their college experience? The hypothesis declared that significant differences would exist between male and female student athletes in their overall satisfaction with their college experience. Table 10 shows that no significant differences were found when gender was compared on the basis of overall college satisfaction $t(99) = -0.282$, $p = 0.778$.

Table 10

The relationship between gender and overall college satisfaction (men = 1, women = 2)

| Group Statistics | | | | | | | | | | |
|-------------------|---|----|--------|----------------|-----------------|--|--|--|--|--|
| Gender | | N | Mean | Std. Deviation | Std. Error Mean | | | | | |
| TotalSatisfaction | 1 | 49 | 271.31 | 28.716 | 4.102 | | | | | |
| | 2 | 52 | 273.02 | 32.016 | 4.440 | | | | | |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| TotalSatisfaction | Equal variances assumed | .038 | .847 | -.282 | 99 | .778 | -1.713 | 6.065 | -13.746 | 10.320 |
| | Equal variances not assumed | | | -.283 | 98.766 | .777 | -1.713 | 6.045 | -13.708 | 10.281 |

5. What is the relationship between the student athletes' motivational balance and overall satisfaction with their college experience? The hypothesis declared that significant differences would exist between male and female student athletes' motivational balance and overall college satisfaction. Table 11 shows that no significant correlation exists between motivational balance and overall college satisfaction $r(99) = 0.127$, $p = 0.205$.

Table 11

The correlation between balance score and overall college satisfaction

| Correlations | | | |
|-------------------|---------------------|--------------|-------------------|
| | | BalanceScore | TotalSatisfaction |
| BalanceScore | Pearson Correlation | 1 | .127 |
| | Sig. (2-tailed) | | .205 |
| | N | 101 | 101 |
| TotalSatisfaction | Pearson Correlation | .127 | 1 |
| | Sig. (2-tailed) | .205 | |
| | N | 101 | 101 |

Summary

An independent samples t-test was conducted in an effort to determine the difference in means between male and female student athletes on the following variables: academic motivation, athletic motivation, balance score, and overall college satisfaction. The results indicated significant differences exist between the mean values of the questionnaire items relating to academic motivation ($p = 0.002$), athletic motivation ($p = 0.038$), and balance score ($p = 0.001$). However, no significant differences exist between the levels of overall college satisfaction ($p = 0.778$), and there was no correlation between the balance score and overall levels of college satisfaction ($p = 0.205$). Overall, the resulting tests of the hypothesis indicate

the following: male student athletes have a significantly greater inclination toward athletic motivation, whereas female student athletes have a significantly greater inclination toward academic motivation. Simply put, in the motivational paradigm between academics and athletics, male student athletes were shown to have a shift toward athletics, whereas female student athletes were shown to have a shift toward academics. In terms of overall college satisfaction, there was no difference between male and female student athletes. Finally, the correlation between balance and overall satisfaction failed to yield a statistically significant difference between male and female student athletes. In conclusion, even though male student athletes exhibit a motivational shift toward athletics and female student athletes exhibit a motivation shift toward academics, neither of those variables seem to have an effect on how the male and female student athletes perceive their overall college satisfaction.

Chapter 5

Findings and Conclusions, Discussion, Implications, and Recommendations for Future Research

Chapter 1 introduced the purpose of the study, research questions, limitations, assumptions, and definition of terms. Chapter 2 reviewed the literature which considered the adult learner, the student athlete, academic and athletic motivation, and the instrumentation used in the study – the Student Athletes’ Motivation toward Sports and Academics Questionnaire (SAMSAQ) (Gaston, 2002) and the College Student Satisfaction Questionnaire (CSSQ) (Betz, Betz, & Menne, 1992). Chapter 3 addressed the purpose of the study, research questions, setting and participants, and the procedures. Chapter 4 focused on the test of the hypothesis and the results of the data found regarding varsity student athletes and their academic motivation, athletic motivation, and overall college satisfaction. This chapter provides the findings, conclusions, discussion, implications, and recommendations for future research.

