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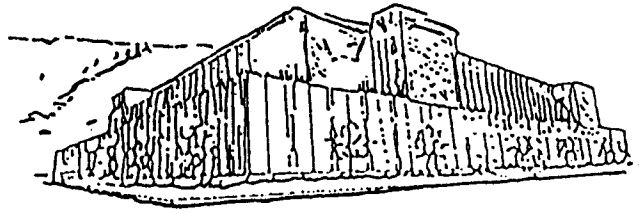
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DIFFERENCES IN UNIVERSITY SPORT REVENUE STATUS
AND STUDENT-ATHLETES' SELF-PERCEPTIONS

by

Scott D. Sandstedt

B.A., University of Colorado, 1997

presented in partial fulfillment of the requirements

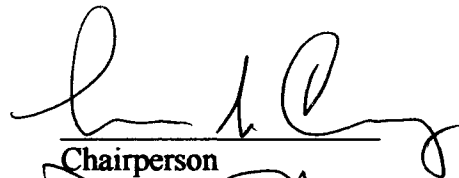
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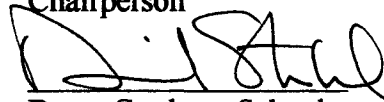
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Differences in University Sport Revenue Status and Student-Athletes' Self-Perceptions
(55 pp.)



Director: Lewis Curry, PhD.

Today's collegiate student-athletes confront many stressors that influence their psychological perceptions (Curry, Rehm, & Bernuth, 1997; Etzel, Ferrante, & Pinkey, 1991; Parham, 1993). A sociological environmental stressor, seldom researched in sport psychology literature, may be the negative self-perceptions generated by student-athletes in non-revenue sports and the coinciding lower self-reported levels in hope, self-esteem, and sport-confidence. The purpose of this study was to investigate the differences between athletic administrative support and both perceptions of administrative support and psychological perceptions of student-athletes. A sample of 35 Division I athletes were categorized into three groups: male revenue athletes ($n=9$), male non-revenue athletes ($n=10$), and female revenue athletes ($n=16$). Each subject completed a questionnaire that contained the Hope Scale (Snyder, 1991; Curry, 1997), Rosenberg's Self-esteem Scale (Rosenberg, 1965), the Trait Sport-Confidence Inventory (Vealey, 1986), and a Senior Exit Interview. A series of omnibus one-way ANOVAs indicated significant differences by revenue status for perceptions of the equitable treatment of sports, $F(2, 32)=10.46$, $p<.0001$, support from administration, $F(2, 32)=3.70$, $p<.036$, facilities for each sport, $F(2, 32)=5.89$, $p<.007$, overall athletic experience, $F(2, 32)=6.99$, $p<.003$, and Sport-Confidence, $F(2, 32)=4.64$, $p<.017$. Bonferroni multiple comparison post hoc tests revealed significant differences in perceptions of both the equitable treatment of sports and Sport-Confidence between male revenue athletes and both male and female non-revenue athletes while indicating significant differences in perceptions of support from administration, facilities for each sport, and overall athletic experience between male revenue athletes and male non-revenue athletes. No significant differences were found between male non-revenue athletes and female non-revenue athletes. From these findings, it was determined that not only are there differences in the perceptions of overall administrative support between male revenue and both male and female non-revenue athletes, but that athletes are fully aware of the sports that do receive favorable support and those that do not. These results also provide support for the speculation that those athletes who participate in a revenue producing sport may experience higher degrees of confidence to be successful in their respective sports than those participating in non-revenue sports.

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Special thanks go to my parents and my brother. Mom and Dad, it is safe to say that who I am today and who I will be tomorrow are a direct result of your love, generosity, and confidence in my abilities. I would not have made it this far without your support and encouragement. Todd, from Denver Bronco Summer Camp, to the University of Colorado athletic department, to a receding hairline, I am hopefully following in your footsteps in becoming a successful individual and professional in my field.

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**To my parents who embody the true
meaning and spirit of support.**

Chapter 1

Introduction

Today's collegiate student-athletes confront many stressors that influence their psychological perceptions (Curry, Rehm, & Bernuth, 1997; Etzel, Ferrante, & Pinkey, 1991; Parham, 1993). These include developmental and environmental challenges in athletics, academics, and social relationships (Curry, et al., 1997). These stressors influence the formation of mental orientations which constitute one's self-perception, or one's idea of his/her self-image and status (Byrne, 1984; Marsh, Barnes, and Hocevar, 1985). A sociological environmental stressor, seldom researched in sport psychology literature, may be the negative self-perceptions generated by student-athletes in non-revenue sports and the coinciding lower self-reported levels in hope, self-esteem, and sport confidence. Specific negative self-perceptions in sport can be associated with a remission of one's positive self-image, coinciding with feelings of negative self-worth, self-hatred, inferiority, and feelings of worthlessness (Dusek & Flaherty, 1981). In addition, because one's psychological self-perception of his/her own self-concept is a vital component of personality, in motivating behavior, and in achieving mental health (Byrne, 1984; Marsh, et al., 1985), it is conceivable that a negative self-perception could coincide with a decreased salience of related positive self-perceptions.

A student-athlete's revenue status is determined strictly by the sport in which the athlete participates. A student-athlete who participates in a revenue producing sport is considered to be a revenue athlete. Traditionally, these athletes have been male football and basketball players. Likewise, a student-athlete whom participates in a non-revenue producing sport is considered to be a non-revenue athlete (i.e. track/cross-country,

volleyball, tennis, and golf). Not only do revenue and non-revenue sports differ in their capacity to generate money, but also athletic department administrators are not required to provide equal amounts of support for each sport. If differences in funding and social support do exist, athletes may perceive these differences. These perceptions may in turn infringe upon the continual development of a student-athlete's psychological profile. Specifically, it is the amount of financial and social support, as provided by athletic department administrators, which may influence one's mental orientation toward his/her self-perception and status as a student-athlete. But before anyone can investigate the existence of a negative association between the perceived differences of administrative support and a student-athlete's psychological profile, one must first empirically identify such differences.

1.1 Statement of problem and subproblem

It is known that athletic department administrators are not required to provide equal amounts of support toward the university's non-revenue sports. It is unknown if there are any perceptual differences among student-athletes resulting from any existing favoritism as researchers have yet to empirically analyze such insights. Moreover, investigators have yet to examine the possible existence of differences in the psychological profiles of revenue and non-revenue athletes, which may be associated to differences in perceptions of administrative support.

1.2 Purpose

This study has two main purposes. First, to identify any differences in student athletes' perceptions of athletic administrative support from male revenue, and both male and female non-revenue athletes. Second, to examine possible differences in hope, self-

esteem, and sport-confidence among male revenue athletes and both male and female non-revenue athletes.

1.3 Significance of Study

Little research has been conducted in this area. Not only will the present research provide awareness of how student athletes feel about the amount of administrative support they are receiving, but it will also provide insight to how a student athlete may suffer psychologically as a result of such perceptions. Such awareness and insight will benefit professionals of applied sport psychology as they will be able to create more effective intervention strategies for athletes who may be subjected to this possible environmental stressor.

1.4 Research Questions

In the current study, two pertinent questions were investigated. First, do both male and female non-revenue athletes have a different perception of support, as provided by university athletic department administration, when compared to the perception of male revenue athletes? Second, will both male and female non-revenue athletes score lower on measures of self-esteem, hope, and sport-confidence when compared to the scores of male revenue athletes?

1.5 Limitations

There are two main limitations to the present study. First, this study includes student-athletes representing only one institution belonging to isolated levels of competition, Division 1A for all sports except football (I-AA). Therefore, any differences found in perceptions of administrative support and/or psychological profiles may not correspond to perceptual and/or psychological profile differences of student-

athletes from other universities. Second, because of low enrollment rates of minorities at the university where the study was conducted, results from this study may not generalize to non-Caucasian student-athletes.

