

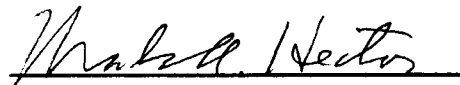
To the Graduate Council:

I am submitting herewith a thesis written by Virginia Joan Deer entitled "Identification of Concerns of University Student Athletes." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Psychology.



Marla Peterson, Major Professor

We have read this thesis
and recommend its acceptance:



Accepted for the Council:



Vice Provost
and Dean of The Graduate School

STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a Master's degree at the University of Tennessee, Knoxville, I agree that the library shall make it available to borrowers under rules of the library. Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgement of the source is made.

Permission for extensive quotation from or reproduction of this thesis may be granted by my major professor, or in her absence, by the Head of Interlibrary Services, when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this thesis for financial gain shall not be allowed without my written permission.

Signature Virginia Jean Deer

Date December 1, 1988

IDENTIFICATION OF CONCERNS
OF UNIVERSITY STUDENT ATHLETES

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Virginia Joan Deer

December 1988

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to Marla Peterson, my major professor, for her expertise, guidance, and patience throughout all phases of this project.

I would like to thank Carmen Tegano for his encouragement and insights, and for providing me with useful resources. I am grateful to Laura Childers for her aid in coding and sorting data. The student athletes who participated in this study deserve special thanks for contributing their valuable time and energy.

I would like to convey deepest appreciation to my family members for their support and encouragement throughout my life.

Greg Pettit deserves recognition for his invaluable aid in data analysis and research design. More importantly, I wish to express sincere gratitude for his unfaltering support and confidence, which have been most instrumental in my efforts to reach personal and professional goals.

ABSTRACT

Students participating in athletics at a major university are among the most visible and well-recognized individuals on campus. They receive recognition primarily on the basis of athletic skill, and often are regarded as being somewhat homogeneous in behaviors and characteristics. Assumptions based the label of "student athlete" form the basis for misunderstanding this population as a whole, and for disregard of individual differences among student athletes. Some previous research has suggested that the university experience of the student athlete may be different in important ways from that of the student in general, and that this experience merits investigation.

The present study was designed to investigate the experience of the student athlete and to provide direction for improved services to meet their needs. Seventy (40 male, 30 female) student athletes at the University of Tennessee, Knoxville, responded to an open-ended item constructed by the investigator and completed the Mooney Problem Check List - College Form (Mooney & Gordon, 1950). The open-ended item simply requested that subjects list the problems that they experience as a student or as a student athlete. The MPCL contains 330 statements of problems found to be common among students in general; subjects were asked to indicated those which apply to them and to identify those which were most troublesome. It also contains items addressing willingness to seek help for problems and knowledge of whom to seek for help with problems. Comparisons were made for all measures based on sex, grade, and sport.

Open-ended items were sorted into MPCL categories. Evaluation of responses resulted in the creation of a problem category not represented on the MPCL. Labeled Athletics-Academics Conflict, this area represented the area of greatest concern to student athletes. Problem areas were ranked by frequency, and comparisons of number of problems reported were made based on sex, grade, and sport. Females indicated more problems than did males in the area of Health and Physical Development. Juniors and seniors indicated more problems than did freshmen and sophomores in the area of Social-Psychological Relations. Finally, Revenue sports participants indicated more problems than did nonrevenue participants in the area of Social-Psychological Relations.

Problem areas were ranked according to frequency of problems indicated, and comparisons were made based on sex, grade, and sport. Females reported more problems in the areas of Health and Physical Development and Personal-Psychological Relations than did males. Freshmen and sophomores reported more problems in the areas of Personal Psychological Relations, Adjustment to College Work, and Curriculum and Teaching Procedure than did juniors and seniors. The percentage of student athletes indicating each of the 330 problem statements was determined, and comparisons were made based on sex, grade, and sport.

Approximately half of the student athletes indicated that they were willing to seek help for their problems, but only about one-third of those willing indicated that they know to whom they would turn.

It is clear for the present study that the university experience of the student athletes is indeed unique. Implications for provision of services for student athletes in light of these findings are discussed.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
Introduction to the Problem.....	1
Statement of the Problem.....	3
Definition.....	4
Delimitations.....	4
II. BACKGROUND AND REVIEW OF THE LITERATURE.....	6
Reward and Cost of Athletic Participation.....	6
Problems of University Students and Student Athletes.....	18
Willingness of Students to Seek Help for Problems.....	26
III. METHODS AND PROCEDURES.....	34
Subjects.....	34
Procedure.....	34
IV. RESULTS.....	41
Question 1.....	42
Question 2.....	44
Question 3.....	44
Question 4.....	49
Question 5.....	53
Question 6.....	54
Question 7.....	66
Question 8.....	66
Question 9.....	71
Question 10.....	71
Question 11.....	72
V. DISCUSSION OF RESULTS.....	75
Problem Areas Reported by Student Athletes.....	75
Student Athletes' Uses of Sources of Help for Problems.....	106
Recommendations.....	108
REFERENCES.....	115
APPENDICES.....	119
Appendix A.....	120
Appendix B.....	121
Appendix C.....	122
VITA.....	123

LIST OF TABLES

TABLE	PAGE
1. Interrater Reliability for Open-Ended Item Sorting.....	38
2. Mooney Problem Check List Problem Areas Indicated by Student Athletes.....	43
3. Mooney Problem Check List Problem Areas Seen as Most Troublesome by Student Athletes.....	45
4. Mooney Problem Check List Problem Areas Indicated by Student Athletes, by Sex.....	46
5. Mooney Problem Check List Problem Areas Indicated by Student Athletes, by Grade.....	47
6. Mooney Problem Check List Problem Areas Indicated by Student Athletes, by Sport.....	48
7. Percentage of Student Athletes Indicating MPCL Problem Statements in Health and Physical Development.....	55
8. Percentage of Student Athletes Indicating MPCL Problem Statements in Finances, Living Conditions, and Employment.....	56
9. Percentage of Student Athletes Indicating MPCL Problem Statements in Social and Recreational Activities.....	57
10. Percentage of Student Athletes Indicating MPCL Problem Statements in Social-Psychological Relations.....	58
11. Percentage of Student Athletes Indicating MPCL Problem Statements in Personal-Psychological Relations.....	59
12. Percentage of Student Athletes Indicating MPCL Problem Statements in Courtship, Sex, and Marriage.....	60
13. Percentage of Student Athletes Indicating MPCL Problem Statements in Home and Family.....	61
14. Percentage of Student Athletes Indicating MPCL Problem Statements in Morals and Religion.....	62
15. Percentage of Student Athletes Indicating MPCL Problem Statements in Adjustment to College Work.....	63
16. Percentage of Student Athletes Indicating MPCL Problem Statements in The Future: Vocational and Educational.....	64

17. Percentage of Student Athletes Indicating MPCL Problem Statements in Curriculum and Teaching Procedure.....	65
18. Problem Areas Indicated by Student Athletes in Response to an Open-Ended Item.....	67
19. Problem Areas Indicated by Student Athletes in Response to an Open-Ended Item, by Sex.....	68
20. Problem Areas Indicated by Student Athletes in Response to an Open-Ended Item, by Grade.....	69
21. Problem Areas Indicated by Student Athletes in Response to an Open-Ended item, by Sport.....	70
22. Percentage of Student Athletes Willing to Seek Help For Their Problems.....	73
23. Percentage of Student Athletes Willing to Seek Help Who Know to Whom They Would Turn.....	73

CHAPTER I

INTRODUCTION

Introduction to the Problem

University administrators and student personnel have long been interested in the characteristics of students attending their institutions. One way to gain understanding of individual students and of the university population in general is to systematically assess their problems. Some of the research (Palladino & Tryon, 1978; Sagaria, Higginson, & White, 1980; Congdon, 1943) in this area has focused on the problems or concerns of entering students, as college matriculation is recognized as a stress-laden point of transition (Palladino & Tryon, 1978). A greater body of research has examined the differences in problems reported by students as a function of such factors as grade, sex, and race (Hummers & DeVolder, 1979; Domino & DeGroote, 1978; Hartman, 1968, Higginbotham, 1976; Mayes & McContha, 1982; Beit-Hallahmi, 1974). These studies have increased understanding of the factors which differentially affect students' adjustment to college and have provided direction for intervention. Less prevalent in the literature, however, are in-depth investigations of the experiences of specific university subgroups, including student athletes.

Student athletes are recognized as among the university's most visible students (Boone & Walker, 1987; Zingg, 1982). It has been speculated that student athletes receive encouragement that students in general do not, because of this recognition (Rehberg & Schafer, 1968). More widely recognized benefits of athletic participation include

opportunity for social interaction, recognition from peers, and development of leadership and other skills (Spady, 1970). Such opportunities appear to support Zingg's (1982) idealized image of the student athlete, one of an individual who possesses both intelligence and physical prowess, and who is recognized as a master in academics and athletics. However, as Zingg (1982, p. 16) counters, "few characters on the American collegiate scene evoke images more startling in their contrast or suffer more inattention and misunderstanding than the student athlete." Stereotyped images of student athletes result from such misunderstanding. Generally, these stereotypes persist despite attempts to acknowledge individual differences among student athletes.

Perhaps the most damaging stereotype is that of the "dumb jock," an image which insults not only the athlete, but his or her professors and the institution as well (Zingg, 1982). A professor or administrator who believes that all student athletes belong in this category may also assume that they are enrolled in college for the sole purpose of athletic competition. Student athletes for whom the stereotype is wholly inaccurate suffer from the concomitant assumptions. Further, attempts by student athletes or by other interested persons to dispel the dumb jock stereotype are typically greeted with cynicism (Zingg, 1982).

Two points frequently overlooked in consideration of the impact of athletic competition on academics are that: (1) the emphasis of achievement and competition on the field may logically carry over into the classroom in the form of increased motivation and persistence (Rehberg & Schafer, 1968), and (2) prestige from athletics is associated

with a more general success orientation (Spady, 1970). One explanation for the persistence of the unflattering image of student athletes may be lack of empirical study of their characteristics. Examination of the university experience of student athletes experience may provide greater understanding.

Statement of the Problem

The purpose of this study is to investigate the problems reported by student athletes at the University of Tennessee. Specifically, the research addresses the following questions:

1. In what areas do problems of student athletes cluster, and in what order of importance?
2. What problem areas are seen as most troublesome to student athletes, and in what order of importance?
3. What are the differences in ranking of problems of student athletes, based on sex, grade, and sport?
4. What are the differences in number of problems indicated by student athletes, based on sex, grade, and sport?
5. Specifically, what are the most and least frequently indicated problems of student athletes, and do differences emerge based on sex, grade, and sport?
6. Does an open-ended item elicit different types of problems among student athletes than does a standardized instrument?
7. In what areas do problems indicated by student athletes in response to an open-ended item cluster, and in what order of importance?

8. What are the differences among student athletes in ranking of problem areas indicated in response to an open-ended item, based on sex, grade, and sport?
9. Do differences exist in the number of problems indicated by student athletes in response to an open-ended item, based on sex, grade, and sport?
10. Are student athletes willing to seek help for their problems, and do differences emerge based on sex, grade, and sport?
11. Do student athletes who are willing to seek help for their problems know to whom they would turn, and do differences emerge based on sex, grade, and sport?

Definition

The subjects participating in the present study are student athletes at a major university in the Southeastern Conference. A student athlete, as defined by the National Collegiate Athletic Association is: "a student whose matriculation was solicited by a member of the athletics staff or other representative of athletics interests with a view toward the student's ultimate participation in the intercollegiate athletics program... A student is not deemed a [student athlete] solely because of prior participation in high school athletics." (NCAA Manual, 1987, p. 9)

Delimitations

This investigation is limited to 70 student athletes receiving scholarship aid at the University of Tennessee, Knoxville. Due to difficulty in subject recruitment, the racial breakdown is 50 white, 20

black. For this reason, generalizations on the basis of race are limited. The reason for this inequity is unclear. It is possible that the original subject pool, derived from alphabetical lists of approximately 200 male and 75 female athletes using a table of random numbers, contained more white athletes. Alternatively, whites may have been more willing than were blacks to participate in the research project of a white investigator. With respect to independent variables other than race, the breakdown is more equitable (40 male, 30 female, 38 in revenue sports, 42 in nonrevenue sports; 39 freshmen and sophomores; 31 juniors and seniors).

The original subject pool ($n = 43$) was recruited in late spring, 1987. A second pool of subjects was recruited in fall, 1987 to reach the desired number of 70 participants. The second pool was not recruited in the summer, because it was considered likely that the typically small number of athletes attending summer school may differ from athletes not attending summer school. It is possible that the spring and fall subject groups differ in some way not detected by the investigator.

CHAPTER II

BACKGROUND AND REVIEW OF THE LITERATURE

Reward and Cost of Athletic Participation

Benefits of Athletic Participation. Student athletes typically receive recognition from peers, university personnel, and the general public on the basis of their athletic talents. They are seen as individuals possessing enviable qualities and abilities. They have been recognized as a unique population within the college community (Dougherty, 1976), students who are a source of university pride (Zingg, 1982). Recognition, however, does not equate understanding. Spectators enamored with the sports world are unlikely to consider at length the unique experiences and stressors associated with collegiate athletic participation. It is more consistent with the exciting nature of athletics to concentrate on the glory of athletic participation.

Recognized benefits of athletics include high status recognition, opportunity for social interaction, leadership and skill development, and potential for a more general success orientation (Spady, 1970); as well as stimulation, excitement, and reward (Gilbert, 1974). In addition, it has been suggested that high self-esteem, bolstered by recognition, results in greater career aspirations among athletes (Rehberg & Schafer, 1968).

An emphasis on the benefits of athletics is consistent with the optimal view of a student athlete, who "must be recognized as, first and foremost, an individual. Second, a member of an academic community with certain minimum expectations and assigned responsibilities..."

(Zingg, 1982). This description raises three issues germane to the understanding of the experience of student athletes: (a) opportunity for individual goals among sports participants, (b) student athletes' perceived or actual membership in the academic community, and (c) the degree and characteristics of expectations and responsibilities surrounding athletic participation. Meaningful investigation of the unique stressors affecting athletes focuses on these variables and related issues.

Relinquishing Academic Aspirations. Surrender of individual objectives in favor of group goals may be implicit in membership in many organizations. In athletics, time demands and expectation of commitment exacerbate emphasis on group goals. At the college level, student athletes may temporarily relinquish educational and social aspirations in order to meet the demands of their sport. Some student athletes suspend educational goals when drafted to play professional sports. For example, an individual who was drafted to play professional basketball while enrolled in college returned to school between seasons to complete his undergraduate degree. Upon graduation, he reported a sense of great accomplishment and of a long-awaited establishment of balance (Stancill, 1985).

Unfortunately, some student athletes "recognize the obvious, namely, that their presence primarily stems from their athletic talents, but also suspect the worst--that no one seriously expects them to do well in the classroom" (Zingg, 1982, p. 17). Student athletes whose previous success experiences are limited largely to athletics and who lack confidence in their academic ability, may be disadvantaged when

they begin college work. Some former college football players have indicated that they did not begin college with the purpose of obtaining a degree, but to participate in their sport. However, these athletes expected to obtain a degree from the university while they were competing (Boone & Walker, 1987). Accordingly, such student athletes may devote the majority of their time and energy to the athletics, seen as the primary factor responsible for college matriculation. Likewise, they may fail to explore extra-athletic educational or career alternatives. For example, the most common career goal of former athletes interviewed by Boone and Walker (1987) was to play professional football, followed by coaching.

Unrealistic Expectations of a Professional Career. Some student athletes entertain unrealistic expectations of a career in professional sports, despite the fact that only a tiny percentage of college athletes are chosen to compete professionally. The estimated number of positions available in professional men's athletics is 300 in basketball, 600 in baseball, and 1200 in football; indicating that "there are very few openings... and competition is intense." (Gilbert, 1974, p. 122) A number of athletes consider college to be simply a means to a specific end--a career in professional sports--and this greatly affects progression toward a degree (Schubert & Schubert, 1986). These athletes typically think that obtaining a college degree is unnecessary, and they maximize their athletic skills in lieu of succeeding academically (Boone & Walker, 1987). Black athletes may be particularly vulnerable to the enticement of a career in professional sports, as they are often led to believe that (a) blacks are biologically superior in athletics,

(b) athletic participation is wholly beneficial, and (c) sports promises an improvement in life conditions (Edwards, 1983).

Athletes who single-mindedly pursue an unrealistic hope of a future in professional sports and who neglect to establish educational goals may awaken to a harsh reality. They "will need to regroup their lives and push themselves to get a degree after their playing eligibility runs out. Too often they cannot adjust. The unnatural emphasis on athletic performance up to that point can very well destroy the years ahead of them." (Nikou & Dinardo, 1985, p. 73) The source of the unnatural emphasis on athletic achievement must be examined in order to understand the factors influencing career expectations of college athletes.

Exploitation. Relevant to consideration of the emphasis on athletic achievement is the issue of exploitation of the student athlete. It is recognized that the university's responsibility to the entering student athlete is to treat him or her as an individual, with sensitivity and a willingness to serve (Zingg, 1982). However, half of a selected group of former college football players from one institution (Boone & Walker, 1987) indicate that they believe the university exploited them. These ungraduated athletes report that they have been ignored, despite the revenue and recognition they brought to the university while competing. Also, they report that their coaches cared only about winning games rather than about the individual athletes, in particular about their academic achievement.

Willingness of the coach to encourage academic development is an important consideration for the student athlete. Although many coaches promote academic achievement among their athletes, others "tend to push

their troops into the easiest of all courses and are not overly concerned with grades so long as they are good enough to keep their player eligible. Some of them don't even care whether the student graduates, once his eligibility expires." (Gilbert, 1974, p. 124)

Emphasis on Winning. The factor most responsible for reported exploitation of athletes may be the emphasis placed on winning. Pressure from the media, professional sports, and from the public and university alumni has encouraged fierce competition among intercollegiate programs (Nikou & Dinardo, 1985). It has been suggested that in order to decrease abuses in athletic programs, the university must exert more control over coaches and athletic directors to protect them from pressure outside the university (Odenkirk, 1981). The National Collegiate Athletic Association (NCAA) is a body organized to govern intercollegiate athletics. One component of control, that of controlling the institution's relationship with the student athlete, involves "promoting diversity of athletic experiences, minimizing interference with academic performance requirements and distortion of judgment concerning academic and career goals, protecting the institution from unwarranted interference in operating its programs, and encouraging reasonable competition against others..." (Cross, 1973).

Despite stated goals of the NCAA, Kush (cited by Odenkirk, 1981) reports that university athletic programs are not in control and that the pressure to win is excessive. He contends that coaches must relinquish any personal standards that conflict with the established system's goals; the alternative is to relinquish coaching. A team's

win/loss record is a major determinant in the ability of the coach to retain his position. This potential to "flunk" causes the coach to tolerate nothing less than winning; mere attempts to win are not sufficient (Schubert & Schubert, 1986). One coach regrets forfeiture of the value placed on installing character in players and asks, "Is the most important impact we can have on our players the ability to develop a winning team?" (Altopp, 1985, p. 2) Consequences of the pressure to win include ethical problems in recruitment and treatment of athletes (Odenkirk, 1981), loss of integrity in athletics and among athletes (Schubert & Schubert, 1986), and resentment among athletes who believe that winning is more important to the university than is individual welfare or academic progress (Boone & Walker, 1987).

Athletics Versus Academics: Priorities. Time management is a challenge for many students who participate in extracurricular activities or part-time employment. For most students, these activities are ancillary to the primary goal of academic achievement. For student athletes, however, the relative importance of athletic success and academic achievement is not as clear. Interviews with former, ungraduated, collegiate football players reveal that these athletes accept some responsibility for failing to receive a degree because they did not maximize the academic opportunities provided by athletic scholarship. However, they insist that the university communicated a clear expectation that athletic participation should take precedence over academic responsibilities. Additionally, their most frequently indicated source of interference with academic work is the time and energy necessary for practicing and competing (Boone & Walker, 1987).