Purpose of the Study

The purpose of this study was to acquire information about student athletes’ academic motivation, athletic motivation, and overall college satisfaction in relation to gender. Gaston’s (2002) Student Athletes’ Motivation toward Sports and Academics Questionnaire (SAMSAQ) was used to measure the student athletes’ motivation toward their two most prominent roles in college: academics and athletics. The College Student Satisfaction Questionnaire (CSSQ) Form

D, developed by Betz, Betz, & Menne (1992) was used to measure the student athletes' overall satisfaction with their college experience. An academic athletic balance score (balance score), developed by Althouse (2007) was used to measure the difference between student athletes' academic and athletic motivation scores on the SAMSAQ. The balance score of each student athlete was compared with their CSSQ score to determine if there was a correlation between academic and athletic balance and the overall college satisfaction of the student athlete.

Research Questions

This study was an attempt to answer the following research questions:

- RQ1. What was the student athletes' overall academic motivation?
- RQ2. What was the student athletes' overall athletic motivation?
- RQ3. What was the student athletes' balance between academic and athletic motivation?
- RQ4. What was the student athletes' level of overall college satisfaction?
- RQ5. What was the correlation between the student athletes' academic-athletic balance and overall college satisfaction?

Summary

The purpose of the study was accomplished as the information about college student athletes' balance between academic motivation and athletic motivation and the relationship it has with their overall college experience was obtained and analyzed. The participants were varsity student athletes from a major Division I, southern institution. There were nine sports represented

(baseball, women's soccer, softball, men's swimming and diving, women's swimming and diving, men's tennis, women's tennis, women's track and field, and volleyball) with 102 total participants. The student athletes completed an online version of the two previously established surveys (SAMSAQ and CSSQ) at their own convenience during a six month time period (May, 2013 – October, 2013). All of the data collected were coded by sport participation and gender with no other identifying information.

An independent samples t-test was performed to determine the effect of dependent variables (balance score and overall college satisfaction score) on the one independent variable (gender). A Pearson product-moment correlation was used to analyze the correlation between the student athletes' balance score and overall college satisfaction score. The surveys were completed and the data were stored by the Web-based software Qualtrics. Additionally, all data were analyzed via version 22 of the Statistical Package for the Social Sciences (SPSS).

The study revealed multiple significant differences between male and female student athletes in regards to academic motivation, athletic motivation, and balance score. The results failed to reveal significant differences between male and female student athletes and the correlation between balance score and overall college satisfaction.

Findings and Conclusions

This study investigated the relationship between the motivational balance between academics and athletics, as well as overall college satisfaction between male and female student athletes. Gaston's (2002) SAMSAQ was chosen for this study due its relevance, applicability, and ease of delivery. Althouse's (2007) balance score was chosen to analyze Gaston's (2002)

SAMSAQ due to its unique nature and statistical purpose. Also, to the best knowledge of the researcher, this is the first study that utilized the aforementioned balance score (Althouse, 2007). Betz, Betz, and Menne's (1992) CSSQ Form D was used to measure overall college satisfaction due to its ability to measure college student satisfaction across multiple scales (working conditions, compensation, quality of education, social life, and recognition). With Gaston's (2002) SAMSAQ measured via Althouse's (2007) balance score and overall college satisfaction measured via Betz, et al. (1992) CSSQ, a correlation could be examined between college student athletes' academic-athletic balance and overall college satisfaction.

The hypothesis was made that male student athletes would exhibit a lower balance score, meaning they would show more of an inclination toward athletics than academics and female student athletes would exhibit a higher balance score, meaning they would show more of an inclination toward academics than athletics. Additionally, the hypothesis was made that an equalized balance score would lead to higher levels of overall college satisfaction, meaning that student athletes who exhibit high levels of one domain over the other (athletic vs. academic, or academic vs. athletic) would not yield high levels of overall college satisfaction.

The results of the SAMSAQ (Gaston, 2002) via balance score (Althouse, 2007) found the following: male student athletes were significantly more athletically motivated than female student athletes. Female student athletes were significantly more academically motivated than male student athletes. Finally, significant differences existed between the balance score of male and female student athletes, with male student athletes exhibiting a motivational inclination toward athletics, whereas female student athletes exhibited a motivational inclination toward academics. The results of the CSSQ (Betz, et al. 1992) found no significant differences in overall college satisfaction between male and female student athletes. Finally, there were no

significant differences in the correlation between balance score and overall college satisfaction between male and female student athletes. Therefore, even though male student athletes were more athletically motivated than female student athletes, and female student athletes were more academically motivated than male student athletes, and female student athletes had a significantly higher balance score – there were no significant differences that existed between male and female student athletes in levels overall college satisfaction, and the correlation between balance score and overall college satisfaction failed to reach statistically significant levels of difference.

