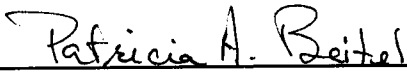
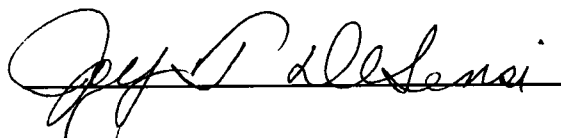
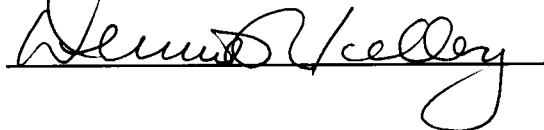


To the Graduate Council:

I am submitting herewith a thesis written by Virginia Susan Ratliff entitled "Athletics Donor Motivation and Behavior." 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 Human Performance and Sport Studies.


Patricia A. Beitel, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:


Associate Vice Chancellor and
Dean of The Graduate School

ATHLETICS DONOR MOTIVATION AND BEHAVIOR

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

**Virginia Susan Ratliff
August 1998**

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Dedication

"Trust in the Lord with all your heart, and lean not on your own understanding. In all your ways acknowledge Him, and He shall direct your paths."

-Proverbs 3:5,6

This thesis is dedicated to those people who are first and foremost in my life, my family.

Through you God has truly blessed me.

I love each of you more than I could ever show.

"And now abide faith, hope, love, these three; but the greatest of these is love."

-1Corinthians 13:13

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I would also like to thank those individuals who have had a part in my reaching all of the goals that I have. Without each of them I wouldn't be where I am today. My family and friends continue to give me strength and confidence in whom I am, and without them I would not be able to achieve anything. Dr. Margaret Hutson, Ms. Judy Wallace, and Mr. Donald Cumbow have helped to mold me into the athlete and person that I am. Their confidence in my athletic, leadership, and academic abilities have helped to lead me to this point. Thank you all.

Abstract

The purpose of this study was to determine factors which differentiate patterns of giving and to investigate the differences in patterns of donor motivation and behavior across these factors in intercollegiate athletics at National Collegiate Athletic Association Division III institutions. The study was divided into two primary divisions, demographic interrelationships and donor motivation. The Athletic Contributions Questionnaire Revised Edition-II, ACQUIRE-II, which was developed by Staurowsky, Parkhouse, and Sachs in 1996, was used as the instrument to measure the motivation and behavior of donors. The subjects for the study were 200 donors, male and female, from two NCAA Division III athletics support groups. The survey consisted of twenty-two questions concerning demographics and twenty-two motivation statements in the form of a six-point Likert scale.

The results of the study offered new information concerning the patterns, the behaviors, and the motivations of these donors. An analysis of the data from the demographics section of the ACQUIRE-II resulted in several differences and similarities among the profiles of the donors along the lines of gender. Although these results supported previous research in this area which indicated that men and women behave differently in some areas across demographics, the results also offered evidence of the many similarities between the men and the women donors. These results provided an indication that the actions of women, when making contributions to organizations, have become more like those actions of

men. These actions are those which are molded by the lines of educational background, personal income, marital status amount of independence, and the ability to be self-supporting.

Some of the results suggested that the independence level of women, as based on marital status and personal income, affected their donor behaviors in a way similar to the donor behaviors of the men. An analysis of the data based on the previous intercollegiate athletics participation of the donor indicated that those donors with previous participation in intercollegiate athletics as compared to those donors without previous participation were motivated more by those statements which pertained directly to the athletic program. Some of those statements included the opportunity to obtain tickets, the opportunity to influence decisions made as related to the coaching staff, and the occasion to return to the school.

The results from this study indicated that all donors were influenced by individual motivations as related to their individual backgrounds and characteristics. It was also found that all donors to Division III athletics support groups were motivated by the success of the institution, the success of the state in which the institution was located, and philanthropy.

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Chapter 1

Introduction

The profile of the American woman has changed over the past several years. Over the past decade, more women than men have earned bachelor's degrees, women are now starting their own businesses at three times the rate of men, and women make up half of the work force in the United States (von Schlegell & Hickey, 1993). Each of these and many other social and economic changes are helping shape the new profile of the American woman. Thus, as the role of females in the world changes, their role in the world of philanthropy should begin to do the same. Mercer (1996) indicates that women have money to give once they find a cause in which they believe. Women's colleges and universities have great success in fund raising (Butterfield, 1996; Davis, 1992; Matthews, 1991; McMillen, 1992; Rowland, 1992; von Schlegell & Hickey, 1993), as do women's political action committees (Brotman, 1992). These authors all express the need for coeducational institutions to follow this lead in fund raising. The first step is for women to be asked to give. Then development personnel need to realize that some research has shown that women tend to give for reasons different from those reasons for which men give (Staurowsky, 1996).

Staurowsky's (1996) study concerns the connection between gender and giving. The results indicate that women tend to be motivated more by factors which are related to the success of the institution, the success of the state in which the institution is located, and philanthropic factors related to altruism,

whereas men are more motivated by social and benefit related factors.

Staurowsky's (1996) study also shows significant demographic differences among male and female donors and among donors to men's athletics support groups and women's athletics support groups. Development officers should consider these findings when forming their fund raising strategies.

Phillips (1992) and Staurowsky (1994) address the question of who will help pay for gender equity within athletics. These authors agree that athletics departments should look into the possibility of women generating their own income as a solution to this problem, which further stresses the need for more women to become philanthropists.

Although the majority of the literature supports the idea that women and men give for differing reasons, Panas (1994) and T. S. (1992) state that once women are consistently asked to give and are able to develop a history of philanthropy, they may show motivations similar to those of men. Panas states that individuals, regardless of his or her gender, possess different behaviors in giving. Both Panas and T. S. state that if the right person asks a man or a woman at the right time, his or her money will be donated. Panas goes on to suggest that strategies in fund raising should be formed depending on the nature of each individual rather than his or her gender.

Although it is shown that men and women are motivated by different factors as donors to athletics, it is not all inclusive that males and females differ in their overall reasons for giving. Staurowsky (1996) and Verner (1996) touch

- **Division I** is one of three classifications of college/university athletics programs set by the National Collegiate Athletic Association (NCAA). These institutions are allowed to provide student athletes with scholarships to participate on an athletics team.
- **Division III** is another NCAA classification assigned to institutions which are not allowed to offer scholarships to student athletes expressly for participation on an athletics team.
- **Donor** is a person who donates or gives. For this study, a donor is an individual who gives money and/or resources to an athletics support group.
- **Intercollegiate** refers to those events which occur between or among colleges and universities.
- **Institution** is an organization or society founded for a particular purpose (an establishment).
- **Motivation** is something that provides some inner drive, impulse, or intention that causes a person to do something or to act in a certain way. It is the reason a person does something.
- **Philanthropy** is the concern for humans, animals and the environment shown especially through gifts which promote their welfare. In this study, it is an interest in offering assistance to needy student by providing scholarship aid.

- **Power** is the ability to do or act; it is the ability to sway, influence, or control.

For this study, it is an interest in exerting influence and control over certain aspects of an athletics department.

- **Social** refers to those things of a society or its organization, especially the relations among people or classes of people. In this study, it indicates an interest in social interaction and approval.

- **Success** is any favorable outcome or accomplishment of an aim. It is the gaining of wealth, fame, or rank. For this study, success has two different definitions based on research, instrumentation, and definitions by Staurowsky, Parkhouse, and Sachs (1996).

- **Success1** is an indication of donor loyalty to an institution and the desire to support a quality program which would increase the prestige of the institution.
- **Success2** is a donor's desire to enhance the prestige of the state in which the institution is located rather than the prestige of the institution (Staurowsky et al., 1996).

Assumptions

It is assumed that the people who are within the athletics support groups through which the survey was mailed were actual donors to the respective athletics programs. It was also assumed that all participants in this study responded to the survey honestly. It was assumed that the sample size was representative of the entire group.

Chapter 2

Review of Literature

This review of literature pertains to women as donors and philanthropists. The articles range from 1991 to 1997 and include editorial articles, opinion articles, refereed journal articles, and review articles. A general overview of the role of women in philanthropy and as donors to colleges and universities, political groups, nonprofit organizations, and within the realm of athletics as portrayed throughout the literature leads into the development of an instrument to measure donor motivation and behavior. This is followed by a review of a study which used this instrument to explore the connection between gender and giving.

Women's Philanthropy to Colleges and Universities, the Nonprofit Sector, and Political Groups

Colleges are scrambling for dollars as the result of yet another round of budgeting and government support cuts, and college fund raisers are beginning to focus on a source that is yet to be tapped, i.e., women (Matthews, 1991). Anne Matthews, who teaches writing at Princeton and is a frequent writer on higher education topics, points out that as the need to obtain funds from private donors increases, so does the need for fund raisers to zero in on those things which motivate women to give. Private giving accounts for almost one-third of some institutions' budgets, therefore the survival of these rely on the very changing and unpredictable patterns of donors and fund raising (Matthews).

Women often feel like a number, someone with no face, during fund drives. One woman states that if she were made to feel a part of the project which was asking for her support, that her money would be readily available to them (Matthews, 1991). Some women feel the need to make up for the countless years that men have shaped institutions through their philanthropy, and now they want to begin building a history of women's giving.

Most higher education administrators assume donors to be of the male gender. Matthews (1991) states that this traditional idea of a donor needs to be adjusted because the role and status of women in today's society has changed. Today women hold more power, wealth, and influence than in the past. The reasons some women give or refuse to give to their alma maters and other causes, while choosing to give to another cause, bewilders many college administrators and fund raisers (Matthews).

Demographics support the notion that women have an increasing potential as philanthropists. Even though American colleges are now enrolling and graduating the third generation of women since World War II, they have yet to gain the fiscal alliance of these women. Matthews (1991) and McMillen (1992) state that until ten years ago the common theme among fund raisers was that male graduates made money, female graduates married into it. Women generally become the focus of drives after obtaining a considerable inheritance or after becoming a widow. It is a fact that women are living longer and earning

more than in the past, and are therefore a viable source of contributions to fund raising (Matthews).

Matthews (1991) feels that it is obvious that women's motivation and behavior in giving is far more complex and different from that of men. Women are usually inclined to give money to a specific cause, earmarked for minority or women's causes. Asking the right questions at the right times affects the decision of a woman to contribute to a specific program or cause. Women approaching women in fund raising is starting to occur at coed colleges and universities and is generating greater amounts of donations than when men approach women for the same causes (Matthews, 1991).

Millions of American women are supportive of their schools. Women-only schools have continuing success in fund raising: women alumni of single sex schools are twice as likely to give as both men and women who are from coed schools, and these women contribute at a level 25% higher than coed alumni (McMillen, 1992; Butterfield, 1996). Those donors from established Catholic women's colleges are the most loyal, followed by graduates of single-sex, non-religious colleges, and last are those females from coed institutions (Matthews, 1991; Butterfield, 1996). Since a woman seems to give more to her alma mater when that institution is a women's college or university, the approaches used by these schools need to be studied by development officers at coeducational institutions before soliciting funds from female graduates (Matthews).

Matthews suggests that universities could gain even more support from women, should they learn the reasons female graduates have turned their backs on pleas for donations in the past (1991). Martha Taylor, the only female vice president at the University of Wisconsin Foundation and a specialist in upper-end alumni giving, cites several categories of refusal used by women:

1. The Last to Die Mentality encompasses those women who donate only to their husband's college, in his name, for only those things which he would have approved.
2. The Supermarket Mentality is held by those women who have not made financial decisions other than those which concern their household budget.
3. The Bake Sale Mentality or local volunteerism includes those women who consistently give of their time, but rely on the men in their lives to make the decisions involving their money.
4. The Nurturing Mentality involves the idea that other causes seem more appealing, such as children's hospitals or the performing arts.
5. The New Career Mentality, prevalent among women under forty years of age is the belief these women have that it is their money, and they deserve to keep it. (Matthews, 1991, p. 77)

Matthews (1991) suggests that women's giving is both a complex and neglected research issue that needs to be investigated in order for women's philanthropy to near its potential. Trying to interest women in giving means invoking powerful sexual politics; women's giving brings together two great mysteries, gender and power (Matthews).

L. J. Davis, winner of a National Magazine Award for writing an article that predicted the 1987 stock market crash, states in an article written in 1992 that most women understand money in its most basic form because they have spent a lot of time making it stretch for those things they actually need in relation to

their household budgeting. When it comes to spending money outside of that realm, women lack experience, but they should use that same budgeting knowledge to lead them in the right direction with their investments. Women usually invest with their conscience and do not usually invest in something when they do not understand it (Davis, 1992; Rowland, 1992). Mary Rowland writes a personal finance column for the New York Times and reports that women are generally more careful with money than men. Women shop around and do research into possible investments and charities before they give their money (Rowland, 1992).

McMillen (1992) writes that for many years women gave only small donations or only gave to their husbands' colleges. Colleges and universities are beginning to actively court their daughters through special fund raising programs and councils and through females advising women graduates in philanthropy. They are setting up special fund raising programs to gain the support of their female alumni. Women naturally understand other women better than men do, and therefore women fund raisers usually have different strategies in gaining female donations (McMillen, 1992). Male fund raisers tend to use the male ego to gain donations (Bob gave 10,000 dollars, you can't let him beat you), while McMillen states that women give money in support of educational and social change not because someone else gives to the cause.

Women need to learn to become philanthropists, but the fact that many women give anonymously lowers the hopes of these female donors being visible

to potential female donors. Mothers teach their daughters to bake and give their time but not their money to charity. Women of the 1990's must first learn how to give their money to charity and then pass this behavior on to generations of women that follow (McMillen, 1992).

Terry Don Phillips (1992), senior associate athletics director at the University of Arkansas, Fayetteville, states that in order to achieve full Title IX equality, women's athletics need an opportunity to develop their own income line. Universities need to strive to provide women's athletics with the chance to develop their financial base. Sharing the principal of financial responsibility could reduce the friction and conflict between men's and women's athletics, and therefore help to achieve full gender equity (Phillips, 1992).

Political action committees are following in the footsteps of women's colleges and universities when it comes to fund raising. EMILY's List, a political action committee that supports women candidates, has grown from 3,000 in membership to 14,000 over the past year and a half (Brotman, 1992). EMILY's List, which stands for the saying "Early Money Is Like Yeast-it makes the dough rise", supports a number of female political candidates and sends out a list of those to its members, and it is reaping the early benefits of the growing number of women philanthropists (Brotman, 1992).

More women than men donate their time to causes, but dollar for dollar women are the less generous gender. T. S. (1992) reports that in 1989 men gave 3.1% of their income, while women gave only 1.8%. This statistic should

not come as a surprise given the fact that women make 75 cents for every dollar that men earn. Therefore with less money and slimmer means of replenishing it, women are reluctant to write big donation checks (T. S.).

T. S. (1992) writes that a widow's donations are almost identical to those of a married man's and that older married women, even if their wealth is inherited, tend to ask their husbands for permission to give. Professional women, even when married, feel more entitled to decide on amounts and causes to which they give, normally spreading a huge amount out over a number of causes (T. S.).

There are many disagreements as to what motivates women to give, one of which is that men respond to competitive lures, while women must be convinced by the cause itself. Some fund raisers disagree with this, feeling that women have just been overlooked in the past and once they are approached for contributions, women will show similar motivations in giving to those of men (T. S., 1992). Even women who graduate from the same institution as their husbands, have a tendency to be ignored at fund raising functions. Some people feel that it may not be that women are different, it may be that they have just been treated differently. If the right person asks a man or a woman in the right way to give to a cause in which he or she believes, his or her wallet will be opened (T. S.).

The pattern of women giving to support women's causes is not new, and with good reason, typically only 5% of money from foundations which support

both genders goes to women's programs. This may explain why single sex schools have a greater female philanthropy than coeducational schools have (T. S., 1992). By 2002 it is expected that 56.7% of enrollment at higher education institutions will be women, and by the turn of the century, 63% of new people in the work force will be women. These facts indicate an increase in the number of women who will have the financial power to make donations. The majority of wealth that this generation inherits over the next few decades will go to today's 35 to 46 year old women, who have had fewer children than their mothers and will likely outlive their husbands (T. S.). The gifts from these women will shape the philanthropy of the 21st century.

The potential for fund raising that women hold is astounding, yet this constituency is often overlooked by development personnel. Abbie von Schlegell, senior vice president of a national firm which specializes in institutional advancement consulting and Katharine Hickey, a staff associate in the same firm as von Schlegell, state that institutions and organizations can tap into this growing force of women's philanthropy by learning to understand women's giving motivations and patterns, and by creating programs which involve more women donors (1993).

