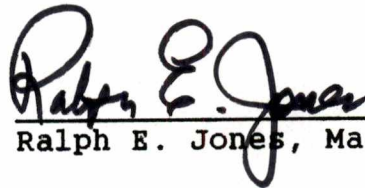


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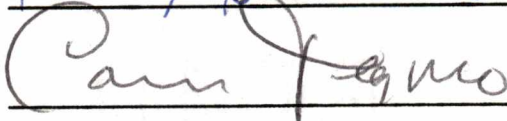
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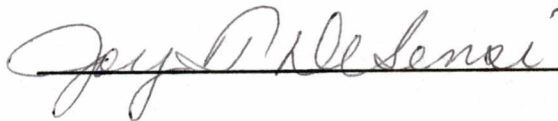


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**STUDENT-ATHLETE ACTIVITIES AND TIME USAGE**

**A Thesis  
Presented for the  
Master of Science  
Degree**

**The University of Tennessee, Knoxville**

**Susie Lee Gorman**

**May 1991**

## DEDICATION

This thesis is dedicated to my mother, Susie Lee Gorman Romelhart, for her constant love and support.

To my father, the late Dr. Walter P. Gorman, for his dedication to educate young people and his strong faith in the Lord Jesus Christ.

To the Lord, who provides the pathway and the strength for life's journey.

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Finally, I would like to thank the basketball players who participated in this survey and their academic advisors or assistant basketball coaches who helped administer the survey.

## ABSTRACT

The purpose of this study was to determine the specific activities of men and women student-athlete basketball players and how much time they spend in these activities. Six men's and six women's basketball teams (seven universities) from the Southeastern Conference participated in this study. The subjects, student-athlete basketball players, completed a time-use log and brief questionnaire based on the goals identified by several athletic administrators and Southeastern Conference officials. Each subject completed the survey once during pre-season basketball practice and once during the Southeastern Conference playing schedule. Comparisons of the pre-season and in-season data from the time-use survey were made by using means, standard deviations and percentages. It was concluded that the student-athlete basketball players who participated in this study spent more time in academics (average of 12 hours per 48 hour time period) than in athletic-related activities (average of 8 hours per 48 hour time period). During both surveys female basketball student-athletes spent more time in academics than the males, while the male basketball student-athletes spent more time than the females in athletics.

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## CHAPTER I

### INTRODUCTION AND PURPOSE

In the last several years athletic administrators have become increasingly aware of what intercollegiate athletes do and how they allocate their time. Administrators are concerned with the amount of time student-athletes spend in sport-related activities. Athletic administrators also want to become aware of how much time student-athletes spend on academics and what they do outside of the athletic and academic realms. Today's student-athletes are involved in a tug-of-war: they must pull between a full-time course load and the increasing expectations and demands of their time from the athletics department. John Wooden states, "Balance, next to love, is the most important thing in the world" (Mayer, 1989, p. 4). He believes that the student-athlete's balance of time and activities will determine success.

Some student-athletes see sports participation as their primary goal rather than as a complement to academic pursuits (Spady, 1970). There seems to be a role conflict for student-athletes, since they have to make sacrifices during their college years. These sacrifices involve ignoring in part, or completely, the expectations associated with the status of a student in favor of maintaining compliance with roles related to the status of an athlete.

Athletic administrators and coaches question and argue over issues concerning the control of a student-athlete's time and requirements. Some university faculty expect student-athletes to be polished academicians, while others let them get by with the minimum essentials due to their athletic status. The primary mission of universities is to reach the attainment of higher education (Lance, 1987, p. 12). However, there is growing alarm throughout society that the athletics department overlooks the mission of their university in order to have the best athletes.

In 1987 and 1988, the National Collegiate Athletic Association (NCAA) Presidents Commission sponsored a nationwide survey of college athletes, conducted by the American Institute for Research. This survey was funded by the NCAA to identify the effects of participation in intercollegiate athletics on student-athletes. The findings from this report were released publicly November 29, 1988.

This report, The 1987-88 National Study of Intercollegiate Athletics or referred to as the 1987-88 AIRS Report, was derived from four major questions which the NCAA Presidents Commission had asked the American Institute for Research to report. This study depicts a complex view of college athletes and intercollegiate athletics and compares this with the activities of other students involved in extracurricular activities. The purpose of the AIRS Report was to investigate the effects of participation in

intercollegiate athletics on student-athletes (American Institute for Research or AIR, 1988). The summary confirmed and challenged typical stereotypes about college athletes and intercollegiate athletics held by the Presidents Commission. The Executive Committee (AIR, 1988) reports:

Student-athletes who devote more time to their sports than to their classes are bound to stand out; they are likely to be perceived quickly by faculty and by other students as "different" from typical undergraduates. This sense of 'being different' is one more demand, albeit a psychological one, that student-athletes must face (p. 25).

However, this study did not identify the amount of time student-athletes spend in specific activities related to academics, athletics, dining, leisure and rest.

Based on the results of the 1987-88 AIRS Report, the NCAA has proposed to legislate a twenty-hour per week ceiling for student-athletes to be involved in any athletic-related activity. They believe this is the maximum number of hours student-athletes should be required to participate in to earn their scholarship. This time-use survey will describe to athletic administrators, coaches, Southeastern Conference and NCAA officials, the specific activities student-athlete basketball players are involved in and how much time they spend in these activities.

### Purpose of the Study

The purpose of this study was to determine the specific activities of men and women student-athlete basketball players and how much time they spend in these activities. This study involved basketball players of universities affiliated with the Southeastern Conference. A time-use log and brief questionnaire, based on the goals identified by several athletic administrators and Southeastern Conference officials, were designed specifically for this study. This survey was sent to the academic advisors of universities in the Southeastern Conference to administer to men and women basketball players at these schools.

The results from the survey provide data concerning the general nature of evaluative responses by student-athlete basketball players and describe the responses to: (a) the different activity categories, (b) the amount of time involved in the activities, and (c) the perception of their role.

The primary goals of the study were to:

1. determine specific activities of student-athlete basketball players in the Southeastern Conference;
2. determine how much time is used for these activities;
3. determine how much time is spent daydreaming about their sport;

4. determine how student-athletes would spend the extra hour if given 25 hours in one day.

5. determine whether the student-athletes perceive their sport as a job.

#### Definition of Terms

The following terms were theoretically and operationally defined in relation to this study.

Southeastern Conference (SEC): An athletics conference comprised of ten universities which compete in football, basketball, baseball, swimming, golf, tennis, track, cross country, volleyball and gymnastics. The members of the Southeastern Conference are: The University of Alabama, Auburn University, The University of Georgia, The University of Florida, The University of Kentucky, The University of Mississippi, Mississippi State University, Louisiana State University, The University of Tennessee, Knoxville and Vanderbilt University. Note: This survey was not sent to any universities annexed into the Southeastern Conference after January 1, 1990.

National Collegiate Athletic Association (NCAA): The governing body which binds member schools to NCAA rules and regulations. This private organization is made up of over 800 four year colleges and universities in the United States who are obligated to administer their athletic programs in accordance with NCAA rules (Underwood, 1980).

AIRS Report: The 1987-88 National Study of Intercollegiate Athletes conducted by the American Institute for Research (AIR) for the Presidents Commission of the National Collegiate Athletic Association (NCAA).

Descriptive Research: Research whose value is based on the premise that practices can be improved through objective and thorough observation, analysis and description (Thomas and Nelson, 1985, p. 182).

Time-Use Survey Sheet: A research tool that is based on a daily log. It is divided into 30 minute increments running from 6:00 A.M. until 12:00 A.M. the next day. It is then divided into one hour intervals until 6:00 A.M. the following morning when it is divided into the 30 minute interval once again. It is kept for a total of 48 hours.

Pre-Season: The time of the school year before basketball is holding intercollegiate competition, but is having practice.

In-Season: The period of time when basketball is in intercollegiate competition.

Academic Activities: Any activities in which student-athletes are attending class or labs, studying or preparing for class in their room or library, attending a study hall, obtaining help from a tutor or attending a departmental help session.

Athletics-Related Activities: Activities specified by the NCAA that count as daily and weekly time limitations.



Noncountable Athletics-Related Activities: Activities that do not count as daily and weekly time limitations.

Dining: The different places or times where meals are eaten by student-athletes.

Leisure: Any activities in which student-athletes are free to choose areas in recreation, other sports, hobbies and fun.

Rest: The different types of inactivity or sleep student-athletes experience during a day.

Basketball Student-Athlete: Any male or female scholarship or non-scholarship member of a basketball team, including walk-ons and red-shirted athletes, who practice with the team and injured players in therapy. This does not include NCAA Proposition 48 athletes.

Opportunity Cost: The loss of the next best alternative (Gregory and Ruffin, 1988, p. 38).

#### Assumptions of the Study

It was assumed that the subjects (men and women basketball student-athletes of the Southeastern Conference) responded to the survey in an honest manner.

#### Limitations of the Study

1. There was no way to assure that the student-athlete basketball players answered the survey honestly.

2. The subjects were limited to men and women student-athlete basketball players who compete in the Southeastern Conference.

3. The subjects were limited to those responding to the survey used for this study. All other relevant factors were overlooked.

#### Specific Risks of the Study

1. Participation was voluntary under the guidance of the academic advisor or assistant basketball coach. There was no risk involved from participation in this study.

2. If at any time the subject refused to participate or desired to withdraw from participation, there was no penalty or loss of benefits to the student-athlete basketball player. It was asked that the academic advisor or assistant basketball coach let the project director know of any withdrawals for the second survey.

#### Protection Measures for the Study

1. The log sheets from this study have been kept in the office of the project director.

2. The names of the specific individuals or institutions were not identified in any reports of this study. Only the project director and the faculty advisor have access to the names and responses.

3. The subjects did not place their names on the surveys sheets.

4. The academic advisor or assistant basketball coach of the individual institutions had access to data collected from their men's and women's basketball team.

#### Significance of the Study

Athletic administrators, coaches, Southeastern Conference officials and National College Athletic Association officials can benefit from the valuable feedback from this study. It should help determine more specifically the amount of time student-athletes spend in activities related or unrelated to their sport. It will expand upon the 1987-88 National Study of Intercollegiate Athletics developed for the NCAA President's Council and other areas of research related to student life in intercollegiate athletics.

## CHAPTER II

### REVIEW OF LITERATURE

The literature selected for review in this study has been divided into two sections. The first section of the literature review is organized by concepts across authors who address the ideas of student-athletes' activities and their time demands. The second section explains the survey design.

#### Student-Athletes' Activities and Time Usage

Only recently has there been concern among athletic administrators regarding the topic of student life activities, and the research is limited in this area. There have been numerous studies and reports on the role conflicts of student-athletes and studies made comparing academic achievement and athletic involvement. These findings have focused on the negative relationship that has been found to exist between athletic participation and academic performance. Many reports indicate that in most NCAA Division I schools, and some smaller division schools, student athletes have difficulty in balancing academic obligations (Lance, 1989).

The 1987-88 National Study of Intercollegiate Athletics or the AIRS Report has been the most explicit research in providing an overall picture of the experiences of student

life and intercollegiate athletes. Since this report was published, athletic administrators in universities have been stressing that their intercollegiate athletes are students first and competitors second.

The 1987-88 AIRS Report discovered that athletes, because of the demands of sports, found it "harder to make academic work their top priority and get the grades they are capable of getting" (Berg, 1989, p. 12). In the last ten years many institutions have placed increased emphasis on their student life programs.

In recent years, student-athletes have suggested a need for increased academic advising personnel and services within an athletics department and university. They have complained of the "haste both to the vigors of sport and the demands of academic programs" (Gurney & Mathews, 1985, p. 333). The trend for athletics departments to provide student life programs continues to grow.

There is now a new complaint from student-athletes despite the greater availability of educational assistance and extra learning aids. These student-athletes believe that it is more difficult for them as athletes to perform well academically and make their studies their top priority (AIRS, 1988, p. 37). This is very contradictory to the mission these universities claim.

Some athletics departments try to uphold their university standards through measures of additional academic

support. Student Life programs have been established to help each student-athlete become the kind of student he or she wants to be (McTeer, 1987, p. 99). There are counselors available to assist them in becoming better time-managers. According to Mary Harris, Georgia Tech's Social Psychologist, "We try to show our student-athletes that they need to develop a regimen of practice and exercise to condition their mental processes" (Berg, 1989, p. 12). Many athletes perceive their sport as work and put more time and pride into the job of "athlete" than of "student."

Mary Harris also has said, "Athletes are very familiar with repetitiveness to building physical strength. My challenge is to get them to see the development of mental strength in the same light and to create a similar expectation of results" (Berg, 1987, p. 13). She feels that if all athletes could conceive and develop mental strength, they could become better students. Some universities require certain academic demands and require many student-athletes, especially football and basketball players, to take academic skill-building courses (AIRS, 1988).

One of the results a university can receive from its Athletic Student Life Program is better public awareness and respect for the athletics program. "If we expect and insist upon better overall performance from our scholar-athletes, urging them to make the dean's list and gain admission to

Phi Beta Kappa, we may see our sports programs begin to regain the respect they should command as valuable components in a complete educational experience" (Sojka, 1989, p. 4).

The 1987-88 AIRS Report showed that student-athletes enrolled in institutions with well-developed student life programs complained that they were pampered and were required to spend too much time in study halls. They felt that they were isolated to the point that their opportunities were limited (Executive Summary, 1989, Sept 18, p. 6).

The problem still remains that student-athletes in all sports find it difficult to make academic success their top priority. For some students, the time they spend on athletics might be the difference between an A and a B in some subjects. Larry Lance (1987) describes Eldon Synder and Elmer Spreitzer's (1983) work saying, "It is also maintained that athletic participation in large universities reduces the time and energy that could be given to studying" (p. 16).

According to the 1987-88 AIRS Report, many student-athletes felt that the reason that they do not do their best academic work is because of lack of time. Other student-athletes believe that they cannot take the classes they need because of time conflicts with their practice and work-out schedules. Still, others contend that they do not

have any social life because of lack of time (AIRS, 1988, p. 28).

William McTeer (1987) raises an important question: "Is it possible that student-athletes have reduced their role demands to the point where they have devoted their total energies to the academic demands of the student role and the sporting demands of the role of athlete (p. 95)?" He feels that this "role reduction can be viewed as a disadvantaged position for the intercollegiate athlete who participates in a very limited segment of student life (McTeer, 1987, p. 95)." Yet, the term "student life" is the very name that most athletics departments have given to their academic programs. For some athletes, athletics and academics are the only things they have time to do during their college career.

The 1987-88 AIRS Report also found that nearly one-fourth of the student-athletes who made extra comments made them concerning their time demands and the use of personal time. "The analysis of those comments indicates that the time required by athletics impacts upon both academic performance and personal life" (NCAA Release, 1989, p. 3).

As reported by Charles Farrell (1988), Wilford S. Bailey, the NCAA Secretary Treasurer and Faculty Athletic



Representative at Auburn University, states,

Demands on an athlete's time are excessive. It's not just missed class time, travel and participation, but also the demands of practice and the conditioning programs that have become necessary to stay in superb condition to stay competitive (p. 23).

Administrators are concerned with the amount of time it takes for student-athletes to be properly prepared for practice and ball games. They want to know how much extra time student-athletes spend in the training room getting taped up, or sitting in hot tubs soaking aching muscles. They are curious how much time is spent doing things that are not mandatory, but which are suggested or recommended by the coach. These elements are part of student-athletes' lives.

Our society has placed a very high value on sport and leisure time. More than ever before, people are involved in athletics -- from student-athletes to coaches, administrators and fans. These people make up an organization that must follow certain criteria in order to keep sport in society on a high level. According to Philip Slater (1963),

Society loses its playful hedonistic qualities as it becomes more and more organized and thus restricts the freedom of the activities of its

members. Play requires utmost freedom of choice, which is lost when the activities of man become closely knit into a social fabric (p. 350).

Administrators and coaches place a great deal of pressure on their athletes to be successful, both individually and as a team. The final goal of an administrator, and a coach, is to win. This concept is not bad. Winning is the ultimate goal of a contest. But to what extreme do they push their players?

Larry Lance (1987) states, "Athletes in the big-time sports programs of football and basketball are involved in long seasons and long road trips which result in role conflict throughout the time spent in school" (p. 16). How can they be considered good students and miss classes and study time?

Because of the revenue-producing potential of football and basketball, coaches are therefore more likely to be excessive in their demands on their athletes during and between seasons (Purdy, Eitzen and Hufnagel, 1982, p. 445). This is a result from the extreme pressures to win.

Students pay the high opportunity costs for missed time in academics and leisure. Larry Lance (1987) discusses the work of Dean Purdy, Stanley Eitzen and Rick Hufnagel (1982). "It may be that these athletes perceive they 'owe' their coaches, creating a role conflict for student-athletes which results in the student role being neglected or

de-emphasized" (p. 17). The 1987-88 AIRS Report stated that athletes felt that their coaches were unconcerned about the demand of their academic schedules and their personal problems. However, in the 1987-88 AIRS Report, approximately seventy percent of the student-athletes reported that they were satisfied with the way their coaches have helped them improve as athletes (AIRS, 1988, p. 35).