Discussion

The review of the literature discussed in Chapter 2 established that some college student athletes, because of their dual roles, may be more athletically motivated in order to succeed in their athletic endeavors, whereas some student athletes may be more academically in order to succeed in their academic endeavors. As a whole, most student athletes are highly motivated to succeed in athletics because they were selected to participate in a collegiate sport. However, due to a number of reasons many student athletes seem to lack the same level of motivation for toward classroom based activities. The review of the literature discussed in Chapter 2 also established that revenue student athletes (football and men's basketball) seemed less willing to be academically motivated than their non-revenue (those who played sports other than football and men's basketball) counterparts. The review of the literature discussed in Chapter 2 also established that within the non-revenue student athlete realm, female student athletes have shown to exhibit higher levels of academic and scholastic aptitude than their male counterparts. A limitation to this study is that none of the participants were from revenue sports. However, since

the results of this study were contained to gender, the results of the study can be readily applied to the existing literature regarding male and female athletes that participate in non-revenue sports.

Implications

As discussed previously in Chapter 2, and as early as the mid-1980's, Adler and Adler (1985) described how college student athletes progress from an early phase of idealism about their academic experience to an eventual state of detachment throughout their academic experience. Academic aptitudes, skills, and expectations eventually diminish, causing even the most motivated student athletes to lose a sense of interest and effort. Even though this study did not show a significant difference in overall college satisfaction when male and female student athletes were compared by academic-athletic balance, the results of the study clearly demonstrate that male student athletes were significantly more motivated toward their athletic role, whereas their female counterparts were more motivated toward their academic role. Therefore, the balance between male and female student athletes is clearly weighted toward athletics for men and academics for women. When compared to the early findings from Adler and Adler (1985) the gap that exists between academic abilities and the universities expectations can ultimately bring on feelings of failure, frustration, and alienation for the student athlete and lead to a gradual withdrawal from their commitment to academics.

Wolverton (2008) as cited in Gaston Gayles and Hu (2009) mentions that student athletes at Division I institutions spend well over 40 hours per week on athletic related activities. With that much time spend on athletic activities, there is little time left over to devote to other academically and educationally purposeful activities. It is the time constraint faced on student

athletes that could potentially force them to miss out on the learning that takes place from interacting with peers and engaging in the other educational activities outside of the classroom and field (Gaston & Hu, 2009). Based on the sentiments of Wolverton (2008) and Gaston Gayles and Hu (2009) it is important to reiterate the findings of this study which showed that male student athletes were shown to have a significant balance shift toward athletics when compared to academics. It is that athletic shift, or inclination toward their sporting endeavors and away from their academic responsibilities that could potentially lead to a detriment in the overall college satisfaction of the student athletes.

There are a number of variables, most, if not all of which have been mentioned in previous chapters that lend themselves to the overall college experience of the student athlete. Student athletes are forced to deal with many of the same responsibilities as non-student athletes that include, but are not limited to the following: physical, intellectual, emotional, social, spiritual, etc. However, the student athlete has one major responsibility that has been shown in previous research to potentially overshadow and their other commitments, and that is their athletic responsibility. When too much attention is paid to one area it is only natural to assume that it could come at the expense of another area and the possibility exists for other areas to diminish.

The purpose of this study was to examine the academic motivation, athletic motivation, academic-athletic balance, overall college satisfaction, and the relationship that exists between them in regards to male and female college student athletes. The results of this study are in agreement with previous research regarding male and female student athletes that compete in non-revenue sports. However, even though the overall college satisfaction of the student athletes was unaffected by their balance between academics and athletics it is important to recognize the

previous research, much of which was mentioned in previous chapters, that demonstrates the possibilities of over emphasizing one area or responsibility over another.