1.6 Delimitations

The author chose not to include women's basketball players for two reasons. First, because Women's Basketball, normally considered to be a non-revenue sport, generates revenue and receives financial support comparable to revenue generated and funding received by a revenue sport at the University of Montana (See Table 1.1), data from women basketball players will be omitted to avoid any possible data contamination. Second, if the author chose to include Women's Basketball as a female revenue sport, the sample size would be statistically too small as only 4 women's basketball players graduated in Spring of 1998. In addition, it would be unrealistic to compare a group represented by only one sport to groups represented by numerous sports.

Definitions of Terms

Revenue: Monetary yields generated from ticket sales, TV contracts, and merchandise sales.

Financial support: The amount of money spent to build or maintain athletic facilities, to house and feed student-athletes, and to accommodate the general needs of the each sport within the department, i.e. uniforms, travel expenses, and medical coverage.

Social support: The quality of care, companionship, communication, and informational support, such as appraisal and guidance, that one receives to feel esteemed, valued, and a sense of personal worth (Hafen, Karren, Frandsen, & Smith, 1996).

Hope: Overall perception that goals can be met; fueled by the perceptions of successful agency, or determination, and successful pathways, or sense of being able to make plans to meet goals (Snyder, Harris, et al., 1991).

Self-concept and Self-esteem: According to many researchers, self-concept is a larger entity that incorporates self-esteem with self-concept referring to all aspects of *knowledge* concerning who one is and self-esteem referring more specifically to the *evaluation* of who one is (Berger, B.G., & McInman, A., 1993). Self-esteem is also defined as an attitude of acceptance, approval, and respect towards oneself (Webster, 1995).

Sport-confidence: The belief or degree of certainty individuals possess about their ability to be successful in sport (Vealey, 1986)

Table 1.1 UM Expenditures by Sport

Sport	Revenue Category	Revenue Generated	Funding for 1998	%
Football	Revenue	\$1,205,750.70	\$1,588,322.00	76
Men's Basketball	Revenue	405,166.37	661,809.00	61
Women's Basketball	Non-rev.	238,251.74	523,979.00	45
Women's Volleyball	Non-rev.	6,442.25	309,360.00	2
Men's Tennis	Non-rev.	122.00	118,784.00	.10
Women's Tennis	Non-rev.	122.00	117,976.00	.10
Men's Track/X-country	Non-rev.	563.00	219,643.00	.25
Women's Track/X-country	Non-rev.	563.00	253,332.00	.22
Women's Soccer	Non-rev.	5,919.00	295,173.00	2
Women's Golf	Non-rev.	420.00	103,079.00	.40

➤ From the University of Montana Summary Schedule of Expenditures and Funding for Fiscal Years 1998 and 1999

Chapter 2

Review of Related Literature

2.1 Revenue sports and earning potential

Since the beginning of collegiate sport, university administrators have been aware of the revenue producing potential of their teams. Administrators envisioned their sports as vehicles for advertising and generating alumni interest and contributions (Sage, 1990). The main purpose of college athletics soon became commercial entertainment (Sperber, 1990; Sage, 1990). Financial domination of collegiate football and basketball is a post-World War II phenomenon catalyzed by many factors, but no more influential than the growth of mass media and especially the enormous television revenues (Sage, 1990).

Ever since the July 1984 Supreme Court ruling which reaffirmed that college athletic programs of America were free to negotiate their own television contracts, television has proven to be a vital contributor to the total revenue of the NCAA and athletic departments all over the country (Sperber, 1990). Colleges were eager for the additional revenues offered by television as well as the publicity attendant to having their contests televised (Rader, 1983). By 1960, football rights sold for \$3 million, increasing to \$6 million in 1969, \$29 million in 1979, and \$65.7 million in 1982 (Rader, 1983). In 1989, CBS signed a 7-year TV contract with the NCAA for \$1 billion for the men's basketball tournament alone (Sage, 1990). As years pass, the prices of these contracts grow dramatically. In a recent budget report which contained the 1997-98 projected revenue for the NCAA, television revenues generated from televising football and men's basketball games are predicted to amount to \$213.6 million and represent 80% of the total \$267.0 million in total operating revenues (NCAA News, September 1, 1997). The

NCAA News also reported that CBS paid \$210.9 million for 1997-98 television rights, a \$22.5 million dollar increase over the previous year's contract. In order to benefit from revenue generated from television contracts, made with a university's respective conference, the university itself, or the NCAA, athletic department administrators must create and maintain competitive football and basketball programs (Sperber, 1990).

Along with earning large television revenues, successful football and men's basketball programs have opportunities to earn large payouts amounting to millions of dollars from post-season bowl games and tournaments. For Division I men's basketball alone, the NCAA will allocate \$12.9 million for 1998 tournament championships (NCAA News, September 1, 1997). But television revenues and post-season monetary opportunities are limited to mainly the sports of football and basketball. Researchers have identified several reasons to help support this observation.

Going to sporting events is a significant American pastime with approximately 200 million spectators attending college and professional games each year (U.S. Census Abstracts, 1988, as cited by Zillman, Dolf, & Paulus, 1993), often spending a good portion of their income in the process (Zillman, et al, 1993). People attend games for a variety of reasons that range from entertainment to enhancing one's public image by affiliating oneself with a successful team and displaying such affiliation in public, in accordance to Heider's (1958) balance theory and the 'Basking Proposal' (Sage, 1990; Zillman, et al, 1993). Corporate sponsorships, which have become a common feature of college athletics (Sage, 1990), are examples of such affiliations which generate millions for collegiate athletic programs all across the country.

The specific sports that receive such attention are determined by a scope that prioritizes sport popularity by the amounts of vigorous action or head-to-head competition contained within that sport (Coakley, 1997). This observation supports the realization of why sports such as football, basketball, hockey, and baseball are more popular than golf, track and field, cross-country, and tennis. Sage (1990) emphasizes the popularity of the team sports revealing that each year 17 million people attend professional football games, 48 million attend major league baseball games, 12 million attend National Hockey League games, and 15.5 million attend National Basketball Association games.

Taking the preceding findings into account, one can comprehend why people are more inclined to pay money to attend collegiate sporting events that involve a high degree of action and competitiveness, i.e. a football or basketball game, than a sporting event that does not, i.e. a tennis match or track meet. Athletic department administrators all across the country are fully aware of this circumstance and it is this awareness which provoke them to invest more money and have a higher regard towards those sports that have the capacity to earn more revenue and prestige for the athletic department and the university.

2.2 Securing and nurturing the best athletes

Because television revenue contracts and post-season payout opportunities are earmarks of successful football or basketball programs, large amounts of pressure are placed on athletic department administrators to recruit and secure the best football and basketball players. As a consequential result of such pressure, athletes who participate in non-revenue sports are not considered a high priority when it comes to funding for

recruiting expenses, scholarship money, and travel expenses. Sperber (1990) states that football accounts for over 50 percent of a university's recruiting costs, leaving less than half of the recruiting allocation for all other sports. When one considers that a university athletic department is comprised of at least a half a dozen different sports, the distribution of recruiting allotments are far from balanced. In addition, Sperber (1990) reveals that according to a NCAA survey, 65 percent of grant money allocated for scholarships went to football and basketball players leaving only 35 percent for athletes in all other sports.

Once these athletes are successfully recruited, unequal distribution of funding does not stop, especially when it comes to travelling expenses. Because of the large amounts of money given to football and men's basketball programs to cover travel costs, athletic department administrators cannot afford to transport their non-revenue squads and try to cut corners, sometimes at the expense of their athletes' health and education (Sperber, 1990). Sperber (1990) cited a faculty member at Robert Morris College as saying:

This year (1989), I had some volleyball players in a class and these kids had to take van tours along the east coast-and get hammered wherever they played-so that our basketball team could compete in Division I and go first-class. Not only did the volleyball team players fall behind in my course but they also never seemed to get much sleep or enough to eat. (p.107-108)

2.3 The influence of spectator attention

A negative consequence that may result from a sport receiving low amounts of funding and promotional attention from athletic department administrators is a decrease

in attendance at home games, matches, or meets. Therefore, the influential relationship between spectator attention, athletic performance, and an athlete's athletic identity must be understood. Zillman, et al, (1993) reveal that the major theoretical models that deal with the effects of spectators on performance are based on social facilitation, "the influence of the presence of other members of the species on task performance."