When any organization becomes "greedy," it can demand all of a person's time, energy and devotion. According to William Goode (1960), an organization, or athletics in student-athletes' case, tends to devour the whole man. He reports,

The person's problem is how to allocate his energies and skills so as to reduce role strain to some bearable proportions. It is the same problem he faces in his economic life: he has limited resources to be allocated among alternative ends (p. 487).

Energy, time and effort spent on roles as an athlete will not be available for the roles as a student (Coleman, 1961). Lance (1987) states, "As a result, roles associated with the statuses of athlete, on the one hand, and student, on the other hand, would seem to be in conflict with one another" (p. 15).

People solve their problems by avoiding some roles completely, or by engaging in "role bargains" by making many

commitments but performing as little as possible (Goode, 1960). Thus, it is thought by administrators that student-athletes avoid being full-time students and try to get by with as little as possible academically.

Administrators are concerned with the types of activities student-athletes "expend or invest" their free time in. The spending theory of human energy is an economic metaphor. According to this theory, when speaking of energy, we speak of it in terms of supply and demand. According to Steven Marks (1977),

Energy is said to be allocated to, and then consumed in this or that activity; it is spent or expended, invested or saved. It also implies that a tiny amount of energy can be expended completely (p. 922).

When energy is considered to be abundant, expendable, and available, athletes have several roles to balance. Marks (1977) believes that "abundant energy is found" for anything to which we are highly committed (p. 927). We feel even more energetic after having completed the task. However, we tend to exert less energy for things that we are uncommitted to do. Doing these things leave us feeling "spent, drained or exhausted" (Marks, 1977, p. 927). The various choices that we make costs us some of our daily "allocation, until finally, having exhausted our resources by the end of the day, we fall asleep, receive our allowance

for the next day and begin the cycle anew" (Marks, 1977, p. 922).

Marks (1977) found, in a 1972 study conducted by the University of Michigan's Institute for Social Research, that people have more to do than they have either time or energy to do them (p. 930). There are limits as to how much energy and time can be expended to complete these goals, including even the very high commitments. On the other hand, Marks believes that people's energy and time resources are flexible. Athletes will expand and contract these resources by their own commitment in determining their availability.

As stated before, many studies note that observers of intercollegiate sports have described the student-athlete's perception of and participation in normal student life as being particularly restricted. Much of an athlete's life may be spent in an athletics dorm, in the gym or on the playing field (McTeer, 1987, p. 93). The 1987-88 AIRS Report also found that student-athletes suffer more with periods of extreme tiredness or exhaustion. This is most evident for football and basketball players involved in the more successfully competitive programs (AIRS, 1988, p. 50). This factor alone will prohibit many student-athletes from engaging in many activities, let alone attend class and do their required homework. Administrators want to know how much time they spend sleeping or resting and whether they are so exhausted they miss academic and social activities.

The 1987-88 AIRS Report found that women athletes are more conscientious than male athletes about their academic achievements. Thus, they spend less time in social activities and rest than male athletes, due to the preparation for and attendance of classes (Executive Summary, 1989, August 16, p. 6). Student-athletes can spend up to 30 hours per week or more in their sports when they are in season. They also reported missing an average of two classes per week (AIRS, 1988, p. 25).

Time demands during the off-season are reduced. However, student-athletes continue to spend more time in their sports than they do either preparing for or in attending classes. Depending on the amount of free time, their high involvement in sport-related activities outside the intercollegiate sport experience also has been found (McTeer, 1987).

Student-athletes reported that they have experienced isolation from other students at their institutions. Another negative comment that concerned them was the limited opportunity they had to participate fully in college life or to even have a social life due to the time demands of athletics (AIRS, 1988). Many are required to eat meals with teammates and they tend to perceive this time as a social event. Women basketball players said it is harder for them as student-athletes to get to know other students and to be

asked to go out on a date (Executive Summary, 1989, August 16).

Student-athletes also reported that they tend to socialize with teammates, family members and others who have similar interests rather than with other students. Another reason student-athletes might stay together is the lack of personal finances. Student-athletes, on the average, believe they have less money for personal expenses than other students. Football and basketball players in particular, report that they have about 30 dollars less each month to spend than do other students (AIRS, 1988, p. 32).

Student-athletes also spend much time involved in media relations, making public appearances and pre-professional obligations (Farrell, 1986). They spend time in team meetings watching films and engaged in game preparation. They have individual meetings with their coaches and academic advisors. These are just some of the activities of student-athletes.

Another problem in college athletics is the length of time it takes student-athletes to graduate. Athletes need more time to complete their degrees. This factor helps to prove that the demands of sport participation are sufficiently great. Some people believe most athletes must take less than a full academic load in order to manage the role of a successful student and an athlete (McTeer, 1987).

It is very difficult for student-athletes to keep up with school work unless they are very disciplined and academically prepared. Charles Farrell (1986) says, "It is unfortunate that many college athletes are not sufficiently prepared or disciplined to handle college work under the constraints dictated by their sports, although they could do the work if given time and support" (p. 23).

It is also very expensive for student-athletes to continue their education when they run out of eligibility. Athletic administrators need to be more concerned about finding a way to provide student-athletes more time to finish their academic obligations and participate in athletics. John R. Davis, former president of the NCAA states, "We believe that in some instances the demands on student-athletes time are a very serious incursion into their academic life. We feel there ought to be some restrictions placed on practice and competition, both home and away" (Farrell, 1986, p. 24).

Robert Atwell (1989) believes that the length of the athletic seasons need to be cut to "recognize the salience of academic values" (p. 16). Many student-athletes even have suggested that a "cap be placed on the amount of time that can be required by intercollegiate athletics" (Executive Summary, 1989, September 18, p. 6). Football players have said that spring practice needed to be reduced or eliminated to allow more time for other activities in the



so-called "off-season" (Executive Summary, 1989, September 18, p. 6). The NCAA is moving towards this direction to reduce the amount of time required by athletics programs.

According to John Gerdy (personal communication, June 5, 1990), Southeastern Conference Assistant Commissioner and Conference Compliance Coordinator, the conclusions from the AIRS Report led the NCAA Presidents Council into a proposal to establish a maximum of 20 hours in athletics-related activities for student-athletes. This ceiling has been based on the maximum number of hours that graduate assistants and work-aid students work in university settings.

The Initial Publication of the Proposed Legislation for the 85th Annual Convention of the National Collegiate Athletic Association (1990) states the intent for Division I teams and individual sports is to establish daily and weekly hour limitations on "athletics related activities." Bylaw 17.1.5., to change this hourly limitation, is proposed to amend Bylaw 17.1. It states,

17.1.5.1.1 Football and Basketball and Traditional Segments in All Other Sports. A student-athlete's participation in countable athletics related activities (see 17.02.1.1, Proposal No. 41-B) shall be limited to a maximum of four hours per day and 20 hours per week in the sports of

football and basketball and during the traditional segments of all other sports (Hunt, Dutcher & Low (Eds.), 1991).

This proposal will be voted on at the 85th Annual National Collegiate Athletic Association Convention, on January 7-11, 1991.

Whether or not this issue is passed at the convention, student-athletes who complete their tasks as students and as athletes, successfully will certainly gain and grow as individuals. "Athletics is for four years and education is for 60," says Cynthia Patterson (Berg, 1989, p. 13). Student-athletes can take many learned experiences from their college career and apply them to their everyday lives. For example, several student-athletes noted that participation in athletics and other activities helped them develop good time-management skills (Executive Summary, 1989, September 18, p. 6).

The 1987-88 AIRS Report found that many student-athletes perceive athletic involvement as a job. Marks (1977) believes that many people are highly committed to their jobs and devote enormous amounts of time and energy in accomplishing them (p. 922). A committed athlete's job is balancing the role of student and athlete, and realizing that to be successful in anything, one must establish a tempo that can be sustained for the duration of the contest or for life (Burt, 1987). Even gifted student-athletes

struggle with the time commitment of athletics and the responsibility of a full-time academic load. However, most of them will take the necessary steps to succeed on and off the playing field (1989, Berg, p. 78).

One additional problem student-athletes experience is staying focused on academics and task completion due to daydreaming about their sport. According to Bryant Cratty and Phillip Davis (1984),

It has been found consistently that athletes spend an inordinate amount of their waking hours daydreaming about various performance aspects of their sport. Depending upon whether the athlete's sport is in or out-of-season, the percent of his or her waking hours devoted to thoughts of their sport may vary. Even during the off-season, however, when athletes are busy conditioning for their sport, they report from 40 to 60 percent of their time is occupied with athletic thoughts. During the season and particularly on the day of a competition, the percent of time they daydream about their sport rises spectacularly from 90 to 100 percent of their waking hours (p. 323).

Student-athletes reported that they have great difficulty focusing upon personal relationships, school work and other activities and experience difficulty in "not thinking" about their sport (Cratty & Davis, 1984). Friends and relatives

of these athletes reported that these student-athletes seem to be in a "dream-world" and have trouble communicating with them as the contest approaches (Cratty & Davis, 1984). Daydreaming seems to affect the total concentration of student-athletes whether they are in or out of their sport's season. Daydreaming most likely disturbs the normal academic experience other students live through in college.

Each student-athlete has the potential to excel in both academics and athletics. However, the energy level that is required for participation in activities to which one is highly committed may produce less energy for participation in lesser committed events (McTeer, 1987, p. 99). According to Burt (1987), "Those who become preoccupied with immediate gratifications never accomplish significant long range goals" (p. 74). If student-athletes were satisfied with the opportunities they have been given, they would live a long rewarding life.

American student-athletes, like everyone, have 24 hours in each day in which to be active and live. Because the American society has become accustomed to a fast-paced world, student-athletes must accept their collegiate "job" or duty. Student-athletes must maximize their efficiencies in all aspects of being students and athletes.

"Education, like sports, is an American dream (Sojka, 1989, p. 4)." As long as we have both together, the American dream is reality.

## Survey Design

A 48-hour time-use survey/questionnaire was specifically designed for this study to determine the specific activities of men and women basketball players and how much time they spend in these activities. Thomas and Nelson (1985) suggest the first step in designing a survey is to invest some time in developing a good instrument.

Borg and Gall (1983) offer the following guidelines for constructing a survey and questionnaire: (a) the directions must be clearly worded so that they mean the same to all respondents; (b) the questions should be short and easy to understand; (c) the questions should not have two or more separate ideas in the same question; (d) the directions and questions should not convey negative items in the survey; (e) the survey should not contain technical language or jargon unless an attempt to achieve clarity and the same meaning for everyone is made; (f) the survey should not lead the subject to respond a certain way or bias the answer (Thomas & Nelson, 1985, p. 187).

Fowler (1984) suggests some additional rules for constructing a survey: (a) the questionnaire should contain close-ended questions, so a response can be made by simply circling an answer or checking a box; (b) the variance in the format of the survey should be limited; and

(c) the survey should be typed and presented in a neat and orderly manner (Wimmer & Dominick, 1987, p. 115).

Wimmer and Dominick (1987) suggest that surveys should be organized in a logical order. The transitions between the different sections of the survey and the questions should be smooth and understandable. "Poor question order may bias a respondent's answers. The best approach for researchers is to be sensitive to the problem and test for it in a pilot study" (Wimmer & Dominick, 1987, p. 116).

Thomas and Nelson (1985) recommend conducting a pilot study for any type of research, especially with a survey. The pre-testing of other people can provide valuable critiques about the format, directions, content, the expression and the importance of the items (Thomas & Nelson, 1985, p. 188).

Thomas and Nelson (1985) believe the entire appearance and format of the questionnaire can have a significant bearing on the response rate (p. 187). They also feel that it is "a general rule that short questionnaires are more effective than long ones" (Thomas & Nelson, 1985, p. 188). It is very important that the instructions are clear and concise, and that examples are provided for areas that are difficult to understand (Thomas & Nelson, 1985).

### CHAPTER III

#### METHODS AND PROCEDURES

The purpose of this study was to determine the different activities of men and women basketball players and how much time they spend in these activities. The procedures used in this study were divided into the following areas: (a) selection of subjects, (b) instrumentation, (c) methods of testing, and (d) statistical analysis of the data.

#### Selection of Subjects

The subjects in this study were men and women basketball players from universities who are National Collegiate Athletic Association (NCAA) Division I institutions and members of the Southeastern Conference. The sport of basketball was chosen because it was the only revenue-producing sport played at the NCAA, Division I level by both men and women.

The project director mailed letters (Appendix A) and a sample survey to the athletic directors and academic advisors of Southeastern Conference Universities explaining: (a) the purpose of the study, and (b) returnable information regarding their university's consent to participate in the study. Upon consent of the university, the surveys were sent to the academic advisors during pre-season practice and

the beginning of the Southeastern Conference basketball schedule. The advisors administered the survey to the student-athlete basketball players and returned the completed surveys to the project director in a postage paid return envelope. After the survey was completed and returned, results were tabulated according to three categories. Two categories were based on gender (male and female) and the third was a combination of both. Confidentiality of information was maintained by coding all response sheets so individual names, universities and responses could not be associated. The academic advisors were asked to instruct the participants not to place their names on the surveys. The log sheets from this study have been kept in the office of the project director. The names of the specific individuals or institutions were not identified in any reports of this study. Only the project director and faculty advisor have access to the names and responses.

#### Instrumentation

A 48-hour time-use survey/brief questionnaire (Appendix B) was sent to the academic advisors of the universities within the Southeastern Conference who consented to participate in the study. This survey instrument was specifically designed to obtain responses to a daily log and



determine the specific activities of basketball players and how much long they are involved in these activities.

The goals of the study, which have been identified, were taken into careful consideration to develop this survey. The survey/questionnaire was evaluated and revisions suggested by a male and female student-athlete from other sports. Their participation in the pilot study was to ensure that the survey could be easily understood by all participants. A revision was made by adding one category that was omitted in the time-use survey as a result of suggestions from the two student-athletes.

The survey (Appendix B) included a two day log and four questions. The directions clearly indicated the different categories for the subject to mark for each thirty minute time frame. The four questions were answered by simply circling the selected response. A question regarding the injury status of the student-athlete was included to determine the limitations of the student-athlete's playing and practice condition.

#### Data Collection

Letters of explanation and consent (Appendix A) were mailed to the athletic directors and academic advisors of the ten universities affiliated with the Southeastern Conference three weeks before pre-season practice started. A total of seven schools gave their consent to participate

in the survey. However, two schools had only one of their basketball teams participating in the survey, for a total of six male and six female teams. The surveys were sent either to the academic advisors or an assistant coach in charge of administering the surveys to their basketball teams (men, women or both). Enclosed with each mailing of the surveys was a letter of explanation (Appendix C) for the survey and a postage-paid return envelope.

Each set of surveys was sent to the academic advisors or assistant coaches two times during the 1990-91 academic year. The first set of surveys was mailed the first day of NCAA pre-season practice, October 15, 1990, and was to be returned during the month of November. The second set was mailed January 2, 1991, the beginning day of the regular Southeastern Conference basketball schedule. This set was returned the first of February.

Under the guidance of the academic advisors and the assistant basketball coaches, the student-athlete basketball players were given the forms on two consecutive days when there was no basketball contest or any team travel. The student-athletes kept their daily activities log for two days, starting in the morning at 6:00 A.M. ending 48 hours later at 5:00 A.M. The surveys were collected and returned to the project director in the postage-paid return envelope during each time frame.

### Statistical Analysis

Comparisons of pre-season and in-season data were made using the means, standard deviations and percentages. Bar graphs were used to show the differences in the three groups of male, female and combination of both genders.

## CHAPTER IV

### RESULTS/DISCUSSION

The purpose of this study was to determine the specific activities of men and women student-athlete basketball players of the Southeastern Conference and how much time they spend in these activities. A time-use survey/brief questionnaire instrument was utilized to provide evaluative responses of student-athlete basketball players to determine the: (1) different activity categories, (2) the amount of time involved in the activities, and (3) the perception of their role as a student-athlete.

A total of six men's and six women's basketball teams (representing seven universities) from the ten universities making up the Southeastern Conference participated in this study. Each team was surveyed twice. There was 60 percent response rate for each returned mailing. A total of 137 surveys (73 male subjects and 64 female subjects) was received from the pre-season mailing and 122 surveys (62 male subjects and 60 female subjects) from the in-season mailing.

Data from the time-use survey section were grouped and presented according to the activity group. The specific survey group (pre-season or in-season) was addressed in each section. Bar graphs were used for each activity to distinguish the differences in gender (male or female) and a

combination group representing the total of both for the 48 hour time period. The time-use survey results were used to determine the evaluative responses of the first two primary goals. These goals were to: (1) determine the specific activities of student-athlete basketball players in the Southeastern Conference, and (2) determine how much time is spent in these activities.