Student athletes often find that they are expected to place higher priority on athletic practice and competition than on academic progress. This phenomenon is evident early in their career, when "indoctrination into college life begins with a play book, while academics takes a back seat." (Nikou & Dinardo, 1985, p. 72)

The main source of the excessive emphasis on sports participation is the pressure to win. Student athletes experience the distinctive pressure of public performance (Zingg, 1982), pressure which is inherent in athletic competition. However, the importance of successful athletic programs in facilitating university prestige and economic standing places an inordinate amount of pressure on the competitors (Wittmer, Bostic, Phillips, & Waters, 1981). Considering the exorbitant amount of money that universities spend in recruiting and aggrandizing athletes, it seems reasonable that student athletes might consider the university experience nonacademic (Spady, 1970).

The stress of competition often interferes with other areas of the student athlete's life (Zingg, 1982), including use of campus services (Bergandi & Wittig, 1984) and meeting academic responsibilities. The use of the term "scholarship" to describe the contract of a student athlete with the university seems a misnomer when one views the customary emphasis on athletics. Perhaps it is more appropriate to view the scholarship as "an odd kind of work contract... This means that if the athlete does not do the job he was hired to do, he can in effect be fired; that is, his scholarship is withdrawn at the end of the year." (Gilbert, 1974, p. 123) Although few student athletes

actually lose athletic scholarships because of poor performance, they may still fear this possibility because of the emphasis on winning.

Financial Strain. Some athletes consider their relationship with the university to be a business arrangement, and reason that failure to graduate results from their own disregard for the opportunity provided by the university (Boone & Walker, 1987). The opportunity provided by the university to the scholarship student athlete typically includes an award of full or partial tuition remission, and room and board support. In addition, many large athletics programs offer academic support services. It is recognized that the athletic scholarship allows some students who would not otherwise attend college to do so (Rehberg & Schafer, 1968). Some critics of compensation for athletes contend that the traditional provisions alone may suffice to classify the athletes as professional rather than amateur in status (Cross, 1973). However, the more common view is that athletes legitimately receive tuition, room and board provisions in exchange for the time and energy they expend in athletic practice and competition.

The issue of university provision of a monetary stipend for athletes is the subject of much controversy. Walter Byers, former executive director of the NCAA, contends that student athletes do not need extra financial support because they typically are hired for lucrative summer jobs ("Campus Commitment", 1985). This assumption fails to consider that many student athletes (a) have brief summer vacations because of early practice seasons, and (b) attend summer school in order to complete the hours necessary for athletic eligibility. Stipend proponents argue that if student athletes do not

have "money for necessities such [as] laundry, personal items, or daily supplies, they will more readily accept the illegal offering from a friend of the university." (Schubert & Schubert, 1986, p. 60) The practice of providing gifts to student athletes clearly undermines attempts by the university and the NCAA to control interference from individuals outside the university.

Stipend opponents argue that financial strain emerges as a common concern for many nonathletes as well as athletes. This issue raises ethical questions regarding the provision of extra benefits for athletes, a topic which typically spurs debate among university and athletic department personnel. It is recognized that Pell Grants are available to both athletes and nonathletes, support which, according to some individuals, could alleviate student athletes' financial problems ("Campus Commitment," 1985). This source of support, however, is distinct from stipends under consideration to be awarded for athletic participation. The issue of provision of monetary compensation for athletic participation continues to provoke discussion and consideration of alternatives to the present system of support. Meanwhile, financial strain endures as a source of complaint for many student athletes.

Exaggerated Status. Student athletes receive recognition on the basis of their athletic ability, acknowledgment which to some individuals seems inflated. This recognition typically begins in high school, when the "insulated, praise-laden world of the star high school athlete can inflate his ego and sense of his ability." (Zingg, 1982, p. 19) The athlete's perception of his or her status among peers, however,

does not necessarily reflect accurate peer status. Spady (1970) reports a weak relationship between actual and perceived status, indicating that many students who perceive themselves as leaders are not regarded as leaders by their peers. High perceived status is related to high goal setting, but actual peer status is related to later academic success. Therefore, students who have an inflated sense of their status in high school may set unrealistic goals for college academic achievement, a mistake which accounts in part for the high incidence of failure among these students (Spady, 1970). The emphasis on development of athletic skills, often at the cost of academic development, may further hamper college achievement among student athletes. That is, a student athlete who has set unrealistic goals for academic achievement but who has spent comparatively less time preparing for the university's academic demands, may be at risk for academic failure.

Career Preparation. The consequences of unrealistic expectations are not limited to the period between high school graduation and college matriculation. Lack of preparation for life after college may result from the insulation often granted student athletes. Insulation includes student athletes' protection from: paying for services related to travel for athletic competition, seeking academic support sources, and difficulties of class registration. (Wittmer et al., 1981). Some former college football and basketball players have reported that, despite having attending college for four or five years, they did not have sufficient career preparation. Additionally, they cite lack of support from fans or coaches in securing jobs, a service they consider

warranted by their contribution to the university's revenue and to the image of the community (Boone & Walker, 1987).

For some athletes, the glamour associated with a career in professional sports dissuades them from seeking alternatives while in college. Because of the publicity granted sports events, most American teenagers report that they would pursue careers in professional athletics if the opportunity were available (Gilbert, 1974). This may be particularly true for black adolescents, many of whom have grown up in an environment which rewards athletic success greatly and at a young age (Edwards, 1983). It may be a mistake for many of these young people to plan on a career in professional sports. Gilbert (1974) presents the following drawbacks to seeking a professional career: (a) fierce competition for positions, (b) brief careers for those who are successful, and (c) lack of preparation for a post-athletics career for those who have spent years playing professional sports.

Contributing to lack of career preparation is student athletes' inability to access campus resources because of excessive amount of time spent in practice and competition. In particular, career planning services available to students during daytime hours may not be used by student athletes because of time constraints. Student athletes typically attend class from early morning until early afternoon, when they practice or compete until early evening. Team meetings or group study hall often occupies their time after the evening meal. Lack of contact with campus personnel and resources may be viewed as indicative of a broader condition of isolation many student athletes experience.

Isolation. Student athletes are isolated from many aspects of college life because of the inordinate amount of time and energy they devote to their sport. The time remaining after meeting athletic obligations is often scarcely sufficient for adequate preparation for class assignments and exams. Because of time constraints, many student athletes are unable to experience a satisfactory social life.

Research indicates that place of residence impacts on the experience of university students (Sauber, 1972). Student athletes who live in an athletic dormitory may be denied the social experience of most students in general, and experience social isolation as a result. In fact, separation of the athletic department in general from the rest of the university is directly related to discrepancy between the experience of the student athlete and the experience of other students (Cross, 1973).

Independence, or separation of the athletic department from other university organizations, is common, despite the NCAA objective to "maintain intercollegiate athletics as an integral part of the educational program, and the athlete as an integral part of the student body." (Schubert & Schubert, 1986, p. 54) The value of maintaining athletics in the university has been questioned (Ballantine, 1984). Evidence of isolation and its consequences for student athletes supports the argument for eliminating athletic dormitories or for otherwise changing the conditions of intercollegiate athletics.

The athletics department staff may have a vested interest in segregating the student athlete in an effort to maintain control and protection. The result of protection in the form of special

dormitories, food, and classes, is an environment for the athletes which is void of distractions and extra-athletic problems (Wittmer et al., 1981). Some athletes' recollections of their collegiate experience include lack of integration into college life, infrequent contact with other students and faculty, no organizational affiliation outside of athletics, and less academic encouragement than other students (Boone & Walker, 1987). Research indicates that athletic participation impacts on the collegiate experience. A consideration of the factors differentially affecting student athletes and students in general may facilitate understanding of the academic and social experience of student athletes.

Problems of University Students and Student Athletes

Problems Reported by Students. The experience of university students in general has been the subject of much research. Frequently, investigators examine the problems reported by students in order to understand qualities in experience. Typically, a self-report measure is administered to a group of students, and the results are generalized to the students attending that university during that academic year. Measures include those constructed by the investigator or a colleague as well as standardized instruments.

One commonly used self-report instrument is the Mooney Problem Check List - College Form (Mooney & Gordon, 1950). This check list contains 330 problem statements found to be common among college students; the statements are grouped into 11 problem areas. For each student, a score is obtained for the total number of problems and an

indication of which problems are most troublesome. The MPCL has proven to be a useful tool in counseling and also in research investigating student concerns (Palladino & Tryon, 1978). Research has established that the MPCL statements represent the bulk of concerns of university students. Also, test-retest reliability checks have established the usefulness on the MPCL in assessing group concerns (see manual accompanying MPCL). Also, the MPCL is considered a nonthreatening instrument, which enhances its value in eliciting accurate self-report of problems (Beit-Hallahmi, 1974). Mayes and McContha (1982) point to several studies which demonstrate that the MPCL problem areas continue to represent the concerns of contemporary students.

Some investigators have attempted to describe a problem profile of students as a whole. In a review of the literature, Hartman (1968) reports that early research indicates a pattern of problem areas which are most often of concern to college students. He indicates the following problem areas as frequently reported in research using the Mooney Problem Check List - College Form (Mooney & Gordon, 1950): Adjustment to College Work, Personal-Psychological Relations, and Social-Recreational Activities. Conversely, problems related to Home and Family and to Morals and Religion are seldom reported. A later study replicates the report of most frequently indicated problem areas (Beit-Hallahmi, 1972).

In two separate studies, Beit-Hallahmi (1972; 1974) reports that the problems most commonly indicated by students are in the area of Adjustment to College Work. Within this problem area, the most frequent items of concern are: (a) "Easily distracted from my work," (b) "Unable

to concentrate well," (c) "Not spending enough time in study," (d) "Worrying about examinations," (e) "Afraid to speak up in class discussions," and (f) "Not knowing how to study effectively" (Beit-Hallahmi, 1972, p. 125). A review of the literature addressing the sources and effects of stress for college students confirms that problems in the academic area are perceived to be most stressful (Houston, 1971).

Other research has indicated that students feel pressured by the following sources, in the order presented: grades, money, social, future-job, personal, opposite sex, time, dorm, parents, administration-curriculum, the draft, teachers, family, and sports (Fullerton & Potkay, 1973). Yet a later study reports that the two most pressing problems are vocational choice and career planning, and personal problems (Kramer, Berger, & Miller, 1974). It appears that a profile of problems experienced by college students is situation-specific, i.e., it describes a particular target group at a particular time. For example, Palladino and Tryon (1978) report that college students in 1976 indicated significantly more problems in the areas of Finances and Living Conditions, Home and Family, Adjustment to College Work, The Future: Vocational and Educational, and Curriculum and Teaching Procedure than did students in 1969. Likewise, relative rankings of problems differ. It may not be possible to generalize greatly to other target groups, but problem profiles provide insight into the experiences of college student groups of interest.

An examination of the literature on problems reported by certain comparison groups within the college population may provide further

information on differences in student experiences. Weaknesses which become readily apparent in attempting to sum across studies to determine profiles include lack of consistency in measures administered and in problem categories provided to students. Nonetheless, some interesting patterns emerge.

Problems Identified by University Dropouts. An investigation of the experiences of students who subsequently dropped out of college indicates that unsuccessful students may have unique problems. In this study, Beit-Hallahmi (1972) examined the (previously collected) self-reported problems of students, most of whom at the follow-up indicated that they had dropped out of school for personal reasons. He found that dropouts as a whole indicate more total problems and more problems in the areas of Health and Physical Development, Finances and Living Conditions, Home and Family, and Adjustment to College Work than did other students. Male dropouts indicate more total problems and more problems in Finances and Living Conditions, Adjustment to College Work, The Future: Vocational and Educational, and in Curriculum and Teaching Procedure than did male students who continued enrollment. Finally, female dropouts report a greater number of problems than remaining female students in Finances and Living Conditions and in Home and Family. This research provides clear implications for intervention, and it presents some evidence of sex differences in problems experienced by students.

Sex Differences in Reported Problems. Some research has focused on differences in the problems of male students and female students. Two

approaches are most common: (a) comparison of number and type of problems reported, and (b) comparison of rank order of problems indicated by males and by females. Commonly, it is found that females report more problems overall than do males (Beit-Hallahmi, 1972; 1974; Kramer, Berger, & Miller, 1974; Palladino & Tryon, 1978). It is not clear from the literature whether this finding represents true differences in problems or, alternatively, a greater willingness among females to report problems. Still, investigation of the research may provide direction for understanding sex-based differences.

Palladino and Tryon (1978) report that females report more problems than males specifically in the areas of Health and Physical Development, Finances and Living Conditions, Social and Recreational Activities, Social-Psychological Relations, Personal-Psychological Relations, Home and Family, Morals and Religion, and Adjustment to College Work. An earlier study corroborates the sex difference in all of these areas except Finances and Living Conditions (Beit-Hallahmi, 1972). This study also demonstrates that the least frequently identified problem area for females is Curriculum and Teaching Procedure, while for males it is Home and Family. Other research indicates that females report more problems in the area of Morals and Religion than do males; these issues for both males and females are reportedly typified by "confusion and changes in the 'loss of faith'" (Beit-Hallahmi, 1974, p. 337).

Mayes and McContha (1982) report that rankings of the four most frequent problem areas marked by males and females are identical: Adjustment to College Work, Social-Psychological Relations, Personal-

Psychological Relations, and Finances and Living Conditions. However, the ranking of seven additional problem areas by males and females reveals sex differences. A summary of the comparison is indicated in parentheses representing ranking of males and females, respectively: Morals and Religion (5,10); Social and Recreational Activities (6,5), Health and Physical Development (7,9); The Future: Vocational and Educational (8,8); Courtship, Sex, and Marriage (9,6); Home and Family (10,7); and Curriculum and Teaching Procedure (11,11). Other research reports that males perceive pressure from the draft, future-job issues, and sports as most intense; while females report pressure from grades, dorm living, and parents (Fullerton & Potkay, 1973).

Still another study presenting relative order of importance indicates that males rank problems in studying, vocational goals, sex, self-identity and religion as most important; while females rank vocational goals, self-identity, studying, sex, and pregnancy concerns as most important (Hummers & DeVolder, 1979). An obvious weakness in attempting to generalize across studies is lack of consistency in measures administered and in problem categories provided to students.

Grade Differences in Reported Problems. Comparisons of problems reported by students, based on grade, yield disparate accounts of differences. Overall, there is some evidence that the number of problems reported decreases with advancing grade (Higginbotham, 1976). One study, for instance, reports that sophomores experience more pressure than seniors with respect to grades and social issues (Fullerton & Potkay, 1973). Conversely, other research indicates that for males, at least, the number of reported problems in "conflicts with

people you live with" and "unhappy love affair" increase between the freshman year and the junior year and between the freshman year and senior year, respectively (Kramer, Berger, & Miller, 1974). Also, Fullerton and Potkay (1973) report that seniors are pressured by future-job and draft issues to a greater extent than are underclassmen. It may be that the overall number of problems decreases with advancing grade; but that problems in specific areas either increase or decrease with advancing grade, depending on the nature of the problem.

Problems Reported by Freshmen. Some research has focused on problems of students enrolled in their first year of college. These studies either attempt to compare the problems currently of issue with problems reported in another era, or simply attempt to describe contemporary freshmen as a group. Palladino and Tryon (1978) report that certain problems, namely those regarding educational and vocational future, finances, and adjustment to college work, ranked more highly among freshmen of 1976 than among freshmen of 1969. Despite use of different problem category labels, other research has revealed somewhat similar findings.

Hummers and DeVolder (1979) indicate the following problem areas as most relevant for the student enrolled in his or her first year of college: studying, vocational goals, self-identity, sex, religion, and drugs. Another study reveals that contemporary freshmen are most concerned with issues related to academics, in particular course scheduling, followed by orientation issues and personal issues (Sagaria, Higginson, & White, 1980). It appears from the bulk of the literature in this area that the most frequently reported concerns

among freshmen are related to academics. It is difficult to construct a problem profile from the remaining concerns, however. Part of the difficulty in attempting to do so stems from lack of consistency in problem areas addressed.

Problems Reported by Student Athletes. Little research has been reported on the problems identified by student athletes. It is unlikely that this neglect is due to lack of public interest in this population. Rather, other factors may interfere either with the investigation of problems or with the report of problems. Consideration of the competing demands of athletics and academics suggests that self-report of concerns is an unlikely priority among many student athletes. Indeed, after meeting athletic practice and competition responsibilities, many student athletes have scarcely enough time to address academic responsibilities, much less to identify the sources of pressure they may be experiencing.

Unfortunately, the individuals most concerned with the experiences of student athletes may not be inclined to report the problems they experience. Athletic department personnel may be very familiar with the unique experiences of student athletes. For instance, academic advisors are typically quite aware of the competing demands of athletics and academics, and often address these concerns with students athletes one-on-one or in small groups. However, responsibilities of a position in advising may fail to allow time or reward for empirical investigation of concerns of student athletes. Also, those individuals most concerned about the demands placed on student athletes are conceivably also most reluctant to request research participation. For

these and perhaps other reasons, investigation of the concerns of student athletes is relatively sparse.

What research has been conducted provides direction for further investigation. Student athletes reportedly indicate a greater number of problems than students-in-general in the areas of Adjustment to College Work; Social-Psychological Relationships; Finances, Living Conditions, and Employment; and The Future: Vocational and Educational. (Wittmer et al., 1981). This finding suggests that some component of athletic participation impacts on the experience of student athletes, in a manner such that they report a greater number of problems in specific areas than do students in general. Further investigation is needed to provide understanding of the unique experience of student athletes, and of the problems they identify.

Willingness of Students to Seek Help for Problems

Acceptance of Responsibility. A body of work related to identification of problems of students is concerned with the willingness of students to seek help for their problems. Some research suggests that students readily accept responsibility for problems related to their adjustment to college and their academic work, rather than externalizing blame to factors in the university (Beit-Hallahmi, 1972). Accepting responsibility may be a necessary initial step in problem-solving, at least in efforts to seek help for problems. That is, students who believe that the sources of problems are within their control may be more likely to engage in efforts to master these problems.

An examination of the literature on type of help sought by students engaged in problem-solving reveals interesting differences in students' perceptions of the viability of particular sources. Much of the research in this area has been devoted to students' perceptions of and use of student counseling centers.

Student Attitudes Toward Counseling. In recent decades, university personnel have demonstrated a growing interest in the mental health of students, as "necessity for college students to have access to mental health counseling is, unfortunately, all too clear." (Benedict, Apsler, & Morrison, 1977) Students who receive counseling typically find this service valuable (Hummers & DeVolder, 1979). Many others who have not sought counseling indicate that they do, nonetheless, desire help with particular problems. Such problems center on academic matters, vocational issues, and personal concerns (Benedict, Apsler, & Morrison, 1977).

Despite awareness of problems, many students do not seek counseling. Also, students' exposure to counseling center services does not ensure subsequent use. In one study, although a sizable minority of freshmen when interviewed indicated that they had visited the counseling center, most had completed only one interview (Hummers & DeVolder, 1979). When asked if counseling services should be offered within the university, a large majority of students respond affirmatively. However, a much smaller proportion of these students indicate that they would ever consider using counseling services (Fullerton & Potkay, 1973; Benedict, Apsler, & Morrison, 1977).

While students recognize the importance of counseling services, they may simply fail to view counseling as a viable source of help for their own problems. Instead, they tend to view other students' problems as more appropriate for counseling services (Benedict, Apsler, & Morrison, 1977). Directors of university athletic programs likewise acknowledge the importance of the availability of academic and personal counseling, but report that few student athletes take advantage of these services (Bergandi & Wittig, 1984).

Students assert that counseling center services are important primarily because other alternatives such as peers and faculty members are not always an option, and because they believe that student problems are best addressed by a trained counselor (Benedict, Apsler, & Morrison, 1977). Confidentiality is another important factor in evaluating sources of help, in particular for help with personal problems. Most students believe that counseling sessions are confidential (Hummers & DeVolder, 1979).

