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Motivations of NCAA Student Athletes in Community Service

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MOTIVATIONS OF NCAA STUDENT ATHLETES IN COMMUNITY SERVICE

by

KAREN BOLESKA

A DISSERTATION

Presented to the Faculty of the University of the Incarnate Word
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF THE INCARNATE WORD

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DEDICATION

I want every little girl who's told she's bossy to be told instead she has leadership skills.—

Sheryl Sandberg

MOTIVATIONS OF NCAA STUDENT ATHLETES IN COMMUNITY SERVICE

Karen Boleska

University of the Incarnate Word, 2018

This quantitative study investigated the motivations of NCAA student athletes in community service to determine if the importance of motivational functions differ demographically. The specific purpose of this study was to examine and determine the order of the motivational function of importance for NCAA student athletes in connection to their participation in mandatory community service. Determining if the importance of motivational functions differ demographically by gender (male, female), academic classification (freshman, sophomore, junior, senior, graduate students), and by sport type (team, individual) was an additional focus of this study. The instrument used in this study is the VFI (Clay et al., 1998), developed to understand the motivations of volunteers; demographic questions were also asked. The 150 student athletes participating in the study included 90 female and 60 male; this total population included 40 freshman, 33 sophomore, 36 junior, 28 senior, and 13 graduate level students. Findings conclude participants ($N = 150$) scored the motivational functions in the following order of importance: Values, Understanding, Career, Enhancement Social and Protective. Further analysis was run to provide a detailed insight to the motivators for student athletes completing community service. The research aimed to contribute beneficial insight and establish base knowledge regarding the importance of the motivational functions of NCAA student athletes in community service.

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Preface: Organization of the Study

The introduction of the study, Chapter 1, includes the statement of the problem, the purpose of the study, research questions, assumptions, delimitations and limitations. At the conclusion of this chapter key terms are defined appropriately for the context of this study. Within Chapter 2, the literature review includes research on the current generation of college students, Generation Z, current National Collegiate Athletic Association (NCAA) student athletes as well as UIW student athletes, the NCAA's dedication to community service and the benefits and motivations of community service. Functions within the Volunteer Functions Inventory (VFI) that were utilized in this study are also discussed. This chapter also looks at previous studies regarding their conclusions on motivations for NCAA Student Athletes to perform community service as well as different theories. Chapter 3 outlines the research design and methodology, the population being utilized, data collection and the instrument utilized. Chapter 4 describes analysis and addresses reach questions one and two in further detail. Chapter 5 consists of a summary of the study, conclusions, limitations, recommendations and future research.

Student Athletes and Participation in Community Service

A majority of college students are performing community service of some sort, with one study finding that 71% of students had volunteered by their senior year (Franke, Ruiz, Sharkness, DeAngelo, & Pryor, 2010). The setting of community service projects is diverse among college students including, but not limited to, religious-based, health needs and issues, civic awareness and education (Berger & Milem, 2002). In 1998, 40% of freshmen said they spent one or more hours volunteering (Cress & Sax, 1998) and in 2005, 90% of college students said they had volunteered in some capacity, 19% were currently volunteering, and 45% indicated that they intended to volunteer in the next 2 months (Carlo, Okun, Knight, & Guzman, 2005).

Francis (2011) and Gage and Thapa (2012) stated that young adult volunteers in the university context are consistently an under-researched population despite holding the greatest potential to volunteer. Literature states that college students can experience cognitive gains and development (Klink & Athaide, 2004) and improve in skills related to problem solving, teamwork and time management (Madsen, 2004), academic performance (Moser, 2005) and higher self-confidence (Bussell & Forbes, 2012) when participating in community service. Not only do we see a gap in the literature regarding studies of the motivations of college students in community service but an even greater lack of research targeting college student athletes in this area of research.

Jarvie and Paule-Koba (2013) found student athletes received many of the same benefits as general students, but also developed their leadership skills, improved their relationships with coaches and teammates, became aware of the importance of supporting the local community, and appreciated the opportunities available to them as athletes. Colleges across the country have implemented different forms of mandatory community service with their students as a part of their graduation eligibility. Within this large college student population are student athletes, many of

whom participate in community service regardless of their institution's policies. There are more NCAA student athletes than ever before, 460,000 in total, who compete in 24 sports each academic year (National Collegiate Athletic Association, 2018).

This study investigates student athletes and their participation in community service to gain a better understanding of the motivational functions they value. Adequate research on the motivations of college students in community service has been completed within the last few decades; however, demographically today's college students belong to a new generation. There is a new generation of college students that have yet to be examined. The generation of Millennials is phasing out as the traditional college student and Generation Z students are beginning to appear in different college settings.

This quantitative research study accesses and analyzes the motivations of NCAA student athletes within community service through the VFI scores. The VFI, developed by Clary et al. (1998), has been widely used to examine volunteer motivation. Multiple factor analysis was run on the data responses to gain a better understanding of the motivations of student athletes. The results of the questionnaire increase the data on motivations of student athletes, contribute to the general knowledge base of motivations in community service, identify the motivations of current student athletes and determine if motivations differ demographically within the study.

Significance of Study

Understanding what motivates college student athletes to volunteer begins with identifying the underlying factors. Researching the motivations for volunteering is important to ensure proper recruitment of volunteers for organizations and events, as well as finding the best ways to encourage volunteerism. Volunteerism can enhance college students' academic development, civic responsibility, and life skills (Astin & Sax, 1998). Matching community service events with the

motivations of the population has proven to increase the likelihood of participation and leads to a greater chance of continued participation. The Bureau of Labor Statistics stated that 21.9% of Millennial volunteers and young adults aged 18-24 attending college volunteer, as opposed to 25.7% of their non-college attending peers (Bureau of Labor Statistics, 2010).

Research indicates the motivations of student athletes to complete community service are different than that of the general student population (Boettger, 2007; Chalk, 2008). Student athletes have reported that participating in community service within a team environment positively impacted their college experience and created a unique experience (Boettger, 2007). Despite the literature confirming the differences in the undergraduate experiences for student athletes and general students there remains a limited amount of current research on the motivations of student athletes completing community service (Chalk, 2008). Current traditional college students belong to Gen X, a generation that has minimal studies regarding their motivations in community service. This study offers an understanding of the motivations of this new generation of student athletes through analysis of data reported via the VFI (Clary et al., 1998) identifying these underlying motivational factors to volunteerism.

Purpose of Study

The purpose of this study is to examine the motives of NCAA student athletes in connection with their participation in community service. The data collected from this questionnaire can potentially benefit both NCAA student athletes and supporting staff. Through this study we can obtain a better understanding of the reasons that student athletes are motivated to volunteer in community service as well as identify any demographical differences in motivational factors. Results may inform coaches and administration of the motivational factors that are most important to their student athletes. Data collected through this questionnaire is available as a reference for

coaches and administration when planning future community service events for their student athletes.

Research Questions

1. What are the most important motivational factors for NCAA student athletes when participating in community service?
2. Do the importance of motivational factors differ demographically among NCAA student athletes when participating in community service?

Assumptions of Study

- Student athletes are motivated to complete community service.
- NCAA student athletes answered questionnaire honestly and appropriately.
- NCAA student athletes have completed at least one community service event prior to participating in the study.
- Student athletes engage in community service to satisfy personal goals.
- Student athletes volunteering may perform similar tasks or attend events for different reasons.
- Student athletes may be motivated by more than one important factor.

Delimitations of Study

- Only student athletes enrolled in the Spring 2018 semester and eligible to be on an NCAA roster at the University of The Incarnate Word were sampled.

Limitations of Study

- This study was limited to the responses of participants willing to complete the questionnaire in a timely manner.
- The motivations of this study are framed by the motivational factors identified by the Volunteer Functions Inventory.
- This study population contains student athletes from one institution; however, the theoretical framework allows for its results to inform others who are interested in motivations of student athletes at other institutions.

Definitions of Key Terms

The following terms are defined to understand their use within the context of this study:

Career Function—The volunteer has the goal of gaining career-related experience through volunteering (Clary et al. 1998).

Community Service—Volunteer service or activity done outside the classroom, which could be coordinated through a student club, religious organization, fraternity/sorority, college, department (athletics, marketing, etc.), honorary group, or independently (Cohen, 1994; Jacoby, 1996; Astin & Sax, 1997).

Enhancement Function—The individual is seeking to grow and develop psychologically through involvement in volunteering (Clary et al. 1998).

Functional Volunteer Motivation—Based on the assumption that “people can and do perform the same actions in the service of different psychological functions” (Clary et al., 1998, p. 1517), functional volunteerism posits that people have different motivations for volunteering, and volunteerism serves different functions for each individual (Clary & Miller, 1986; Clary et al., 1998; Houle, Sagarin, & Kaplan, 2005). In this regard, Clary & Miller (1986) categorized volunteer

motivations into six motivational function types: Values, Understanding, Enhancement, Career, Social, and Protective.

Generation Z—The generation after Millennials, Generation Z, defined as people born from the mid-1990s to the early 2000s, makes up 26% of the U.S. population, making them a larger cohort than the Baby Boomers or Millennials (Weckesser, 2017).

Mandatory Service—Community service that is required by someone or is a punishment for a behavior or consequence of an action (Chalk, 2008). Mandatory (n.d.) is defined as that which is made necessary, usually by law or by some other rule.

Morals (n.d.)—Relating to the standards of good or bad character or behavior.

Motivation (n.d.)—willingness to do something, or something that causes such willingness. Motivation in literature and film is the reason a character behaves a certain way. Operationally defined through the Volunteer Functions Inventory as the six motivational functions.

National Collegiate Athletic Association (NCAA)—The National Collegiate Athletic Association is a membership-driven organization dedicated to safeguarding the well-being of student athletes and equipping them with the skills to succeed on the playing field, in the classroom and throughout life (NCAA, 2014, p. iii).

NCAA Student Athlete—A student at an educational institution who represents the school through participation in intercollegiate sports and was solicited by a representative of the college for their athletic abilities (NCAA, 2014).

Protective Function—The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems (Clary et al., 1998).

Service Learning—Participation in community service that is associated with a classroom curriculum and has a reflection component (Astin, Vogelgesang, Ikeda, & Yee, 2000; “National Service-Learning Clearing House,” 2007; Serow et al., 1990; Serow & Dreyden, 1990).

Social Function—Volunteering allows the person to strengthen his or her social relationships (Clary et al., 1998).

Understanding Function—The volunteer is seeking to learn more about the world and/or exercise skills that are often unused (Clary et al., 1998).

University/College/ Educational Institution—An institution of higher learning that grants academic degrees in multiple subjects at both the undergraduate and graduate levels. College is an institution of higher learning that may be a constituent of a larger university or a standalone entity that grants academic degrees at the undergraduate level (Rudolph, 1990). Educational institution, college, and university may be used interchangeably within this research study.

Value Function—The person is volunteering in order to express or act on important values, such as humanitarianism and helping the less fortunate (Clary et al., 1998).

Volunteer (n.d.)—A person who does something, especially helping other people, willingly and without being forced or paid to do it.

Volunteer Motivation—Volunteer motivation refers to “the internal psychological forces that move people to overcome obstacles and become involved in volunteer activity” (Clary et al., 1996, p. 486), or “the driving force of the individual that leads to the behavior of volunteering” (Hwang, 2010, p. 19). In other words, volunteer motivation means “reasons that cause people to want to do voluntary service” (Han, 2007, p. 12), such as for intrinsic rewards.

Volunteer Functions Inventory—The Volunteer Functions Inventory (VFI) is a psychological survey instrument developed by Clary et al. in 1992 and it revised by Clary et al.

(1998). The VFI was devised to measure motivation according to six functional factors: Values, Understanding, Enhancement, Career, Social, and Protective.

Review of the Literature

Motivations of college students participating in community service have been previously researched (Astin & Sax, 1998; Hunter & Brisbin, 2000; MacNeela & Gannon, 2014; Taylor & Pancer, 2007); however, current student athletes who perform community service have a small body of studies to reference. Furthermore, the lack of ability to track, compare and determine patterns of motivational functions within student athletes creates an opportunity to expand the field of knowledge utilizing a universal survey instrument. The potential to recreate this study and generate directly comparable results within the same or different institution, regardless of geographical location, connects the literature across the country.

The generation of Millennials is phasing out as the traditional college student and Generation Z students are beginning to appear in different college settings. Generation Z makes up 25.9% of the US population, the largest percentage, and contributes \$44 billion to the American economy, and by 2020 they will account for 1/3 of Americas' population (Weinswing, 2016). Millennials were considered the first global generation with the development of the Internet, but as more of the world comes online, Generation Z will become more global in their thinking, interactions and reliability. There is a need to further explore what motivates students to perform community service, as they are a different generation than previously studied student athletes. Current student athletes belong to the early stages of Generation Z, a new wave of college students. Data from this study may allow for a better understanding of motivations of student athletes in community service projects, which could allow university coaches and administrators to personalize their community service programs to fit the interests of their current team and student athlete population. This study also adds to the general body of knowledge in the motivations of college students in community service.

Does this transition into a new generation bring a different set of motivations to volunteers and community service, especially within the population of student athletes? The aim of this study was to gain a better understanding of student athletes within this new generation of college students. Gen Z students tend to thrive when they are given the opportunity to have a fully immersive educational experience and they even enjoy the associated challenges. For instance, 51% of surveyed students said they learn best by doing, while only 12% said they learn through listening (Kozinsky, 2017). Using the VFI scores to identify the motivational functions value of current college students will produce data that can be referenced, used and compared for future research.

The functional approach to motivation proposes that individuals' personal and social goals can be understood by emphasizing underlying psychological functions that come from their attitudes and perceptions. Analyzing current student athletes' motives generated timely research and new data for a generation that has just started to put its imprint on colleges around the world. The literature review discusses some of the differences of the Gen Z demographic to gain a better understanding of why new research needs to be conducted on this culturally different generation of college students.

The participants in this study attend the University of the Incarnate Word (UIW), a private Catholic four-year institution with a strong foundation in the mission of the Sisters of Charity of the Incarnate Word, and committed to continue their work. All undergraduate students are required to complete 45 hours of community service prior to graduation. UIW's motivation with community service is to improve the quality of life for others and always respect their human dignity (UIW, 2018). Students are asked to reflect about their community service in different forms, with the goal of making community service a life-long commitment. Investigating the motivations of current NCAA student athletes generated current data that can be shared with coaches and administration

for future community service events with their athletes.

Generation Z

Generations in the United States are defined as social groups of people born around the same time who share similar cultural traits, values, and preferences. Many people know facts, stereotypes, lifestyles and all sorts of information regarding Millennials, Xers or Boomers. Millennials were considered the first global generation with the development of the Internet, but as more of the world comes online Generation Z will become more global in their thinking, interactions and reliability. Generation Z is a large portion of the US population yet is hardly discussed in higher education. According to Nielsen data, Gen Z is now 26% of the population (Sterling, 2017). Campuses across the country are beginning to see more and more of their student body belonging to Generation Z, which naturally leads to the need for more research about this new college population.

