

in Higher Education. Andrea Walton received tenure this spring and continues to add to the history, philanthropy and higher education circles. Each of our faculty continue to contribute to the field of Higher Education and Student Affairs through publications and acknowledgements, but also so much through their day-to-day interactions with the doctoral and master's students in the HESA program.

Interest in the master's program in Higher Education & Student Affairs remains high as we continue to attract new students to the program. We have received inquiries of interest from over 350 students and had approximately 100 students on campus during our two Outreach recruitment sessions in February. We expect a full class of talented master's students to join us in the fall. The second doctoral recruitment was very successful. And we have continued to participate in a number of graduate preparation fairs. Thank you to all of the alumni who have helped with these fairs!

The IUSPA Journal continues to be one of the things that sets apart IU's HESA program from other preparatory programs. The student authors have challenged themselves to submit articles that are reviewed and edited by their peers in the master's and doctoral programs. The editorial team also has a wonderful opportunity to improve their skills in reviewing, critiquing and editing the submitted works. However, this opportunity continues only via your generous contributions. Please designate donations to the annual fund drive to go towards the *Journal* so that we can continue to produce this exceptional opportunity for our students and for you to receive as alumni. On behalf of the faculty, students, and staff of the program, thank you for your support and contributions to the HESA program. Through your continued efforts to refer talented students to the program and financial support for our program, you provide the necessary elements to sustain our strong Higher Education & Student Affairs program at Indiana University!

Student Athlete Satisfaction at a Big Ten University

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This study examined the level of student athletes' satisfaction with their institution, specifically, the differences between male and female student athletes' satisfaction. The Student Athlete Satisfaction Survey was distributed to 75 student athletes at a Big Ten Midwestern university. Through factor analysis, data were separated into four factors: Interpersonal Relationships, Competence, Motivational Forces, and Student Engagement. Male and female student athletes displayed statistically significant different levels of satisfaction within Interpersonal Relationships.

Introduction

Collegiate athletics grew out of students' desires to participate in extracurricular activities of a physical nature (Andre & James, 1991). In the beginning, faculty and administrators alike discouraged participation in college sports, as they felt these contacts were improper for gentlemen and detracted from the students' intellectual pursuits (Lucas, 1994). Today, collegiate athletics, which are most often a separate entity from the university, have grown into big-time businesses, providing revenue, entertainment, institutional pride and educational benefits (Chu, Segrave & Becker, 1985). While institutions rely heavily on these by-products, little information is published about student athlete satisfaction with both athletic and academic experiences (Chelladurai & Reimer, 1997).

In addition to the basic adjustments to college, student athletes have the pressure of balancing athletic success, good health, and academic achievement (Watt & Moore, 2001). Although research has positively linked athletic participation to students' health and well-being, many detrimental factors have also been noted. Several researchers (Watt & Moore, 2001; Wittmer, Bostic, Phillips, & Waters, 1981) have addressed the conflict between the roles of student and athlete: "dumb jock" and "hero." This clash of identities calls into question the experience of student athletes. Are they getting the most out of their time in college? This study seeks to answer this question by examining the level of student athletes' satisfaction with their institution.

Another aspect of this study includes the observation of differences between male and female student athletes. While the number of women participating in college sports increased dramatically after the passage of Title IX in 1972, there is little research comparing male and female student athletes' experiences (Petrie & Stoeber, 1997; Person, Benson-Quaziana, &

Rogers, 2001). For this reason, this study attempts to explore male and female athlete satisfaction, and to pinpoint the primary factors that shape athletes' college experiences. More specifically, how does athletic participation affect college students' satisfaction with their institution? Is there a difference between the experiences and satisfaction of male and female student athletes?