Von Schlegell and Hickey (1993) report that often women are simply not being asked to give although they now represent a growing source of new and increased donations. The reasons for the increase in the giving potential of women are mostly demographic: they are better educated, more affluent, and

increasingly more independent (von Schlegell & Hickey). Women's colleges, political action committees for women candidates, and foundations that support women and girls are already beginning to benefit from women's philanthropy (Brotman, 1992; Butterfield, 1996; von Schlegell & Hickey, 1993; T. S., 1992). Higher education fund raisers are beginning to realize that women control a big portion of the nation's wealth, and they are adjusting their tactics to focus on women as donors. Development officers have realized that the manner in which women communicate, express their values and lead their lives suggests that they also have unique and particular standards by which they take part in philanthropy (von Schlegell & Hickey). Von Schlegell and Hickey report that the following generalities regarding women as donors have been reached by those directly involved in fund raising:

1. Women cannot be reached in the same manner in which men can. One must appeal to a women's values, images and roles as mothers and professionals.
2. Organizations should be flexible when discussing goals and concepts of the program in which they are seeking a woman's support. They should ask for her thoughts and ideas related to the program.
3. Peer pressure is an inappropriate tactic. Women are more receptive to solicitors from different backgrounds, and they are less status conscious than men.
4. Women want to know the specifics along with the big picture regarding the program they may support.
5. Women give to get specific results rather than to general charity.
6. A woman is likely to volunteer her time to an organization before giving her money.
7. Some women have a sense of responsibility to give which may be a result of remembering their mothers' "war effort" contributions or other charitable causes. (von Schlegell & Hickey, 1993, p. 24-25)

In 1993 von Schlegell and Hickey cite a study of more than 75 female donors in the Women and Philanthropy Program at UCLA which showed a major difference in the philanthropic behavior of men and women. Women's philanthropic behavior is more relationship oriented, while men are more inclined to consider the benefits and recognition gained from making a contribution. Von Schlegell and Hickey state that men and not women tend to be competitive towards giving, wanting to know who has given what amounts already. On the other hand, Panas (1994) states that he once worked in fund raising with a woman who was motivated by competition and she used this as a motivation to gain gifts from other women.

Active philanthropic women can motivate other women to follow in their footsteps. Von Schlegell and Hickey (1993) state that to begin recruiting women as philanthropists an institution should first search for competent women to serve in leadership positions within the institution and allow these and other women to be the solicitors of major gift donors. An organization must then learn about those things which motivate women philanthropists. One way to do this is by founding a high level women's council; such groups working along with focus groups of alumni generate greater amounts of donations from female alumni than amounts received in the past (von Schlegell & Hickey, 1993).

The stereotype of the woman donor as the "philanthropic widow" or the "bake sale fund raiser" still exists today, but needs to change in order for not-for-profit organizations to meet their financial needs. Von Schlegell and Hickey

(1993) offer a profile of the American woman as outliving men by seven years, controlling 60% of the nation's wealth, receiving more bachelor's degrees in the past ten years than men, making up 50% of today's work force, and starting their own businesses at three times the rate of men. These demographics will begin to form a new definition of female philanthropists by becoming more like their male counterparts in philanthropy.

Jerold Panas, the executive partner of Jerold Panas, Linzt & Partners, a fund raising consulting firm based in Chicago, states that over the next several decades ten trillion dollars will be transferred from one generation to the next; the majority of which will land in the hands of women in their 30's and 40's (1994). Panas feels that most themes in philanthropy cannot be isolated to one gender, and that much of what motivates an individual to give applies to both men and women. He states that no specific conclusions can be drawn to separate men's giving patterns from women's.

Panas writes that it is a clear contradiction to say that men seek recognition in their giving and then look at the countless number of men who insist that their gifts remain anonymous (1994). Many women who have made large gifts also insist that they receive recognition in doing so.

Donors are not cut-out paper dolls. There is no template for what motivates a particular gender to give. All people, men and women, follow that which motivates them. They follow their own individual passions (Panas, 1994). It may well hurt fund raising to set up different strategies depending on the

gender of the contributor. Panas (1994) indicates that individual differences should take priority in fund raising, not gender differences, and fund raisers should employ strategies according to the individual people they are soliciting, not according to the gender of those they are soliciting.

The question of who will help pay for increased athletics opportunities as a result of Title IX has become a frequent point of concern. Ellen Staurowsky (1994), who works in the Department of Exercise and Sport Sciences at Ithaca College, states that one answer has been to begin marketing women's sports as revenue producers. This possibility is overshadowed by the earning power of men's sports. Men's athletics has a far greater potential for revenue in today's society than women's athletics (Staurowsky, 1994).

Searching for other financial means, institutional and political fund raisers are now realizing that it is a costly mistake to overlook women as potential donors (Staurowsky, 1994). Women face a combination of economic challenges not faced by men. The need for a longer retirement income as a result of a longer life expectancy, the negative financial consequences as a result of divorce and child custody, the possibility of an interruption of work to provide care to elderly parents, and wage discrimination all affect the financial stability of women, but women are a significant and growing economic force in the United States. More women are entering the work force; women are outliving men and therefore are thought to hold 60% of wealth in the nation; women are better investors than men and are more adept at managing money (Staurowsky).

Female constituencies should be cultivated by athletics fund raisers and administrators as a means of funding women's programs. There is little research available concerning women who contribute to athletics support groups, but a 1993 study shows that women are more inclined to give in support of women's programs, and they have different reasons for giving than men do (Staurowsky, 1994). Men see giving as a way to maintain athletics tradition, women see it as a way to effect a change. Staurowsky (1994) lists the following concepts that should be incorporated into strategies to increase fund raising from women: (a) women should be approached with respect; (b) women respond better to informational requests, not emotional ones; (c) women give to change, men give to preserve; focus groups should be created to listen to what women are interested in supporting; and (d) fund raisers should be aware that on average, women earn less than men and should find ways such as installment plans to make women feel their contributions have a meaningful effect.

Mercer (1996) reports that recent out of the blue donations from people who weren't solicited have been received by four colleges and universities who were ecstatic about the gifts. Women are the donors of each of the four gifts. Twenty-two million dollars given for scholarships to Yeshiva, for needy Jewish women comes from a female Internal Revenue Service auditor who felt discriminated against by the agency. The school feels that this woman learned about the school's mission through general public relations. Mercer reports that

this gift reinforced the idea that schools who keep up a general awareness as opposed to focusing on a special need are rewarded for their efforts.

With shock and amazement, Southern Mississippi University receives a \$150,000 pledge to endow scholarships. The woman donor says it is a result of her knowing that the school existed, her understanding the poverty that many children are in, and her realizing that these children couldn't attend the school without help (Mercer, 1996). Her gift, also unsolicited, is the largest ever from a black donor to a predominately white campus in Mississippi. The announcement of this gift leads to the university receiving donations from 46 states and \$200,000 in gifts from local business to endow a scholarship in her name. This shows the power of one gift (Mercer, 1996).

A gift of more than three million dollars to Galludet University, the nation's only four year institution for the deaf, is received from the estate of a woman whose acquaintances never suspected her to be a millionaire. This donor has no ties to the University (Mercer, 1996). She becomes hearing impaired late in life, and her husband has been deaf since birth. Her gift is the largest ever received by Galludet from an individual. This contribution demonstrates that people may limit their giving to causes that they believe are doing important things (Mercer).

A one million dollar gift to the University of South Florida to create an endowment for Alzheimer's disease research comes as a result of two factors, the gender of the University president and the role that the University plays in

research on the aging and Alzheimer's (Mercer, 1996). The president is female, and the donor's 92 year old brother has Alzheimer's, therefore the visibility of the institution and its particular programs led to this gift. The donor is tired of paying taxes to the government and not having a say in how it was spent. By giving it to the school she has an input as to its use (Mercer, 1996). Each of these gifts are indicative of the growth in women's philanthropy in the United States, and the potential it holds for higher education.

Butterfield (1996) writes that the recent success of women's colleges in fund raising from their alumni challenges the widely held belief that women give less to colleges than men do. Although there is little reliable data to consult, it is believed that men still give larger amounts to coed colleges than women do, but the gap seems to be narrowing. Women's colleges believe that they have been so successful in raising money from their alumni because they realize that women are motivated by different methods than men (Butterfield).

Many coeducational institutions' fund raising committees are dominated by men, and thus the old assumptions about why people give are being upheld. Specialists in fund raising point to several other reasons for the success of women's colleges. One of the most important reasons is that women's colleges are in danger of becoming coed, another is the increase in earning power of American women (Butterfield, 1996).

In order for many women to contribute their money, development officers at coeducational schools need to find a match between women's interests and

something that the school is doing. Butterfield (1996) feels that more women would be inclined to give once they feel a connection between themselves and the school or a program in which the school is involved.

In a review of three separate volumes pertaining to women's philanthropy, Rikki Abzug states that women may be gaining power in the non-profit sector and in philanthropic circles (1996). Abzug, an assistant professor of management at the Stern School of Business, New York University, indicates that as sources of funding begin to diminish, women's money is becoming increasingly more important. As this article reports, women's money is not being solicited in the same way as men's, and women tend to use their donations to achieve different results than men. Abzug points out the six C's of women's giving; change society, create new order, connect with an organization through money, commit time before money, collaborate with others to solve problems, and celebrate problem solving success.

Dr. M. Elizabeth Verner, an associate professor at Illinois State University, offers a review of literature pertaining to women's philanthropy, with the purpose of providing a foundation for research related to the reasons women donate to athletics and sports (1996). Fund raising in terms of generating money from private contributions is central to the financing of intercollegiate athletics, and private donor contributions as a source of income has the potential for continued growth (Verner).

Although women are participating in intercollegiate and interscholastic athletics in greater numbers during recent years, women are underrepresented among those who give to intercollegiate athletics. Verner (1996) states that if women's philanthropic efforts can be strengthened and used to enhance and provide intercollegiate athletics opportunities for women, possibly some of the tension resulting from the gender equity debate can be diminished.

The impact or effect of the gift, not its amount, separates donors from philanthropists. Philanthropists develop a long pattern of growth in their giving (Verner, 1996). Women may be able to connect to their internal desire of altruism by becoming financial donors who support intercollegiate sport thus developing leadership among student-athletes through their exposure to educational values found in athletics participation.

Verner (1996) states that women are different from men in many ways, one of which is what motivates them to be philanthropists. Traditionally the stewardship of wealth is seen as masculine, and women are left out of the power game. Over time women are developing a sense of political clout and are becoming an economic force in society. Development officers should consider and be aware of women's heritage and the diversity they bring to the world and therefore fund raising. It cannot be assumed women will want to contribute to the same causes as men (Verner).

Verner (1996) finds several reoccurring themes from studies conducted on the reasons women give. They include personal motive, involvement,

recognition, and responsibility; continuing a family tradition; wanting to teach philanthropy to the next generation; wanting to see the results of giving; and wanting to make a difference. Women should be approached through a desire to initiate or nurture sport opportunities for women (Verner).

Research studies need to be designed to validate or refute assumptions in what motivates women to give, therefore development officers and fund raisers can better understand the culture of women's philanthropy and can benefit the most from female stewardship (Verner, 1996). Precise data are needed on women's general giving behaviors and those behaviors broken down by demographic information so that efforts to raise money can focus on different aspects depending on the targeted group. Manufacturers are reaping the benefits from research into what motivates women to spend money; the same needs to be done in fund raising (Verner).

A realization in the change of women's economic status and its impact on their financial contributions can have a huge influence on how and with whom athletics fund raisers conduct business. Verner reports that women are beginning to connect financial contributions to power (1996). While men have traditionally understood that sharing wealth can advance those causes in which they believe, women are just beginning to see the big picture associated with philanthropy. Female philanthropy is destined to become a new focus over the next several years as a result of the recent change in economic profile of

American women and the realization of the power and control gained from financial contributions (Verner).

Verner (1996) concludes by stating that studies need to be conducted in areas of contribution patterns, motivation, and behavior of private donors to intercollegiate athletics so that more effective strategies can be formulated to maximize private contributions as a source of income. Women need to seize the opportunity to benefit from their own philanthropy by increasing female opportunities in athletics and other women's causes.

The UCLA Women and Philanthropy group asks women who give large donations to serve on committees that help shape policies on campus (Evans, 1997). Women who contribute to this group feel that it is money very well spent. Evans reports that the UCLA council is one of at least 12 at public and private universities across the United States that have been formed over the past decade in an effort to boost fund raising among its female graduates. Schools are focusing on women graduates who are career women with money and in the past have no connection to their alma maters (Evans). The cost that is associated with donations from these women is that they demand that the money be put to use to help other women in the form of additional female faculty, female student aid, or recruitment of female athletes.

Although the Council for Aid to Education does not separate by gender of the donor the 3.6 billion dollars from alumni given in 1995, Evans (1997) states that some schools have done so on their own: the University of Wisconsin-

Madison found that women give about 36% of total alumni donations; UCLA finds that female graduates give about 50 cents to every dollar that a male graduate contributes. Fund raisers find that one of the reasons behind this difference in gender alumni giving is that females are simply not asked to give, and when they are asked, it isn't handled very well (Evans, 1997).

Administrators realize that fewer women than men graduates have ties to their alma mater, therefore men are more likely to attend homecoming events both for fun and for business contacts. Men are then more likely to be asked to donate money to the school.

Women have yet to fully discover the power, prestige and social satisfaction gained by giving to a university, while men, especially in the corporate structure, realize the importance and success gained within the community when they give (Evans, 1997). In order for women's fund raising councils to survive they must provide a tie between the givers and the campus, such as allowing the female donor the opportunity to become a board member. Political groups have always targeted their money raising efforts on a particular group, institutions are reluctant to do so even though it is a proven way to organize fund raising efforts (Evans, 1997). Many higher education institutions are finally going in this direction, aggressively.

Developing an Instrument to Measure Athletics Donor Behavior and Motivation

The purpose of the study by Staurowsky, Parkhouse, and Sachs (1996) is to systematically examine athletics donor behavior and motivation focusing on the development of an instrument to measure athletics donor motivation and behavior. Early studies involving donors to athletics support groups indicate links with material benefits, social and emotional aspects of giving, and curiosity, but each of these falls short of providing a comprehensive and all inclusive account of factors which affect athletics donor motivation and behavior. The results of these studies offer glimpses into the complexity and dimensionality of athletics giving and the rationale behind such activity (Staurowsky et al.). The Athletic Contributions Questionnaire is developed as a result of one of these studies which sees the need for an approach to consider the complexity of athletics donor motivation and behavior. This questionnaire identifies four groups of motives: philanthropic, which involves the opportunity to provide for athletics scholarships; social, which includes attendance at games with family and friends; success, which addresses the importance of win-loss records; and benefits, which encompasses the possibility for tax deductions. The Athletic Contributions Questionnaire is the first substantive attempt to apply a research foundation to questions about donor motivation for athletics programs. It makes an invaluable contribution to existing research by showing motivation and behavior to be multidimensional (Staurowsky et al., 1996).

Staurowsky et al. (1996) report that the possibility of power as being a motivating factor has not been included in studies up to this point, even though the potential for the misuse of power by donors saturates athletics fund raising literature. Therefore power as a contributing motivation factor is included in the factors studied by Staurowsky et al. The Athletic Contributions Questionnaire serves as the framework of a theoretical model of motivation which is revised to include items to measure power and curiosity factors before being used in the study of athletics motivation and behavior. Staurowsky et al. (1996) detail the steps used in the revision of the Athletic Contributions Questionnaire in this article.

The selection of an appropriate motivation theory is needed for the first step in revising the Athletic Contributions Questionnaire. Factors of motivation and their operational definitions to be included in the study are used as criteria in the selection of a motivation theory. It is found that the model that best matches the identified factors is the Birch and Veroff paradigm of human motivation (Staurowsky et al., 1996).

The original Athletic Contributions Questionnaire consists of three parts: a demographic data section, a donor motivation section, and a personal narrative section. Staurowsky et al. (1996) indicated that a seven member panel of experts reviewed the existing items in the donor motivation section and generated items to reflect the new factors of power and curiosity. As with the original questionnaire, each item is rated on a Likert Scale, which originally

contained five points, but is revised to include a sixth point of not applicable.

The revised model becomes the Athletic Contributions Questionnaire Revised Edition I (ACQUIRE-I).

Staurowsky et al. (1996) explain that they tested the new questionnaire for stability, reliability, internal consistency, and overall clarity by administering it to 40 randomly selected pilot participants from a Division I athletics support group. The pilot test had a return rate of 60%, and was shown to be stable by the Pearson Product Moment correlation of .93. It was also determined to be internally consistent by an overall Cronbach's alpha of .77 (Staurowsky et al.). Results of this pilot study indicate that one of the new items involving the curiosity factor is bad, and the participants suggest the reordering of the motivation and the demographic sections for ease in completing the questionnaire. These changes result in the ACQUIRE-II instrument.

