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Perceptions of NCAA Time Restrictions on Female Student-Athletes and Women's Intercollegiate Athletics at The University of Tennessee, Knoxville

Donna C. Thomas
University of Tennessee - Knoxville

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I am submitting herewith a thesis written by Donna C. Thomas entitled "Perceptions of NCAA Time Restrictions on Female Student-Athletes and Women's Intercollegiate Athletics at The University of Tennessee, Knoxville." I have examined the final electronic 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 Recreation and Leisure Studies.

Mary Dale Blanton, Major Professor

We have read this thesis and recommend its acceptance:

Patricia A. Beitel, Nancy E. Lay, Dru Hancock

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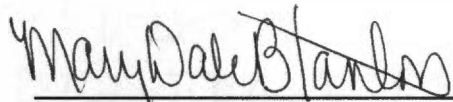
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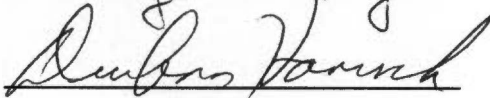
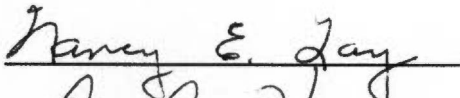
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Dr. Mary Dale Blanton,
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Accepted for the Council:



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April 22, 1992

**PERCEPTIONS OF NCAA TIME RESTRICTIONS ON FEMALE STUDENT-
ATHLETES AND WOMEN'S INTERCOLLEGIATE ATHLETICS AT
THE UNIVERSITY OF TENNESSEE, KNOXVILLE**

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

**Donna C. Thomas
May 1992**

DEDICATION

This work is dedicated to Daniel, Rawleigh, Houston, Caldwell and all the other special children who have blessed my life. Thanks.

ACKNOWLEDGEMENTS

The completion of this thesis, and with it my Master's studies, would not have been possible without the help, support and encouragement of several people.

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To the female student-athletes and the entire staff of the Women's Intercollegiate Athletics Department at the University of Tennessee, thank you. Without you this would not have been possible.

Finally, a thank you to my parents. Your continued support and love make everything possible.

ABSTRACT

Intercollegiate athletics are a part of every day life for millions of people. Americans are involved in sport in a variety of aspects; fans, participants, coaches and administrators to name a few. At times, intercollegiate athletics have seemed to be outside the realm of the role of higher education. In an attempt to make the collegiate athlete indistinguishable from the general student body, the National Collegiate Athletic Association, through the leadership of the Presidents Commission, has begun an effort to reform sport programs. A part of this reform movement is the restriction of playing and practice seasons and time commitments.

It was the purpose of this study to determine the perceptions of the effect of those NCAA time restrictions on female student-athletes and women's intercollegiate athletics at the University of Tennessee, Knoxville. Sub-problems included:

1. Determining the effect of NCAA time limitations on athletic and academic tasks.
2. Determining the change, if any, in the level of academic performance as indicated by a comparison of grade point averages.
3. Determining the reaction of coaches and administrators to the NCAA time limitation legislation.

For the study, participants completed the same questionnaire used by the American Institutes of Research in a 1987 national survey of intercollegiate athletes. This questionnaire was administered before the time limitation legislation took effect and after the rule had been in effect for a semester.

Personal interviews were conducted with the coaching and administrative staff members. Female student-athletes who were freshmen, sophomores or juniors in the spring of 1990 participated in the study.

Results of this study did not indicate that there was a significant difference in the amount of time student-athletes spend on sport related activities. There was no significant difference in the grade point averages when comparing Fall 1990 and Fall 1991 semesters. Student-athletes did not appear to become more active in the general student body. Coaches and administrators indicated that the intent of the rule was good, but had some minor problems with the specifics involved.

The results of this study indicated that student-athletes did not think they had better access to academic counseling or course progress reports despite the athletic department position of Academic Advisor. Student-athletes think they manage their time well, but would like more assistance in the area of time management.

Recommendations for further research include replication of this study after the rule has been in effect for a longer period of time and the use of a more precise instrument. It is also recommended that the NCAA research the possibility of making the rule sport specific so that the out of season needs of individual sport teams may be better accommodated.

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CHAPTER 1

INTRODUCTION

The National Collegiate Athletic Association (NCAA) is the governing body for athletics of most colleges and universities in the United States, with over 800 institutions making up its membership. Institutions are members of the NCAA by choice. Membership requirements include, but are not limited to, payment of membership fees, agreement to abide by the Association's Constitution, Bylaws and any other legislation. The NCAA was founded in 1906 and its Constitution states that its basic purpose is: "to maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body and, by so doing, retain a clear line of demarcation between intercollegiate athletics and professional sports" (Tow, 1990, p. 1). If a vote were taken, today, the public might say that the NCAA has failed to live up to that purpose. Some would suggest that intercollegiate athletics and athletes are not an integral part of the system of higher education.

Public opinion of collegiate athletics is not good. The feeling is that athletic departments are connected with schools in name only and that athletic directors, not presidents, are in charge. "... Intercollegiate athletics has become College Sports Inc., a huge commercial entertainment conglomerate, with operating methods and objectives totally separate from, and mainly opposed to, the educational aims of the schools that house its franchises" (Sperber, 1990, p. xi).

The NCAA has a long-standing principle of institutional control. The concept of institutional control places responsibility of athletic departments on the entire institution of higher education. When a school is cited for lack of

institutional control, it has failed, in the eyes of the NCAA, to control its athletic department. Institutional control asks the basic question, "even if the university didn't know, should it have known?" This question is commonly asked when an institution's athletic department is under investigation for a violation of NCAA rules. Institutional control places the burden of proof on the entire school -- not just its athletic department. In other words, the concept of institutional control assumes the athletic department is a department, just like any other department, of the institution (Lederman, 1991).

The basis of the failure seems to be twofold; one, coaches and athletic directors have been allowed to control the NCAA because presidents of member institutions have chosen to stay away from running their athletic departments, and, two, now that intercollegiate athletics seems to be out of control, the presidents are the recipients of the criticism. Perhaps, in a reaction to that criticism, university presidents are exerting a new interest in athletics.

University presidents have chosen to become involved for a variety of reasons, one of which may be that the "US Congress threatened to intervene to restore some measure of respect for our nation's universities" (Rawlings, 1991 p. 72) A. Bartlett Giamatti, former president of Yale University and commissioner of Major League Baseball, stated: "What was allowed to become a circus -- college sports -- threatens to become the means by which the public believes the entire enterprise [higher education] is a sideshow" (Sperber, 1990, p. xi). The problem stems from the basic question of integrity. If institutions of higher education are to maintain integrity in the classroom, they must also maintain that integrity on the athletic field. Daniel Sullivan, President of Allegheny College, states: "I cannot think of a single thing that has eroded

public confidence in America's colleges and universities and undermined key educational values more than intercollegiate athletics ... It is hard to teach integrity in the pursuit of knowledge, or how to live a life of purpose and service, when an institution's own integrity is compromised in the unconstrained pursuit of victory on the playing fields" (Looney, 1990, p. 38).

The NCAA Presidents Commission was formed in 1984 and is the first defined on-going forum for chief executive officers within the NCAA structure. In 1987, the Presidents Commission issued an agenda for reform. This agenda for reform called for a study to assist in determining the "proper role of intercollegiate athletics within higher education." This nationwide study, conducted by American Institutes for Research, (AIR) was to begin in November, 1987. (AIR, 1988).

The AIR study addressed several aspects of university life and the relation of the student-athlete, including:

1. How do the experiences of college or university life of student-athletes compare with those of other students who devote a great deal of time to a particular extracurricular activity?
2. How do the experiences of student-athletes differ depending upon whether one is a participant in big-time sports or in sports that are not given a heavy emphasis?
3. How do the experiences of student-athletes compare with those of other students in terms of courses taken, classes attended, time spent on or off campus, and tutoring received? How do they feel about and evaluate their experiences?