The four questions in the questionnaire section of the survey were addressed according to the number of the question. Frequency readings of the four questions are included in Appendix D and are presented according to gender (male, female or combination) and according to mailing set (pre-season or in-season).

## Activities

### Pre-Season Results

The pre-season basketball practice schedule for the Southeastern Conference and all NCAA universities starts every fall term on October 15th. At this time the basketball coaching staff spends organized practice time with the team preparing them for the season's conference and non-conference game schedule. Figure 1 and Table 1 summarize the hours spent in a 48 hour time frame for the five activity groups during this pre-season preparation time. During this time period, it was found that there is not much difference between time-use spent by gender.

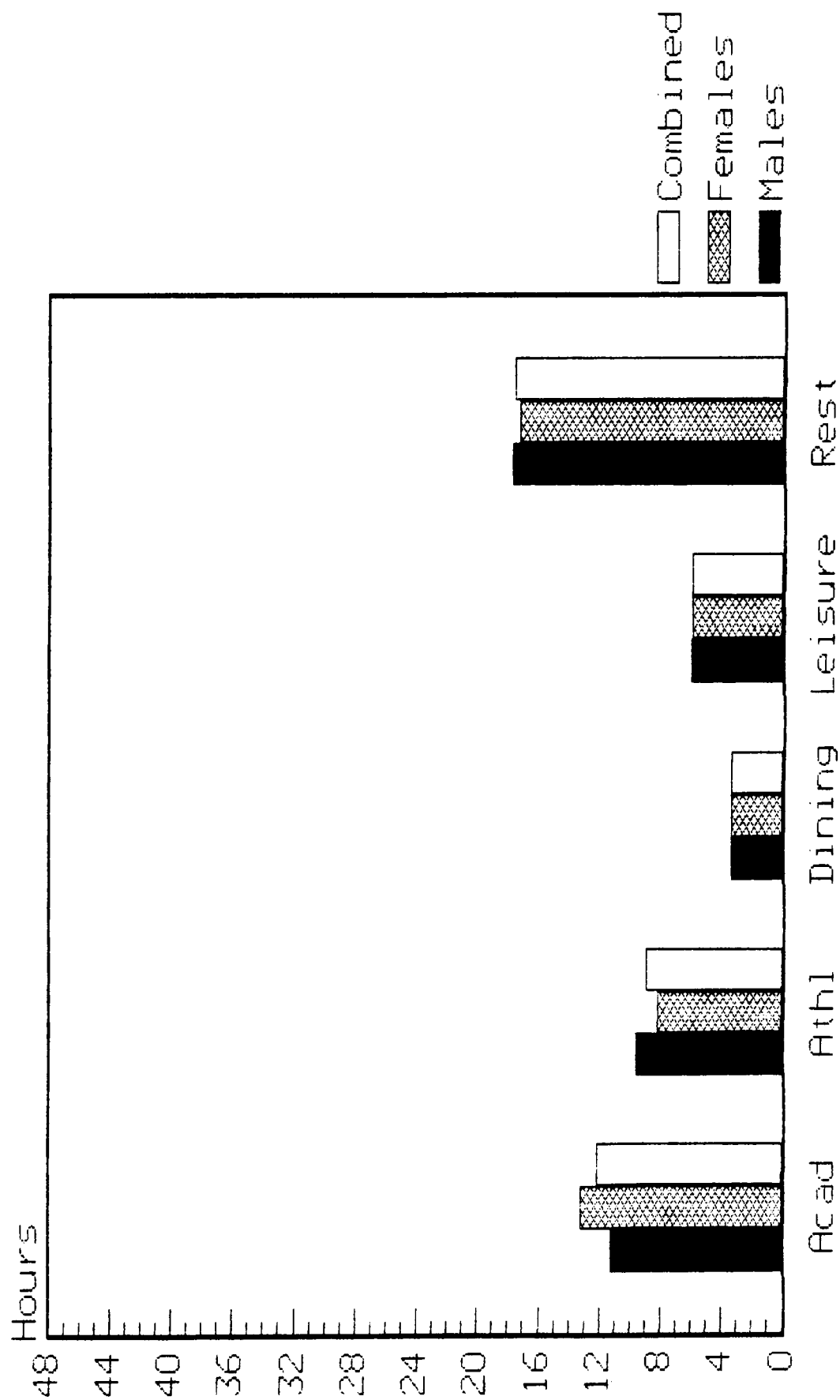


Figure 1. Time Spent in Activities During the Pre-Season

Table 1.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN ACTIVITIES DURING  
THE PRE-SEASON

| Activities | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|------------|--------------|------|----------------|------|-----------------|------|
|            | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Athletics  | 9.59         | 2.52 | 8.17           | 2.97 | 8.93            | 2.82 |
| Academics  | 11.27        | 3.20 | 13.22          | 3.45 | 12.18           | 3.46 |
| Dining     | 3.33         | 1.19 | 3.34           | 1.32 | 3.33            | 1.25 |
| Leisure    | 5.98         | 3.28 | 5.93           | 3.17 | 5.95            | 3.21 |
| Rest       | 17.73        | 2.71 | 17.23          | 2.94 | 17.51           | 2.83 |

\* Per 48 hour time period.

Figure 1 shows that female basketball student-athletes spent more time in academics (i.e., about two hours more) than the males, while the male basketball student-athletes spent more time (i.e., 1.42 hours more) than the females in athletics. The time spent dining and in leisure activities were almost identical by both genders. Figure 1 and Table 1 portray that student-athlete basketball players spent more of their time resting (i.e., an average of nine hours per day) than in any other activity. Male student-athletes only spent about 15 minutes more sleeping per day than females.

All student-athlete basketball players spent the majority of their waking time in preparation for and attending class. On the average, time spent in athletic

activities is approximately four hours less than time spent in academics.

### In-Season Results

The Southeastern Conference begins its regular playing season in January. Most conference teams may have a few non-conference games scheduled during January and February, but for the most part, their non-conference schedule is played in November and December. The SEC basketball teams typically play two games per week, usually on Wednesday and Saturday, unless a television spot has moved them to a different day.

During the in-season, these basketball players reported that they spent the majority of their time resting (see Figure 2 and Table 2). The male student-athletes spent an hour more per 48 hour time period resting than the female student-athletes.

The women spent the majority of their active time in preparation for attending class. However, according to Figure 2 and Table 2 they spent approximately the same amount of time in athletic and leisure activities.

### Discussion

These findings show that athletes spend more time in academics (i.e., preparing for and attending class) than in athletic-related activities. This is not consistent with



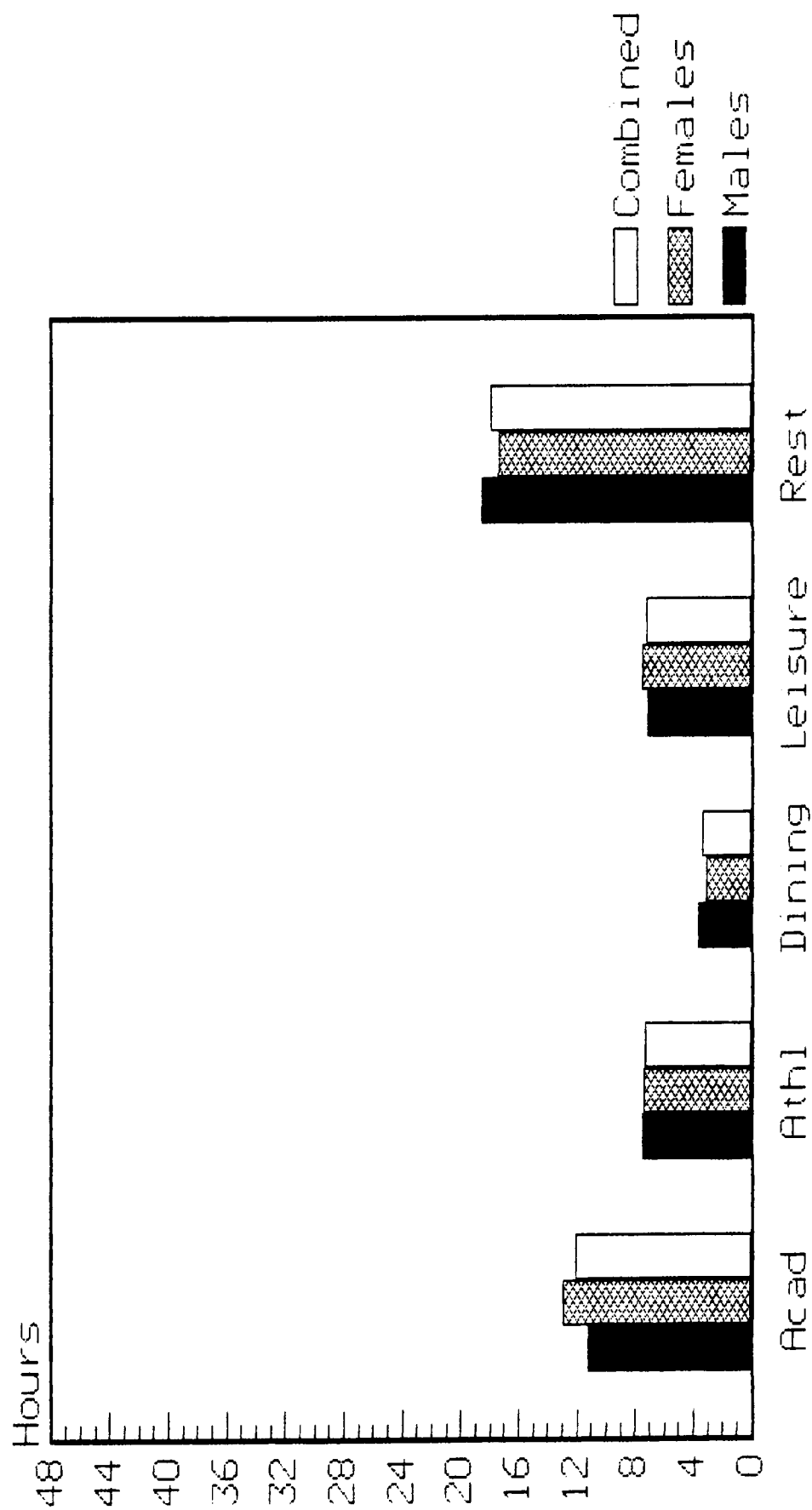


Figure 2. Time Spent in Activities During the In-Season

Table 2.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN ACTIVITIES DURING  
THE IN-SEASON

| <u>Activities</u>          | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|----------------------------|--------------|------|----------------|------|-----------------|------|
|                            | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Athletics                  | 7.43         | 2.08 | 7.32           | 1.86 | 7.29            | 2.02 |
| Academics                  | 11.17        | 2.71 | 12.93          | 3.94 | 12.03           | 3.47 |
| Dining                     | 3.65         | 1.36 | 3.06           | 1.26 | 3.36            | 1.34 |
| Leisure                    | 7.06         | 3.42 | 7.45           | 3.43 | 7.15            | 3.45 |
| Rest                       | 18.48        | 2.53 | 17.26          | 3.05 | 17.88           | 2.85 |
| * Per 48 hour time period. |              |      |                |      |                 |      |

the 1987-88 AIR Study which found that basketball players spend more time in their sport than they spend in academics during the practice and playing season. Many other studies (i.e., AIRS, Berg and Gurney & Matthews) dwell on the fact that the time required for athletics affects the student-athlete's entire student lifestyle. It should be noted that both groups spend more time in athletics during the pre-season practice time than in leisure activities. However, during the in-season, these two activities leveled out to an average of seven hours per 48 hour time period. This could be due to more of a concentration in basketball season preparation (i.e., more conditioning incorporated with organized practice by the teams). The women ball players spend one less hour in academics during the in-season while

the men spend the same amount of time academically during both periods. The noticeable change for the male student-athletes is that they rest an hour more during the in-season than during pre-season. This could be due to the high level of stress from the playing season, such as frequent travel, missed classes and an irregular weekly schedule.

## Academics

### Pre-Season Results

The student-athlete basketball players surveyed reported that they spent an average of 6.51 hours per 48 hour time period going to class (see Figure 3 and Table 3). The women ball players spent approximately 1.53 hours more studying and spent about 15 minutes more in study hall. However, the men student-athletes needed more time with a tutor (see Table 3).

### In-Season Results

According to Table 4 and Figure 4 these student-athletes spent an average of 6.73 hours per 48 hour time period attending class. On the average, the women's teams seemed to have enrolled in approximately one more hour of classes than the men's teams. They also spent approximately one more hour preparing for class. Both groups spent almost an hour and a half in study hall and one hour with a tutor.

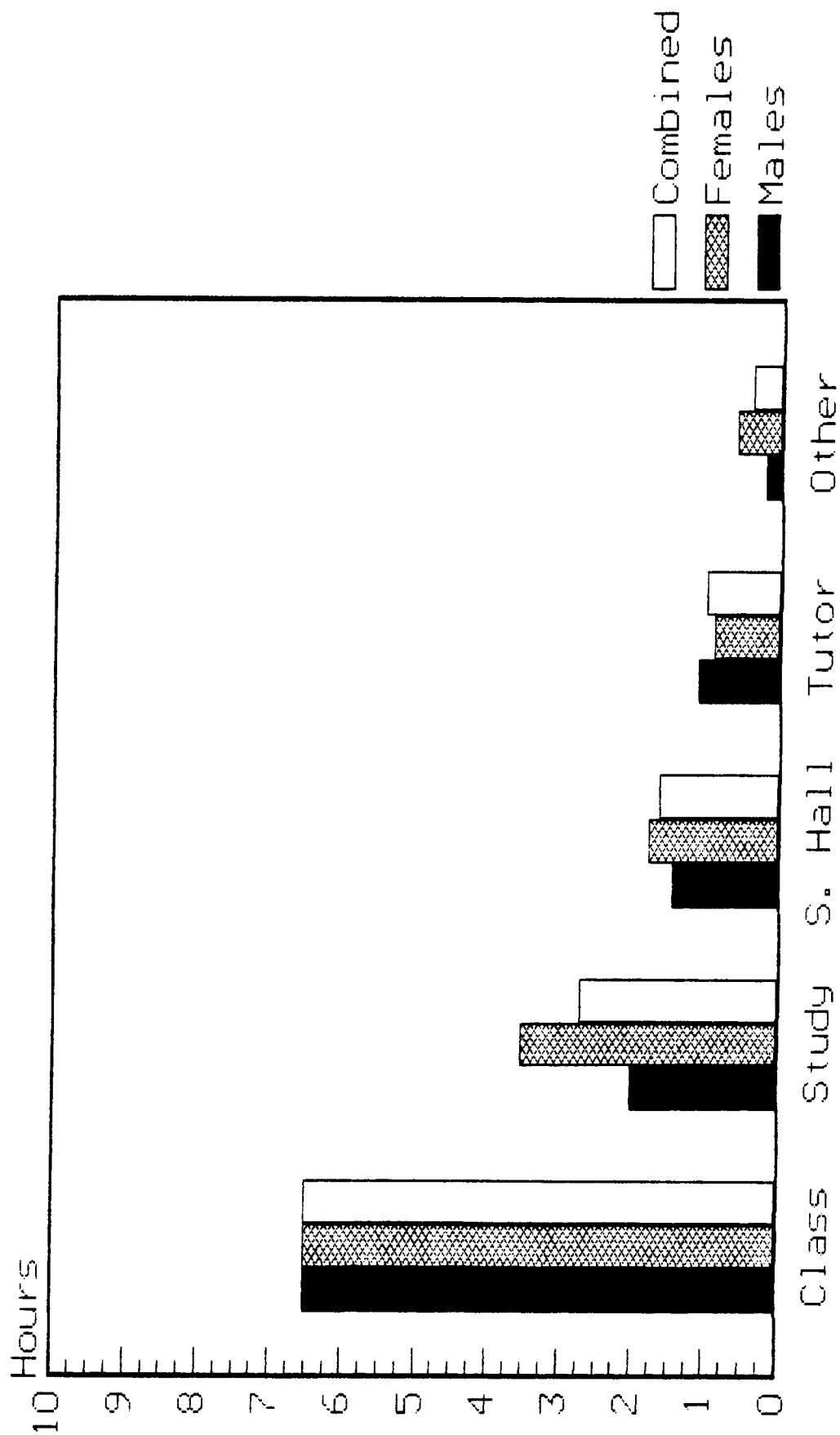


Figure 3. Time Spent in Academics During the Pre-Season

Table 3.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN ACADEMICS DURING  
THE PRE-SEASON

| <u>Activities</u> | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|-------------------|--------------|------|----------------|------|-----------------|------|
|                   | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Class             | 6.51         | 2.01 | 6.52           | 1.74 | 6.51            | 1.89 |
| Study             | 2.02         | 2.24 | 3.55           | 2.50 | 2.73            | 2.48 |
| Study Hall        | 1.47         | 1.75 | 1.78           | 2.17 | 1.65            | 1.96 |
| Tutoring          | 1.12         | 1.71 | 0.89           | 1.55 | 1.00            | 1.62 |
| Other             | 0.21         | 0.60 | 0.61           | 1.41 | 0.39            | 1.08 |

\* Per 48 hour time period.

