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I Skate Therefore I Am: Athletic Identity Amongst Collegiate Level Hockey Players

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I Skate Therefore I Am: Athletic Identity Amongst Collegiate Level Hockey Players

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ABSTRACT

This study explores athletic identity among men's, women's and sled hockey athletes and whether or not there is significant differences between the groups. An exploratory study was done that consisted of a quantitative survey that utilized the Athletic Identity Measurement Scale, better known as the AIMS, in order to look in to the three types of athlete's identity (Brewer, Van Raalte, & Linder, 1993). A snowball sample was used to garner participants from men's, women's and sled hockey teams from a moderately sized New England College, for the survey. There were 7 responses from each team, a total of 21 athletes participating. The aforementioned AIMS, was used to determine if there was significant difference with how the three types of athletes identified. The researchers found that there was significant difference in three areas: 1) athlete has many goals related to hockey 2) others seeing them as an athlete, and 3) the importance of others seeing them as an athlete. There was near significance in the AIMS Sum.

Keywords: Athletic Identity, Sport Specialization, Men's Hockey, Women's Hockey, Sled Hockey, Athletic Identity Measurement Scale (AIMS)

CHAPTER I: INTRODUCTION

Throughout their life most athletes will gain some sense of an athletic identity, but the strength of that identity depends on multiple factors. Athletic identity has been identified as “the degree of strength and exclusivity to which a person identifies with the athletic role” (Brewer, Van Raalte, & Linder, 1993). One such factor that can have an effect on athletic identity and its exclusivity is sport specialization. Sport specialization is defined as choosing to play one sport at the exclusion of all others (LaPrade, 2016).

One of the many controversies surrounding sport specialization is that it prevents athletes from gaining an understanding of the world outside of their sport and they narrowly focus their efforts around that specific sport, thus focusing their identity around that sport (Gould, 2010; Murphy, Petitpas, & Brewer, 1996). Such dedication to one sport can result in difficulties adjusting to life outside that sport (Gould, 2010; Post, Thein-Nissenbaum, Stiffler, Brooks, & Bell, 2017). A significant body of research examines the multidimensional nature of athletic identity in athletes in high school and college as well as in athletes with disabilities.

It is common to associate collegiate varsity athletes with having a strong athletic identity, in fact research has been done to determine if this hypothesis is true, however fewer studies have looked in to how athletes with disabilities identify. This limited body of knowledge has focused on athletic identity of wheelchair rugby players and competitive swimmers with disabilities (Nagata, 2014; Martin, Eklund, Mushett, 1997). Both studies used the Athletic Identity Measurement Scale, known more commonly as the AIMS in order to look in to this. The AIMS was developed by Brewer and his colleagues and has been used in multiple research studies looking into the athletic identity of all types of athletes.

Statement of the Problem

As of 2015-16, the National Collegiate Athletic Association had 60 ice hockey teams in Division I. According to a survey by Harris Interactive (2014), hockey is the 6th most popular sport in the United States and there are a high number of participants who choose to specialize early on in their life.

As is common, one's identity evolves as they develop, and this is especially true for an athlete. Through athletics, individuals often find that their social role starts to be that of "athlete" and this is particularly true for those who specialize in their sport early on in life. Research suggests that individuals who focus on one sport early on in life have a harder time adjusting to life outside of that sport setting (Gould, 2010). Research suggests that competitive athletes handle the adjustment from the competitive world of sports to the professional world of standard jobs. Murphy, Petitpas, & Brewer examined how identity, not athletic identity specifically, has changed following the end of an athlete's career (1996).

The purpose of this study was to better understand the differences in athletic identity between male, female, and sled hockey players at the collegiate level or equivalent

Research Question

Are the significant differences in athletic identity (AIMS) based on the type of hockey played (men's, women's, and sled)?

Definition of Terms

Athletic Identity: The degree of importance, strength and exclusivity attached to the athletic role that is maintained by the athlete and influenced by their environment. This variable will be measured using the Athletic Identity Measurement Scale.

Identity Foreclosure: A stage of self-identity discovery in which an individual has an identity but has not explored other options or ideas.

Ice Hockey: A fast contact sport played on an ice rink between two teams of six skaters, who attempt to drive a small rubber disk (puck) into the opposing goal with hooked or angled sticks.