Recommendations for Future Research

Gaston Gayles & Hu (2009) stated that “finding the proper balance between intercollegiate athletics and the goals of higher education so that student athletes experience positive gains in student learning and personal development has been an enigma unsolved by institutions of higher education” (p. 315). It was the purpose of this study to examine the how the balance that males and females exhibit toward academics and athletics affects their overall college satisfaction. As mentioned previously, even though this study was in agreement with previous studies in regards to male and female student athlete academic and athletic motivation, this study failed to recognize any significant differences in levels of overall college satisfaction, even though the balance between academics and athletics was significantly difference between men and women.

Therefore, a recommendation for future research is to carry out a similar study that analyzes the differences between sport participation, including both revenue and non-revenue sports. As mentioned previously, a limitation to this study was that none of the participants competed in revenue sports. Therefore, the differences academic-athletic balance and overall college satisfaction were analyzed by gender given the fact that previous research has lumped student athletes into revenue or non-revenue groups.

Watt and Moore (2001) mention that college sports have become increasingly important in our society since the 1930's. Due to media coverage of major college sports, colleges and

universities have turned athletic programs into big business. The attention drawn to colleges and universities are dependent upon televised college sports events, which can lead to an increase in enrollment and improve the overall image of the university. Therefore, it is common knowledge that the success of athletic departments, especially at major Division I colleges and universities is of utmost importance. Therefore, another recommendation for future research includes the replication of this study, analyzing the academic-athletic balance of student athletes and the relationship between overall college satisfaction, but at a smaller college or university. It would be interesting to see if there was a difference in the results of major Division I colleges and universities and a smaller institution in which media coverage and attention is not as substantial.

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Appendix 1

IRB Approval Forms (Copy)

Dear Mr. Gatlin,

Your protocol entitled "The Effect of Student Athlete Academic and Athletic Motivation on Overall College Satisfaction " has received approval as "Expedited " under federal regulation 45 CFR 46.110(7).

Official notice:

This e-mail serves as official notice that your protocol has been approved. A formal approval letter will not be sent unless you notify us that you need one. By accepting this approval, you also accept your responsibilities associated with this approval.

Details of your responsibilities are attached. Please print and retain.

Consent document:

Your approved, stamped consent document(s) will soon be sent by campus mail.

Please note that *you may not begin your research that involves human subjects until you receive the document(s)* with an IRB approval stamp applied. You must use copies of that/those document(s) when you consent participants, and provide a copy (signed or unsigned) for them to keep.

Expiration:

Your protocol **will expire on February 14, 2014**. Put that date on your calendar now. About three weeks before that time you will need to submit a final report or renewal request.

If you have any questions, please let us know.

Best wishes for success with your research!

IRB / Office of Research Compliance

115 Ramsay Hall (basement)

Auburn University, AL 36849

(334) 844-5966

irbadmin@auburn.edu *(for general queries)*

irbsubmit@auburn.edu *(for protocol submissions)*

Dear Mr. Gatlin,

Your request for renewal of your protocol entitled " The Effect of Student Athlete Academic and Athletic Motivation on Overall College Satisfaction " has been approved, continuing as "Expedited" under federal regulation 45 CFR 46.110(7).

Official notice:

This e-mail serves as official notice that your protocol has been renewed. A formal approval letter will not be sent unless you notify us that you need one. By accepting this approval, you also acknowledge your responsibilities associated with this approval.

Details of your responsibilities are attached. Please print and retain.

Consents:

Since you do not have to wait to for the return of any consent documents, please continue to conduct your study at your convenience.

Expiration:

Your protocol **will now expire on February 14, 2015**. Put that date on your calendar now. About three weeks before that time you will need to submit a final report or renewal request.

If you have any questions or concerns, please let us

know. Best wishes for success with your research! Susan

IRB / Office of Research Compliance

115 Ramsay Hall,

basement 334-844-5966 irbadmin@auburn.edu

(for general queries)

irbsubmit@auburn.edu (for protocol submissions)

fax: 334-844-4391

Appendix 2

Site Permission

April 16, 2013

Institutional Review Board
c/o Office of Human Subjects Research
307 Samford Hall
Auburn University, AL 36849

Dear IRB Members,


After reviewing the proposed study, "The Effect of Student Athlete Academic and Athletic Motivation on Overall College Satisfaction", presented by Michael Gatlin, an Auburn University graduate student, I have granted authorization for student athletes to be recruited from the following facilities: Auburn Arena Weight Room, Beard Eaves Memorial Coliseum Weight Room, James T. Tatum Jr. Strength and Conditioning Center, and Plainsman Park Strength and Rehabilitation Center.