With an established understanding of the relationships between college students and volunteering of previous generations, the need for current research is pressing. At this moment colleges have a blend of Millennials and Gen Z's on their campuses; because of the crossover time period, expecting them to be similar is a common misunderstanding. Exploring the motivations of this new generation of college students aids in gaining an understanding of an understudied population.

In 2007, Dr. Corey Seemiller spoke at Wright State University about her observations of Generation Z, what makes them tick and what makes them stand out. She discussed the trends and characteristics that can be seen in this new generation and how the societal events of each generation's youth are always a contributing factor in shaping their behavior and characteristics.

A study revealed trends and behaviors that are influencing Generation Z's attitudes about life, education and work. The following represents some of the study's most critical findings about this new generation of college students (Seemiller & Grace, 2016):

- They are motivated by making a difference for others and not so much by public recognition.
- Their social circles are diverse, and they are supportive of inclusive practices.
- They prefer to “do” rather than “lead” when working in groups.
- They are social change-minded and would rather engage in community work that addresses the underlying cause of an issue than engage in short-term service to address the symptoms.
- They lean left on social issues and center to right on financial issues.
- They are intrapersonal learners and prefer individual work over group work.
- They care passionately about issues related to education, employment and racial equality.

UIW Students

The University of the Incarnate Word is a private Catholic University whose main campus is located in San Antonio, Texas. UIW is a Division 1 institution within the Southland conference, participating in 23 NCAA sports each academic year. The University of the Incarnate Word strives to instill within students the importance of making community service a life-long commitment by requiring all students to complete 45 hours of community service prior to graduating. These hours can be completed at any point of a student's academic time through a variety of community service. UIW's primary motivation with community service is to improve the quality of life for others and always respect their human dignity (UIW, 2016).

As a part of their community service students are also required to complete a reflection form after their service event, which is a proven way to emphasize student outcomes (Einfeld & Collins, 2008). Having this time of reflection benefits both the student and the institution (Primavera, 1999). Through reflections, students look back and decide how their experience have and will influence their personal goals, values and attitudes (Bryant et al., 2012). Resources regarding available community service events, contacts and organizations needing volunteers and other information are available for students online as well as on campus.

Research has shown athletic departments have expanded academic support services offered exclusively for student athletes at their institutions (Wolverton, 2008). Student athlete services strive to provide all necessary academic support services to student athlete to ensure that they have a successful and positive college career while engaging in their NCAA sport. The focus of Athlete support programs is on the individual as a whole person-academically, athletically, socially, and emotionally-and the changing needs and skills of that individual in the years during college and after graduation (National Collegiate Athletic Association, 2015). Student athletes on campus at UIW have an additional resource available to them through the Life Skills office of the Athletic Department. This department provides opportunities for student athletes both as individuals and through their teams to provide acts of service to San Antonio and the UIW community. The mission of the Life Skills department complements that of the University, “Enhancing the student athlete experience by preparing and equipping student athletes with personal, professional, and leadership skills for life after sports” (UIW, 2016). Values of the Life Skills department include academic and competitive excellence, inclusion, commitment to service, spirituality and passion. Services that are provided by the Life Skills department are career development, personal development, community

service, campus resource referral, monthly health newsletters, student athlete handbook and other useful resources.

The efforts of this department encourage student athletes to expand their views of themselves and the world around them, build empathy for others and gain a sense of humility through unique and impactful community service events. Smaller Universities are more likely to inform their students and student athletes of available community service projects compared to larger higher education institutions (Jones & Hill, 2003). Within the academic year 2016-17, student athletes at the University of The Incarnate Word contributed to approximately 6000 hours in community service and yet research is minimal on student athletes and community service. Student athletes are not required to complete these hours with their team; however, many teams set up community service events that student athletes participate in, both individually and as a team.

NCAA and Student Athletes in Community Service

Participation in intercollegiate athletics is associated with leadership development and interpersonal skills just as a general student participation in community service creates leadership opportunities (Astin et al., 2000). Research shows that college student- athletes and general college students were likely to participate in community service because they enjoyed helping others, had strong values associated with friends and family, or were involved in an organization that promoted such service (Astin & Sax, 1998; Chalk, 2008). Student-athletes perform community service at similar levels as their peers, with 87% of NCAA Division I student-athletes performing community service before they started their freshman year in college, while 94% reported they completed community service while they were in college (Chalk, 2008).

In 2014-2015 the number of NCAA student athletes rose 2.1% to reach 482,533 student athletes. This number has since exceeded half a million. Each university in the United States has

different requirements regarding community service and graduation. There are institutions that require no volunteer hours to graduate, while others have a requirement. If on average each student athlete as contributing a minimum of 10 hours each academic year, student athletes contribute over five million hours of community service. In a span of four years, student athletes have helped contribute to 20 million hours devoted to community service throughout NCAA-affiliated institutions and organization.

The NCAA Goals, Scores and Social Environment studies (2014) highlight and emphasize the importance of community service to student athletes, whether that involvement occurred on their own or within a team setting. Results from previous NCAA studies show that 87% of females and 83% of males volunteer on an annual basis; 44% volunteer at least monthly. A sense of responsibility to participate in community service was a common belief among athletes. Females in Division 1 and in men in high-profile male sports report the highest sense of responsibility to participate in community service.

NCAA (2016) research indicated that required community service for student athletes enhances the likelihood that they will participate in community service on a regular basis. Half of the student athletes stated that they are required to take part in community service events as a part of their athletic participation on their campus. The NCAA (2014) reported that nearly two-thirds of athletes required to volunteer agree that volunteering with their team is a valuable experience. Student athletes also indicated that their community service has been influential in preparing them for their life after college and college sports.

The NCAA has continuously shown its support and encouragement of all student athletes engaging in community service. Building a foundation in keeping with the values of the NCAA and providing opportunities for student athletes to mature and demonstrate those same values is

important to the organization. The NCAA has established community programs all over the country, identifying local needs to ensure those programs are relevant, long-term and meaningful to those being served and those serving. The NCAA organization, in partnership with institutions, conferences, local organizing committees and national offices, makes continuous efforts through community outreach programs to enhance long-range education and gain a sense of community and social responsibility. In 2016, Victor Hill, NCAA associate director of championships and community programs said:

Connecting student athletes and member schools to their communities highlights the impact of leadership, collaboration, and dedication in college sports and cities across the country. NCAA Team Works is proud to recognize the difference student athletes make beyond the classroom and competition, while also supporting the student athlete experience, their well-being and their successes through service projects and community engagement. (NCAA, 2016 January, para. 3)

Programs created by the NCAA, such as the Team Works Community Champion Award, a competition between Division I and II member institutions, encourages community service participation among student athletes. The NCAA Team Works Community Champion Award acknowledges the hard work and commitment of NCAA Division I and II member institutions to social responsibility through community service by and student athletes each year. The NCAA (2016) posts a community program recap on their website annually summarizing and emphasizing their focus and continued dedication to community service by highlighting their efforts and the efforts of student athletes. The NCAA (2016) community program recap reported the following examples of different successful community outreach and service projects completed in the last years:

- NCAA Backpack and Literacy Programs:

10,000 backpacks and supplies were distributed to third graders in Indianapolis, Houston and Washington, DC in August 2014. Approximately 2,000 new books were also distributed to third graders in two Indianapolis, Indiana school districts.

- Community 101:

More than 11,100 students from 1st grade through 12th grade registered in the service learning program in Indianapolis and completed over 60,000 community service hours.

A total of 2,245 children 1st grade to 12th grade registered for the program in Tampa, Florida and completed over 10,000 community service hours.

- Coca Cola Youth Clinics:

Over 2000 children participated in 4 free 3-hour youth clinics in Indianapolis and Tampa that were held during the Men's Final Four and Women's Final Four in host cities. Over 500 parents participated in parent educational panel discussions covering topics such as youth sport injuries, academics, sportsmanship and nutrition.

- NCAA Legacy Restorations presented by Lowe's:

One indoor basketball facility was restored, and two outdoor sports courts were built in Indianapolis and Tampa, respectively. More than 1,500 children will have the opportunity to utilize the facilities each year.

- National Student Athlete Day:

Over 100 student athletes, NCAA staff and Community 101 participants from the Dream Keepers Camp packed over 23,000 meals for needy children in Indiana.

- Team Works – Helper Helper Award and Competition:

Over 27,000 student athletes from 61 colleges and universities representing 28 Conferences registered to compete in a service hour competition from January through the end of March in

2016. Florida International University was named Number 1 for its work in completing the most hours of community service.

National Student Athlete Day is a way that the NCAA recognizes student athletes' academic and athletic achievements, with special emphasis on community service initiatives (NCAA, 2014). Curtis Hollomon, director of NCAA leadership development and a former football student athlete at Georgia Tech spoke about student athletes in 2014:

National Student Athlete Day presents another opportunity to interact directly with NCAA student athletes who are leaders on their campuses, and it provides the opportunity to give them additional education on how to develop as individuals and enhance their career preparation. We look forward to National Student Athlete Day each year because of the outreach to the student athletes, membership, national office staff and Indianapolis community. People have the opportunity to share their story and have a positive impact with everyone in attendance on this special day. (NCAA, 2014a, para. 3)

In 2014, the National Student Athlete Day had guest speaker Tamika Catchings, an alumna of the National Championships 1998 University of Tennessee women's basketball team, three-time Olympics gold medalist and current WNBA Indiana Fever guard. She spoke about life lessons gained from legendary coach Pat Summitt about compassion, understanding, and the importance of empathy when working with individuals in the community. Catchings said, when referencing National Student-Athlete Day:

It's important for college student athletes to have the experience of working within their communities. I'm sure they do community service with their own schools but being able to bring the student athletes together and have one day where they can focus on community service is huge. (NCAA, 2014a, para. 8)

The continuous efforts of the NCAA in community service not only exemplify dedication to the community but also to the belief that volunteering has a desirable impact on NCAA student athletes. The National Student Athlete Day creates an opportunity for student athletes across all divisions to come together and share in a common interest, community service. Sam Embry, a

senior soccer player from Earlham College, voices his thoughts on National Student-Athlete Day and the unity:

Today's kind of a reminder that even though we go to our own schools in our own states or cities, that we're all still connected. Things like March Madness and these bigger NCAA tournaments are kind of a larger scale representation of that—so then being able to participate today as a student athlete with other student athletes from different schools, and also kind of on a national level, just ties everyone together I think. (NCAA, 2014a, para. 12)

Benefits of Community Service

On the surface, students volunteering in community service projects may seem very selfless but in reality, their volunteerism serves many purposes and holds great benefits for the volunteers. It is simple to understand that there are positive benefits when participating in community service events. In fact, many researchers have begun to classify benefits and motivation as the same, which is an interesting concept to consider. Smith (2001) states there was a time when volunteering was based on the idea of a gift relationship, volunteers serving their time to others, but now volunteers see it as an exchange, where volunteers are motivated because both giver and receiver benefits in equal measure. These benefits can be in the form of material items, developmental or psychosocial benefits (Wymer, 2008). Volunteers are quick to provide a long list of benefits of their service, including meeting new friends, learning new skills, networking and gaining a new perspective on world issues (Gazley & Brudney, 2005). Positive developmental outcomes such as a sense of responsibility and caring are a result of participating in community service (Hedin & Conrad, 1980).

Astin and Sax (1998) conducted a study surveying entering freshman and follow-up data from undergraduate students from 42 colleges analyzing the effect of participation in community service. This study came to the statistical conclusion that for college undergraduates, volunteering in community service enhances their academic development, civic responsibility and life skills.

Authors of this study later defined academic development as an activity that “enhances the student’s college grade point average, general knowledge, knowledge of a field or discipline, and aspirations for advanced degrees and is also associated with increased time devoted to homework and studying and increased contact with faculty” (Astin & Sax, 1998, p. 257). Life skills development was defined as activity that “improved the participant’s leadership skills, critical thinking, communication, diversity understanding, and understanding of both micro- and macro-issues revolving around their local community” (Astin & Sax, 1998, p. 259). Last, civic development meant someone “showed a stronger passion for helping others, performing future community service work, encouraging racial understanding, and helping in their local community” (Astin & Sax, 1998, p. 256).

Creating connections with local communities (Eyler & Giles, 1999), choosing a career in service, creating their own pro-environment, community action programs (Astin et al., 2000), and heightened awareness of community issues (Gallini & Moely, 2003) are all benefits that college students who volunteer experience when participating in community service. College students have also been noted to improve interpersonal skills and gain experience in involvement in activities requiring leadership skills to be accessed and improved (Astin et al., 2000).

As previously mentioned, college students gain psychosocial benefits with measurable outcomes that are noted throughout literature. College students participating in community service have shown psychological benefits including the feeling of achievement (Taylor & Pancer, 2007), feelings of contentment from helping their community (Hunter & Brisbin, 2000), feelings of empowerment (Knapp, Fisher, & Levesque-Bristol, 1999) and personal growth (Primavera, 1999). Other reported benefits include leadership development (MacNeela & Gannon, 2014), increased awareness of their strengths (Primavera, 1999), improved time management skills (MacNeela &

Gannon, 2014), development of their academic skills (Hunter & Brisbin, 2000), improved clarity of their future career path (Taylor & Pancer, 2007), and constructing a life philosophy (Avalos, Sax, & Astin, 1999).

Motivations

Chesbrough (2011) explored college student involvement in service, their motivations, choice of service involvement and reported learning outcomes. Exploring differences in how students describe their service motivation, choices and learning outcomes through a mixed method study using multiple variables such as gender, year in college and amount of service performed. Utilizing a newly developed instrument Chesbrough found a range of possible motivating factors towards service to be a mix of external/extrinsic motivations and internal/intrinsic motivations. These findings are consistent with the findings of Jones and Hill (2003) where students suggest they became involved in service “in order to give back something” or “I decided it was time to focus on others less fortunate than me.” Chesbrough’s study (2011) additionally used a quantitative approach in the same study to gain a better understanding of the importance of the extrinsic and intrinsic motivators. His findings identifies reasons for involvement based on order of mean score: (a) felt strongly about a cause or issue, (b) part of a team or organization, and (c) just wanted to contribute.

Further investigation of differences in these motivators by gender indicated some differences in the top reasons to complete service. According to Chesbrough (2011) males reported the highest extrinsic motivator to be “part of a team or organization,” followed by “felt strongly about a cause,” and “just wanted to contribute,” while females reported highest mean values in “feeling strong about an issue,” “wanting to contribute,” and “following their hearts,” in their reasons for their involvement in service. All three motivators showed significant statistical difference with females rating all three motivating factors higher than males, which indicates a

higher likelihood that females will become involved in service as an ongoing commitment over time. and females described service differently, with males describing it as an individual and impersonal activity based in rational and stated they felt was a social obligation and females commonly describing service as “a relational activity based in emotional and subjective personal commitments” (2011). Chesbrough suggest lower motivation to complete service in males to be the result of “lack of time, insufficient interest, lack of awareness of service opportunities, and not being invited to participate” (Chesbrough, 2011).