Staurowsky et al. (1996) choose participants for the study to be two athletics support groups from a Division I institution and two athletics support groups from a Division III institution (each athletics department at the two chosen institutions have separate men's and women's departments and therefore separate support groups for each). Four hundred copies of ACQUIRE-II are distributed to one hundred randomly selected participants from each of the four support groups. The return rate of usable questionnaires is 50.5% (Staurowsky et al., 1996). Only those items that pertain to the development of this instrument

as use in measuring athletics donor behavior and motivation item construction, validity, and reliability are reviewed in this article.

To determine if the underlying factor structure of ACQUIRE-II is similar to that of the Birch and Veroff paradigm (1966), Staurowsky et al. uses an exploratory analysis approach (1996). The correlation matrix is calculated and a principal components analysis is performed to identify meaningful factors for the questionnaire. The use of several psychometric criteria are considered, and it is revealed that the items in the instrument sort into six separate factors. This six factor structure seems logical when considered within the context of fund raising literature. Twenty of the twenty-two items have high factor relations to one of the six factors identified (Staurowsky et al., 1996). Factor 1 relates to the most items and has the most variance. It reflects themes associated with the social aspects of intercollegiate athletics and was labeled Social. The remaining five factors are labeled in a similar fashion according to characteristics represented through the items associated with each factor: Factor 2, Power, reflects donor ability to influence program; Factor 3, Success1, deals with present and future institutional prestige; Factor 4, Success2, involves the image of the state in which the institution is located and includes prestige dealing with the past; Factor 5, Philanthropic, deals with the ability to provide scholarship aid, and Factor 6, Benefits, includes personal and material gains (Staurowsky et al.). Curiosity, a hypothetical factor, is not found to be a significant factor by principal components analysis, but this does not suggest that it does not play a role in donor

motivation. More research is needed into the Curiosity factor before a conclusion can be reached (Staurowsky et al., 1996).

The internal consistency of the instrument is determined by a calculation of Cronbach's alpha coefficients, using .70 as a criterion level. The ACQUIRE-II instrument is found to have good internal consistency by a total alpha of .85 and by individual alpha coefficients for each factor ranging from .62 to .85 (Staurowsky et al., 1996). The ACQUIRE-II factors mirror the motivation systems found in the Birch and Veroff (1966) paradigm with the exception of Benefits, but it fulfills the criteria for inclusion as a goal directed behavior. The emergence of Power in the entire factor structure gives substance to the idea of giving as not a purely altruistic act (Staurowsky et al.).

Staurowsky et al. (1996) determine ACQUIRE-II as an instrument to measure athletics donor behavior and motivation to be internally consistent and to have logical validity. The data suggest that it is a useful modification of the original Athletic Contributions Questionnaire, having a theoretical basis in the Birch and Veroff (1966) paradigm. There is a need to continue research to explain underlying factor structure at the center of athletics donor motivation and behavior, and ACQUIRE-II has the potential to be used to support both research based and practically oriented initiatives (Staurowsky et al.).

The authors, Staurowsky, Parkhouse, and Sachs (1996), state that examinations of specific populations and subpopulations of donor groups could show important information about athletics donor behavior and motivation, and

that investigations into coed and single sex fund raising, conference and religious affiliations, and comparisons by divisional status of institutions all merit further research and attention.

Measuring Athletics Donor Motivation and Behavior

The purpose of a study by Staurowsky (1996) is to systematically examine the relationship between gender and athletics donor motivation and behavior. Staurowsky uses the ACQUIRE-II instrument to investigate this topic. The subjects for this study are donors to a Division I men's athletics support group, a Division I women's athletics support group, a Division III men's athletics support group, and a Division III women's athletics support group. One hundred members from each group are randomly chosen from membership lists for a total of four hundred questionnaires that are mailed to the subjects. The return rate is 50.25%, of which 55% are males and 45% are females (Staurowsky, 1996).

In this two part study, motivation profiles and demographic data of donors are compared along two gender related variables, the gender of the donor and the gender of the recipient or cause to which the donor contributed (men's or women's athletics program). Staurowsky (1996) reports Chi-square tests and SPSS-X Crosstabs procedures used for the analysis of differences in the demographic characteristics of donors to men's and women's athletics support groups and in the demographic characteristics of female and male donors. Multivariate analyses of variance (MANOVAs) are used to test for differences in motivation profiles between donors to men's and women's athletics support

groups, and significant differences in motivation profiles between male and female donors (Staurowsky, 1996).

In the first part of the study, when the demographic data are compared by athletics support group, significant differences ($p < .05$) are found on the variables of gender, age, level of education, decade of education, and annual contribution to athletics (Staurowsky, 1996). It is found that 72% of donors to women's athletics programs are female, and 84% of donors to men's athletics programs are male. Donors to women's athletics support groups are typically younger than those to men's athletics support groups, and this trend in age is also reflected upon in the decade of graduation of donors. Men's program donors are graduates mostly from the 1960's or earlier, while a significant portion of donors to the women's support groups are graduates from the 70's and 80's, $p < .05$ (Staurowsky).

Several significant ($p < .05$) trends are seen in the educational levels of donors to men's and women's programs; only 2% of the donors to women's programs report having less education than a bachelor's degree, while 13% of donors to men's programs have yet to receive their bachelor's degree; 20% of the donors to men's athletics have law and medical degrees while only 8% of donors to women's athletics hold these same degrees; 14% of the donors to women's athletics hold doctorate degrees, which compares to 5% of the donors to men's athletics (Staurowsky, 1996). The last variable where significant, $p < .05$, differences are found is in the area of giving level. The majority of donors to

women's athletics support groups are found in the lower donation levels (under \$249), while the men's group donors are more evenly spread across all ranges of donations, with a significant portion located in the higher ranges of giving; i.e., 11% of donors to men's athletics are found in \$1000-\$4999 range, as compared to 3% of donors to women's support groups for the same range (Staurowsky).

In the second part of the study, after analyzing the demographic data according to the gender of the donor, Staurowsky (1996) finds that there are significant differences ($p < .05$) when male and female donors are compared in the variables of age, most advanced level of education, decade of graduation, donor status, and amount of last annual contribution. Female donors, are represented in all age ranges, tend to be younger than male donors, and the highest concentration of female donors comes in the 26-35 and 36-45 age ranges (approximately 40%), while over 50% of male donors are concentrated in the 36-45 and 46-55 age ranges. The age of donors is thus mirrored in the decade of graduation category also (Staurowsky).

It is found that 12% of male donors do not have a college degree, while only 2% of female donors report not having a college degree, although a significantly higher percentage of males indicate having degrees in law, medicine, and doctorates, $p < .05$. Regarding donor status, 80% of the female donor group consists of alumnae, while 62% of the male donor group are alumni. A significant difference between males and females, $p < .05$, is seen in the amount of the last annual contribution made. Males show a relatively constant

distribution across all levels of giving, but 50% of male donors occupy the \$50-\$99 and \$100-\$249 ranges, while 53% of female donors contribute \$49 or less. A higher percentage of males (10%) are found in the highest reported level (\$1000-\$4999) as compared to only 3% of females in this range (Staurowsky, 1996).

Staurowsky (1996) finds that the MANOVA comparing athletics support groups is significant, and the univariate F tests indicate that the two support groups differ significantly on two factors, Social and Benefits. Donors to the men's athletics support groups rate the Social and Benefits aspects of giving as more important than those donors who give to women's athletics support groups, $p < .001$. Comparing motivations by the gender of donor is significant also, indicating that women donors feel that the social ($p < .01$) and benefits ($p < .001$) factors as related to giving are less important in motivating them to give than the men donors indicate (Staurowsky).

As based upon the results of this study, Staurowsky (1996) begins to form a preliminary profile of women athletics donors. These female donors appear to be younger than their male counterparts, graduate in later decades than male donors, generally give at lower donation levels, and are more inclined to support women's athletics support groups. Female donors are also less motivated by the social and benefits factors related to giving than male donors appear to be, while they are motivated more by the success and philanthropic factors.

The apparent youthfulness of the female donor and donors to women's athletics support groups may be a result of the relative newness of women's athletics programs in higher education (Staurowsky, 1996). Taking into account the level of women's athletics prior to the passing of Title IX in 1972, there is neither a cause nor a constituency for women's athletics.

Since this study is conducted through athletics programs who house separate athletics departments for men and women, the findings may not be consistent with patterns of giving among coeducational donor groups. Staurowsky (1996) points out that the finding of women giving to women's programs and men giving to men's programs may be a result of the separate athletics administrative structure chosen as a criterion in the selection of support groups to be used in this study and should be noted as such. The fact that women are not as motivated as men by Benefits and Social factors could be a result of the overall differences in the conduct of men's and women's athletics programs. Priority tickets and preferred parking are rarely benefits that are associated with women's athletics programs today, and the social atmosphere that surrounds men's and women's athletics programs are quite different and could therefore be the reason female donors are less motivated by social factors (Staurowsky, 1996).

As seen in literature on women's philanthropy, this study also supports the fact that women are an untapped and largely viable economic resource.

Staurowsky (1996) feels that there may be merit in forming single-sex fund

raising programs that focus on the interests of female donors and the needs of women's programs, while placing more emphasis on success and philanthropic motivations. Further research is needed into the conclusion of women contributing at lower levels and at younger ages. If female donors are younger than male donors, then what type of fund raising strategies should be employed to insure that female donors will give to athletics support groups over the long run? In order to obtain a greater appreciation of the connection between gender and athletics donor motivation and behavior, donors from coeducational athletics settings should also be examined (Staurowsky, 1996).

Chapter 3

Methods

The purpose of this study is to determine factors which differentiate patterns of giving and to investigate the differences in the patterns of donor motivation and behavior across these factors in intercollegiate athletics at NCAA Division III institutions which have one athletics department that encompasses both the men's programs and the women's programs. In order to investigate the motivation and behavior of donors to Division III intercollegiate athletics support groups, the Athletic Contributions Questionnaire Revised Edition-II (ACQUIRE-II) was used. The ACQUIRE-II, developed by Staurowsky, Parkhouse, and Sachs (1996), measures demographic and donor motivation information, both of which will be analyzed for differences between males and females, marital status', age, and previous intercollegiate athletics experience. This chapter includes explanations of the selection of subjects, rationale for decisions underlying the study, and procedures for gathering information.

Subjects

Subjects for the study were selected from the support groups of donors from two NCAA Division III member institutions following the consent of the athletics director (Appendix A). Both of these higher education institutions have a combined athletics department which encompasses both the men's and women's athletics programs. One hundred members from each of the athletics support groups were chosen as the subjects for the study. When possible, the

number of men and women, single and married, chosen from each group was equal. The participants in the study gave their informed consent through their completion of the survey (Appendix B).

Rationale

National Collegiate Athletic Association, Division III institutions that have combined men's and women's athletics departments were used in a continuance of the study completed by Staurowsky (1996). Staurowsky used the ACQUIRE-II to study motivation and behavior of donors from Division I institutions' support groups which had separate athletics support groups for the men's and the women's athletics departments (1996).

The ACQUIRE-II, a three section, self-report survey, was used as the research instrument in this study (Appendix C). Permission was obtained from Dr. Ellen Staurowsky to use the ACQUIRE-II. The first section contains items concerning demographic information, including gender, race, age, level of education, previous athletics experience, income, and last annual contribution to the athletics support group. The next section uses a Likert scale for statements which represent possible donor motivation and behavior. The scale ranges from 1=very important to 5=very unimportant and includes not applicable. These statements relate to the following six factors of motivation as determined through the use of the Birch and Veroff (1966) paradigm: Benefits, Philanthropy, Power, Social, Curiosity, and Success (Staurowsky, Parkhouse, & Sachs, 1996). The

last part is a personal narrative section in which the participants are asked to elaborate on their reasons for giving.

Staurowsky et al. (1996) tested ACQUIRE-II for validity and reliability. The logical validity of the instrument was confirmed by a panel of raters through an exploratory principle components analysis of the 22 items in the donor motivation section.

The internal consistency of the motivation factors and the instrument were determined by calculating Cronbach's alpha coefficients. Staurowsky et al. (1996) found four of the factors, Social, Philanthropy, Power, and Success², to have good internal consistency (coefficients greater than .70). The other two factors were found to have fair internal consistency, having alphas of .62 each. Using the individual Cronbach's alphas for each factor and an alpha of .85 for the entire instrument, it was determined that the ACQUIRE-II was internally consistent (Staurowsky et al., 1996)

Procedures

The athletics directors at five institutions within an eastern United States conference were contacted by letter (Appendix A). This letter explained the study and requested permission to obtain and use the lists of the members of the athletics support groups for each institution. Each athletics director was asked to return the letter with his/her signature of approval along with the names and addresses of the support group members should he/she agree to participate in the study. After two weeks, one of the athletics directors had returned the letter

along with a list which contained the names and addresses for the athletics support group members. Follow-up telephone calls were then made to the remaining athletics directors who had not responded to the original letter, and when requested, a copy of the original letter was sent via facsimile. A second athletics director responded by agreeing to participate and mailed a copy of the addresses and names of the institution's support group members.

Having received permission to contact members from two Division III institutions, the subjects, one hundred from each group, were randomly chosen by the methods stated above. The ACQUIRE-II was then mailed along with the informed consent statement to the selected members from the participating support groups. These support group members were asked to return the questionnaires within one week.

Chapter 4

Results and Discussion

The purpose of this study was to determine factors which differentiate patterns of giving and to investigate the differences in the patterns of donor motivation and behavior across these factors in intercollegiate athletics at NCAA Division III institutions. The Athletics Contributions Questionnaire Revised Edition-II developed by Staurowsky, Parkhouse, and Sachs was used as the instrumentation of analysis. The ACQUIRE-II measured donor demographic and motivation information, both of which were analyzed for relationships among gender, marital status, personal income, and the decision making process. All of the research questions were examined through analyses of the data from the responses to the survey. The results of the study were analyzed in two primary divisions, demographic interrelationships in addition to donor motivation and behavior as related to the demographics. Each primary division was organized into two sections, a results section and a discussion section. Crosstabulation analysis, the calculation of means, and frequency of responses were used to obtain the results for each survey question

Demographic Interrelationships

The frequencies of the results of each question in the demographics section of the survey were calculated by using SPSS (Statistical Package for the Social Sciences). There was a return rate of 32.3% of the surveys from the initial sample of support group members. The percentage of women who returned

surveys was greater than the return rate by men, 58.7% and 41.3% respectively. Donors between 36 and 55 years of age completed sixty-three percent of the surveys, and 88.9% of all participants were Caucasian. Over half of the donors who responded to the questionnaire were married alumni who also contributed to academic support funds at their own institutions.

Several demographics were analyzed for relationships using SPSS Crosstabs. Gender, age, marital status, personal income, last contribution amount, and decision making process were combined in various ways in order to determine similarities and differences. The above demographics were grouped in sets that might generate statistics that could lead to an independent status for donors, and therefore result in information more clearly representing the patterns of motivation and behaviors related to giving.

Research Question 1. How do the demographic profiles of donors differ along the lines of gender?

Results. On the basis of gender, several characteristics of the donors were calculated using SPSS Crosstabs analysis (Figure 1). Of the donors who responded to the ACQUIRE-II, only four percent were men under the age of 25 years while 8.1 percent were women in the same age category. This same difference in patterns was also seen in the age group including those people over 65 years. Eight percent of the men responding to the survey were in this category, but no women over 65 years of age responded (Figure 1).

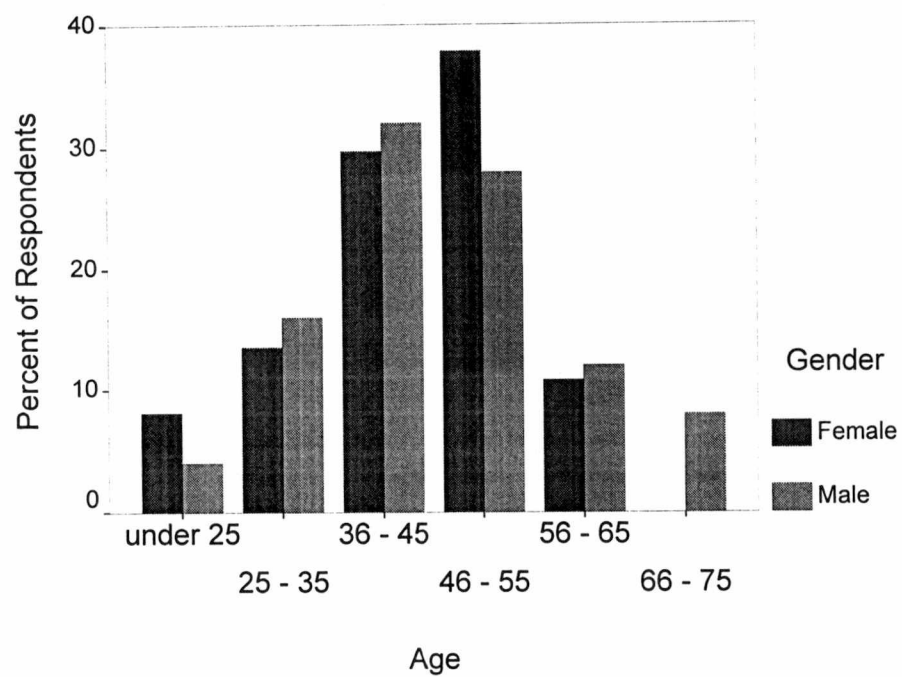


Figure 1. A comparison of age by gender.