Sled Hockey: A sport designed to allow participants with a range of physical disabilities to play the game of ice hockey. Participants are seated on a sled and have use of two sticks to move around the ice. The rules are the same as typical ice hockey except for the previously mentioned equipment variation.

Intercollegiate Athlete: A participant of a sport played at the collegiate level for which eligibility requirements for participation by the student athlete are established by a national association for the promotion or regulation of collegiate athletics.

Delimitations

- Participants are limited to those age 18 years and older in order to allow convenience in gaining informed consent.
- This study focuses only on the sport of hockey and sled hockey. The researcher has narrowed the investigation to a single sport to provide continuity across participant identification, and also to simplify the data collection.

Limitations

- Team success may affect how greatly the athlete identifies with the sport
- -Distribution of survey prevents guarantee of high response rates and interaction with participants making it difficult to develop a relationship that can be utilized for the interview portion of the study

CHAPTER II: A REVIEW OF THE LITERATURE

Understanding the importance of identity in athletes is a point of discussion in research within the athletic world. Two topic areas that are important to consider are those concerning what athletic identity is and how it is defined as well as sport specialization early on in an athlete's career. This chapter will review literature that will guide the research question, examining what athletic identity is and if sport specialization early on in an athlete's career impacts their identity, specifically the identities of intercollegiate ice hockey and sled hockey players.

The chapter will review the literature in two sections. The first section will discuss what athletic identity is and how it will be defined in the study. The second section will review how sport specialization affects athletic identity.

Athletic Identity

The purpose of identity is to self-regulate behavior and can be defined as the "parts of the self, composed of the meanings that persons attach to the multiple roles they typically play" (Stryker & Burke, 2000, p.284). Using this definition an athlete would simply fall under one of these multiple "roles." However, athletic identity itself is defined as "the degree of importance, strength, and exclusivity attached to the athletic role that is maintained by the athlete and influenced by the environment" (Brewer, Van Raalte, & Linder, 1993). Those who have a social role as an athlete are often found to have a major part of their identity be taken up by the athlete role giving them a stronger sense of athletic identity. When athletes start to gain a strong sense of athletic identity early on in life it can often cause them difficulty when it comes time to transition out of the athletic role and into a career outside of the sport.

Therefore, researchers recommend that athletes try to be proactive and minimize the importance of their athletic identity early on in life (Lally & Kerr, 2005). This can often be difficult, especially for those who experienced sport specialization.

Sport Specialization

There is often debate over whether or not it is better for athletes to specialize in a sport or not. There is not a lot of research on the topic when it comes to early sport specialization, however, studies have found that there is a difference in how athletes integrate into life outside of the sport (Gould, 2010). The study specifically found that those who specialized in sport had a more difficult time integrating into life outside of their sport than those who did not specialize (Gould, 2010). This is relevant to our research as it sets a precedent for what is to be expected of collegiate athletes. The researchers infer that athletes who specialize in hockey and continue to play through the collegiate level will have a more difficult time transitioning, as is suggested by the Gould study.

Another study from 2017 that discussed sport specialization looked into surveys taken by Division I athletes. The surveys asked the athletes if they specialized in their current sport throughout high school leading up to their collegiate careers (Post, Thein-Nissenbaum, Stiffler, Brooks, & Bell, 2017). The study looked in to various types of sport and specified them as football and non-football and found that non-football athletes were more likely to specialize in high school than football athletes (Post et al, 2017). Overall researchers found that the Division I athletes were not “highly specialized” and did not need to be in order to be successful at their level of play (Post et al, 2017).

Comparing the two articles provides adequate data to work off of for our research purposes as it provides different points of sport specialization. With this information we can

tailor or questions to groups who specialized in their sport prior to high school and those who specialized during high school. Since the researchers are looking specifically at hockey players, a non-football sport and therefore more likely to have specialization occur, the two times of specialization will be useful in determining how their identity is going to be affected following the end of their athletic career.

Summary

Identity is the essence of who we are as individuals and athletes have their own athletic identity that affects them to a degree. The literature shows that an athlete's identity greatly affects who they are, and the loss of that identity can change who they are and how they act (Reifsteck et al, 2016). For this reason researchers have looked in to how an athlete's identity is formed and how the ending of their athletic career affects their identity. Researchers have looked at this topic from multiple angles including how sport specialization influences athletic identity later on in life (Gould, 2010; Post et al, 2017), how athletic identity impacts career maturity (Lally & Kerr, 2005; Murphy et al, 1996; Sallman & Sowa, 1996), and how former athletes adjusted to life without competitive sport (Reifsteck et al, 2016; Fuller, 2014). Almost all of these studies integrated the Athletic Identity Measurement Scale into their research methods as it has been found to be valid and reliable in examining athletic identity in collegiate and adaptive athletes, our target demographic.