The 1991 NCAA Convention has become known as the convention of reform. The Chief Executive Officers of member institutions let the athletic world know that it is time for a change. Albert Witte, NCAA President, said: "This is the first major effort in many years to begin the process of making athletes indistinguishable from the general student body" (O'Toole, 1991, p. 4). Among the reform proposals was Proposal #38: "To reduce time demands on student-athletes by further restricting playing and practice seasons in all sports in Divisions I and II ..." (Staff, 1990, p. 3). Time restriction legislation will, hopefully, allow student-athletes a better opportunity to integrate into the student-body and will increase the amount of time they spend on academics. It is one, of several, ways the Presidents Commission hopes to re-establish integrity and return intercollegiate athletics to an integral part of the system of higher education.

Most legislation comes about because of events that occur in the big-time sports -- men's football and men's basketball. One can not help but wonder, how does this time restriction affect the female student-athlete and women's sports? There is a need to study the effect of such legislation on a women's intercollegiate athletics. The University of Tennessee, Knoxville, has a successful women's intercollegiate athletic program, sponsoring teams that are nationally ranked -- that athletic program will provide the setting for this study. Findings may affect future, across the board, legislation.

Problem Statement

The purpose of this study was to determine the perceptions of the effect of NCAA time restrictions on female student-athletes and women's intercollegiate athletics at the University of Tennessee, Knoxville.

This was a descriptive case study of female student-athletes and women's intercollegiate athletics at the University.

Sub-problems

The sub-problems investigated in this study were:

1. What effect will NCAA time limitations have on athletic and academic tasks?
 - A. Is there a difference among all female athletes in all sports?
 - B. Is there a difference between athletes in individual and team sports?
2. Is there a change in the level of academic performance among the student-athletes as determined by comparing GPA's?
 - A. Is there a difference among all female athletes in all sports?
 - B. Is there a difference between athletes in individual and team sports?
3. What is the reaction of coaches and administrators to the NCAA time limitation legislation?
 - A. Are you in favor or not in favor of the proposed legislation? Why?
 - B. What changes do you foresee due to the legislation?
 - C. Is the legislation accomplishing what it was designed to accomplish?
 - D. Should the legislation be modified to meet the goals of both the coaches and the NCAA?

Definitions of Terms

To facilitate a better understanding of this study, the following terms are operationally defined.

National Collegiate Athletic Association (NCAA): A body of "member colleges, universities, athletics conferences or associations and other groups that are related to intercollegiate athletics; that have acceptable academic standards and that are located in the United States. Such institutions or organizations must accept and observe the principles set forth in the constitution and bylaws of the Association." (Tow, 1990).

Institutional Control: The placement of responsibility for a school's athletic program on the "president, trustees, faculty members, coaches, and alumni" -- not just the athletic department . (Lederman, 1991)

Presidents Commission: A group of 44 chief executive officers from NCAA member institutions. Responsibilities include: "review of any Association activity, placing matters of concern on the agenda for any meeting, commission studies of intercollegiate athletics issues and urge courses of action, propose legislation directly to any convention, call for special meetings of the Association, and approve the appointment of an executive director of the Association." (Tow, 1990, p. 23).

American Institutes for Research (AIR): The organization contracted to conduct the National Study of Intercollegiate Athletes. The Center for the Study of Athletics is located in Palo Alto, California.

Chief Executive Officer: The president of the college or university. The person responsible for the actions of the institution.

Administrators: Those within the athletic department who are responsible for the day-to-day operations of the department. Examples include, but are not limited to, the athletic director, associate director, assistant director, academic advisor, sports information director, and trainer.

Coach: Those persons responsible for the direction of the sports teams. Coaching staff may include head coach, assistant coach, and graduate assistant coaches.

Intercollegiate Athletics: The competition of student-athletes, as a team or as individuals, against another team or individual student-athlete from an outside institution.

Individual Sports: Sports in which an individual may qualify for participation as opposed to the entire team. In this study the individual sports include women's Swimming and Diving, Tennis, and Track & Field (includes Indoor, Outdoor, and Cross Country).

Team Sports: Sports in which the entire group of players must qualify for participation. In this study the team sports include women's Basketball and Volleyball.

Student-Athlete: A person enrolled in a college or university who participates in the institution's intercollegiate athletic program. "...One who engages in a particular sport for the educational, physical, mental and social benefits derived therefrom..." (Tow, 1990, p. 57).

Time Restriction: The amount of time a student-athlete may spend playing and practicing in all sports. The restriction is as follows: "student-athletes will be limited to 20 hours of competition or required practice time during the playing season, with one full day off from such activities, and to eight hours or required activities during the off-season." (Staff, 1991, p. 7).

Assumptions

The assumptions in this study were:

- 1. The American Institutes for Research questionnaire is a valid and reliable measure of the time demands on student-athletes.**
- 2. The subjects answered the questions in an honest manner.**

Limitations

Limitations of this study were:

- 1. The subjects will be derived from an intact group of female student-athletes and coaches of women's sports at the University of Tennessee, Knoxville.**

Delimitations

This study was delimited to the following parameters:

- 1. The sample consists of female student-athletes and coaches of women's sports only.**
- 2. The sports of basketball and volleyball are the only team sports represented.**
- 3. The sports of swimming, tennis, and track & field are the only individual sports represented.**

Significance of the Study

With the findings of this study and others, information can be provided to coaches, administrators, university officials, and student-athletes that may assist in program planning and future NCAA legislation. Information can also be provided directly to the University of Tennessee that may assist in determining just where the female student-athletes and the women's athletic department fit into the national average on time spent in athletic activity and time spent preparing for and attending class. Data may reflect changes that occur in academic performance when athletic time commitments are limited. Such changes will be reflected by a change in grade point averages.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This study was concerned with the effect of NCAA time restrictions on female student-athletes and women's intercollegiate athletics at the University of Tennessee, Knoxville. These restrictions were adopted at the NCAA Convention in January of 1991. Since this legislation does not go into effect until August 1, 1991, there was no literature available that provides information on its effectiveness. There are, however, publications that support any action to curtail abuses in college sports and make the student-athlete more of a part of the general student body. In an effort to look at the logic behind limiting the amount of time a student-athlete may spend on athletic related activities, this chapter will review literature related to: (a) NCAA time restriction legislation, (b) the plight of intercollegiate athletics, (c) student-athletes and academics and (d) the role of the institution.

NCAA Time Restriction Legislation

During the 1991 NCAA Convention, a proposal to limit the amount of time student-athletes may spend on athletically related activities was adopted. Proposal #38 is an amendment to NCAA bylaw #17 and establishes new regulations on playing and practice seasons in all sports and its effective date is August 1, 1991. (Staff, 1991).

The intent of the legislation is to reduce time demands on student-athletes, in all sports, in Divisions I & II by further restricting playing and practice seasons. (Staff, 1991) The proposal defined playing and practice seasons,

limited athletically related activities, limited preseason practice, reduced schedules and prohibited intrasquad competition.

James McCullough, (McCullough, 1991), Associate Commissioner of the Southeastern Conference, summarized the legislation in a memorandum to conference institutions. His memo defines athletically related activities as: competition, practice, required weight training and conditioning, required film or tape reviews, required participation in camps or clinics, meetings initiated by coaching or other staff on athletic matters, required or supervised individual workouts, participation in a physical fitness class taught by a member of the athletic staff and activities called by any member of a team and confined primarily to members of that team that are considered requisites for participation in that sport. (McCullough, 1991) The legislation allows coaches to be present during voluntary individual workouts in the sports of gymnastics, swimming and diving, fencing, rifle, skiing, track and field (field events only) and water polo, provided the coach does not conduct the workout. (Staff, 1991).