The demographics of personal income provided another difference of donors to Division III athletics support groups (Figure 2). None of the men who returned the survey made less than \$25,000, but 22.2% of the women responding to the survey were found to have a personal income of less than \$25,000. The question that dealt with previous participation in intercollegiate athletics resulted in 84.0% of men answering yes, while only 38.9% of women did so (Figure 3).

Slight differences also appeared in the category of marital status (Figure 4). The results indicated that 27.9% of all women had never been married while 16.0% of all men had never been married. There were also more married women in the study than married men (59.5% and 72.0%, respectively). No men who responded to the survey contributed less than \$25, while 8.1% of women contributed an amount that was less than \$25 (Figure 5). Of all of the men who returned to survey, approximately 37% contributed an amount between \$100 and \$249, while only approximately 22% of the women contributed within this range.

Discussion. The data from the demographic section of the ACQUIRE-II indicated several differences in profiles of donors to Division III athletics support groups. These findings indicated that the women donors have only recently begun to make contributions to athletics, whereas men have done so for many years. Women donors generally made less money and therefore contributed lesser amounts to athletics than men donors. This supported the

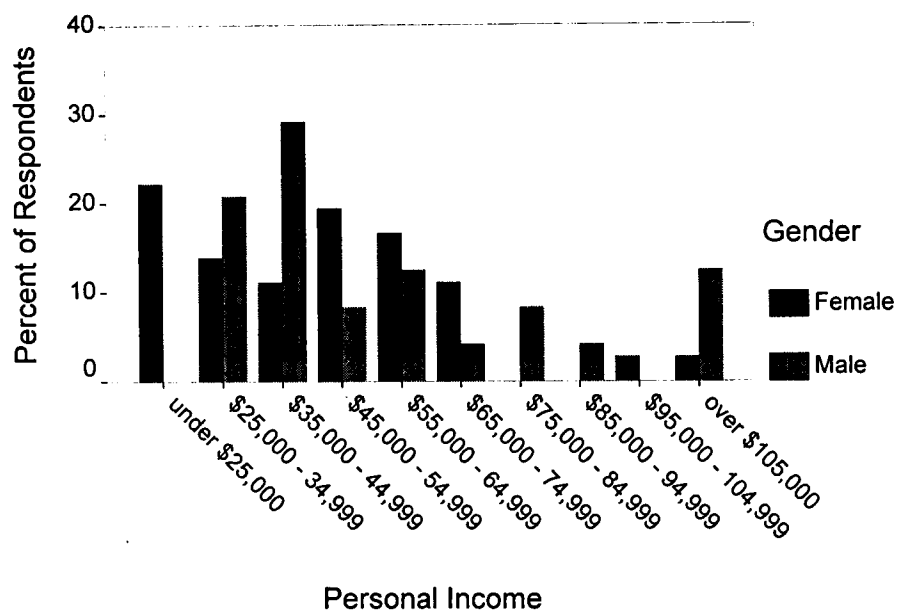


Figure 2. A comparison of personal income by gender.

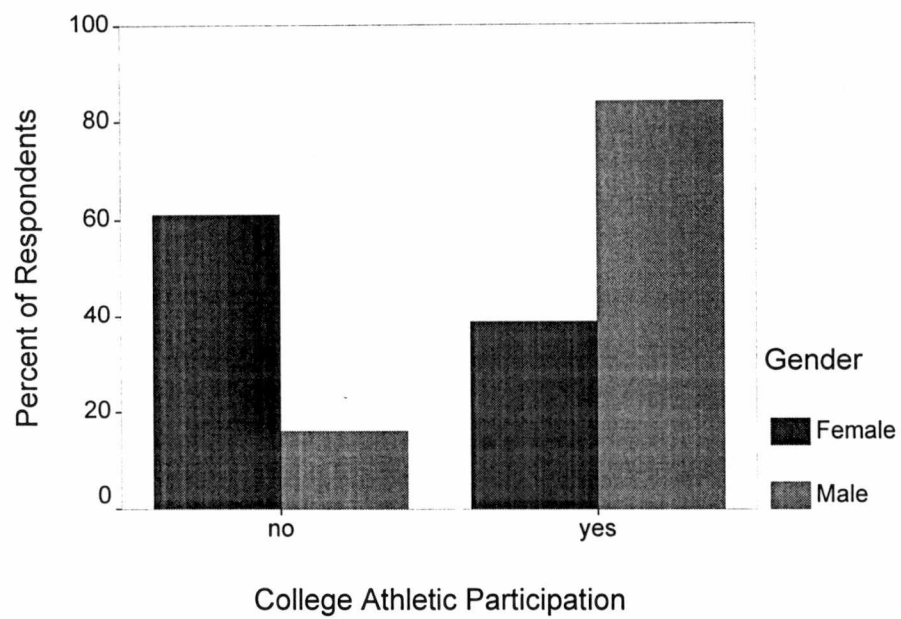


Figure 3. A comparison of previous intercollegiate athletics participation by gender.

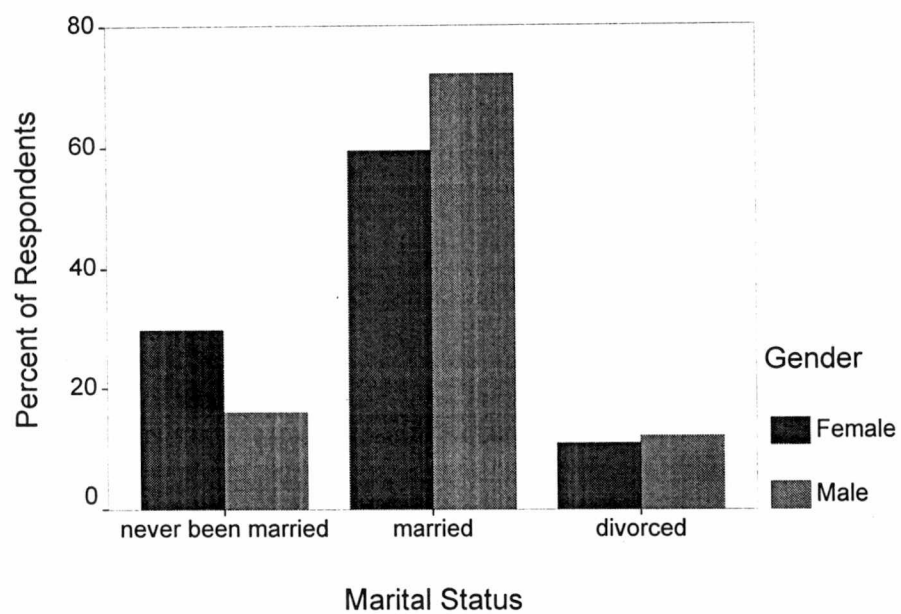


Figure 4. A comparison of marital status by gender.

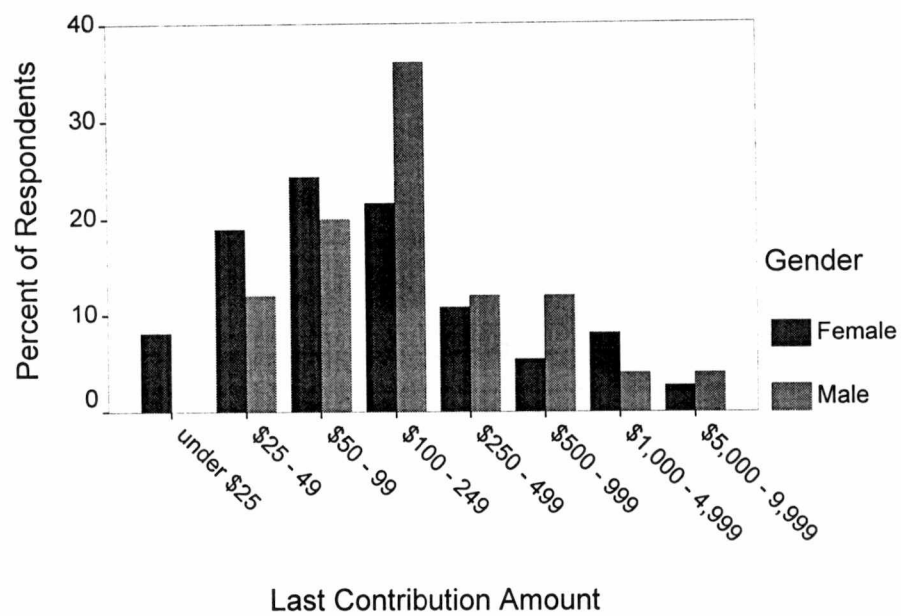


Figure 5. Amount of last contribution as related to gender.

statements by T. S. (1992) that women earn 75 cents for every dollar earned by men and men donated 3.1% of their income while women donated only 1.8% of their income. These results agreed with the conclusions in previous studies that women earn less personal income than men and donate a lesser percentage of their income than men donate, but the differences in demographic data for the men and the women donors did not appear to be as great as they were several years ago.

Research Question 2. How are the demographic profiles of donors similar along the lines of gender?

Results. The demographic profiles of donors were similar in several areas. The percentage of men and women donors who responded to the survey who were between the ages of 36 and 55 years was comparable (Figure 1, p. 46). The percentage of women in this age category was 67.7, while the same category included 60.0% for the men. Similar percentages of men and women donors used the same decision making processes when contributing to athletics support groups (Figure 6). Of the three decision making choices, none is separated by more than 3.1 percentage points for men and women.

Certain categories within several other demographics were found through an analysis of the data (Table 1). The divorced category in marital status resulted in similar percentages of men and women who responded to the survey (12.0% and 10.8%, respectively). Highest level of education also indicated a great similarity upon a closer look at the combination of percentages for

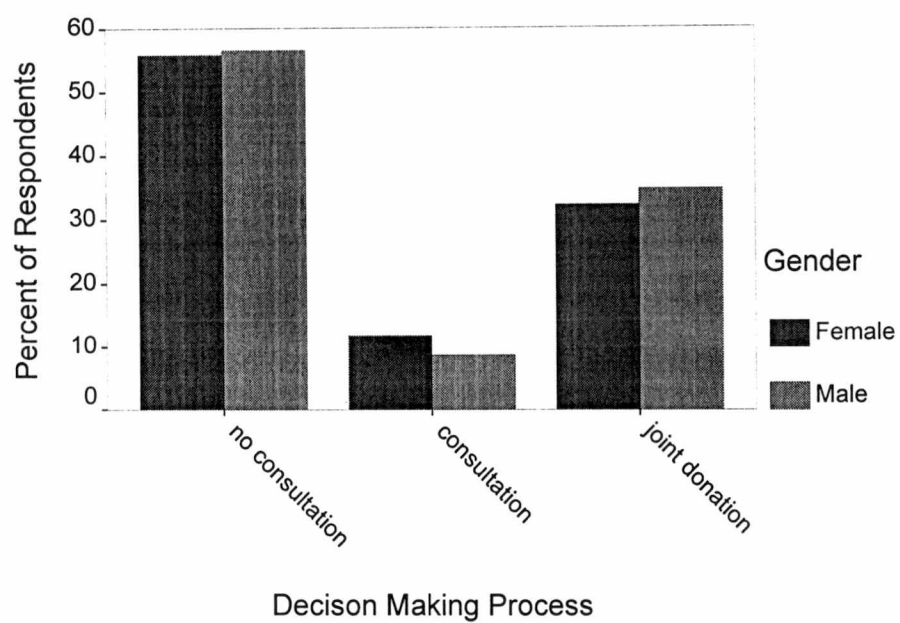


Figure. 6 A comparison of decision making process by gender.

Table 1. Important similarities among male and female donors		
Demographics	Females (%)	Males (%)
Age		
36 - 55 years	67.7	60.0
Marital Status		
divorced	10.8	12.0
Highest Education Level		
bachelor's - master's	81.0	80.0
Donor Status		
alumna/us or parent	86.1	87.5
Personal Income		
under \$45,000	47.2	50.0
Last Contribution Amount		
\$25 - \$250	64.8	68.0
Decision Making Process		
my name, no consultation	55.9	56.5
my name, consultation with significant	11.8	8.7
joint donation from two people	32.4	34.8

bachelor's degree, post-bachelor's work, and master's degree (Figure 7). This restructuring indicated that 81.0% of the women and 80.0% of the men were in this new group (Table 1, p 54). The gender pattern of donor status for men and women was similar (Figure 8) with approximately 58% of the women and 75% of the men being alumni. Approximately 50% of all the men and approximately 47% of the women earned an income less than \$45,000 (Figure 2, p. 48).

Discussion. The fact that several of the demographics were similar for both men and women supported Panas' (1994) statement that donors are not differentiable by gender but rather by their individuality. These findings suggested that the profile of the women donors is changing to become more similar to that of the men donors. This supported von Schlegell and Hickey (1993) who indicated that the profile of the American woman is changing as the result of social and economic changes. The results from this study that indicated 80% of the men and women donors have received their bachelor's degrees also supported von Schlegell and Hickey's statement that the profile of women is changing. However, higher education institutions have graduated a greater number of women than men throughout the 1990's (von Schlegell & Hickey, 1993).

Research Question 3. What relationships exist among donor profiles within the following demographics: (a) gender, (b) marital status, (c) personal income, and (d) decision making process?

Results. In an attempt to find any relationships that existed among donors to Division III athletics, several demographics were analyzed using SPSS

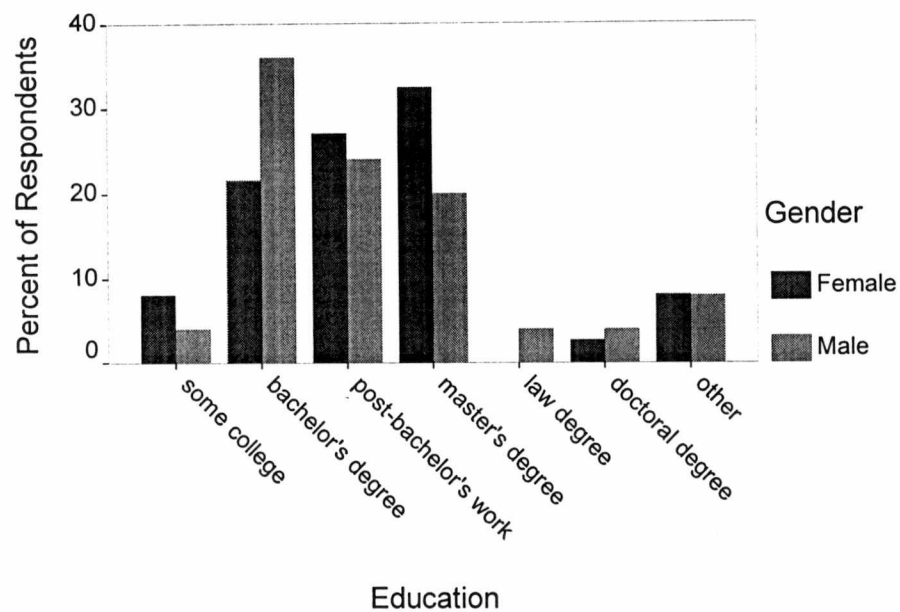


Figure 7. A comparison of highest level of education by gender.