Literature Review

Satisfaction

Satisfaction, as it relates to student athletes, is a multifaceted concept comprised of contentment with team and individual performance, leadership, and overall team involvement (Chelladurai, 1984). The most current definition of student athlete satisfaction is "a positive affective state resulting from a complex evaluation of the structures, processes, and outcomes associated with the athletic experience" (Chelladurai & Reimer, 1997, p. 135). For the purposes of this research, athlete satisfaction is measured by aggregate levels of contentment with each of three categories: social interactions, athletic influences, and academic performance (Howard-Hamilton & Sina, 2001; Miller & Kerr, 2002)

Title IX and Gender Equality

Title IX banned sexual discrimination in any school or program that received federal funding, including college athletic programs (Burnett, 2003). The legislation also states that male and female athletes are to be given equal benefits and services, including, but not limited to: travel expenses, practice facilities, equipment and supplies, scheduling and practice times, and number and compensation of coaches and locker rooms (Burnett, 2003).

While the number of women athletes participating in a varsity level sport has tripled since the enactment of Title IX, recent studies show that participation by women in general is still lower than men (Miller, Heinrich, & Baker, 2000). The National Collegiate Athletic Association (NCAA) Gender Equity Survey found that men have nearly twice as many athletic opportunities as women in Division I through III schools (Miller et al., 2000). Although Title IX called for equality between men's and women's athletic programs, gender differences still exist that cannot be controlled by the legislation.

Lantz and Schroeder (1999) examined the relationship between athlete role identification and gender role orientation. Their results suggested that masculinity was positively correlated with identification as an athlete, while femininity was negatively correlated with the traits of an athletic person (Lantz & Schroeder, 1999). Wrisberg, Draper, and Everett (1988) found a

significant difference in sex role orientations of men and women in individual sports. They further noted that females who participated in team sports showed more "masculine" traits.

Social Satisfaction

Astin (1993b) asserts that student satisfaction outcomes depend upon numerous inputs and environmental factors. The level of student social involvement serves as a positive predictor of satisfaction with the overall college experience. Through their participation in college athletics, student-athletes were more socially involved and expressed greater satisfaction with their experiences than their non-athlete peers (Howard-Hamilton & Sina, 2001). Through team sports, student-athletes achieve higher levels of self-esteem, develop leadership skills, discover concepts of teamwork, sustain their motivation, and learn discipline (Watt & Moore, 2001).

Research by Watt and Moore (2001) suggests that participation in college athletics, especially in revenue sports, places an emphasis on winning by any means necessary, thereby intensifying the antagonistic personas stereotypical of student athletes. Limited exposure to peers beyond teammates and other varsity athletes tends to promote homophobia, sexual misconduct, drug and alcohol usage, and illegal activity (Hill, Burch-Ragan & Yates, 2001; Watt & Moore, 2001). Social isolation can also further support the promotion of the athlete role over the student role resulting in lower levels of academic achievement. Other research, however, suggests that the process of developing dualistic identities can be supported by social involvement within athletic peer groups (Watt & Moore, 2001). Because student athletes seek to balance the messages they receive from non-athletes (i.e. "dumb jock" and "hero"), teammates are best prepared to relate to the stereotypical perceptions of outside groups (Watt & Moore, 2001, p. 13).

Athletic Satisfaction

Chelladurai (1978) measured athletic satisfaction by examining satisfaction with: leadership (i.e. coaching staff), individual and team performance, and overall involvement. Within team sports, athletes reported greater levels of satisfaction with leadership when they perceived that certain variables were present. These variables were training and instruction, democratic behavior, social support, and positive feedback (Chelladurai, 1978). The researchers noted a high level of satisfaction with team performance when there was positive feedback from team leadership. While no relationship was found between any of the hypothesized variables of leadership and overall athletic satisfaction, it was concluded that the three components of satisfaction were largely independent and therefore did not impact

each other (Chelladurai, 1978).

Czech, Burke, Joyner, and Hardy (2002) reported that previous studies had shown men to be more competitive and have a higher "win orientation," while women displayed higher "goal orientation" levels. Their study, however, found that men scored higher only on "win orientation," with no differences between men and women on scales of competitiveness, "goal orientation," or optimism and pessimism (Czech et al., 2002). These differences were hypothesized to stem from the different socialization processes and encouragement patterns used with boys and girls at a young age.