Investigations of these models have uncovered several important ideas. Wicklund and Duval (1971, as cited by Zillman, et al, 1993) suggest that athletes relish the attention of large crowds of fans. Specifically, performing in front of large crowds provides an opportunity for one to demonstrate one's skills in front of a sympathetic and supportive audience that can result with feelings of satisfaction, pride, and elation on the part of the athlete.

In addition, the public demonstration of skills can accommodate the desire for uniqueness, the striving for a sense of competency or efficacy, or the attainment of valued social rewards such as recognition, praise, and elation. Those student-athletes participating in unpopular sports, i.e. track, tennis, and golf, would not be able to experience these benefits of spectator attention, at least not to the same degree as those student-athletes participating in more popular sports, i.e. football and basketball, that have the potential to draw larger crowds. Because university athletic department administrators observably fail to promote non-revenue sports in the same manner as revenue sports are promoted, either by unparalleled commercial support or by not providing spectator friendly facilities, they inadvertently suppress the beneficial effects of spectator attention for non-revenue athletes.

Finally, spectator attention, or lack of, may have the capacity to influence one's athletic identity. Vander Zanden (1984, as cited by Wiechman & Williams, 1997) describes personal identity as our "sense of placement within the world and the meaning we attach ourselves within the broader context of human life." Palmer (1981, as cited by Wiechman & Williams, 1997) suggests that because what we are and what we do is the result of the roles we carry out that there is so much importance placed on those roles that "individuals become overly dependent on them." Wiechman and Williams (1997) utilize these interpretations of personal identity to stress the idea that the roles that athletes engage in within their sport are vital to their athletic identities. It has been hypothesized by several researchers (Eldridge, 1983; Heyman, 1986; Pearson & Petipas, 1990, as cited by Wiechman & Williams, 1997) that "role engulfment can lead to emotional difficulties when roles become threatened (i.e., by injury, retirement, deselection, etc.)" Although student-athletes are not directly 'threatened' by athletic department administrators, the lack of attentional/social support for non-revenue athletes could over time promote feelings of inferiority or 'deselection' as they are not being recognized as an equal member of the athletic population within the university setting. Heyman (1986) lends support to this plausibility by alleging that with any social role, "the extent to which one labels oneself an athlete may be strongly influenced by family members, friends, coaches, teachers, and the media." Although Heyman does not mention athletic department administrators specifically, he does mention individuals with similar amounts of influence on an individual's role within a particular social structure. Therefore, it is plausible to hypothesize that a lack of influence, or support, from athletic department administrators could predispose non-revenue student-athletes to problems with

maintaining not only their roles as athletes but also with maintaining a positive self-perception.

Chapter 3

Methodology

3.1 Participants

The Subjects were 35 University of Montana Athletes

3.1a. Criteria for inclusion in the study. All University of Montana athletes who had completed all four years of athletic eligibility as of Spring 1998 were included in the study.

3.1b. Recruitment of subjects. All 35 seniors completed an exit interview questionnaire as part of the fulfillment of a requirement for all exiting seniors set by the NCAA (6.3.2). All subjects then completed the second part of the questionnaire comprised of assessments used to measure hope, self-esteem, and sport-confidence.

3.1c. Characteristics of subject population. Subjects represented all non-revenue sports at the University of Montana (including women's volleyball, men's and women's track/cross-country, women's soccer, men's and women's tennis, and men's and women's golf) and the revenue sports of football and men's basketball. Because Women's Basketball, normally considered to be a non-revenue sport, receives support comparable to the support received by a revenue sport at the University of Montana, data from women basketball players will be omitted to avoid any possible data contamination.

3.2 Instruments

One instrument divided into two parts was used. The first part contained a Dispositional Hope Scale (Snyder, Harris, & Anderson, 1991; Curry, Snyder, et al.1997), a Rosenberg Self-esteem Scale (Rosenberg, 1965) and a Trait Sport-Confidence Inventory (Vealey, 1986). The second part contained an assessment used to measure

student-athletes' overall perceptions of their experiences as athletes at the University of Montana.

Dispositional Hope Scale. The dispositional hope is a 12-item scale containing four agency questions, i.e. "I meet the goals I set for myself", four pathways questions, i.e. "There are lots of ways around any problem", and four distracter items. Responses are made on an 8-point scale (1=definitely false, 2=mostly false, 3=somewhat false, 4=slightly false, 5=slightly true, 6=somewhat true, 7=mostly true, and 8 =definitely true) with each corresponding to how each item generally describes them.

Snyder, Harris, et al.; (1991) found the Hope Scale to have adequate reliability as internal consistency measures revealed Cronbach's alphas ranging from .74 to .84 for the total scale, .71 to .76 for the Agency subscale, and .63 to .80 for the Pathways subscale; furthermore test-retest stability was supported with measures over 3-week, 8-week, and 10-week intervals which resulted in correlation values of .85, .73, and .82, respectively, $p < .001$. In addition, concurrent validity was demonstrated as the Hope Scale correlated modestly with other related scales including the Burger-Cooper Life Experiences Survey, with a correlation index of .54 ($p < .005$; Gibb, 1990 as cited by Snyder, Harris et al.; 1991), and the Rosenberg Self-esteem Scale, with an index of .58 ($p < .005$; Gibb, 1990 as cited by Snyder, Harris et al.; 1991).

Rosenberg Self-esteem Scale. The Rosenberg Self-esteem Scale is a widely used 10-item questionnaire designed to assess one's attitude of acceptance, approval, and respect towards oneself. Each item implores the subject to decide upon the degree to which they agree to statements about how they might feel about themselves. Students can choose responses that include strongly agree, agree, disagree, and strongly disagree,

to reflect conformity to questions such as, “On the whole, I am satisfied with myself” or to one of the five reverse graded questions such as, “I certainly feel useless at times.” The Rosenberg Self-esteem Scale has demonstrated unidimensionality by means of confirmatory factor analysis, $X^2(35) = 45.98, p = .10$ (Shevlin, Bunting, & Lewis, 1995), internal consistency, $r = .92$ (Rosenberg, 1979), and test-retest reliability, $r = .88$ (Silber & Tippett).

Trait Sport-Confidence Inventory. The Trait Sport-Confidence Inventory (TSCI) is a 13 item questionnaire designed to assess one’s level of trait sport confidence, or the degree to which one *usually* believes that he/she possesses the ability to be successful in sport (Vealey, 1986). Subjects are asked to compare themselves to the most self-confident athlete they know and then to rate themselves on a 9-point scale (ranging from 1-9 with one corresponding with low feelings of confidence and nine corresponding with high feelings of confidence) with each rating analogous to how they generally feel. Each question provokes the subject to analyze the level of confidence he/she has in their abilities such as being able to “execute the skills necessary to be successful” and being able to “perform consistently enough to be successful”. The TSCI has been found to demonstrate adequate internal consistency, Cronbach’s alpha coefficient = .93, test-retest stability, $r = .6$, and concurrent validity as all correlations with other constructs, including Competitive A-trait and Self-esteem, were found to be significant in the predicted direction (Vealey, 1986).

Senior exit interview. The senior exit interview was created to assess the value of athletes’ University of Montana experiences, the extent of their athletic time demands, concerns about the administration and their respective sport, and their general concerns

about proposed changes in intercollegiate athletics. After a pilot test, a post-test questionnaire confirmed test-retest reliability as subjects involved in the original test provided consistent responses to identical questions. It was also determined that the exit interview demonstrated content validity based on the judgement that the content reflected the real world areas of interest the instrument was designed to assess (Curry, personal communication, April 15, 1998).

Only one of the surveys and one specific question from the senior exit interview were used for this study. The survey, entitled 'UM Athletic Experiences', is an 11-item scale used to assess a student-athlete's perceptions of various aspects of the athletic department and athletic department personnel (See Appendix D for entire scale). Subjects rated responses on a 5-point absolute response scale (1=excellent, 2=good, 3=average, 4=fair, and 5=poor) with each response reflecting the student-athlete's perception of his/her experience with the athletic experience in question.