The purpose of the study is to determine if the balance that student athletes exhibit between academics and athletics has an effect on their overall college satisfaction. Michael Gatlin will conduct the following activities in the above locations: Place an informational poster seeking volunteers for the research study, and provide a link to the internet web address of two online questionnaires for those individuals who wish to participate. It is understood that this project will end no later than May 31, 2013.

To ensure that the student athletes are protected, Michael Gatlin has agreed to provide to me a copy of any Auburn University IRB-approved, stamped consent document before he recruits participants in the above-listed location. To eliminate any risk of coercion, the student athletes will only be presented with the opportunity to volunteer for the study via the information letter containing the link to the respective online surveys. Michael Gatlin has agreed to provide a copy of his study results, in aggregate, to our department.

If the IRB has any concerns about the permission being granted by this letter, please contact me at the phone number or e-mail address listed.

Sincerely,



Kirk Sampson
Associate AD/Communications
Auburn Athletics

February 1, 2013

Institutional Review Board
c/o Office of Human Subjects Research
307 Samford Hall
Auburn University, AL 36849

Dear IRB Members,

After reviewing the proposed study, "The Effect of Student Athlete Academic and Athletic Motivation on Overall College Satisfaction", presented by Michael Gatlin, an Auburn University graduate student, I have granted authorization for student athletes to be recruited from the following facilities: Auburn Arena Weight Room, Beard Eaves Memorial Coliseum Weight Room, James T. Tatum Jr. Strength and Conditioning Center, and Plainsman Park Strength and Rehabilitation Center.

The purpose of the study is to determine if the balance that student athletes exhibit between academics and athletics has an effect on their overall college satisfaction. Michael Gatlin will conduct the following activities in the above locations: Place an informational poster seeking volunteers for the research study, and provide a link to the internet web address of two online questionnaires for those individuals who wish to participate. It is understood that this project will end no later than April 1, 2013.

To ensure that the student athletes are protected, Michael Gatlin has agreed to provide to me a copy of any Auburn University IRB-approved, stamped consent document before he recruits participants in the above-listed location. To eliminate any risk of coercion, the student athletes will only be presented with a link to the surveys through their respective strength and conditioning coach if they inquire about the informational poster. Michael Gatlin has agreed to provide a copy of his study results, in aggregate, to our department.

If the IRB has any concerns about the permission being granted by this letter, please contact me at the phone number or e-mail address listed.

Sincerely,



Bryan Karkoska,
Olympic Sports Strength and Conditioning Coach
334-844-9721
pk@auburn.edu

Appendix 3

Information Letter



EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY



INFORMATION LETTER

For a Research Study entitled

"The Effect of Student Athlete Academic and Athletic Motivation on Overall College Satisfaction"

You are invited to participate in a research study to determine how the academic and athletic motivation of student athletes affects their overall college satisfaction. The study is being conducted by Michael Gaffin, graduate student, under the direction of Dr. James E. Witte, Professor, in the Auburn University Department of Educational Foundations, Leadership, and Technology. You were selected as a possible participant because you are a current student athlete at Auburn University and are age 19 or older.

What will be involved if you participate? If you decide to participate in the research study, you will be asked to fill out two web-based surveys measuring academic motivation, athletic motivation, and overall college satisfaction. Your total time commitment will be approximately 15 minutes.

Are there any risks or discomforts? There are no risks or discomforts associated with this participation in the study.

Are there any benefits to yourself or others? There are no direct benefits to participants in the study.

Will you receive compensation for participating? There are no forms of compensation for participation in the study.

Are there any costs? There are no costs associated with participation in the study.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership, and Technology.