Academic Satisfaction

The student athlete population is the most recognized yet unacknowledged student population on many college campuses (Valentine & Taub, 1999). Athletic scandals at colleges and universities across the country contribute to the widespread perception that student athletes receive unfair privileges (Sherman, Weber, & Tegano, 1988). Student athletes not only deal with the obligations to their respective teams, but also struggle with concerns held by their non-athlete student peers (Valentine & Taub, 1999). Sedlacek and Adams-Gaston (as cited in Engstrom & Sedlacek, 1991) consider student athletes a unique group of nontraditional students.

A lack of understanding of student athletes resulted in negative perceptions of them from faculty and students, and may affect the type of treatment they receive (Sedlacek & Brooks, as cited in Engstrom & Sedlacek, 1991). Valentine and Taub (1999) believe that faculty and non-athlete students must recognize their personal biases towards student athletes and understand that this unique subculture maneuvers through a system that does not always support their academic success. Engstrom & Sedlacek's (1991) survey of freshmen students at a large Eastern university with a Division I-A NCAA athletic program showed that students distrusted student athletes who obtained As, worried about having student athletes as lab partners, and resented specific tutorial services for student athletes. These negative biases and perceptions often have an adverse effect on the personal image and self-esteem of the student athlete population (Engstrom, Sedlacek, & McEwen, 1995). Engstrom et al. (1995) believe a self-fulfilling prophecy occurs as student athletes internalize negative stereotypes, thereby decreasing their likelihood to achieve academically.

Due to the perceptions of faculty and student peers, the developmental needs of student athletes may be neglected (Valentine & Taub, 1999). Viewing them only as athletes overlooks any academic needs that they may possess. Bandura (1977) stated that people's choice of activities and the degree to which they pursue them are based on beliefs of their own ability.

Student athletes treated as "dumb jocks" may develop a sense of alienation in the classroom and believe that they cannot perform (Heyman, 1986, as cited in Valentine & Taub, 1999). Similarly, if praised for a game or a match, athletes may internalize their role of "campus hero" and focus more on their athletics.

An important factor in observing academic satisfaction is student athletes' academic motivation. In most sports programs, regardless of revenue or non-revenue producing status, student athletes are recruited based on the coaching staff's desire to win games. In many cases, coaches place little emphasis on the players' academic ability, study habits, intelligence, or character (Wittmer et al., 1981). Student athletes may focus on their athletic prowess just as much as their coaches do and choose simple courses that do not interfere with their pursuit of professional athletic careers (Sparent, 1988).

Traditionally, men have had more opportunities to pursue a professional career in various sports, including those on non-revenue producing teams in college (such as baseball, soccer, and golf). Women have not had as many opportunities and, subsequently, may enter college knowing that they have to prepare for an alternative career (Sparent, 1988; Simons, Van Rheenen, & Covington, 1999). Academic majors are more significant to female athletes, as their future opportunities are predicated more on their academic performance than on their athletic performance.

Methodology

Participants

The participants of this study consisted of the student athletes listed on the rosters of four NCAA Division I athletic programs at a Big Ten Midwestern institution. The available population included 114 athletes (44 freshmen, 28 sophomores, 18 juniors, and 24 seniors) taken from a total population of 585. The researchers wanted to study athletes that participate in a team sport, in which members play as a group, rather than a more individualized sport such as golf. This aspect is important to the research because of the dimension of satisfaction with social interactions. A team environment promotes interdependence between players, as well as a sense of connection that could translate into a supportive social atmosphere (Chelladurai & Reimer, 1997).

In addition, both men's and women's varsity teams are represented in this study. Watt & Moore (2001) list gender as one of the many factors that shape the experiences of a student athlete. Research shows varied developmental outcomes for male and female athletes, such as poor academic

performance by first year male athletes, and higher fall semester grade point averages (GPA) for freshmen female athletes (Petrie & Stoeber, 1997).