Traditionally, counselors have viewed personal problems as more appropriate than other types of problems for addressing in a student counseling center (Tryon, 1980; Mayes & McContha, 1982), a view that most students share (Benedict, Apsler, & Morrison, 1977). However, Mayes and McContha (1982) report that the emphasis within counseling centers may be changing from personal issues to vocational concerns, a change that they believe does not reflect the personal concerns viewed as more important by entering students. While addressing vocational concerns is perceived as important to university staff (Tryon, 1980)

and to students (Benedict, Apsler, & Morrison, 1977), this emphasis may fail to coincide with students' perception of the primary role of counseling centers.

Use of Counseling Services by Student Athletes. Research suggests that few student athletes use student counseling services. Athletic directors and student counseling center directors in 1982 estimated that only 9% of student athletes at their universities had used the services during that academic year, a figure reported to represent little change from previous years (Bergandi & Wittig, 1984). Time constraints may prevent many athletes from using counseling services, which are typically offered during times that they are in class, or are practicing or competing. Also, the majority of student counseling centers do not offer programs directed at the unique experiences and concerns of student athletes (Bergandi & Wittig, 1984). Thus, student athletes, like students-in-general, typically consult alternatives to counseling when seeking help for problems.

Alternatives to Counseling Services. Alternatives to counseling center services are often sought by students desiring help for their problems. One explanation is that some students are not aware of the services offered by a student counseling center. In fact, one study reports that one half of the students interviewed about counseling services at a large university had no awareness of the center on campus, and only a tiny proportion could name its location (Benedict, Apsler, & Morrison, 1977). In another study, students indicated that they were unable to discern a source of help for many problems,

including "trouble with your parents, sexual problems, unhappy love affairs, personal unhappiness, conflicts with people you live with, troubles in your parents' family, and conflicts in area of values." (Kramer, Berger, & Miller, 1974) Because counseling services may not be salient, then, many students fail to seek counseling as a source of help for their problems.

A second explanation for students' failure to seek counseling services is that alternatives to counseling may be perceived as more desirable. That is, a "student may have personal problems and may even believe that personal problems are appropriate for discussion at a counseling center, but the student may still choose to take the problem to another source of help." (Tryon, 1980, p. 307) Some research suggests that freshmen are most likely to talk about a personal concern with a friend, then to a boyfriend or girlfriend, followed by a roommate, then to a counselor (Hummers & DeVolder, 1979). The majority of students do not consider faculty members as a source of help for personal problems (Benedict, Apsler, & Morrison, 1977). It is possible that students perceive faculty resources to be confined to the academic domain. In this case, faculty may be valued primarily as a resource for the problems in adjustment to college work frequently indicated by students.

Sex Differences in Preference for Source of Help. Males and females differ in likelihood of talking about problems and in the sources of help they seek. Research indicates that among freshman students, more females than males discuss their personal problems with another individual (Hummers & DeVolder, 1979).

Sex differences emerge in students' perceptions of the viability of counseling as a source of help. Germane to this issue are students' awareness of the services provided by a student counseling center, and their attitude toward using these services. Historically, females have represented the majority of students who use student counseling center services (Hartman, 1968). Research has demonstrated that more females than males may be aware of the existence of a counseling centers on campus (Benedict, Apsler, & Morrison, 1977). Also, females typically view counseling sessions as confidential, whereas males are more likely to be uncertain about confidentiality in this setting (Hummers & DeVolder, 1979). These factors may contribute to the finding that comparison across sex (versus grade or grade point average) of student yields the strongest difference in use of counseling services, with females more likely to participate than males (Fullerton & Potkay, 1973). Use of counseling services may not reflect need for help, however. Hartman (1968) reports that males both indicate a greater number of problems, and express greater willingness to seek counseling, than do females. This finding is inconsistent with previous research on sex differences in number of problems reported, and it provides direction for investigation of alternative sources of help sought by students.

Sex Differences in Alternatives to Counseling. Research reveals few significant differences between male and female students in the sources of help they seek for personal problems. Ranking of sources of help and situation specificity of sources have been the primary focus of investigation. Some research indicates that both males and females

facing a personal concern would first consult the following sources of help, in this order: (1) friend, (2) boyfriend or girlfriend, (3) roommate, and (4) counselor. When asked to whom they would turn next, males indicate: (1) roommate, (2) girlfriend, (3) friend, (4) counselor, and (5) teacher. Females, however, indicate: (1) roommate or counselor, (3) boyfriend, (4) friend, and (5) teacher (Hummers & DeVolder, 1979).

Source of help sought by students is likely situation-specific; that is, students may consider sources of help on the basis of appropriateness for the particular problem in question. Kramer, Berger, and Miller (1974) report that males and females differ little in the sources of help they consider pertinent to specific problems. For both males and females, a friend is most frequently sought for problems in the areas of personal unhappiness, unhappy love affair, troubles with parents, troubles in parents' families, and conflicts in values and ethics. Problem domains in which some differences emerge in sources sought, and the sources indicated by males and females, respectively, include: (a) suicidal feelings (suicide prevention program, suicide prevention program or University Mental Health Clinic); (b) sexual problems (University Mental Health Clinic or friend, friend); (c) contraception and abortion (University Mental Health Clinic or Planned Parenthood, Planned Parenthood); (d) conflicts with people you live with (University Mental Health Clinic, friend); and (e) ethics and religion (campus chaplain, campus chaplain or friend).

A consistent profile fails to emerge from the research on differences between students who seek counseling and those who do not seek counseling. This inconsistency may result from variability in subject selection, in assessment, and in time and setting of the measurement (Domino & DeGroote, 1978). Despite between-study inconsistency, compelling differences emerge from individual studies. Some research has found, for example, that students who eventually seek counseling indicate more problems than do nonseekers overall and also in the following areas: Adjustment to College work; Social and Recreational Activities; Social-Psychological Relations; Personal-Psychological Relations; Courtship, Sex, and Marriage; Home and Family, Morals and Religion; and The Future: Vocational and Educational (Domino & DeGroote, 1978).

Alternatives to Counseling Sought by Student Athletes. Little research has addressed sources of help typically sought by student athletes. In one study, some former football players recall that university personnel were unwilling to listen to their concerns or to attempt to help them. Others report that they typically turned to a coach for help with problems (Boone & Walker, 1987). Examination of the unique experiences and the potential problems faced by student athletes provides direction for further inquiry. This group, which traditionally seldom has been selected as a unique group in research investigating the problems of and counseling preferences of students, merits further examination.

CHAPTER III

METHODS AND PROCEDURES

Subjects

The subjects in this study were 70 student athletes at the University of Tennessee, Knoxville. All subjects were recipients of athletic scholarship aid, in the form of various combinations of partial or full tuition remission, textbook rental, and room and board supplement. The age range for the subjects was 18 to 26.

The overall breakdown of subject characteristics was:

1. Sex: 40 males, 30 females
2. Race: 20 blacks, 50 whites
3. Grade: 24 freshmen, 15 sophomores, 14 juniors, 17 seniors
4. Sport: 42 nonrevenue participants, 28 revenue participants

Specifically, subjects were participants in the following sports:

baseball (5), basketball (11), football (17), golf (1), swimming (16), tennis (5), track (9), and volleyball (6).

Procedure

The investigator received approval from the University of Tennessee Committee on Research Participation on March 17, 1987. Subjects were randomly selected from alphabetized lists of male and female scholarship athletes provided by the Directors of Academic Advising of Men's and Women's Athletics. Initial recruitment occurred during the spring quarter. However, as the number of subjects recruited during this time was only 43 (28 males, 15 females), recruitment was continued in the fall to reach the desired number of participants.

Subjects were contacted by telephone or in some instances, in person. The personal contacts typically occurred in the University of Tennessee Athletic Department student athlete study lounge, where the investigator approached selected subjects as they entered or departed from voluntary or mandatory study hall. Male and female student athletes' study hall hours differed, so they were recruited at appropriate, specified times. Subjects were asked to participate in a research project investigating the concerns of university student athletes. They were informed that their participation was voluntary, would entail completing two paper-and-pencil instruments, and that the time required would be approximately 20-50 minutes. Additionally, they were assured that their completed instruments would be numerically coded and secured, and that their responses would remain completely confidential.

The majority of subjects completed the instruments in the study lounge, at a private study carrel. Some of the females who were contacted outside of the study lounge completed the instruments in a private area in the Women's Athletic Department lounge. Some males who were contacted as they departed study hall or by telephone were allowed to take the instruments with them but were asked to return them the following day. This proved to be less successful than requesting that the subject complete the instruments on the spot, and contributed to the necessity of recruiting a second pool of subjects in the fall.

The second subject pool was generated through random selection from the alphabetized list of male and female student athletes used in the primary subject selection. Twelve males and 15 females participated in

the fall, and the procedure was identical to that followed in the spring.

Subjects first signed the consent form (Appendix A). One copy of each consent form was locked in a file cabinet, and the subjects retained a second copy. Next, they completed the open-ended item (Appendix B). Here, they were requested to list as many problems that they could that they experience as a student or as a student athlete. The purpose of the open-ended item was to elicit an unbiased report of problems which would be unaffected by problem statements provided in the standardized instrument which they completed next.

Following completion of the open-ended item, subjects responded to the Mooney Problem Check List - College Form (Mooney and Gordon, 1950). This standardized instrument (Appendix C) contains 330 statements of problems found to be common among college students. The problems are clustered into 11 problem areas: (1) Health and Physical Development; (2) Finances, Living Conditions, and Employment; (3) Social and Recreational Activities; (4) Social-Psychological Relations; (5) Personal-Psychological Relations; (6) Courtship, Sex, and Marriage; (7) Home and Family; (8) Morals and Religion; (9) Adjustment to College Work; (10) The Future: Vocational and Educational; and (11) Curriculum and Teaching Procedure.

In responding to the check list, subjects first underlined problem statements of concern to them. Then they circled, among those items that they underlined, those that they perceived to be most troublesome. Finally, they responded to items following the check list. The first item addressed the representativeness of the problems they had

indicated on the check list and requested further elaboration if necessary. The second item requested that subjects summarize their problems in their own words. It is possible that the subjects' check list summary statements were influenced by the check list items.

The third item following the check list statements requested elaboration on subjects' reactions to the usefulness of completing the check list. This item was not of interest in the present study, so it was crossed out on the subjects' check lists. The final question addressed subjects' willingness to seek help from a member of the college staff for their problems, and whether the subjects know to whom they would turn for help.

Following completion of the instruments, subjects were reminded that their responses would remain confidential and were thanked for their participation. The completed instruments were filed in a locked filing cabinet in the investigator's private office in the Men's Athletic Department Academic Support Office. The investigator later transported the data home for analysis. Here, the instruments were filed in a locked, private study.

Responses to the open-ended item were recorded verbatim on individual index cards coded with the subject identification number. They were then sorted by two independent sorters into the 11 Mooney Problem Check List - College Form (Mooney & Gordon, 1950) problem categories. The sorters included the investigator and an upperclass psychology major who was familiar with the check list. Percent of agreement between the investigator and assistant in response sorting was calculated for each problem area, and these values appear in Table 1.

Table 1
INTERRATER RELIABILITY FOR OPEN-ENDED ITEM SORTING

Problem Area	Percent Agreement
Health and Physical Development	100
Finances, Living Conditions, and Employment	91
Social and Recreational Activities	76
Social-Psychological Relations	70
Personal-Psychological Relations	46
Courtship, Sex, and Marriage	83
Home and Family	100
Morals and Religion	100
Adjustment to College Work	83
The Future: Vocational and Educational	90
Curriculum and Teaching Procedure	<u>67</u>
Mean	82

Following the initial sorting procedure, the investigator and assistant discussed disagreement in sorting. The majority of disagreements concerned problems which did not appear to fit clearly into any of the MPCL areas, so a twelfth category, "Athletics/Academics Conflict," was created. Responses were sorted again, this time by consensus. Number of responses within each category were totaled for each subject, and comparisons were made based on sex, grade, and sport.

Problem statements underlined on the Mooney Problem Check List - College Form (Mooney & Gordon, 1950) were totaled within each of the 11 problem areas, and totaled across all areas. Then, the circled items were totaled within each area, and across all areas. Thus, for each subject, the following composite scores were derived from the check list: (1) number of items within each problem area underlined, (2) number of items within each problem area circled, (3) total number of problems underlined, and (4) total number of items circled. Statistical comparisons were made based on sex, grade, and sport.

With respect to individual items underlined by subjects, completed check lists were coded by means of an item count. That is, the investigator and an assistant recorded which particular items within each problem category were underlined by each subject. These data were examined for differences based on sex, grade, and sport.

Responses to the first question following the check list items, regarding the representativeness of items on the check list, were recorded; any elaborations were not examined. Summary statements in response to the second question were recorded verbatim on individual index cards. These statements were examined for descriptive content.

Responses to the final question, addressing willingness to seek help and identification of sources of help, were recorded. Comparisons on the basis of sex, grade, and sport were made.

CHAPTER IV

RESULTS

Results of statistical analysis of responses to the open-ended item and to the Mooney Problem Check List - College Form (Mooney & Gordon, 1950) will be reported with respect to the specific research questions guiding the present study. The following questions were addressed:

1. In what areas do problems of student athletes cluster, and in what order of importance?
2. What problem areas are seen as most troublesome to student athletes, and in what order of importance?
3. What are the differences in ranking of problems of student athletes, based on sex, grade, and sport?
4. What are the differences in number of problems indicated by student athletes, based on sex, grade, and sport?
5. Specifically, what are the most and least frequently indicated problems of student athletes, and do differences emerge based on sex, grade, and sport?
6. Does an open-ended item elicit different types of problems among student athlete than does a standardized instrument?
7. In what areas do problems indicated by student athletes in response to an open-ended item cluster, and in what order of importance?
8. What are the differences among student athletes in ranking of problem areas indicated in response to an open-ended item, based on sex, grade, and sport?

9. What differences exist in the number of problems indicated by student athletes in response to an open-ended item, based on sex, grade, and sport?
10. Are student athletes willing to seek help for their problems, and do differences emerge based on sex, grade, and sport?
11. Do student athletes who are willing to seek help for their problems know to whom they would turn, and do differences emerge based on sex, grade, and sport?

Question 1

Mooney Problem Check List - College Form (Mooney & Gordon, 1950) items indicated as problematic by student athletes were totaled within problem areas. Thus, for each subject, a score was generated to represent the number of problems reported within each of the following 11 areas: (1) Health and Physical Development; (2) Finances, Living Conditions, and Employment; (3) Social and Recreational Activities; (4) Social-Psychological Relations; (5) Personal-Psychological Relations, (6) Courtship, Sex, and Marriage; (7) Home and Family; (8) Morals and Religion; (9) Adjustment to College Work; (10) The Future: Vocational and Educational; and (11) Curriculum and Teaching Procedure.

The scores representing frequency of problems indicated in each area were totaled across all subjects. Means were calculated for each of the 11 areas and were ranked in increasing order. Table 2 presents the ranking and means of problem areas. As is the case with comparisons based on sex, grade, and sport, the values for variance are great. This indicates that the distributions of responses were skewed, and that the means were probably affected by extreme scores.

Table 2

MOONEY PROBLEM CHECK LIST
PROBLEM AREAS INDICATED BY STUDENT ATHLETES

Rank	Problem Area	<u>M</u>	SD
1	Adjustment to College Work	6.46	5.58
2	Finances, Living Conditions, and Employment	3.99	3.21
3	Social and Recreational Activities	3.96	3.66
4	The Future: Vocational and Educational	3.81	3.40
5	Personal-Psychological Relations	3.79	3.53
6	Curriculum and Teaching Procedure	3.73	4.14
7	Social-Psychological Relations	3.57	3.39
8	Health and Physical Development	3.24	2.53
9	Morals and Religion	2.99	2.99
10	Courtship, Sex, and Marriage	2.87	3.16
11	Home and Family	2.41	2.91

M = Mean

SD = Standard Deviation

Question 2

Subjects circled, among the items they indicated on the Mooney Problem Check List - College Form (Mooney & Gordon, 1950) as problematic, those items which they perceived as most troublesome. For each subject, circled items within each of the 11 problem areas were totaled to generate scores representing frequency of most troublesome problems within each area.

The scores were then totaled across all subjects. The mean number of problems circled was calculated for each problem area, and areas were ranked in order of number of problems seen as most troublesome. Table 3 presents the mean number of problems indicated as most troublesome within each area, and the ranking of problem areas, based on number of problems indicated as most troublesome.

Question 3

Mooney Problem Check List - College Form (Mooney & Gordon, 1950) problems indicated by student athletes were totaled within each problem area. The mean number of problems indicated was generated on the basis of sex, grade, and sport. Table 4 presents a comparison of ranking of problem areas and mean number of problems indicated within each area for male and female student athletes. A comparison of ranking of problem areas and mean number of problems indicated within each area for freshmen and sophomores versus juniors and seniors is found in Table 5. Presented in Table 6 is a comparison of ranking of problem areas and of mean number of problems indicated within each area based on nonrevenue versus revenue sports participants.

Table 3

MOONEY PROBLEM CHECK LIST

PROBLEM AREAS INDICATED AS MOST TROUBLESOME BY STUDENT ATHLETES

Rank	Problem Area	<u>M</u>	SD
1	Adjustment to College Work	2.63	3.47
2	Finances, Living Conditions, and Employment	1.21	1.75
3	Personal-Psychological Relations	1.17	1.80
4	The Future: Vocational and Educational	1.16	1.70
5	Social-Psychological Relations	1.14	1.84
6	Curriculum and Teaching Procedure	.90	1.82
7	Social and Recreational Activities	.83	1.27
8	Health and Physical Development	.81	1.21
9	Home and Family	.81	1.50
10	Courtship, Sex, and Marriage	.80	1.48
11	Morals and Religion	.73	.19

M = Mean

SD = Standard Deviation

Table 4

MOONEY PROBLEM CHECK LIST

PROBLEM AREAS INDICATED BY STUDENT ATHLETES, BY SEX

Rank	Problem Area	<u>M</u>	SD
<u>Males</u>			
1	Adjustment to College Work	6.15	4.77
2	Finances, Living Conditions, and Employment	4.50	3.37
3	The Future: Vocational and Educational	4.23	3.41
4	Curriculum and Teaching Procedure	3.60	3.41
5	Social and Recreational Activities	3.45	3.69
6	Morals and Religion	3.25	3.51
7	Social-Psychological Relations	2.98	3.18
8	Courtship, Sex, and Marriage	2.83	3.15
9	Personal-Psychological Relations	2.80	2.75
10	Health and Physical Development	2.68	1.87
11	Home and Family	2.10	2.79
<u>Females</u>			
1	Adjustment to College Work	6.87	6.58
2	Personal-Psychological Relations	5.10	4.05
3	Social and Recreational Activities	4.63	3.57
4	Social-Psychological Relations	4.37	3.55
5	Health and Physical Development	4.00	3.10
6	Curriculum and Teaching Procedure	3.90	5.00
7	Finances, Living Conditions, and Employment	3.30	2.88
8	The Future: Vocational and Educational	3.27	3.36
9	Courtship, Sex, and Marriage	2.93	3.23
10	Home and Family	2.83	3.06
11	Morals and Religion	2.63	2.09

M = Mean

SD = Standard Deviation

Table 5

MOONEY PROBLEM CHECK LIST

PROBLEM AREAS INDICATED BY STUDENT ATHLETES, BY GRADE

Rank	Problem Area	<u>M</u>	SD
<u>Freshmen and Sophomores</u>			
1	Adjustment to College Work	7.95	6.58
2	Personal-Psychological Relations	4.77	4.11
3	Social and Recreational Activities	4.69	3.62
4	Curriculum and Teaching Procedure	4.59	4.85
5	Social-Psychological Relations	4.18	3.68
6	The Future: Vocational and Educational	4.03	3.92
7	Finances, Living Conditions, and Employment	3.92	3.24
8	Health and Physical Development	3.72	2.66
9	Morals and Religion	3.41	3.47
10	Courtship, Sex, and Marriage	3.10	3.61
11	Home and Family	2.69	3.10
<u>Juniors and Seniors</u>			
1	Adjustment to College Work	4.58	3.21
2	Finances, Living Conditions, and Employment	4.06	3.21
3	The Future: Vocational and Educational	3.55	2.63
4	Social and Recreational Activities	3.03	3.54
5	Social-Psychological Relations	2.81	2.86
6	Health and Physical Development	2.65	2.29
6	Curriculum and Teaching Procedure	2.65	2.71
8	Courtship, Sex, and Marriage	2.58	2.50
9	Personal-Psychological Relations	2.55	2.11
10	Morals and Religion	2.45	2.17
11	Home and Family	2.06	2.67

M = Mean

SD = Standard Deviation

Table 6

MOONEY PROBLEM CHECK LIST

PROBLEM AREAS INDICATED BY STUDENT ATHLETES, BY SPORT

Rank	Problem Area	<u>M</u>	SD
<u>Nonrevenue Sports Participants</u>			
1	Adjustment to College Work	6.02	5.57
2	Personal-Psychological Relations	4.10	3.57
3	Social and Recreational Activities	4.02	3.63
4	Curriculum and Teaching Procedure	3.95	4.78
5	The Future: Vocational and Educational	3.83	3.17
6	Finances, Living Conditions, and Employment	3.76	2.98
7	Social-Psychological Relations	3.57	3.36
8	Health and Physical Development	3.31	2.67
9	Courtship, Sex, and Marriage	2.74	2.97
10	Morals and Religion	2.60	2.67
11	Home and Family	2.31	3.06
<u>Revenue Sports Participants</u>			
1	Adjustment to College Work	7.11	5.64
2	Finances, Living Conditions, and Employment	4.32	3.55
3	Social and Recreational Activities	3.86	3.76
4	The Future: Vocational and Educational	3.79	3.78
5	Social-Psychological Relations	3.57	3.50
5	Morals and Religion	3.57	3.37
7	Curriculum and Teaching Procedure	3.39	2.97
8	Personal-Psychological Relations	3.32	3.50
9	Health and Physical Development	3.14	2.37
10	Courtship, Sex, and Marriage	3.07	3.46
11	Home and Family	2.57	2.71

M = Mean

SD = Standard Deviation

Question 4

MPCL problem statements indicated by student athletes were totaled within each of the 11 problem areas. Also, problem statements indicated as most troublesome were totaled within each area. Analysis of variance was conducted to determine significant differences in number of problems indicated and identified as most troublesome in specific areas, based on sex, grade, and sport. As analysis of variance was repeated on response data, it is possible that the significance levels are somewhat inflated.