Table 4.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN ACADEMICS DURING  
THE IN-SEASON

| <u>Activities</u> | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|-------------------|--------------|------|----------------|------|-----------------|------|
|                   | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Class             | 6.34         | 1.70 | 7.13           | 1.95 | 6.73            | 1.87 |
| Study             | 2.12         | 2.36 | 2.90           | 2.34 | 2.46            | 2.37 |
| Study Hall        | 1.44         | 1.81 | 1.35           | 1.83 | 1.39            | 1.81 |
| Tutoring          | 1.19         | 2.17 | 1.13           | 1.84 | 1.16            | 2.01 |
| Other             | 0.14         | 0.54 | 0.43           | 1.81 | 0.19            | 0.62 |

\* Per 48 hour time period.

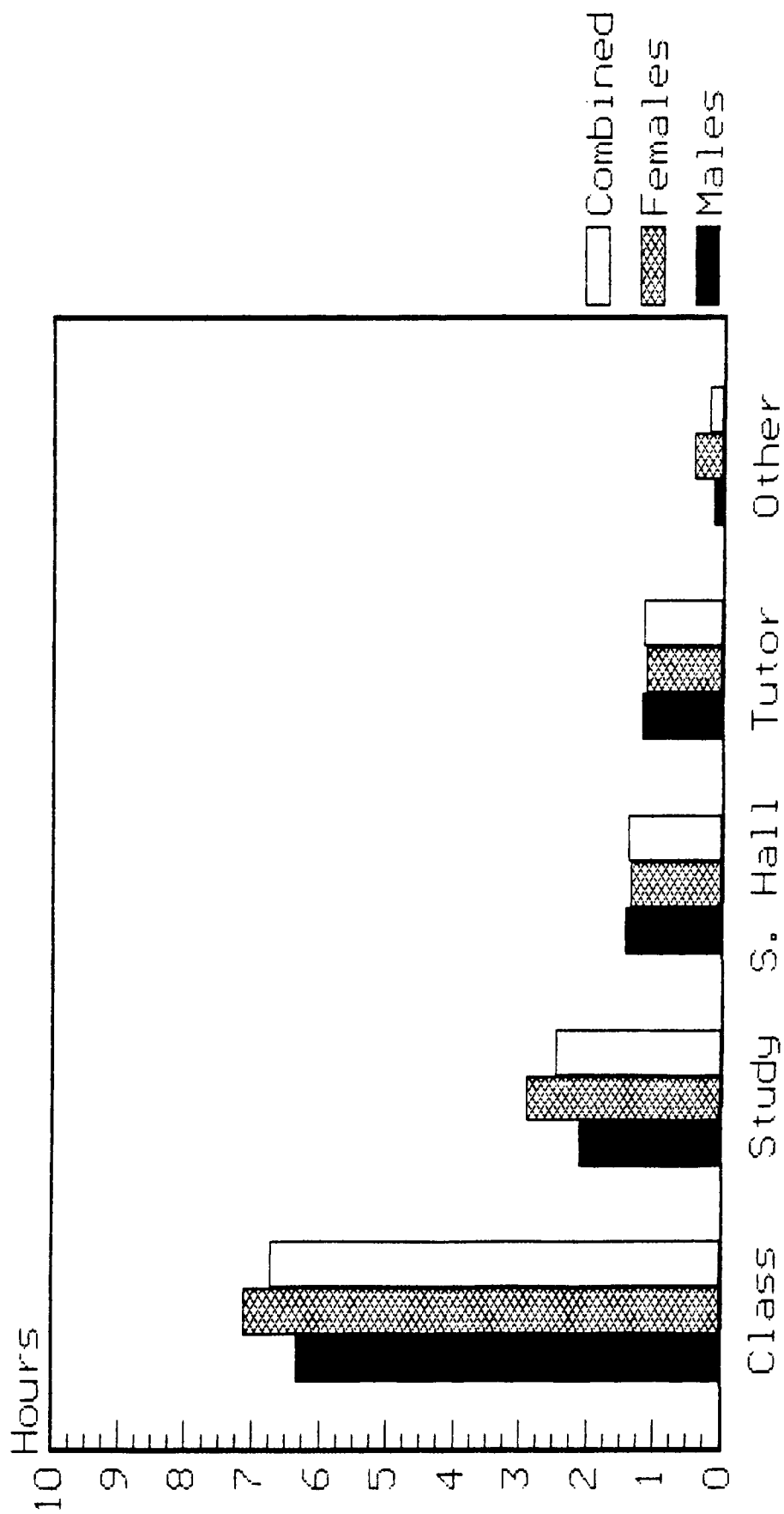


Figure 4. Time Spent in Academics During the In-Season

## Discussion

The student-athlete participants attended class for an average of 6.73 hours per 48 hour time period. The women's teams enrolled in approximately one more hour per week in classes during the in-season than the men's teams. This is consistent with the 1987-88 AIRS Report, which states that women athletes are more conscientious than male athletes about their academic achievement.

Findings from this study show that during both survey periods, both groups of subjects spend more time on academics than on athletics. This is contradictory to the 1987-99 AIR Study and many other studies which found that student-athletes spend more time preparing for and attending class than in athletics only during the off-season (i.e., 8.20 hours per 48 hour time period out-of-season and 7.20 hours per 48 hour time period in-season). This study shows the average SEC basketball player attends class almost .70 hours less ( $7.20 \text{ AIR Study} - 6.50 = .70$ ) than the average school represented in the NCAA which was surveyed in the 1987-88 AIR Study.

There were no noticeable changes between surveys in the hours of academic activities spent by the males. The females who enrolled in more classes during the in-season, spent less time studying and in study hall. However, they spend more time with a tutor during the in-season, which could indicate that the irregularity of their schedules did

not leave adequate time to prepare for or keep up with their class schedule. They probably needed outside help to catch up or stay on top of their academics.

It is not known what kind of academic activity the student-athletes were involved in during the "other" category. However, several wrote down time spent pre-registering for the next semester next to that timelog.

## Athletics

### Pre-Season Results

During the pre-season practice period the student-athletes spent an average of 5.75 hours in organized team practice (see Figure 5 and Table 5). However, the men's teams spent one hour more in pre-season preparation than the women's teams. The other activities listed (i.e., strength and conditioning, films and meetings, training room, and public relations) averaged less than one hour for each 48 hour time period. A few of the universities mentioned that the "other" activity was time spent in inter-squad scrimmages. One school explained that both squads traveled together to an out-of-town gymnasium to hold a pre-season intrasquad contest.

### In-Season Results

Table 6 and Figure 6 shows that the same athletes practiced an average of 5.16 hours during the in-season.



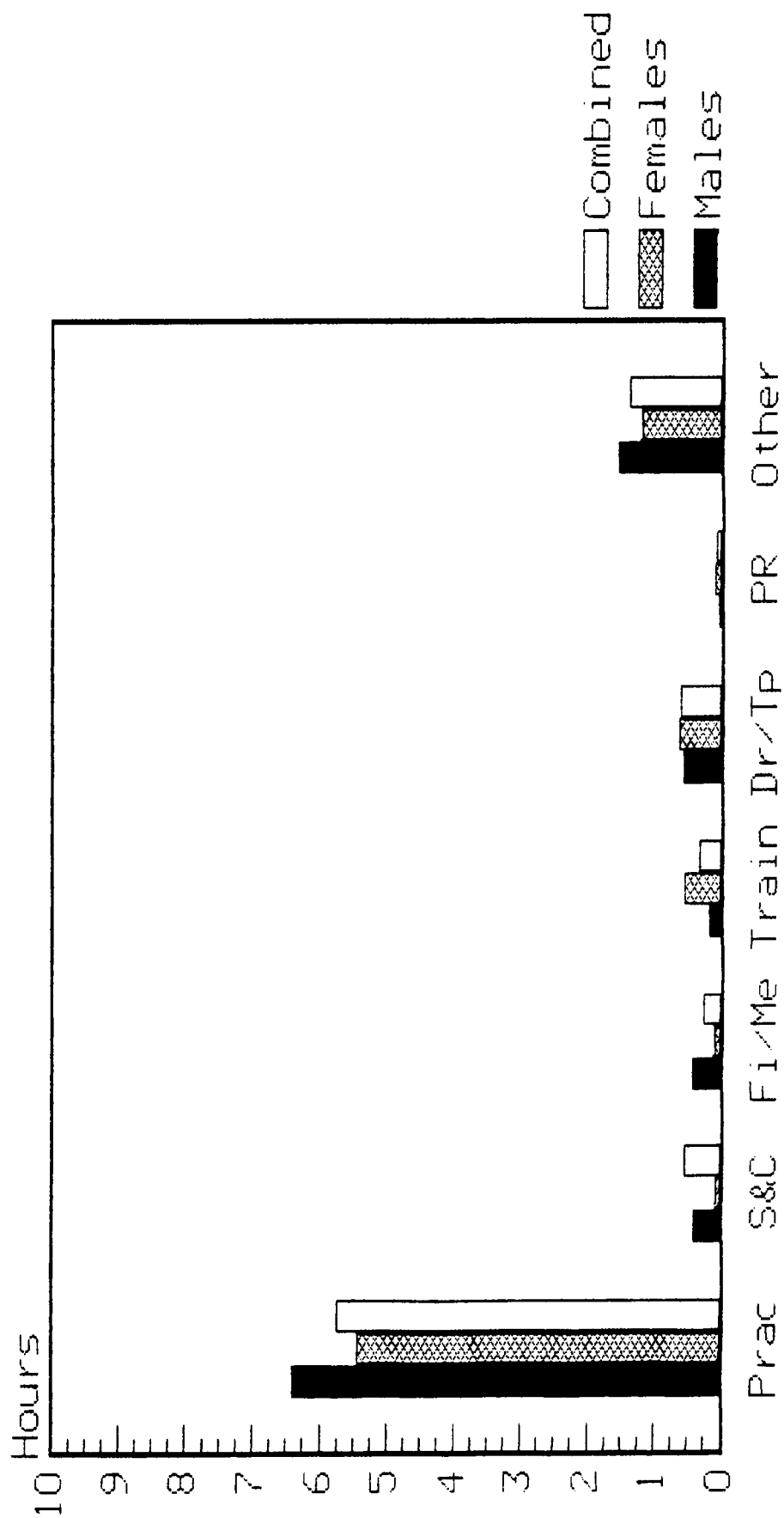


Figure 5. Time Spent in Athletics During the Pre-Season

Table 5.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN ATHLETICS DURING  
THE PRE-SEASON

| <u>Activities</u> | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|-------------------|--------------|------|----------------|------|-----------------|------|
|                   | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Practice          | 6.41         | 1.77 | 5.44           | 4.26 | 5.75            | 1.88 |
| Strength Cond.    | 0.40         | 0.63 | 0.70           | 0.62 | 0.56            | 0.65 |
| Films/Meet        | 0.42         | 0.67 | 0.09           | 0.39 | 0.26            | 0.57 |
| Training Room     | 0.19         | 0.50 | 0.55           | 0.85 | 0.33            | 0.69 |
| Dressing/Tape     | 0.56         | 0.68 | 0.63           | 0.86 | 0.61            | 0.77 |
| Public Rel.       | 0.04         | 0.22 | 0.09           | 0.32 | 0.06            | 0.27 |
| Other             | 1.54         | 2.46 | 1.18           | 2.12 | 1.37            | 2.31 |

\* Per 48 hour time period.

Table 6.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN ATHLETICS DURING  
THE IN-SEASON

| <u>Activities</u> | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|-------------------|--------------|------|----------------|------|-----------------|------|
|                   | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Practice          | 5.63         | 1.72 | 4.67           | 1.45 | 5.16            | 1.67 |
| Strength Cond.    | 0.24         | 0.68 | 0.17           | 0.42 | 0.20            | 0.57 |
| Films/Meet        | 0.42         | 0.64 | 0.21           | 0.54 | 0.31            | 0.60 |
| Training Room     | 0.48         | 0.79 | 0.37           | 0.82 | 0.45            | 0.82 |
| Dressing/Tape     | 0.34         | 0.55 | 0.62           | 0.79 | 0.46            | 0.68 |
| Public Rel.       | 0.03         | 0.20 | 0.08           | 0.29 | 0.05            | 0.25 |
| Other             | 0.52         | 1.60 | 1.08           | 2.38 | 0.87            | 2.15 |

\* Per 48 hour time period.

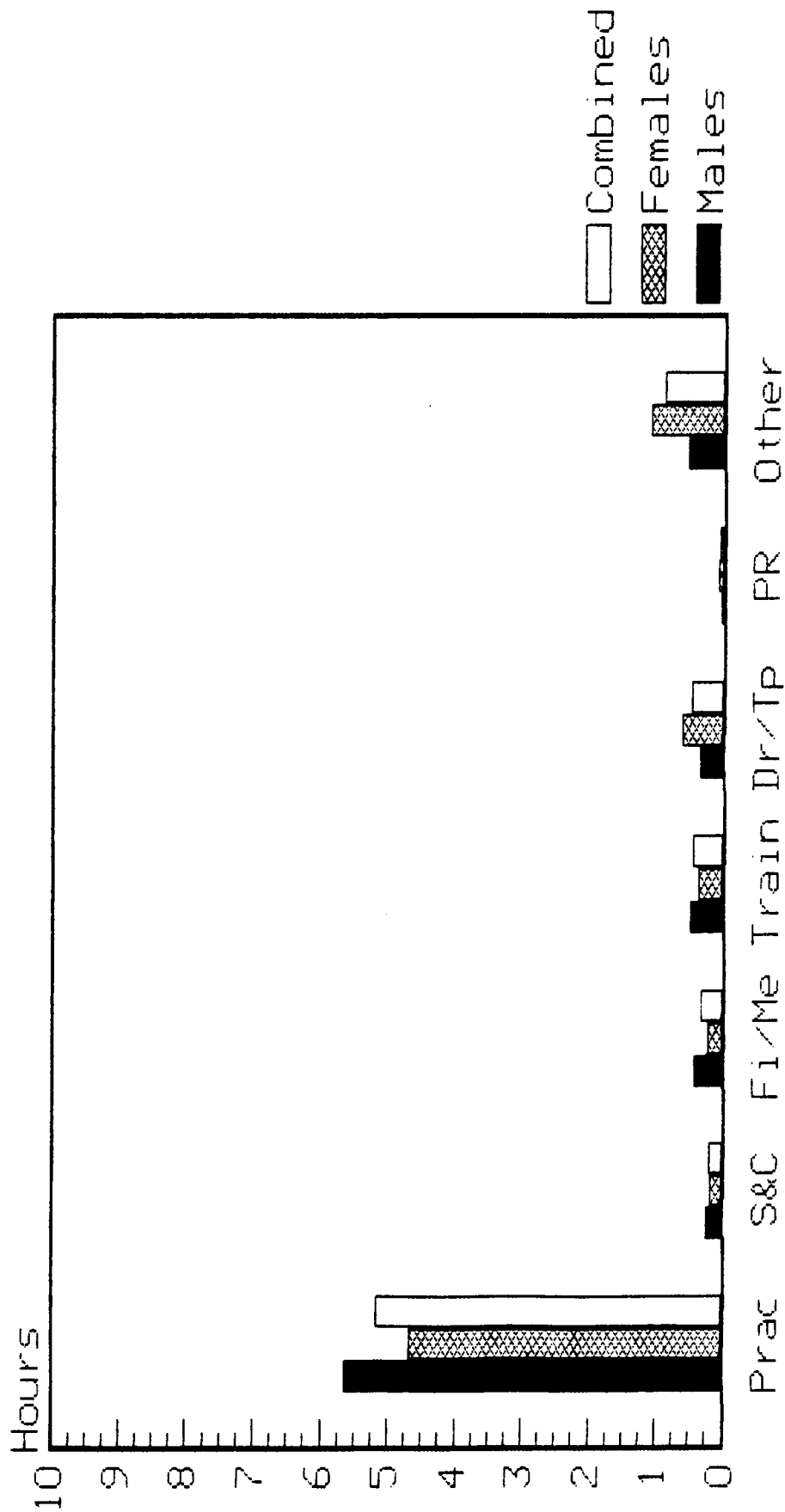


Figure 6. Time Spent in Athletics During the In-Season

The men's teams still practiced about one hour more than the women's teams, but overall both groups practiced almost an hour less than during the pre-season. The subjects spent less than one hour per 48 hour time period involved in participation in the other various activities. The category of "other" was not explained by any participant.

### Discussion

A comparison of data from Table 5 and Table 6 shows there is only one noticeable change in time spent in athletics. Both genders decreased their team practice time by one hour (i.e., males 6.41 to 5.63 and female 5.44 to 4.67). However, during both surveys the male teams got one hour more of practice than the female teams. According to the surveys that were marked, most of the Southeastern Conference athletic departments scheduled their men's practice during the prime basketball practice time (anywhere from 3:00 p.m. to 6:00 p.m. each day). However, on the average, the women either practiced before or after the men (i.e., 12:00 p.m. to 2:30 p.m. or 6:30 p.m. to 9:00 p.m.). Due to arena scheduling, it can be assumed that the women may not have been able to practice as long as the men to accommodate class schedules and/or facilities planning. The 1987-88 AIR Study found that some student-athletes, especially females, could not take the classes they needed because of conflicts with their practice schedule.