Activities not counted in time limitations (McCullough, 1991) include (a) training-table or competition related meals, (b) physical rehabilitation, (c) dressing, showering or taping, (d) athletics department academic study hall or tutoring sessions, (e) meetings with coaches on nonathletics matters, (f) travel to and from practice and competition, (g) medical examinations or treatments, (h) participation in regular physical education classes open to all students, (i) voluntary individual workouts, and (j) individual consultation with a coach initiated voluntarily by the student-athlete, provided they do not engage in athletically related activities. (McCullough, 1991).

Daily and weekly hour time limitations on athletically related activities were established by the legislation. (Staff, 1991) A maximum of four hours per day and 20 hours per week is allowed for athletically related activities with a requirement of one day off. (Staff, 1991) Out of season activity is restricted to eight hours per week and one required day off. These time limits are for required activity. There is no limit on voluntary practice time. All competition counts as three hours, for the day and in the weekly total, regardless of the actual duration. (McCullough, 1991).

McCullough (1991) reports that daily and weekly time limitations do not apply to preseason practice prior to the first day of class or first scheduled contest, whichever is earlier. Nor do limitations apply in periods between academic terms when classes are not in session. (McCullough, 1991).

Institutions can no longer participate in off-campus intrasquad games. The limits on the number of allowed contests and lengths of playing seasons were determined by sport. All sports, except football and basketball, had the number of allowed contests reduced. (Staff, 1991).

The Plight of Athletics

Public opinion of college sports is mixed. The general feeling is that abuse has grown so rampant that some question the continued association of sport with higher education. Others view the association of sport as an integral part of higher education.

A person, from another culture, watching a television broadcast of an athletic contest for the first time would never believe that the entire American

society is not pro sport. (Jensen, 1981) . A survey of 287 undergraduate students at Illinois State University was conducted to determine the attitude of students toward intercollegiate athletics. (Jensen, 1981) This study found that students support intercollegiate athletics as a part of higher education. Some of the findings include: 50% disagree that money spent on athletics would be better spent on books for the library; 49% agree that participation in intercollegiate athletics is good preparation for competition in later life; 52% agree that athletics provide a valuable link between the University community and alumni; approximately two-thirds (33%) agree that the big-business aspect of athletics is a perversion of educational goals; while approximately 51% disagree that athletic programs are anti-intellectual in their effects; 44% agree that many undeserving students get into college only because of their athletic ability; 59% agree that intercollegiate athletics have been a part of the American tradition and should remain so; 40% agree that if intercollegiate athletics were discontinued school spirit would be destroyed; and 30% agree that athletes do not take academic requirements seriously enough. (Jensen, 1981).

Denny Crum, men's basketball coach at The University of Louisville (Crum, 1982) indicates that athletics are an integral part of the university system. Crum states that there are different kinds of education and athletics provide learning experiences that make athletes better persons for having had this experience. Crum indicates that this type of learning experience may be the reason that college and university presidents continue to include athletics as a part of the curriculum. (Crum, 1982, pp. 16-17).

Lapchick (1989) indicates that the development of sport in America has been one of conflict and controversy. The current problems of sport in United

States culture are not new. It is a delusion to think that there was a time when things were better. Conflict and controversy follow the development of any social institution and sport is no different. (Lapchick, 1989).

The "aura of altruism and heroic myth associated with the athletic word of the past is being replaced by a cynical view of the intentions and operations of the athletic world today" (Frey, 1979, p. 35). The ideological view of sports is called to question when its practices are deemed to be at odds with generally held beliefs. (Frey, 1979) "Intercollegiate sport, and all sport for that matter, is finally in the company of all other of our institutions which have lost face and faith in the eyes of the public. The moral base of intercollegiate athletics, which heretofore had been cemented in the educational, socialization and physical fitness values of sport, have been eroded by hypocrisy, scandal and violence. Inattention from college presidents and faculties may become a thing of the past" (Frey, 1979, pp. 35 - 36).

Bobby Knight, men's basketball coach at Indiana University, states: (England, 1982) coaches and universities have nothing to do with society's interest in sport. The quality of education a student receives is not affected by university athletic programs. Knight indicates that academic and athletic expectations should be related. If there are high expectations on the playing field then those same expectations should exist in the class room. The purpose of college is for students to earn degrees, not for coaches to have a team to coach. Knight states that coaches who cheat should lose their jobs and be banned from the profession. Athletes who accept any extra benefits should become ineligible. (England, 1982, pp. 159-163).

Kaplan (1991) reports statistics such as "10% of men's football and basketball players at Iowa State have been convicted of a felony" (Kaplan, 1991) and Lederman (1990, p. A31) indicates "more than half of the biggest sports programs in the NCAA were punished at least once in the 1980's" (Lederman, 1990) add fuel to the fire of public opinion in relation to college sports.

College sport needs to be redefined within the university. The situation is not compatible with the system of American higher education. It is a result of systemic failure. Most big-time athletics programs operate with no connection to the educational functions of the school (Sperber, 1990).

Student-athletes have been forgotten. It is the responsibility of schools to educate and graduate athletes thus making them better prepared for life after athletics. The big business world of athletics makes the education aspect difficult. Reducing the time demands on student-athletes will allow a greater focus on academics (Gurdy, 1990).

Isiah Thomas, former Indiana University basketball player and present NBA star, suggests that collegiate student-athletes are athletes first and students second. The job is to produce as an athlete. Academics require motivation to get something in return for athletic performance. (Sperber, 1990, p. 302).

Wilford Bailey, President Emeritus and professor at Auburn University, suggests that integrity in athletics is related to a "wholeness" of athletics and academe. Abuses in college sport appear because the wholeness of the relationship has become illusory. Striving for integrity in athletics will require a

move toward the complete or "whole" relationship of all factors of campus life (Bailey, 1990).

Student-athletes and Academics

The Presidents Commission of the NCAA has been working on a reform agenda since 1984 (AIR, 1988). A portion of this agenda's intent is to provide opportunities that will allow student-athletes to become stronger academically.

The American Institutes for Research (AIR) was contracted, by the NCAA Presidents Commission, to conduct a study to the role of intercollegiate athletics within higher education (AIR, 1988). The national study of intercollegiate athletes was conducted in 1987-88. 4,259 students completed questionnaires; the sample consisted of men's football, men's basketball and female basketball players grouped as Football/Basketball; male and female athletes from other sports grouped as Other Sports; and students involved in time consuming extracurricular activities. The report of the findings shows similarities as well as differences (AIR, 1988).

AIR summary reports (AIR, 1988) on the mean composite scores of standard college entrance exams: The ACT scores: Football/Basketball 18.2, Other Sports 19.2, Extracurricular 21.4. The SAT scores: Football/Basketball 883.8, Other Sports 919.3, Extracurricular 990.2 (AIR, 1988). The percentages responding to the greatest importance of getting a degree were as follows: Football/Basketball 95.2%, Other Sports 92.8%, Extracurricular 93.2% (AIR, 1988). Cumulative grade point averages, reported in a sub-sample of 12

institutions, were similar: Football/Basketball 2.46, Other Sports 2.61, Extracurricular 2.79 (AIR, 1988).