As seen in Figure 1, females ($\underline{M} = 4.00$) indicated significantly more problems than did males ($\underline{M} = 2.68$) in the area of Health and Physical Development, $F(1, 68) = 4.93$, $p = .03$. Females ($\underline{M} = 5.10$) reported significantly more problems than males ($\underline{M} = 2.80$) in the area of Personal-Psychological Relations, $F(1, 68) = 8.00$, $p = .01$. Also, females ($\underline{M} = 1.37$) identified significantly more problems in the area of Home and Family as most troublesome than did males ($\underline{M} = .90$), $F(1, 68) = 7.86$, $p = .01$.

Trend differences in the problems of male and female student athletes also emerged. Females ($\underline{M} = 4.37$) reported more problems than did males ($\underline{M} = 2.98$) in the area of Social-Psychological Relations, $F(1, 68) = 2.97$, $p = .09$. Also, females ($\underline{M} = 1.63$) identified as most troublesome more problems in the area of Personal-Psychological Relations than did males ($\underline{M} = .83$), $F(1, 68) = 3.58$, $p = .06$.

Figure 2 presents significant differences, based on grade, in number of problems indicated and seen as most troublesome by student athletes. Freshmen and sophomores ($\underline{M} = 4.77$) indicated significantly more problems than did juniors and seniors ($\underline{M} = 2.55$) in the area of

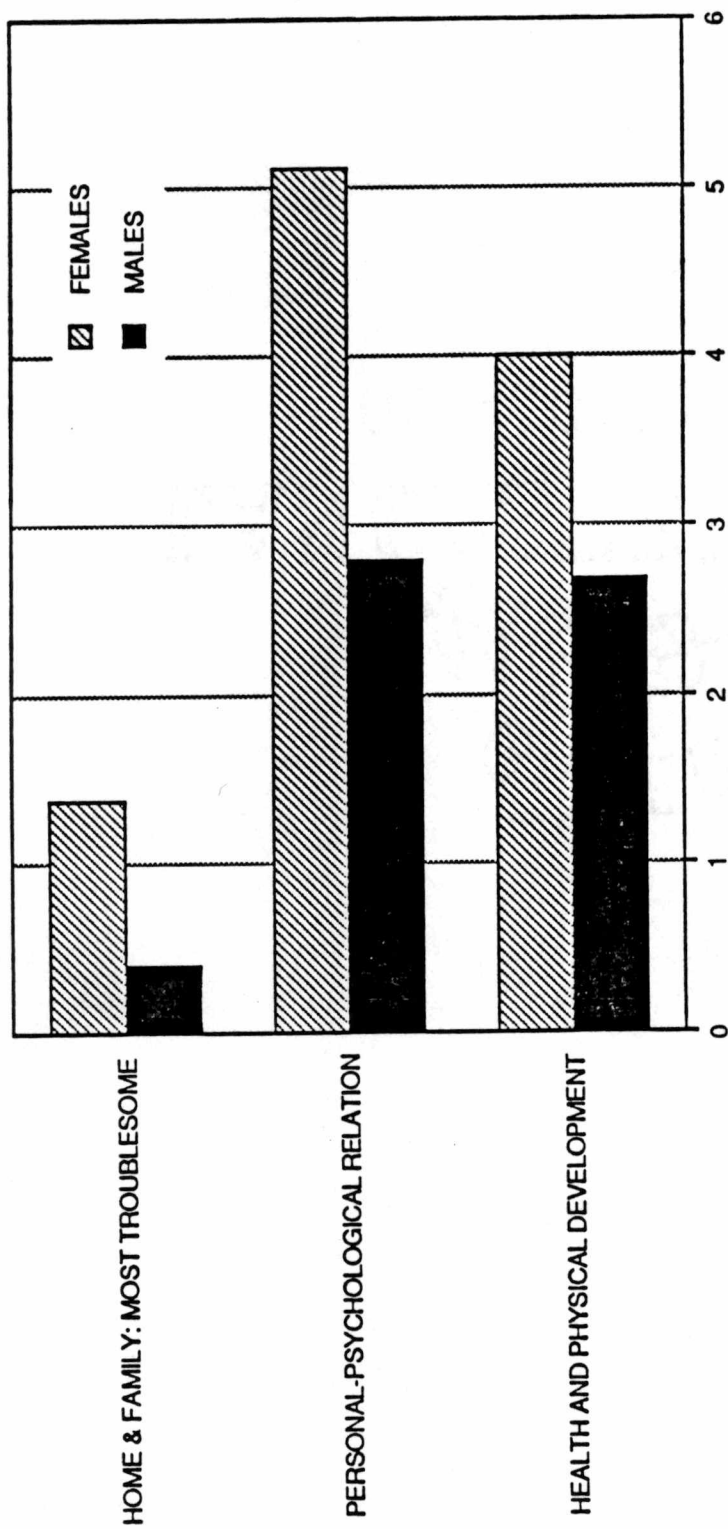


Figure 1. Significant differences in number of problems indicated and identified as most troublesome by student athletes, by sex

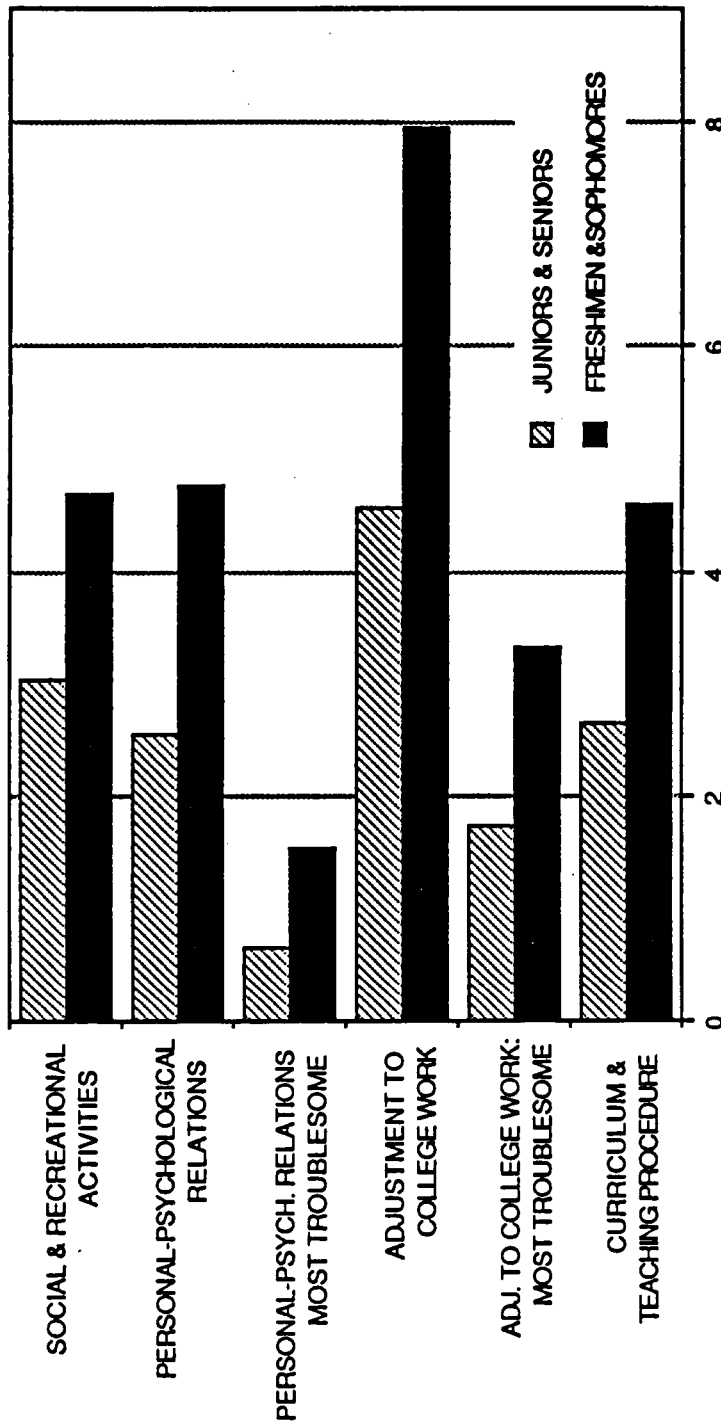


Figure 2. Significant differences in the number of problems indicated and identified as most troublesome by student athletes, by grade

Personal-Psychological Relations, $F(1,68) = 7.46$, $p = .01$. Also in this area, freshmen and sophomores ($\bar{M} = 1.56$) identified significantly more problems as most troublesome than did juniors and seniors ($\bar{M} = .68$), $F(1,68) = 4.39$, $p = .04$. Freshmen and sophomores ($\bar{M} = 7.95$) reported significantly more problems than did juniors and seniors ($\bar{M} = 4.58$) in the area of Adjustment to College Work, $F(1,68) = 6.81$, $p = .01$. Freshmen and sophomores ($\bar{M} = 3.33$) also identified significantly more problems in this area as most troublesome than did juniors and seniors ($\bar{M} = 1.74$), $F(1, 68) = 3.77$, $p = .05$. Freshmen and sophomores ($\bar{M} = 4.59$) indicated significantly more problems than did juniors and seniors ($\bar{M} = 2.65$) in the area of Curriculum and Teaching Procedure, $F(1,68) = 3.98$, $p = .05$.

The only significant difference found in total number of problems indicated by student athletes was based on grade. Freshmen and sophomores ($\bar{M} = 46.85$) indicated significantly more problems overall than did juniors and seniors ($\bar{M} = 33.00$), $F(1,68) = 4.66$, $p = .03$.

Differences based on grade must be interpreted with caution. It is possible that some of the difference may be attributed to mortality. That is, perhaps some students who experienced considerable problems as freshmen and sophomores left the university prior to this study, and those who remained to participate as juniors and seniors have experienced relatively fewer problems. Mortality is particularly of concern in the problem area of adjustment to college work, and probably of greater concern in considering students in general than student athletes. It is quite possible that student athletes represented in this study were less at risk for dropping out because of financial and

academic support provided as part of their scholarship award.

Nevertheless, a measure of caution is warranted.

Trend differences emerged in number of problems indicated and seen as most troublesome by student athletes, based on grade. Freshmen and sophomores ($\underline{M} = 3.72$) indicated more problems than did juniors and seniors and seniors ($\underline{M} = 2.65$) in the area of Health and Physical Development, $F(1, 68) = 3.18$, $p = .08$. Freshmen and sophomores ($\underline{M} = 4.69$) also indicated more problems than did juniors and seniors ($\underline{M} = 3.03$) in Social and Recreational Activities, $F(1, 68) = 3.70$, $p = .06$. Freshmen and sophomores ($\underline{M} = 4.18$) indicated more problems than did juniors and seniors ($\underline{M} = 2.81$) in the area of Social-Psychological Relations, $F(1, 68) = 2.91$, $p = .09$. In addition, freshmen and sophomores ($\underline{M} = 1.46$) identify more problems as most troublesome than do juniors and seniors ($\underline{M} = .74$) in the area of Social-Psychological Relations, $f(1, 68) = 2.70$, $p = .11$.

Question 5

Mooney Problem Check List - College Form (Mooney & Gordon, 1950) problem statements indicated by each subject were recorded. The percentage of student athletes indicating each of the 330 items was determined. Also, the percentage of student athletes indicating each problem statement was calculated based on sex, grade (freshmen and sophomores versus juniors and seniors), and sport (nonrevenue, revenue). Several tables follow which present, by problem area, the percentage of student athletes indicating each problem statement.

The percentage of student athletes indicating each of the 30 problems in the MPCL area of Health and Physical Development is

presented in Table 7. Following are the remaining 10 tables and corresponding problem areas which present the particular problem statements indicated by student athletes: 1) Table 8: Finances, Living Conditions, and Employment; 2) Table 9: Social and Recreational Activities; 3) Table 10: Social-Psychological Relations; 4) Table 11: Personal-Psychological Relations; 5) Table 12: Courtship, Sex, and Marriage; 6) Table 13: Home and Family, 7) Table 14: Morals and Religion; 8) Table 15: Adjustment to College Work; 9) Table 16: The Future: Vocational and Educational; and 10) Table 17: Curriculum and Teaching Procedure.

Question 6

Responses to the open-ended item were recorded verbatim on individual index cards. Responses were reliably sorted into problem areas represented on the Mooney Problem Check List - College Form (Mooney & Gordon, 1950). The majority of responses to the open-ended item corresponded directly, occasionally verbatim, with specific problem statements on the standardized check list. Responses similar in theme to standardized problem statements were sorted into the corresponding check list problem areas. Items which did not fit conceptually into a problem area were separated and examined for content. A common expression of conflict between athletic and academic responsibilities emerged from these statements. Many of these statements expressed feelings of pressure, confusion, and role conflict. A new category was created to represent these statements, labeled Athletics-Academics Conflict.

Table 7

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN HEALTH AND PHYSICAL DEVELOPMENT

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Feeling tired much of the time	59	55	63	72	42	64	50
Being underweight	6	10	0	8	3	2	10
Being overweight	29	18	43	28	29	36	18
Not getting enough exercise	4	5	3	0	10	5	4
Not getting enough sleep	53	45	63	59	45	52	54
Not as strong and healthy as I should be	20	20	20	18	23	17	25
Allergies (hay fever, asthma, hives, etc.)	9	8	10	13	3	10	7
Occasional pressure and pain in my head	9	5	13	8	10	14	0
Gradually losing weight	3	3	3	5	0	0	7
Not getting enough outdoor air and sunshine	11	8	17	19	3	10	14
Poor posture							
Poor complexion or skin trouble	11	10	13	15	7	14	7
Too short	4	5	3	0	10	2	7
Too tall	6	5	7	8	3	4	7
Not very attractive physically	3	0	7	5	0	5	0
Frequent sore throats	6	5	7	8	3	5	7
Frequent colds	9	5	13	10	6	5	14
Nose or sinus trouble	11	8	17	15	6	12	11
Speech handicap (stuttering, etc.)	0	0	0	0	0	0	0
Weak eyes	10	8	13	8	13	10	11
Frequent headaches	11	8	17	18	3	10	14
Menstrual or female troubles	10	0	20	8	13	10	11
Sometimes feeling faint or dizzy	9	8	10	10	7	10	7
Trouble with digestion or elimination	4	0	10	8	0	7	0
Glandular disorders (thyroid, lymph, etc.)	1	0	3	3	0	2	0
Having considerable trouble with my teeth	1	0	3	0	3	2	0
Trouble with my hearing	4	5	3	8	0	2	7
Trouble with my feet	10	10	10	10	10	10	11
Bothered by a physical handicap	7	8	7	19	3	7	7
Needing medical advice	0	0	0	0	0	0	0
Grade 1 = Freshmen and Sophomores				Grade 2 = Juniors and Seniors			
NR = Nonrevenue				R = Revenue			

Table 8

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN FINANCES, LIVING CONDITIONS, AND EMPLOYMENT

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Too little money for clothes	24	28	20	26	23	26	21
Receiving too little help from home	6	5	7	8	3	5	7
Having less money than my friends	13	20	3	10	16	10	18
Managing my finances poorly	26	30	20	28	23	26	25
Needing a part-time job now	14	18	10	5	26	12	18
Going into debt for college expenses	6	5	7	5	7	5	7
Going through school on too little money	21	25	17	15	29	17	29
Graduation threatened by lack of funds	1	3	0	3	0	2	0
Needing money for graduate training	4	8	0	0	10	5	4
Too many financial problems	11	18	3	3	22	10	14
Needing money for better health care	1	0	3	3	0	0	4
Needing to watch every penny I spend	24	28	20	21	29	19	32
Family worried about finances	17	15	20	21	13	12	25
Disliking financial dependence on others	16	18	13	10	23	14	18
Financially unable to get married	3	5	0	3	3	2	4
Working late at night on a job	1	0	3	3	0	2	0
Living in an inconvenient location	3	0	7	0	7	2	4
Transportation or commuting difficulty	16	17	13	15	16	19	11
Lacking privacy in living quarters	26	23	30	41	7	33	14
Having no place to entertain friends	9	15	0	10	7	7	11
Not getting satisfactory diet	26	17	37	26	26	33	14
Tiring of the same meals all the time	39	40	37	56	16	48	25
Too little money for recreation	19	25	10	13	26	10	32
No steady income	31	38	23	28	36	31	32
Unsure of my future financial support	17	18	17	15	19	17	18
Needing a job during vacations	16	23	7	18	13	5	32
Working for all my expenses	4	5	3	5	3	2	7
Doing more outside work than is good for me	1	3	0	3	0	0	4
Getting low wages	1	3	0	3	3	2	0
Dissatisfied with my present job	1	3	0	0	3	0	4
Grade 1 = Freshmen and Sophomores		Grade 2 = Juniors and Seniors					
NR = Nonrevenue		R = Revenue					

Table 9

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN SOCIAL AND RECREATIONAL ACTIVITIES

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Not enough time for recreation	19	18	20	17	19	19	18
Too little chance to get into sports	0	0	0	0	0	0	0
Too little chance to enjoy art or music	10	8	13	10	10	14	4
Too little chance to enjoy radio or television	10	8	13	15	3	17	0
Too little time to spend to myself	39	23	60	49	26	45	29
Not living a well-rounded life	16	20	10	18	13	14	18
Not using my leisure time well	17	20	13	23	12	10	25
Wanting to improve myself culturally	23	20	27	23	23	26	18
Wanting to improve my mind	30	30	30	39	19	31	29
Wanting more chance for self-expression	14	8	23	18	10	19	7
Awkward in meeting people	4	5	3	5	3	5	3
Awkward in making a date	6	8	3	8	3	5	7
Slow in getting acquainted with people	10	10	10	15	3	10	11
In too few student activities	11	8	17	13	10	7	18
Boring weekends	9	10	7	10	7	7	11
Wanting to learn how to dance	6	5	7	8	3	5	7
Wanting to learn how to entertain	1	0	3	3	0	0	4
Wanting to improve my appearance	19	13	27	23	13	19	18
Wanting to improve my manners or etiquette	6	8	3	8	3	5	7
Trouble in keeping a conversation going	10	13	7	15	3	5	18
Lacking skill in sports and games	4	3	7	8	0	2	7
Too little chance to enjoy nature	17	15	20	20	13	14	21
Too little chance to pursue a hobby	11	15	7	10	13	12	11
Too little chance to read what I like	16	8	27	18	13	24	4
Wanting more worthwhile discussions with people	10	5	17	13	7	10	11
Too little chance to do what I want to do	26	18	37	28	23	21	32
Too little social life	29	23	37	33	23	29	29
Too much social life	4	5	3	3	7	2	7
Nothing interesting to do in vacations	1	3	0	3	0	2	0
Wanting very much to travel	14	20	7	13	16	14	14