Your privacy will be protected. Any data obtained in connection with this study will remain anonymous. We will protect your privacy and the data you provide by not asking any identifying information such as your name or address. Additionally, no information will be made by the researcher to identify participants through their responses. Information collected through your participation may be used for a doctoral dissertation, publication, and presentation.

If you have questions about this study, please ask them now or contact Michael Gatlin at 810-348-0456 or mjg0021@auburn.edu

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubject@auburn.edu or IRBChair@auburn.edu.

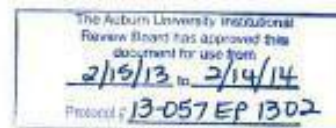
HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Michael Gatlin 4/23/13
Investigator's signature Date

Michael Gatlin
Print Name

SURVEY LINK

https://auburnoir.qualtrics.com/SE/?SID=SV_9Qq7vsgQbo3tY8J



Appendix 4

Permission for Survey Use

Dr. Gayles,

My name is Michael Gatlin and I am currently a doctoral student at Auburn University. I am working on a dissertation that is tentatively titled "The Effect of Student Athlete Academic and Athletic Motivation on Overall College Satisfaction" - and the reason that I am e-mailing you is to inquire about the possibility of using your instrument, the Student Athletes' Motivation toward Sports and Academics Questionnaire (SAMSAQ) to conduct my research? Your instrument would help me tremendously in my effort to gain a greater understanding of the academic and athletic motivation of the student athletes here at Auburn University, and if it is acceptable to you, I would really appreciate the opportunity to distribute your survey. Additionally, if it meets your approval, I will be more than happy to share all of the findings with you.

Thank you very much for your time, and I look forward to hearing from you.

Michael Gatlin

Hi Michael,

Thanks for your note and interest in my scale. You have my permission to use the SAMSAQ for your research under the condition that you provide an executive summary of your findings.

Best of luck to you!

Dr. Gayles

"war
eagle!"

Dr. Betz,

My name is Michael Gatlin and I am currently a doctoral student at Auburn University. I am working on a dissertation that is tentatively titled "The Effect of Student Athlete Academic and Athletic Motivation on Overall College Satisfaction" - and the reason that I am e-mailing you is to inquire about the possibility of using your instrument, the College Student Satisfaction Questionnaire - Form D - 1989 Revision to conduct my research? Your instrument would help me tremendously in my effort to gain a greater understanding of how the academic and athletic motivation of the student athletes here at Auburn University have an impact on their overall college satisfaction. If it is acceptable to you, I would really appreciate the opportunity to distribute the your surveys? Additionally, if it meets your approval, I will be more than happy to share all of the findings with you.

Thank you very much for your time, and I look forward to hearing from you.

Michael Gatlin

Hi so nice to hear from you. Use the scale as you wish!!
Sorry for the delay—have been dealing with a family death.
Yes I would love to see your results!~!
Best, Nancy Betz

Nancy E. Betz, Professor
Emeritus Department of
Psychology
The Ohio State University
Columbus OH 43210
614-847-0517 Home
614-579-2453 cell
betz.3@osu.edu

Appendix 5

Survey Instruments

The Effect of Student Athlete Academic and Athletic Motivation on Overall College

Satisfaction D1 What varsity sport do you participate in?

D2 What is your gender/sex?

- ☐ Male (1)
- ☐ Female (2)

SAMSAQ1 I am confident that I can achieve a high grade point average this year (3.0 or above).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ2 Achieving a high level of performance in my sport is an important goal for me this year.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ3 It is important to me to learn what is taught in my courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ4 I am willing to put in the time to earn excellent grades in my courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ5 The most important reason why I am in school is to play my sport.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ7 I will be able to use what is taught in my courses in different aspects of my life outside of school.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ8 I chose to play my sport because it is something I am interested in as a career.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ9 I have some doubt about my ability to be a star athlete on my team.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ10 I chose (or will choose) my major because it is something I am interested in as a career.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ11 Earning a high grade point average (3.0 or above) is not an important goal for me this year.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ12 It is important to me to learn the skills and strategies taught by my coaches.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ13 It is important for me to do better than other athletes in my sport.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ14 The time I spend engaged in my sport is enjoyable to me.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ15 It is worth the effort to be an exceptional athlete in my sport.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ17 I get more satisfaction from earning an "A" in a course toward my major than winning a game in my sport.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ18 During the years I compete in my sport, completing a college degree is not a goal for me.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ19 I am confident that I can be a star performer on my team this year.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ20 My goal is to make it to the professional level or the Olympics in my sport.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ21 I have some doubt about my ability to earn high grades in some of my courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ22 I am confident that I can make it to an elite level in my sport (professional/Olympics).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ23 I am confident that I can earn a college degree.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ25 I get more satisfaction from winning a game in my sport than from getting an "A" in a course toward my major.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ26 It is not important for me to perform better than other students in my courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ27 I am willing to put in the time to be outstanding in my sport.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ28 The content of most of my courses is interesting to me.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ29 The most important reason why I am in school is to earn a degree.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