The specific experiences that will be examined from the 'UM Athletic Experiences' scale will be: "Your head coach", "Opportunity to achieve your personal athletic goals", "Support provided by athletic trainers", "Support by the athletic administration", "Equipment management support", "Facilities for your sport", and "Overall athletic experience". These experiences were chosen due to their high potential of being directly influenced by university athletic department administrators.

In addition to the 'UM Athletic Experiences' survey, question #18 which asked each athlete if they believed all sports at the University of Montana were treated equitably was also used from the exit interview. Subjects rated responses on a 5-point absolute response scale (1=Always, 2=Often, 3=Sometimes, 4=Seldom, 5=Never). In

addition to the quantitative responses to this question, subjects were allowed to include a short narrative to elaborate on their numerical responses.

3.3 Procedure

Athletes were contacted by an athletic department receptionist and an appointment was set to complete the questionnaire at the GRIZSCAPE (GRIZ Sport Counseling And Performance Enhancement) Resource Center. The questionnaire was completed in one sitting in a private room with no one watching to control for social desirability. Before the completion of the questionnaire, subjects reviewed and signed informed consent forms.

3.4 Experimental Design

Once all the data was collected, the total subject pool was divided into three groups: male revenue athletes (12), male non-revenue athletes (11), and female non-revenue athletes (19). A quasi-experimental design incorporated a series of one-way ANOVAS with Bonferroni post hoc testing to analyze group means to determine perceptual differences for selected questions from the senior exit interview and differences in hope, self-esteem, and sport-confidence. Significance for all statistical comparisons was set at .05 with appropriate adjustments for post hoc testing. Because of small sample sizes, effect sizes will be calculated to determine practical meaningfulness of significant mean differences. The effect size formula used was $(Mean_1 - Mean_2) / [(s.d._1 + s.d._2) / 2]$ (J. Walsh personal communication, October 8, 1998). Practical significance is confirmed with an effect size greater than .50 (Walsh, 1998) while Borg, Gall, and Gall, (1993) suggest values greater than .33 support viable significance. Practical significance in this study will be confirmed by effect sizes greater than .50.

Chapter 4

Results

4.1 Overall perception of equal administrative support

A one-way omnibus analysis of variance (ANOVA) was performed on revenue status (male revenue, male non-revenue, and female non-revenue athletes) for responses to question #18 from the senior exit interview that asked each student-athlete if he/she believed that all sports at the University of Montana are treated equitably. Means and standard deviations for responses by each revenue status group can be found in Table 4.1. Significant differences were found between revenue status groups, $F(2, 32)=10.463$, $p<.0005$ (see Table 4.2). Bonferroni post hoc tests indicated significant differences in these perceptions existing between male revenue and male non-revenue athletes and between male revenue and female non-revenue athletes (see Table 4.3). Effect sizes of 1.98 and 1.43 confirms practical meaningfulness of the significant differences in perceptions of equitable treatment of all sports between the male revenue athletes and both the male and female non-revenue athletes, respectively.

4.2 Perceptions of specific measures of administrative support

Seven one-way omnibus analyses of variance (ANOVAS) were conducted on revenue status for perceptions of seven specific measures of administrative support: support from athletic administration, support from athletic trainers, equipment, facilities, head coach, opportunity to achieve athletic goals, and overall athletic experience. Means and standard deviations for each response by revenue status can be found in Table 4.1. Significant differences were revealed between revenue status groups for three of the perceptual indices.

Table 4.1**Descriptive Statistics for Senior Exit Interview Responses**

Senior exit Interview questions	Male Revenue n=9 (Mean/S.D.)	Male Non-rev. N=10 (Mean/S.D.)	Female Non-rev. n=16 (Mean/S.D.)
Equitable treatment of sports at UM-#18	2.44/1.24	4.30/.67	4.00/1.20
Support from administration	2.22/1.40	3.8/1.14	3.00/1.26
Support from athletic trainers	2.44/1.51	2.20/1.03	2.00/.89
Equipment for sport	1.56/.88	2.60/1.43	2.13/.89
Facility for sport	1.89/1.27	4.10/1.10	2.81/1.64
Head coach	2.22/1.56	2.40/1.43	2.56/1.26
Overall athletic Experience	1.56/.73	2.8/.79	2.25/.68
Opportunity to achieve goals	2.33/.87	3.20/1.14	2.25/.93

Table 4.2**Analyses of Variance (ANOVA) on Revenue Status for Senior Exit Interview Responses**

<i>Senior exit interview question</i>	Sum of Squares	Df	Mean Square	F	Sig.(p)
<i>Equitable treatment:</i>					
Between Groups	19.12	2	9.56	10.46	<.0001*
Within Groups	28.32	32	.91		
<i>Support from admin.:</i>					
Between Groups	11.82	2	5.91	3.70	.036*
Within Groups	51.16	32	1.60		
<i>Support from trainer:</i>					
Between Groups	1.15	2	.58	.46	.63
Within Groups	39.82	32	1.24		
<i>Equipment for sport:</i>					
Between Groups	5.17	2	2.59	2.28	.12
Within Groups	36.37	32	1.14		
<i>Facility for sport:</i>					
Between Groups	23.66	2	11.83	5.89	.007*
Within Groups	64.23	32	2.01		
<i>Head coach:</i>					
Between Groups	.68	2	.34	.18	.84
Within Groups	61.89	32	1.93		
<i>Overall experience:</i>					
Between Groups	7.35	2	3.68	6.99	.003*
Within Groups	16.82	32	.53		
<i>Opp. To reach goals:</i>					
Between Groups	6.09	2	3.04	3.182	.06
Within Groups	30.60	32	.96		

* Significant at .05

Table 4.3

Bonferroni Multiple Comparison Post Hoc Results for Senior Exit Interview

Responses with Significant Differences

Exit Int. Question	Rev. Group	Rev. Group	Mean Difference
<i>Equitable Treatment-#18</i>	1	2	-1.86*
	1	3	-1.56*
	2	3	.30
<i>Support from admin.</i>	1	2	-1.58*
	1	3	-.78
	2	3	.80
<i>Facilities for sport</i>	1	2	-2.21*
	1	3	-.92
	2	3	1.29
<i>Overall athletic exp.</i>	1	2	-1.24*
	1	3	-.69
	2	3	.55

1= male revenue athletes 2= male non-revenue athletes *Significant at .05
 3= female non-revenue athletes

First, perceptions of athletic administrative support were found to be significantly different between revenue status groups, $F(2, 32) = 3.696$, $p = .036$ (see Table 4.2). Using Bonferroni post hoc multiple comparison procedures, significant differences in perceptions of administrative support existed between male revenue and male non-revenue athletes only (see Table 4.3). An effect size calculation was performed to examine the practical meaningfulness of the significant difference. An effect size of 1.25 confirmed practical meaningfulness.

Second, differences in perceptions of facilities for each sport were found to be significant between revenue status groups, $F(2, 32) = 5.894$, $p = .007$ (see Table 4.2). Bonferroni post hoc testing revealed differences in these perceptions existing between male revenue and male non-revenue athletes only (see Table 4.3). An effect size of 1.86 confirmed practical meaningfulness.

Finally, perceptions of each athlete's overall athletic experience at the University of Montana were also found to be significantly different, $F(2, 32) = 6.990$, $p = .003$ (see Table 4.2). Bonferroni post hoc testing revealed differences in perception of overall athletic experiences existing between male revenue and male non-revenue athletes only, (see Table 4.3). An effect size calculation result of 1.63 supports practical meaningfulness of the significant difference.

Although found to be insignificant, perceptions of opportunities to reach one's goals exhibited a trend towards significance, $F(2, 32) = 3.182$, $p = .06$ (see Table 4.2). Effect sizes of .87 and .92 confirm practical meaningfulness of the mean differences between male non-revenue and both male revenue and female non-revenue athletes, respectively.