Grade 1 = Freshmen and Sophomores
NR = Nonrevenue

Grade 2 = Juniors and Seniors
R = Revenue

Table 10

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN SOCIAL-PSYCHOLOGICAL RELATIONS

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Being timid or shy	14	20	7	10	19	10	21
Being too easily embarrassed	6	5	7	8	3	5	7
Being ill at ease with other people	9	8	10	13	3	12	4
Having no close friends in college	7	5	10	8	7	5	11
Missing someone back home	5	38	50	56	36	52	39
Wanting a more pleasing personality	6	3	10	8	3	7	4
Losing friends	11	13	10	5	19	10	14
Wanting to be more popular	4	8	0	5	3	2	7
Being left out of things	10	10	10	13	7	7	6
Having feelings of extreme loneliness	11	5	20	13	10	14	7
Feelings too easily hurt	16	5	30	26	3	17	14
Being talked about	13	10	17	18	7	14	11
Being watched by other people	11	10	13	18	3	12	11
Worrying how I impress people	16	10	23	18	13	19	11
Feeling inferior	9	3	17	13	3	12	4
Being too envious or jealous	11	15	7	13	10	10	14
Being stubborn or obstinate	10	10	10	13	7	12	7
Getting into arguments	7	8	7	8	7	10	4
Speaking or acting without thinking	19	15	23	21	16	14	25
Sometimes acting childish or immature	10	5	17	8	13	10	11
Disliking someone	11	8	17	18	3	17	4
Being disliked by someone	7	5	10	5	10	7	7
Feeling that no one understands me	11	5	20	10	13	10	14
Having no one to tell my troubles to	11	10	13	8	16	7	18
Finding it hard to talk about my troubles	16	15	17	21	10	17	14
Too self-centered	6	8	3	8	3	7	4
Hurting other people's feelings	16	18	13	18	13	17	14
Avoiding someone I don't like	19	15	23	18	19	17	21
Too easily led by other people	7	5	10	10	3	2	0
Lacking leadership ability	6	8	3	8	3	4	7

Grade 1 = Freshmen and Sophomores
NR = Nonrevenue

Grade 2 = Juniors and Seniors
R = Revenue

Table 11

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN PERSONAL-PSYCHOLOGICAL RELATIONS

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Taking things too seriously	29	20	40	39	16	38	14
Worrying about unimportant things	14	10	20	18	10	17	11
Nervousness	21	5	43	26	16	31	7
Getting excited too easily	6	5	7	8	3	5	7
Finding it difficult to relax	30	15	50	33	26	33	25
Moodiness, "having the blues"	27	20	37	36	16	33	18
Failing in so many things I try to do	9	5	13	13	3	12	4
Too easily discouraged	16	8	27	18	13	19	11
Having bad luck	11	13	10	15	7	17	4
Sometimes wishing I'd never been born	3	0	7	5	0	2	4
Unhappy too much of the time	13	8	20	15	10	10	18
Having memories of an unhappy childhood	3	3	3	5	0	2	4
Daydreaming	20	10	33	33	3	29	7
Forgetting things	14	13	17	21	7	12	18
Having a certain nervous habit	6	5	7	3	10	2	11
Losing my temper	14	5	27	10	19	14	14
Being careless	6	5	7	5	7	7	3
Being lazy	23	30	13	23	23	12	39
Tending to exaggerate too much	10	13	7	8	13	10	11
Not taking things seriously enough	14	18	10	15	13	7	25
Afraid of making mistakes	27	25	30	31	23	29	25
Can't make up my mind about things	3	25	30	31	23	29	25
Lacking self-confidence	20	13	30	33	3	24	13
Can't forget an unpleasant experience	6	5	7	10	13	24	4
Feeling life has given me a "raw deal"	1	3	0	3	0	0	4
Too many personal problems	9	8	10	10	7	5	14
Too easily moved to tears	11	3	23	18	3	14	7
Bothered by bad dreams	0	0	0	0	0	0	0
Sometimes bothered by thoughts of insanity	1	0	3	0	3	2	0
Thoughts of suicide	0	8	0	8	0	2	7

Grade 1 = Freshmen and Sophomores Grade 2 = Juniors and Seniors
NR = Nonrevenue R = Revenue

Table 12

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN COURTSHIP, SEX, AND MARRIAGE

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Too few dates	10	5	17	13	7	10	11
Not meeting anyone I like to date	16	10	23	18	13	17	14
No suitable places to go on dates	11	15	7	15	7	12	8
Deciding whether to go steady	10	15	3	5	16	2	21
Going with someone my family won't accept	3	3	3	3	3	2	4
Afraid of losing the one I love	13	8	20	21	3	17	7
Loving someone who doesn't love me	4	0	10	5	3	5	4
Too inhibited in sex matters	10	13	10	7	10	5	18
Afraid of close contact with the opposite sex	6	5	7	0	13	7	4
Wondering if I'll ever find a suitable mate	19	15	23	23	13	21	14
Being in love	21	23	20	21	23	19	25
Deciding whether I'm in love	14	15	13	15	13	12	18
Deciding whether to become engaged	11	8	17	10	13	14	7
Wondering if I really know my prospective mate	10	8	13	13	7	10	11
Being in love with someone I can't marry	6	5	7	3	10	5	7
Embarrassed by talk about sex	6	5	7	5	7	7	4
Disturbed by ideas of sexual acts	1	0	3	3	0	2	0
Needing information about sex matters	0	0	0	0	0	0	0
Sexual needs unsatisfied	10	13	7	13	7	7	14
Wondering how far to go with the opposite sex	7	8	7	10	3	5	11
Disappointed in a love affair	11	8	17	15	7	10	14
Girl friend	7	13	0	8	7	7	7
Boy friend	7	0	13	10	3	10	4
Breaking up a love affair	17	23	10	23	10	17	18
Wondering if I'll ever get married	14	10	20	13	16	17	11
Thinking too much about sex matters	9	15	0	10	7	7	11
Too easily aroused sexually	11	18	3	10	13	10	14
Having to wait too long to get married	11	10	13	10	13	12	11
Needing advice about marriage	1	0	3	3	0	2	0
Wondering if my marriage will succeed	11	18	3	8	16	10	14

Grade 1 = Freshmen and Sophomores
NR = Nonrevenue

Grade 2 = Juniors and Seniors
R = Revenue

Table 13

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN HOME AND FAMILY

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Being criticized by my parents	6	3	10	8	3	7	4
Mother	10	13	7	8	13	7	14
Father	4	5	3	3	7	5	4
Sickness in the family	13	13	13	13	13	14	11
Parents sacrificing too much for me	21	20	23	13	32	24	18
Parents separated or divorced	6	3	10	8	3	10	4
Parents having a hard time of it	1	0	3	3	0	2	0
Worried about a member of my family	20	18	23	21	19	19	21
Father or mother not living	6	5	7	8	3	2	11
Feeling I don't really have a home	6	0	13	8	3	5	7
Friends not welcomed at home	1	3	0	0	3	0	4
Home life unhappy	4	3	7	8	0	5	4
Family quarrels	4	5	3	8	0	7	0
Not getting along with a member of my family	7	5	10	8	7	7	7
Irritated by habits of a member of my family	9	8	10	8	10	12	4
Unable to discuss certain problems at home	19	20	17	23	13	10	32
Clash of opinion between me and parents	6	5	7	8	3	5	7
Talking back to my parents	6	5	7	8	3	5	7
Parents expecting too much of me	1	3	0	0	3	0	4
Carrying heavy home responsibilities	6	3	10	5	7	5	7
Not telling parents everything	11	10	13	15	7	7	18
Being treated like a child at home	3	3	3	3	3	2	4
Being an only child	0	0	0	0	0	0	0
Parents making too many decisions for me	3	3	3	3	3	2	4
Wanting more freedom at home	6	5	7	8	3	5	7
Wanting love and affection	21	20	23	26	16	24	18
Getting home too seldom	34	30	40	44	23	38	29
Living at home, or too close to home	1	0	3	0	3	0	4
Relatives interfering with family affairs	3	3	3	3	3	0	7
Wishing I had a different family background	3	3	3	5	0	2	4

Grade 1 = Freshmen and Sophomores
NR = Nonrevenue

Grade 2 = Juniors and Seniors
R = Revenue

Table 14

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN MORALS AND RELIGION

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Not going to church often enough	50	55	43	54	45	45	57
Dissatisfied with church services	6	3	10	3	10	7	4
Having beliefs that differ from my church	3	3	3	0	7	2	4
Losing my earlier religious faith	4	8	0	3	7	2	7
Doubting the value of worship and prayer	1	3	0	3	0	2	0
Differing from my family in religious beliefs	4	3	7	8	0	5	4
Failing to see the relation of religion to life	4	5	3	5	3	5	4
Don't know what to believe about God	0	5	0	5	0	2	4
Science conflicting with my religion	1	3	0	0	3	2	0
Needing a philosophy of life	6	5	7	8	3	7	4
Parents old-fashioned in their ideas	9	10	7	10	7	5	14
Missing spiritual elements in college life	10	13	7	8	13	5	18
Troubled by lack of religion in others	1	0	3	3	7	2	0
Affected by racial or religious prejudice	1	0	3	3	0	2	0
In love with someone of a different race or religion	3	3	3	0	7	0	7
Wanting more chances for religious worship	4	0	10	8	0	5	4
Wanting to understand more about the Bible	16	18	13	21	10	14	18
Wanting to feel close to God	24	28	20	21	29	14	39
Confused in some of my religious beliefs	10	10	10	13	7	10	11
Confused on some moral questions	4	5	3	8	0	2	7
Sometimes lying without meaning to	13	15	10	15	10	12	14
Pretending to be something I'm not	9	5	13	5	13	10	7
Having a certain bad habit	9	5	13	5	13	10	7
Unable to break a bad habit	17	25	7	21	13	12	25
Getting into some serious trouble	4	5	3	3	7	5	4
Sometimes not being as honest as I should be	21	23	20	28	13	21	21
Having a troubled or guilty conscience	9	13	3	8	10	7	11
Can't forget some mistakes I've made	13	15	10	18	7	12	14
Giving in to temptations	21	20	23	33	7	24	18
Lacking self-control	7	8	7	8	7	10	4
Grade 1 = Freshmen and Sophomores				Grade 2 = Juniors and Seniors			
NR = Nonrevenue				R = Revenue			

Table 15

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN ADJUSTMENT TO COLLEGE WORK

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Not knowing how to study effectively	41	43	40	49	32	36	50
Easily distracted from my work	51	53	50	62	39	52	50
Not planning my work ahead	27	25	30	41	10	31	24
Having a poor background for some subjects	27	30	23	31	23	21	36
Inadequate high school training	11	10	13	10	13	7	18
Forgetting things I've learned in school	14	15	13	13	16	14	14
Getting low grades	47	48	47	46	48	50	43
Weak in writing	26	23	30	36	13	24	29
Weak in spelling or grammar	19	13	27	26	10	21	14
Slow in reading	20	18	23	28	10	14	29
Not spending enough time in study	47	60	30	54	39	38	61
Having too many outside interests	17	20	13	15	19	12	25
Trouble organizing term papers	21	15	30	33	23	24	18
Trouble in outlining or note-taking	16	10	23	21	10	14	18
Trouble with oral reports	10	8	13	10	10	12	7
Not getting studies done on time	24	28	20	28	19	19	32
Unable to concentrate well	31	28	37	44	16	31	32
Unable to express myself in words	10	8	13	18	0	7	14
Vocabulary too limited	11	13	10	13	10	10	14
Afraid to speak up in class discussions	24	20	30	31	16	26	21
Worrying about examinations	33	25	43	44	19	38	25
Slow with theories and abstractions	6	5	7	5	7	10	0
Weak in logical reasoning	6	3	10	8	3	5	7
Not smart enough in scholastic ways	11	10	13	13	10	12	11
Fearing failure in college	26	15	40	33	16	31	18
Not having a well-planned college program	9	8	10	13	3	10	7
Not really interested in books	16	23	7	21	10	7	29
Poor memory	9	8	10	7	11	7	11
Slow in mathematics	21	15	30	23	19	19	25
Needing a vacation from school	23	25	20	31	13	14	7

Grade 1 = Freshmen and Sophomores
NR = Nonrevenue

Grade 2 = Juniors and Seniors
R = Revenue

Table 16

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN THE FUTURE: VOCATIONAL AND EDUCATIONAL

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Restless at delay in starting life work	17	20	13	15	19	19	14
Doubting wisdom of my vocational choice	7	8	7	8	7	7	7
Family opposing my choice of vocation	3	3	3	5	0	0	7
Purpose in going to college not clear	6	3	10	5	7	10	0
Doubting the value of a college degree	11	15	7	7	16	10	14
Unable to enter desired vocation	9	10	7	5	13	10	7
Enrolled in the wrong curriculum	7	8	7	13	4	10	4
Wanting to change to another college	7	8	7	13	0	19	4
Wanting part-time experience in my field	14	15	13	10	19	12	18
Doubting college prepares me for working	4	5	3	5	3	2	7
Wondering if I'll be successful in life	41	48	33	46	36	43	39
Needing to plan ahead for the future	16	25	3	18	13	17	14
Not knowing what I really want	29	30	27	33	23	36	18
Trying to combine marriage and a career	7	10	3	3	13	5	11
Concerned about military service	1	3	13	0	3	2	0
Wondering whether future education is worthwhile	19	18	20	18	19	19	18
Not knowing where I belong in the world	10	10	10	8	13	10	11
Needing to decide on an occupation	17	13	23	21	13	21	11
Needing information about occupations	16	18	13	21	10	14	18
Needing to know about my vocational abilities	11	13	10	18	3	12	11
Deciding whether to leave college for a job	9	10	7	5	13	7	11
Doubting I can get a job in my chosen vocation	4	3	7	5	3	2	7
Wanting advice on next steps after college	17	23	10	18	16	17	18
Choosing course to take next term	17	18	17	21	13	19	14
Choosing best courses to prepare for a job	11	10	13	18	3	19	14
Afraid of unemployment after graduation	16	15	17	15	16	14	18
Not knowing how to look for a job	14	20	7	13	16	7	25
Lacking necessary experience for a job	10	13	7	83	13	12	7
Not reaching the goal I've set for myself	24	28	20	26	23	21	29
Wanting to quit college	6	8	3	5	7	5	7
Grade 1 = Freshmen and Sophomores				Grade 2 = Juniors and Seniors			
NR = Nonrevenue				R = Revenue			

Table 17

PERCENTAGE OF STUDENT ATHLETES INDICATING MPCL PROBLEM STATEMENTS
IN CURRICULUM AND TEACHING PROCEDURE

Problem Statement	All	Sex		Grade		Sport	
		M	F	1	2	NR	R
Hard to study in living quarters	37	28	50	56	13	48	21
No suitable place to study on campus	4	5	3	8	0	7	0
Teachers too hard to understand	17	15	20	21	13	17	18
Textbooks too hard to understand	6	5	7	8	3	7	4
Difficulty in getting required books	0	0	0	0	0	0	0
College too indifferent to student needs	3	3	3	3	3	0	7
Dull classes	20	28	10	23	16	14	29
Too many poor teachers	15	15	13	18	10	17	11
Teachers lacking grasp of subject matter	11	8	17	13	10	12	11
Teachers lacking personality	20	20	20	26	13	21	18
Not having a good college advisor	10	8	13	15	3	10	11
Not getting individual help from teachers	4	5	3	5	3	7	0
Not enough chances to talk to teachers	13	5	23	18	7	17	7
Teachers lacking interest in students	16	20	10	18	13	19	11
Teachers not considerate of students' feelings	14	15	13	21	7	19	7
Classes too large	9	5	13	13	3	12	4
Not enough class discussion	6	3	10	8	3	10	0
Classes run too much like high school	0	0	0	0	0	0	0
Too much work required in some courses	23	28	17	23	23	14	36
Teachers too theoretical	16	18	13	15	16	12	21
Some courses poorly organized	9	8	10	10	7	14	0
Courses too unrelated to each other	6	8	3	5	7	5	7
Too many rules and regulations	23	23	23	21	26	19	29
Unable to take courses I want	19	18	20	26	10	21	14
Forced to take courses I don't like	20	20	20	26	13	19	21
Grades unfair as measures of ability	19	20	17	23	13	21	14
Unfair tests	14	10	20	18	10	19	7
Campus activities poorly co-ordinated	7	8	7	5	10	7	7
Campus lacking in school spirit	11	15	7	13	10	7	18
Campus lacking in recreational facilities	4	5	3	3	7	2	7

Grade 1 = Freshmen and Sophomores Grade 2 = Juniors and Seniors
NR = Nonrevenue R = Revenue

Question 7

Responses to the open-ended item were sorted into the following problem areas: (1) Health and Physical Development; (2) Finances, Living Conditions, and Employment; (3) Social and Recreational Activities; (4) Social-Psychological Relations; (5) Personal-Psychological Relations; (6) Courtship, Sex, and Marriage; (7) Home and Family; (8) Morals and Religion; (9) Adjustment to College Work; (10) The Future: Vocational and Educational; (11) Curriculum and Teaching Procedure; and (12) Athletics-Academics Conflict. For each subject, the number of problem statements was totaled within each problem area. Scores representing frequency of problems indicated were totaled across all subjects for each problem area. The mean number of problems in each area was calculated, and problem areas were ranked. Table 18 presents the ranking, means, and standard deviations of areas.

Question 8

For each subject, responses to the open-ended item were totaled within each of the 12 problem areas. Scores for each area were totaled across all subjects. The mean number of problem statements in each area was generated, and comparisons were made based on sex, grade (freshmen and sophomores versus juniors and seniors), and sport (revenue versus revenue). Table 19 presents a comparison of the ranking, means, and standard deviations of each problem area, based on sex. Presented in Table 20 is a comparison of the ranking, means, and standard deviations of each problem area, based on grade. A comparison of problem areas of revenue versus nonrevenue sports participants is shown in Table 21.