Instrument

Athlete satisfaction was measured using a survey instrument developed for the purpose of this study. Historically, researchers examined student athlete satisfaction with their athletic programs and performance, rather than satisfaction with their institutions. Chelladurai and Reimer (1997) studied facets of athlete satisfaction based on team outcomes and improvement, individual outcomes, and team processes. Gravely and Cochran (1995) created a student athlete survey to measure satisfaction in areas such as recruitment efforts, strengths of coaching staff, perceptions of treatment by athletic departments, and conflict between practice times and dining hall schedules. These studies neglected to examine the athletes' satisfaction with their overall college experiences. Therefore, the current researchers designed the instrument to capture this missing element.

The survey used in this study was adapted from the Student Satisfaction Inventory (Juillerat & Schreiner, 1999) and the Athlete Satisfaction Questionnaire (Reimer & Chelladurai, 1998) to more accurately reflect the overall collegiate experience. The Student Athlete Satisfaction Survey (SASS) consisted of 42 items that assess levels of satisfaction among three general dimensions: academic participation, social relationships, and athletic involvement, with nine to ten questions for each area. Participants answered the statements on a five-point Likert scale ranging from (1) strongly agree to (5) strongly disagree. The SASS includes example statements such as: "I am comfortable approaching my professors," "I have close friends outside of my team," "I feel that people form impressions about me because I am an athlete," and "I feel supported by my coach."

Procedure

In order to recruit participants, the researchers contacted the coaches of each respective team to request permission to survey the student athletes. Within one month of receiving a coach's permission, each individual team participated in a structured distribution of the instrument by at least one of the researchers. Surveys were collected from each team as the participants finished, and the researchers began data analysis. Of the 75 surveys administered, 75 were returned and deemed usable instruments.

Data Analysis

The first steps in data analysis were to reverse-score the negatively worded items and enter all data into SPSS, a data analysis program. The

questions were coded based on the original three categories and means and standard deviations were computed for each question. A factor analysis determined how many categories existed between the original variables and the answers given by the participants. As a result of this analysis, four new factors emerged and were analyzed by the researchers. The new factors were named based on the relationship between variables within the new categories. Descriptive data analysis compiled the individual scores of each factor, including mean and standard deviation. All four new factors were tested for reliability and correlated with each other. A *t*-test for means was used to determine if the differences between the male and female student athletes' levels of satisfaction were statistically significant at either the 0.05 or the 0.01 level.

Limitations

The SASS was created intentionally for the purpose of this study because the researchers were unable to obtain prior instruments assessing student athlete satisfaction. The researchers composed questions they believed would accurately assess student athlete satisfaction based on research, but without viewing a prior survey. The SASS was designed to assess three components of satisfaction, but a factor analysis revealed four different facets. While these four factors did correspond to the initial three categories, it brings into question what the SASS was really able to measure.

Moreover, this instrument was based on self-report by the participants, in which participants might be inclined to select responses they believe to be socially desirable. In this study, students reported their own feelings, levels of activity, and perceptions of involvement and support. Further studies should be conducted to test in more detail the validity of students' self-reported attitudes and behaviors.

Most of the student athletes who participated in the current study were first or second year students. The level of satisfaction reported by the student participants may have shifted if they were surveyed later in their college careers or if more upper-class students were represented in the study. In addition, many athletes were surveyed prior to participating in their first collegiate game and therefore had no indication of the levels of university or team support. Another shift in student satisfaction may have been reflected in the responses based on the number of wins or losses accrued during the season. Of the four teams surveyed, two of one particular sport have recently had winning seasons, which may have greatly enhanced their overall satisfaction. Finally, many of these students were in their first academic semester of college and may have responded to the survey questions without adequate understanding of their academic experience.

Results

The respondents included 31 female student athletes and 44 male student athletes, with 30 in their first year, 20 sophomores, 10 juniors, 11 seniors, and three fifth year students. The factor analysis found four factors in which to categorize the data. The four areas were analyzed and named according to the similarities between variables within: Interpersonal Relationships, Competence, Motivational Forces, and Student Engagement (see Table 1). Three questions that did not load to any single factor were removed.