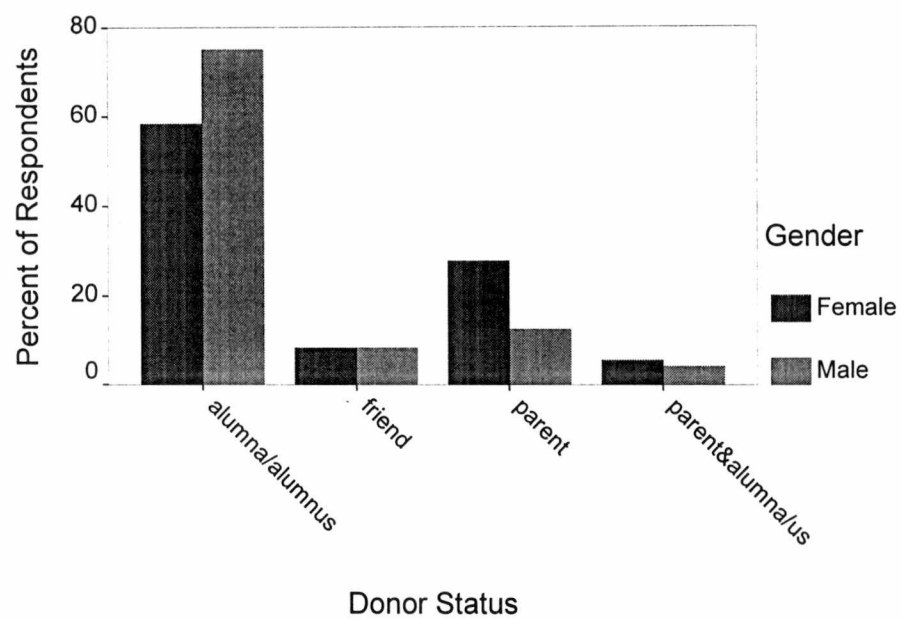


Figure 8. A comparison of donor status by gender.

Crosstabs procedures. The demographics of gender, marital status, personal income, and decision making process were layered in several configurations. These procedures resulted in the several relationships within two or more demographic areas.

When the decision making process of donors was analyzed based on gender and marital status, several relationships were found (Table 2). One hundred percent of the men and women who were divorced or had never been married used the same process when making a contribution to athletics. Each respondent gave under his/her name without consultation with anyone, while those donors who were married implemented a variety of decision making processes when contributing to athletics support groups. Nearly fifty percent of married participants gave contributions as a joint donation from two people. Approximately 38% of the married men donors did not consult with his/her spouse before making a donation, while approximately 29% of the married women donors did likewise. This pattern followed over into the category of making a donation in your name, but in consultation with a significant other, with a greater percentage of married women receiving consultation before donating than married men.

An examination of gender, amount of last contribution, and previous intercollegiate athletics participation yielded several differences (Table 3). None of the men donors who did not participate in intercollegiate athletics donated less than \$100, while over one-third of the same group of women donors gave less

Table 2. Comparison of decision making process by gender

Decision making process	Females %	Males %
never been married		
my name, no consultation	100.0	100.0
my name, consultation with significant other	0.0	0.0
joint donation from two people	0.0	0.0
married		
my name, no consultation	28.6	37.5
my name, consultation with significant other	19.0	12.5
joint donation from two people	52.4	50.0
divorced		
my name, no consultation	100.0	100.0
my name, consultation with significant other	0.0	0.0
joint donation from two people	0.0	0.0

**Table 3. Comparison of amount of last contribution
by gender and previous intercollegiate athletics participation**

Gender		Amount of Last Contribution			
		under \$25	\$25-99	\$100-249	over \$250
Female					
Participation					
	no	4.5%	31.8%	27.3%	36.4%
	yes	14.3%	57.2%	14.3%	0.0%
Male					
Participation					
	no	0.0%	0.0%	25.0%	75.0%
	yes	0.0%	38.1%	38.1%	23.8%

than \$100. Approximately 75% of the donors who participated in intercollegiate athletics, men and women, contributed between 25 and 250 dollars, while only 54% of the women and 25% of the men with no previous participation contributed amounts in the same range.

In an attempt to relate personal income, marital status, gender, and decision making process to each other in terms of donor behavior, Crosstabs were run on these demographics with gender and personal income as the layers (Table 4). These tests resulted in the trend of a greater percentage of married women (over 60%) than married men (33%) with a personal income greater than \$55,000, giving in his/her own name without consulting with anyone. The majority (60%) of married women who had a personal income less than 35,000 dollars gave as a joint donation from two people.

Discussion. The above findings indicated that marital status and personal income are influential in donor behavior. A greater percentage of the married women (19.0%) than the men (12.5%) obtained consultation from his/her spouse or significant other (Table 2, p. 59). This supported the statement by McMillen (1992) that a woman still seeks the input of a man before donating her money. The relationship between personal income and amount of contribution was to be expected, in view of the fact that a person who earns a lesser amount normally can't donate as much as a person who earns much more.

Table 4. Comparison of decision making process by gender and personal income for married donors		
Demographics	Females %	Males %
under \$25,000		
no consultation	16.7	0.0
consultation with spouse	0.0	0.0
joint donation	40.0	0.0
\$25,000 - 34,999		
no consultation	0.0	33.3
consultation with spouse	25.0	0.0
joint donation	20.0	0.0
\$35,000 - 44,999		
no consultation	0.0	16.7
consultation with spouse	0.0	0.0
joint donation	0.0	57.1
\$45,000 - 54,999		
no consultation	16.7	16.7
consultation with spouse	25.0	50.0
joint donation	10.0	0.0
\$55,000 or more		
no consultation	66.7	33.4
consultation with spouse	50.0	50.0
joint donation	30.0	42.9

One contrasting result obtained from this data is that approximately 84% of the married women who earned more than \$45,000 gave without consultation with anyone (Table 4, p. 62). This statistic indicated that personal income may have created an independent status for some women, therefore allowing the woman to feel confident enough to make her own decisions regarding her money. This independent status influenced the behavior of many women donors. These results supported Panas' (1994) statement that all people use individual motivations in giving.

Donor Motivation

Part II of the Athletics Contributions Questionnaire Revised Edition-II contained twenty-two statements that represented possible motivations for contributing money to an athletic support group. The participants of the study were asked to rate the importance of each statement using a six-point Likert scale. Staurowsky, Parkhouse, and Sachs (1996) found that twenty of the twenty-two statements fell into one of six categories related to donor motivation (Table 5). These six categories represented the following six factors associated with donor motivation; Social, Power, Success¹ (success of the school), Success² (success of the state), Philanthropy, and Benefits.

The data received from the participants in the study were analyzed using SPSS Crosstabs. These statements were analyzed along with several of the demographic results in order to investigate the influence of gender, age, marital

Table 5. Assignment of statements to corresponding factors

Factor	Statement number and description
<u>Social</u>	
23	personal enjoyment of watching events
24	opportunity to return to school
25	opportunity to obtain tickets
27	athletics events as family outings
28	occasion to renew friendships
41	opportunity to meet coaches and players
<u>Power</u>	
26	voice opinion regarding quality of program
31	friends and associates also contribute
32	influence coaching staff personnel decisions
38	influence school decision making
<u>Success1</u>	
39	sense of loyalty to school
40	support program that brings prestige to school
<u>Success2</u>	
34	support institution that brings prestige to state
36	previous participation in intercollegiate athletics
<u>Philanthropy</u>	
30	chance to provide money for scholarships
35	provide an education to needy student-athletes
<u>Benefits</u>	
29	purchase tickets for business associates
37	consideration of IRS benefits
42	opportunity to receive specialty items
43	the win-loss record of the program

status, and previous intercollegiate athletics participation on motivation for donors to athletics support groups at Division III institutions.

Research Question 4. Does a donor's previous intercollegiate athletics participation influence donor motivation? How?

Results. Through an analysis of donors based on previous intercollegiate athletics participation, five statements were found to provide motivation to donors with previous experience in intercollegiate athletics. The percentage of participants who rated the statements as very important, important, neutral, unimportant, and very unimportant was calculated.

It was found that the statement (Survey Question [SQ] 24, Appendix C) concerning the occasion to return to the school provided a greater amount of motivation for donors who had previous intercollegiate athletics participation (Figure 9). Approximately 38% of donors without previous intercollegiate athletics participation responded to this statement as important, while none of these donors responded as very important. This is in comparison to the approximately 66% (17% very important, 49% important) of the donors with previous athletics participation who considered this statement to be a motivation in giving.

A second statement (SQ28) which dealt with the occasion to renew friendships and make new acquaintances was also found to be more motivating for those donors with previous athletics experience at the collegiate level (Figure 10). Over 65% of those donors with collegiate athletics experience found this

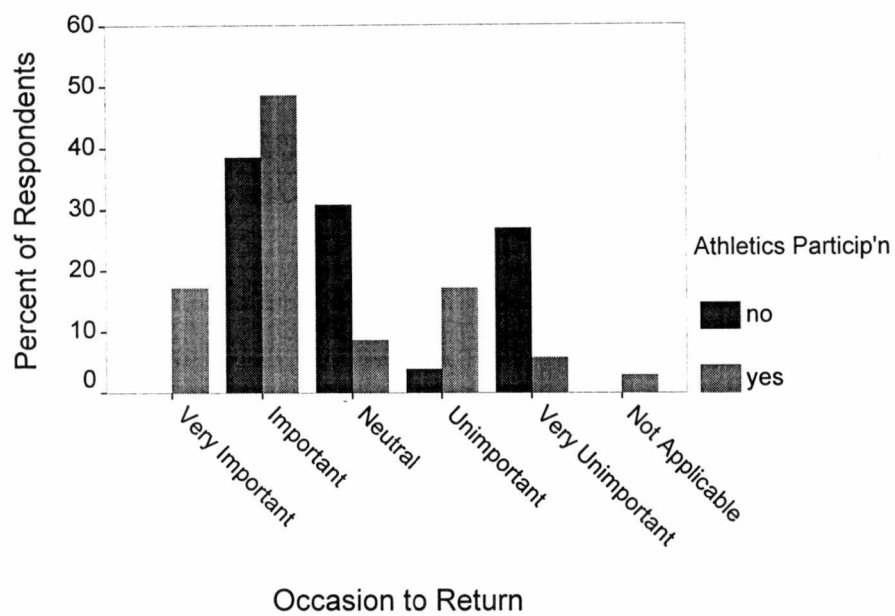


Figure 9. A comparison of athletics participation and the occasion to return.

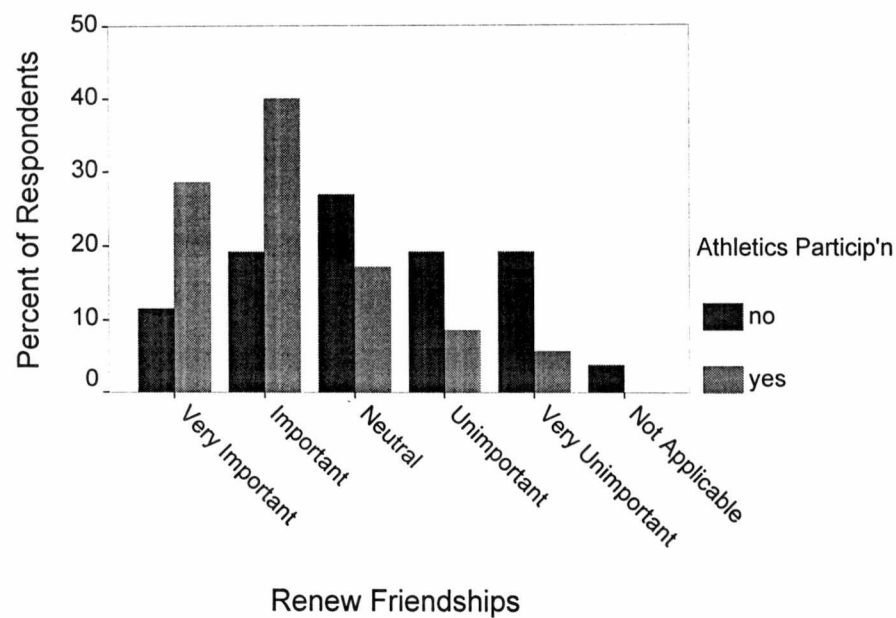


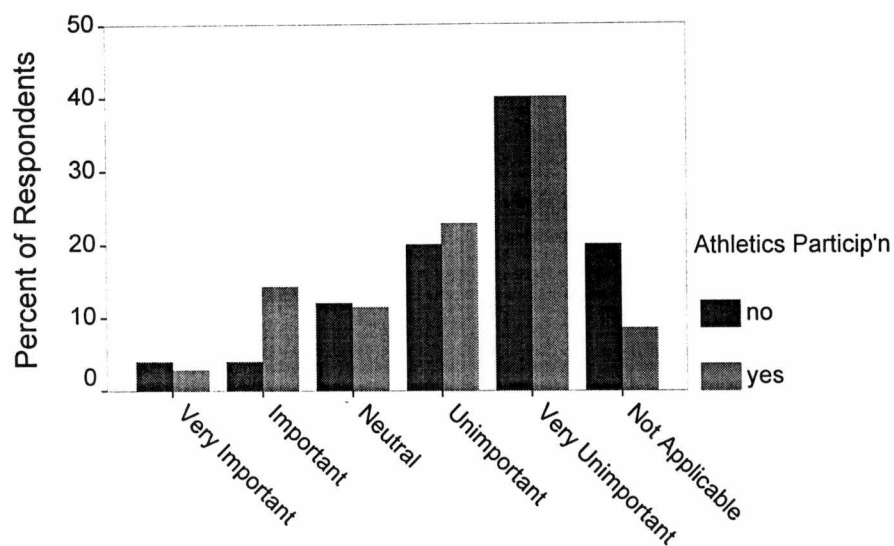
Figure 10. A comparison of athletics participation and the occasion to renew friendships.

statement to either very important (28.6%) or important (40.0%), while only 30.7% (11.5% VI, 19.2% I) of those without collegiate athletics participation found the statement to be a motivation.

The statement which concerned the opportunity to influence decisions related to the coaching staff (SQ32) was determined not to provide a motivation for either group within previous athletics participation (Figure 11). Over 60% of both groups rated this statement as very unimportant (40.0%) or unimportant (21.7%). The statements did indicate a difference in the percentage of donors who rated it as important. Approximately 14% of donors with previous athletics participation considered the statement to be important, while only 4.0% of those donors without previous athletics participation found it to be important.

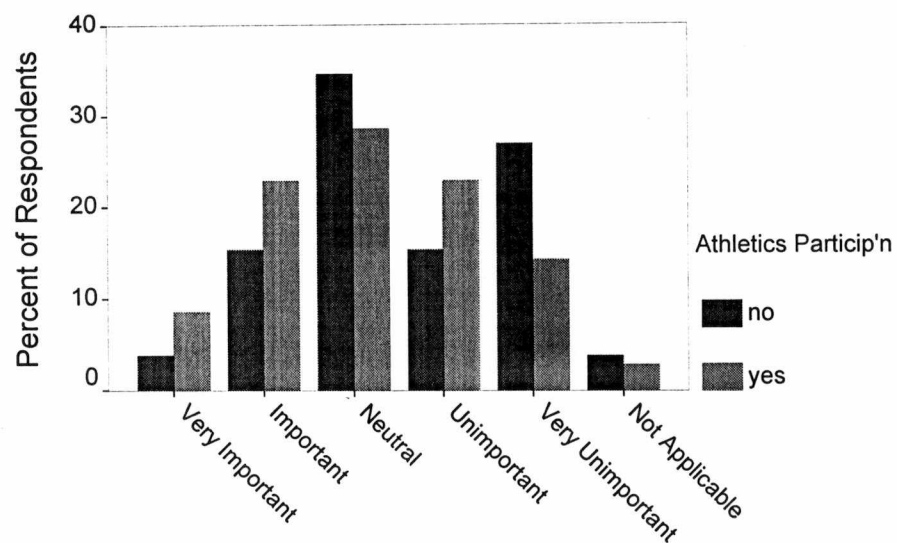
A second statement (SQ26) followed a similar pattern of responses as related to previous intercollegiate athletics participation as the above statement. This statement concerned the opportunity to voice an opinion on the quality of the athletics program. The results indicated that 31.5% (Figure 12) of the donors with previous athletics participation responded either as very important (8.6%) or important (22.9%), but only 19.2% of the donors without previous athletics participation rated it as very important (3.8%) or important (15.4%).

The last statement (SQ25) that indicated a difference in motivation provided to donors within this grouping of previous intercollegiate athletics participation concerned the opportunity to obtain tickets to athletics events. This statement was also determined not to be a motivation for either category in this



Influence Personnel Related to Coaching Staff

Figure 11. A comparison of athletics participation and the opportunity to influence coaching.



Voice Opinion on Quality of Program

Figure 12. A comparison of athletics participation and the chance to voice an opinion.

grouping, but there was a difference in the percentage of respondents who rated it as very unimportant (Figure 13). Approximately 42% of those donors without athletics experience rated it as very unimportant when making the decision to donate money to the program, while only 20.0% of the donors with previous athletics participation found it to be very unimportant.