Table 18

PROBLEM AREAS INDICATED BY STUDENT ATHLETES
IN RESPONSE TO AN OPEN-ENDED ITEM

Rank	Problem Area	<u>M</u>	SD
1	Athletics-Academics Conflict	1.00	.99
2	Adjustment to College Work	.87	1.20
3	Finances, Living Conditions, and Employment	.70	1.10
4	Social and Recreational Activities	.69	.99
5	Social-Psychological Relations	.63	1.00
6	Health and Physical Development	.34	.63
7	Curriculum and Teaching Procedure	.33	.70
8	Personal-Psychological Relations	.31	.58
9	The Future: Vocational and Educational	.21	.56
9	Home and Family	.21	.61
11	Courtship, Sex, and Marriage	.17	.54
12	Morals and Religion	.00	.00

M = Mean
SD = Standard Deviation

Table 19
 PROBLEM AREAS INDICATED BY STUDENT ATHLETES
 IN RESPONSE TO AN OPEN-ENDED ITEM, BY SEX

Rank	Problem Area	<u>M</u>	SD
<u>Males</u>			
1	Athletics-Academics Conflict	.83	.93
1	Adjustment to College Work	.83	1.32
3	Finances, Living Conditions, and Employment	.78	1.10
4	Social-Psychological Relations	.70	.91
5	Social and Recreational Activities	.45	.78
6	Curriculum and Teaching Procedure	.43	.81
7	Personal-Psychological Relations	.30	.61
7	Courtship, Sex, and Marriage	.30	.69
9	The Future: Vocational and Educational	.23	.53
10	Home and Family	.18	.45
11	Health and Physical Development	.15	.43
12	Morals and Religion	.00	.00
<u>Females</u>			
1	Athletics-Academics Conflict	1.23	1.04
2	Social and Recreational Activities	1.00	1.15
3	Adjustment to College Work	.93	1.04
4	Health and Physical Development	.60	.77
4	Finances, Living Conditions, and Employment	.60	1.10
6	Social-Psychological Relations	.53	1.04
7	Personal-Psychological Relations	.33	.55
8	Home and Family	.27	.79
9	The Future: Vocational and Educational	.20	.61
9	Curriculum and Teaching Procedure	.20	.48
11	Courtship, Sex, and Marriage	.00	.00
11	Morals and Religion	.00	.00

M = Mean

SD = Standard Deviation

Table 20

PROBLEM AREAS INDICATED BY STUDENT ATHLETES
IN RESPONSE TO AN OPEN-ENDED ITEM, BY GRADE

Rank	Problem Area	<u>M</u>	SD
<u>Freshmen and Sophomores</u>			
1	Adjustment to College Work	1.00	1.28
2	Athletics-Academics Conflict	.92	1.01
3	Social and Recreational Activities	.90	1.12
4	Finances, Living Conditions, and Employment	.74	1.16
5	Health and Physical Development	.51	.76
6	Social-Psychological Relations	.41	.75
7	Home and Family	.31	.73
8	Personal-Psychological Relations	.28	.56
8	Curriculum and Teaching Procedure	.28	.72
10	The Future: Vocational and Educational	.26	.64
11	Courtship, Sex, and Marriage	.05	.22
12	Morals and Religion	.00	.00
<u>Juniors and Seniors</u>			
1	Athletics-Academics Conflict	1.10	.98
2	Social-Psychological Relations	.90	1.14
3	Adjustment to College Work	.71	1.10
4	Finances, Living Conditions, and Employment	.65	1.02
5	Social and Recreational Activities	.42	.72
6	Curriculum and Teaching Procedure	.39	.67
7	Personal-Psychological Relations	.36	.61
8	Courtship, Sex, and Marriage	.32	.75
9	The Future: Vocational and Educational	.16	.45
10	Health and Physical Development	.13	.34
11	Home and Family	.10	.40
12	Morals and Religion	.00	.00

M = Mean

SD = Standard Deviation

Table 21

PROBLEM AREAS INDICATED BY STUDENT ATHLETES
IN RESPONSE TO AN OPEN-ENDED ITEM, BY SPORT

Rank	Problem Area	<u>M</u>	SD
<u>Nonrevenue Sports Participants</u>			
1	Athletics-Academics Conflict	1.21	1.05
2	Adjustment to College Work	.88	1.19
3	Finances, Living Conditions, and Employment	.71	1.13
3	Social and Recreational Activities	.71	1.04
5	Social-Psychological Relations	.48	.83
6	Health and Physical Development	.43	.70
7	Curriculum and Teaching Procedure	.31	.64
8	Home and Family	.26	.73
9	Personal-Psychological Relations	.24	.53
10	The Future: Vocational and Educational	.19	.59
11	Courtship, Sex, and Marriage	.14	.57
12	Morals and Religion	.00	.00
<u>Revenue Sports Participants</u>			
1	Social-Psychological Relations	.86	1.11
2	Adjustment to College Work	.86	1.24
3	Finances, Living Conditions, and Employment	.68	1.06
3	Athletics-Academics Conflict	.68	.82
5	Social and Recreational Activities	.64	.91
6	Personal-Psychological Relations	.43	.63
7	Curriculum and Teaching Procedure	.36	.78
8	The Future: Vocational and Educational	.25	.52
9	Health and Physical Development	.21	.50
9	Courtship, Sex, and Marriage	.21	.50
11	Home and Family	.14	.36
12	Morals and Religion	.00	.00

M = Mean

SD = Standard Deviation

Question 9

Analysis of variance was conducted on responses to the open-ended item to determine differences in number of problems indicated, based on sex, grade, and sport. Females ($\underline{M} = .43$) indicated significantly more problems than did males ($\underline{M} = 1.5$) in the area of Health and Physical Development, $F(1,68) = 4.99$, $p = .03$. Juniors and seniors ($\underline{M} = .75$) indicated significantly more problems than did freshmen and sophomores ($\underline{M} = .41$) in the area of Social-Psychological Relations, $F(1,68) = 4.45$, $p = .04$. Revenue sports participants ($\underline{M} = .83$) reported significantly more problems than did nonrevenue sports participants ($\underline{M} = .48$) in the area of Social-Psychological Relations, $F(1,68) = 4.50$, $p = .04$.

Question 10

The Mooney Problem Check List - College Form (Mooney & Gordon, 1950) contains one item addressing students' willingness to seek help for their problems. The item reads: "If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?" Subjects were asked to respond to this item by checking "Yes" or "No." The number of subjects responding to each choice was totaled, and a percentage was calculated for "Yes" and "No" responses. As seen in Table 22, 41.4% of student athletes would be willing to talk over their problems with a member of the college staff. Table 22 presents a comparison of the percentage of subjects responding "Yes" or "No," based on sex, grade, and sport.

Nine subjects failed to respond to this item. It is not clear whether they chose to not respond, or if they overlooked the item, or

if they were uncertain of their response. The MPCL item immediately preceding the willingness item was crossed out on subjects' instruments, because the present study did not address this issue. It may be that the nine subjects who failed to respond assumed that the following items (willingness to seek help and knowledge of whom to seek) were also to be ignored. In addition, one subject responded "I don't know" to the willingness item. The values presented in Table 22 are based on the percentage of the 70 participating subjects who indicated "Yes" or "No" to the willingness item.

Question 11

Following completion of the item addressing willingness to seek help, subjects were asked to respond to the following item on the check list: "If so, do you know the particular person(s) with whom you would like to have these talks?" Subjects responded by checking either "Yes" or "No." The number of subjects checking each choice was totaled, and a percentage was calculated for "Yes" and "No" responses. As seen in Table 23, 44.8% of student athletes who are willing to talk to a member of the college staff about their problems know to whom they would turn. Table 23 presents a comparison based on grade, sex, and sport of responses to this item.

Discrepancies emerged in an examination of responses to the sources item. Subjects were requested to respond to the sources item only if they responded "Yes" to the willingness item. However, not all subjects followed this directive. Individual responses were examined, and errors in responding were determined.

Table 22

PERCENTAGE OF STUDENT ATHLETES
WILLING TO SEEK HELP FOR THEIR PROBLEMS

Response	All	Male	Female	FR & SO	JR & SR	Non	Rev
Yes	41.4	50.0	30.0	35.9	48.4	42.9	26.3
No	44.3	40.0	46.7	51.3	38.7	35.7	42.1

Table 23

PERCENTAGE OF STUDENT ATHLETES WILLING TO SEEK HELP
WHO KNOW TO WHOM THEY WOULD TURN

Response	All	Male	Female	Fr & So	Jr & Sr	Non	Rev
Yes	44.8	45.0	44.4	42.9	43.8	38.9	60.0
No	51.7	55.0	44.4	50.0	53.3	61.1	40.0

Fr & So = Freshmen and Sophomores

Jr & Sr = Juniors and Seniors

Non = Nonrevenue

Rev = Revenue

Examination of completed check lists reveals that these subjects erred in the following manner: (1) one subject who responded "No" to the willingness item responded "Yes" to the sources item; (2) nine subjects who responded "No" to the willingness item responded "No" to the sources item; and (3) one subject who responded "Yes" to the willingness item failed to respond to the sources item. Calculations were based on the number of subjects (29) who responded "Yes" to the item addressing willingness to seek help for problems.

CHAPTER V

DISCUSSION OF RESULTS

Results of the present study serve to increase understanding of the experience of the university student athlete. Further, examination of the reported concerns of student athletes may provide direction for evaluation of present services offered by the university to address these concerns. Discussion will address findings of interest with respect to the specific questions guiding the research; questions will be combined in the presentation of findings. Specifically, areas of concern to student athletes identified by the Mooney Problem Checklist - College Form (Mooney & Gordon, 1950) and an open-ended item will be discussed first, and then issues regarding sources of help for concerns will be addressed. For the sake of convenience, reference to the Mooney Problem Check List - College Form (Mooney & Gordon, 1950) will be abbreviated to MPCL.

Problem Areas Reported by Student Athletes

Adjustment to College Work. Responses to the MPCL indicate that student athletes report the greatest number of problems in the area of Adjustment to College Work. Hartman (1968) and Beit-Hallahmi (1972; 1974) indicated that this is the area of greatest number of problems for students in general as well. In the present study, sixteen of the 30 problem statements in this area were indicated by at least 20% of the subjects. Beit-Hallahmi (1972) reported that 20 statements were indicated as troublesome by at least 20% of students in general.

The problem statement in the area of Adjustment to College Work indicated by the greatest percentage of student athletes was "Easily distracted from my work." This also was the problem statement of greatest concern in a study investigating the problems of undergraduate students in general (Beit-Hallahmi, 1972). A related statement, indicated by about one third of student athletes, was "Unable to concentrate well." The demand of athletic participation often is not confined to the hours of practice and competition. Student athletes may be distracted from studies or from other responsibilities when they are preoccupied with athletic activities. Also, team meetings and team study hall occupy additional free time. In the case of team study hall, there is little distinction between athletics and academics when student athletes are surrounded by teammates in the allotted study time.

"Getting low grades" was indicated by a greater proportion of student athletes (47%) than has been reported (Beit-Hallahmi, 1972) among students in general (36%). Most student athletes did not indicate problems suggesting academic or intellectual deficiencies. Rather, student athletes' low grades may relate to inadequate study habits, as suggested by the following problem statements: "Not planning my work ahead," "Not knowing how to study effectively," "Not spending enough time in study," and "Not getting studies done on time."

The problem of "Needing a vacation from school" was indicated by nearly one fourth of the student athletes. Other research has suggested that this is a problem of lesser concern to students in general (Beit-Hallahmi, 1972). Athletic obligations may require that student athletes remain on campus while other students leave for vacation. Also,

athletic eligibility requirements dictate that a student athlete attend summer school if he or she does not complete the required number of academic credits during the regular school year. Both factors likely contribute to lack of vacation time.

The only significant difference in number of problems reported in the area of Adjustment to College Work found was based on grade. Freshmen and sophomores indicated significantly more problems in this area, and identified significantly more problems in this area as most troublesome, than did juniors and seniors. Higginbotham (1976) contends that the number of problems reported by students decreases with advancing age, but examination of particular items reveals interesting differences among student athletes.

As indicated in report of results, a note of caution is warranted in considering differences in number of problems based on grade. It is possible that the freshmen and sophomores who experienced the greatest number of problems in adjusting to college work left the university before their junior year and could not be included in this sample. This possibility of mortality is an important consideration when investigating differences based on grade among students in general. However, it is likely that the student athletes attending the university in this study are less at risk for leaving the university, because they are provided financial (scholarship) support and academic support.

Surprisingly, a greater proportion of underclass (freshman and sophomore) students (31%) than upperclass (junior and senior) students (13%) indicated that they need a vacation from school. Theoretically, upperclassmen, having spent more time in study (possibly suffering from

"burn out"), would express a greater need for time away from school. Perhaps these underclass students have not yet adjusted to the demands of college, particularly when combined with athletic demands, and feel overwhelmed.

Other specific problems indicated by a greater proportion of underclassmen than upperclassmen are related to academic difficulties. It may be the case that underclass students, unaccustomed to the academic rigors of college, suddenly find themselves under-prepared. As they enroll in more courses and become more experienced in meeting academic requirements, perhaps these problems subside. Also, it is likely that students acquire self-confidence as they experience success, an issue particularly relevant for student athletes whose previous success experiences have been limited to athletics.

The area of Adjustment to College Work ranked second in number of problems indicated by student athletes in response to the open-ended item. Statements in this area were similar to those appearing on the Mooney Problem Check List, and were relatively easy to sort. Verbatim examples of problem statements provided by student athletes include: "Lack of confidence in the classroom," "Possibly being ill prepared for the classes - lacking the skills," and "Concentrating on the subject matter." Although interpretation of these statements might easily be based on issues relating to athletics, it was thought that statements sorted into this category should be limited to strict interpretation, i.e., suggesting a "pure" problem in adjusting to college work. Hence,

statements clearly indicating problems stemming from athletic participation were not considered as appropriate for this category.

Examination of responses to the open-ended item reveals no significant differences among student athletes in number of problems indicated in the area of Adjustment to College Work. This suggests that this is a problem area of considerable, but equivalent, concern to this group. Further analysis of problem statements recorded would be necessary to determine if differences exist in particular problems in this area.

Finances, Living Conditions, and Employment. This MPCL problem area ranked second among student athletes in number of problems indicated. This problem area was not among the three areas of greatest frequency of problems reported in a review of some research investigating the concerns of students in general (Hartman, 1968). The regulations governing intercollegiate athletics may account in part for the higher ranking of this area among student athletes.

For many student athletes, the concerns of financial stability and employment are particularly salient. All student athletes in the present study were recipients of athletic scholarships. The scholarships awarded ranged from full tuition remission plus room and board stipend to partial assistance, in the form of room and board or tuition remission. The National Collegiate Athletic Association, the governing body of intercollegiate athletics, bars student athletes who receive scholarship awards from employment during the academic year. This includes employment "during semester or term time, which is an all-inclusive period from the opening to the closing of classes of the

regular semester, quarter, or term, except for vacation periods properly listed on the institution's official calendar." (NCAA Manual, 1987, p. 121) Certainly, the amount of time spent in athletic practice, team meetings, and competition prevents serious consideration of employment during the academic year, when student athletes already may be struggling to meet academic obligations.

Likewise, the institution is limited to providing financial support which does not exceed "the cost of attendance that is normally incurred by students enrolled in a comparable program at that institution..." (NCAA Manual, 1987, p. 13). Thus, the NCAA prohibits institutions from providing student athletes with monetary stipends. Control of provision of benefits to student athletes is sound, particularly considering the potential for unethical practices when control is nonexistent. Also, the provision of tuition remission prevents most student athletes from needing to borrow large amounts of money. In fact, in the present study very few of the student athletes found "Going into debt for college expenses" to be a problem.

However, student athletes, like students in general, do incur expenses not covered by athletic scholarship. Some of these expenses include school supplies, clothing purchases and laundering, auto maintenance, and travel. This concern is illustrated by the finding that about one fourth of the student athletes in the present study indicated that "Too little money for clothes" was problematic for them. Financing health care did not surface as a problem for many student athletes, as it might for nonathletes. An advantage of athletic

participation is continual medical care by team physicians and by athletic trainers.

Student athletes who are able to leave college for the summer may secure employment. Often, however, student athletes are required to return to the university for athletic practice before fall term commences. This is particularly true in the case of sports for which the season of competition is fall. An abbreviated summer may prevent student athletes from securing employment or from earning enough money to cover expenses not covered by athletic scholarship.

Some student athletes are prevented from securing summer employment because of academic deficiencies. The NCAA requires that student athletes complete an average of 12 course credits per quarter or semester in order to be eligible for athletic competition (NCAA Manual, 1987). Therefore, a student athlete who does not complete the required number of course credits during the academic year must attend summer school to become eligible for athletic competition the following year. Beginning the academic year without having saved money for personal expenses may be the basis for these student athletes' financial complaints.

No significant differences emerged in the number of problems indicated or seen as most troublesome emerged in the area of Finances, Living Conditions, and Employment. Apparently, this is an area in which student athletes vary little, at least with respect to number of problems reported. However, notable differences in ranking positions emerged, based on sex and grade. For males, this area ranked second in number of problems indicated. For females, however, the area ranked

seventh. Previous research has reported that the problem area ranks fourth for both males and females (Mayes & McContha, 1982). Examination of specific items indicated as problematic by males and females provides some insight.

The statement "Having no place to entertain friends" was identified as a problem by considerably more males than females. At the time of the present study, male revenue sports participants receiving athletic scholarship aid lived in an athletic dormitory, which contained a small recreation area which provided little privacy and was accessible to nonresidents. In addition, the dormitory rooms were small, and residents complained of feeling crowded. Female student athletes, on the other hand, resided in campus housing with other students in general. These areas typically provided more privacy and less access to the public. Thus, living situation may account for the sex difference. This explanation is corroborated by the finding that this problem statement was indicated by a greater proportion of revenue than nonrevenue sports participants, of whom most lived in campus dormitories.

Finally, the statement "Needing a job during vacations" was indicated by more males than females. One explanation is that more male than female student athletes report to the university for athletic practice before fall term begins, due to the greater number of males in fall sports. Also, the higher ranking of the area of Finances, Living Conditions, and Employment for males suggests that securing a job during vacations may be more important to them.

The area of Finances, Living Conditions, and Employment was ranked seventh by freshmen and sophomores, but second by juniors and seniors. It may be that as students approach completion of their degree, they begin to focus on issues surrounding their future financial status. For example, no underclass student athlete indicated "Needing money for graduate training," as a problem, but 10% of upperclassmen did. Certainly, upperclass students are more likely than underclass students to express concern about their plans after graduation.

The area of Finances, Living Conditions, and Employment ranked eighth in number of open-ended responses expressed by student athletes. Examination of particular problem statements reveals the concerns in this area may largely be attributed to athletic participation. Examples of statements include: "Not being able to work because of athletics," "Noisy in the dorms - sleep strange hours and then practice," and "...I want to work (make money) so I can help out at home and so I can have some of the basic things I think I deserve."

Identification of financial concerns may provide support for proponents of monetary stipends for student athletes. Likewise, it may dispel the unrealistic image of the student athlete who is comfortably supported by athletic boosters. Examination of quality of living conditions suggests that it may be unreasonable to expect student athletes to demonstrate peak athletic performance when they suffer from lack of privacy and sleep deprivation.

Social and Recreational Activities. The MPCL problem area ranking third in number of problems indicated by student athletes was Social and Recreational Activities. Hartman (1968), in a review of some research

addressing university students' concerns, reported that this problem area ranked third among students in general as well.

Students who leave home to attend college may leave behind a supportive social network. Many student athletes are recruited to attend universities some distance from home, and are likely to experience this loss. Also, excessive time devoted to athletics likely narrows their social network at the university considerably. It may be the case that some student athletes would not choose to spend most of their time with other athletes, but do, because of athletic practice, competition, and meetings. Student athletes who are required to live in an athletic dormitory likely experience greater social isolation than those who are more integrated into the campus community. Many students in general may be prevented from being involved in extracurricular activities because of time spent in studies and employment. Alternatively, limited resources at some institutions may account for some students' dissatisfaction with recreation. For student athletes, time constraint is a feasible factor contributing to dissatisfaction. Arguably, even fit young athletes also may refrain from extra-athletic recreation because of depleted energy reserves.

No significant differences emerged in the number of problems indicated in the area of Social and Recreational Activities. However, a trend difference did emerge based on grade. Freshmen and sophomores indicated more problems in this area than did juniors and seniors. This finding may be indicative of the tendency for number of problems reported by university students to decrease with advancing grade

(Higginbotham, 1976). Or, perhaps underclass student athletes have not found satisfactory social or recreational opportunities.

Examination of the proportion of student athletes indicating each problem statement suggests that some issues may be particularly problematic. Overall, only two statements were indicated by 30% or more subjects. In contrast, an earlier study reports that four items were indicated by 30% or more of students in general (Beit-Hallahmi, 1972). One item reflecting a difference was "Wanting very much to travel," indicated by almost four times as many students in general as student athletes. It may be that student athletes are satisfied with the amount of travel which is required for athletic competition. Alternatively, perhaps student athletes prefer to spend the typically limited time remaining from athletic obligations at home or on campus.

Not surprisingly, no student athlete indicated that "Too little chance to get into sport" was a problem, and few indicated "Lacking skill in sports and games." With respect to opportunity for social interaction, almost one third of the subjects identified "Too little social life," while only few indicated "Too much social life." Time spent in meeting athletic obligations likely hampers social opportunities many other students may enjoy. An additional problem probably triggered by time constraints of athletics and indicated by almost 40% of the subjects was "Too little time to spend to myself." This has been reported to be a problem for less than 30% of students in general (Beit-Hallahmi, 1972).