Among the four factors, the Interpersonal Relationship variables had a significant correlation with the Competence variables ($r=.30, p<.01$), and to a lesser degree, the Interpersonal Relationship factor was also correlated ($r=.271, p<.05$) with the Student Engagement factor (see Table 2). Cronbach's Alphas (α) were run for the four factors. The results were Interpersonal Relationships $\alpha=.74$, Competence $\alpha=.64$, Motivational Forces $\alpha=.65$, and Student Engagement $\alpha=.58$. In order to determine the mean difference in male and female student athletes' level of satisfaction within these four new factors, each was compared in an independent t-test with gender.

Interpersonal Relationships

Interpersonal Relationships focused on a sense of belonging and interactions with teammates and peers. The mean of this factor was tested against gender to determine if there was a statistically significant difference between male and female student athletes' data. For interpersonal relationships, male student athletes ($M=15.86, SD=4.20$) averaged greater satisfaction than female student athletes ($M=18.73, SD=4.51$). This was found to be statistically significant at the $p<.05$ level.

Competence

The Competence factor was so named because the questions explored the student athlete's personal level of comfort or satisfaction with their performance as an athlete and a student. There were no significant findings between men and women in this item.

Motivational Forces

The third category, Motivational Forces, contained variables that asked the participants to question what, if any, pressures they faced from outside sources, and if these pressures drove them to succeed. Male student athletes ($M=24.02, SD=4.65$) did not report a statistically significant difference in satisfaction with this variable compared to their female student athlete peers

Table 1
Factor Loading

Variable	Components			
	I	II	III	IV
Sense of belonging with teammates	0.69	0.29		0.37
Comfortable discussing personal issues with members team	0.63			0.21
Associate with teammates outside practice/team events	0.58			0.27
Satisfied with living arrangements	0.54		-0.33	0.21
Chose university because of athletic opportunities	0.54		0.21	
Would like to play professionally	0.47			-0.35
Comfortable approaching coach for advice about non-athletic issues	0.46			
Comfortable around my teammates	0.46	0.41		
Plan on playing this sport recreationally after college	0.44			
Satisfied with my college experience	0.42			
Feel connected to university	0.42			
Satisfied with athletic participation and performance	0.24	0.66		
Comfortable approaching professors		0.62		
Achieving personal athletic goals	0.26	0.59		-0.20
Contacted/have contact with professor outside of class		0.57		0.38
Able to develop athletic skills during practice		0.56		-0.32
Satisfied by level of class participation		0.50		

Table 1
Continued

Variable	Components			
	I	II	III	IV
Supported by coach	0.26	0.48	-0.25	-0.29
Involved in romantic relationship		0.41		
Have same level of team support no matter how I play	0.36	0.38	-0.23	
Satisfied with academic performance		0.34		
People form negative impressions about me because I am an athlete		-0.32	0.27	
Spend a lot of time socializing outside of my residence		0.29		
Feel pressure from my hometown to perform well			0.84	
Feel pressure from my high school to perform well			0.78	
Feel pressure from my family to perform well			0.67	
Feel less supported by university when I don't play well			0.46	-0.40
Feel torn between athletic dept and other academic & social pursuits	-0.23		0.44	
Feel that I have to prove my intelligence in classroom			0.42	
My athletic ability is not maximized on the playing field		-0.24	0.39	
Primary reason for attending college was to receive a degree			-0.21	
I would seek help from an academic advisor		0.36		0.56
Get advantages that other people don't because I'm an athlete			0.24	0.31

Table 2
Correlation between Factors

		Interpersonal Relationships	Competence	Motivational Forces	Student Engagement
Interpersonal Relationships	Pearson Correlation	1	.303**	-.084	.271*
	Sig. (2-tailed)		.010	.479	.022
	N		72	74	71
Competence	Pearson Correlation		1	-.070	.225
	Sig. (2-tailed)			.558	.062
	N			73	70
Motivational Forces	Pearson Correlation			1	-.124
	Sig. (2-tailed)				.301
	N				72
Student Engagement	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

**Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

($M=25.02$, $SD=4.75$) at the $p<.05$ level. However, there was a statistically significant difference (see Table 3) between men and women for the items "My primary reason for attending college was to receive a degree," "I feel pressure from my hometown to perform well," and "I feel pressure from my high school to perform well."