During both surveys the other athletic activities mentioned averaged under one hour. It should be noted that these averages are so small because many of the participants did not mark these categories. Only a few spent a period of time in these activities. For example, there was only an average of a minute spent in public relations. It could be assumed that the participants who marked this category were among the few most prominent athletes on the team. Most student-athletes do not receive much, if any, press coverage.

### Dining

#### Pre-Season Results

Figure 7 and Table 7 summarizes the dining habits of the SEC student-athletes. The largest category is time spent at the training table (i.e., an average of 1.88 hours per 48 hour time period). According to the results, the male basketball players spent the most time at their training table, 2.49 hours and only .67 hours at the cafeteria. However, the female team spent an hour at the training table and almost an hour in the university cafeterias. Several participants responded that they fixed meals in their apartments, which was included in the "other" category.

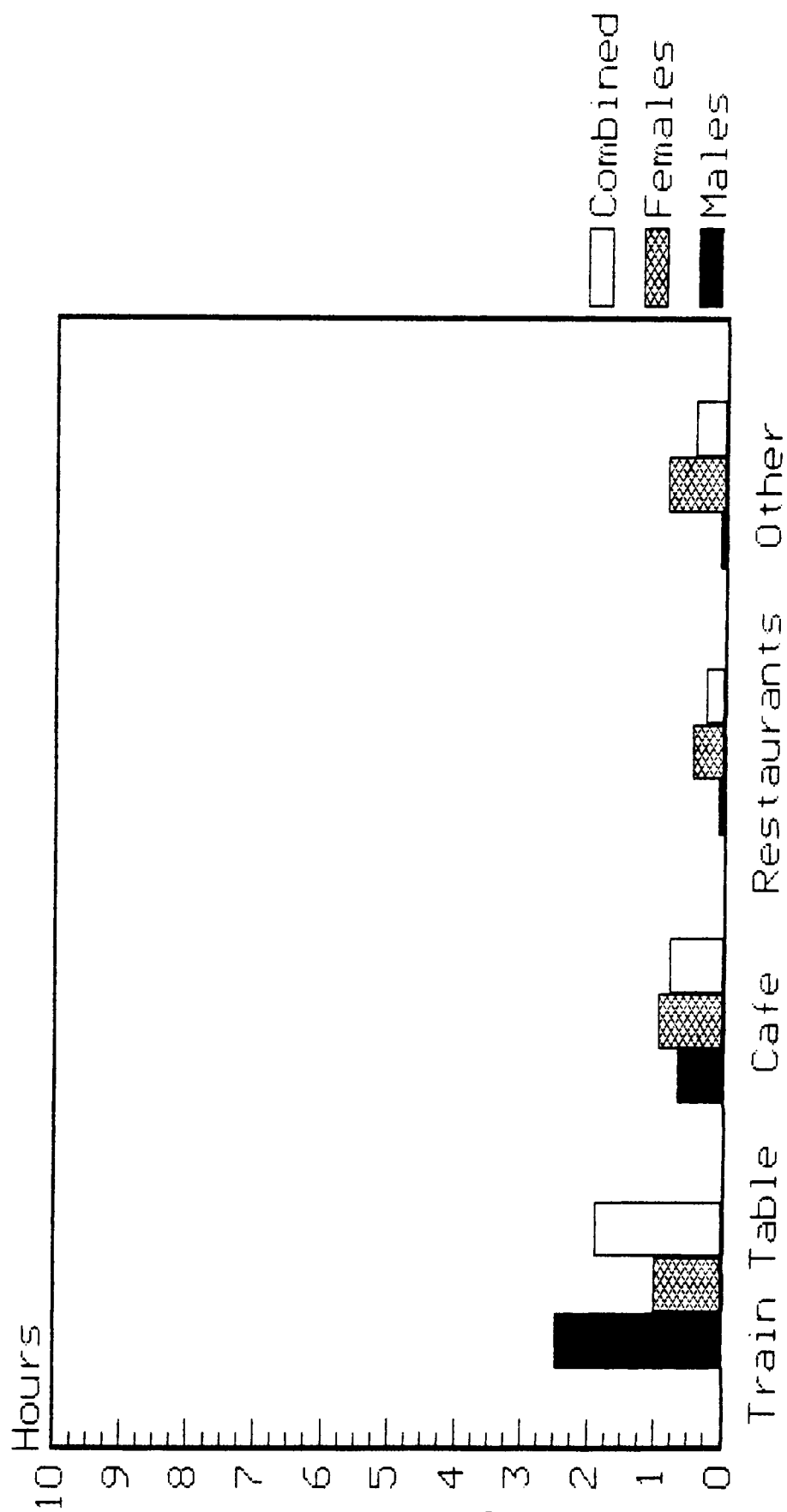


Figure 7. Time Spent in Dining During the Pre-Season

Table 7.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN DINING DURING  
THE PRE-SEASON

| Activities                 | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|----------------------------|--------------|------|----------------|------|-----------------|------|
|                            | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Training Tab               | 2.49         | 1.45 | 1.01           | 1.32 | 1.88            | 1.76 |
| Cafeteria                  | 0.67         | 1.20 | 0.96           | 1.23 | 0.79            | 1.20 |
| Restaurant                 | 0.07         | 0.32 | 0.46           | 0.85 | 0.26            | 0.66 |
| Other                      | 0.06         | 0.42 | 0.85           | 1.12 | 0.43            | 0.91 |
| * Per 48 hour time period. |              |      |                |      |                 |      |

### In-Season Results

According to Figure 8 and Table 8 there was no change in the total time spent dining during the in-season. The men teams continued to spend more time at the training tables, while the women teams spent an average of almost one hour in all four categories.

### Discussion

By examining the total number of hours spent dining in Figure 2, it is observed that both groups of participants spent approximately 3.34 hours dining during each survey period. It is thought that because some SEC schools have an athletic dormitory and training table for their male student-athletes they have more access to meals there than the females. Some schools allow their female

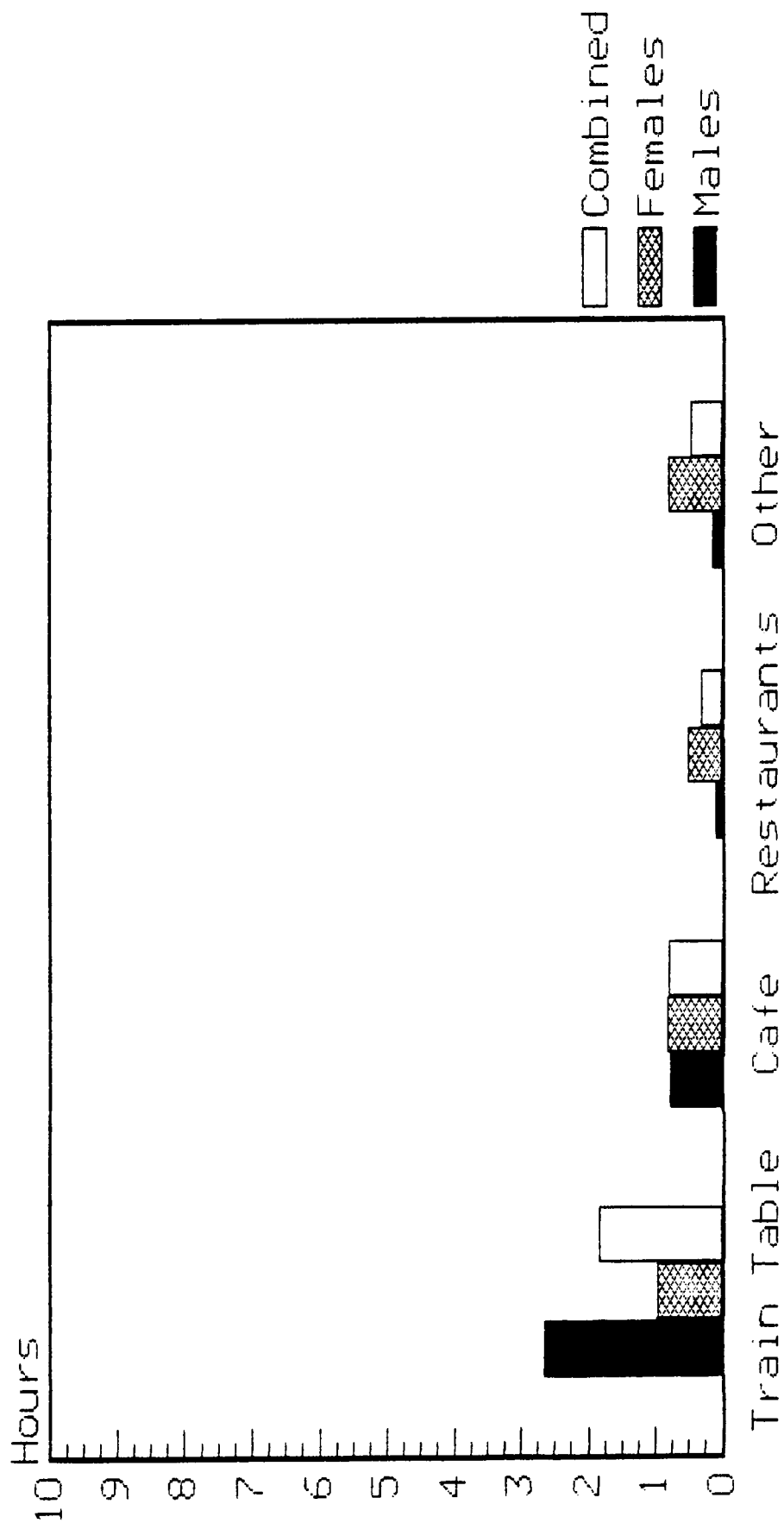


Figure 8. Time Spent in Dining During the In-Season



Table 8.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN DINING DURING  
THE IN-SEASON

| <u>Activities</u>          | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|----------------------------|--------------|------|----------------|------|-----------------|------|
|                            | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Training Tab               | 2.65         | 1.71 | 0.95           | 1.39 | 1.82            | 1.77 |
| Cafeteria                  | 0.77         | 1.28 | 0.81           | 1.41 | 0.79            | 1.34 |
| Restaurant                 | 0.09         | 0.35 | 0.50           | 0.94 | 0.29            | 0.73 |
| Other                      | 0.14         | 0.58 | 0.80           | 1.31 | 0.46            | 1.05 |
| * Per 48 hour time period. |              |      |                |      |                 |      |

student-athletes to eat only a couple of meals at the training table, if any. Because the women's teams are not always housed together, it seems they usually eat where it is most convenient, and do not usually eat meals with other female student-athletes.

#### Leisure

##### Pre-Season Results

The student-athletes surveyed did not spend much time involved in leisure activities. Most of them only took an average of 3.06 hours to watch TV or listen to music (see Figure 9 and Table 9). The female ball players spent 1.88 hours showering and changing, while the males only took .84 hours (which is probably typical of American females spending more time "changing" than males). The

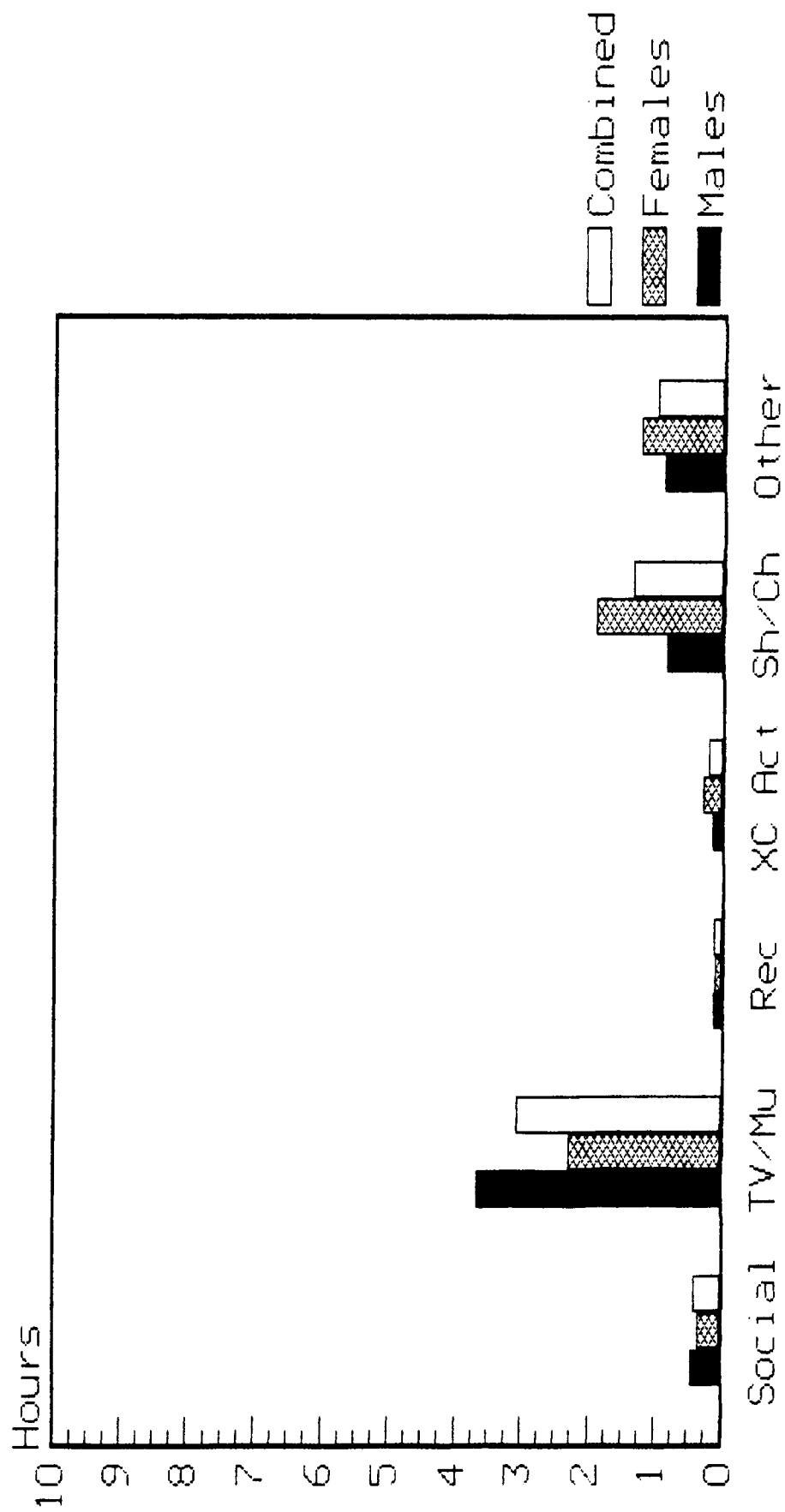


Figure 9. Time Spent in Leisure During the Pre-Season

Table 9.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN LEISURE DURING  
THE PRE-SEASON

| <u>Activities</u> | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|-------------------|--------------|------|----------------|------|-----------------|------|
|                   | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Social Act        | 0.45         | 1.09 | 0.34           | 1.03 | 0.40            | 1.06 |
| TV/Mov/Mus        | 3.66         | 2.71 | 2.28           | 2.01 | 3.06            | 2.48 |
| Oth Spt Rec       | 0.12         | 0.42 | 0.09           | 0.39 | 0.11            | 0.41 |
| Extracurr Act     | 0.14         | 0.54 | 0.27           | 0.60 | 0.20            | 0.57 |
| Shower, Chg       | 0.84         | 0.80 | 1.88           | 1.08 | 1.32            | 1.04 |
| Other             | 0.87         | 1.97 | 1.23           | 1.96 | 0.98            | 1.85 |

\* Per 48 hour time period.

student-athletes were only involved in social activities, other sports and extracurricular activities for less than one hour during the 48 hour time period. Activities involved in the "other" category are unknown.