Chesbrough’s findings for motivation to complete service projects described an inverse relationship between external motivators and both year in school and hours of service. Upperclassman and those who had served a greater number of hours reported a lower importance to external factors and showed a higher likelihood to identify intrinsic motivations for service. These findings are consistent with previous studies found in literature (Batson, 1991) that volunteers tend to initially become involved in community service projects for altruistic reasons and based on social obligation and through time continue for egoistic rewards. Students with little to no service experience reported a higher likelihood of participation in a one-time project however, this trend transforms into upperclassman completing ongoing service projects. Furthermore, a strong and positive relationship existed between hours of service previously performed and nearly all measures in this study, particularly with the description of learning from service in measures of cognitive development, skill development, and identity development.

In 2008, Chalk’s pilot study, used Serow’s (1991) list of motivations which student-athletes were asked to rank. An example of a listed motivation was, “Has someone asked you to participate in community service?” (Serow, 1991, p. 546) Chalk claimed that during her pilot study some student athletes were confused by the question and were unsure how to respond. Participants

expressed confusion between “asked” and “required” in terms of their participation in community service. Chalk, for this reason, established a new instrument, a 29-item Likert-type scale, on which student-athletes were asked to rate the importance of motives rather than rank them (Appendix L).

Chalk’s (2008) study used this modified VFI with additional questions and after exploring the motivations of student athletes, Helping Others was reported to be the most important motivational factor to student athletes Chalk also reported on the motivation of Being asked to Volunteer, Career Experience, Social Responsibility, Intrinsic Rewards, and Participation in a Group Activity. A unique motivation for student athletes was their feelings of obligation to perform community service because they were a student athlete in college. This feeling may stem from student athletes stated that athletic department personnel, including their coaches, ask or required their student athletes to complete community service on a regular basis during the school year (Chalk, 2008).

Functional Motivation Theory

Literature indicates that volunteer motivations are likely to be derived from psychological and social desires rather than physiological needs, so a functional approach to volunteerism from a psychological point was necessary (Angell, 1907; (Omoto, Snyder, & Berghuis, 1993). The functional motivational theory is a way to explore why people are persuaded to engage in volunteering (for community service). The functional theory of motivation posits that people can and do perform the same action in the service of different psychological functions. Smith, Bruner, and White (1956) and Katz (1960) state that examples of functional theorizing in personality and social psychology are the classic accounts of attitudes and persuasion. Building on the work of the previous theorists, their research has been able to broaden the scope of the application of functionalist theorizing. This functional approach seeks to determine the reasons and goals that

motivate volunteers, thus conceptualizing the volunteer's decision in terms of personal motivations (Omoto et al., 1993). Given the evidence for practical implications, the functional motivation theory has been utilized by researchers, as a framework model to understand and explore student volunteer motivation (Clary et al., 1998; Schroeder et al., 1995).

When applying a functional approach to volunteers, several considerations are important, (Clary & Miller, 1986; Clary & Snyder, 1995, 1999). keeping in mind that motivational perspective can help to identify individual and social motivations that make people initiate and continue a behavior. Second, psychological functions are identified with the understanding that people can perform the same or even similar actions as a result of different motivations or goals, and conversely, people can perform different actions as a result of the same motivation or goal. In 1999, Clary and other researchers also started that matching a volunteer's initial motivations to the satisfactions associated with particular tasks or situations in an organization is important for initiating as well as maintaining volunteering activity for sustained periods of time. It is also important to acknowledge the wide variety of "cognitive, affective, behavioral, and interpersonal processes" (Clary & Snyder, 1999, p. 156) that contribute to volunteering decisions.

From a functional perspective, volunteers are more satisfied when their volunteering activities are highly relevant to the motivational functions that led them to serve initially than when their volunteering activities are less motivationally relevant (Clary et al., 1998). Coaches and administration can improve recruitment and participation in community service by appealing to their intended demographic or team.

The functional approach suggests people engage in volunteer work in order to satisfy important social and psychological goals (Clary et al., 1998). Clary and Snyder (1991) ultimately established and defined six categories that describe motivations to volunteer. This model is based

on the idea of an individual's needs being met through actions and beliefs. The VFI uses a functional approach to identify motivational reasons for participating in community service through the following six functions; Values, Understanding, Enhancement, Career, Social and Protective.

Volunteer Functions Inventory

The VFI questionnaire, based on a functional approach to volunteerism, is a consistent model that assesses motivational functions underlying volunteer activity and has provided most of the available evidence on the factors that affect volunteers' motivation (Clary et al, 1998). Continuing the work of Snyder and Ickes (1985), Clary approached the development of the VFI with an investigative strategy for personality and social behavior. The work of Katz (1960) and Smith et al. (1956), who both used four functions, led to the conceptualization of the six motivational functions of the VFI (1998) that are potentially served by volunteers.

The VFI is widely discussed throughout the literature as a valuable measurement tool because it allows for the identification and rank ordering of multiple possible motivators to volunteer and due to its practical implications (Widjaja, 2010). Using the VFI allows for the analysis and results of the data to become more systematic in studying volunteer motives. This is evident in the increase in studies using the VFI as their main instrument (Rokach & Wanklyn, 2009).

Gage and Thapa (2012) state that the VFI has become "the standard instrument to assess volunteer motivation" (p. 413) given its well-grounded theoretical basis and its good psychometric properties among other things. In addition, the VFI has been applied in diverse settings and populations when looking at volunteers and their motivations in community service. For example, Boettger (2007) examined differences in motivation to perform community service between active student-athletes and semi-professional athletes using the VFI scale. Chalk (2008) investigated

student-athletes' motivations to perform community service and how these motivations aligned with the athlete's personal values through a modified VFI and additional qualitative methods.

The VFI questionnaire is composed of a 30-item measure of motivations to volunteer (Appendix G). The 30-item measurement of motivation is comprised of five items for each of the six functions. For each item, respondents are to indicate "how important or accurate each of the 30 possible reasons for volunteering was for you in doing volunteer work." Student athletes answer each item on a seven-point scale ranging from 1 (not at all important) to 7 (extremely important). Drawing on functional theorizing about the reasons, purposes, and motivations underlying human behavior, Clary et al. (1998) identified six motives for volunteering: Values, Understanding, Enhancement, Career, Social and Protective.

Clary and Snyder (1998) clearly state four assumptions that need to be taken into consideration when using the VFI . Those assumptions are as follows:

1. People are purposeful, planning, and goal-directed -- Volunteers engage in volunteer work in order to satisfy important personal goals.
2. Different people may do similar things for different reasons -- Volunteers performing the same volunteer activity for the same organization may have different reasons for volunteering.
3. Any one individual may be motivated by more than one need or goal -- An individual volunteer may be attempting to satisfy two or more motives through one activity at an organization.
4. Outcomes depend on the matching of needs and goals to the opportunities afforded by the environment -- Successful volunteer recruitment, satisfaction, and retention is tied to the ability of the volunteer experience to fulfill the volunteer's important motives.

Six Motivational Functions

Values. The value function is when the person is volunteering in order to express or act on important values, such as humanitarianism and helping the less fortunate (Clary et al., 1998). The Values function suggests that the values about others' welfare are a large influence on volunteers (Snyder, Clary, & Stukas, 1998). The Values function is based on Katz's (1960) theory that concern for others is often characterized by those who volunteer (Allen & Rushton, 1983) and predicts whether volunteers complete their expected period of service (Clary & Miller, 1986; Clary & Orenstein, 1991).

Understanding. The understanding function was established to provide volunteers with an opportunity to engage in new learning experiences as well as exercise knowledge, skills, and abilities that are normally unused (Clary et al., 1998).

Enhancement. The enhancement function is based on an individual who is seeking to grow and develop psychologically through involvement in volunteering to fulfill a need of the ego. Clary et al. (1998) stated "this function of volunteering derives from indications that there may be more to the ego, and especially the ego's relation to affect, than protective processes" (p. 1518). It is primarily centered on the need for personal growth and improving the self-esteem of the volunteer. Clary et al. (1998) consider Enhancement to be related to the development of positive features of a volunteer's ego.

Career. The career function is based on the main goal of the volunteer to gain career-related experiences through their volunteering. It is focused on building and developing career-related skills and professional networking. A study conducted by Jessica Jenner (1982) created volunteer opportunities that were work-related and volunteers agreed that the experience could be used as a way to improve or maintain their career-related skills (Clary et al., 1998).

Social. The social function focuses on the opportunity to strengthen one's social relationships with those around them. Clary et al. (1998) stated that volunteering may offer opportunities to be with one's friends or to engage in an activity viewed favorably by important others.

Protective. The protective function relates to how the individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems (Clary et al., 1998). Frisch and Gerrad (1981) conducted a survey that reported that some Red Cross volunteers volunteered because of a feeling of guilt due to their own good fortune.

Gender of Volunteers

Although Prouteau and Wolff (2008) argued that gender is not a major predictor variable for volunteer motivation, Mesch, Rooney, Steinberg and Denton (2006) found that volunteering behavior is influenced by gender when other independent variables, such as age or education level, are controlled. Males were more likely to consider outcomes of service, extrinsic motivation, and their available time when deciding on whether to participate and in which specific project (Chesbrough, 2011). In studies that utilized the VFI it was found that there are gender differences in volunteer motivation, researchers have also found that females score higher than males on most, if not all, functions (Chapman & Morley, 1999).

Chapman and Morley (1999) administered the VFI to a sample of 85 college students and found that females rated each motivational function higher than men, implying that they are more motivated to volunteer than men. Fletcher and Major (2004) replicated these results with a sample of medical students. While these researchers found that females and males rated the motives in the same relative order, females rated each of the six motivators higher than men, again suggesting that female are more inclined to volunteer than males (Fletcher & Major, 2004).

Methodology

Population and Sample

College students' performance of community service has been shown to help them connect with their peers and leaders within the community (Hunter & Brisbin, 2000), increased cultural understanding of those outside of their school (Einfield & Collins, 2008), and even to improved GPA (Astin & Sax, 1998). The population of this study consisted of NCAA student athletes who appeared on an official roster at the time of data collection. This target population was chosen because the literature identified that the college experience of a student athlete is unique compared to other college students (Adler & Adler, 1991; Lawrence et al., 2009; Potuto & O'Hanlon, 2007).

All sports at the University of the Incarnate Word are governed by the NCAA, just as the sports are at other public or private intuitions. The scope of this study allowed for analysis of a wide range of student athletes; with 23 NCAA sports, UIW has a mix of sports which is comparable to other universities across the country.

Risk of Analysis

This study required participants to self-examine their motivational factors in community service, which could lead to both positive and negative emotions. Student athletes were able to complete the questionnaire at their convenience and in an environment that was comfortable for them. Though there were no controls the researcher compared motivational factors of current respondents to theoretical expectations, past indicators and aspirational levels.

Confidentiality

No names or any form of personal identification were asked during the study. To ensure the confidentiality of data collected, the computer used for analysis was protected with a log-in and password, as well as a different user name and password to access data collection online. No data

was saved on any computer other than the one described above. Results of this study may be used in future research, publications, presentations and for other potential academic purposes.

Demographics

Unattributed participants' demographic information was surveyed in order to better understand and describe the sample population. Barron and Rihova (2011) noted that volunteer motivation depends on many factors, including the nature and context of the volunteer activity as well as demographic characteristics of the volunteers. Due to the constant change in the population in college settings, demographic questions were asked pertaining to birth year, gender, academic classification and NCAA sport participation.

Research indicates that females tend to be more willing to volunteer (Clary et al., 1995) and show an overall higher rate of motivation in all functions. This study investigated the motivation function using gender as a variable in multiple analyses. Academic classification (freshman, sophomore, junior, senior, graduate student) were investigated to understand order of functions and determine if motivational functions differed within academic classifications regardless of gender.

Although race and ethnicity are commonly used demographic variables, this study did not request this information due to the practical nature of this study. College students and teams generally do not group/categorize themselves by race; however, students and coaches may categorize or define groups as male or female; freshman, junior, senior, or graduate student or by team in the context of community service.

Instrument

Collecting data that could be used as a point of comparison was of high importance for the researcher. Having demographics and motivational function values that could be easily considered and comparable to help explore and understand motivations of NCAA student athletes to do

community service was also a factor. Additionally, using an instrument that is readily available online is of great benefit to facilitating this study of motivation for teams and institutions.

Administration may look at overall trends and relationships between all motivational functions of student athletes in community service or perhaps by a specific demographic. More specifically, coaches would be able to distribute or administer the questionnaire to their own teams' student athletes in order to identify the motivational function that their student athletes find the most important, remembering that individuals can complete the same community service event while accessing different motivational functions (Clary et al., 1998).

Demographic questions were asked prior to the VFI which was developed to understand the motivations of volunteers. The original instrument was developed in 1992; in 1998 its authors published the psychometric data of the inventory (Clary et al., 1998). The VFI is configured as a 30-item questionnaire divided into six scales of five items each, which are scored using a seven-point Likert-type scale where 1 is *totally disagree* and 7 is *totally agree*. Totals for each function are established by adding together a set of predetermined questions (Appendix G). Clary and his co-authors (1998) performed statistical analyses to show the instrument was both valid and reliable. They performed a confirmatory factor analysis (CFA) on their five-, six-, and seven-factor solutions. Fit indices for the six-factor solution suggest a good model fit of $\chi^2 (120) = 412.69$; $GFI = .91$; $NFI = .90$.

The six motivational functions of volunteering that have been identified are: Values, Understanding, Enhancement, Career, Social, and Protective. The definition of each function is presented in Table 1. Each of the motivational functions is measured by five statements, to each of which responders assign a level of agreement on a seven-point Likert scale. These items are distributed throughout the VFI questionnaire.

Table 1

Functions Served by Volunteering and Their Assessment on the VFI

Function	Conceptual Definition	Sample VFI Item
Values	The individual volunteers in order to express or act on important values like humanitarianism.	I feel it is important to help others.
Understanding	The volunteer is seeking to learn more about the world or exercise skills that are often unused.	Volunteering lets me learn through direct, hands-on experience.
Enhancement	One can grow and develop psychologically through volunteer activities.	Volunteering makes me feel better about myself.
Career	The volunteer has the goal of gaining career-related experience through volunteering.	Volunteering can help me get my foot in the door at a place where I would like to work.
Social	Volunteering allows an individual to strengthen his or her social relationships.	People I know share an interest in community service.
Protective	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems.	Volunteering is a good escape from my own troubles.

Data Collection Procedures

Institutional Review Board (IRB) approval was received prior to the start of formal research to ensure the protection of human subjects (Appendix K). Along with IRB, approval from the UIW Athletic Director (Appendix I) and Vice President of Enrollment (Appendix J) was required to gain access to NCAA student athletes for this study prior to any outreach to coaches, data collection or questionnaire distribution.