More than twice as many females as males indicated "Wanting to improve my appearance" as problematic. This difference may reflect a

more general sex difference resulting from media and peer pressure for females to aspire to an idealized, if not unrealistic, physical type. Likewise, physical appearance may be particularly important to female student athletes, who are expected to be fit as well as attractive. "Too little time to spend to myself," indicated by 23% of males and 60% of females, emerged as another statement discriminating on the basis of sex. Perhaps female student athletes in general have a greater need for private time than do males. Alternatively, some factor unique to women's athletics or to the female university experience may be responsible for inadequate private time.

The problem category of Social and Recreational Activities ranked third among student athletes responding to the open-ended item as well. One statement emerging from this area was: "Do not have enough time for myself," which corresponds directly to an item included in MPCL. Again, time constraints resulting from athletic participation may allow the student athlete little time to pursue private interests.

Two additional statements which more clearly indicate uniqueness of participating in athletics were: "Do not have an opportunity to become involved in other organizations on campus," and "Not getting to meet enough students - more involved with athletes." The former suggests that athletics prevents pursuit of alternative activities. The latter statement illustrates the degree of isolation student athletes experience as a result of frequent involvement with a homogeneous population. No significant differences emerged in number of problems indicated in response to the open-ended item in the area of Social and Recreational Activities.

The Future: Vocational and Educational. This MPCL area ranked fourth in number of problems identified by student athletes in the present study. Mayes and McContha (1982) reported that for male and female students in general, this problem area ranked eighth. Several factors unique to the athletic experience may contribute to the relatively greater significance of this area for student athletes.

Individuals who at an early age decide to pursue athletics single-mindedly, may limit educational and career opportunities considerably. The glamour surrounding athletic participation may serve as sufficient incentive to focus on athletics for a young person trying to balance sports and school work. And, the successful high school athlete is likely to bask in recognition from peers and spectators. Spady (1970) has outlined a common, but unfortunate outcome for many such athletes, whose inflated sense of their status may cause them to set unrealistic goals for college academic achievement. These individuals, underprepared but driven by lofty goals, may experience failure in the college classroom.

Student athletes who devote inordinate amounts of time to athletics are unlikely to be able to take advantage of career resources available on campus. Such services typically are in operation during regular working hours, when student athletes are meeting classroom and athletic responsibilities. Even special services devised to accommodate student athletes' schedules may meet with failure. For example, programs constructed for seniors, i.e., "exit" seminars, may offer "too little, too late," as many decisions critical to the participants' careers may have been made long before. Or, programs initiated during freshman

orientation may fail due to poor timing, as career issues are not salient to these students.

Likewise, student athletes who consider athletics to have higher priority than academics may postpone career decision-making until their options are limited. Time constraints imposed by athletics and the more tangible rewards of athletic participation are likely contributors to goal-setting postponement. Instead of restricting opportunity, athletic personnel should take measures throughout the student athlete's tenure to ensure that he or she is able to pursue realistic career goals.

Specific problem statements in the area of The Future: Vocational and Educational indicated by 29% or more of subjects included: "Wondering if I'll be successful in life" and "Not knowing what I really want." This finding replicates that of an early study (Beit-Hallahmi, 1972), which identified only these two statements in this area as problematic for at least 30% of students in general.

Few student athletes indicated that they wish to quit college. It is unclear from this finding whether they wish to remain for academic or for athletic reasons. But, they do seem to associate college with career training, as suggested by the finding that only 4% of subjects identified "Doubting college prepares me for working."

No significant differences emerged in the number of problems indicated in this area, based on sex, grade, or sport. Not surprisingly, however, this problem area did rank higher among juniors and seniors than among freshmen and sophomores. It is likely that upperclass student athletes, like upperclass students in general, feel greater pressure to make career decisions as their tenure at the

university is ending. For student athletes who have place greater emphasis on athletics, this pressure may be even greater, as they "will need to regroup their lives and push themselves to get a degree after their playing eligibility runs out." (Nikou & Dinardo, 1985, p. 73)

A greater percentage of underclass than upperclass student athletes indicated that they need to learn more about occupations. It may be that upperclass student athletes have discovered career planning resources and are using them, or they have made career decisions based on other sources of information. It is unclear whether underclass student athletes: (1) do not know where to find career information, (2) have been unable to use campus resources, or (3) are dissatisfied with resources provided by the university.

The third most frequently indicated item was "Not reaching the goal I've set for myself." High status recognition enjoyed by student athletes may account for the frequency of this item. While high status is related to high goal setting, student athletes with an inflated sense of status may set unrealistic goals, resulting in failure (Spady, 1970). An alternative explanation is that student athletes may be setting realistic goals, but athletic obligations may prevent them from achieving these (academic) goals. Interpretation of this finding is hampered by ambiguity in type of goals student athletes believe they are failing to reach, i.e., athletic goals or academic goals.

The problem area of The Future: Vocational and Educational ranked ninth in number of problems reported by student athletes in response to the open-ended item. Specific statements provided included "Taking classes I really don't need or think will help me" and "Hard to face the

transition from school to work," concerns common among college students in general.

The statement "Not knowing whether I should forgo a career in sports and attempt to get into a successful company" represents the conflict many skilled student athletes experience when faced with career decisions. Student athletes for whom this is a realistic concern may be considered in an enviable position; i.e., they are able to choose between two attractive alternatives. However, for the majority of student athletes, a career in professional sports is highly unlikely. Those who single-mindedly pursue this unrealistic plan may experience a harsh awakening when they discover themselves ill-prepared for an alternative career. No significant differences emerged in the number of problems indicated in this area.

Personal-Psychological Relations. The MPCL problem area representing the fifth most frequent number of problems indicated by student athletes was Personal-Psychological Relations. Hartman (1968), in a review of some research investigating the concerns of students in general, reported that this problem area was found to rank second among students in general. Examination of the types of problem statements comprising this area provides direction for understanding this difference.

Problem statements in the area of Personal-Psychological Relations address the following and similar issues: failure, anxiety, unhappiness, lack of seriousness, and low self-confidence. Certainly, university students are likely to report concerns about personal issues. College, for many students, marks the transition from a somewhat predictable home

and family situation to a changing, unpredictable adult life. At this time, students may be grappling with autonomy, goal-setting, values determination, etc. At the same time, they likely experience pressures of academic, social, and perhaps familial responsibilities.

Perhaps the benefits of athletic participation serve to insulate student athletes from some degree of personal concern. For example, athletic participation has been associated with high status recognition, leadership and skill development, and potential for a more general success orientation (Spady, 1970). Such positive factors may shield student athletes from anxiety, low self-confidence, and feelings of failure. Indeed, a smaller proportion of student athletes than students in general (reported by Beit-Hallahmi, 1972) indicated that "Lacking self-confidence," and "Nervousness," were a matter of concern. Other benefits of athletic participation include stimulation, excitement, and reward (Gilbert, 1974). These factors may reduce the incidence of unhappiness among student athletes, as shown by a smaller proportion of student athletes than students in general who indicated "Moodiness, 'having the blues'" as a problem.

An attempt to portray student athletes as devoid of personal problems is misleading. Although the problem area represents relatively less concern for student athletes than for students in general, some particular statements were indicated by a number of student athletes. Indeed, it may be argued that the pressure of collegiate athletic competition may exacerbate some specific personal-psychological problems, while benefits of athletics reduce the likelihood of others. For example, "Taking things too seriously" and "Finding it difficult to

relax" were indicated as a concern by nearly one third of student athletes. These statements may be indicative of internalization of stress associated with athletic competition at the university level.

Significant differences based on sex and grade emerged in the number of MPCL statements indicated in the area of Personal-Psychological Relations. Female student athletes indicated significantly more problems in this area than did males. Nearly all statements in this area were indicated by a greater proportion of females than males. This difference theoretically may indicate the well-documented (Beit-Hallahmi, 1972; 1974; Kramer, Berger, & Miller, 1974; Palladino & Tryon, 1978) tendency for females to indicate more problems than males. However, in the present study, there was no difference between males and females in the total number of problems indicated. Also, the difference in ranking position of this problem area suggests that it may be one of particular concern to females. For females, this area ranked second in number of problems indicated, while for males it ranked ninth. In contrast, previous research examining the concerns of students in general reports that this area ranked third for both males and females (Mayes & McContha, 1982).

Examination of specific problem statements may illuminate the sex difference in this area. Ten MPCL items were indicated by a proportion of females which was at least two times that of males indicating those items. In general, these items concern anxiety, seriousness, failure, and unhappiness. Perhaps female student athletes are particularly vulnerable to the stressors associated with athletic competition at a

major university. Certainly this finding provides direction for further inquiry.

Freshmen and sophomores indicated significantly more problems in the MPCL area of Personal-Psychological Relations and identified more problems in this area as most troublesome than did juniors and seniors. This grade-based difference may be indicative of the tendency of problems to decrease with advancing grade, as reported in previous research (Higginbotham, 1976). Indeed, in the present study, underclass (freshman and sophomore) student athletes indicated significantly more problems overall than did upperclass (junior and senior) student athletes. Little variation emerged in specific problems indicated. In fact, a greater proportion of underclass than upperclass student athletes indicated 25 of the 30 problem statements in this area.

The area of Personal-Psychological Relations was ranked seventh among student athletes responding to the open-ended item. Two examples of concerns expressed by student athletes which may be shared by students in general were "Always unsettled - coming from here, going there" and "Hard to set my priorities sometimes." These statements lack the specificity necessary to attribute their source to athletic competition, although time constraints therein may be an influencing factor.

A third example, "Unsatisfied with myself in my sport" clearly is rooted in the performance expectation associated with athletic participation. In this case, the student athlete has internalized high expectations about his or her performance, and probably has experienced considerable personal-psychological stress. No significant differences

emerged from examination of responses to the open-ended item in the area of Personal-Psychological Relations.

Curriculum and Teaching Procedure. For student athletes, this MPCL area ranked sixth in frequency of statements identified as problematic. Concerns in this area focus on dissatisfaction with: course selection, regulations, and treatment from teachers; as well as other concerns. Mayes and McContha (1982) reported that students in general indicated the fewest number of problems in this area. Some factors of university experience which impact singularly on the student athlete may provide a basis for understanding their concerns.

For student athletes, course selection is limited by not only the limits of class size and time slot that other students are subject to, but also constraints imposed by athletic participation. Student athletes typically are required to "block out" time periods every day (generally each afternoon), for practice and competition. Being limited to morning and early afternoon classes restricts student athletes' choice of classes and instructors. Also, late team meetings, group study hall, evening competition, and team travel likely contribute to dissatisfaction with enrollment in early morning classes. Student athletes are subject to a greater degree of rules and regulations than are many students in general. Rules governing choice of living quarters and of meal plans, and governing study hall attendance, curfew, athletic practice, and number of course credits probably impact on the degree of concern in this area. Also, student athletes may resent answering to many sources of authority.

Student athletes likely detect misunderstanding and biases demonstrated by those teachers who imagine that all student athletes attend college for the purpose of athletic participation. Likewise, they may be disappointed that most teachers do not applaud absences due to the travel obligations of athletic participation. Despite regional athletic conference attempts to limit competition scheduled on Monday through Friday, team travel necessitates some class absences. This serves to confirming some teachers' suspicions that athletics takes precedence over academics among student athletes.

A concern indicated by student athletes in the present study and reportedly shared by students in general (Beit-Hallahmi, 1972) was "Hard to study in living quarters." In fact, this was the concern indicated by the greatest number of students in both groups. It appears that the conditions provided by an athletic dormitory, like other university dormitories, impede academic activity.

Not surprisingly, no student athlete expressed difficulty in obtaining required books. A benefit of athletic scholarship awarded student athletes typically includes provision of text books. Further, student athletes in the present study were able to bypass the lines of students in general who invariably waited for long periods of time to pay for their books in the university book store.

Interestingly, no student athlete complained that university classes were conducted too much like high school classes. Student athletes who have high expectations about quality of academic preparation and who did not indicate this item provide a favorable evaluation of the quality of education the university provides. Arguably, however, some

underprepared student athletes may wish university classes were more like high school classes.

Few student athletes criticized the university for lack of school spirit. Certainly, student athletes are among those students most aware of the level of school spirit. For the present sample, it seems reasonable that a large university with a strong athletic background would not lack this quality.

Freshmen and sophomores indicated significantly more problems in this MPCL area than did juniors and seniors. "Hard to study in living quarters" was indicated by a much greater proportion of underclass than upperclass student athletes. Perhaps upperclass students have learned to tune out noise in the dormitory, or have been able to select compatible roommates. Alternatively, it may be that underclass students have not sought alternative study areas which would be more appropriate than the dormitory room, for example, the library. Underclass student athletes were also more troubled by course selection. It is likely that this problem dissipates as students enroll in courses in their major and may be more selective.

The area of Curriculum and Teaching Procedure was ranked sixth in number of problems indicated in response to the open-ended item. As has emerged in other problem areas, some particular statements indicate concerns likely shared by students in general, and others which appear to relate to athletic participation. Two statements fitting into the former type were "Scheduling classes" and "Some classes are unorganized." The problem relating to class scheduling, although likely shared by students in general, is exacerbated by athletic participation.

That is, student athletes are subject to more limitations in available classes due to time limitations imposed by athletic practice and competition.

A problem statement provided in response to the open-ended item and unique to student athletes' experience was "Having coaches using certain mind games on players in order to improve performance." Student athletes' interactions with instructors are not limited to the classroom. Rather, they are under almost constant scrutiny--by teachers, the athletic director, coaches, assistant coaches, trainers, etc. The likelihood of experiencing satisfaction in each of these settings is unlikely.

Social-Psychological Relations. This MPCL area ranked seventh in number of problems indicated by student athletes. Previous research has shown that this area ranks second among students in general (Mayes and McContha, 1982). Problem statements in this area address the following and other concerns: difficulty making friends, unsatisfying personality, unpopularity, and interpersonal difficulties.

Student athletes may be less at risk for loneliness, since they spend great amounts of time with teammates and athletics personnel. For example, student athletes who are recruited to participate in a particular sport may attend team meetings, orientation, study hall, and athletic practice together. Additionally, they may live in the same dormitory, eat in the same dining hall, and attend classes during the same time slots as teammates. While this frequent contact may limit social interaction with nonathletes, opportunity to form close friendships with teammates exists.

Self-confidence resulting from success in athletics may prevent many student athletes from feeling dissatisfied with their personalities. With respect to wishing to be more popular, most student athletes enjoy high status recognition among peers (Spady, 1970). Also, skills developed in the cooperative and competitive nature of athletics likely aid student athletes in resolving interpersonal difficulties. Finally, since their social network is dominated by teammates with whom they spend exorbitant amounts of time, it would be dysfunctional for student athletes to operate with high levels of conflict.

No significant differences emerged in number of problems identified by student athletes in the area of Social-Psychological Relations. However, trend differences did emerge, based on sex and grade. Females indicated more problems in this area than did males. In fact, a greater proportion of females than males indicated 20 of the 30 items. Freshmen and sophomores indicated more problems in this area than did juniors and seniors. This difference may be indicative of the finding that number of problems decreases with advancing grade (Higginbotham, 1976).

The area of Social-Psychological Relations ranked fourth in number of problems indicated by student athletes in response to the open-ended item. The majority of these statements expressed concern related in some way to athletics and included "Coaches don't always understand your problems" and "The tension between my teammates and myself even when we're not competing." The latter statement suggests that although opportunity appears to exist for comradeship among teammates, the stress of competition may hamper friendship development. Inadequate level of understanding from coaches may be particularly problematic for student

athletes who have not sought alternative sources of help for problems. Indeed, the MPCL statements in the area of Social-Psychological Relations indicated by this group of student athletes suggest that they have experienced difficulty in finding sources of help.

Nonrevenue sports participants indicated significantly more problems than did revenue sports participants in Social-Psychological Relations, in response to the open-ended item. It may be the case that the greater status recognition typically granted revenue sports participants insulates them from some problems in this area, via increased self-confidence and popularity. Juniors and seniors indicated significantly more problems than did freshmen and sophomores in this area, in response to the open-ended item. This finding is unique in that it represents the only grade-based difference in which upperclass student athletes reported more problems.

Health and Physical Development. The number of problems indicated by student athletes in this area ranked eighth among the 11 areas represented on the MPCL. Earlier research investigating the concerns of students in general reported that this area ranked seventh for females and eighth for males (Mayes & McContha, 1982). In general, problem statements in this area address illness, and dissatisfaction with physical condition and with amount of exercise.

Student athletes typically enjoy enviable physical condition. Also, meals provided at training tables are usually planned to meet athletes' caloric and nutritional needs, presumably heightening fitness. Students in general, in contrast, may not be as diligent about conditioning or about nutrition. In fact, a tiny fraction of student

athletes identified "Not getting enough exercise" as a problem, while more than one third of students in general reported this concern in an earlier study (Beit-Hallahmi, 1972).

Physical benefits of athletic participation suggest that student athletes are less likely to express dissatisfaction about their health and physical conditioning. However, student athletes may have a greater investment in their physical condition than do students in general. Student athletes experience pressure from trainers, coaches, and the media to be in prime physical condition. They are expected to not only perform at their best, but to represent the optimal physical specimen as well. Because of these demands, it seems reasonable that student athletes would be at least as concerned about their physical development as are students in general. Perhaps the conflicting factors of benefit and cost of athletic participation serve to balance this problem area so that student athletes' level of concern approximates that of students in general.

Females indicated significantly more problems in this MPCL area than did males. Likewise, for females this problem area ranked fifth in frequency of problems, while for males it ranked tenth. In earlier research, female students in general identified significantly more problems in this area than did males (Palladino & Tryon, 1978). However, results from another study indicated that for female students in general, this problem area ranked ninth (Mayes & McContha, 1982). Concern about physical appearance likely influenced the sex difference in the previous study, as a greater proportion of females than males identified "Being overweight" and "Not very attractive physically" as

problems. Likewise, media presentations of the ideal female as arguably thinner than is normal may account for the finding that no females but several males identified "Being underweight" as problematic. Perhaps pressure to represent the ideal body type impacts singularly on the female student athlete.

The problem area of Health and Physical Development ranked fifth among student athletes in response to the open-ended item. The concern "Lack of time to sleep" would probably resonate among students in general. However, other concerns, including "Injuries" and "Constant fatigue" more likely pertain to athletic participation. Physical demands of athletics often allow little time or energy to attend to other responsibilities, resulting in fatigue. Injuries, of course, exacerbate physical stress.

On the open-ended item, females indicated significantly more problems in this area than did males. This finding replicates the sex difference which emerged from examination of problem statements indicated on the MPCL.

Morals and Religion. This MPCL area ranked ninth in frequency of problems reported by student athletes. A review of some previous research investigating student concerns indicates that this area ranked last (eleventh) among the problems of students in general (Hartman, 1968). Basically, Morals and Religion items relate to ethics, dissatisfaction with religious activities, and lack of clarity in beliefs.

Only one statement, "Not going to church often enough," was identified by more than 30% of student athletes. Beit-Hallahmi (1972)

reported that no item in this area was indicated by more than 30% of students in general. Perhaps many university students have explored ethical issues and are satisfied with their decisions regarding morals and religion. Alternatively, it may be argued that many students have not explored issues relating to ethics and religion, and indicate little concern because of lack of questioning. With respect to church attendance, student athletes in the present study attended a major university in the South, a region sometimes referred to as the "Bible Belt." Perhaps heightened awareness accounts in part for this concern.

No significant differences emerged in number of problems identified by student athletes in this area. However, comparison of ranking of this problem area reveals that for males, Morals and Religion ranked sixth, while for females it ranked eleventh. Eleven items were identified by a greater proportion of males than females. These items and represented concern with several different aspects of ethics and religion, but expressed primarily dissatisfaction with personal habits and wish for greater religious understanding.