4.3 Measures of hope, self-esteem, and sport-confidence

Three one-way omnibus analyses of variance (ANOVAS) were performed on revenue status for the indices of hope, self-esteem, and sport-confidence. Means and standard deviations for each psychological measure can be found in Table 4.4. These analyses yielded non-significant results for hope and self-esteem. A significant difference was found for sport-confidence between revenue status groups, $F(2, 32)=4.64, p=.017$ (see Table 4.5). A Bonferroni post hoc multiple comparison tests found significant differences in sport-confidence existing between male revenue athletes and male non-revenue athletes and between male revenue athletes and female non-revenue athletes, (see Table 4.6). Effect size calculations of 1.38 and 1.02 confirm practical meaningfulness of the significant differences in sport-confidence between the male revenue athletes and both the male and female non-revenue athletes, respectively.

Although found to be statistically insignificant, hope did exhibit a trend towards significance, $F(2,32)= 2.95, p=.07$ (see Table 4.5). Effect sizes of 1.00 and .83 confirm practical meaningfulness of the mean differences in hope between male revenue and male non-revenue athletes and between male and female non-revenue athletes, respectively.

4.4 Narratives on beliefs on equitable administrative support

Along with the quantitative assessment of student-athletes' beliefs on the equitable treatment of all sports at the University of Montana, qualitative comments were solicited from those who wished to elaborate on their numerical responses to question # 18 (See Table 4.7). Athletes from all sports except men's basketball qualitatively responded.

Table 4.4**Descriptive Statistics from Psychological Assessment**

Psychological Domain	Male Revenue n=9 (Mean/S.D.)	Male Non-revenue n=10 (Mean/S.D.)	Female Non-rev. n=16 (Mean/S.D.)
<i>Hope</i>	56.44/6.46	51.10/4.18	54.69/4.44
<i>Self-Esteem</i>	15.00/4.56	16.80/4.83	16.38/4.41
<i>Sport-Confidence</i>	101.89/17.23	80.60/13.63	84.13/17.60

Table 4.5

Analyses of Variance (ANOVA) on Revenue Status for Measures of Self-Esteem, Hope, and Sport-Confidence

Psychological Domain	Sum of Squares	Df	Mean Square	F	Sig.(p)
<i>Self-esteem</i>					
Between Groups	16.94	2	8.47	.41	.67
Within Groups	667.35	32	20.86		
<i>Hope</i>					
Between Groups	144.98	2	72.49	2.95	.07
Within Groups	786.56	32	24.58		
<i>Sport-Confidence</i>					
Between Groups	2520.50	2	1260.25	4.64	.017*
Within Groups	8691.04	32	271.60		

*Significant at .05

Table 4.6**Bonferroni Multiple Comparison Post Hoc Results for Sport-Confidence**

Psychological Domain	Rev. Group	Rev. Group	Mean Difference
<i>Sport-Confidence</i>	1	2	21.29
	1	3	17.76
	2	3	-3.53

1= male revenue athletes 2= male non-revenue athletes
3= female non-revenue athletes

***Significant at .05**

Figure 4.1

Narrative Responses to the Equitable Treatment of UM Sports-Question #18

Revenue Status Group	Sport	Comment
<i>Male Revenue Athletes</i>	Football	<ul style="list-style-type: none"> Some sports are getting better treatment because of success than others Football main objective here
<i>Male Non-Revenue Athletes</i>	Track/XC	<ul style="list-style-type: none"> Football and basketball are where it's at, Hogan doesn't give a crap about most other sports
	Tennis	<ul style="list-style-type: none"> Tennis is treated as it doesn't exist, only football, basketball, and soccer; our women team wins regionals and the Kaimon reports on intramurals and the baseball club Our indoor courts are a joke and the athletic department does not care, how can you get good players when we have already 3 court to play on, it's pretty sad that MSU's facilities are greatly better than ours
<i>Female Non-Revenue Athletes</i>	Track/XC	<ul style="list-style-type: none"> Football takes precedent over every other sport in every situation that arises, Track and field is treated more as a club team than a collegiate team It' so obvious with the favoritism here at UM, disgusting
	Soccer	<ul style="list-style-type: none"> I think that there are big equitable gaps within genders at UM Sometimes there is a bias towards football but overall all the teams are well taken care of Football overrides everything, soccer holds its own, but track, cross-country, golf and tennis seem to get minimal recognition and support Track and field, to my knowledge, does not get treated well Track and field are not treated equitably
	Golf	<ul style="list-style-type: none"> First, I completely support all the sports at UM but it seems like what revenue sport coaches want they get and the non-revenue sports fight for even the smallest things Some sports don't get support, there are a couple sports that people didn't even know existed
	Tennis	<ul style="list-style-type: none"> Depends on which sports are the money makers
	Volleyball	<ul style="list-style-type: none"> Football, football, football, basketball, basketball, basketball Football is so overrated, if volleyball, soccer, track, or tennis get half the recognition there would be a severe increase in popularity, mostly in the media and T.V.

Chapter 5

Discussion

5.1 Overall perception of equal athletic administrative support

In the current study, male revenue athletes possessed more favorable beliefs that all sports at the University of Montana are treated equitably when compared to the beliefs of both male and female non-revenue athletes. Overall, male revenue athletes rated their beliefs of equitable treatment between “Often” and “Sometimes” ($M=2.44$), while both the male and female non-revenue athletes rated their beliefs of equitable treatment between “Seldom” and “Never” ($M=4.30$ and 4.0 , respectively).

The qualitative responses to the question regarding the equitable treatment of sports at the University of Montana validated the significant differences found in the quantitative responses. Narratives from both male and female non-revenue athletes voiced an apparent favoritism towards the football and men’s basketball programs. A men’s track/cross-country athlete remarked, “football and basketball are where it’s at, the athletic director doesn’t give a crap about most other sports.” A women’s volleyball player added, “football, football, football, basketball, basketball, basketball.” It is interesting to note that narrative responses from several of the revenue athletes also acknowledged a discrepancy in treatment. A football player admitted, “football is the main objective here”.

A possible explanation for a possible rationale behind the difference in treatment between revenue and non-revenue sports was offered by a woman’s volleyball player saying that obtaining equitable administrative treatment “depends on which sports are the money makers”. A women’s golfer supports such a claim by observing, “... it seems like

what revenue sports want they get and the non-revenue sports fight for even the smallest things". It is clear that not only are there differences in the perceptions of overall administrative support between male revenue and both male and female non-revenue athletes, but that athletes at UM are fully aware of the sports that do receive favorable support and those that do not.

5.2 Perceptions of specific measures of administrative support

Results from the specific measures of athletic administrative support do not correspond with the differences in the overall perception of the equal treatment of sports at UM between the revenue status groups. Male revenue athletes had more favorable ratings than only the male non-revenue athletes for support from administration (\underline{M} = 2.22 and 3.80, respectively), facilities for sport (\underline{M} = 1.89 and 4.1, respectively), and for the overall athletic experience (\underline{M} = 1.56 and 2.80, respectively). These differences could be attributed to funding differences (see Table 1.1) and discrepancies in social support.

The fact that there were no significant differences found between female non-revenue athletes and male revenue athletes for any of the specific measures of administrative support could be attributed to gender equity and Title IX. Under Title IX, all male and female student athletes are allowed to have equal opportunities to be successful in their sport. One way athletic department administrators can ensure equal opportunities for their female athletes is to make sure their sports are funded equitably. Looking at the funding figures in Table 1.1, one can see that not only are there more female non-revenue sports than male non-revenue sports, but those female non-revenue teams receive greater amounts of funding when compared to the male non-revenue teams. This discrepancy in funding could cause athletes in the aforementioned female non-

revenue sports to experience a greater sense of support from the athletic administration. From these findings one can surmise that although, collaboratively, male and female non-revenue athletes would tend to agree that sports at the University of Montana are not treated equally, individually, female non-revenue athletes are quite satisfied with the support received by their respective sports.

5.3 Hope, self-esteem, and sport-confidence

Results from instruments designed to measure Hope, Self-esteem, and Sport-Confidence show that male and female non-revenue athletes scored lower than male revenue athletes on the measure of Sport-Confidence only ($M= 80.60, 84.13, \text{ and } 101.89$, respectively). Effect sizes for the mean differences between male revenue athletes and both male and female revenue athletes substantiate the feasibility of the differences between scores. These findings provide support for the speculation that differences in the amount of financial and/or social support, as provided by university athletic department administrators, may affect a student-athlete's self-perception by influencing the amount of confidence a student-athlete has in his/her sport. Specifically, athletes who participate in revenue producing sports whom receive more favorable treatment, when compared to the treatment of athletes engaged in non-revenue producing sports, may experience a higher degree of certainty about their ability to be successful in their respective sports.