This questionnaire gathered data from student athletes who had access to the Internet and a digital device, which is why a digital online questionnaire was chosen. SurveyMonkey was used to implement the questionnaire, administrate progress, and collect data. Multiple devices were tested to see if all questions would appear with little to no difficulty, and all devices worked correctly (e.g., computers, tablets and smart phones). Creating a questionnaire that was compatible with computers, tablets and smart phones was very important in ensuring the questionnaire is accessible and formatted appropriately for all student athletes, regardless of the device used to respond. When formatting this questionnaire, online response options were created in drop-down options to allow all devices to show the questionnaire in the same format. If a question was formatted in a matrix style response, it would appear in a chart for the student athlete who opened the questionnaire on a computer. However, if a tablet or smart phone was used it would appear as a list question.

Gen Z students have grown up in the post-Internet world, where every phone is a smart phone and Wi-Fi is available on all college campuses and most public areas, which allows them to have constant and instant access to information in the palm of their hand (Wyborny, 2017). To increase the successful return rate of the questionnaire, it was distributed and completed electronically, which gave the participants the ability to choose the location where they would like to complete it. This questionnaire was designed with no time limit, which allowed the student athlete to complete it at his or her own pace. If a participant decided to return to their questionnaire at a later time they had to keep the in-progress questionnaire open; if the participant closed out of the questionnaire they were required to begin again. If during the questionnaire the participant decided they no longer wished to participate, they could close the questionnaire and no data was collected. If a questionnaire was opened and not completed it was considered incomplete and was

deleted from the responses. After removing all incomplete questionnaires, the rate of return was 60%. Once data was submitted, if complete, it was used for this study.

An additional benefit from creating an online questionnaire was the ability reach out to a larger number of coaches within minutes, which in turn impacted the number of student athletes who could be contacted in the same way. Coaches were able to send the questionnaire link out to their student athletes via email, social media or text. Emails were sent out to coaches detailing the aim of the study, requirements of the participants, and a link to the questionnaire, as well as requesting their assistance distributing this study to their athletes and encouraging them to complete the questionnaire (Appendix H).

When NCAA student athletes opened the link, the first page laid out the nature of the study, with specific instruction that involvement was voluntary and completely anonymous. Participants must agree to the terms and conditions of the study in order to proceed to the next page. If a participant chose not to accept the terms and condition, he or she would be redirected to a page thanking them for their time and consideration. After agreeing to the terms and conditions, page two contained the following demographic questions: birth year, gender, current academic classification, and NCAA sport listed on an official roster.

After the demographic questions section, the direct questions from the VFI (Clary et al., 1998) were listed and required the participant to score each question using a seven-point Likert-type scale (where 1 is totally disagree and 7 is totally agree). The VFI is a 30-item questionnaire that is divided into six scales (motivational functions) of five items each (five questions per function) that has a predetermined formula (Appendix G) for calculating the total value of each function per individual completed questionnaire. Questions in the VFI are not categorized by

motivational function; instead, the five items per scale were shuffled and mixed amongst themselves to prevent a cluster of items from one particular scale.

This questionnaire was designed to require the participants to answer all questions regarding demographics as well as questions within the VFI. They were marked with an asterisk to indicate a required answer. If a participant tried to submit their questionnaire with an unanswered question they were prompted to complete all required questions in order to successfully submit their response. Requiring the participants to provide an answer for each question allowed only fully completed questionnaires to be submitted and used during analysis.

Protection of Human Subjects

Participation in this study was voluntary and each participant was able to view and accept a consent form explaining the purpose, benefits and risks, if any, of the study as well as the role and time commitment required of the participants at the start of the digital research questionnaire. There was a confidentiality statement that appeared at the start of the research questionnaire to ensure complete anonymity was maintained throughout the course of this study. Results of this study may be used in publications and presentations. No names or any form of identification were asked during the study. To ensure the confidentiality of the data collected the computer being used was protected with a log-in and password, as well as a different user name and password to access data collection online. No data was saved on any other computer other than the one described above.

Data Analysis

Data were analyzed using IBM SPSS version 24 (2016) predictive analytic software and Microsoft Excel. Descriptive statistics were utilized for demographics and functions. The VFI consists of thirty different statements that the participant ranked on a seven-point Likert-type scale (where 1 is totally disagree and 7 is totally agree). The six functions have five statements in

connection to each function. The value of each question belonging to its respected motivational function was totaled using Excel, which created a value score for each function. The statements related to each function were: Values (statements 3, 8, 16, 19, and 22), Understanding (statements 12, 14, 18, 25, and 32), Enhancement (statements 5, 13, 26, 27, and 29) Career (statements 1, 10, 15, 21, and 28), Social (statements 2, 4, 6, 17, and 23), and Protective (statements 7, 9, 11, 20, and 24) (Appendix G).

Descriptive statistics were used to analyze research question one and analysis of variance (ANOVA) was used to analyze research question two. If results revealed a significant main effect, a post hoc analysis using Tukey was conducted to determine which means among the set of means differed from the rest. Levene's Test of Equality of Error Variances was run to verify that variances were equal across groups or samples for each motivational function during analysis which showed a value greater than .05 in all Levene's tests. Further investigation and analysis of the six motivation functions was conducted to explore any interaction between the two independent variables of gender and academic classification.

Results

The purpose of this study was to determine the motivational functions of community service based on the anonymous answers provided by NCAA student athletes at the University of the Incarnate Word. Statistical analysis was conducted to determine the factors for NCAA student athletes when participating in community service as well as analysis of the demographics to determine if importance of the motivational factors differ demographically among NCAA student athletes. The questionnaire had an estimated completion rate of 60% (Survey Monkey, 2018) that generated 150 completed responses. Data were cleaned and prepared for analysis. Any responses with missing data were deleted because with an instrument like the VFI missing data can affect the psychometrics of the tool, potentially making comparisons between participants with incomplete data and those who had complete data difficult to interpret. Although each sport had student athletes respond, due to the lack of true representation of each sport, a new category was created. Each participant was identified to play on an individual sport or team sport based on the answer given for NCAA sport they participate in.

To examine the internal consistency reliability of the participants' responses, Cronbach's alpha was examined. Cronbach's alpha was used to measure the internal consistency reliability coefficients for each subscale of the VFI. These six subscales have been used in previous studies, but further examination of internal consistency reliability coefficients provided greater confidence regarding the motivational functions used. Cronbach's alpha for the six functions was .86 to show the high level of reliability. The Levene's F Test for Equality of Variances was used to test the assumption of homogeneity of variance, and in all cases the assumption was confirmed.

Descriptive Statistics

Frequencies were analyzed for all demographic data available. The data were collected from

60 males and 90 females for a total sample size of 150. Within the 150-sample size there were 40 freshmen, 33 sophomores, 36 juniors, 28 seniors and 13 graduate students. Participants were asked to provide their birth year to determine if they are part of Generation Z and it was determined that all participants are classified as Gen Z. Participants were also asked to identify the sport for which they appeared on an official NCAA roster, and the results can be seen in Table 1. Data regarding participants' NCAA sport were re-coded to identify whether the participant played an individual or team sport and results can be seen in Table 2.

Table 2

NCAA Sports

	NCAA Sport	Frequency	%	Valid %	Cumulative %
Valid	Baseball	2	1.3	1.3	1.3
	Basketball	30	20.0	20.0	21.3
	Cheerleading	15	10.0	10.0	31.3
	Cross Country Track & Field	17	11.3	11.3	42.7
	Fencing	4	2.7	2.7	45.3
	Football	8	5.3	5.3	50.7
	Golf	9	6.0	6.0	56.7
	Soccer	7	4.7	4.7	61.3
	Softball	11	7.3	7.3	68.7
	Swimming and Diving	33	22.0	22.0	90.7
	Synchronized Swimming	3	2.0	2.0	92.7
	Tennis	4	2.7	2.7	95.3
	Volleyball	7	4.7	4.7	100.0
	Total	150	100.0	100.0	

Research Question 1

Research question one stated: What are the most important motivational factors for NCAA student athletes when participating in community service? Responses to the VFI questionnaire

resulted in establishing the overall mean for each function. Table 3 shows that Values ($M = 27.50$, $SD = 4.813$) are the highest motivator for NCAA student athletes. Although the Values function was the most important motivational function to all NCAA student athletes, the remaining five functions were still analyzed. In remaining order based on the mean of each function, the list is as follows: Understanding ($M = 26.68$, $SD = 5.072$), Career ($M = 25.32$, $SD = 5.690$), Enhancement ($M = 21.51$, $SD = 6.042$), Social ($M = 21.07$, $SD = 5.633$) and Protective ($M = 18.6$, $SD = 6.442$). Table 3 shows the minimum and maximum values for each function with the mean score and standard deviation for the data set on all NCAA student athletes.

Table 3

Descriptive Statistics

<i>Functions</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Values	150	10	35	27.50	4.813
Understanding	150	10	35	26.68	5.07
Enhancement	150	5	35	21.51	6.042
Career	150	6	35	25.32	5.690
Social	150	8	35	21.07	5.633
Protective	150	5	35	18.67	6.442
Valid <i>N</i> (listwise)	150				

Research Question 2

Inferential statistics. Inferential statistics were conducted to address research question two: Do the importance of motivational factors differ demographically among NCAA student athletes when participating in community service? Two-way ANOVA analysis was used to compare the means between the demographics of gender and grade classification to determine if there was a significant difference between the factors on each of the functions. When significant differences were noted, a Tukey HSD post-hoc test was conducted to determine which groups differed, as indicated by the ANOVA. Overall rank order for each category was determined based on the mean

score in each respective variable. A Levene's test was used to assess the equality of variances for all variables calculated for two or more groups and in all cases passed with a p value greater than .05.

Gender. The mean scores for male and female participants were compared across all six functions. Females had a higher mean score than males for five of the six functions, ranked in order: Values ($M = 28.44$), Understanding ($M = 27.71$), Career ($M = 25.70$), Enhancement ($M = 21.83$), and Social ($M = 20.81$). This finding may suggest that females are more inclined to volunteer than males (Chapman & Morley, 1999; Fletcher & Major, 2004). However, males had a higher mean score in the Social function, $M = 21.47$, compared to females' $M = 20.81$. All mean scores of motivational functions by gender are shown in Table 4.

An independent t-test was used to compare whether motivational functions differ based on gender. Levene's Test of Equality of Error Variances verified that variances were equal across groups for each function during analysis, which showed a value greater than .05 for all functions. An independent samples t-test compared each function in males and females. The t-test found that there was a significant difference in the scores for male ($M = 26.08$, $SD = 5.30$) and female ($M = 28.44$, $SD = 5.30$) Values; $t(148) = -3.2$, $p = 0.003$. Additionally, through an independent t-test it was found that there was a significant difference in the scores for male ($M = 25.13$, $SD = 5.68$) and female ($M = 27.71$, $SD = 4.36$) Understanding; $t(148) = -3.32$, $p = 0.002$. These results indicate a mean difference ($M = -2.36$) in the Social function by gender, and the Understanding function indicated a mean difference ($M = 2.56$) by gender as well.

The overall rank order of motivational functions for males is as follows: Values, Understanding, Career, Social, Enhancement, and Protective. The rank order of functions for

female is: Values, Understanding, Career, Enhancement, Social and Protective. Table 4 provides descriptive scores for each function by gender.

Table 4

Gender per Motivational Function

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
Values	Male	60	26.08	5.299	.684	24.71	27.45	10	35
	Female	90	28.44	4.232	.446	27.56	29.33	14	35
	Total	150	27.50	4.813	.393	26.72	28.28	10	35
Understanding	Male	60	25.13	5.679	.733	23.67	26.60	10	35
	Female	90	27.71	4.358	.459	26.80	28.62	19	35
	Total	150	26.68	5.072	.414	25.86	27.50	10	35
Enhancement	Male	60	21.02	6.796	.877	19.26	22.77	5	35
	Female	90	21.83	5.498	.580	20.68	22.98	6	33
	Total	150	21.51	6.042	.493	20.53	22.48	5	35
Career	Male	60	24.75	6.245	.806	23.14	26.36	6	35
	Female	90	25.70	5.290	.558	24.59	26.81	12	35
	Total	150	25.32	5.690	.465	24.40	26.24	6	35
Social	Male	60	21.47	5.753	.743	19.98	22.95	8	35
	Female	90	20.81	5.569	.587	19.64	21.98	8	32
	Total	150	21.07	5.633	.460	20.16	21.98	8	35
Protective	Male	60	18.07	7.262	.938	16.19	19.94	5	35
	Female	90	19.07	5.840	.616	17.84	20.29	5	30
	Total	150	18.67	6.442	.526	17.63	19.71	5	35

Academic Classification. Each academic classification, regardless of gender, was analyzed, and rank order of importance of motivational factors was established.

Freshmen had a rank order of factors in the following order: Values ($M = 28.60$, $SD = 4.01$), Understanding ($M = 27.30$, $SD = 4.65$), Career ($M = 25.68$, $SD = 5.09$), Social ($M = 23.83$, $SD = 5.56$), Enhancement ($M = 22.85$, $SD = 5.83$), and Protective ($M = 20.20$, $SD = 6.26$).

Sophomores had a rank order of Understanding ($M = 26.58$, $SD = 5.08$), Values ($M = 25.79$, $SD = 4.33$), Career ($M = 24.91$, $SD = 6.27$), Enhancement ($M = 21.36$, $SD = 6.76$), Social ($M = 20.61$, $SD = 4.79$), and Protective ($M = 18.42$, $SD = 7.12$).

Juniors showed a rank order of Values ($M = 28.44$, $SD = 4.39$), Understanding ($M = 26.92$, $SD = 5.04$), Career ($M = 25.52$, $SD = 5.71$), Enhancement ($M = 26.92$, $SD = 5.04$), Social ($M = 19.78$, $SD = 5.83$), and Protective ($M = 18.75$, $SD = 6.30$).

Seniors had a rank order of Values ($M = 25.75$, $SD = 6.04$), Career ($M = 25.07$, $SD = 6.43$), Understanding ($M = 24.86$, $SD = 5.78$), Enhancement ($M = 19.46$, $SD = 6.70$), Social ($M = 19.43$, $SD = 5.64$) and Protective ($M = 16.93$, $SD = 6.55$).

Graduate students reported the same order of rank order as seniors with Values ($M = 29.62$, $SD = 4.54$), Understanding ($M = 28.32$, $SD = 4.38$), Career ($M = 25.23$, $SD = 4.87$), Enhancement ($M = 21.08$, $SD = 4.09$), Social ($M = 20.92$, $SD = 4.96$), and Protective ($M = 18.08$, $SD = 5.01$).

Table 5 shows all descriptive statistics for functions per academic classifications.