It is important to understand athletic identity in athletes that are transitioning from competitive sport as we hope that it will help to provide an understanding of what athletes go through during and after identity foreclosure. This way coaches, staff, academic advisors, and even high school guidance counselors, can best assist and prepare athletes for life after sport.

CHAPTER III: METHODOLOGY

Research Design

This quantitative exploratory study assesses the differences between men's, women's, and sled hockey athletes on the Athletic Identity Measurement Scale. A quantitative survey will allow researchers to determine whether or not there is significant difference amongst the three groups on the AIMS 7-point Likert scale (Brewer, Van Raalte, & Linder, 1993).

Setting

Data was collected at a mid-sized university in New England. The college selected had a varsity men's and women's hockey team, as well as a competitive sled hockey team. Hockey is also an important part of the culture of the college and therefore the athletes were likely to have stronger athletic identities related to their sport allowing for the potential for significant differences to occur.

Sample Selection

This study utilized a convenience sample with a snowball strategy in order to distribute the quantitative survey. A snowball sample is a form of purposeful sampling that "typically proceeds after a study begins and occurs when the researcher asks participants to recommend other individuals to study" (Creswell, 2005; 206). This method was used as the researchers knew individuals on each team that could act as a point person to distribute the survey to their respective teammates. The total number of potential participants was approximately 35 individuals from the moderately sized New England College's ice hockey programs.

Approval from IRB was obtained for this study on March 2, 2018 (see Appendix A), the researcher began the recruitment process. The researcher sent an email to the point person(s) on each team requesting that they participate in the survey as well as send it out to their

teammates. A script was provided for the point person to send out to their teammates describing what the study was and how they could get in touch with the researcher if needed (see Appendix B).

Data Collection Procedures

The researcher collected data utilizing an online survey program called Qualtrics. Each participant received a link to the survey via a snowball email chain. The survey consisted of 16 questions and took approximately 15 minutes to complete (see Appendix C). The survey was active for 2 weeks before being closed to begin data analysis.

Instrumentation. Following the review of the literature, the original Athletic Identity Measurement Scale which was created by Brewer, Van Raalte, and Linder in 1993 to measure the degree to which an individual identifies with the athlete role, was used. The original Athletic Identity Measurement Scale consists of 10-items and the order in which they appear in the study will not be modified, however additional items will be added based off of preliminary interviews – table 3.1. The literature also demonstrated strong validity and reliability through various other studies that utilized the AIMS (Brewer, Van Raalte, & Linder, 1993; Martin, Mushett, & Eklund, 1994).

The original AIMS utilized a rating scale with a range of responses from strongly agree (7) to strongly disagree (1). This range allows individuals to select a neutral (4) and therefore some studies utilized a range of strongly agree (6) to strongly disagree (1) which requires participants to select some level of agreement or disagreement. This study will use a 5-point range of Describes me extremely well (1) to Does not describe me (5).

Item	Statement
8.1	I consider myself an athlete
8.2 ^a	I consider myself a student-athlete
8.3	I have many goals related to (men's hockey, women's hockey, sled hockey)
8.4	Most of my friends are athletes
8.5	Sport is the most important part of my life
8.6	I spend more time thinking about sport than anything else
8.7	I need to participate in sport to feel good about myself
8.8	Other people see me mainly as an athlete
8.9 ^a	It is important that others see me as an athlete
8.10	I feel bad about myself when I do poorly in sport
8.11	Sport is the only important thing in my life
8.12 ^a	I feel successful in sport
8.13 ^a	I have negative feelings towards the sport
8.14	I would be very depressed if I could no longer play in my sport

Table 3.1 – The Athletic Identity Measurement Scale being used for the study.

^a Denotes items added to the original AIMS

The survey also included background questions prior to answering the items on the AIMS – table 3.1. These items are intended to help researchers determine why the athletes may or may not have a stronger identity toward the sport. These questions were added following literature on sport specialization that indicated that athletes who specialize in their sport early

on will have a stronger athletic identity and a more difficult time interacting with individuals outside of their sport (Gould, 2010; Post, Thein-Nissenbaum, Stiffler, Brooks, & Bell, 2017).