No student athlete provided a response to the open-ended item which represented a concern in the area of Morals and Religion. In the present study, the open-ended item was administered first, to elicit concerns unaffected by those provided on the check list. Perhaps student athletes were better able to recognize concerns provided on the check list than to generate personal concerns in response to the open-ended request. Certainly the frequency of concerns was expected to be smaller for the open-ended item, which requested a total of 10 concerns.

In contrast, the check list presented 30 problem statements in each area.

Courtship, Sex, and Marriage. This MPCL problem area ranked tenth in frequency of items identified as problematic by student athletes. Previous research investigating the concerns of students in general reported that this area ranked ninth for males and sixth for females (Mayes & McContha, 1982). In the present study, it ranked eighth for males and ninth for females. Concerns in Courtship, Sex, and Marriage primarily deal with issues surrounding dating, marriage plans, and sexual activity.

No significant differences emerged among student athletes in number of MPCL statements identified as problematic in this area. In fact, no statement was indicated by more than 21% of student athletes. Likewise, this area was shown in one study to pose little concern to other students, as no item was identified by more than 30% of students in general (Beit-Hallahmi, 1972). The statements identified by the greatest proportion of student athletes in the present study concerned dating and problems with a love relationship. No student athlete complained that he or she needed information about sexual matters, which may be construed as a positive outcome of sex education efforts.

Although the MPCL area of Courtship, Sex, and Marriage was ranked slightly more highly by males than by females, few notable differences emerge from examination of particular statements identified. Items relating to sex identified by a greater proportion of males included "Too easily aroused sexually," "Sexual needs unsatisfied," and "Thinking too much about sex matters." These statements may serve to reinforce

the stereotyped belief that males are more preoccupied with sex. Conversely, it may be argued that females are less willing to express such concern, an argument supported by the finding that a slightly greater proportion of females indicated "Too inhibited in sex matters," "Embarrassed by talk about sex," and "Disturbed by ideas of sexual acts."

The area of Courtship, Sex, and Marriage ranked eleventh in number of concerns expressed by student athletes in response to the open-ended item. Some statements, such as "Wondering if I'll ever get married," reflected concerns probably typical among students in general. Others, like "Having adequate time for a relationship because of time in sport," suggest that dating and maintaining a long-term relationship may be particularly difficult for student athletes. Certainly, time constraints of athletic participation hamper social activities; such time constraints may impede relationship formation altogether. No significant differences emerged in this area.

Home and Family. This MPCL area ranked last among student athletes in number of problems identified. Earlier studies reported that this was likewise a problem area of little concern to students in general (Mayes & McContha, 1982; Beit-Hallahmi, 1972). Issues in this area in general relate to problems with parents or other family members, or unsatisfactory home life.

Beit-Hallahmi (1972) reported that no statement in this area was indicated by more than 30% of students in general. In the present study, only one statement was identified by at least one third of student athletes, namely "Getting home too seldom." For student

athletes, whose athletic obligations often extend into vacation time and certainly restrict weekend travel, this issue may be particularly salient. Little difference emerged in proportion of student athletes indicating this item, based on sex and sport. However, a greater proportion of underclass than upperclass student athletes identified this as problematic, possibly indicating a stronger wish to go home.

The statement "Parents sacrificing too much for me" was indicated by the second greatest proportion of student athletes. Perhaps many student athletes have witnessed a parent's willingness to sacrifice some of his or her own privileges in favor of supporting their athletic and academic aspirations. Indeed, student athletes in the present study for the most part expressed satisfaction with their parents, as indicated by infrequent identification of problems in this relationship.

No significant differences emerged in number of problems identified in the MPCL area of Home and Family. However, females identified significantly more problems in this area as most troublesome than did males. This finding suggests that although females experience no more problems in home and family issues, they perceive more of the problems that they do experience to be most problematic. Perhaps females in the present study were more embedded in their families and reacted with greater distress to family problems.

The area of Home and Family ranked tenth among student athletes responding to the open-ended item. As found in other problem areas, some particular concerns may be shared in common with other students, while others appear to result to some degree from athletic participation. "Dealing with the pressures of school and home at the

same time" and "Miss my family and friends at home" were concerns which may be common among students in general. A problem more unique to the athletic experience was "Blocking out the hurt feelings of the absence of friends at home in sacrificing of staying at school to practice." As described previously, athletic obligations interfere with the vacation time or weekend travel opportunity enjoyed by students in general. For some student athletes, this sacrifice is particularly stressful. No significant differences emerged in this area.

Athletics-Academics Conflict. Many concerns expressed in response to the open-ended item could not be classified into one of the 11 problem categories represented on the Mooney Problem Check List - College Form (Mooney & Gordon, 1950). Instead, they represented a body of concerns apparently unique to student athletes, and for the purpose of the present study, were labeled "Athletics-Academics Conflict." Problems in this area reflected a sense of conflict between athletic and academic responsibilities. In fact, the greatest number of problems offered in response to the open-ended item fit into this category.

No significant differences emerged in the number of problems expressed in this area, suggesting that student athletes share these concerns. Following are items typifying this area : "Leaving sports on the field: It's hard to concentrate when your team is playing badly," "Increased pressure during meet season distracts from classes and makes me uptight," and "Stress on doing well in both areas."

Examination of items resulting from the open-ended item reveals that student athletes present a wide range of concerns. Some concerns may be

common to students in general and result from the university experience in general. Other concerns more clearly relate to the unique role of a student athlete. Examination of items relating to sources of help available to and sought by student athletes may provide greater understanding.

Student Athletes' Use of Sources of Help for Problems

Willingness to Seek Help. About 40% of the student athletes in the present study indicated that they would be willing to talk over their problems with a member of the college staff. A slightly greater proportion of student athletes indicated that they would not be willing to seek help from a member of the college staff. It may be the case that the latter group relies on sources of help outside of the college staff. Alternatively, they may be unwilling to discuss their problems with specifically college staff, or perhaps with anyone. Further research is necessary to determine the characteristics of this group.

Among student athletes willing to seek help, it is not clear which members of the college staff student athletes would contact. Previous reports indicate that few student athletes consider using student counseling services, although most believe that they are important in a university (Fullerton & Potkay, 1973; Benedict, Apsler, & Morrison, 1977). Perhaps student athletes in the present study were more willing to use counseling services. Alternatively, they may have considered other members of the college staff as viable sources of help. For instance, some former football players interviewed in an earlier study reported that they had viewed university staff in general as unwilling

to listen to them. Instead, many of these student athletes sought help from their coach (Boone & Walker, 1977). Results from the present study suggest that many student athletes may not be aware of viable sources of help.

Knowledge of Whom to Seek for Help. Only about 40% of the student athletes who were willing to seek help from a member of the college staff indicated that they knew to whom they would turn. It is not clear whether the majority of student athletes had considered available alternatives and were not satisfied, thus did not know to whom else they might turn; or whether they simply did not have information about sources. In light of limited amount of time available to the student athlete to pursue extra-athletic interests, the latter explanation is more feasible.

The university student counseling center could perhaps best serve as a source of help for student athletes, considering its convenient location and characteristic high degree of concern among staff members for the welfare of students in general. Previous research suggests that most student athletes do not use university counseling services, and that few counseling centers offer special programs for student athletes (Bergandi & Wittig, 1984). Perhaps more student athletes would consider counseling services as viable if more programs were designed to meet their special needs. Programs often are designed for specific purposes, for example for intervention in drug and alcohol problems, or to address career counseling issues. However, it would be useful to assess the availability of programs to address other concerns of student athletes.

Recommendations

Recommendations for Further Research. Results of the present study provide direction for recommendations for further research and for better addressing the concerns of student athletes. The present study attempted to increase understanding of the unique experience of student athletes through identification of their concerns. Needs assessment has been recognized as a critical initial step in providing appropriate counseling services (Domino & DeGroote, 1978; Gill & Fruehling, 1979; Mayes & McContha, 1982). However, this general understanding may not be adequate for program planning needs, as "delivery of counseling services depends on knowing who would like to change, in what ways, and how the change can be measured." (Gill & Fruehling, 1979)

Further research identifying which specific concerns individual student athletes wish most to address could provide more specific direction for intervention. It may be that students identify some problems which are of less immediate concern than others, and that there is a problem hierarchy not identified by current attempts to construct a comprehensive problem profile. That is, although it is possible to rank problem areas and specific problems in order of frequency of identification by students, it is not clear which problems students wish to address in intervention programs. Perhaps an item addressing problem immediacy could be added to standardized check lists or to open-ended requests for problem identification in order to facilitate program design.

It is clear from the present study that a standardized check list may not provide a comprehensive assessment of the concerns of a specific

subpopulation of university students. Indeed, student athletes responding to an open-ended request provided a unique class of problems not addressed in the Mooney Problem Check List - College Form (Mooney & Gordon, 1950). While many of the open-ended responses corresponded to MPCL problem statements, the concerns most frequently offered were categorized by the investigator as indicating an Athletics-Academics Conflict. It is likely that further refinement of this unique problem area is possible. A related issue is appropriateness of a standardized instrument for other university subpopulations, such as international students or handicapped students. It may be that these and other groups likewise would express concerns not addressed by the MPCL, a question which merits further study.

Perhaps a revised form of the MPCL is justified, at least to address comprehensively the concerns of student athletes. This could be accomplished in the following manner: (1) replication of the present study, with a larger number of student athletes representing a cross-section of the total population, (2) refinement of problem statements identified by a large proportion of the student athletes but not represented on the MPCL, and (3) revision of the MPCL to address these problems. The result would be either a revised MPCL which includes these problems, or a new form of the MPCL which would be administered to student athletes only. In either case, it is recommended that immediacy of indicated problems, or students' willingness to discuss specific items, be included in the revision.

Some direction for university-based intervention emerges from examination of the findings of the present study, despite limitations

discussed above. Recommendations for alleviating specific problems identified by student athletes are not practical at this point, as it is unclear which problems student athletes consider most immediate or most worthy of consideration in a university setting. However, it is meaningful to consider adequacy of resources available to student athletes, and to base recommendations on services.

About half of the student athletes in the present study indicated that they would be willing to discuss problems with a member of the college staff. This finding points to the need for: (a) greater understanding of those who indicated that they would not be willing, and (b) consideration of the adequacy of sources of help available to those who are willing.

Student athletes who are not willing to discuss their problems with a member of the college staff may have alternative resources available to them, such as family members, friends, or a religious organization. It is likely that in this case, resources are viewed as adequate by the student athlete, and university intervention would be superfluous. Alternatively, student athletes may be unaware of university resources, or they may view university resources as inadequate or inappropriate. In either case, specific strategies may be employed by the university, in particular, by the counseling center staff.

A necessary but not sufficient requisite for seeking the university counseling center for help for problems is students' awareness of services provided by the center. Lack of knowledge of services may account for the large proportion of student athletes who indicated that they were willing to seek help for their problems, but did not know to

whom they would turn. To increase student awareness, counseling center staff could promote information and conduct informative workshops about services offered by the center. Hummers and DeVolder (1979) recommend that counseling center staff publicize characteristic problems discussed by students at the counseling center. This strategy may serve to dispel students' stereotyped attitudes regarding counseling as well, attitudes which may contribute to lack of use. Students may be aware that personal problems often are the focus of counseling sessions, but may fear lack of confidentiality. Counseling center staff should stress the confidentiality of counseling sessions to alleviate this concern (Hummers & DeVolder, 1979).

Castello (1986) warns that few high school or university programs are ready to address the counseling needs of student athletes. An initial consideration in designing counseling programs specifically for student athletes is the time constraint imposed by athletic practice and competition. Staff likely would be required to conduct programs or individual sessions at times atypical for a counseling center. With respect to content, programs should be designed to address the unique concerns of the student athlete. It has been recommended that counseling centers revise services in response to changes in needs of students (Mayes and McContha, 1982). It also may be argued that revision is necessary in light of discovery of differences in needs of student subpopulations, such as student athletes.

Recommendations for Problem Intervention. Results of the present study provide direction for design of intervention programs addressing the concerns of student athletes. Results from the open-ended item

suggest that Athletics-Academics Conflict is a problem area of greatest concern to student athletes. This information provides the framework for programs which may be applied in a group setting in a university student counseling center. For example, a peer counseling program, such as described by Hummers and DeVolder (1979), could employ former student athletes as peer counselors. These counselors would likely be viewed as competent and knowledgeable about the unique factors associated with athletic participation. Certainly, it is recommended that peer counselors be closely supervised by counseling center staff to ensure the level of professional competence required in therapeutic intervention.

Results from both the standardized check list and the open-ended item suggest that Adjustment to College Work is also an area of major concern to student athletes. Again, group sessions would be instrumental in addressing common concerns in this area, particularly those related to study skills development and stress management. It is probable that many student counseling centers offer programs in these areas for students in general, programs which could be adapted to meet the needs of student athletes.

Efforts to identify the concerns of student athletes in general, such as made by the present study, provide some direction for programming. However, this understanding is limited to description and to group-based intervention. Individual assessment would be necessary for intervention designed to address the concerns of a particular student athlete. Results of the present study suggest that student athletes express common concerns which are different in many ways from

those expressed by students in general. Perhaps more importantly, differences emerge among the concerns of individual student athletes. Student athletes need sources of help who are unbiased by the glamour associated with sports (Gilbert, 1974), but who are able to put athletic participation into a broader perspective. This ability allows the professional to better understand and to help each student athlete (Zingg, 1982). That is, while it is important for professionals working with student athletes to recognize shared experiences related to athletic participation, it is critical that they consider the unique characteristics of each individual in order to address particular concerns.

REFERENCES

REFERENCES

- Altopp, D. (1985). Are coaches hypocrites when it comes to alcohol? The NCAA News, 22(12), 2.
- Ballantine, R. J. (1984). What research says: About the correlation between athletic participation and academic achievement. (ERIC Document Reproduction Service No. ED 233 994)
- Beit-Hallahmi, B. (1972). A problem profile of university underclassmen. College Student Journal, 6, 124-128.
- Beit-Hallahmi, B. (1974). Self-reported religious concerns of university underclassmen. Adolescence, IX(35), 333-338.
- Benedict, A. R., Apsler, R., & Morrison, S. (1977). Student views of their counseling needs and counseling services. Journal of College Student Personnel, 18(2), 110-114.
- Bergandi, T. A. & Wittig, A. F. (1984). Availability of and attitudes toward counseling services for the college athlete. Journal of College Student Personnel, 25(6), 557-558.
- Boone, J. N. & Walker, H. (1987). Ungraduated college athletes: Stereotype and reality. Memphis, TN: Memphis State University. (ERIC Document No. ED 281 459)
- Campus commitment is essential in enforcement. (1985, December 9). NCAA News, pp. 2, 11.
- Castallo, R. (1986, September). Making the right choice: Guiding the high school student-athlete. Moravia, NY: Chronicle Guidance Publications.
- Cross, H. M. (1973). The college athlete and the institution. Law and Contemporary Problems, 38(1), 151-171.
- Domino, G. & DeGroote, M. V. (1978). A comparison of counseling seekers and nonseekers on the Mooney Problem Check List. Journal of College Student Personnel, 19(1), 33-36.
- Fullerton, J. S. & Potkay, C. R. (1973). Student perceptions of pressures, helps, and psychological services. Journal of College Student Personnel, 14(4), 355-361.
- Gill, S. J. & Fruehling, J. A. (1979). Needs assessment and the design of service delivery systems. Journal of College Student Personnel, 20(4), 322-328.
- Hartman, B. J. (1968). Survey of college students' problems identified by the Mooney Problem Check List. Psychological Reports, 22, 715-716.

- Higginbotham, T. E. (1976). Irrationality in college students. Rational Living, 11(1), 34-35.
- Hummers, J. & DeVolder, J. P. (1979). Comparisons of male and female students' use of a university counseling center. Journal of College Student Personnel, 20(3), 243-248.
- Kramer, H. C., Berger, F., & Miller, G. (1974). Student concerns and sources of assistance. Journal of College Student Personnel, 15(5), 389-393.
- Mayes, A. L. & McContha, J. (1982). Surveying student needs: A means of evaluating student services. Journal of College Student Personnel, 23(6), 473-476.
- Mooney, R. L. & Gordon, L. (1950). The Mooney Problem Check List - College Form (Rev. ed.) New York: Psychological Corporation.
- Nikou, N. & Dinardo, B. (1985). Academics versus athletics: Are the pressures too great? Journal of Physical Education, Recreation, and Dance, 56(8), 72-73.
- Odenkirk, J. E. (1981). Intercollegiate athletics: Big business or sport? Academe, 67, 62-66.
- Palladino, J. J. & Tryon, G. S. (1978). Have the problems of entering freshmen changed? Journal of College Student Personnel, 21, 243-247.
- Rehberg, R. A. & Schafer, W. E. (1968). Participation in interscholastic athletics and college expectations. American Journal of Sociology, 73, 732-740.
- Sagaria, M. D. A., Higginson, L. C., & White, E. R. (1980). Perceived needs of entering freshmen: The primacy of academic issues. Journal of College Student Personnel, 21, 243-247.
- Sauber, S. R. (1972). College adjustment and place of residence. Journal of College Student Personnel, 13(3), 205-208.
- Schubert, A. F. & Schubert, G. W. (1986). The student athlete: Ethical and legal issues. NACADA Journal, 6(1), 53-67.
- Spady, W. G. (1970). Lament for the letterman: Effects of peer status and extracurricular activities on goals and achievement. American Journal of Sociology, 75, 680-701.
- Stancill, N. (1985, December 18). After years as a scoring champ, degree becomes unmade goal. NCAA News, p. 2.
- Wittmer, J., Bostic, D., Phillips, T. D., & Waters, W. (1981). The personal, academic, and career problems of college student athletes: Some possible answers. Personnel and Guidance Journal, 60(1), 52-55.

Zingg, P. J. (1982). Advising the student athlete. Educational Record, 63(2), 16-19.

APPENDICES

APPENDIX A

The purpose of this study is to identify problems faced by student-athletes. You will be asked to respond to a one-item questionnaire and to the Mooney Problem Check List. The estimated time for participation is 20-50 minutes. Anticipated benefits of this study are both further understanding of student-athletes as a group with special needs and identification of services which may better address these needs.

The Mooney Problem Check List is widely used at universities and colleges. There will be little or no risk of involvement in this project. Your identity will be kept confidential. All materials will be kept in a locked cabinet and will be encoded without individual identities.

Your participation in this project is voluntary, and you may withdraw at any time without penalty. You are being provided with a copy of this form, and a second copy will be kept in a locked cabinet.

If you have any questions regarding this study, please contact the investigator, Joan Deer, Academic Support Office, Stokely Athletics Center, University of Tennessee, Knoxville, Tennessee 37996, or call 974-1250.

* * * * *

I have read and understood the explanation of the study. I voluntarily agree to participate.

Name

Date

Signature

APPENDIX B

Age: _____ Race: Black _____ White _____ Other _____

Sex: M _____ F _____ Grade: Fr _____ So _____ Jr _____ Sr _____ Gr _____

Please list below the ten most troublesome problems that you feel you face as a student or as a student athlete. If you cannot think of ten problems, please list as many as you can. Remember that this information will be kept completely confidential, so feel free to express what you feel.

APPENDIX C

The Mooney Problem Check List - College Form (Mooney & Gordon, 1950) has not been reproduced because of copyright considerations. For copies of the MPCL and accompanying manual, write to The Psychological Corporation.

VITA

Virginia Joan Deer was born in Dallas, Texas on May 10, 1961. The following year she and her family moved to Greencastle, Indiana. She attended schools in this city and was graduated from Greencastle High School in 1979. That fall, she entered Hanover College in Hanover, Indiana. She received a Bachelor of Arts degree with a major in art and minor in psychology in 1983.

Following graduation, Joan moved to Bloomington, Indiana, where she enrolled in graduate courses in psychology at Indiana University. Here she worked as a research assistant and then coordinator in a social development research laboratory in the Department of Psychology.

In 1985, she entered the Master's degree program in Educational Psychology with an emphasis in Community Agency Counseling at The University of Tennessee, Knoxville. She will be awarded the degree in December, 1988. Following completion of course work requirements for the Master's degree, Joan entered the Ph.D. program in Counseling Psychology at The University of Tennessee, Knoxville. She hopes to pursue a career combining research, teaching, and student counseling in a university setting.