Specific to hope, the trend toward significance is worth noting. Although found to be statistically insignificant, effect sizes of the mean differences between the male non-revenue athletes and both the male revenue and female non-revenue athletes support the practical viability of these differences. These meaningful differences suggest that when compared to other athletes, male non-revenue athletes may have an impaired sense of

being able to meet their goals. This theory is facilitated by the large effect sizes of the mean differences between the same revenue groups for the question measuring athletes' perceptions of their opportunity to achieve their personal goals, also found to be statistically insignificant. In addition, the fact that there is practical meaningfulness of the mean differences between male revenue athletes and male non-revenue athletes for both Hope and Sport-Confidence may be more than just a coincidence. Curry, Snyder, et al. (1997) support the plausibility of this speculation by claiming that hope is a possible predictor of sport achievement. Specifically, successful and confident athletes have a mental plan of action to reach their goals that also is focused on excluding possible interfering factors. By not being able to filter out the effects of factors such as Title IX and gender equity, male non-revenue athletes may not have the psychological capability to set and meet their sport-related goals. Replicating this study using a larger sample size may render significant results, and therefore more reliable interpretations, for this psychological domain.

5.4 Summary and recommendations for future research

From these findings, one can theorize that a collegiate student-athlete is dependent upon the amount of support received from athletic department administrators for the formation of his/her competitive orientation toward his/her sport and his/her abilities to successfully compete within his/her sport. This theory is supported by Heyman's (1986) claim that the degree to which one identifies oneself as an athlete may be strongly dependent upon external influences, in this case the support from the athlete's athletic department administrators.

As for Hope and Self-esteem, although found to be insignificant, results produced by the interaction between these domains of one's self-perception and revenue status do provide valuable insight. The lack of significance for hope and self-esteem suggest that the locus of control for each of these domains may be more internalized than the previously indicated external locus of control for the domain of Sport-Confidence. In other words, one's senses of Hope and Self-esteem may not be dependant upon external feedback or support, in this case in the form of financial aid or social facilitation from athletic department administrators. From a subjective point of view, the lack of significance for the domains of Hope and Self-esteem is an encouraging finding in that it reveals a secure and invulnerable nature within the self-perceptions of individual athletes. Such security and invulnerability are priceless characteristics of both successful athletes and successful individuals.

Another finding of interest is the fact that there was no significant differences found between gender for the non-revenue athletes for Hope, Self-esteem, and Sport-Confidence. Such a finding leads one to deduce that the effects of being subjected to unequal support are not gender specific.

Because this study was limited to NCAA Division I athletes from the same university, generalizations to other universities or colleges from differing geographical locations with differing levels of competition must be made cautiously. In addition, because of the low number of minorities in the subject pool, interpretations should be made cautiously when generalizing to athletes from other ethnic backgrounds. Further investigations involving different universities across the country with more diverse student-athlete populations are necessary to substantiate any valid associations within the

complex relationship between university athletic administrative support and student-athletes' self-perceptions.

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Appendices

The following are included as part of the appendix:

- A. Institutional Review Board Approval
- B. Informed Consent
- C. Psychological Assessment
- D. Senior Exit Interview

Appendix A

For Internal Use Only

Form RA-108 (Rev. 2/95)

THE UNIVERSITY OF MONTANA INSTITUTIONAL REVIEW BOARD (IRB) CHECKLIST

Submit one completed copy of this Checklist, including any required attachments, for each project involving human subjects. The IRB meets monthly to evaluate proposals, and approval is granted for one academic year. See IRB Guidelines and Procedures for details.

Project Director: Scott Sandstett Dept.: HHP Phone: 5242

X Signature [Signature] Date:

Co-Director(s): Dept.: Phone:

Project Title: Reviewing Student Differences in Senior Student-Athletes

X Project Description: THE PROJECT IS DESIGNED TO IDENTIFY ANY DIFFERENCES IN STUDENT-ATHLETE PERCEPTIONS OF ADMINISTRATIVE SUPPORT AS WELL AS ANY DIFFERENCES IN PERCEIVED LEVELS OF HOPE, SELF-ESTEEM & SPORT-CONFIDENCE

Please provide the dates requested below:

Table with 3 columns: Date Submitted to IRB (3/30/98), Projected Start Date (4/20/98), Ending Date (6/1/98)

Students only: Faculty Supervisor: Lewis H. Curvey Dept.: HHP Phone: 5242

Signature: [Signature] (My signature confirms that I have read the IRB Checklist and attachments and agree that it accurately and adequately represents the planned research and that I will supervise this research project.)

Project Director: Please complete page 2 of IRB Checklist, on back.

For IRB Use Only

IRB Review and Determination:

Exempt from Review Expedited/Administrative Review Approved

Conditional approval:

Resubmit proposal:

Disapproved:

Signature IRB Chair: Date:

Project Information

1. In your opinion, does this project meet the requirements for Research Exempt from Review as outlined in Section B of the IRB Guidelines and Procedures?

YES (Complete information below and attach questionnaire/instrument)

NO (Complete information below and attach IRB Summary, eleven items)

Summary enclosed anyway (2. C. IRB's) Pg. 6

2. Human Subjects. Describe briefly: UW senior student athletes

Are any of the following included? Check all that apply. NA

Minors (under age 18) If YES, specify age range(s):
 Members of physically, psychologically, or socially vulnerable population?

3. How are subjects selected/recruited? Explain briefly: All senior student athletes with completed NCAA eligibility.

4. Identification of subjects in data.

Anonymous, no identification

Identified by name and/or address or other

5. Subject matter or kind(s) of information to be compiled from/about subjects.

Describe briefly: Perceptions of experiences at UW + Standardized Questionnaires on Self-Esteem, Hope, and Sports Confidence

Is information on any of the following included? Check all that apply.

Sexual behavior NA Illegal conduct
 Alcohol use/abuse Drug use/abuse
 Information about the subject that, if it became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability.

6. Means of obtaining the information. Check all that apply.

Field/Laboratory observation Mail survey (Attach questionnaire/instrument)
 Tissue/Blood sampling On-site survey (Attach questionnaire/instrument)
 Measurement of motions/actions Examine public documents, records, data, etc.
 In-person interviews/survey (Attach questionnaire/instrument) Examine private documents, records, data, etc.
 Telephone interviews/survey (Attach questionnaire/instrument) Use of standard educational tests, etc.
 Other means (specify):

7. Is a written consent form being used: Yes (Attach copy) No

8. Will subject(s) receive an explanation of the research before and/or after the project?

Yes (Attach copy) No

Verbal + informed consent obtained

9. Is this part of your thesis or dissertation? Yes No

If YES date you successfully presented your proposal to your committee: 3/27/98

Approved

IRB Request Summary

I. Purpose

This study has two main purposes. First, to identify any differences in student athletes' perceptions of athletic administrative support. Second, to examine possible differences in hope, self-esteem, and sport-confidence between male revenue athletes and both male and female non-revenue athletes. When compared to the amount of financial or social support received by a university's revenue sports, it is known that athletic department administrators are not required to provide equal amounts of support toward the university's non-revenue sports. It is unknown if there are any perceptual differences among student-athletes resulting from any existing impartiality as researchers have yet to empirically analyze such insights. Moreover, investigators have yet to examine the possible existence of differences in the psychological profiles of revenue and non-revenue athletes, which may be associated to differences in perceptions of administrative support.

Two hypotheses will be examined. First, it is hypothesized that both male and female non-revenue athletes would have a different perception of support, as provided by university athletic department administration, when compared to the perception of male revenue athletes. Second, it is hypothesized that both male and female non-revenue athletes would score lower on measures of self-esteem, hope, and sport-confidence when compared to the scores of male revenue athletes.