Item	Statement
3	How were you introduced to hockey?
4	At what age did you start playing hockey?
5	Did you delay attending college to play hockey?
6	What other sports did you participate in besides hockey?
7	Why did you choose to play hockey over the other sports you selected? If you selected 'None' explain why you are a one sport athlete.

Table 3.2 – Background Questions to determine Sport Specialization

Following the AIMS section of the survey researchers will ask open ended questions to determine how the participants identify outside of a predetermined Likert scale – table 3.3. These questions are included because they will allow the researchers a deeper look into why the participants will have scaled the way they do on the AIMS without having to do in person qualitative research through an interview process.

Item	Statement
12	Complete the following statement "I am..." Ex. "I am a Classics major" or "I am an engineer"
13	When did you start to consider yourself an athlete?
14	Will you ever stop considering yourself to be an athlete? Why or why not?

Table 3.3 – Open Ended Questions

Participants were also asked demographic information regarding their age, gender, class standing, and which type of hockey they played. The survey tool used was an online program called Qualtrics. Results were exported and analyzed using SPSS.

Data Analysis Procedures

Data of 21-athletes, 7 from each group, from the AIMS (table 3.1) was analyzed in order to answer the research question using SPSS version 25 software packages. Descriptive statistics were used in order to determine the mean and standard deviation of between the three groups of athletes. Furthermore, a Scheffe Test and Analysis of variance (ANOVA) was done to establish the significant difference and f-test. The researcher and faculty supervisor then compared each group to determine if there was significant difference and between which groups the difference(s) occurred.

CHAPTER IV: FINDINGS

Each group of athletes had seven athletes respond to the survey, 21 athletes total. Significant differences existed between the groups on three of the AIMS items, while another item was nearly significantly different (table 4.1). In 2 of the 3 areas, sled hockey players were found to be significantly different from the men's and women's hockey players. The sled hockey athletes were also found to be near significance to the men's and women's hockey athletes in the overall AIMS sum.

Variable	Men M (Sd)	Women M (Sd)	Sled M (Sd)	F Test	Sig. Difference
"I have many goals related to hockey"	1.29 (4.88)	1.14 (.378)	2.14 (.690) ^a	7.167	.005
"Other people see me mainly as an athlete"	2.00 (.816)	2.00 (.816)	3.29 (.756) ^a	6.075	.010
"It is important that others see me as an athlete" ^{**}	3.86 (1.464)	2.57 (.535) ^a	2.86 (.378)	3.722	.044
AIMS_SUM	21.57 (3.867)	23.14 (3.716)	27.429 (5.225) ^a	3.44	.054

Table 4.1 Areas of Significant Difference found in the AIMS

^a Denotes difference between groups

*On a scale of 1 being Describes Me Well and 5 being Does Not Describe Me Well

** Added to the AIMS by Researcher

The first area of significance found was in the question "I have many goals related to hockey." These findings suggest that the sled hockey athletes were significantly different from the men's and women's hockey players with a difference of .005 . This indicates that it is not true that sled hockey players have many goals related to hockey compared to men's and women's hockey players. This is due to the fact that sled hockey athletes had fewer goals related to hockey than the athletes on the other two teams. The second area of significance was related to the question "Other people see me mainly as an athlete" with the significance being .010. Once again sled hockey players were found to be significantly different from the men's and women's hockey team athletes. This is due to the fact that sled hockey players, as individuals with disabilities, are less likely to be seen as an athlete compared to the men's and women's varsity hockey athletes. The last area of significance found was in the question "It is important that others see me as an athlete," a question that was added to the original AIMS by the researcher. A significance of .044 was found with the women's hockey players being

significantly different from the men's and sled hockey players, in that it was more important to the female athletes that they be seen as an athlete than it was for the other two, male dominated, groups. Near significance was found with the men's and women's hockey athletes being found to be near significantly different from the sled hockey athletes with a difference of .054 in the overall AIMS sum.