Student-athletes are more likely to major in business while extracurricular students are more likely to major in arts and humanities (AIR, 1988). Football/Basketball players are 95.9% satisfied with their choice of major, other sports report a degree of 95.3% satisfaction, 94.8% of the extracurricular students are satisfied with their choice (AIR, 1988). Satisfaction in academic performance is reported as: Football/Basketball 64.4%, Other Sports 62.6% and Extracurricular 72.4% (AIR, 1988). It is "harder" or "much harder" to be regarded as a serious student by faculty if one is a football or basketball player (AIR, 1988). The study reports the difficulty of consideration as a serious student as: 55% for football/basketball, 38% for other sports and 13.5% for extracurricular students (AIR, 1988).

The American Institutes for Research study is helpful in comparing student-athletes with students involved in similar time consuming activities, but it does not compare student-athletes with the general student body. When compared with students in similar positions, the statistics for the "student-athletes are more like extracurricular students than some might have imagined" (AIR, 1988, p. ES8).

"Schools don't give an education. You earn an education. We are forcing athletes to make academics a priority when it is not. Offer to pay the athlete -- put money in a trust fund and say you can't touch it until you get a degree. The competitive athlete will get the degree. Colleges should be in the business of educating" (DeVenzio, 1991).

Jim Walden, Iowa State football coach, states: "I want my players to get degrees. Give players a chance. It is un-American to eliminate a potential athlete because he or she cannot meet a certain test score. We have honors programs for the academically gifted. What is wrong with programs for the athletically gifted?" (Walden, 1991).

The ethical problems associated with athletics and academics will be easier to address if academics are stressed before college. The academic level of high school student-athletes needs to be raised. Athletics has been controlling academics for over 100 years. (Lapchick, 1989)

Lapchick (1989) also reports, some collegiate athletes feel there is no need for a college degree. Their goal is to play in professional sport, make a huge salary and be set for life. The chances of this happening are very slim. Lapchick (1989, pp. 18 - 19) provides statistics supporting the need for educating athletes:

20 million children compete in youth sports
5.1 million in high school sports
(953,516 boys in high school football
505,130 boys in high school basketball)
17,623 in Division I men's football and basketball combined.
3,500 professional athletes in the United States
150 make it into the NBA & NFL yearly

The odds of a child involved in youth sport becoming a professional athlete are 10,000-to-1 (Lapchick, 1989). The importance of an education for life beyond athletics is obvious.

A 1979 scandal at the University of New Mexico uncovered some disheartening facts. "5.7% of the football players and 7.3% of the basketball players earned degrees in a four year period. Of the 525 football players only

110 got degrees, 302 dropped out, transferred, or were academically suspended. Of the 1,537 male athletes in all sports only 444 earned degrees." (Whittmer, 1981, pp. 52 - 53).

The "dumb-jock" image has endured for as long as collegiate sports have been taken seriously. The educational system has become preoccupied. Many high schools don't educate, they graduate. The problem, says Dr. Ewald Nyquist, Vice-president of Pace University, is moral, "not economic or fiscal, not social -- but moral." (Underwood, 1980, p.41). Moral wrongs provide difficulty in producing educationally right situations (Underwood, 1980). Athletes are not dumb jocks, typical student-athletes perform academically as well as or better than other students (Lapchick, 1989).

To combat the problem and to raise the image of the athlete from the "dumb jock", many states are passing No Pass, No Play rules. "No Pass, No Play requires high school students to maintain a 2.0 or C average to participate in sports. Texas reports results such as: grades increase with increased academic standards, athletes do better than non-athletes, coaches make efforts to assist players compete academically as well as athletically." (Lapchick, 1989, pp. 22 - 24).

On the collegiate level, the NCAA has legislation entitled Prop 42. This proposition states: "Division I freshmen athletes without a high school "C" average and a minimum of 700 combined verbal and math SAT or 15 ACT score cannot participate in athletics or receive an athletic scholarship" (Lapchick, 1989, p. 18).

Charles Reed, (Reed, 1989) Chancellor, State University System of Florida, states: "I think our priority ought to be graduation on time and at the

same rate, or better, than nonathlete students. We need to tell the next generation of student-athletes that if they are unprepared academically to do college work, they can forget about playing college sports. Let's keep score and compete with Notre Dame, Penn State and Georgetown on the field and on Commencement Day" (Reed, 1989, pp. 372 -373). Notre Dame, Penn State, Virginia, Stanford, Michigan, Duke, and North Carolina are the universities that college presidents choose as those who have blended excellence in athletics with well- established excellence in academics (Gilley, 1985).

Many university athletic departments provide academic counselors and advising programs for student-athletes. These programs are "designed to help student-athletes achieve their full potential and make normal progress toward their degrees" (Kurpius, 1982, p. 163). Such programs are available to all student-athletes no matter what their grade point average. The idea is to assist in choosing and obtaining a degree. At Indiana University, one of the goals of their academic counseling program is to increase the graduation rate of student-athletes (Kurpius, 1982). "Athletes (nationwide) are graduating at a rate of 8% higher than the rest of the student body." (Lapchick 1989, p. 165).

Eligibility is a concern for any student-athlete. Academic eligibility requirements of the NCAA are: "Freshmen: high school graduate, 2.00 GPA, minimum 700 combined verbal and math SAT or 15 ACT score." Satisfactory progress for sophomores - seniors includes the following requirements: "Passed 12 semester or quarter hours each term, be in good academic standing as determined by the institution and progress toward a degree (requirements for good academic standing and progress toward a degree must be the same for athletes and nonathletes), and at the beginning of the 5th semester or 7th

quarter one must designate a specific degree program" (Tow, 1990, pp. 118 - 120).

Horn (1982) reports the NCAA requirements are more demanding than some institution requirements. Athletes are required, at Long Beach, to take 1/4 of their general education each year and are required to declare a major. No other student is required to meet either of these two demands (Horn, 1982).

Just how do student-athletes stack up against other students academically? Lederman (1990) reports 47.2% of nonathlete students entering school in 1983 graduated, with a degree, in 5 years; 47.4% of Division I male athletes graduated during the same time period; the graduation rate for Division I female athletes was 60% (Lederman, 1990).

In a study of athletes and academic performance at the University of Maine, (McKerrow, 1990) results show that the student-athlete is not much different than the general student body. Athletes post GPA's that are above the institutional average and have a higher rate of graduation (McKerrow, 1990). On the whole, student-athletes are young people who balance the demands of sport participation and academics very well (McKerrow, 1990).

The Role of the Institution

Public opinion has caused the college and university president to take a look at the responsibility of the institution for the athletic department. The Presidents Commission of the NCAA has made a statement, with the recent measures of reform, that the athletic department should be a department of the university and under the control of the administration.

In a survey (Gilley, 1985) of 65 university presidents and selected case studies of universities deemed to have combined excellence in both athletics and academics, some interesting aspects of institutional control come to light. When the athletic director is the "central and most powerful figure in regard to all aspects of athletics and the president is clearly the number two person" there are problems with lack of institutional control. In situations where "the president is the most powerful figure, followed by a vice-president and the athletic director is the number three person" there are fewer problems of lack of institutional control. Those universities deemed to have blended excellence in both athletics and academics have clear lines of authority with the president in control. There was a lack of administrative control in universities studied who were under NCAA investigation. (Gilley, 1985).

People with integrity do not want to teach at institutions where academics take a backseat to athletics. Nor do parents with good values want their children to attend such institutions. (Sperber, 1990) The NCAA sets minimum standards. Institutions must be responsible for the honesty of their programs. Integrity cannot be legislated. (Schultz, 1991) The NCAA requires that all schools have administrative or faculty control over their athletic programs. "It is the responsibility of each member institution to control its intercollegiate athletics program in compliance with the rules and regulations of the NCAA. The institution's chief executive officer is responsible for the administration of all aspects of the athletics program, including approval of the budget and audit of all expenditures" (Tow, 1990, p. 3).