Student Engagement

Finally, Student Engagement focused on the participants' ability to engage him/herself in the everyday rigors of academic pursuits. No statistically significant items between men and women were noted on this item.

Gender

Overall, there was very little statistically significant difference between men's and women's levels of satisfaction in the four factors. Table 3 contains significant findings with regard to gender differences among individual questions for student athlete satisfaction. These results are represented on a scale from one to five (1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree). While many of the questions revealed great levels of satisfaction among both genders, males were more likely to strongly agree with all but two of these questions that demonstrated statistical significance. Each of

these questions was significant at the $p < 0.05$ and $p < 0.01$ levels.

Among the questions that had originally been classified as relating to academic satisfaction, male and female student athletes differed in their reasons for attending the university. Females ($M=1.65$, $SD=0.71$) were more likely than males ($M=2.27$, $SD=1.19$) to report that they are attending college in order to receive a degree. In contrast, males ($M=1.89$, $SD=0.87$) were more likely than females ($M=2.61$, $SD=0.88$) to have chosen the university because of the athletic opportunities available to them.

Satisfaction with social experiences displayed differences in living arrangements and campus event participation. Overall, males ($M=1.82$, $SD=0.50$) felt more connected to their university than females ($M=2.19$, $SD=0.70$), even though females ($M=2.55$, $SD=0.85$) were more likely to attend campus-sponsored events than males ($M=3.09$, $SD=1.16$). Male student athletes reported greater satisfaction with their living arrangements ($M=1.82$, $SD=0.69$) than their female peers ($M=2.30$, $SD=1.24$), and also demonstrated a stronger level of agreement ($M=2.11$, $SD=2.95$) with the statement that they spend a lot of time socializing outside their place of residence than females ($M=2.74$, $SD=1.21$).

Of the athletically focused questions, male student athletes exhibited stronger agreement with regard to matters of external pressure to succeed and level of contentment with the sport. Males felt more pressure to perform well from both their hometown ($M=2.91$, $SD=1.16$) and high school ($M=3.16$, $SD=1.16$). Men ($M=1.48$, $SD=0.90$) were also more likely than their female peers ($M=1.94$, $SD=1.03$) to strongly agree that they are happy playing their sport and hope to play at the professional level (Male $M=1.41$, $SD=0.79$; Female $M=3.68$, $SD=1.50$).

Discussion

This study examined student athletes' overall satisfaction with their collegiate experience, as well as the relationship between gender and satisfaction. Consistent with Astin's (1993a) findings, involvement with university activities appears to increase students' satisfaction with their university. The results of this study found that student athletes are satisfied with their time in college.

The data shows that males are more likely to strongly agree with the variables in Interpersonal Relationships. This finding is contrary to research showing that women are more concerned with relationships and interpersonal interactions (Evans, Forney, & Guido-DiBrito, 1998; Jones & Watt, 2001). It is possible that male student athletes scored higher in this variable because of their greater aspirations to play professionally. Astin (1993a) notes that when men and women associate in gender-specific peer groups,

they are more likely to take on the characteristics of those around them. According to Sparent (1988), male athletes are aware that they have more possibilities to play professionally, and this knowledge might push them to associate and form stronger bonds with like-minded male athletes.

In regard to athletic and academic competence, student athletes' responses may be similar between genders because of their own perceptions of academic and athletic achievement (Watt & Moore, 2001). If male student athletes focus more on their athletic goals, then they would be less concerned with the quantifiable results they produce in the classroom; therefore, they would be satisfied with their academic achievements no matter what they may be (Hill et al., 2001). Conversely, female student athletes are aware that a professional athletic career is unlikely. As a result, they might invest more time into their academics and have fun with their sport. On both levels, student athletes feel satisfied with their experience because they are achieving competency within their area of interest (Simons et al., 1999).