Discussion. When compared to donors with no previous intercollegiate athletics participation, donors who had experience in intercollegiate athletics were more motivated by those statements which were directly related to particular aspects of athletics programs, i.e., tickets, coaching staff, return to school, renew friendships, and quality of the program. The effect of previous intercollegiate athletics experience on donor motivation and behavior was not in the literature, but for this study, it was found to be a contributing factor in the patterns of giving and motivations for those donors who had previous intercollegiate athletics experience. These results regarding those donors of this specific subgroup supported the statements by Panas (1994). It was found that the donors with previous athletics participation were motivated to give by differing statements than those without athletics experience at the collegiate level, therefore as Panas stated, all donors are individuals and are motivated by factors which are unique to each person.

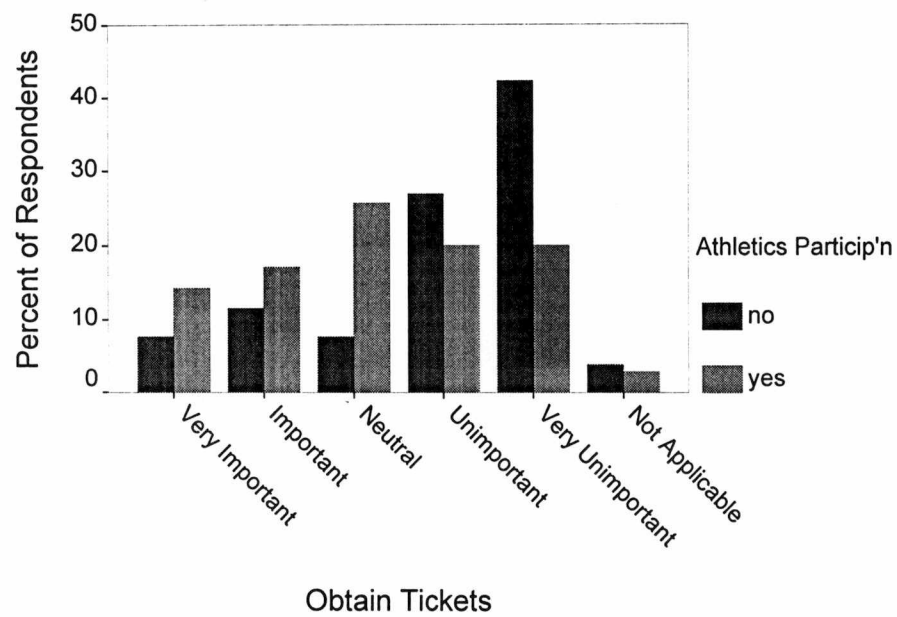


Figure 13. A comparison of athletics participation and the opportunity to obtain tickets.

Research Question 5. Are women motivated to give by factors different from those that motivate men, or are donors as individuals all motivated differently? How?

Results. In an attempt to determine if donors were motivated similarly depending on their gender or if each donor acted as an individual and was motivated by factors related to each person. The responses for each of the twenty statements representing possible motivation for donors to athletics support groups were analyzed by gender using SPSS Crosstabs procedures.

The statement (SQ23) that dealt with the personal enjoyment of watching the schools athletics events (Figure 14) was analyzed first. The majority of the men and women rated this statement as very important or important (VI, 29.7% women, 36.0% men; I, 32.4% women, 28.0% men). The next statement (SQ24) was the occasion to return to the school (Figure 15). This statement was rated as important by 45.9% of the women and 40.0% of the men. The third statement (SQ30) to be analyzed was the opportunity to provide money for scholarships (Figure 16). Women donors rated this statement as very important and important at a rate of 29.7% for each rating, while 40.0% of the men donors rated it as important and 16.0% rated it as very important.

The remaining statements that were analyzed included several ideas; i.e., the opportunity to bring prestige to the state (SQ34), the opportunity to provide an education to needy student-athletes (SQ35), a sense of loyalty to the school (SQ39), and the opportunity to bring prestige to the school (SQ40). The opportunity to bring prestige to the state (Figure 17) resulted in approximately the

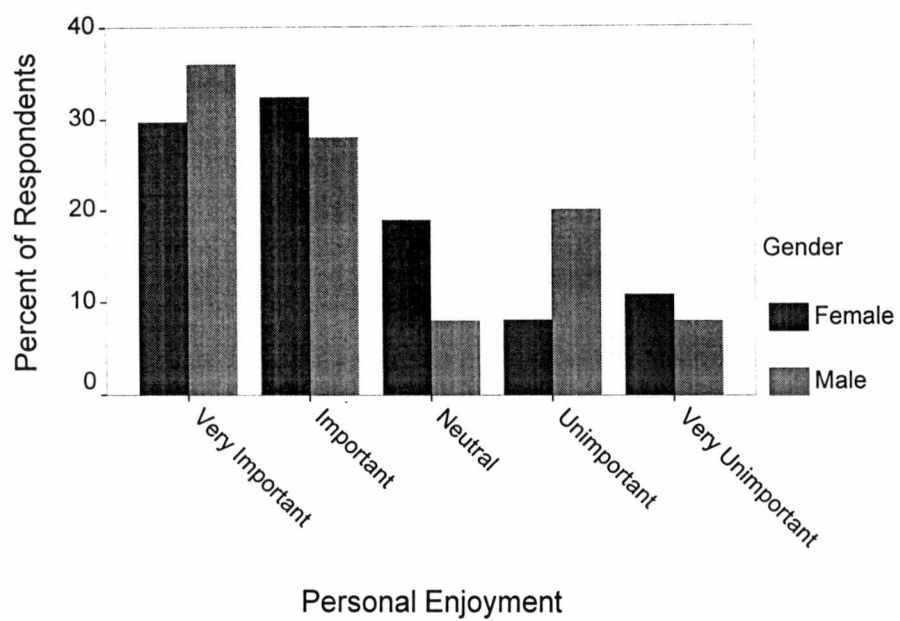


Figure 14. A comparison between genders and personal enjoyment of watching athletics.

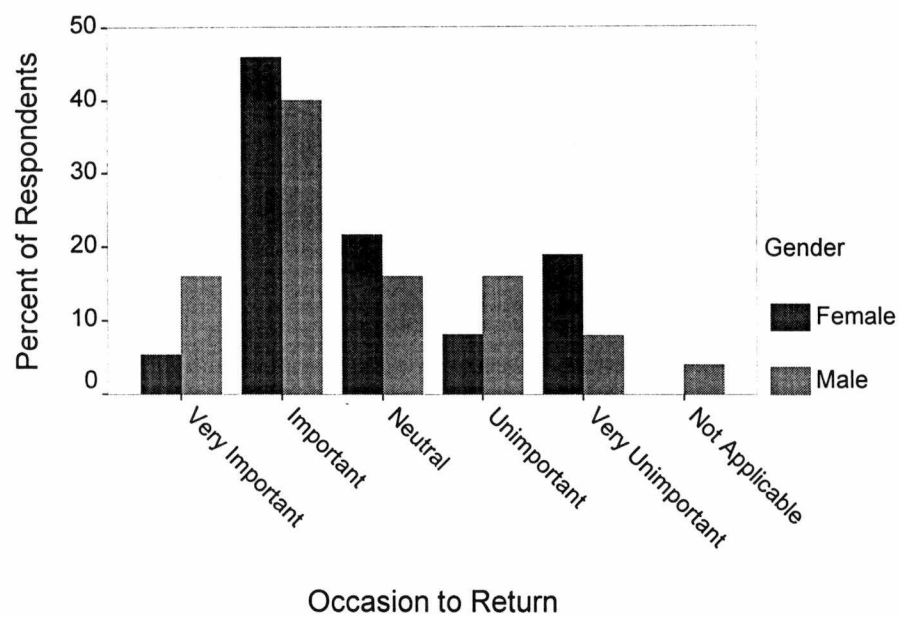


Figure 15. A comparison between genders and the occasion to return to the school.

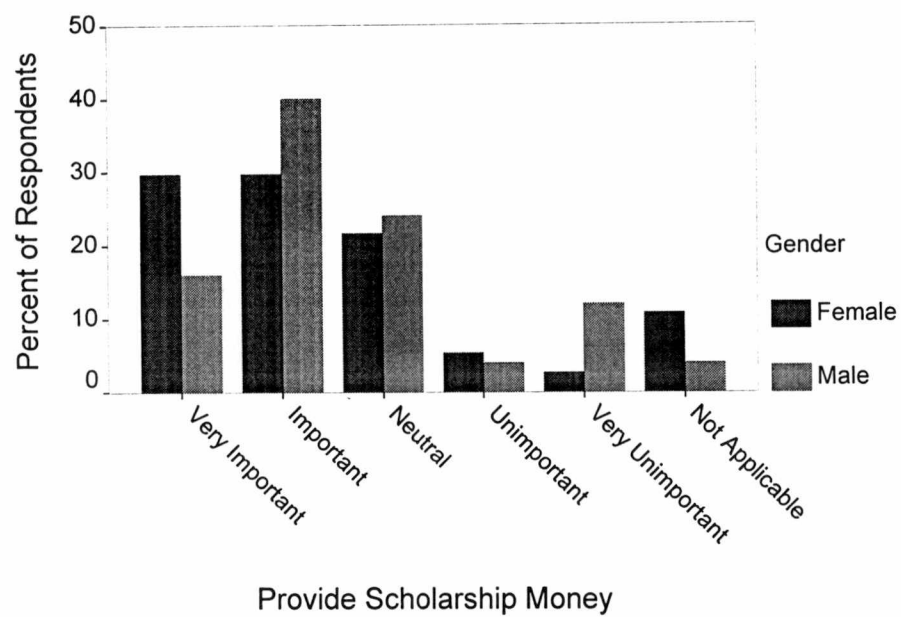
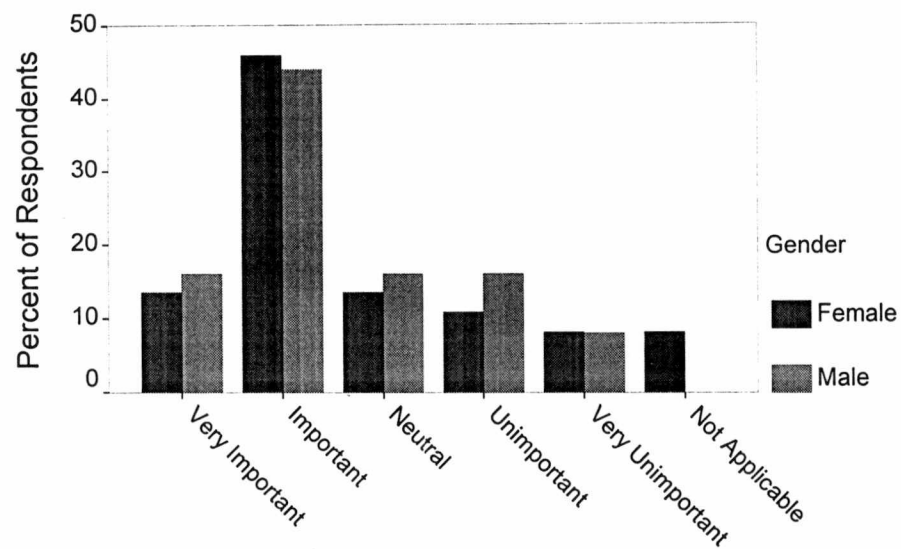


Figure 16. A comparison between genders and the chance to provide scholarship money.



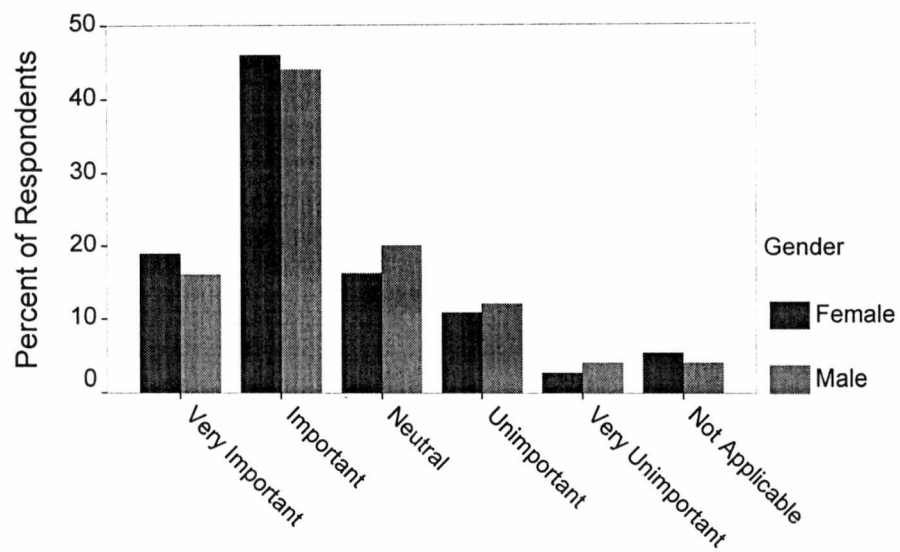
Bring Prestige to the State

Figure 17. A comparison between genders and a desire to bring prestige to the state.

same percentage of the men as the women rating it as very important (16.0% and 13.5%, respectively) or important (44.0% and 45.9%, respectively). The fact that donating money provides the donor with an opportunity to provide an education to needy student-athletes (Figure 18) resulted in 18.9% of the women and 16.0% of the men rating it as very important. This statement was also rated as important by 45.9% of the women and 44.0% of the men.

The survey question that addressed a sense of loyalty to the school (Figure 19) resulted in more than 75% of the men and the women rating it as either very important or important. Approximately 38 percent of the women and 48.0% of the men rated it as very important, while 37.8% of the women and 36.0% of the men rated it as important. The last statement that was analyzed was the prestige of the school (Figure 20). The men responded to this statement as very important at a rate of 36.0% and as important at a rate of 48.0%. The women responded similarly by 21.6% of the women rated it as very important and 56.8% as important.

An eighth statement, previous intercollegiate athletics participation (SQ36), was also evaluated by gender. This statement resulted in 37.8% of women responding as not applicable (Figure 21). After the number of participants who answered as not applicable are discarded, the percentage of women who rated previous intercollegiate athletics participation as very important or important is raised from a combined 43.2% (Figure 21) to a combined 69.5%. This new percentage is comparable to the 75.0% (after



Provide Education to Needy Student-Athletes

Figure 18. A comparison between genders and the desire to provide an education to students.

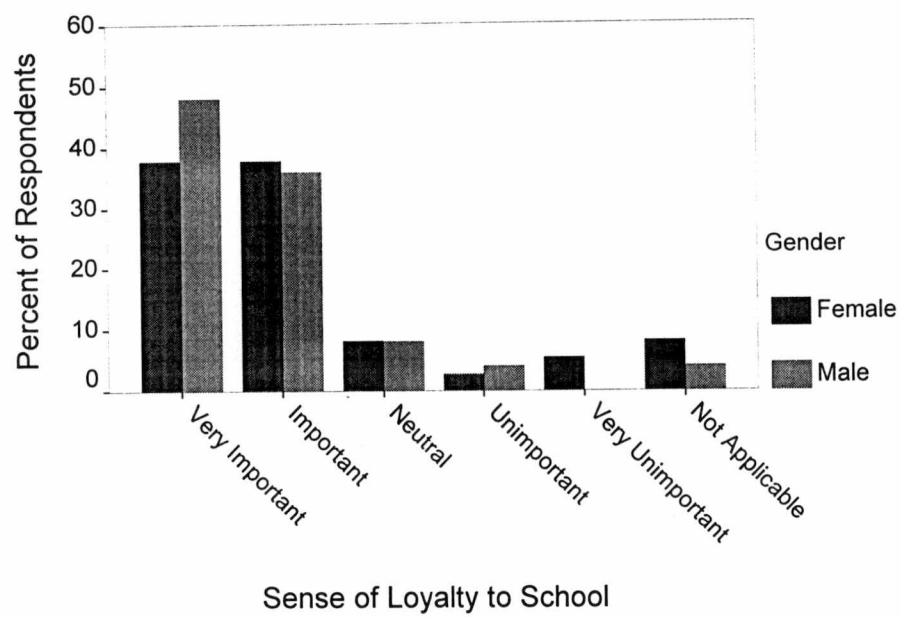


Figure 19. A comparison between genders and a sense of loyalty to the school.