#### In-Season Results

According to Figure 10 and Table 10 the number of hours spent watching television and playing music rose to 3.62 hours. Both the female and male participants took more time getting ready (i.e., females 2.32 hours and 1.25 hours)

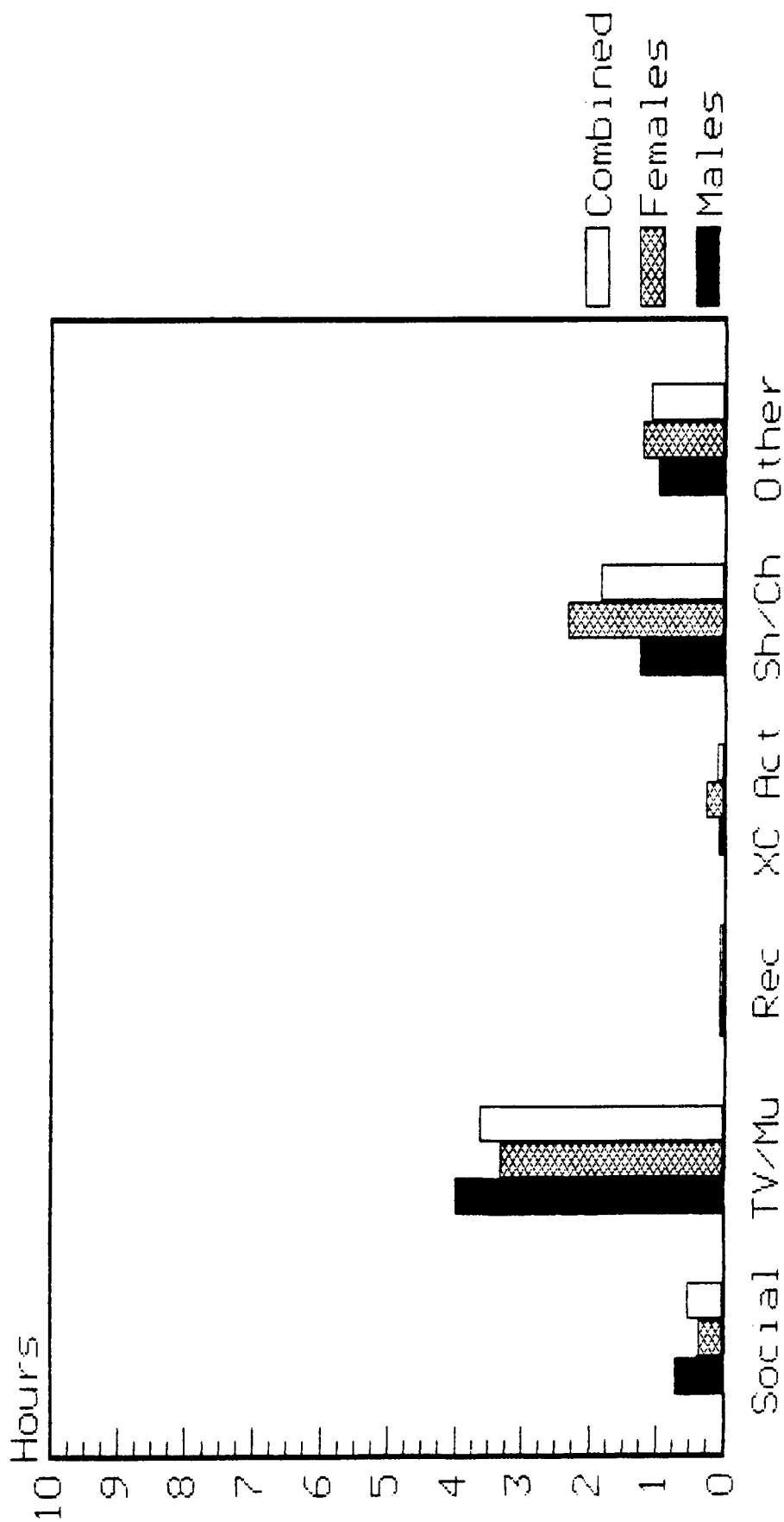


Figure 10. Time Spent in Leisure During the In-Season

Table 10.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN LEISURE DURING  
THE IN-SEASON

| <u>Activities</u> | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|-------------------|--------------|------|----------------|------|-----------------|------|
|                   | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Social Act        | 0.70         | 1.76 | 0.36           | 0.97 | 0.53            | 1.43 |
| TV/Mov/Mus        | 3.98         | 2.78 | 3.30           | 2.36 | 3.62            | 2.60 |
| Oth Spt Rec       | 0.06         | 0.34 | 0.05           | 0.24 | 0.05            | 0.29 |
| Extracurr Act     | 0.08         | 0.34 | 0.27           | 0.88 | 0.10            | 0.41 |
| Shower, Chg       | 1.25         | 0.98 | 2.33           | 1.45 | 1.82            | 1.36 |
| Other             | 0.98         | 1.79 | 1.20           | 1.67 | 1.09            | 1.73 |

\* Per 48 hour time period.

during the in-season. Most of the participants surveyed did not take much time to partake in the other activities.

### Discussion

Findings from this survey are consistent with other research. Again, the 1987-88 AIR Study found that time required by athletics impacts the personal life of student-athletes. According to Steven Marks (1984) people's energy and time resources are flexible to choose what they must do. Because there is only so much time in a day, the participants seemed to have chosen time to commit to academics and athletics. They had to sacrifice their

leisure time to be student-athletes and live differently from the normal college student.

## Rest

### Pre-Season Results

The basketball players surveyed averaged 15.38 hours sleeping at night per survey time (see Table 11 and Figure 11). Each student-athlete averaged a 1.16 hour nap and slept almost one hour from exhaustion per 48 hour time period. Only .20 hour was spent resting in the "other" category, which included just lying in bed.

Table 11.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN REST DURING  
THE PRE-SEASON

| Activities | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|------------|--------------|------|----------------|------|-----------------|------|
|            | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Nighttime  | 15.99        | 2.38 | 15.13          | 3.04 | 15.38           | 2.99 |
| Nap        | 1.14         | 1.49 | 1.13           | 2.42 | 1.16            | 1.97 |
| Exhaustion | 0.46         | 0.93 | 0.88           | 1.72 | 0.79            | 1.97 |
| Other      | 0.10         | 0.42 | 0.28           | 0.64 | 0.20            | 0.58 |

\* Per 48 hour time period.

### In-Season Results

The total number of hours resting did not change much during the in-season (see Figure 12 and Table 12). Student-athletes averaged 15.84 hours of sleep during the two nights

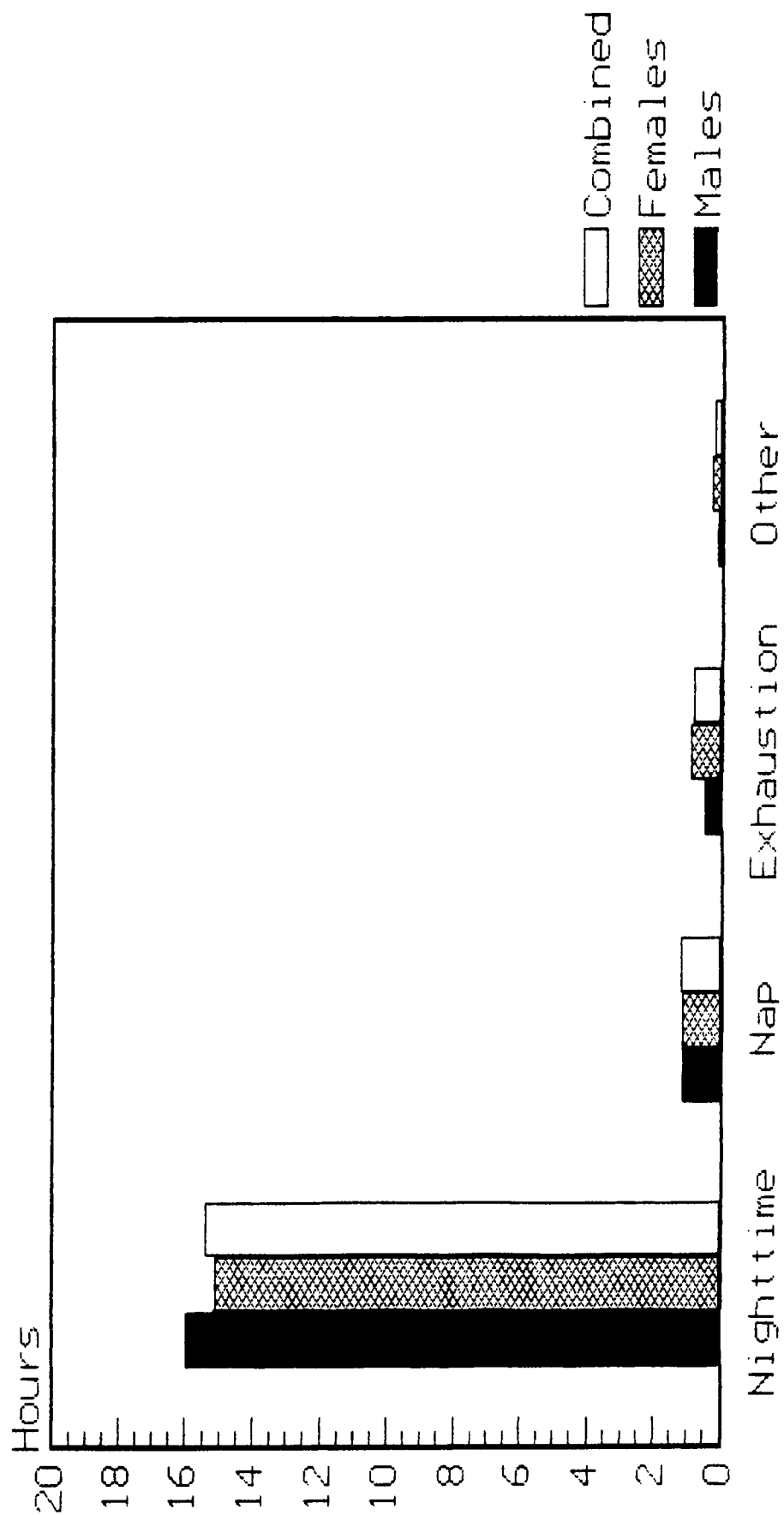


Figure 11. Time Spent in Rest During the Pre-Season

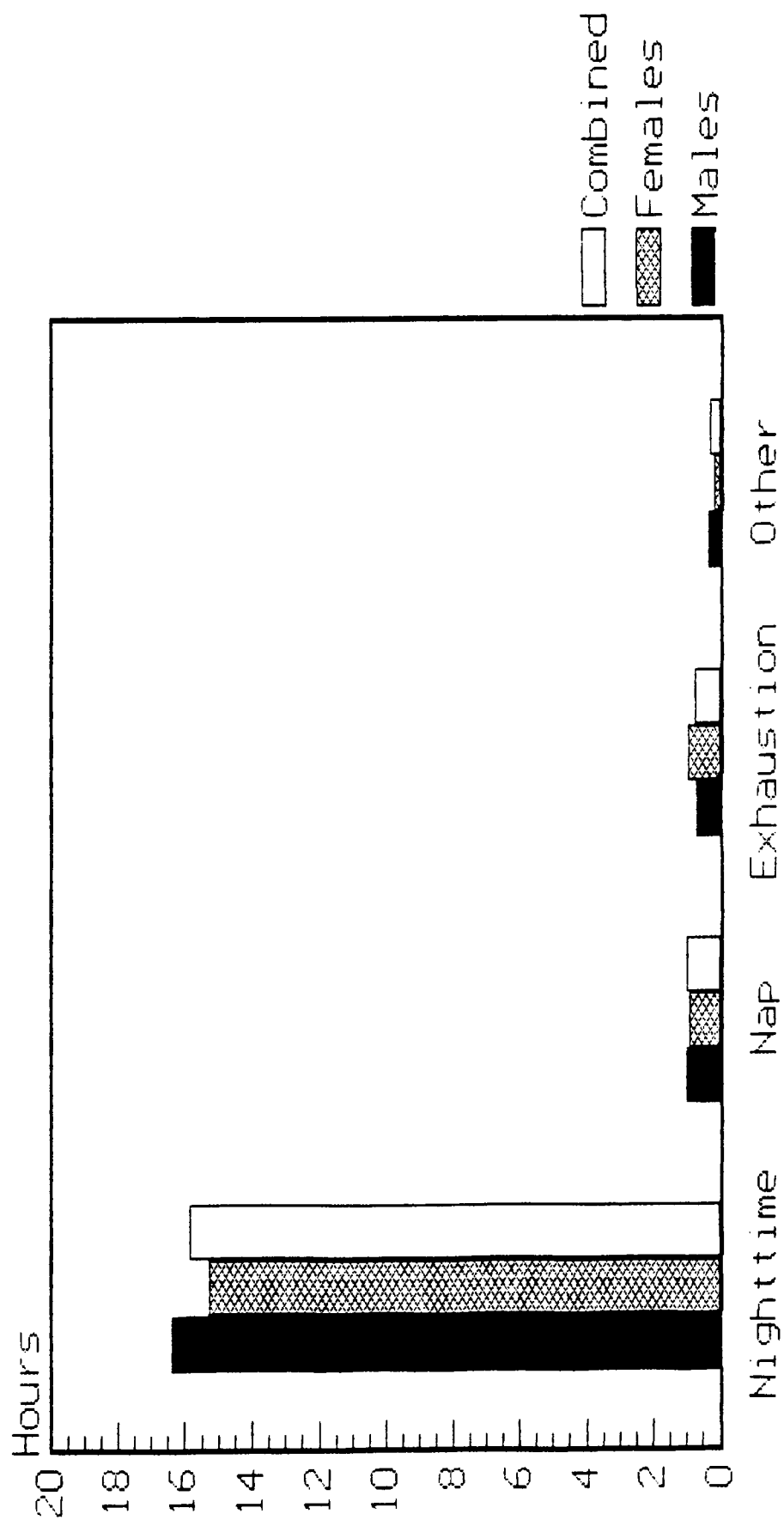


Figure 12. Time Spent in Rest During the In-Season



Table 12.  
MEANS AND STANDARD DEVIATIONS FOR HOURS\*  
SPENT IN REST DURING  
THE IN-SEASON

| Activities | <u>Males</u> |      | <u>Females</u> |      | <u>Combined</u> |      |
|------------|--------------|------|----------------|------|-----------------|------|
|            | Mean         | SD   | Mean           | SD   | Mean            | SD   |
| Nighttime  | 16.40        | 2.78 | 15.29          | 3.19 | 15.85           | 3.02 |
| Nap        | 0.99         | 1.24 | 0.92           | 1.02 | 1.00            | 1.19 |
| Exhaustion | 0.70         | 2.14 | 0.97           | 1.89 | 0.77            | 1.94 |
| Other      | 0.35         | 1.10 | 0.17           | 0.55 | 0.30            | 1.04 |

\* Per 48 hour time period.

of the second survey and there was not much difference in hours resting between gender.

### Discussion

Most studies found (i.e., the most recent being the 1987-88 AIR Study) that student-athletes experience extreme tiredness and exhaustion. However, it was evident that most of the participants found time for rest. Many of the surveys marked indicated nap time. This time was taken during all hours of the day. Several participants considered watching television a type of rest and relaxation time in the "other" category. There was not much difference

observed between the male and female groups. Both seasons averaged 17 hours of rest per survey period.