According to Simons et al. (1999), student athletes begin their athletic activities with support from a number of external sources, including friends,

Table 3
Statistically Significant Results by Gender

Responses by Gender Question	Female		Male		t
	M	SD	M	SD	
I am satisfied with my college experience	1.87	.62	1.45	.73	-2.58**
I would like to play this sport professionally	3.68	1.50	1.41	.79	-8.55**
I feel pressure from my hometown to perform well	3.48	1.29	2.91	1.16	-2.02*
I feel pressure from my high school to perform well	3.74	1.10	3.16	1.16	-2.19*
I am happy playing this sport	1.94	1.03	1.48	.90	-2.04*
I feel connected to the university	2.19	.70	1.82	.50	-2.71**
I attend campus sponsored events	2.55	.85	3.09	1.16	2.22*
I am satisfied with my living arrangements	2.30	1.24	1.82	.69	-2.14*
I spend a lot of time socializing outside my residence	2.74	1.21	2.11	.95	-2.52*
My primary reason for attending college was to receive a degree	1.65	.71	2.27	1.19	2.63*
I chose this university because of the athletic opportunities	2.61	.88	1.89	.87	-3.53**

Note. Negative numbers reflect five-point Likert-scale values (1=strongly agree, 5=strongly disagree)

* $p < 0.05$

** $p < 0.01$

family, and coaches. The findings of the present study further support the notion that motivational forces, such as hometown and high school pressure drive both male and female college student athletes. Thus, it is not surprising that statistical differences were not observed between males' and females' level of agreement with this variable and its related questions.

Though not statistically significant, female student athletes are more likely to strongly agree with the statement in the Student Engagement factor. This category consisted of questions that pertained to a student's academic goals. Previous research found that female athletes are more likely than males to be "success-oriented" in regards to their academic goals (Simons et al., 1999).

In addition to the factor analysis variables, there were several interesting observations that resulted from the research findings. Male student athletes were more likely than females to want to play their sports at the professional level (Sparent, 1988). This could be attributed to the greater amount of opportunities for males to pursue professional athletic careers. If the same opportunities existed for female athletes, perhaps there would be an increased desire to play professionally, thereby affecting their overall college expectations and experiences.

Implications

This study underlines several practical implications for student affairs professionals, college administrators, and university athletic departments. High levels of student athlete satisfaction are correlated with positive interactions between faculty, staff, and student athletes (Engstrom et al., 1995). The prejudicial beliefs and personal biases held by faculty and staff members have been shown to negatively affect student athletes' academic performance, social competence, and overall satisfaction (Engstrom et al., 1995). Faculty and administrators alike must be conscious of their internal perceptions of student athletes and avoid the potentially ostracizing effects of categorizing the population.

Student athletes, particularly those in team sports, rarely engage in activities with non-athletes due to the complexity of balancing practice times, coaches' requirements, and class schedules (Howard-Hamilton & Sina, 2001). Faculty and administrators could greatly contribute to the socialization of student athletes by encouraging the formation of friendships with students other than their teammates. Student athletes should be challenged to cultivate these relationships to assist in their cognitive development (Howard-Hamilton & Sina, 2001). Student affairs practitioners should also recognize and continually assess their roles as leaders in the lives of student athletes in order to better serve this student population.

This study emphasizes the need for further research in order to apply the findings to a broader range of student athletes. Revenue sports (e.g. basketball, football) as well as more individualized sports (e.g. track and field, gymnastics) should be included in the study to gain insight into student athletes' experiences throughout the various genres of intercollegiate athletics.

Qualitative studies might provide a more comprehensive representation of student athlete satisfaction, as researchers could expand upon student responses to learn more about underlying themes. In quantitative research, it is difficult to accurately separate questions into the three areas of student athlete satisfaction due to the interrelatedness of the three aspects. With an abstract concept such as satisfaction, researchers would be more successful identifying themes from participants' answers, rather than attempting to prescribe them from the outset. In addition, longitudinal research would provide information as to behavioral and attitudinal changes over the span of the student athletes' college experience.

Further studies should also include the perspectives of non-athlete students in order to compare and contrast levels of satisfaction. In addition to gender, other demographic variables, such as racial identity, socioeconomic status, and recruitment status (i.e. recruit or walk-on), should be controlled to reduce any potentially confounding effects. Continuous research in the area of student athlete satisfaction will allow university administrators to assess the changing needs of this population.

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