The institutional mission of each school with intercollegiate athletics must include athletics as part of its mission (Childs, 1987). Faculties have been

unwilling to confront athletic problems. They have, for all practical purposes, refused to be held accountable for the academic credibility of athletics. (Frey, 1979) Universities can control their own destinies. Faculty involvement is necessary. The faculty shapes the school's academic program and insures it's integrity (Weistart, 1987).

The Board of Trustees is important in the role of the institution. They must support the president's power and are required to understand the mission of the institution as well and the policy of athletics. The president is central in affirming the athletics program is part of the institution's educational mission (Marmion, 1979).

Lederman (1990) reports that more than half of the NCAA Division I-A (large schools) were punished for rule violations in the 1980's. Of the 106 Division I-A schools, 57 were reprimanded in some fashion. Punishment ranged from "slaps on the wrists" to bans on televised and post-season play. There are a total of 293 Division I schools and about 30% received punishment for infractions. The harshest penalty was to Southern Methodist University football. The SMU Mustangs were placed on probation three times and received the first NCAA "death penalty" which prohibited competition during the 1987 season. The most-sanctioned women's sport was basketball which was punished 5 times, football received 54 punishments and the most punishments were in men's basketball with 72. The report does not mention which rules were broken (Lederman, 1990).

Athletics, for the most part, is governed by the NCAA. As noted previously, the NCAA is made up of member institutions; each institution has voting power and the vote is the responsibility of the president. The 1991 NCAA

Convention indicated that the presidents are ready to accept the responsibility for the athletic departments of their respective institutions and several steps were taken to begin a program of reform in intercollegiate athletics. The reforms were not all that radical. Coaches must realize that the measures are intended: (a) to ease financial burdens, (b) to make the athlete more a part of the student body, and (c) to help repair the image of college athletics (Wulf, 1991). Presidential control of the NCAA was not difficult to achieve and once achieved, sent a powerful message. (Rawlings, 1991) Since the formation of the Presidents Commission of the NCAA, the chief executive officers have been working to address the problems existing in intercollegiate athletics. The information provided from the American Institutes for Research Study and the strengthening of NCAA enforcement of the concept of institutional control have allowed presidents to take a firm hand in control of intercollegiate athletics. The presidents have shown, in the 1991 NCAA Convention, that the time has come for the administration of the institution to take charge of every aspect of higher education and that includes athletic programs (Staff, 1991).

Summary

The controversial rules of intercollegiate athletics, the student-athlete and academics and the role of the institution are areas that have been addressed in the 1991 NCAA Convention. Efforts are being made to clean up the image of college sport, provide more opportunity for athletes to concentrate on academics and to bring the athletic department back into the fold of the system of higher education. It is important to point out that, like any large organization,

the NCAA has made sweeping changes that affect every college athlete in every sport.

CHAPTER 3

METHODOLOGY

This study was concerned with the perception of the effect of NCAA time restrictions on female student-athletes and women's intercollegiate athletics at the University of Tennessee, Knoxville.

The procedures used in this study are identified in this chapter as: the population & sample, the instrument, administration of the instrument and data analysis.

Population and Sample

The population used in this study is 80 female student-athletes who are classified as freshmen, sophomores and juniors as of September 1, 1990, and 15 coaching and administrative staff members in the women's athletic department at the University of Tennessee, Knoxville. The team sports represented were basketball (9) and volleyball (8) and the individual sports of swimming (17), tennis (5) and track & field (15). A total sample of 54 student-athletes participated in the pre-test. At the time of the post-test, that number dropped to 50. Of the 4 student-athletes who did not participate in the post-test, one was no longer competing in intercollegiate athletics and three chose not to continue to participate in the study.

Instrumentation

The instruments used in this study were a questionnaire designed for the NCAA and utilized by the American Institutes of Research (Permission to use granted, February 12, 1991) and personal interviews.

The questionnaire was conducted at the request of the Presidents Commission of the NCAA in 1986 and the results were keys to the limitations/restrictions placed on the amount of time a student-athlete may spend on sports related activities. In an effort to gain information regarding time limitations on female student-athletes at the University of Tennessee, Knoxville, the same instrument was used.

Personal interviews were conducted with the coaching and administrative staff to determine their position on the time restriction and the effect it has on women's sport.

Administration of the Instrument

The American Institutes for Research questionnaire was given in the spring of 1991, before the NCAA time limitation legislation went into effect and at the end of the fall semester of 1991, after the legislation has been in place. The interviews were also conducted before and after the effective date of the NCAA legislation.

The questionnaire was administered to the student-athletes in team meetings by sport. It took approximately twenty to thirty minutes to complete the

questionnaire. There was a team meeting for each sport: basketball, volleyball, swimming, tennis, and track & field. All questionnaires were administered by the investigator.

Personal interview questions related to coaching and administrative staff were designed to determine their reaction to NCAA time limitation legislation and selected questions from the student-athlete questionnaire. These questions were tested on coaches and administrators at other Division I schools.

The interviews were conducted individually with members of the coaching and administrative staff. Each interview took approximately thirty minutes to complete. All interviews were conducted by the investigator.

Analysis of Data

The analysis of data was analyzed by the Statistical Analysis System (SAS) package. The procedures used to address the purpose of the study and its sub problems were descriptive statistics including frequency, percentages, and chi-square where appropriate.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter is a report and discussion of the results found in both the student-athlete questionnaire and the staff interviews. The data were grouped into the following sets: Profile Information, Goals at Enrollment, Present Goals, Academic Experience, Athletic Performance and Coaches, Grade Point Averages, Personal Experience, Time Commitments, and Interviews.

Profile Information

At the time of the pre-test, only freshmen, sophomores, and juniors were included in the study. Seniors were excluded because they would no longer be student-athletes at the time of the post-test. Pre-test data was utilized in determining profile information.

The data indicated that 44.4% of the student-athlete subjects were classified as juniors, 22.2% as sophomores, 31.5% as freshmen, and 1.9% were unsure of their grade classification (Appendix E).

In terms of playing time or position on the roster, 87% of the subjects classified themselves as first team participants. A contributing factor to this high percentage may be due to the fact that 37 of the 54 subjects compete in the individual sports of swimming/diving, tennis, and track/field. Many participants in individual sports are specialized in a particular area and would classify themselves as first team participants. However, of the 17 subjects competing in the team sports of basketball and volleyball, 13 classified themselves as first team participants. In team sports, the definition of first team may be based on

playing time instead of a starting position. The data does not reflect any delineation in the definition of first team participant (Appendix E).

The majority of the subjects, 66.7%, were 20 or 22 years old in 1992 followed by an equal number of 21 and 23 year old subjects, 16.7% each (Appendix E).

The majority of the subjects (44.4%) enrolled in The University of Tennessee, Knoxville in 1988. With 20.4% enrolling in 1989 and 35.2% in 1990. Only one subject was a transfer student (Appendix E).

The racial make up of the 54 subjects were: 35 or 64.8% white, 18 or 33.3% black, and 1 or 1.9% was "other". Participants in individual sport were 67.6% (25) white, 29.7% (11) black, and 2.7% (1) other. Team sport participants were 58.8% (10) white and 41.2% (7) black (Appendix E).

An overwhelming majority, (92.6%) of the subjects, were U.S. Citizens, while only 7.4% or 4 were citizens of another country. The data did not specify which other countries had representatives participating in women's intercollegiate athletics at The University of Tennessee, Knoxville. (Appendix E).

In summary, the majority of the subjects were: freshmen or juniors, aged 20 or 22, white females. They enrolled in an NCAA Division I Institution, as freshmen, during 1988 or 1990, classified themselves as first team participants, and were citizens of the United States of America.

Goals at Enrollment

Subjects responded to three particular questions regarding goals at the time of enrollment. The questions dealt with the: (1) importance of receiving a degree, (2) the field or major in which that degree was expected, and (3) the probability of becoming a professional athlete.