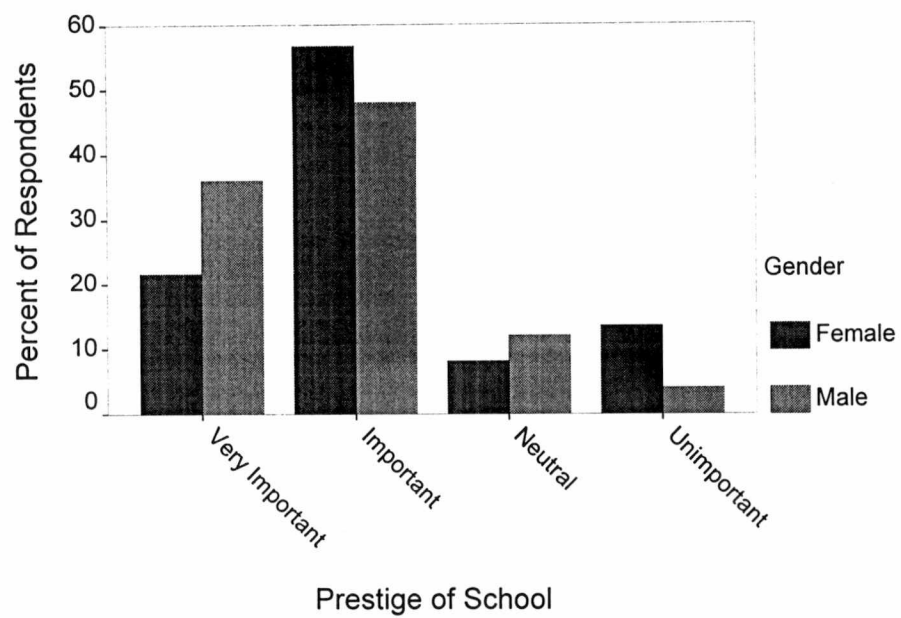
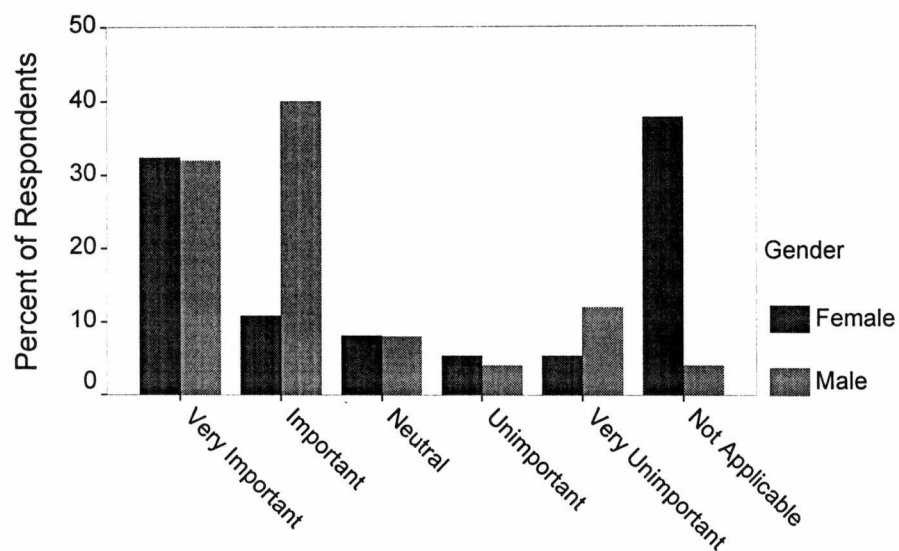


Figure 20. A comparison between genders and the consideration to bring prestige to the school.



Previous Intercollegiate Athletic Participation

Figure 21. A comparison between genders and previous intercollegiate athletics participation.

discarding not applicable) of the men who rated this statement as important or very important.

For those statements in which more than fifty percent of both women and men rated the motivation as very important and important, the statement was considered to be a motivating factor for men and women. The eight statements examined above fit this criterion, and therefore were shown to be a motivation for all donors as individuals (Table 6).

The ranking of those statements that were found to be most influential in motivating men and women donors separately were very similar (Tables 7 and 8). The two statements that concerned school prestige (SQ40) and loyalty (SQ39) were found to provide the most motivation for both men and women. Women rated the statement that dealt with the prestige of the school (Figure 20, p. 81) as very important (21.6%) and important (56.8%) for a combined 78.4%. Men rated the same statement as very important, 36.0%, and important, 48.0%, for a combined 84.0%.

There were several statements that provided motivation for men donors but not women donors. One statement (SQ28), which was found to be a motivation for men but not for women, was the occasion to renew friendships (Figure 22). It provided motivation for 64.0% of men donors (24.0% Very Important, 40.0% Important), but only 43.2% of women donors (18.9% Very Important, 24.3% Important). This was a difference of 20.8 percentage points.

Table 6. Statements which provided positive motivation for donors

(percentage based on combination of Important and Very Important ratings)

Statement	Females	Males
23-personal enjoyment of watching events	62.1%	64.0%
24-opportunity to return to school	51.3%	56.0%
30-provide money for scholarships	59.4%	56.0%
34-bring prestige to state	59.4%	60.0%
35-provide an education to needy student-athletes	64.8%	60.0%
36-previous participation in intercollegiate athletics	69.5%	72.0%
39-sense of loyalty to school	75.6%	84.0%
40-bring prestige to school	78.4%	84.0%

Table 7. Statements which provided the most motivation to females

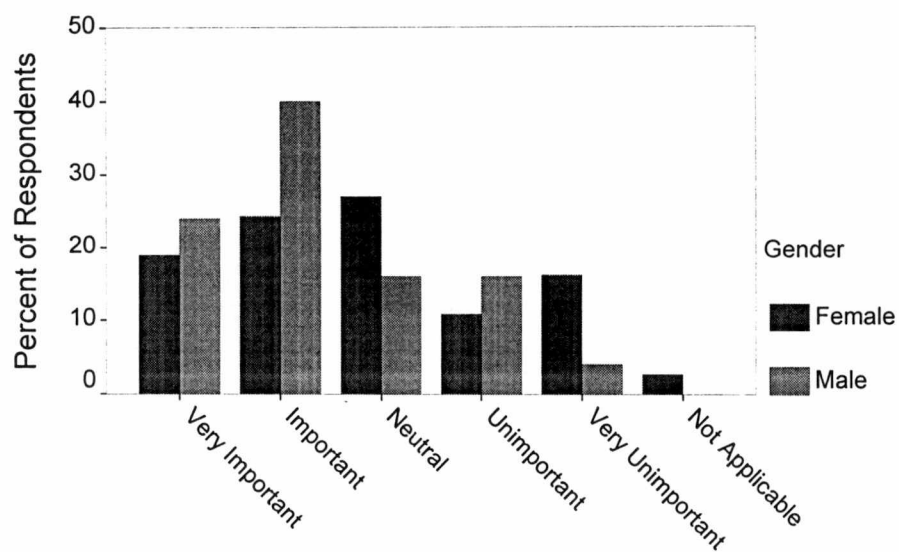
(based on combination of Very Important and Important ratings)

bring prestige to school	78.4%
sense of loyalty to school	75.6%
previous intercollegiate athletics participation	69.5%
provide education to needy student-athletes	64.8%
personal enjoyment of watching events	62.1%
bring prestige to state	59.4%
provide money for scholarships	59.4%
occasion to return to school	51.3%

Table 8. Statements which provided the most motivation to males

(based on combination of Very Important and Important ratings)

sense of loyalty to school	84.0%
bring prestige to school	84.0%
previous intercollegiate athletics participation	72.0%
personal enjoyment of watching events	64.0%
occasion to renew friendships	64.0%
bring prestige to state	60.0%
provide education for needy student-athletes	60.0%
occasion to return to school	56.0%
provide money for scholarships	56.0%



Renew Friendships and Make New Acquaintances

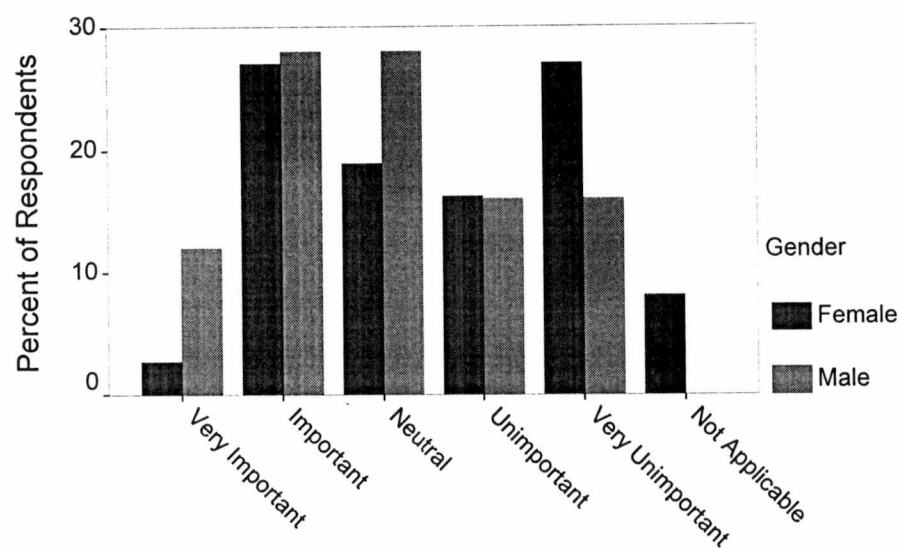
Figure 22. A comparison between genders and the occasion to renew friendships.

One statement (SQ31) that was not found to be a motivation for the men or the women but did indicate a difference in the level of motivation for each gender. The idea that friends and associates contributed was seen as a positive motivation for 40.0% of all men (VI 12.0%, I 28.0%), while in contrast, it was thought to be very unimportant or unimportant by 43.2% (27.0% and 16.2%, respectively) of the women (Figure 23).

Discussion. Some statements were considered to be more influential to either men or women, but by looking at the entire range of statements and percentages, it was determined that men and women were motivated to give by many of the same statements. Of those statements in which there was a difference in the level of motivation for men and women, only one was found to be a motivation for men but not women, occasion to renew friendships. Therefore, it was concluded that men and women could not be differentiated by their motivation to give. These results indicated that men and women were influenced to give to Division III athletics programs by similar motivations. This supported Panas (1994), who stated it is not gender, but individual differences that motivate people differently. No statement stood out as extremely more or less motivating for donors as dependent upon their gender.

Research Question 6. Which primary factors provide motivation to donors to Division III intercollegiate athletics support groups?

Results. An analysis of each statement as grouped with its respective factor (Table 5, p. 64) provided a look at the amount of motivation given by each



Consideration that Friends Contribute

Figure 23. A comparison between genders and the consideration that friends also contribute.

factor. The mean value (Table 9) of response for each statement was calculated using SPSS. The statements were then grouped according to the factor in which they belonged, and then the average mean for each factor was determined.

The statements (SQ39 and 40) within the factor Success1, which related to the success of the school, were found to have means of 2.08 and 2.02, respectively. This related to the Likert response of important (Figures 19 and 20, pp. 80-81). Both the Philanthropy factor (SQ30 and 35) and the Success2 factor, success of the state, (SQ34 and 36) were found to have means of 2.56 and 2.88, respectively. These means correspond to values which fall between important (2) and neutral (3) on the Likert scale. Therefore, the three factors that provided motivation to all donors, regardless of gender were Success1, Philanthropy, and Success2.

The factors of Benefits (SQ29, 37, 42, and 43) and Power (SQ26, 31, 32, and 38) were both found to have means of 3.75 and 3.78, respectively. These values relate most closely to very unimportant (4). Therefore these two factors were not considered to be a motivation for donors to Division III athletics programs. The Social factor (SQ23-25, 27, 28, and 41) was found to have a mean of 3.00. This value is equal to the neutral choice on the survey. Therefore it was found to be neither a motivating factor nor a hindering factor in donor motivation and behavior.

Discussion. This research question asked for the factors that provided motivation for donors to Division III athletics support groups regardless of

Table 9. Rank of motivational factors for donors

FACTOR	FACTOR MEAN	
Statement description		Statement mean
Success1	2.05	
sense of loyalty to school		2.08
bring prestige to school		2.02
Philanthropy	2.56	
provide money for scholarships		2.60
provide an education		2.52
Success2	2.88	
bring prestige to state		2.69
previous athletics participation		3.06
Social	3.00	
enjoyment of watching athletics events		2.37
return to school		2.82
obtain tickets		3.52
family outings		3.02
renew friendships		2.68
meet coaches and players		3.60
Power	3.75	
voice opinion about program		3.35
friends also contribute		3.35
influence coaching decisions		4.23
influence school decisions		4.05
Benefits	3.78	
tickets for business		4.32
IRS benefits		3.31
receive specialty items		3.65
win-loss record		3.85

demographic differences. It was determined that the factors that dealt with success of the school and the state, as well as philanthropy provided the most motivation to donors. Donors to Division III athletics support groups were motivated to give by those factors which are not directly related to athletics, which mirrored the image of Division III institutions as being focused on academics more than athletics. These donors were more influenced to give by the opportunity to help needy students. These results were indicative of the nature of Division III institutions. The fact that these donors were not motivated by the factor that pertained to benefits received from donations is directly related to the fact that most Division III programs do not offer tickets or other benefits to its donors. The result that these donors were not motivated by the social aspects of an athletics program was related to the fact that normally Division III athletics events do not provide the social atmosphere that other classifications in athletics do.

Chapter 5

Summary, Conclusions, and Implications

Summary

The purpose of this study was to determine factors which differentiate patterns of giving and to investigate the differences in patterns of donor motivation and behavior across these factors in intercollegiate athletics at NCAA Division III institutions. The study and the results were divided into two primary divisions with three research questions in each division. The first division was demographic interrelationships, and the second division was donor motivation.

The Athletic Contributions Questionnaire Revised Edition-II, ACQUIRE-II, which was developed by Staurowsky, Parkhouse, and Sachs (1996) was used as the instrument to measure the motivation and behavior of donors. The subjects for the study were 100 donors, male and female, from each of two NCAA Division III athletics support groups. Upon receiving permission to contact members of the athletics support groups, the ACQUIRE-II was mailed to the subjects. The participants in the study gave their informed consent through their completion of the study. The survey consisted of twenty-two questions concerning demographics and twenty-two questions in the form of a six point Likert scale that measured motivations in giving.

The results were categorized into the primary divisions by research question. The demographics questions in the survey were used to obtain data and results for the first three research questions, and the motivational, Likert

scale questions were analyzed in order to answer the remaining three research questions. The results of the study offered new information concerning the patterns, the behaviors, and the motivations of donors to athletics support groups of NCAA Division III athletics programs.

Research questions numbers 1 and 2 resulted in several demographic differences and similarities among the profiles of donors along the lines of gender. Although these results provided support for previous research in this area indicating that men and women behave differently in some areas across demographics when donating money, the results also offered evidence of the many similarities between the men and the women donors. These results provided an indication that the actions of women, when making contributions to organizations, have become more like those of men. These actions are those which are molded by the lines of educational background, personal income, marital status, amount of independence, and the ability to be self-supporting.

Research question number 3 provided a look at the role that gender, marital status, personal income, and decision making process played in the behavior of donors to Division III athletics support groups. Some of the results suggested that the independence level of women, as based on marital status and personal income, affected their donor behaviors in a way similar to the donor behavior of the men. As the personal income of a married woman increased, the level of independence increased, and therefore the amount of the contribution also increased.

The results from research question number 4, provided a glance at the possible affects of a donor's previous intercollegiate athletics participation to his/her behavior in giving. It was shown that those donors who had experience in athletics at the collegiate level were more motivated by those things which pertained to the actual athletics program. These results indicated that all donors are influenced by individual motivations as related to their individual background and characteristics.

As with the results from the previous research questions, question number 5 indicated some differences in motivations for men and women, but the breadth of the response choices also provided several indications that people are motivated by varying factors. It was determined that the statements that provided the most motivation for women were the same ones that offered the most motivation for men. Although there were some small differences in the patterns of responding by the men and the women who rated each statement on the Likert scale, there were not any obvious differences that could be said to differentiate men from women.

The last research question investigated which of the factors (Social, Power, Success1, Success2, Philanthropy, and Benefits) provided motivation to donors to Division III athletics support groups. It was found that these donors, regardless of gender, were more motivated by those factors that were related to the non-athletics side of Division III programs, such as Philanthropy, Success of the School, and Success of the State. These results followed the pattern that

would be expected from donors to Division III programs since this NCAA classification of institutions are more academically based than athletically based. These results supported Panas (1994) indicating that people are influenced to give by individual motivations.

Results indicated that the behavior and motivation of donors to Division III athletics support groups could not be differentiated according to the gender of the donor. It was found that there were some differences in the demographic profiles of men and women donors to Division III athletics support groups. It was also concluded that the generalized profile of the woman donor was that she was younger, earned less personal income, and donated less money than the man represented by a general profile.