Little research has been conducted in this area. Not only will the present research provide awareness of how student athletes feel about the amount of administrative

support they are receiving, but it will also provide insight to how a student athlete may suffer psychologically as a result of such perceptions.

II. Subjects

The subjects will be approximately 35 University of Montana intercollegiate student-athletes.

III. Recruiting/Selecting Subjects

All subjects will be University of Montana seniors who are required to complete an exit interview questionnaire as part of the fulfillment of an injunction for all exiting seniors set by the NCAA (6.3.2). Athletes will be contacted by an athletic department receptionist and an appointment will be made for the athletes to come to a designated site to complete the questionnaire.

IV. Location of Study

All questionnaires will be completed by each athlete at the GRIZSCAPE (GRIZ Sport Counseling And Performance Enhancement) Resource Center in McGill 220A of the University of Montana campus.

V. Activities the Subjects will Perform

Subjects will be asked to complete one questionnaire comprised of two parts (see attached). The first part of the questionnaire will contain a Dispositional Hope Scale (Snyder, et al., 1991), a Rosenberg Self-esteem Scale (Rosenberg, 1965), and a Trait Sport-Confidence Inventory (Vealey, 1986).

The second part of the questionnaire is a seven-page exit interview created to assess the value of athletes' University of Montana experiences, the extent of their athletic time demands, concerns about the administration and their respective sport, and

their general concerns about proposed changes in intercollegiate athletics. Only one of the surveys from the senior exit interview will be used for this study. The survey, entitled ‘UM Athletic Experiences’, is an 11-item scale used to assess a student-athlete’s perceptions of various aspects of the athletic department and athletic department personnel, i.e. “Your head coach”, “Support by the athletic administration”, and “Facilities for your sport”. Subjects rate responses on a 5-point Likert scale (1=excellent, 2=good, 3=average, 4=fair, and 5=poor) with each response reflecting the student-athlete’s perception of his/her experience with the athletic experience in question.

VI. Benefits of the Research

Insight provided by this study will benefit professionals of applied sport psychology as they will be able to create more effective intervention strategies for athletes who may be suffering psychologically as a possible result of perceptions of unequal administrative support.

VII. Risks and Discomforts

There are no documented or anticipated deleterious effects that will be experienced by the subjects.

VIII. Minimization of Deleterious Effects

Not applicable.

IX. Protection of Subject’s Privacy

Subjects’ name will not be associated in any way with the research findings. All results will be coded using an identification number.

X. Written Informed Consent

A written informed consent (see attached) will be used in this study and signed by all subjects.

References

Snyder, C.R., Harris, C., & Anderson, J.R. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. Journal of Personality and Social Psychology, 60, 570-585.

Vealey, R.S., (1986). Conceptualization of sport-confidence and competitive orientation: Preliminary investigation and instrument development. Journal of Sport Psychology, 8, 221-246.

Appendix B

Informed Consent Statement for Student-Athlete Exit Interviews

The Department Health and Human Performance and the Department of Intercollegiate Athletics at The University of Montana support the practice of protection for human subjects participating in research activities. The following information is provided so that you can decide whether or not you wish to participate in the exit interview process. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

Exit interviews of selected student-athletes at The University of Montana whose eligibility has expired is required by the NCAA (6.3.2). The Department of Intercollegiate Athletics decided to implement the following exit interview procedure in an attempt to interview all UM student-athletes with completed athletic eligibility. You will be asked to fill out several standardized surveys asking questions about how you feel about yourself and some of your experiences in general and in athletics. You will be asked questions about the value of your University of Montana experiences, extent of athletic time demands, concerns about the administration of your sport, and about proposed changes in intercollegiate athletics. When you finish answering these questions, the designated exit interviewer will give you the opportunity to elaborate on any of your answers if you so choose. Your responses will help us assess what may be done to improve current and future experiences of student-athletes at The University of Montana.

The survey will take about 20-25 minutes to complete. Your participation is solicited, but is strictly voluntary. **YOUR NAME WILL NOT BE ASSOCIATED WITH THE RESEARCH FINDINGS IN ANY WAY.** Your questionnaire will be numbered and this informed consent cover page will be removed and destroyed. Do not hesitate to ask questions about the exit interview process and the confidentiality of your responses at this time or any time in the future. Please feel free to contact us by phone or mail with concerns you may have. A copy of this consent form will be given to you. We appreciate your cooperation and thank you for your participation.

The University of Montana requires that the following statement be included in this informed consent: In the event that you are injured as a result of this research you should individually seek appropriate medical treatment. If the injury is caused by the negligence of the University or any of its employees, you may be entitled to reimbursement or compensation pursuant to the Comprehensive State Insurance Plan established by the Department of Administration under the authority of M.C.A., Title 2, Chapter 9. In the event of a claim for such injury, further information may be obtained from the University's Claims Representative or University Legal Counsel.

Sincerely,

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Signature of Subject _____

Print Name _____ Sport _____

Appendix C

PART A: Please answer the following questions as honestly as you can. We appreciate your candid assessment regarding each question. Again, your responses will be kept strictly confidential.

I. Directions: Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided.

1	2	3	4	5	6	7	8
Definitely False	Mostly False	Somewhat False	Slightly False	Slightly True	Somewhat True	Mostly True	Definitely True

- _____ 1. I can think of many ways to get out of a jam.
- _____ 2. I energetically pursue my goals.
- _____ 3. I feel tired most of the time.
- _____ 4. There are lots of ways around any problem.
- _____ 5. I am easily downed in an argument.
- _____ 6. I can think of many ways to get the things in life that are most important to me.
- _____ 7. I worry about my health.
- _____ 8. Even when others get discouraged, I know I can find a way to solve the problem.
- _____ 9. My past experiences have prepared me well for my future.
- _____ 10. I've been pretty successful in life.
- _____ 11. I usually find myself worrying about something.
- _____ 12. I meet the goals I set for myself.

II. Directions: Please answer the following items as honestly as you can. Using the scale below, circle the response that best describes how you **FEEL** about yourself.

(circle best response)	Strongly Agree	Agree	Disagree	Strongly Disagree
1. On the whole, I am satisfied with myself.	SA	A	D	SD
2. At times I think I am no good at all.	SA	A	D	SD
3. I feel I have a number of good qualities.	SA	A	D	SD
4. I am able to do things as well as most other people.	SA	A	D	SD
5. I feel I do not have much to be proud of.	SA	A	D	SD
6. I certainly feel useless at times.	SA	A	D	SD
7. I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8. I wish I could have more respect for myself.	SA	A	D	SD
9. All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10. I take a positive attitude toward myself.	SA	A	D	SD

III. Directions: Think about how confident you are when you compete in your sport. Answer the questions below based on how confident you **generally feel** when you compete in your sport. Compare your self-confidence to the **most self-confident athlete** you know. Please answer as you **really feel**, not how you would like to feel. Your answers will be kept completely confidential.

	(circle number)								
	Low			Medium			High		
1. Compare the confidence you feel in your ability to execute the skills necessary to be successful to the most confident athlete you know.	1	2	3	4	5	6	7	8	9
2. Compare the confidence you feel in your ability to make critical decisions during competition to the most confident athlete you know.	1	2	3	4	5	6	7	8	9
3. Compare the confidence you feel in your ability to perform under pressure to the most confident athlete you know.	1	2	3	4	5	6	7	8	9
4. Compare the confidence you feel in your ability to execute successful strategy to the most confident athlete you know.	1	2	3	4	5	6	7	8	9

- | | | | | | | | | | | | | |
|--------|--|-----|---|---|---|---|---|---|---|---|---|------|
| 5 | Compare the confidence you feel in your ability to concentrate well enough to be successful to the most confident athlete you know | Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High |
| Medium | | | | | | | | | | | | |
| 6 | Compare the confidence you feel in your ability to adopt to different competitive situation and still be successful to the most confident athlete you know. | Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High |
| Medium | | | | | | | | | | | | |
| 7 | Compare the confidence you feel in your ability to achieve your competitive goals to the most confident athlete you know. | Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High |
| Medium | | | | | | | | | | | | |
| 8 | Compare the confidence you feel in your ability to be successful to the most confident athlete you know. | Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High |
| Medium | | | | | | | | | | | | |
| 9 | Compare the confidence you feel in your ability to think and respond successfully during competition to the most confident athlete you know. | Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High |
| Medium | | | | | | | | | | | | |
| 10 | Compare the confidence you feel in your ability to meet the challenge of competition to the most confident athlete you know. | Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High |
| Medium | | | | | | | | | | | | |
| 11 | Compare the confidence you feel in your ability to be successful based on your preparation for this event to the most confident athlete you know. | Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High |
| Medium | | | | | | | | | | | | |
| 12 | Compare the confidence you feel in your ability to perform consistently enough to be successful to the most confident athlete you know. | Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High |
| Medium | | | | | | | | | | | | |
| 13 | Compare the confidence you feel in your ability to bounce back from performing poorly and be successful to the most confident athlete you know. | Low | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High |
| Medium | | | | | | | | | | | | |

Appendix D

PART B: Please answer the following questions as honestly as you can. We appreciate your candid assessment regarding each question both in terms of the quantitative scale below, as well as your qualitative comments on later questions. Please, your comments on open-ended questions are encouraged!