Table 5

Motivational Functions per Academic Classification

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Values	Freshman	40	28.60	4.012	.634	27.32	29.88	15	35
	Sophomore	33	25.79	4.328	.753	24.25	27.32	10	34
	Junior	36	28.44	4.385	.731	26.96	29.93	20	35
	Senior	28	25.75	6.035	1.140	23.41	28.09	10	34
	Graduate Student	13	29.62	4.538	1.259	26.87	32.36	21	35
	Total	15	27.50	4.813	.393	26.72	28.28	10	35
Understanding	Freshman	40	27.30	4.653	.736	25.81	28.79	16	35
	Sophomore	33	26.58	5.087	.886	24.77	28.38	11	35
	Junior	36	26.92	5.039	.840	25.21	28.62	16	35
	Senior	28	24.86	5.759	1.088	22.62	27.09	10	35
	Graduate Student	13	28.31	4.385	1.216	25.66	30.96	22	35
	Total	15	26.68	5.072	.414	25.86	27.50	10	35
Enhancement	Freshman	40	22.85	5.833	.922	20.98	24.72	10	35
	Sophomore	33	21.36	6.758	1.176	18.97	23.76	5	33
	Junior	36	21.89	5.450	.908	20.04	23.73	11	35
	Senior	28	19.46	6.703	1.267	16.87	22.06	6	32
	Graduate Student	13	21.08	4.092	1.135	18.60	23.55	15	30
	Total	15	21.51	6.042	.493	20.53	22.48	5	35
Career	Freshman	40	25.68	5.086	.804	24.05	27.30	12	35
	Sophomore	33	24.91	6.272	1.092	22.69	27.13	6	35
	Junior	36	25.53	5.710	.952	23.60	27.46	13	35
	Senior	28	25.07	6.434	1.216	22.58	27.57	10	34
	Graduate Student	13	25.23	4.867	1.350	22.29	28.17	18	33
	Total	15	25.32	5.690	.465	24.40	26.24	6	35

		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
Social	Freshman	40	23.83	5.556	.878	22.05	25.60	11	35
	Sophomore	33	20.61	4.789	.834	18.91	22.30	8	28
	Junior	36	19.78	5.831	.972	17.80	21.75	8	35
	Senior	28	19.43	5.640	1.066	17.24	21.62	8	28
	Graduate Student	13	20.92	4.958	1.375	17.93	23.92	14	31
	Total	15	21.07	5.633	.460	20.16	21.98	8	35
Protective	Freshman	40	20.20	6.260	.990	18.20	22.20	7	35
	Sophomore	33	18.42	7.120	1.239	15.90	20.95	5	33
	Junior	36	18.75	6.295	1.049	16.62	20.88	10	35
	Senior	28	16.93	6.554	1.239	14.39	19.47	6	29
	Graduate Student	13	18.08	5.008	1.389	15.05	21.10	5	24
	Total	15	18.67	6.442	.526	17.63	19.71	5	35

An analysis of variance was conducted using the academic classification as the independent variable and each function as the dependent variable. This test showed if there was a significant difference in the mean score on the function across each academic classification. A significant difference was found in the function Values ($p = .007$) and the Social function ($p = .006$), which led to conducting post hoc tests for further analysis to identify where the statistical difference occurs. Table 6 shows the ANOVA results for each function between academic classifications.

Table 6

ANOVA Functions and Academic Classification

		Sum of Squares	df	Mean Square	F	Sig.
Values	Between Grops	321.169	4	80.292	3.719	.007
	Within Groups	3130.331	145	21.588		
	Total	3451.500	149			
Understanding	Between Groups	145.232	4	36.308	1.428	.228
	Within Groups	3687.408	145	25.430		
	Total	3832.640	149			
Enhancement	Between Groups	197.314	4	49.329	1.364	.249
	Within Groups	5242.179	145	36.153		
	Total	5439.493	149			
Career	Between Groups	14.001	4	3.500	.106	.980
	Within Groups	4810.639	145	33.177		
	Total	4824.640	149			
Social	Between Groups	446.537	4	111.634	3.781	.006
	Within Groups	4281.656	145	29.529		
	Total	4728.193	149			
Protective	Between Groups	185.343	4	46.336	1.120	.349
	Within Groups	5997.991	145	41.365		
	Total	6183.333	149			

The motivational function of Values showed statistically there was a significant ($p = .007$) difference between academic classifications. Levene's Test of Equality of Error Variances was run, showing a significance of 0.386. Tukey's post hoc test was used to analyze which specific academic classifications are different within Values. Although an initial significant difference was noted within the Values function, the Tukey HSD test determined academic classifications show no statistical significance ($p > .05$). Table 7 shows results of the Tukey HSD test for the value function and multiple comparisons of academic classifications.

Table 7

Multiple Comparisons: Values

(I) Academic Classification	(J) Academic Classification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Freshman	Sophomore	2.81	1.062	.067	-.12	5.75
	Junior	.16	1.037	1.000	-2.71	3.02
	Senior	2.85	1.113	.083	-.23	5.93
	Graduate Student	-1.02	1.442	.955	-5.00	2.97
Sophomore	Freshman	-2.81	1.062	.067	-5.75	.12
	Junior	-2.66	1.088	.111	-5.66	.35
	Senior	.04	1.160	1.000	-3.17	3.24
	Graduate Student	-3.83	1.479	.078	-7.91	.26
Junior	Freshman	-.16	1.037	1.000	-3.02	2.71
	Sophomore	2.66	1.088	.111	-.35	5.66
	Senior	2.69	1.138	.130	-.45	5.84
	Graduate Student	-1.17	1.461	.930	-5.21	2.87
Senior	Freshman	-2.85	1.113	.083	-5.93	.23
	Sophomore	-.04	1.160	1.000	-3.24	3.17
	Junior	-2.69	1.138	.130	-5.84	.45
	Graduate Student	-3.87	1.516	.086	-8.05	.32
Graduate Student	Freshman	1.02	1.442	.955	-2.97	5.00
	Sophomore	3.83	1.479	.078	-.26	7.91
	Junior	1.17	1.461	.930	-2.87	5.21
	Senior	3.87	1.516	.086	-.32	8.05

Note. Based on observed means.

Between groups, academic classifications within the Social function showed a significance value below .05 ($p = .006$), which indicated further analysis was needed. Equal variances were verified through a Levene's Test of Equality of Error Variances. Tukey HSD tests were conducted on all possible pairwise contrasts. Results showed that freshmen reported significantly higher scores

than both juniors ($M = -4.05$) and seniors ($M = -4.40$). Table 8 shows Tukey HSD results for Social by academic classification. Figure 1 shows the decline in the Social function mean score from freshman through senior classifications and increasing again with graduate students.

Table 8

Multiple Comparisons: Social

(I) Academic Classification	(J) Academic Classification	Mean Difference		Sig.	95% Confidence Interval	
		(I-J)	Std. Error		Lower Bound	Upper Bound
Freshman	Sophomore	3.22	1.278	.092	-.31	6.75
	Junior	4.05*	1.248	.013	.60	7.50
	Senior	4.40*	1.339	.011	.70	8.10
	Graduate Student	2.90	1.735	.454	-1.89	7.69
Sophomore	Freshman	-3.22	1.278	.092	-6.75	.31
	Junior	.83	1.310	.970	-2.79	4.45
	Senior	1.18	1.396	.917	-2.68	5.03
	Graduate Student	-.32	1.779	1.000	-5.23	4.60
Junior	Freshman	-4.05*	1.248	.013	-7.50	-.60
	Sophomore	-.83	1.310	.970	-4.45	2.79
	Senior	.35	1.369	.999	-3.43	4.13
	Graduate Student	-1.15	1.758	.966	-6.00	3.71
Senior	Freshman	-4.40*	1.339	.011	-8.10	-.70
	Sophomore	-1.18	1.396	.917	-5.03	2.68
	Junior	-.35	1.369	.999	-4.13	3.43
	Graduate Student	-1.49	1.824	.924	-6.53	3.54
Graduate Student	Freshman	-2.90	1.735	.454	-7.69	1.89
	Sophomore	.32	1.779	1.000	-4.60	5.23
	Junior	1.15	1.758	.966	-3.71	6.00
	Senior	1.49	1.824	.924	-3.54	6.53

Note: Based on observed means.

* The mean difference is significant at the .05 level.

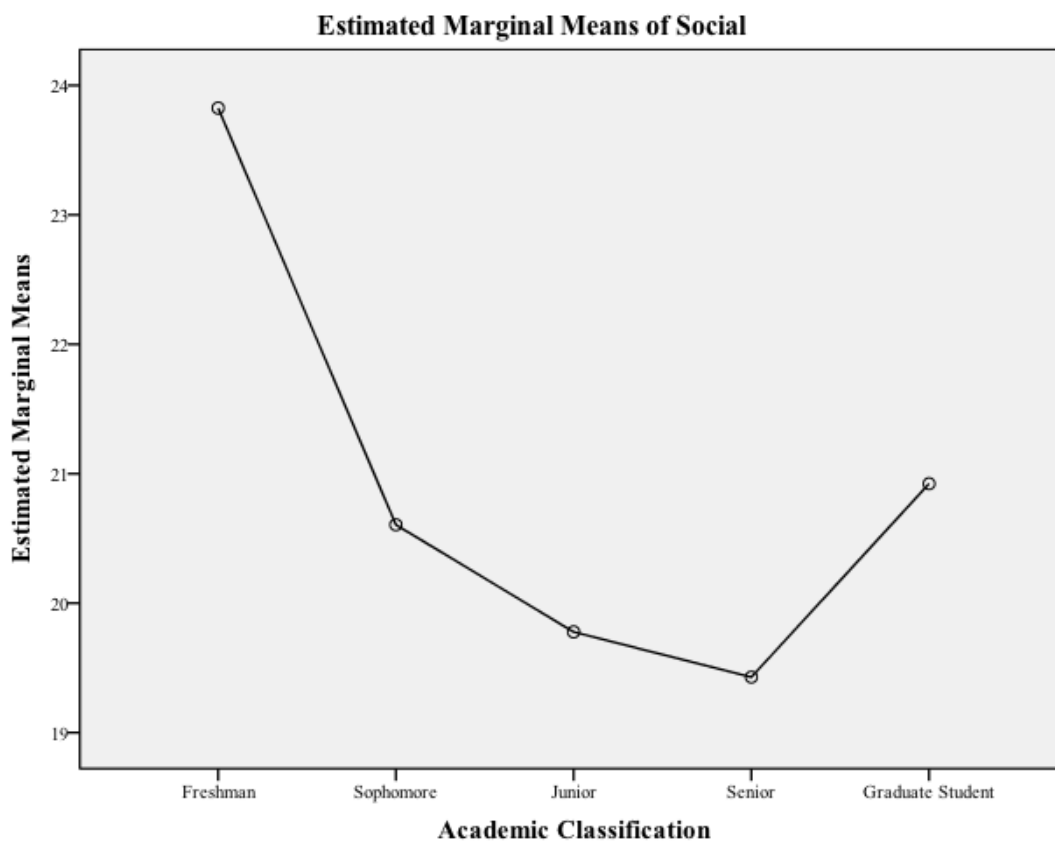


Figure 1. Social means by academic classification.

Further statistical analysis of gender and academic classification was used to determine if there is a difference in the effect of academic classification and gender within each function. Post hoc tests were run when needed.

Individual Sport vs. Team Sport. Analysis of individual teams was not possible due to the lack of true representation of each sport based on the responses of the participants. Sport type was an additional demographic category that was created and determined for each participant. Statistical analysis was run to determine if there was a difference in the means of motivational factors among athletes who participated in an individual sport and those who played a team sport. Sport type statistics for each function can be seen in Table 9.

Table 9

Sport Type Statistics

	Sport Type	N	Mean	Std. Deviation	Std. Error Mean
Values	Individual Sport	68	27.54	4.647	.564
	Team Sport	81	27.46	5.005	.556
Understanding	Individual Sport	68	26.91	4.401	.534
	Team Sport	81	26.46	5.615	.624
Enhancement	Individual Sport	68	21.50	6.036	.732
	Team Sport	81	21.52	6.122	.680
Career	Individual Sport	68	25.66	5.057	.613
	Team Sport	81	25.01	6.218	.691
Social	Individual Sport	68	21.00	5.545	.672
	Team Sport	81	21.16	5.769	.641
Protective	Individual Sport	68	18.46	7.008	.850
	Team Sport	81	18.94	5.942	.660

An independent t-test was used to understand whether motivational functions differ in the type of sport, individual or team, the participant plays. Levene's Test of Equality of Error Variances was run to verify that variances are equal across groups for each function during analysis that showed a value greater than .05 for all functions. An independent samples t-test was conducted to compare each function by sport type. The independent t-test found that there were no significant differences between athletes who play an individual sport and those who play a team sport.

Gender and Academic Classification. Additional separate ANOVA analyses of each motivational function by gender and academic classification were run to determine if functions differed demographically when applying more than one demographic variable. The data file was split by gender prior to conducting further statistical tests on all functions. Analysis was run on each motivational function and results were output into two sections, one for each gender, with data results by academic classification. When applicable a Tukey post hoc test was run to identify any

differences between two means that were greater than the expected standard error. Through data analysis only one function was identified to have a significant difference, and that was the Social function. Graphs of each function's mean scores of academic classifications by gender can be found at the end of the study (Appendices A-F).

Females by Academic Classification. Further ANOVA analysis of the Social function by academic classification was conducted after the file was split by gender. A Levene's Test of Equality of Error Variances was run and confirmed these assumptions of equal variances ($p = .553$). There was a significant mean difference on the value of the Social function in females at the $p < .05$ level for academic classifications [$F(4,85) = 3.83, p = .007$]. Tukey HSD tests were conducted on all possible pairwise contrasts. Table 10 shows that there was a statistically significant difference between female freshman and female juniors (.002) and no significance between other academic classifications within females.

Males by Academic Classification. Male seniors were noted to show the lowest value score on all motivational functions. This observation was made when analysis of all functions found significant differences were present as well as when no statistical significance was found. Significant differences were noted for each value that was of importance for research purposes.

ANOVA analysis of the value functions by academic classification was conducted after the file was split by gender and viewed for males. There was a significant mean difference within the value function in males at the $p < .05$ level for academic classifications. Tukey HSD tests were conducted on all possible pairwise contrasts. Table 11 shows that there was a statistically significant difference between male juniors ($M = 27.69$) and male seniors ($M = 22.36$), with a mean difference of $M = 5.46$ and no significance between other academic classifications within males for the value function. Table 10 shows multiple comparisons within Values for male participants.

Table 10

Multiple Comparisons: Social (Female)

(I) Academic Classification	(J) Academic Classification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Freshman	Sophomore	3.296	1.596	.245	-1.15	7.74
	Junior	6.004*	1.571	.002	1.63	10.38
	Senior	3.388	1.624	.236	-1.14	7.91
	Graduate Student	3.630	2.019	.382	-2.00	9.26
Sophomore	Freshman	-3.296	1.596	.245	-7.74	1.15
	Junior	2.708	1.725	.521	-2.10	7.52
	Senior	.092	1.774	1.000	-4.85	5.04
	Graduate Student	.333	2.141	1.000	-5.63	6.30
Junior	Freshman	-6.004*	1.571	.002	-10.38	-1.63
	Sophomore	-2.708	1.725	.521	-7.52	2.10
	Senior	-2.616	1.751	.569	-7.50	2.26
	Graduate Student	-2.374	2.122	.796	-8.29	3.54
Senior	Freshman	-3.388	1.624	.236	-7.91	1.14
	Sophomore	-.092	1.774	1.000	-5.04	4.85
	Junior	2.616	1.751	.569	-2.26	7.50
	Graduate Student	.242	2.162	1.000	-5.78	6.27
Graduate Student	Freshman	-3.630	2.019	.382	-9.26	2.00
	Sophomore	-.333	2.141	1.000	-6.30	5.63
	Junior	2.374	2.122	.796	-3.54	8.29
	Senior	-.242	2.162	1.000	-6.27	5.78

Note. The mean difference is significant at the 0.05 level.