CHAPTER V: DISCUSSION AND IMPLICATIONS

Based on the findings and the areas of significant differences the findings have determined that the opportunities provided to women's and sled hockey athletes are so limited that it decreases the extent of their athletic identity. Therefore, the researcher recommends that more possibilities should be made available to sled hockey athletes to not only increase the awareness of their sport by the general population, but also allow for sled hockey athletes to have the opportunity to go further in their sport. This is similar to what the researcher believes should happen for women's hockey. There are currently only 4 professional women's hockey teams in the National Women's Hockey League (NWHL) with a total of 95 athletes. This limits the opportunities for female hockey players to further their careers outside of the college setting. For this reason, the researcher believes that the female athletes have a weaker athletic identity because they are aware that there is a set end point to their careers. If there were more teams and prospects for female hockey players, then they are more likely to have a stronger athletic identity. If women's athletics were to become more successful and gain more attention, then they would be able to show future athletes that there are chances for them to take their sport as far as possible and be successful in it. Furthermore, since it was found to be significant to the female athletes that they be seen as athletes, if women's hockey were to

become more prominent and popular then they would likely gain more notoriety by those outside of their sport. Research has even shown that sports media influences how people view sport and sport participation, however female athletes are mostly portrayed based on their sex appeal and femininity instead of their athletic accomplishments (Bissel & Duke 2007).

Therefore, it is important to provide female athletes with the attention they deserve but focusing on their athletic abilities. When this is done, research has shown that it improves sport participation in female athletics (Prior, 2015).

CHAPTER VI: FUTURE RESEARCH

The objective of this study was to determine if there was significant difference between men's, women's, and sled hockey athletes on the Athletic Identity Measurement Scale. While significant differences were found on the AIMS between the three groups, the sample size was so limited that it is hard to say if the data is a reliable representation of the general hockey athlete population. Therefore, future research should consider replicating this study on a larger scale, with more athletes. This could be done by researching teams from multiple institutions and organizations in order to achieve a greater n. Similar to the study done by Lally and Kerr that looked in to how athletic identity changed in athletes from their freshman to their senior year. This study would take more time; however it could provide a better picture of how athletic identity evolves in collegiate athletes. Lastly the study could be used to analyze athletic identity across the three groups in various other sports that have an equivalent for both athletes with disabilities and athletes without disabilities, such as soccer.

This study also provides a base that can be expanded upon through a mixed methods approach. By doing this the researcher could look into how the level of athletic identity is

affected through identity foreclosure following the conclusion of a collegiate athlete's career.

The qualitative aspect of the study would allow the researchers to delve further into how identities, specifically athletic identity, develops and how that affects the athlete later on in life.

An exploratory sequential mixed methods approach is recommended.

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APPENDIX

Appendix A

University of New Hampshire

Research Integrity Services, Service Building
51 College Road, Durham, NH 03824-3585
Fax: 603-862-3564

02-Mar-2018

Berg, Rachel
Recreation Management and Policy, Hewitt
4 Library Way
Durham, NH 03824

IRB #: 6884

Study: Evaluation of Athletic Identity in Men's Hockey, Women's Hockey, and Sled Hockey

Approval Date: 01-Mar-2018

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study as Exempt as described in Title 45, Code of Federal Regulations (CFR), Part 46, Subsection 101(b). Approval is granted to conduct your study as described in your protocol.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the document, *Responsibilities of Directors of Research Studies Involving Human Subjects*. This document is available at <http://unh.edu/research/irb-application-resources>. Please read this document carefully before commencing your work involving human subjects.

Upon completion of your study, please complete the enclosed Exempt Study Final Report form and return it to this office along with a report of your findings.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or Julie.simpson@unh.edu. Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,



Julie F. Simpson
Director

cc: File

Trauntvein, Nathan
Appendix B

Email Script

Subject: HELP me with my research PLEASE

(Insert name of contact),

I am emailing in regards to a research project that I am working on as part of my senior honors thesis. My study is looking at why/how athletes (specifically hockey athletes) develop their identity around their sport. It would really help me out if you would take the survey, then send the link below to your fellow UNH hockey players. Along with my faculty advisor we hope that the results of the survey will provide us with a better understanding of the similarities and differences of competitive athlete's identity between the three groups of hockey players.

Feel free to email me with any questions that you or your teammates may have regarding the survey.

https://survey.az1.qualtrics.com/jfe/form/SV_6rRz5EPx95hd47r

Thank you,

Rachel E. Berg

Recreation Management Policy
University of New Hampshire
reb2006@wildcats.unh.edu

Appendix C

Online Survey

Page 1

Dear Athlete, my name is Rachel Berg, I am an undergraduate student at the University of New Hampshire in the Recreation Management Policy: Program and Event Management Department. I am seeking your participation in a short 15-minute online e-survey.