We thank you for your time in completing this questionnaire. Upon completion, you will be given the opportunity to clarify any of your responses in a brief interview. Again, your responses will be kept strictly confidential.

1. Rate your experiences at The University of Montana in the following areas:

	(circle number) (leave blank if not applicable)				
A. UM Athletic Experiences	Excellent	Good	Average	Fair	Poor
Freshman year coaches' support (transition from HS)	1	2	3	4	5
Your Head Coach (current if there has been a change)	1	2	3	4	5
Your Assistant Coach or Coaches (overall)	1	2	3	4	5
Opportunity to achieve your personal athletic goals	1	2	3	4	5
Support provided by athletic trainers	1	2	3	4	5
Support provided by team doctors	1	2	3	4	5
Support by the athletic administration	1	2	3	4	5
Off-season strength and conditioning support	1	2	3	4	5
Equipment management support	1	2	3	4	5
Facilities for your sport	1	2	3	4	5
Overall, your athletic experience here	1	2	3	4	5

(circle number)
(leave blank if not applicable)

B. UM Academic Experiences	Excellent	Good	Average	Fair	Poor
Freshman year academic support	1	2	3	4	5
Support from Athletic Academic Services	1	2	3	4	5
Academic support provided by major advisor	1	2	3	4	5
Academic facilities (classrooms, labs, and library)	1	2	3	4	5
Academic achievement encouraged by coaches	1	2	3	4	5
Opportunity to achieve your personal academic goals	1	2	3	4	5
Chances you'll graduate within one year	1	2	3	4	5
Opportunity to pursue the major of your choice	1	2	3	4	5
Employment (grad school) opportunities upon graduation	1	2	3	4	5
Overall, your academic experience here	1	2	3	4	5
C. UM Social Experiences	Excellent	Good	Average	Fair	Poor
Opportunity to develop life-long friendships (overall)	1	2	3	4	5
Opportunity to develop friendships outside of sport	1	2	3	4	5
Enjoyment of campus life in general	1	2	3	4	5
Enjoyment of Missoula as a community	1	2	3	4	5
Opportunity to enjoy recreational activities in area	1	2	3	4	5
Residential support services on campus (living in dorms)	1	2	3	4	5
Student Health Center support services	1	2	3	4	5
Support services for help with sport-specific problems	1	2	3	4	5
Support services for help with general "life" problems	1	2	3	4	5
Overall, your social experience here	1	2	3	4	5
D. Overall UM Experiences	Excellent	Good	Average	Fair	Poor
Overall enjoyment of your UM college experience	1	2	3	4	5
Overall value of your UM college experience	1	2	3	4	5

- 2. Would you recommend The University of Montana to high school seniors who participate in your sport?**

Yes, Most Definitely	Probably	Maybe	Probably Not	No, Definitely Not
1	2	3	4	5

- 3. If you were being recruited from high school in your sport today, would you choose to attend The University of Montana?**

Yes, Most Definitely	Probably	Maybe	Probably Not	No, Definitely Not
1	2	3	4	5

- 4. Do you believe that participation in athletics helped promote your personal academic growth?**

Yes, Most Definitely	Probably	Maybe	Probably Not	No, Definitely Not
1	2	3	4	5

Briefly explain:

- 5. Do you believe that participation in athletics helped promote your personal social growth?**

Yes, Most Definitely	Probably	Maybe	Probably Not	No, Definitely Not
1	2	3	4	5

Briefly explain:

- 6. Do you believe that participation in athletics helped promote your personal physical development?**

Yes, Most Definitely	Probably	Maybe	Probably Not	No, Definitely Not
1	2	3	4	5

Briefly explain:

7. Do you believe that participation in athletics helped promote your personal emotional growth?

Yes, Most Definitely	Probably	Maybe	Probably Not	No, Definitely Not
1	2	3	4	5

Briefly explain.

8. What do you believe were the strengths of the coaching staff in your sport?

#

9. In what areas, if any, do you feel the coaching staff in your sport needs to improve?

10. Were you subject to coaching techniques that involved the following:

A. Physical Abuse Often _____ Sometimes _____ Never _____

If sometimes or often, please describe:

B. Verbal Abuse Often _____ Sometimes _____ Never _____

If sometimes or often, please describe:

C. Mental Abuse Often _____ Sometimes _____ Never _____

If sometimes or often, please describe:

11. Did you ever have the opportunity to formally evaluate your coach(es)? Yes _____ No _____

A. If yes, in what areas?

B. If no, do you think this practice would be beneficial?

12. Were you required to miss class due to practice conflicts?

Always _____ Often _____ Sometimes _____ Seldom _____ Never _____

13. Were you required to miss an examination due to practice conflicts?

Always _____ Often _____ Sometimes _____ Seldom _____ Never _____

14. Do you believe your coaches were sensitive to the demands on your time as a student-athlete?

Always _____ Often _____ Sometimes _____ Seldom _____ Never _____

15. A) Specific to MINORITY ISSUES, answer the following questions:

	(circle number) (leave blank if not applicable)				
	Excellent	Good	Average	Fair	Poor
Your coaches' awareness of minority issues	1	2	3	4	5
Support among minority student-athletes	1	2	3	4	5
Camaraderie among minority students on this campus	1	2	3	4	5
Availability of minority mentors/role models on this campus	1	2	3	4	5
Overall environment for minority student-athletes on this campus	1	2	3	4	5

B) Have you witnessed any form of discrimination toward minority student-athletes (or toward yourself, if an ethnic minority) within athletics?

Please describe: _____ Yes _____ No

C) Please make any suggestions for improving the overall climate for minority student-athletes at The University of Montana?

16. A) Specific to GENDER ISSUES, answer the following questions:

	(circle number) (leave blank if not applicable)				
	Excellent	Good	Average	Fair	Poor
Your coaches' attitude toward women in athletics	1	2	3	4	5
The attitude, in general, among other coaches and staff toward female student-athletes	1	2	3	4	5
Availability of female mentors, role models in UM Athletics	1	2	3	4	5
Availability of female mentors, role models on this campus	1	2	3	4	5
Overall environment for female student-athletes on this campus	1	2	3	4	5

B) Have you witnessed any form of discrimination toward female student-athletes (or toward yourself, if a woman) within athletics?

Please describe: _____ Yes _____ No

C) Please make any suggestions for improving the overall climate for female student-athletes at The University of Montana?

17. Do you believe men's and women's sports are treated equitably at this institution?

Always _____ Often _____ Sometimes _____ Seldom _____ Never _____

Comments:

18. Do you believe all sports programs are treated equitably at this institution?

Always _____ Often _____ Sometimes _____ Seldom _____ Never _____

Comments:

19. Specific to your sport, what changes would you recommend be made at The University of Montana if it were at all possible to do?

20. What changes, if any, would you propose be made in intercollegiate athletics?

21. Briefly, in summary, what are the most positive aspects of being a student-athlete at The University of Montana?

22. Briefly, in summary, any closing thoughts on how your experiences at The University of Montana could have been improved upon?