Table 11

Multiple Comparisons: Values (Male)

(I) Academic Classification	(J) Academic Classification	Mean Difference			95% Confidence Interval	
		(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Freshman	Sophomore	3.09	1.875	.473	-2.19	8.38
	Junior	-.13	1.823	1.000	-5.27	5.01
	Senior	5.33	2.027	.079	-.39	11.04
	Graduate Student	-1.56	2.829	.981	-9.54	6.42
Sophomore	Freshman	-3.09	1.875	.473	-8.38	2.19
	Junior	-3.22	1.753	.362	-8.17	1.72
	Senior	2.24	1.964	.785	-3.30	7.78
	Graduate Student	-4.65	2.784	.460	-12.50	3.20
Junior	Freshman	.13	1.823	1.000	-5.01	5.27
	Sophomore	3.22	1.753	.362	-1.72	8.17
	Senior	5.46*	1.914	.046	.06	10.86
	Graduate Student	-1.43	2.749	.985	-9.18	6.33
Senior	Freshman	-5.33	2.027	.079	-11.04	.39
	Sophomore	-2.24	1.964	.785	-7.78	3.30
	Junior	-5.46*	1.914	.046	-10.86	-.06
	Graduate Student	-6.89	2.889	.135	-15.03	1.26
Graduate Student	Freshman	1.56	2.829	.981	-6.42	9.54
	Sophomore	4.65	2.784	.460	-3.20	12.50
	Junior	1.43	2.749	.985	-6.33	9.18
	Senior	6.89	2.889	.135	-1.26	15.03

Note. Based on observed means. The error term is Mean Square(Error) = 24.475.

*. The mean difference is significant at the .05 level.

Enhancement function ($p < .023$) is another function where male seniors had a large mean difference compared to two other classifications. A Levene's Test of Equality of Error Variances was run and confirmed this assumption of equal variances ($p = .887$). Tukey's Post Hoc test was run to further investigate where the mean differences occurred within academic classifications for

males. Senior males ($M = 15.27$) showed significant differences compared to freshman ($M = 23.23$) and junior males ($M = 23.00$) within Enhancement. Table 12 shows all statistics for the comparable means of males by academic classification for the dependent variable Enhancement.

Table 12

Multiple Comparisons: Enhancement (Male)

(I) Academic Classification	(J) Academic Classification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Freshman	Sophomore	2.50	2.410	.837	-4.30	9.29
	Junior	.23	2.343	1.000	-6.38	6.84
	Senior	7.96*	2.605	.027	.61	15.31
	Graduate Student	.98	3.636	.999	-9.27	11.24
Sophomore	Freshman	-2.50	2.410	.837	-9.29	4.30
	Junior	-2.27	2.253	.851	-8.62	4.09
	Senior	5.46	2.524	.209	-1.66	12.58
	Graduate Student	-1.52	3.579	.993	-11.61	8.58
Junior	Freshman	-.23	2.343	1.000	-6.84	6.38
	Sophomore	2.27	2.253	.851	-4.09	8.62
	Senior	7.73*	2.461	.022	.79	14.67
	Graduate Student	.75	3.534	1.000	-9.22	10.72
Senior	Freshman	-7.96*	2.605	.027	-15.31	-.61
	Sophomore	-5.46	2.524	.209	-12.58	1.66
	Junior	-7.73*	2.461	.022	-14.67	-.79
	Graduate Student	-6.98	3.713	.341	-17.45	3.49
Graduate Student	Freshman	-.98	3.636	.999	-11.24	9.27
	Sophomore	1.52	3.579	.993	-8.58	11.61
	Junior	-.75	3.534	1.000	-10.72	9.22
	Senior	6.98	3.713	.341	-3.49	17.45

Note. Based on observed means. The error term is Mean Square(Error) = 40.440.

*. The mean difference is significant at the .05 level

Motivational Functions

Analysis was conducted on participants and broken down demographically to find any differences in their motivational functions. In the data collected, participants scored each function 1 through 7. The function with the highest mean score was determined to be of the highest importance when analyzed by academic classification. Graph representation of the motivational functions can be found at the end of the study. The functions with highest to lowest mean score by academic classification based on importance were as follows:

Values: Graduate Student ($M = 29.62$), Freshman ($M = 28.60$), Junior ($M = 28.44$),
Sophomore ($M = 25.79$), Senior ($M = 25.75$)

Understanding: Graduate Student ($M = 28.31$), Freshman ($M = 27.30$), Junior ($M = 26.92$),
Sophomore ($M = 26.58$), Senior ($M = 24.86$)

Career: Freshman ($M = 25.68$), Junior ($M = 25.52$), Graduate Student ($M = 25.23$), Senior
($M = 25.07$), Sophomore ($M = 24.91$)

Enhancement: Freshman ($M = 22.85$), Junior ($M = 21.89$), Sophomore ($M = 21.36$),
Graduate Student ($M = 21.08$), Senior ($M = 19.46$)

Social: Freshman ($M = 23.83$), Graduate Student ($M = 20.92$), Sophomore ($M = 20.61$),
Junior ($M = 19.78$), Senior ($M = 19.43$)

Protective: Freshman ($M = 20.20$), Junior ($M = 18.75$), Sophomore ($M = 18.42$), Graduate
Student ($M = 18.08$), Senior ($M = 16.93$)

Discussion

Summary

Research is continuously being conducted around the country on volunteers and college student volunteers specifically and their motivations; however, the population used for this study, NCAA student athletes, remains understudied. The purpose of this study was to identify the motivations of NCAA student athletes in connection with their community service, utilizing the VFI (Clary et al., 1998). The VFI uses a functionalist approach to volunteering through examining the six functional motives for choosing to participate in community service: Values, Understanding, Enhancement, Career, Social and Protective. The VFI contains 30 statements total, five statements per function, and asks participants to rate the level of importance on a seven-point Likert scale. The formula for calculating the results of each function was provided by Clary et al. (1998).

Though research on student athletes performing community service is limited, it shows student athletes experience different types of recognized benefits from performing community service not mentioned by the general study body (Chalk, 2008; Jarvie & Paule-Koba, 2013). These unique benefits include connecting with teammates and coaches, feelings of civic duty and a sense of social responsibility that derived from their time as a student athlete. Athlete describe a sense of responsibility because of their status as a student athlete at their institution and felt a need to give back and show support to the community (Jarvie & Paule-Koba, 2013). The results of this study provide a much-needed contribution to the general body of knowledge and set a foundation for future inquiry. Research question 1 asked what the most important motivational factors for NCAA student athletes are when participating in community service. Research question 2 asked if the importance of motivational factors differ demographically within NCAA student athletes when participating in community service. This quantitative study had 150 participants, comprised of 90

females and 60 males. There were 40 freshmen, 33 sophomores, 36 juniors, 28 seniors and 13 graduate students. Participants were regrouped into a group named “sport type” with variables labeled individual sport or team sport, which was later used for analysis. Data were collected electronically through SurveyMonkey and analysis of the data was conducted to answer research questions 1 and 2.

An independent sample t-test was run to compare the means of different demographic variables, in order to determine whether there was statistical evidence that the associated population means are significantly different. ANOVA tests were run to identify if any demographics differed from each other. Data analysis of equality of variance in all cases was checked and homogeneity of the variances was confirmed through a Levene’s test. Since data met the assumptions of homogeneity of variances, a post Tukey’s HSD was run when the ANOVA analysis identified a difference between groups. Results of and conclusions about these findings are discussed in more detail throughout this chapter, along with recommendations for future research.

Conclusions

Research has noted on many occasions that volunteers engage in community service for different reasons and that they can do so with multiple motivations. Research has also found participants are more likely to perform community service in the future if the benefits they experience are relevant to their motivations to participate (Clary et al., 1998; Finkelstein, 2008; Houle et al., 2005). The data from researching volunteer motivation are a valuable tool for coaches and universities to aid in recruitment, retention of their athletes in community service events (Volunteer Management Report, 2016), and planning effective programs that will provide a satisfactory experience to the student athlete (Sargent & Sedlacek, 1990). Furthermore, little research has been done on the specific volunteer motivations of undergraduate college student

athletes. Practical implications of this study provide insight into what motivates current student athletes to participate in community service and identify demographic differences in functions. Student athletes in this study did not directly benefit from the results of this study but may be indirectly affected when it is used for future community service events.

In 1998, Clary along with his fellow researchers conducted a study that surveyed volunteers and analyzed the relationship between matching volunteer roles with their functional motives and volunteer satisfaction. Findings of this study demonstrated the importance of matching participants' motivational functions in their relationship to higher satisfaction and a reported greater likelihood of continuing their service. Research question 1 provides a better understanding of the motivations of this population of NCAA student athletes. Utilizing the results of this study in the selection of future community service events, by matching the motivational functions of student athletes, can create an opportunity of higher satisfaction and the potential for greater continued service rate. Student athletes identified Values as the most important motivator followed by Understanding and Career.

In terms of motives for volunteerism, the Value function was highest among both genders and all academic classifications excluding sophomores, who had Understanding as their highest function. This finding was agreeable with previous research, in that respondents were highly motivated to volunteer based on general humanitarian and altruistic ideals. The results are specifically similar of the findings from, among others, Yoshioka, Brown and Ashcraft (2007), Clary et al. (1998), and Finkelstein (2008). As other studies indicated, there may be a variation of secondary motives between groups, which also held true in this study. Top three motives for participants in this study were consistently Values, Understanding and Career. Findings of this study indicated that participants scored the functions in the following order of importance, based on

mean scores: Values ($M = 27.50$), Understanding ($M=26.68$), Career ($M=25.32$), Enhancement ($M=21.51$), Social ($M=21.07$) and Protective ($M=18.67$).

Student athletes are more likely to perform community service in college than non-student athletes (Cruce & Moore, 2007) however revenue sport student athletes were not performing community service as frequently as non-student athletes (Symonds, 2009). With research identifying student athletes to have difference experiences and motivations in literature there is little to report on each academic classification, types of sports athletes are participating in as well as a lack of continued analysis with one population. Research question 2 was implemented to identify significant differences of motivation within student athletes across multiple demographic variables.

The literature indicates that females tend to volunteer at a higher rate than males with males reporting a volunteer rate of 22.3%, while females had a volunteer rate of 30.1% (BLS, 2010). This held true in this study, with females giving a higher value rating on each function but one. The mean scores for male and female participants were compared across all six motivational functions. Females had a higher mean score than males for five of the six functions, ranked in order: Values ($M = 28.44$), Understanding ($M = 27.71$), Career ($M = 25.70$), Enhancement ($M = 21.83$), and Social ($M = 20.81$). The Social function was the only function in which males ($M = 21.47$) scored higher than females ($M = 20.81$). These results align with previously studied volunteers in that females tend to rank all six motives higher than males, suggesting that females are more inclined to volunteer than males (Chapman & Morley, 1999). Gender indicated two functions with statistical differences between Social ($M = -2.36$) and Understanding ($M = 2.56$).

Although most studies in the literature about motivations of volunteers in community service rarely categorize and analyze by academic classification, this study aimed to determine whether motives differed throughout each year of college. Volunteer studies with college students

tend to list the description of the academic classification but tend to shy away from using it as a variable. Within academic classifications the Social function showed a significance value below .05 ($p = .006$), which indicated further analysis was needed. Tukey HSD tests showed that freshmen reported higher scores than both juniors ($M = -4.05$, $p = .013$) and seniors ($M = -4.40$, $p = .011$).

The Social function showed statistical differences in the academic classification, with freshmen compared to both junior and seniors. The Social function additionally identified a statistical significance in female freshmen and female juniors. Placing a higher value on the Social function, freshmen may be more likely to be motivated by social community events to make new friends or become engaged in the student experience. The literature does not expand on any reasoning for these results, which could have been a sporadic result; however, this now highlights an area of further research.

Results indicated male seniors reported the lowest mean score on all function as well as significant mean differences between academic classifications ($p = .05$) in the Value and Enhancement functions. The Value function identified a statistically significant difference between male juniors ($M = 27.69$) and male seniors ($M = 22.36$), with a mean difference of $M = 5.46$. Additionally, within the Enhancement function, senior males ($M = 15.27$) showed significant differences compared to freshmen ($M = 23.23$) and junior males ($M = 23.00$), resulting in a mean difference ($M = 7.96, 7.73$). The pattern of low mean scores for male seniors suggests a low motivation for community service in this demographic. Low factor scores could be a result of male seniors having already completed their required hours for graduation and no longer being motivated to complete community service. The lack of literature on male senior student athletes' and their reported low motivation creates an area for further research to determine if this discovery occurs only within the population of this study or if similarities can be seen in other studies.

Recommendation for Future Research

- Increase in representation of each team will allow for multiple analyses and create a larger base of knowledge for this population. Within the initial email sent to coaches, request a meeting time with each team where all athletes will be present. Many teams meet at the start of each semester. If given five or 10 minutes, the researcher could explain the study and ask athletes to complete the questionnaires on their phones after all questions have been answered. This will increase the number of overall participants, as well as ensuring adequate representation of each team.
- Provide an additional VFI for coaches and request them to score each question based on their decision on the community service event they chose for their team. Investigate whether the mean scores of motivational functions' importance match those of their team, gender or specific academic classification completing the community service events. Future research could determine whether coaches are taking into consideration what motivates their student athletes to participate in community service.
- Studies with college student populations should analyze data by academic classifications
- A long-term study at one NCAA-sanctioned institution; digitally collect completed Volunteer Functions Inventories from all student athletes at the start of each school year. Analyze data each year to gain a better understanding of student athletes' motives while adding to a base of universally comparable data. Compare data results each year to discover areas of motivations, patterns and other possible relationships. Present yearly data results to each team and coach to create discussion and awareness of the motivational function that is most important those specific student athletes.

- Investigation of male seniors in regard to their motivation in community service. Given the fact senior males tend to score lowest in each function, further investigation of this is needed. Are they less motivated because they have completed the required number of hours? Did the values institutions strive to instill in their students not transfer to the lifelong commitment of serving others?
- Investigating the impact, student academic program has on student athletes motivations in community service. Does their field of study contribute to their community service efforts and motivations?
- Students and student athletes could be simultaneously studied at the same institution to determine if motivations differ between populations. Developing research for two under-researched categories will develop authentic results that could be used as a reference point in research.
- Studies with students at institutions that require community service as well as with students who do not have such requirements should be conducted. Is the notation of these hours being required changing or affecting the motives of the students? Are student athletes' motivations affected by the mandatory requirement?
- Explore the differences in the motivations of students who participate in service learning compared to those who participate in community service.