Although there were some differences found in the demographic profiles of men and women, there were several similarities. The majority of all donors, men and women, were between the ages of 36 and 55 years. The areas of education level, donor status, median personal income, median contribution amount, and decision making process all provided results that were comparable for men and women. This indicated that the demographic profiles of men and women have begun to merge into one profile for all donors.

Donors to athletics at Division III institutions were motivated to a greater extent by philanthropic factors and by the success of the school and the state than they were by Social, Power, and Benefits factors. This result indicated that

donors to these programs were more motivated to give by factors that were related more to the academics side of the institution than only the athletics side.

The results indicated that there were no gender differences in motivation. It was shown that all donors were motivated differently depending on the individual. When the effect of a donor's previous intercollegiate athletics participation was investigated, it was shown that this subgrouping was motivated to give by different factors than those donors without previous intercollegiate athletics experience. The donors with previous intercollegiate athletics participation were more influenced to give to an athletics support group by those factors that dealt with the athletics program (obtaining tickets, voicing an opinion about the program, and influencing decision made related to the coaching personnel).

Conclusions

1. Gender did not differentiate the behavior and motivation of donors to NCAA Division III athletics support groups.
2. The generalized profile of the woman donor indicated that she was younger, earned less income, and donated less money than the man's generalized profile.
3. The demographics for the men and the women donors were similar in the areas of median age, donor status, median personal income, decision making process, and median contribution amount.

4. Donors to Division III athletics programs were motivated by the success of the school, philanthropy, and the success of the state.
5. Donors were motivated to varying degrees by different factors as related to the individual.

Implications

The results from this study are representative of donors to Division III athletics support groups and may not be characteristic of patterns among donors to athletics within institutions of other classifications, i.e. NCAA Division I, NCAA Division II, and NAIA. Further investigations into all athletics support groups is needed.

In order for a more complete picture to be reached regarding donors to Division III athletics programs, a larger, more wide spread sample of subjects should be targeted. This study only reached 63 donors to Division III athletics programs located in the southeastern part of the United States. Perhaps a wider look at donor motivation and behavior would provide different results.

The patterns suggested from this study indicate that donor behavior cannot be separated by gender. The indication that all donors are individuals and act according to their unique background and characteristics provides the need for development personnel to approach each potential or present donor in ways that provide motivations for only him/her. These results have only offered a starting point in creating fund raising strategies for development officers for all organizations. It is important for all institutions to survey their own donors every

five years or so because the profiles, behaviors, and motivations of all donors change with time.

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Appendices

Appendix A
Letter To Athletics Directors

Date

Athletics Director
University/College
Address
City, State Zip Code

Dear Athletics Director:

The purpose of this letter is to request your cooperation and assistance in a study being conducted as a part of a thesis requirement. This study investigates the motivation and behavior of donors to Division I and Division III athletics support groups at institutions which have one athletics department which includes both the men's and the women's programs. I am requesting your permission to contact members of your athletics support group.

This study will be conducted through the administration of the Athletic Contributions Questionnaire Revised Edition-II, ACQUIRE-II. The surveys will be mailed to randomly chosen members of the support group, and they will be asked to return the completed surveys within three weeks. At which time, a follow-up letter will be mailed which thanks those who have returned the questionnaire and requests those who have not to please do so within two weeks. Participation in this study will be entirely voluntary. All information concerning your institution and the participants of the study and other members of the support groups will remain strictly confidential at all times. The results from the ACQUIRE-II will not include any reference to you, your school, or the members of your support group, assuring complete confidentiality.

Research involving donor motivation and behavior will be beneficial to all development personnel and others related to fund raising within athletics and other organizations. Your cooperation will contribute to the success of this study and lead to the future success and growth in philanthropy in athletics at a time when all organizations are faced with increasing budget cuts.

Thank you for your time and consideration of this study. Please feel free to contact us at your convenience with any questions or comments in regard to this

request. Should you decide to allow us to contact donors to your athletics support group, please let us know by signing and returning this letter and forwarding a copy of your athletic donor mailing list to us. You may FAX your response and/or any enclosures to (423)974-8981 (Attention: Pat Beitel). At the conclusion of this study, a summary of the results and conclusions will be sent to you should you decide to participate.

Sincerely,

V. Susan Ratliff
M. S. Candidate, Sport Administration
vratliff@utk.edu
423-531-6189

Pat A. Beitel
Advisor & Professor
pbeitel@utk.edu
423-974-1277

I have read and understand the nature of the study and am willing to have a random sample of our donors used in this research. I am enclosing our mailing list with the return of this letter.

Signature

Printed Name

Appendix B
Informed Consent

Title: Athletics Donor Motivation and Behavior

Informed Consent

This study is being conducted as a part of a thesis requirement. The purpose of it is to investigate donor motivation and behavior in intercollegiate athletics at Division I and Division III institutions which have one combined athletics department for the men's and women's athletics programs. The research conducted for this study will be done through the administration of the Athletic Contribution Questionnaire Revised Edition-II, ACQUIRE-II. This survey contains a demographics section, a donor motivation section which uses a six point Likert scale to measure motivation factors, and a personal narrative section. Participation in this study is completely voluntary. If you do not wish to answer any question or respond to any statement included in the survey, you may do so at any time. Your identification will be kept strictly confidential, and will at no time be connected to the responses of your survey. The institution to which you are a donor will also never be disclosed within the study. Once the completed questionnaire is received, it will be stripped of any material which may be used to identify you.

Participation in this study does not involve any physical or emotional risks. You, the participant, are under no obligation to complete and return the ACQUIRE-II should you desire.

This study involving the motivation and behavior of donors to intercollegiate athletics will help your institution and any other organization that is involved in fund raising to better focus their efforts, and therefore increase the amount of contributions they receive. By learning the motivations of donors, these development personnel will be able to employ the best fund raising strategy depending upon the need and the individual donor.

For further information or questions, please contact:

Susan Ratliff
vratliff@utk.edu
423-531-6189

Dr. Pat Beitel
pbeitel@utk.edu
423-974-1277

FAX # 423-974-8981

Sport and Physical Activity Unit
1914 Andy Holt Avenue

The University of Tennessee, Knoxville
Knoxville, Tennessee 37996-2700

Your return of this questionnaire indicates that you have read the above statements, understand the research procedures and your role in this study, and understand that completion of the questionnaire serves as informed consent. Please return the completed answer sheet and the last page of the survey in the enclosed stamped, self-addressed envelope within one week. You may FAX both pages to the attention of Pat Beitel at 423-974-8981. Thank you for your time in completing this survey.

Appendix C

Athletic Contributions Questionnaire Revised Edition-II

Athletic Contributions Questionnaire Revised Edition-II
(Staurowsky, Parkhouse, & Sachs, 1996)

Purpose: The purpose of this questionnaire is to identify motivations which inspire people to contribute money to intercollegiate athletics programs. Your response will help the athletics support group or booster club improve its fund raising efforts and better meet your needs.

Directions: Please indicate your answers on the answer sheet provided and return them within one week. Return the answer sheet and the last page of the questionnaire using the enclosed self-addressed, stamped envelope, or you can FAX these two pages to ATTN: Pat Beitel 423-974-8981. Please be assured that every effort will be made to insure confidentiality. You should not put your name on the survey. Individuals will not be identified or made identifiable in any publication and/or presentation which may result from this study.

Part I. Please provide the general information requested below by indicating your response on the answer sheet.

1. Sex
 1. Female
 2. Male
2. Athletics Support Group Member
 1. Division I
 2. Division III
3. Age
 1. under 25
 2. 26 - 35
 3. 36 - 45
 4. 46 - 55
 5. 56 - 65
 6. 66 - 75
 7. over 75
4. Race
 1. African-American
 2. Asian
 3. Caucasian
 4. Latino
 5. Native American
 6. Other _____ (please specify)

5. Marital Status

1. never been married
2. married
3. divorced
4. widow
5. widower

6. Most Advanced Level of Education

1. some college
2. bachelor's degree
3. post-bachelor's degree work
4. master's degree
5. law degree
6. medical degree
7. doctoral degree
8. other _____ (please explain)

7. Decade of Graduation from Undergraduate Alma Mater

1. 1920
2. 1930
3. 1940
4. 1950
5. 1960
6. 1970
7. 1980
8. 1990
9. other _____ (please explain)

8. Degree Received from this Institution

1. bachelor's
2. master's
3. law
4. medical
5. doctoral
6. other _____ (please explain)

9. Decade of Graduation from this Institution

1. 1920
2. 1930
3. 1940
4. 1950
5. 1960
6. 1970

7. 1980
8. 1990
9. other _____ (please explain)

10. Donor Status

1. alumna/alumnus
2. friend
3. parent
4. parent and alumna/alumnus

11. Participation in Varsity or Junior Varsity Athletics in College

1. no
2. yes

12. Household Income Range

1. under \$25,000
2. \$25,000 - \$34,999
3. \$35,000 - \$44,999
4. \$45,000 - \$54,999
5. \$55,000 - \$64,999
6. \$65,000 - \$74,999
7. \$75,000 - \$84,999
8. \$85,000 - \$94,999
9. \$95,000 - \$104,999
10. over \$105,000

13. Personal Income Range

1. under \$25,000
2. \$25,000 - \$34,999
3. \$35,000 - \$44,999
4. \$45,000 - \$54,999
5. \$55,000 - \$64,999
6. \$65,000 - \$74,999
7. \$75,000 - \$84,999
8. \$85,000 - \$94,999
9. \$95,000 - \$104,999
10. over \$105,000

14. Amount of Last Annual Contribution to Athletics

1. under \$25
2. \$25 - \$49
3. \$50 - \$99
4. \$100 - \$249

5. \$250 - \$499
6. \$500 - \$999
7. \$1,000 - \$4,999
8. \$5,000 - \$9,999
9. \$10,000 - \$19,999
10. over \$20,000

15. In addition to your athletics contribution, do you also donate to any funds which support academic programs at the institution?

1. no
2. yes

If you answered **yes** to question #15, proceed to questions 16 - 21. If you answered **no** to this question, proceed to question 22.

16. This question may have more than one response. Mark **all** of the funds to which you contribute in addition to the athletics support group or booster club:

1. annual fund
2. capital campaign
3. library fund
4. general scholarship fund
5. other

Note to what degree your contribution to any or all of the funds marked in question 16 compare (s) to your contribution to the athletics support group or booster club. Skip a fund or funds to which you have not contributed.

17. Annual Fund

1. less than
2. the same
3. more than

18. Capital Campaign

1. less than
2. the same
3. more than

19. Library Fund

1. less than
2. the same
3. more than

20. General Scholarship Fund

1. less than
2. the same
3. more than

21. Other

1. less than
2. the same
3. more than

22. Mark the category that best characterizes the decision making process you use before donating:

1. I donate under my name and without consultation with anyone.
2. I donate under my name but in consultation with my spouse or significant other.
3. the donation is a joint donation from two people.

Part II. Below is a list of possible motivations for your contributing money to this institution's athletics support group or booster club. You are being asked to rate the importance of each statement according to the following scale:

- 1 = Very Important
- 2 = Important
- 3 = Neutral
- 4 = Unimportant
- 5 = Very Unimportant
- NA = Not Applicable

Indicate your response by writing the appropriate symbol for each statement on the answer sheet.

In your decision to donate money to the athletics support group or booster club, how important is:

23. the personal enjoyment of watching the school's athletics events.

1 2 3 4 5 NA

24. the occasion to return and visit the school.

1 2 3 4 5 NA

25. the opportunity to obtain tickets for athletics events.

1 2 3 4 5 NA

26. the chance to voice your opinion regarding the quality of the program.

1 2 3 4 5 NA

27. the fact that athletics events can be family outings.

1 2 3 4 5 NA

28. the occasion to renew friendships and make new acquaintances.

1 2 3 4 5 NA

29. the chance to use tickets for business associates or business purposes.

1 2 3 4 5 NA

30. the chance to provide money for scholarships to the school.

1 2 3 4 5 NA

31. the consideration that friends and associates also contribute to the athletics support group.

1 2 3 4 5 NA

32. the opportunity to influence personnel decisions pertaining to the coaching staff.

1 2 3 4 5 NA

33. the current or previous attendance of your child or children at the school.

1 2 3 4 5 NA

34. the desire to support an institution that brings prestige to the state.

1 2 3 4 5 NA

35. the opportunity to provide an education to needy student-athletes.

1 2 3 4 5 NA

36. your previous participation in intercollegiate athletics.

1 2 3 4 5 NA

37. the consideration of IRS benefits (tax relief).

1 2 3 4 5 NA

38. the opportunity to influence school decision making through the placement of booster club members or groups like the board of trustees.

1 2 3 4 5 NA

39. the sense of loyalty to your school.

1 2 3 4 5 NA

40. the act of supporting a quality athletics program which in turn increases the prestige of the school.

1 2 3 4 5 NA

41. the opportunity to meet coaches and players.

1 2 3 4 5 NA

42. the opportunity to receive specialty items such as calendars, decals, and so forth.

1 2 3 4 5 NA

43. the win-loss record of the program from the previous year.

1 2 3 4 5 NA

44. the opportunity to learn more about the needs of the program and what it takes to run an athletics department.

1 2 3 4 5 NA

Part III. Please write any further responses you may have to these questions and rate your responses using the scale used to respond to the statements in the previous section.

- 1 = Very Important
2 = Important
3 = Neutral
4 = Unimportant
5 = Very Unimportant
NA = Not Applicable

If there are additional motivations that are important to your giving, please list and rate them here using the scale used in the previous section.

45.

1	2	3	4	5	NA
---	---	---	---	---	----

46.

1	2	3	4	5	NA
---	---	---	---	---	----

47.

1	2	3	4	5	NA
---	---	---	---	---	----

48. Specify the single most important motivation that influences your decision to contribute to the athletics support group or booster club.

Athletic Contributions Questionnaire Revised Edition-II

Part I.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Part II.

- | | | | | | | |
|-----|---|---|---|---|---|----|
| 23. | 1 | 2 | 3 | 4 | 5 | NA |
| 24. | 1 | 2 | 3 | 4 | 5 | NA |
| 25. | 1 | 2 | 3 | 4 | 5 | NA |
| 26. | 1 | 2 | 3 | 4 | 5 | NA |
| 27. | 1 | 2 | 3 | 4 | 5 | NA |
| 28. | 1 | 2 | 3 | 4 | 5 | NA |
| 29. | 1 | 2 | 3 | 4 | 5 | NA |
| 30. | 1 | 2 | 3 | 4 | 5 | NA |
| 31. | 1 | 2 | 3 | 4 | 5 | NA |
| 32. | 1 | 2 | 3 | 4 | 5 | NA |
| 33. | 1 | 2 | 3 | 4 | 5 | NA |
| 34. | 1 | 2 | 3 | 4 | 5 | NA |
| 35. | 1 | 2 | 3 | 4 | 5 | NA |
| 36. | 1 | 2 | 3 | 4 | 5 | NA |
| 37. | 1 | 2 | 3 | 4 | 5 | NA |
| 38. | 1 | 2 | 3 | 4 | 5 | NA |
| 39. | 1 | 2 | 3 | 4 | 5 | NA |
| 40. | 1 | 2 | 3 | 4 | 5 | NA |
| 41. | 1 | 2 | 3 | 4 | 5 | NA |
| 42. | 1 | 2 | 3 | 4 | 5 | NA |
| 43. | 1 | 2 | 3 | 4 | 5 | NA |
| 44. | 1 | 2 | 3 | 4 | 5 | NA |

Part III.

Indicate answers directly on questionnaire and return it along with this answer sheet.

Vita

Virginia Susan Ratliff was born in Waynesboro, Virginia on November 23, 1971 and for all of her twenty-six years has lived in Abingdon, Virginia, where her family has resided for several generations. She attended Washington County Public Schools, where she graduated from Abingdon High School in June 1989 after participating in Basketball, Volleyball, and Track & Field. She earned several district and region honors along with awards in recognition of her academic and athletic accomplishments.

In the Fall of 1989, with her choice of Emory & Henry College, a small NCAA Division III college in Southwest Virginia, Susan was able to continue her athletic career in volleyball while also beginning to pursue her Bachelor of Science degree in Applied Mathematics. After four successful years, in April 1993 she was presented with the Hall Memorial Award for outstanding female athlete which was based on her many team, conference, and district volleyball awards, her sportsmanship and leadership abilities, and her academic successes. She received her degree from Emory & Henry College in May 1993.

After working and coaching in the community for five years, the decision was made to attend the University of Tennessee, Knoxville in order to fulfill her desire to have a full-time career in college athletics. This led to her current position with the Men's Athletics Department in the Office of Student Life at the University. In August 1998, she received her Master of Science in Human Performance and Sport Science. She currently plays amateur volleyball in the United States Association of Volleyball, Carolina Region women's open league.