In response to the question, "When you enrolled at this school, how important was it to you to get a degree?", the data showed that, for the majority, it was of greatest importance. This information is presented in Table 1.

Table 1
Importance of Obtaining a Degree at Enrollment

		Of Greatest Importance		Somewhat Important		Important		Not Important at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	28	75.3	6	16.2	3	8.1	0	0
	Team	14	82.4	3	17.7	0	0	0	0
	Total	42	77.8*	9	16.7*	3	5.6*	0	0
Post-Test	Individual	23	71.9	9	28.1	0	0	0	0
	Team	12	70.6	4	23.5	1	5.9	0	0
	Total	35	71.4*	13	26.5*	1	2.0*	0	0

*Percentage of total subjects responding R% - Row percentage

The difference in the percentages shown between the pre and post tests may be due to the inconsistency in responses as well as the fact that fewer subjects answered the question on the post-test.

Using pre-test data, only, the subjects responded to the question, "When you enrolled at this school, in what major or field did you expect your degree?"

The top five choices for majors were: Business, Psychology, Education, Broadcasting, and Exercise Physiology. In addition, 24.1% of the subjects were undecided in their choice of major at the time of enrollment.

Table 2 reveals the expected majors at the time of enrollment.

Table 2
Choice of Major at Enrollment

<u>Choice of Major*</u>	<u>Number</u>	<u>Percentage</u>
Undecided	13	24.1
Business	8	14.8
Psychology	6	11.1
Education	5	9.3
Broadcasting	3	5.6
Exercise Physiology	3	5.6
Engineering	2	3.7
Sport Management	2	3.7
Accounting	1	1.9
Biomedical Engineering	1	1.9
Communications	1	1.9
Journalism	1	1.9
Liberal Arts	1	1.9
Medicine	1	1.9
Nursing	1	1.9
Nutrition	1	1.9
Political Science	1	1.9
Special Education	1	1.9
Veterinary Medicine	1	1.9
Zoology	1	1.9

*The subjects completed this question by writing in their choice of major at the time of enrollment.

The diversity among the subjects is shown in the data. Fifty-four subjects listed 19 fields of study. However, 13 of the 54 were undecided in their choice of major as an incoming freshman.

In response to the question, "When you enrolled at this school, did you expect to be a professional athlete?", 68.5% of the subjects did not expect to

become professional athletes at the time of enrollment. (Appendix E). The high percentage of negative responses may be due to the fact that tennis and basketball are the only two intercollegiate sports for women at The University of Tennessee, Knoxville which have well established professional associations. An additional factor may also be that professional basketball, for women, must be played outside the United States.

Present Goals

There were six questions in the section that related to present goals of the student-athlete, and included information regarding (1) importance of obtaining a degree, (2) expectation of obtaining a degree, (3) year in which subjects expected to obtain a degree, (4) present choice of major, (5) satisfaction with choice of major, and (6) present expectations of professional athletic competition.

In response to the question, regarding importance of a degree, the overwhelming majority indicated that obtaining a degree was of greatest importance. The Importance of obtaining a degree is presented in Table 3.

While there were slight differences in the pre and post-tests, the data revealed that the subjects place high importance on their degree.

Respondents were asked if they expected to get a degree and in the pre-test data, 98.1% (52) of the subjects expected to complete the requirements for a degree while 1.9% (1) subject did not expect to complete degree

Table 3
Importance of Obtaining a Degree at Present Time

		Of Greatest Importance		Somewhat Important		Important		Not Important at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	30	81.1	7	18.9	0	0	0	0
	Team	17	100	0	0	0	0	0	0
	Total	47	87.0*	7	13.0*	0	0	0	0
Post-Test	Individual	28	90.3	3	9.7	0	0	0	0
	Team	15	88.2	2	11.8	0	0	0	0
	Total	43	89.6*	5	10.4*	0	0	0	0

*Percentage of total subjects responding R% - Row percentage

requirements. Post-test data revealed 100% (49) expectation of receiving a degree (Appendix E).

There seemed to be a wide range of responses in terms of when degree requirements would be completed. It would appear that for most subjects it would take longer than 4 years to obtain a degree. The largest margin of difference was in the change of those expecting a degree in 1995. Table 4 shows the year of degree expectation.

Using post-test data, the present choices of major or field of study differ from the choices at the time of enrollment. The top choices in rank order were: (1) Psychology, (2) Sport Management and Education , (3) Business, and (4) Broadcasting tied with Exercise Physiology. The rank order distribution by field of study is indicated in Table 5.

Table 4
Year Degree Expected

		1991		1992		1993		1994		1995		1996	
		N	R%	N	R%	N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	0	0	9	25.7	11	31.4	6	17.1	8	22.9	1	2.9
	Team	1	5.9	4	23.5	5	29.4	4	23.5	2	11.8	1	5.9
	Total	1	1.9*	13	25.0*	16	30.8*	10	19.2*	10	19.2*	2	3.9*
Post-Test	Individual	0	0	9	28.1	11	34.2	6	18.8	5	15.6	1	3.1
	Team	1	5.9	5	29.4	4	23.5	6	35.3	1	5.9	0	0
	Total	1	2.0*	14	28.6*	15	30.6*	12	24.5*	6	12.3*	1	2.0*

*Percentage of total subjects responding

R% - Row percentage

Table 5
Choice of Major at Present Time

<u>Choice of Major*</u>	<u>N</u>	<u>Percent</u>
Psychology	8	16.7
Education	7	14.6
Sport Management	7	14.6
Broadcasting	3	6.3
Exercise Physiology	3	6.3
Nutrition	2	4.2
Special Education	2	4.2
Biochemistry	1	2.1
Biomedical Engineering	1	2.1
Child Development	1	2.1
English	1	2.1
Finance	1	2.1
Journalism	1	2.1
Kinesiology	1	2.1
Public Relations	1	2.1
Transportation	1	2.1
Veterinary Medicine	1	2.1
Zoology	1	2.1

*The subjects completed this question by writing in their present choice of major.

The following fields of study, at the time of enrollment, were no longer listed as a choice of major: Accounting, Communications, Engineering, Liberal Arts, Medicine, Nursing, or Political Science. New fields of study were: Biochemistry, Child Development, English, Finance, Kinesiology, Public Relations, and Transportation.

When respondents were asked how satisfied they are with their choice of major, the subjects indicated that they were satisfied with their choice. Table 6 reveals the satisfaction of degree choice.

Table 6
Satisfaction with Degree Choice at Present Time

		Totally Satisfied		More Satisfied than dissatisfied		More Dissatisfied than satisfied		Not Satisfied at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	17	50.0	15	44.1	2	5.9	0	0
	Team	12	75.0	4	25.0	0	0	0	0
	Total	29	58.0*	19	38.0*	2	4.0*	0	0
Post-Test	Individual	22	68.8	6	18.8	3	9.4	1	3.1
	Team	11	64.7	6	35.3	0	0	0	0
	Total	33	67.4*	12	24.5*	3	6.1*	1	2.0*

*Percentage of total subjects responding

R% - Row percentage

On the pre-test, 96% (48) of the subjects were satisfied with their degree choice while 91.9% (45) of the subjects indicated satisfaction of degree choice on the post-test. Less than 10% felt any form of dissatisfaction on either test regarding their degree choice.

The responses to the question, "At the present time, do you expect to be a professional athlete?", were overwhelmingly negative on becoming professional athletes. On the pre-test 75.9% (41) indicated they did not expect to compete professionally (Appendix E). Although the number of subjects responding to the question on the certainty of becoming a professional athlete was slightly above 50% of the total number of subjects, the number of responses was consistent. The data indicated that the majority were certain that professional sport is not one of their present goals. Table 7 reveals responses on becoming a professional athlete.