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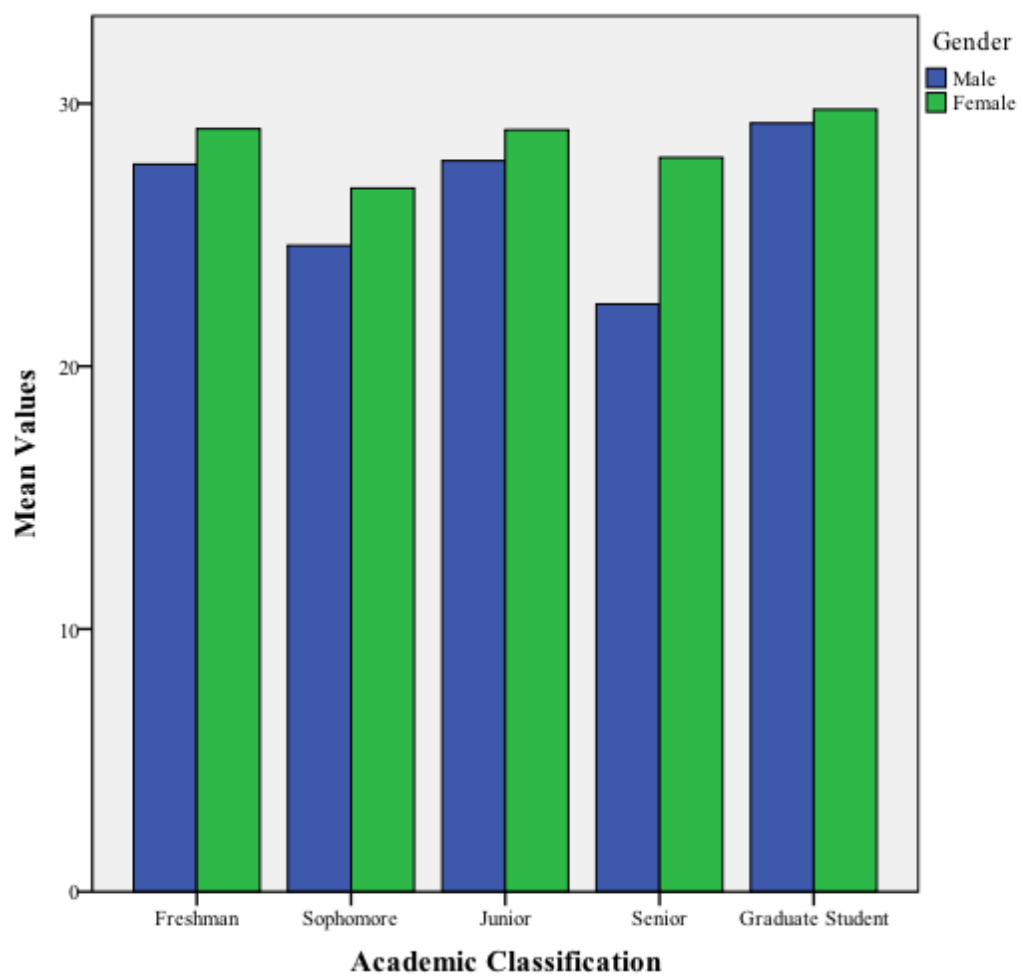
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Appendices