The potential risks of this study are minimal. As a member of a University of New Hampshire affiliated hockey team you should have received this survey from a fellow member of your team. Participating in this study is completely voluntary; your refusal to participate will include no prejudice, penalty, or loss of the benefits to which you would otherwise be entitled.

If you agree to participate, you may refuse to answer any question and/or if you change your mind you may withdraw at any time during the study without penalty. You must be at least 18 years of age to participate in this study. I seek to maintain the confidentiality of all data and records associated with your participation in this research.

Should there be a complaint about the research, officials at the University of New Hampshire, and/or regulatory and oversight government agencies may access research data. Further, any communications via the Internet poses minimal risk of a breach of confidentiality.

I will keep data in a secure folder on UNH box, accessible only to me and my faculty advisor. I will report the data in aggregate and results will be used in a final report, honors paper, and possibly a master's thesis. I am expecting a total of 30 responses, with 10 coming from each team.

The information collected is intended to fill in the gaps regarding differences and similarities in athletic identity between men's, women's and sled hockey athletes. There are no direct benefits to participants contributing to this study.

Completion of this questionnaire implies that you have read and understand the consent form and consent to participate. If you have any questions about this study or would like additional information before, during, or after the study, you may contact Rachel Berg, researcher and undergraduate student at the University of New Hampshire at reb2006@wildcats.unh.edu. If you have questions about your rights as a research subject, you may contact Melissa McGee in UNH Research Integrity Services at 603-862-2005 or Melissa.mcgee@unh.edu to discuss them.

- Yes, I agree to participate in this study
- No, I do not agree to participate in this study

Page 2

Please select which type of hockey you participate in

- Men's Hockey
 - Women's Hockey
 - Sled Hockey
-

How were you introduced to hockey?

At what age did you start playing hockey?

- Under 5 y.o.
- 5 - 10 y.o
- 11 - 15 y.o.
- 16 - 20 y.o.
- 21 or older

Did you delay attending college to play hockey?

- Yes
 - No
 - Does not apply
-

What others sports did you participate in besides hockey? Select all that apply:

- | | | |
|---------------------------------------|-------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Golf | <input type="checkbox"/> Swimming/Diving |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Boxing | <input type="checkbox"/> Rowing | <input type="checkbox"/> Track and Field |
| <input type="checkbox"/> Cycling | <input type="checkbox"/> Soccer | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Field Hockey | <input type="checkbox"/> Softball | <input type="checkbox"/> XC Running |
| <input type="checkbox"/> Football | <input type="checkbox"/> None | <input type="checkbox"/> Other
<input type="text"/> |
-

Why did you choose to play hockey over the other sports you selected? If you selected 'None' explain why you are a one sport athlete.

-----Page Break-----

Please select the best choice for each of the following questions:

	Describes me extremely well	Describes me very well	Describes me moderately well	Describes me slightly well	Does not describe me
I consider myself an athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider myself a student-athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have many goals related to\${q://QID3/ChoiceGroup/SelectedChoices}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my friends are athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sport is the most important part of my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend more time thinking about sport than anything else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need to participate in sport to feel good about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people see me mainly as an athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that others see me as an athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel bad about myself when I do poorly in sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sport is the only important thing in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel successful in the sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have negative feelings towards the sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be very depressed if I could no longer play in my sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Gender Male Female Other (please describe) Choose not to disclose

Age Under 18 18-24 25 - 34 35 - 44 45 or Older

Class Standing Highschool College Freshman College Sophomore College Junior College Senior Graduate Other I am not a student

-----Page Break-----

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Complete the following statement "I am..."
Ex. "I am a Classics Major" or "I am an engineer"

When did you start to consider yourself an athlete?

Will you ever stop considering yourself to be an athlete? Why or why not?

Thank you for taking the time to respond to my survey. If you found this at all interesting, we would appreciate you letting your fellow teammates know about it. You can share the following link with anyone that plays UNH Hockey or is on the NEP Sled Hockey teams. https://survey.az1.qualtrics.com/jfe/form/SV_6rRz5EPx95hd47r