Table 7
Certainty of Becoming a Professional Athlete at Present Time

		Almost certain		Probably		Possibly		Almost certain will not	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	1	4.2	4	16.7	7	29.2	12	50.0
	Team	0	0	4	40.0	1	10.0	5	50.0
	Total	1	2.9*	8	23.5*	8	23.5*	17	50.0*
Post-Test	Individual	2	8.3	4	16.7	5	20.8	13	54.2
	Team	1	10.0	0	0	5	50.0	4	40.0
	Total	3	8.8*	4	11.8*	10	29.4*	17	50.0*

*Percentage of total subjects responding R% - Row percentage

Academic Experience

Subjects were asked several questions regarding their academic experience. Some of the questions had several parts. The data provided information on: (1) dropping out of school, (2) practicing and competing as freshmen, (3) academic performance, (4) satisfaction of performance, and (5) ease or difficulty of being a student-athlete.

At the time of the pre-test, none of the 54 subjects had ever dropped out of school for any length of time (Appendix E).

Pre-test data showed that 94.4% (51) of the subjects practiced and competed, at the varsity level, as freshmen. Two or 3.7% of the subjects participated in practice, but did not compete as freshmen and 1.9% (1) subject did not practice or compete as a freshman. (Appendix E).

Subjects were asked to respond to a six part question dealing with difficulty of courses, repeated courses, incomplete grades, summer school, intersession courses, and academic probation. The data revealed that the majority of the subjects did not find many courses too difficult. Almost 40% of the subjects had repeated a course. Few had ever received an incomplete grade. By the time of the post-test, 69% had attended one or more sessions of summer school. Very few of the subjects had attended mini sessions and the majority had never been on academic probation. The area with the widest margin of difference between individual and team sport participants was the attendance of summer school (Appendix E). This may be attributed to the difference between "head count" and "equivalency" sports as governed by NCAA rules. Head count sport participants are, normally recipients of full grants-in-aid. Equivalency sport participants are, many times, on partial grant-in-aid. NCAA rules allow the institution to pay for the cost of summer school in accordance with the academic year value of the athlete's grant-in-aid.

When subjects were asked if they were satisfied with their performance in these courses, the data shows that the majority were more satisfied than dissatisfied. Pre-test data showed that 74.1% (40) of the subjects were satisfied while 35.9% (14) of the subjects were dissatisfied with their performance in course work. Post-test data indicated that 83.7% (41) were satisfied and 16.3% (8) of the subjects were dissatisfied with their academic performance (Appendix E).

The subjects were asked a multiple-part question which dealt with the treatment received because they are student-athletes. The information requested included: (1) perception of students by professors, (2) assistance

from professors, (3) rescheduling exams or due dates, (4) keeping up with coursework, (5) assistance for teaching assistants, (6) choosing courses to take, (7) help from tutors, (8) making academics a top priority, (9) grades, (10) academic counseling, (11) class preparation, (12) studying for exams, and (13) course feedback. In summary of this question, the data shows that subjects find it easier as student-athletes, to reschedule exams and assignment due dates, take the courses they want to take and receive help from tutors. They find no difference in having professors regard them as serious students, receiving help from professors or teaching assistants, talking with academic counselors, or getting feedback on how they are doing in their courses. It is harder for the subjects, as student-athletes to keep up with course work, make academics the top priority, get the grades they are capable of, to prepare for class and to study for exams. Since the women's intercollegiate athletics department employs a full-time position with the title Academic Advisor, student-athletes should find it easier to talk with an academic counselor and get feedback on their academic progress. The data revealed that the student-athletes found no difference between themselves and the general student body in either of these two areas.

In terms of overall academic performance at this school, the subjects indicated that they were satisfied. The pre-test data revealed that 38 or 70.4% of the 54 subjects were satisfied with their overall academic performance. The remaining subjects (29.6%) were not satisfied with their overall academic performance. Of the 16 subjects reporting dissatisfaction in academic performance, 13 of them competed in individual sport and 3 in team sport. No team sport participant indicated that she was "not satisfied at all" with her overall academic performance (Appendix E).

Athletic Performance and Coaches

This data set consisted of four questions covering: (1) satisfaction with athletic performance, (2) things coaches should know about their athletes, (3) how well coaches know their athletes, and (4) how well coaches have helped athletes improve. The responses of the subjects regarding athletic performance and coaches are reported in Tables 8 - 14.

Table 8
Satisfaction with Athletic Performance

		Totally Satisfied		More Satisfied than dissatisfied		More Dissatisfied than satisfied		Not Satisfied at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	9	24.3	20	54.1	8	21.6	0	0
	Team	2	11.8	13	76.5	2	11.8	0	0
	Total	11	20.4*	33	61.1*	10	18.5*	0	0
Post-Test	Individual	3	9.38	21	65.6	7	21.9	1	3.1
	Team	3	17.7	12	70.6	2	11.8	0	0
	Total	6	12.2*	33	67.4*	9	18.4*	1	2.0*

*Percentage of total subjects responding R% - Row percentage

Pre-test data indicate that 81.5% (44) of the subjects were either totally satisfied or mostly satisfied with their overall athletic performance. Post-test data show 79.6% (39) of the subjects were satisfied with their athletic performance. Both tests indicated approximately 20% (10 each) of the subjects are dissatisfied with their performance as athletes.

Responses to a five-part question dealing with the things coaches should know or do are presented in Tables 9 - 13.

Table 9
Coach's Knowledge of Campus Life

		Of Greatest Importance		Somewhat Important		Important		Not Important at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	18	48.7	16	43.2	1	2.7	2	5.4
	Team	9	52.9	7	41.2	1	5.9	0	0
	Total	27	50.0*	23	42.6*	2	3.7*	2	3.7*
Post-Test	Individual	14	41.2	18	52.9	0	0	2	5.9
	Team	5	29.4	11	64.7	1	5.9	0	0
	Total	19	37.3*	29	56.9*	1	2.0*	2	4.0*

*Percentage of total subjects responding R% - Row percentage

Table 10
Coach Assistance With Health Problems

		Of Greatest Importance		Somewhat Important		Important		Not Important at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	16	43.2	19	51.4	1	2.7	1	2.7
	Team	8	47.1	7	41.2	2	11.8	0	0
	Total	24	44.4*	26	48.2*	3	5.6*	1	1.9*
Post-Test	Individual	15	44.1	13	38.2	4	11.8	2	5.9
	Team	5	29.4	9	52.9	2	11.8	1	5.9
	Total	20	39.2*	22	43.1*	6	11.8*	3	5.9*

*Percentage of total subjects responding R% - Row percentage

Table 11
Coach Listening to Non-Athletic Problems

		Of Greatest Importance		Somewhat Important		Important		Not Important at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	16	43.2	16	43.2	3	8.1	2	5.4
	Team	10	58.8	6	35.3	1	5.9	0	0
	Total	26	48.2*	22	40.7*	4	7.4*	2	3.7*
Post-Test	Individual	9	26.5	15	44.1	5	14.7	5	14.7
	Team	9	52.9	6	35.3	1	5.9	1	5.9
	Total	18	35.3*	21	41.2*	6	11.8*	6	11.8*

*Percentage of total subjects responding R% - Row percentage

Table 12
Coach Encourages Good Academics

		Of Greatest Importance		Somewhat Important		Important		Not Important at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	27	73.0	10	27.0	0	0	0	0
	Team	15	88.2	2	11.8	0	0	0	0
	Total	42	77.8*	12	22.2*	0	0	0	0
Post-Test	Individual	19	55.9	12	35.3	3	8.8	0	0
	Team	12	70.6	5	29.4	0	0	0	0
	Total	31	60.8*	17	33.3*	3	5.9*	0	0

*Percentage of total subjects responding R% - Row percentage

Table 13
Coach Keeps Track Of Academic Progress

		Of Greatest Importance		Somewhat Important		Important		Not Important at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	19	51.4	15	40.5	3	8.1	0	0
	Team	11	64.7	6	35.3	0	0	0	0
	Total	30	55.6*	21	38.9*	3	5.6*	0	0
Post-Test	Individual	12	35.3	16	47.1	6	17.7	0	0
	Team	8	47.1	8	47.1	1	5.9	0	0
	Total	20	39.2*	24	47.1*	7	13.7*	0	0

*Percentage of total subjects responding

R% - Row percentage

The majority of the respondents indicated that it is important that coaches know what campus life is like, help players with health problems, listen to problems not related to athletics, encourage good academics and know how their athletes are doing in their coursework. Twenty percent (20%) (12) of the subjects indicated that it was somewhat important or not important at all for coaches to listen to players problems.