#### Pre-Season/In-Season

#### Discussion

To summarize the different activities Figure 13 and Table 13 show the total number of hours spent in the different activities by the SEC basketball players who participated in the survey. As seen in Figure 13, there is not much change between the survey periods of time spent in the academic, dining and rest activities. Consistently these student-athletes spent most of their time resting (i.e., an average of 17.69 hours per survey period). Figure 13 and Table 13 points out two noticeable changes seen between the two survey periods. The average time spent in athletics decreased by .64 hours during the in-season, while the average time spent in leisure increased by 1.20 hours. This could be due to the high stress level or anxiety athletes experience during the regular season. Therefore, they probably spend more time in leisure which could relieve the pressures associated with being a student-athlete (i.e., watching TV or listening to music). This finding is consistent with Mark's theory that states after we do the things to which we are highly committed, we are left "spent, drained and exhausted" (Marks, 1977, p. 922). Athletes probably expand and contract their resources by their own

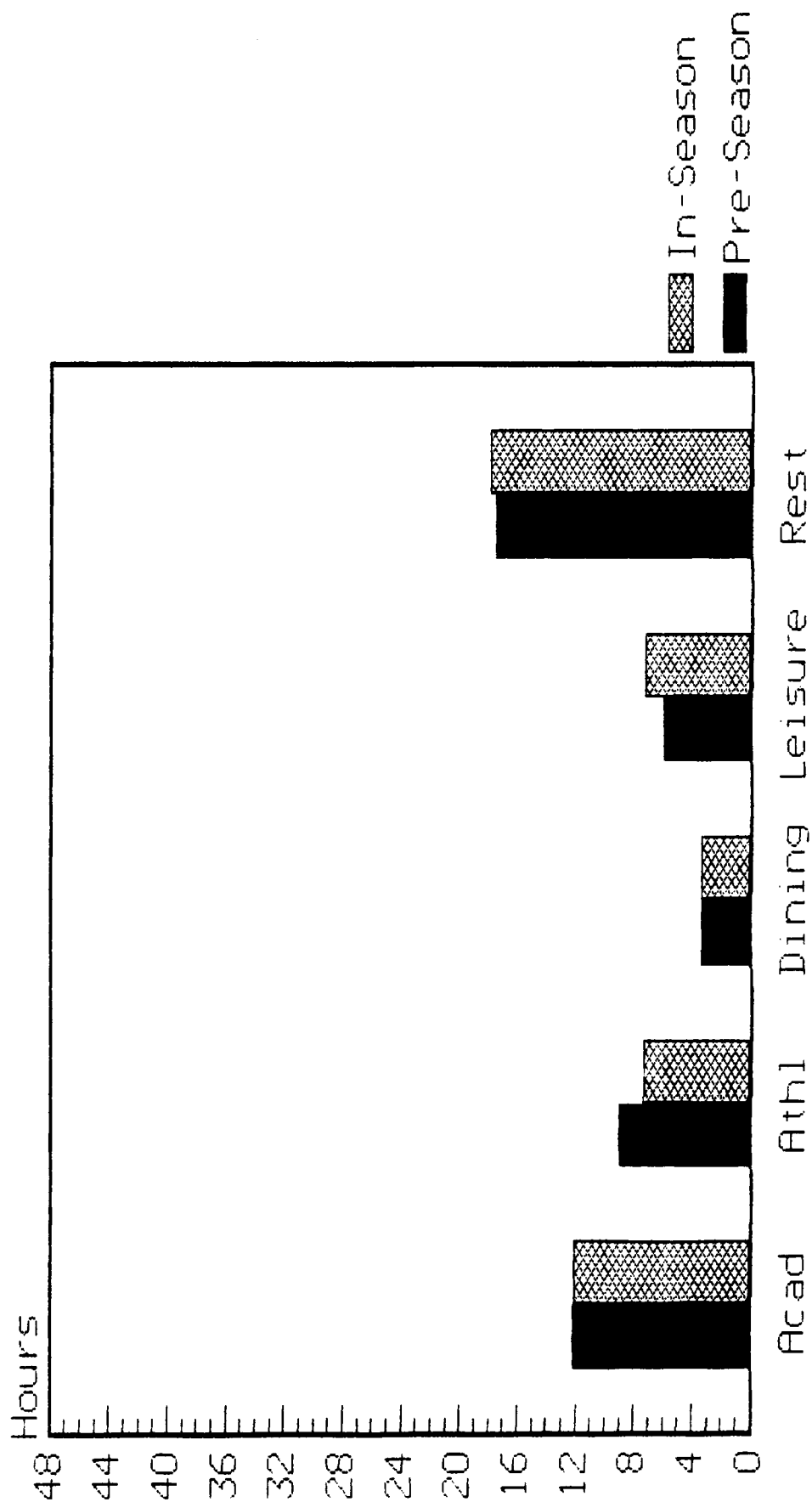


Figure 13. The Combined Time Spent in Activities During the Pre- and In-Seasons

Table 13.  
MEANS AND STANDARD DEVIATIONS OF THE COMBINED HOURS\*  
SPENT IN ACTIVITIES DURING  
PRE-SEASON AND IN-SEASON

| Activities | Pre-Season<br>Combined<br>Mean | Pre-Season<br>Combined<br>Stand Dev. | In-Season<br>Combined<br>Mean | In-Season<br>Combined<br>Stand Dev. |
|------------|--------------------------------|--------------------------------------|-------------------------------|-------------------------------------|
| Athletics  | 8.93                           | 2.82                                 | 7.29                          | 2.02                                |
| Academics  | 12.18                          | 3.46                                 | 12.03                         | 3.47                                |
| Dining     | 3.33                           | 1.25                                 | 3.36                          | 1.34                                |
| Leisure    | 5.95                           | 3.21                                 | 7.15                          | 3.45                                |
| Rest       | 17.51                          | 2.83                                 | 17.88                         | 2.85                                |

\* Per 48 hour time period

commitment in determining their availability to complete the activity they choose.

The 1987-88 AIR Study found that basketball players spend an average of 3.80 hours per 48 hour time period in social and extracurricular activities. However, this study found an average of 6.5 hours of leisure which is 2.70 hours more per 48 hour time period than what the 1987-88 AIRS Report found.

The 1987-88 AIR Study also found that the student-athlete basketball players they surveyed spent more time in athletics than academics. Findings from this study (see Figure 13 and Table 13) seem to indicate that SEC basketball players are students first (i.e., average of 12 hours in

academics) and athletes second (i.e., average of 8 hours in athletics). Thus, the provision of academic programs has paid off, making the athletics department's mission toward student life a legitimate claim.

### Questionnaire

Question 1: Are you injured to the degree that you cannot participate with your teammates?

Pre-Season Results: The majority of the athletes were healthy and uninjured during the pre-season survey. Only 2.18 percent (see Appendix D) of the student-athletes were injured (i.e., 1.36 percent male and 3.12 percent female). Most of the injured participants spent extra time (approximately 1 to 2 hours) in the training room during the day and attended practice as observers. The remainder of their time appeared typical compared to the other participants.

In-Season Results: A slight increase to 3.27 percent of the participants were injured during the in-season. There were several female student-athletes injured (5.00 percent) compared to the male (1.64 percent). According to the survey sheets from several of the injured participants, these student-athletes were in the training room twice on a

daily basis. The ones surveyed spent anywhere from 30 minutes to two hours in therapy. Some attended practice while the others were in the training room during practice time.

Discussion: During both survey times, there were only a few players injured who could not participate with their teammates. The only noticeable difference between survey times was during the in-season period when more time was spent in the training room for therapy and most injured participants went twice a day. It could be assumed that the athletes worked more extensively with the trainer to ensure a speedy recovery.

Question 2: Approximately how much time do you spend daydreaming or thinking about your sport while engaged in activities outside athletics, such as during class, studying or socializing?

Pre-Season Results: The percentage of the student-athletes who spent a half hour daydreaming about their sport while involved in activities outside athletics was 46.71 (see Appendix D). Almost 50.00 percent of the male (49.31 percent) student-athletes spent this much time daydreaming, while only 43.75 percent of the females did. However, another 43.75 percent of the females spent one to two hours

daydreaming about their sport. There was only 35.61 percent of the male student-athletes who spent one to two hours daydreaming. The percentage of the participants who spent two to four hours daydreaming was 13.13, and only 1.36 percent of the males and no females spent four or more hours thinking about basketball.

In-Season Results: During the in-season, 50.81 percent of the participants spent one-half hour thinking about basketball (i.e., 50.00 percent male and 51.67 percent female). Thirty-three percent of the basketball players spent one to two hours daydreaming. However, the number of females dropped to 28.33 percent while the number of males increased to 38.71 percent in this category (see Appendix D). The number of males who spent two to four hours contemplating athletics dropped from 4.01 percent to an average of 9.68 percent, while the number of females increased 4.17 percent to an average of 16.67 percent. Only 1.61 percent of the male group spent more than four hours per day daydreaming, while more female athletes (13.33 percent) thought about their sport for four or more hours just during the in-season.

Discussion: It can be assumed from the results obtained from question two that most student-athletes do not consciously have a problem staying focused on athletics.

This is not to say they do not think or worry about athletics but they are probably unaware of unconscious daydreaming. It could also be assumed they spend much of their time indirectly thinking about athletics in general. This could be because they are continually in an athletic setting. This includes everything associated with being a college student-athlete, such as spending time with teammates, and living and eating in an athletic dormitory setting. However, only about 14.70 percent of the basketball players surveyed consciously spent two or more hours of their waking day daydreaming. This fact seems to be inconsistent with Bryant Cratty and Phillip Davis's (1984) theory, which states that student-athletes have trouble focusing on anything other than athletics and experience great difficulty "not thinking" about their sport. In this case, basketball is the issue. It is probably hard to calculate how much time they spend thinking or worrying about their games. It would also be difficult to distinguish between the contemplation and worry about athletics and how this affects their focus on college life.

Question 3: If you had 25 hours in one day, what activity would you choose for the extra hour?

Pre-Season Results: If given an extra hour in one 24 hour day, most student-athletes (54.71 percent, see Appendix



D) felt like they would use another hour of rest during the pre-season. Twenty-seven percent wanted more time for leisure activities, while only 13.86 percent wanted an extra hour to devote to academics. It should be noted that 62.50 percent of the females wanted an extra hour of sleep compared to 47.94 percent of the male participants. However, 34.94 percent of the men wanted more leisure time, while only 18.75 percent of the females desired more free time.

In-Season Results: During one of the busiest times of the year, 44.00 percent of the student-athletes would take an extra hour of rest if another hour were available (see Appendix D). The percentage of basketball players who wanted more leisure time was 41.80 percent. However, only an average of 9.01 percent of the student-athletes wanted an extra hour for academics. This included only 1.61 percent of the male participants and 16.67 percent of the females.

Discussion: According to this data, student-athletes probably feel like they do not get enough rest during their 24 hour day. They would probably also like more leisure or spare time to enjoy college life. However, it is interesting that about only 10 percent of the student-athletes desired more time for academics.

The 1987-88 AIR Study found that most student-athletes suffer more from extreme tiredness or exhaustion. The most popular response chosen in question three was rest. However, data collected from the time-use survey indicates that most student-athletes take the time to sleep and spend less time in other activities. This also could be why the second most popular answer was a desire for another hour of leisure.

William McTeer (1987) found that even though time demands are reduced during the off-season, most student-athletes push themselves athletically and spend less time in preparing for or attending class. From the data in this study, it could be assumed that most feel adequately prepared for class, but desire more time to spend in leisure activities and rest. Their devotion to athletics keeps them disciplined and motivated to prepare for and participate in their sport.

Question 4: Do you consider your sport a job?

Pre-Season Results: The percentage of student-athletes who perceived their sport as a job was 74.45 (i.e., 75.24 percent male and 73.43 percent female) while the other 25.54 percent did not (see Appendix D).

In-Season Results: During the playing season, the number of participants who felt their sport was a job rose to 80.32 percent. A consistent 75.81 percent of the males felt this way during the in-season, but the number of females rose to 85.00 percent.

Discussion: It could be thought that because student-athletes are on scholarship, they put more time and pride into the role of being an athlete; therefore they consider their sport a job. However, it is thought by many researchers (i.e., AIRS, Berg and Burt) that the typical student-athlete sees his/her job as being an athlete first - student second. This study portrays SEC basketball players more positively than the average student-athlete.

From the data gathered in the time-use survey, it can be concluded that Southeastern Conference basketball players do their job as students in the academic sphere, and work hard as athletes in the sport arena.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to determine the specific activities of men and women student-athlete basketball players of the Southeastern Conference and how much time they spend in these activities. Subjects from the pre-season included a total of 137 basketball players, 73 male subjects and 64 female subjects, from seven Division I universities affiliated with the Southeastern Conference. There was a total of 122 participants during the in-season (62 male subjects and 60 female subjects).

A time-use survey/brief questionnaire was completed once during pre-season basketball practice and once during the Southeastern Conference basketball schedule (in-season) by each subject. The results were presented according to three categories: (1) male, (2) female, and (3) a combination group of both genders. Analysis of the results indicates that the pre-season and in-season athletes spend most of their waking time involved in the academically-related activities.

Approximately 12 hours per 48 hour time period was spent attending and preparing for class. The participants spent 8.93 hours in athletics during the pre-season and 7.29 hours during the in-season. The waking hours left were used

doing various other activities. It was up to the individual athlete to manage his/her time after the required activities in athletics.

In the past, most researchers (i.e., AIRS, Berg and Gurney & Matthews) have found that athletes spend more time involved in their sport than in academics (i.e., 1987-88 AIR Study). However, the participants from this study responded differently. Data taken from both surveys show that the SEC basketball players spend more time preparing for and attending class than being involved in athletically-related activities. Female participants spent more time in academics than the males, while the male participants spent more time than the females in athletics.

The data were consistent with the 1987-88 AIR Study because this research also revealed that due to the large amount of time spent in these two activities, there is not much spare time for leisure activities and adequate rest. According to the data received from the questionnaire, the majority of the athletes, if given an extra hour daily, would spend it in rest or leisure. Thus, to maximize time for both athletics and academics, student-athletes must sacrifice their rest and leisure time.

All college athletes engage in a tug-of-war between carrying a full-time course load, meeting the demands of their sport and experiencing a normal college life. No athletics department can determine the success of its

individuals as students and as athletes. The choice is up to the student-athletes how to balance their time and activities for success.

### Conclusions

Conclusions drawn from the responses of the student-athlete basketball players were included within the discussion of the major categories of the student life activities and each related question. The following overall picture can be described based on the data collected and analyzed in this study.

1. The student-athlete basketball player participants of the SEC spent an average of 12.10 hours per 48 hour time period in academics, but only averaged about 8.11 hours in athletic-related activities.

2. Female basketball student-athletes spent more time in academics than the males, while the male basketball student-athletes spent more time than the females in athletics.

3. The subjects surveyed averaged 17.69 hours of rest per 48 hour time period, but the majority felt they would spend an extra hour resting if given 25 hours per day.

4. The participants averaged 5.95 hours during the pre-season and 7.15 hours during the in-season in leisure activities. Twenty-seven percent of the subjects would spend an extra hour in leisure activity during the pre-

season but this figure rose to 41.80 percent during the in-season.

5. There were very few subjects (approximately 2.72 percent) who were injured to the degree that they could not participate with their teammates. They spent an average of two to four hours in the training room per 48 hour time period and usually went twice a day during the in-season.

6. Most of the student-athlete basketball players (an average of 48.76 percent) spent only one-half hour thinking about their sport, while approximately 36.50 percent of the subjects spent one to two hours daydreaming about athletics. There was only approximately 13.12 percent of the participants who spent two or more hours thinking or worrying about their sport.

7. Approximately 77.38 percent of the student-athletes surveyed perceived their sport as a job.

#### Recommendations

Recommendations for further research were suggested for future investigators:

1. Develop a simpler time-use survey to administer to student-athletes.

2. Attempt to interview some or all of the student-athletes participating in the survey to help increase the validity of the study.

3. Develop a format to survey student-athlete basketball players during the different times of the academic year. The times suggested are: (1) pre-season practice, (2) pre-conference playing schedule, (3) in-season conference schedule, (4) post-season, and (5) summer.

4. Attempt to survey all student-athletes at all four year institutions.

5. Conduct a study during or after the 1991-92 academic year in which the NCAA Playing and Practice Session Rule goes into affect. Attempt to determine any differences between this study and the "Student-Athlete Activities and Time Usage" study which was administered before the NCAA 20-hour work week rule passed.

6. Attempt to determine the number of classes missed because of athletic obligations, academic work, exhaustion, leisure activities and/or desire to miss class.

7. Attempt to determine if student-athletes believe they receive adequate support academically. Do they have conflicts scheduling required classes because of athletic obligations?

8. Attempt to determine the differences in time spent daydreaming about sport and time spent worrying about performance by student-athletes.

9. Attempt to determine how the athletics departments of the SEC (including the newly annexed University of Arkansas and University of South Carolina) and the



Southeastern Conference Office plan to referee the Playing and Practice Session Rule.

10. Attempt to determine the difference of time-use by student-athletes in the revenue and non-revenue sports.

11. Attempt to determine why there are a number of differences between male and female student-athletes. What is the philosophical belief of the gender groups?

12. Attempt to determine where the student athletes eat their meals, if they dine with teammates and/or students and distinguish the differences in gender.

13. Attempt to determine the difference of a time-use survey filled out by student-athletes from Division I universities and student-athletes from Division II and III universities.

14. Attempt to determine how much time is the student-athlete's own to manage. Determine if their schedule is planned by coaches and administrators or if there is some freedom in time management.

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## **APPENDIXES**

**APPENDIX A**

**LETTERS OF CONSENT**

**Letter to Academic Advisor from Researcher,**

**Response Sheet,**

**Letter to SEC Athletic Directors,**

**and**

**Memo to Athletic Directors from Commissioner Roy F. Kramer,  
Southeastern Conference**

Dear SEC Academic Advisor,

The purpose of this letter is to request your cooperation in a thesis study to determine the specific activities experienced by men and women basketball players and how much time they engage in these activities. Concern has been expressed by many athletic administrators with regard to the amount of time student-athletes spend in athletics. This is apparent in the current legislation for the 1991 NCAA Convention which is proposing to establish a twenty hour-per-week restriction on college athletics.

The survey was designed from the suggestions of John Gerdy, Associate Commissioner of the Southeastern Conference. With your assistance and permission from the Athletic Director and respective basketball coaches, we would like you to administer a two-day 48-hour log and brief questionnaire to members of your men's and women's basketball teams. Participation in this study would involve a commitment of your basketball teams, once in the off-season and once in the 1990-91 SEC Basketball Season. Enclosed is a sample of the survey with explicit directions.

Completion of this survey by your basketball players will help determine the time commitment of student-athletes of the Southeastern Conference. Confidentiality will be maintained throughout the study. Under no circumstances will the names of specific individuals or institutions be identified in any reports of this study. The survey sheets will be secured in my office during and after the project.

Please return the response sheet in the enclosed envelope indicating if you are willing to participate in this study at your earliest convenience. We would like to start the study as soon as basketball practice begins. Your athletic director (name) has also received a letter and a memo from Mr. Roy Kramer, SEC Commissioner, explaining the purpose of this study.



pg. 2, Time-Use Survey

Thank you very much for your cooperation. If you wish to receive a copy of the findings of the study, we will send you a summary of the results. We look forward to working with you.