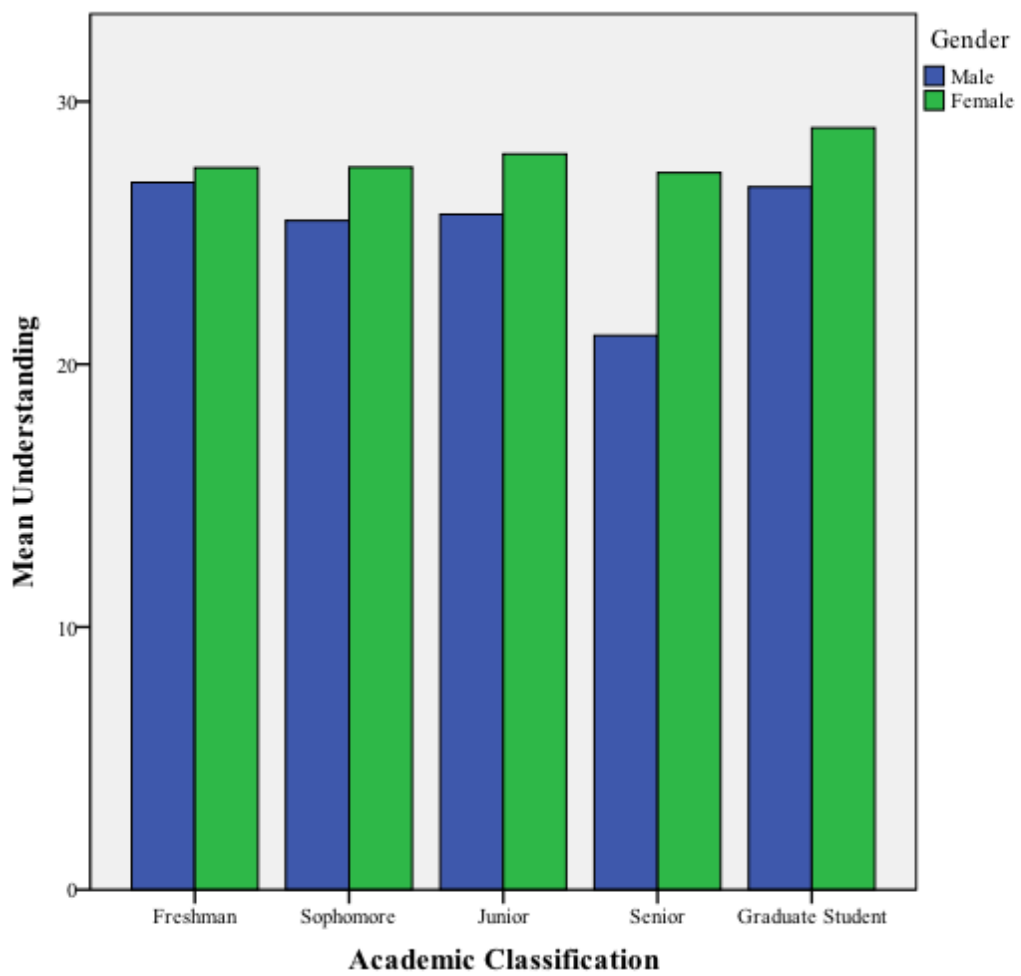
APPENDIX A

Values; By Gender and Academic Classification

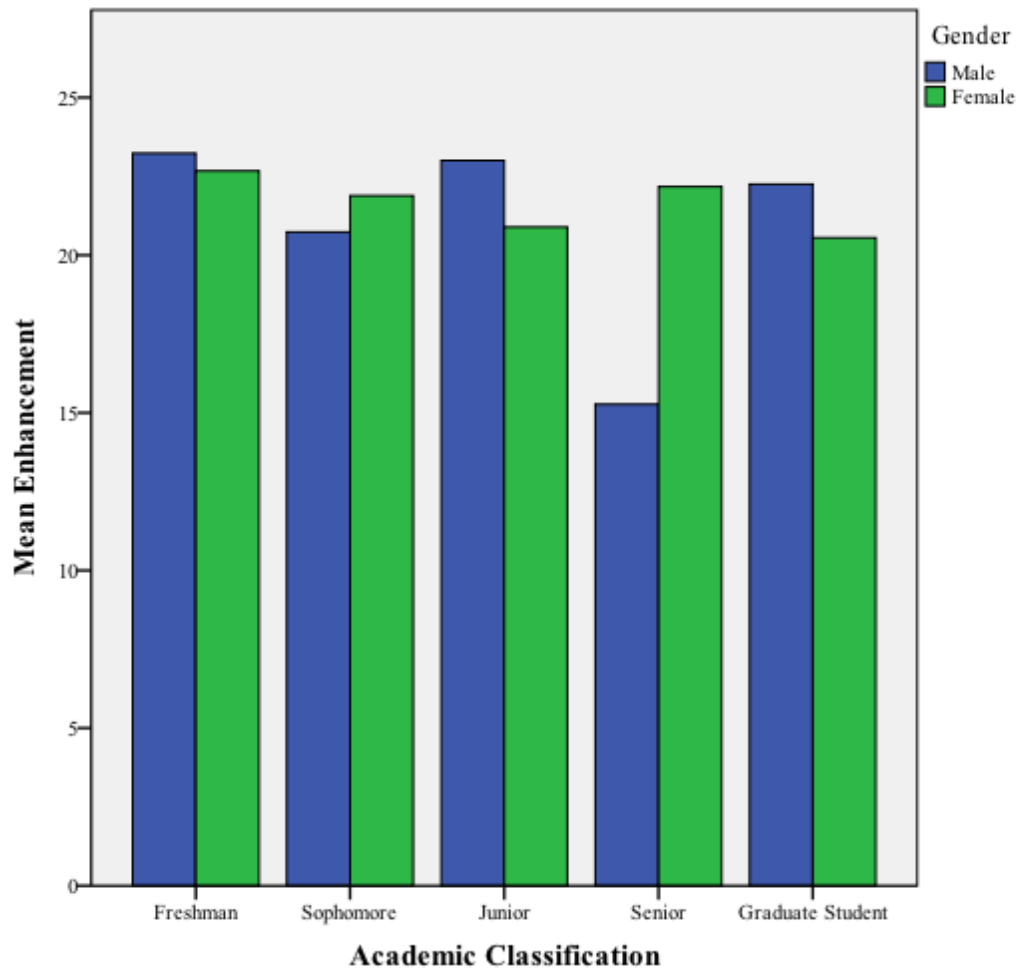


APPENDIX B

Understanding; By Gender and Academic Classification

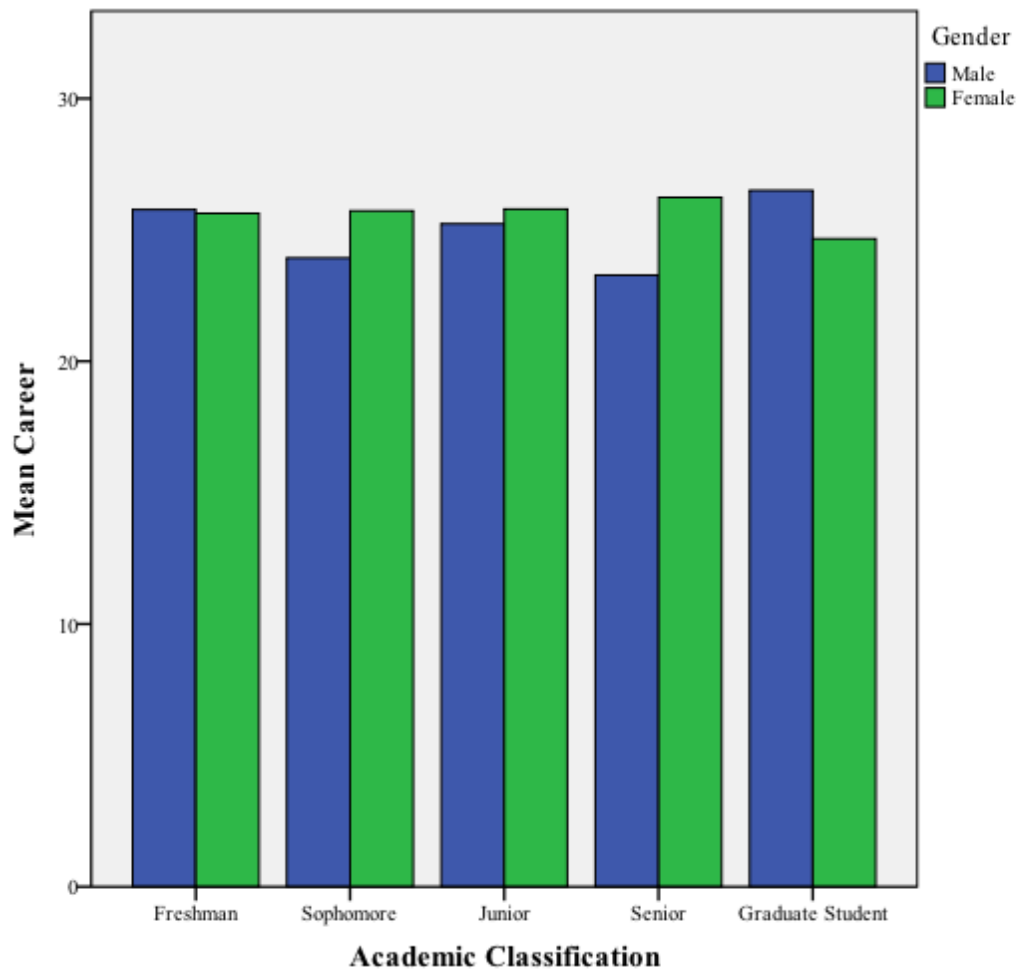


APPENDIX C
Enhancement; By Gender and Academic Classification



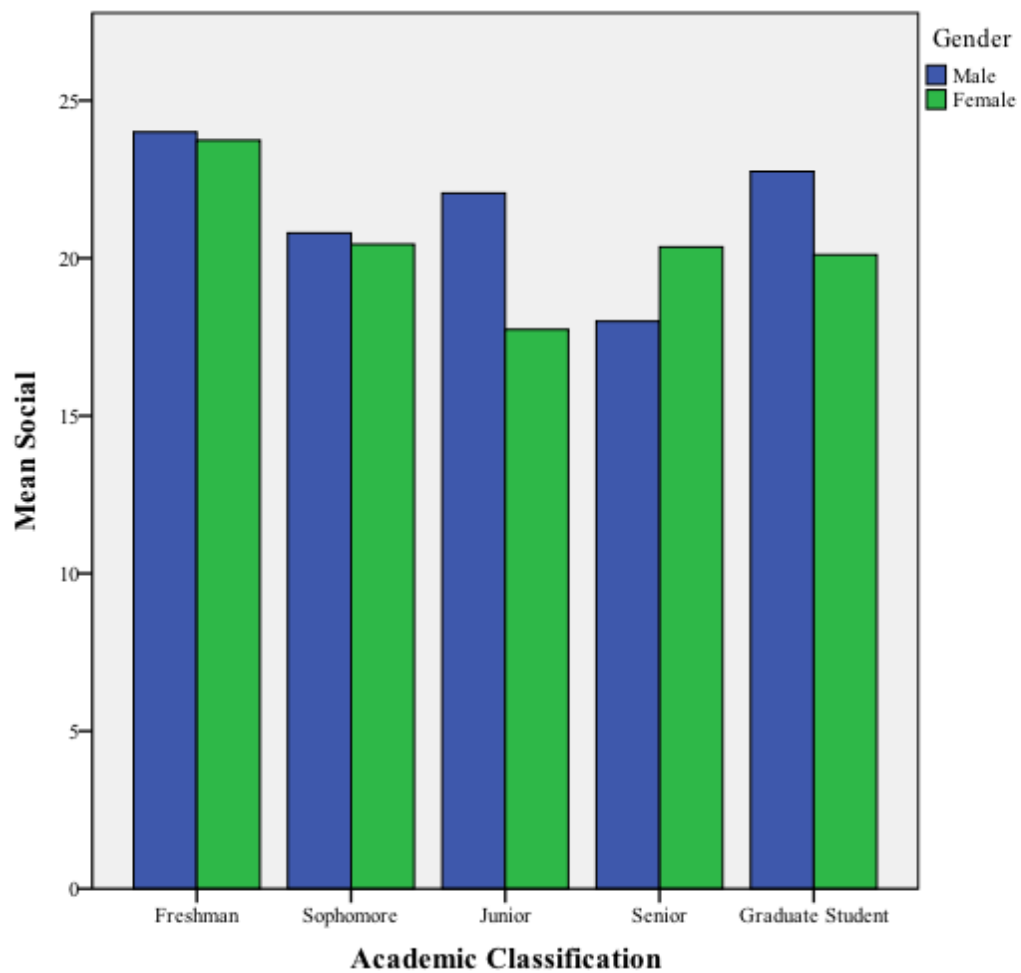
APPENDIX D

Career; By Gender and Academic Classification



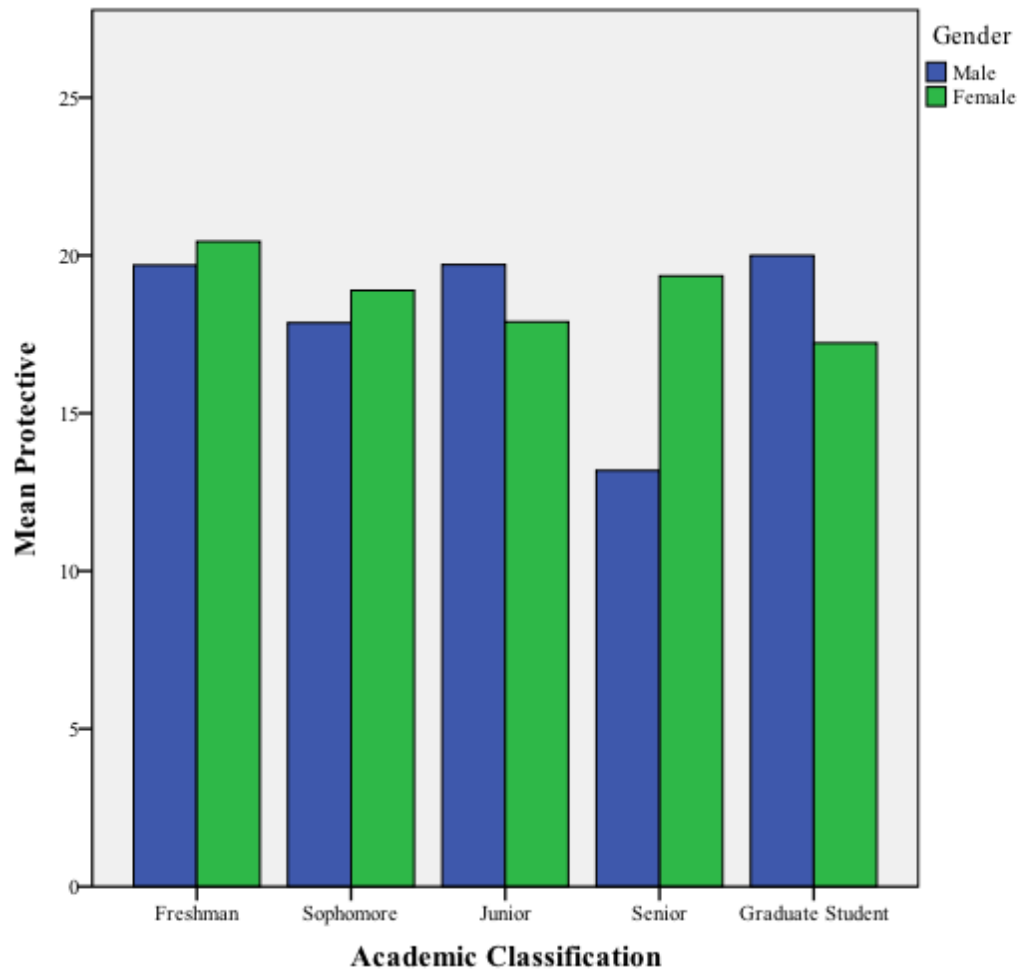
APPENDIX E

Social; By Gender and Academic Classification



APPENDIX F

Values; By Gender and Academic Classification



	Not at all important	Low importance	Slightly important	Neutral	Moderately important	Very important	Extremely important
Volunteering helps me work through by own personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering will help me to succeed in my chosen profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can do something for a cause that is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering is an important activity to the people I know best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering is a good escape from my own troubles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can learn how to deal with a variety of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering makes me feel needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering makes me feel better about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering experience will look good on my resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering is a way to make new friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explore my own strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NCAA Student Athlete Motivational Factor Survey

Thank you for taking the time to complete this survey.

SCORING SHEET

VFI Career	Item Response	1	10	15	21	28	=	<u> </u>
		___	+ ___	+ ___	+ ___	+ ___	=	(SUM)
VFI Social	Item Response	2	4	6	17	23	=	<u> </u>
		___	+ ___	+ ___	+ ___	+ ___	=	(SUM)
VFI Values	Item Response	3	8	16	19	22	=	<u> </u>
		___	+ ___	+ ___	+ ___	+ ___	=	(SUM)
VFI Understd	Item Response	12	14	18	25	30	=	<u> </u>
		___	+ ___	+ ___	+ ___	+ ___	=	(SUM)
VFI Enhance	Item Response	5	13	26	27	29	=	<u> </u>
		___	+ ___	+ ___	+ ___	+ ___	=	(SUM)
VFI Protect	Item Response	7	9	11	20	24	=	<u> </u>
		___	+ ___	+ ___	+ ___	+ ___	=	(SUM)

Appendix H

Email Sent to Coaches

Hello Coach,

My name is Karen Boleska and I am a PhD student here at the University of The Incarnate Word. I am currently conducting research about the motivations of NCAA student athletes in Community Service. The research that will be conducted will be on the main campus and will utilize NCAA student athletes. I hope that you can work with me during this process to help distribute the survey to student athletes as well as encourage them to complete the survey. At the end of this email is a link that can be used to access the survey. The link can be sent to your athletes via email, social media, text and/or other means of digital communication platforms and used with any device to complete and submit responses.

The aim of this study is to examine the motives of NCAA student athletes in connection with their participation in community service. The data collected from this survey will potentially benefit both NCAA student athletes and staff. Results will inform coaches and administration of the motivational factors that are most important to their student athletes. Data collected through this survey will be available as a reference for coaches and administration when planning future community service events for their team.

This study requires participants to self-examine their motivational factors in community service, which could lead to both positive and negative emotions. Subjects will be able to complete survey at their convenience and in an environment that is comfortable for them. Though there are no controls the researcher will seek to compare motivational factors of current respondents to theoretical expectations, past indicators and aspirational levels.

I hope with your help that this study can have a high response rate to have the most authentic data analysis possible. Please encourage all student athletes to complete the following survey once:

<https://www.surveymonkey.com/r/MotivationsStudentAthletes>

Students are able to use all forms of electronic device to access this survey. As always, it would be greatly appreciated if your student athletes can complete this survey at their earliest convenience.

If you have any questions regarding this research study or related field, please feel free to contact me at boleska@student.uiwtx.edu.

Thank you,

Karen Boleska

Appendix I

Permission Dr. B. Wickstrom

12/8/2017

Mail - boleska@student.uiwtx.edu

RE: Permission for PhD Dissertation

Wickstrom, Dr. Brian D.

Tue 11/14/2017 3:15 PM

To: Boleska, Karen <boleska@student.uiwtx.edu>;

You have my permission.

From: Boleska, Karen
Sent: Monday, November 13, 2017 1:46 PM
To: Wickstrom, Dr. Brian D. <bwickstr@uiwtx.edu>
Subject: Permission for PhD Dissertation

Dr. Wickstrom

This semester I am in my PhD dissertation phase and will be conducting my research within the next few months. My research study focuses on NCAA student athletes and their motivations in community service. I would be sending a link to coaches and athletes with the survey, via SurveyMonkey, with the Volunteer Function Inventory Survey.

The aim of this study is to examine the motives of NCAA student athletes in connection to their participation in community service. The data collected from this survey will potentially benefit both NCAA student athletes and staff. Results will be able to inform coaches and administration of the motivational factors that are most important to their student athletes. Data collected through this survey will be available as a reference for coaches and administration when planning future community service events for their team.

This study requires participants to self-examine their motivational factors in community service which could lead to both positive and negative emotions. Subjects will be able to complete survey at their convenience and in an environment that is comfortable for them. Though there are no controls the researcher will seek to compare motivational factors of current respondents to theoretical expectations, past indicators and aspirational levels.

IRB (Internal Review Board) requires me to have written permission from you to access the subjects, NCAA student athletes, for this study. If you have any questions please feel free to ask.

Looking forward to gaining a new insight to our NCAA student athletes.

Thank you,

Karen Boleska
 Assistant Coordinator of Sports & Wellness
 Club Sports Supervisor

University of the Incarnate Word
 4301 Broadway, CPO 25
 San Antonio, TX 78209
 Cell: 716-574-6042
 Office: 210-805-5873
 Fax: 210-283-5000

<https://outlook.office.com/owa/?realm=uiwtx.edu&path=/mail/AAMKADIIImZBhOWZmLWVIMWMTNDE1OS05YzQyLTBhYmUSNTgxZmVknQAuAAAAAABU...> 1/1

Appendix J

Permission Dr. D. Jurenovich

12/8/2017

Mail - boleska@student.uiwtx.edu

RE: Permission for PhD Study

Jurenovich, Dr. David M.

Mon 11/20/2017 12:14 PM

To: Boleska, Karen <boleska@student.uiwtx.edu>;

Importance: High

To whom it may concern, I give my permission to Karen Boleska for her to access the subjects, and NCAA student athletes for the study/research. Please let me know if you have any questions.

Dr. David M. Jurenovich
Vice President for Enrollment Management & Student Services
University of the Incarnate Word
210-829-6007

From: Boleska, Karen
Sent: Monday, November 13, 2017 1:47 PM
To: Jurenovich, Dr. David M. <davidj@uiwtx.edu>
Subject: Permission for PhD Study

Dr. Jurenovich,

This semester I am in my PhD dissertation phase and will be conducting my research within the next few months. My research study focuses on NCAA student athletes and their motivations in community service. I would be sending a link to coaches and athletes with the survey, via SurveyMonkey, with the Volunteer Function Inventory Survey.

The aim of this study is to examine the motives of NCAA student athletes in connection to their participation in community service. The data collected from this survey will potentially benefit both NCAA student athletes and staff. Results will be able to inform coaches and administration of the motivational factors that are most important to their student athletes. Data collected through this survey will be available as a reference for coaches and administration when planning future community service events for their team.

This study requires participants to self-examine their motivational factors in community service which could lead to both positive and negative emotions. Subjects will be able to complete survey at their convenience and in an environment that is comfortable for them. Though there are no controls the researcher will seek to compare motivational factors of current respondents to theoretical expectations, past indicators and aspirational levels.

IRB (Internal Review Board) requires me to have written permission from you to access the subjects, NCAA student athletes, for this study. If you have any questions please feel free to ask.

Looking forward to gaining a new insight to our NCAA student athletes.

Thank you,

Karen Boleska
Assistant Coordinator of Sports & Wellness
Club Sports Supervisor

Appendix K

IRB Approval



December 21 2017

PI: Ms Karen Boleska

Protocol title: Motivations of NCAA Student Athletes in Community Service

Karen:

Your request to conduct the study titled "Motivations of NCAA Student Athletes in Community Service" was approved by Exempt review on 12/21/2017. Your IRB approval number is 17-12-004. Any written communication with potential subjects or subjects must be approved and include the IRB approval number.

Please keep in mind these additional IRB requirements:

- This approval will expire **one year** from 12/21/2017.
- Request for continuing review must be completed for projects extending past one year. Use the **IRB Continuing Review Request form**.
- Changes in protocol procedures must be approved by the IRB prior to implementation except when necessary to eliminate apparent immediate hazards to the subjects. Use the **IRB Amendment Request form**.
- Any unanticipated problems involving risks to subjects or others must be reported immediately.

Approved protocols are filed by their number. Please refer to this number when communicating about this protocol.

Approval may be suspended or terminated if there is evidence of a) noncompliance with federal regulations or university policy or b) any aberration from the current, approved protocol.

Congratulations and best wishes for successful completion of your research. If you need any assistance, please contact the UIW IRB representative for your college/school or the Office of Research Development.

Sincerely,

A handwritten signature in blue ink that reads "Ana Wandless Hagendorf, PhD, CPRA".

Ana Wandless Hagendorf, PhD, CPRA
Research Officer, Office of Research Development
University of the Incarnate Word
(210) 805-3036
wandless@uiwtx.edu

Appendix L

Chalk 2008 Instrument

	Low Significance		High Significance		
Acquiring career skills and experience	1	2	3	4	5
Attraction of the work itself	1	2	3	4	5
Award/Reward/Scholarship	1	2	3	4	5
Boost Resume	1	2	3	4	5
Duty to correct societal problems	1	2	3	4	5
Example of parents or other family members	1	2	3	4	5
Motivation through Involvement in					
Campus Club (sorority, business fraternity, etc)	1	2	3	4	5
Activity (you choose on your own)	1	2	3	4	5

Class (class curriculum)	1	2	3	4	5
Athletics Department	1	2	3	4	5
Other	1	2	3	4	5
Meeting people	1	2	3	4	5
Religious beliefs	1	2	3	4	5
Repayment for services (A thank you/Appreciation)	1	2	3	4	5
Sense of satisfaction from helping others	1	2	3	4	5
Someone ASKED me but did not REQUIRE me to participate					
Student-athlete	1	2	3	4	5
Staff (Advisor)	1	2	3	4	5
Faculty (Professor)	1	2	3	4	5
Coach	1	2	3	4	5
Student (not a student-athlete)	1	2	3	4	5
Other	1	2	3	4	5

Someone REQUIRED me to participate					
Staff (Advisor)	1	2	3	4	5
Faculty (Professor)	1	2	3	4	5
Coach	1	2	3	4	5
Dean's Office (punishment)	1	2	3	4	5
Other	1	2	3	4	5
Visiting the volunteer center on campus	1	2	3	4	5
Work experience – to gain job experience	1	2	3	4	5
Other :	1	2	3	4	5