SAMSAQ30 It is not worth the effort to earn excellent grades in my courses.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

College Student Satisfaction Questionnaire

CSSQ1 The opportunity to make close friends here.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ2 The amount of work required in most classes.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ3 The way professors talk to you when you ask for help.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ4 The support I get from professors for my educational goals.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ5 The amount of study it takes to get a passing grade.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ6 The chances of affording a comfortable place to live.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ7 The chance you have of doing well if you work hard.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ8 The amount of personal attention students get from professors.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ9 The chance "to be heard" when you have a complaint about a grade.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ10 The friendliness of most students.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ11 The help that you can get when you have personal problems.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ12 The availability of good places to live near the campus.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ13 The ability of advisors in helping students develop their course plans.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ14 The cleanliness of the housing that is available for students here.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ15 The chance to take courses that fulfill your goals for personal growth.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ16 The kinds of things that determine your grade.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ17 The preparation students are getting for their future careers.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ18 The chance to have privacy when you want it.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ19 The chance to work on projects with other students.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ20 Professors' expectations as to the amount that students should study.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ21 The availability of good places to study.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ22 The fairness of most professors in assigning grades.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ23 The interest that professors take in the progress of their students.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ24 The places provided for students to relax between classes.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ25 The social events that are provided for students here.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ26 Professors' concern for students' needs and interests

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ27 The chance to get scheduled into the courses of your choice.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ28 The variety of the activities and clubs you can join.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ29 The difficulty of most required courses in your major.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ30 The chance to get help in deciding what your major should be.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ31 The chance to get acquainted with other students outside of class.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ32 The availability of your advisor when you need him or her.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ33 The chances to go out and have a good time.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ34 The pressure to study.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ35 The chance of getting a grade which reflects the effort you put into studying.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ36 The quality of education students get here.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ37 The number of A's and B's that are given to students.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ38 The concern here for the comfort of students outside of classes.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ39 The things you can do to have fun here.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ40 The chance for students to develop their best abilities.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ41 The chance of having a date here.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ42 The chances of getting acquainted with the professors in your major area.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ43 The chance to explore important ideas.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ44 The usefulness of the material emphasized in the courses.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ45 The chance of getting into the courses you want to take.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ46 The size of the classes I'm required to take.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ47 The amount of time you must spent studying.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ48 The availability of comfortable places to lounge during the day.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ49 The chances for students to get acquainted with each other.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ50 The counseling that is provided for students here.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ51 The help you get in choosing a vocation.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ52 The chance to live where you want to.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ53 The chance you have for a "fair break" if you work hard.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ54 The friendliness of most faculty members.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ55 The chances to meet people with the same interests as you have.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ56 What you learn in relation to the amount of time you spend in school.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ57 The choice of dates you have here.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ58 The amount of study you have to do in order to qualify someday for a job you want.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ59 The kinds of things you can do for fun without a lot of planning ahead.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ60 The willingness of professors to talk with students outside of class time.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ61 The places where you can go just to relax during the day.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ62 The campus events that are provided for students here.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ63 The practice you get in thinking and reasoning.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ64 Your opportunity here to determine your own pattern of intellectual development.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ65 The chance to participate in class discussions about the course material.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ66 The activities that are provided to help you meet someone you might like to date.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ67 The sequence of courses and prerequisites for your major.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ68 The availability of quiet study areas for students.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ69 The chance you have to substitute courses in your major when you think it is advisable.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)

CSSQ70 The appropriateness of the requirements for your major.

- ☐ Very Dissatisfied (1)
- ☐ Dissatisfied (2)
- ☐ Neutral (3)
- ☐ Satisfied (4)
- ☐ Very Satisfied (5)