Sincerely,

Susie L. Gorman  
Master's Candidate

Ralph E. Jones, Ph.D.  
Thesis Advisor

Enclosure

C: Mr. John Gerdy, SEC

RESPONSE SHEET

Dear Susie Gorman,

\_\_\_\_\_ Yes, we agree to participate in this survey to determine the different activities experienced by student-athletes and how much time they spend in these activities.

\_\_\_\_\_ No, we do not wish to participate in this survey..

\_\_\_\_\_ Yes, we would like to receive a summary of the results.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Your University & complete mailing address

Dear SEC Director of Athletics,

The purpose of this letter is to request your cooperation in a thesis study to determine, through a time-use survey, the specific activities of men and women basketball players and how much time they spend in these activities. This information could be most helpful in addressing the time demand issue which has become a major concern of many athletic administrators and university presidents.

Enclosed is a memorandum from Mr. Roy Kramer, Commissioner of the Southeastern Conference, who is aware of this study. I have also enclosed sample of the time-use survey which was developed from the suggestions of SEC Associate Commissioner, John Gerdy along with a letter to your academic advisor explaining the study.

With the assistance of your academic advisor, (name), I would like to ask your permission to work with them in administering the survey to your men and women's basketball teams once during the pre-season and again during the Southeastern Conference Basketball schedule. This survey, a 48-hour time-table and brief questionnaire, should take your basketball players a minimal amount of time to fill out. As a result of this project, I will be receiving graduate credit for a Master's Thesis in Sport Management.

The names of the specific individuals or institutions will not be identified in any reports of this study. Confidentiality will be maintain throughout the study and the survey sheets will be secured in my office during and after the study.

pg. 2, Time-Use Survey

If you wish to receive a copy of the findings of the study, we will send you a summary of the results. Thank you for your cooperation.

Sincerely,

Susie L. Gorman  
Master's Candidate

Ralph E. Jones, Ph.D.  
Thesis Advisor

Enclosures

C: John Gerdy, SEC



## SOUTHEASTERN CONFERENCE

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ROY KRAMER, COMMISSIONER

TO: Athletic Directors  
FROM: Roy Kramer  
Commissioner *RK*  
DATE: September 24, 1990  
SUBJECT: STUDENT-ATHLETE TIME USE SURVEY

As you well know, concerns have been expressed by many presidents with regard to the amount of time our student-athletes spend in athletics. This is apparent in the current legislative proposals for the 1991 NCAA Convention.

Susie Gorman, a former Southeastern Conference Minority Fellowship Recipient, is conducting a time-use survey and brief questionnaire on student-athletes' activities. Our office is aware of this survey and we feel the information could be helpful as we address the time demand issue.

The purpose of her study is to determine, through a time use survey, the specific activities of men and women basketball players and how much time they spend in these activities. This survey should take your student-athletes a minimal amount of time to complete.

The names of the specific individuals or institutions will not be identified in any reports of this study. Miss Gorman and Dr. Ralph E. Jones, the faculty advisor, will be the only people with access to the names and data. Confidentiality will be maintained throughout the study.

As a result of this project, Ms. Gorman will be receiving graduate credit for a Master's Thesis in Sport Management.

Thank you for your time and consideration.

---

3000 GALLERIA TOWER • SUITE 090 • BIRMINGHAM, ALABAMA 35244  
(205) 985-8686

**APPENDIX B**  
**TIME-USE SURVEY**

## TIME-USE SURVEY

The purpose of this study is to determine the specific activities in which you are involved and how much time you spend in these activities during a typical day of student life at a Southeastern Conference University.

Responding to the survey indicates agreement to participate in the study. Participation in this study involves filling out these time sheets and answering the questions beginning Tuesday morning, October 18, 1990 at 6:00 A.M. and end the recording on Thursday, October 20, at 6:00 A.M. for a total of 48 hours.

Confidentiality will be maintained throughout the study. Under no circumstances will the names of specific individuals or institutions be identified in any reports of this study.

The categories have been divided into five major activity groupings and further into sub-groups. Please indicate the Major Group for each half-hour, along with the appropriate Sub Group. It is suggested that to the best of your ability, you mark each time slot as they occur.

For example: If at 9:00 A.M. you are in class, you would mark 9:00 A.M. A-1. If you are eating breakfast at the training table, you would mark 9:00 A.M. D-1. If you are still asleep, you would mark 9:00 A.M. R-1.

Major Group - **ACADEMICS** - Mark A

- Sub-Group - "1" Class (lecture, lab or field trip)
- "2" Study (unassisted in room or library)
- "3" Study Hall (with other athletes)
- "4" Tutoring (academic center, special tutor or departmental lab, such as accounting lab)
- "5" other

Major Group - **ATHLETICS** - Mark S (for sports)

- Sub-Group - "1" Practice
- "2" Strength and Conditioning (weights, running, etc.)
- "3" Films & Meetings with Coaches
- "4" Training Room (Injury Treatment, Injury Prevention, Drug Testing)
- "5" Dressing and Taping
- "6" Public Relations (Interviews with Media, Public Appearances, Booster Clubs)
- "7" Other

Major Group - **DINING** - Mark D

- Sub-Group - "1" Training Table (Just athletes)
- "2" Cafeteria (with other students)
- "3" Restaurants
- "4" Other

Major Group - LEISURE - Mark L

- Sub-Group - "1" Social Activities (Parties, Dancing)
- "2" Television, Movies and Music
- "3" Other Sports & Recreation (Intramural Leagues, Bowling, Pool Tables, etc.)
- "4" Extracurricular Activities (Greek Life, Student Government, Religious Organizations, Civic Organizations)
- "5" Shower and Changing for Personal Purposes
- "6" Other

Major Group - Rest - Mark R

- Sub-Group - "1" Night time or early morning sleep
- "2" Nap in free time
- "3" Sleeping due to exhaustion
- "4" Other



Date   /  /    
 Male    Female   

**Tuesday**

**Wednesday**

|                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| 6:00 a.m. <u>  </u>  | 5:00 p.m. <u>  </u>  | 6:00 a.m. <u>  </u>  | 5:00 p.m. <u>  </u>  |
| 6:30 a.m. <u>  </u>  | 5:30 p.m. <u>  </u>  | 6:30 a.m. <u>  </u>  | 5:30 p.m. <u>  </u>  |
| 7:00 a.m. <u>  </u>  | 6:00 p.m. <u>  </u>  | 7:00 a.m. <u>  </u>  | 6:00 p.m. <u>  </u>  |
| 7:30 a.m. <u>  </u>  | 6:30 p.m. <u>  </u>  | 7:30 a.m. <u>  </u>  | 6:30 p.m. <u>  </u>  |
| 8:00 a.m. <u>  </u>  | 7:00 p.m. <u>  </u>  | 8:00 a.m. <u>  </u>  | 7:00 p.m. <u>  </u>  |
| 8:30 a.m. <u>  </u>  | 7:30 p.m. <u>  </u>  | 8:30 a.m. <u>  </u>  | 7:30 p.m. <u>  </u>  |
| 9:00 a.m. <u>  </u>  | 8:00 p.m. <u>  </u>  | 9:00 a.m. <u>  </u>  | 8:00 p.m. <u>  </u>  |
| 9:30 a.m. <u>  </u>  | 8:30 p.m. <u>  </u>  | 9:30 a.m. <u>  </u>  | 8:30 p.m. <u>  </u>  |
| 10:00 a.m. <u>  </u> | 9:00 p.m. <u>  </u>  | 10:00 a.m. <u>  </u> | 9:00 p.m. <u>  </u>  |
| 10:30 a.m. <u>  </u> | 9:30 p.m. <u>  </u>  | 10:30 a.m. <u>  </u> | 9:30 p.m. <u>  </u>  |
| 11:00 a.m. <u>  </u> | 10:00 p.m. <u>  </u> | 11:00 a.m. <u>  </u> | 10:00 p.m. <u>  </u> |
| 11:30 a.m. <u>  </u> | 10:30 p.m. <u>  </u> | 11:30 a.m. <u>  </u> | 10:30 p.m. <u>  </u> |
| 12:00 p.m. <u>  </u> | 11:00 p.m. <u>  </u> | 12:00 p.m. <u>  </u> | 11:00 p.m. <u>  </u> |
| 12:30 p.m. <u>  </u> | 11:30 p.m. <u>  </u> | 12:30 p.m. <u>  </u> | 11:30 p.m. <u>  </u> |
| 1:00 p.m. <u>  </u>  | Wednesday            | 1:00 p.m. <u>  </u>  | Thursday             |
| 1:30 p.m. <u>  </u>  | 12:00 a.m. <u>  </u> | 1:30 p.m. <u>  </u>  | 12:00 a.m. <u>  </u> |
| 2:00 p.m. <u>  </u>  | 1:00 a.m. <u>  </u>  | 2:00 p.m. <u>  </u>  | 1:00 a.m. <u>  </u>  |
| 2:30 p.m. <u>  </u>  | 2:00 a.m. <u>  </u>  | 2:30 p.m. <u>  </u>  | 2:00 a.m. <u>  </u>  |
| 3:00 p.m. <u>  </u>  | 3:00 a.m. <u>  </u>  | 3:00 p.m. <u>  </u>  | 3:00 a.m. <u>  </u>  |
| 3:30 p.m. <u>  </u>  | 4:00 a.m. <u>  </u>  | 3:30 p.m. <u>  </u>  | 4:00 a.m. <u>  </u>  |
| 4:00 p.m. <u>  </u>  | 5:00 a.m. <u>  </u>  | 4:00 p.m. <u>  </u>  | 5:00 a.m. <u>  </u>  |
| 4:30 p.m. <u>  </u>  |                      | 4:30 p.m. <u>  </u>  |                      |

## QUESTIONNAIRE

Answer the following questions by circling the answer that best describes you at this time.

1. Are you injured to the degree that you cannot participate with your teammates?

- A. Yes                      B. No

2. Approximately how much time do you spend daydreaming or thinking about your sport while engaged in activities outside athletics, such as during class, studying or socializing?

- A. 1/2 hour                      B. 1 to 2 hours  
C. 2 to 4 hours                  D. 4 or more hours

3. If you had 25 hours in one day, what activity would you choose for the extra hour?

- A. Academics                      B. Athletics  
C. Dining                          D. Leisure  
E. Rest

4. Do you consider your sport a job?

- A. Yes                              B. No

**APPENDIX C**  
**LETTERS OF INSTRUCTION**  
**Pre-Season Letter**  
**and**  
**In-Season Letter**

October 15, 1990

Dear SEC Academic Advisor or Assistant Basketball Coach,

I want to thank you for participating in this time-use survey. Enclosed are twenty survey sheets for each basketball team.

Please have your student-athlete basketball players fill out the surveys on two consecutive school days. I suggest that you ask them not to place their names on the sheets to maintain confidentiality.

Please return the completed surveys as soon as possible in the postage-paid return envelope provided. I would like to have them returned by the week of November 5-9. If you have any questions about the survey, please do not hesitate to contact me at 615-974-2017.

Thank you for taking time out of your busy schedule to administer this survey.

Sincerely,

Susie L. Gorman  
Master's Candidate

January 2, 1991

Dear SEC Academic Advisor or Assistant Basketball Coach,

I would like to thank you for your prompt return of the first set of surveys. I hope you had a good Holiday Season.

Today marks the first day of regular Southeastern Conference Basketball play. I have enclosed the second set of surveys to be given to your student-athlete basketball players during the in-season playing schedule.

This set is identical to the pre-season survey. Please administer this set to your basketball players on two consecutive school days where there is not a basketball contest or any team travel.

Please remind the players not to place their names on the forms to maintain confidentiality. When they have been completed, please send the forms back to me by the week of January 28 to February 1. I am scheduled to have this project completed this semester. A postage-paid envelope has been enclosed for your convenience.

Thank you again for your prompt cooperation. If you have any questions please feel free to call me at 615-974-2107.

Sincerely,

Susie L. Gorman  
Master's Candidate

**APPENDIX D**  
**QUESTIONNAIRE RESULTS**  
**Pre-Season and In-Season Responses**

# QUESTIONNAIRE RESPONSES

1. Are you an injured to the degree that you cannot participate with your teammates?

|    |     | Pre-Season  |               |                 |
|----|-----|-------------|---------------|-----------------|
|    |     | <u>Male</u> | <u>Female</u> | <u>Combined</u> |
| A. | Yes | 1.36%       | 3.12%         | 2.18%           |
| B. | No  | 98.63%      | 96.87%        | 97.81%          |

|    |     | In-Season   |               |                 |
|----|-----|-------------|---------------|-----------------|
|    |     | <u>Male</u> | <u>Female</u> | <u>Combined</u> |
| A. | Yes | 1.61%       | 5.00%         | 3.27%           |
| B. | No  | 98.39%      | 95.00%        | 96.72%          |

2. Approximately how much time do you spend daydreaming or thinking about your sport while engaged in activities outside athletics, such as during class, studying or socializing?

|    |                 | Pre-Season  |               |                 |
|----|-----------------|-------------|---------------|-----------------|
|    |                 | <u>Male</u> | <u>Female</u> | <u>Combined</u> |
| A. | 1/2 hour        | 49.31%      | 43.75%        | 46.71%          |
| B. | 1 to 2 hours    | 35.61%      | 43.75%        | 39.41%          |
| C. | 2 to 4 hours    | 13.69%      | 12.50%        | 13.13%          |
| D. | 4 or more hours | 1.36%       | 0.00%         | .72%            |

|    |                 | In-Season   |               |                 |
|----|-----------------|-------------|---------------|-----------------|
|    |                 | <u>Male</u> | <u>Female</u> | <u>Combined</u> |
| A. | 1/2 hour        | 50.00%      | 51.67%        | 50.81%          |
| B. | 1 to 2 hours    | 38.71%      | 28.33%        | 33.60%          |
| C. | 2 to 4 hours    | 9.68%       | 16.67%        | 13.11%          |
| D. | 4 or more hours | 1.61%       | 3.33%         | 2.45%           |

3. If you had 25 hours in one day, what activity would you choose for the extra hour?

|    |           | Pre-Season  |               |                 |
|----|-----------|-------------|---------------|-----------------|
|    |           | <u>Male</u> | <u>Female</u> | <u>Combined</u> |
| A. | Academics | 15.06%      | 12.50%        | 13.86%          |
| B. | Athletics | 0.00%       | 4.68%         | 2.18%           |
| C. | Dining    | 2.73%       | 1.56%         | 2.18%           |
| D. | Leisure   | 34.24%      | 18.75%        | 27.00%          |
| E. | Rest      | 47.94%      | 62.50%        | 54.71%          |

|    |           | In-Season   |               |                 |
|----|-----------|-------------|---------------|-----------------|
|    |           | <u>Male</u> | <u>Female</u> | <u>Combined</u> |
| A. | Academics | 1.61%       | 16.67%        | 9.01%           |
| B. | Athletics | 4.84%       | 5.00%         | 49.18%          |
| C. | Dining    | 0.00%       | 0.00%         | 0.00%           |
| D. | Leisure   | 58.06%      | 25.00%        | 41.80%          |
| E. | Rest      | 35.48%      | 53.33%        | 44.26%          |

4. Do you consider your sport a job?

|    |     | Pre-Season  |               |                 |
|----|-----|-------------|---------------|-----------------|
|    |     | <u>Male</u> | <u>Female</u> | <u>Combined</u> |
| A. | Yes | 75.34%      | 73.43%        | 74.45%          |
| B. | No  | 24.65%      | 26.56%        | 25.54%          |

|    |     | In-Season   |               |                 |
|----|-----|-------------|---------------|-----------------|
|    |     | <u>Male</u> | <u>Female</u> | <u>Combined</u> |
| A. | Yes | 75.81%      | 85.00%        | 80.32%          |
| B. | No  | 24.19%      | 15.00%        | 19.67%          |



## VITA

Susie Lee Gorman was born in Memphis, Tennessee, on October 10, 1966. She is daughter of Susie Lee Edmonds Gorman Romelhart and the late Dr. Walter P. Gorman.

She received a Bachelor of Science degree in Business Administration with a concentration in Economics/Finance in June of 1988 from the University of Tennessee at Martin, Martin, Tennessee. She worked as a student assistant in the Sports Information Office at Tennessee-Martin, under the direction of Athletics Director Ray Mears, former Head Basketball Coach at the University of Tennessee, Knoxville.

In June of 1988, Susie began working as an Intern at The University of Tennessee, Knoxville, in the Sports Information Office. In January of 1989, she received a Southeastern Conference Minority Fellowship and began working under the guidance of Tennessee Athletics Director, Doug Dickey. In May of 1990, Susie became a graduate assistant and began full-time study towards a degree of Master of Science, with a major in Physical Education. This degree should be complete in May of 1991.

Susie will continue working in the University of Tennessee Athletic Department through August, 1991 and will assist Dr. Buck Jones with the Tennessee Sportsfest to be held in Knoxville, Tennessee in June, 1991.