In a follow-up to the previous question of what a coach should know or do, subjects were asked to indicate how well their coach actually performed in these areas. Table 14 reveals this information of out of sport performance by coaches.

Table 14
Out of Sport Performance of Coaches

		Excellently		Fairly Well		Poorly		Terribly	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	10	27.0	24	64.9	3	8.1	0	0
	Team	7	41.2	7	41.2	2	11.8	1	5.9
	Total	17	31.5*	31	57.4*	5	9.3*	1	1.9*
Post-Test	Individual	12	37.5	16	50.0	4	12.5	0	0
	Team	10	58.8	7	41.2	0	0	0	0
	Total	22	44.9*	23	46.9*	4	8.2*	0	0

*Percentage of total subjects responding R%-Row Percentage

At the time of the pre-test, 88.9% (48) of the subjects indicated that their coaches were well informed as to the topics listed in the previous question. That percentage increased, slightly, to 91.8% (46) at the time of the post-test. It should be noted that there was a change in coaching staff in the sport of volleyball between the time of the pre and post-tests. At the time of the pre-test, there was no full-time head or assistant coach on staff. At the time of the post-test, a new head and assistant coach were on staff.

In response to the question concerning satisfaction with the way coaches have assisted in improvement of the athletes, the overwhelming majority were satisfied, 81.4% pre-test and 87.7% post-test (Appendix E).

Grade Point Average

A comparison of grade point averages was made within this study. The GPA's from the Fall semester of 1990 and 1991 were compared to see if any significant changes occurred. The results are presented in Table 15.

Table 15
Grade Point Comparison

Term	N	Mean GPA	SD	Mean
A. Individual Sport Subjects:				
Fall 1990	37	2.67	.667	28.0
Fall 1991	35	2.70	.771	27.9
B. Team Sport Subjects:				
Fall 1990	17	2.91	.689	26.6
Fall 1991	17	2.91	.854	26.4
C. All Subjects:				
Fall 1990	54	2.74	.676	27.6
Fall 1991	52	2.77	.797	27.4

There was no significant difference in the mean grade point averages of either individual or team sport athletes. There was no significant difference in the mean grade point averages of all subjects. The results indicated that the mean GPA's remained, basically, the same when a comparison to the two Fall terms was made.

Personal Experience

There were six questions which dealt with the personal experiences of the subjects. Questions were concerned with such topics as: (1) belonging to sororities or clubs, (2) who they spend the most time with, (3) what they talk about, (4) having a roommate, (5) living with other student-athletes, and (6) living in housing owned by the school.

Data indicated that the overwhelming majority of the subjects do not belong to sororities, religious clubs or fellowships, interest or hobby clubs, or political groups (Appendix E).

In response to the question with whom the subjects spend most of their free time, the pre-test data indicated that 81.5% (34) spend it with teammates or other student-athletes while post-test data revealed 66.6% (32) spend it with teammates or other student-athletes (Appendix E).

Responses to the question of with what the subjects talk about in their free time may be found in Appendix E. A wide range of topics were discussed including classes, grades, sports in general, politics, current events, other friends, music, future plans, family, coaches, and their main sport; however politics is the least talked about topic. There was little difference, between tests, in the percentage of subjects who talked about classes, sports in general, other friends, music, and their sport. However, there was an increase, between tests, in the percentage of subjects who talked about grades, politics, current events, future plans, family, and coaches.

When asked with whom did they live, an overwhelming majority of the subjects live with at least one roommate. Over 75% of the respondents, on both

the pre and post-test indicated that their roommates are either teammates or other student-athletes, (76.7% pre and 84.1% post). The majority of the subjects live in housing owned by the school. At the time of the pre-test, 96.3% (52) of the subjects lived in campus housing while only 77.6% (38) lived in campus housing at the post-test time (Appendix E).

Time

The subjects were asked to respond to seven questions regarding the use of their time. The questions dealt with (1) how many hours they spent in their main sport, (2) preparing for class, (3) time in class, (4) in extracurricular and social activities, (5) relaxing alone, (6) missed classes, and (7) time management. Several of the questions were multiple part questions and most required write-in answers.

The response to the question concerning the number of hours subjects spent, in a typical week, both in season and out of season in their sport is found in Tables 16 and 17.

On the pre-test, the subjects indicated that they spent anywhere from 2 to 50 hours a week, in season, in their sport with the highest percentages (15.1%) for both 25 and 28 hours. On the post-test, 24.0% (12) of the subjects responded that they spent 20 hours per week, in season, in their sport while 16.0% (8) said they spent 25 hours per week.

Pre-test data for out of season revealed 21.2% (11) of the subjects spent 20 hours and 15.4% (8) spent 25 hours in their sport. Post-test data indicated

24.5% (12) of the subjects spent 20 hours and 14.3% (7) spent 15 hours per week in their sport.

Table 16
Weekly Hours Spent in Sport
In Season

#Hrs.	Pre-test						#Hrs.	Post-test					
	Individual		Team		Total			Individual		Team		Total	
	N	R%	N	R%	N	%		N	R%	N	R%	N	%
2	3	8.3	0	0	3	5.7	15	1	3.0	0	0	1	2.0
14	1	2.8	0	0	1	1.9	16	1	3.0	1	5.9	2	4.0
15	1	2.8	1	5.9	2	3.8	17	1	3.0	0	0	1	2.0
17	0	0	1	5.9	1	1.9	20	6	18.2	6	35.3	12	24.0
20	6	16.7	0	0	6	11.3	21	3	9.1	0	0	3	6.0
21	1	2.8	1	5.9	2	3.8	22	2	6.1	0	0	2	4.0
23	0	0	2	11.8	2	3.8	23	2	6.1	0	0	2	4.0
25	6	16.7	2	11.8	8	15.1	24	3	9.1	0	0	3	6.0
27	1	2.8	0	0	1	1.9	25	6	18.2	2	11.8	8	16.0
28	6	16.7	2	11.8	8	15.1	26	1	3.0	0	0	1	2.0
30	4	11.1	2	11.8	6	11.3	27	0	0	1	5.9	1	2.0
32	1	2.8	0	0	1	1.9	30	0	0	3	17.7	3	6.0
35	1	2.8	1	5.9	2	3.8	35	3	9.1	2	11.8	5	10.0
38	0	0	1	5.9	1	1.9	36	1	3.0	0	0	1	2.0
40	4	11.1	1	5.9	5	9.4	40	3	9.1	0	0	3	6.0
45	0	0	1	5.9	1	1.9	68	0	0	1	5.9	1	2.0
50	1	2.8	2	11.8	3	5.7	70	0	0	1	5.9	1	2.0

R% - Row Percentage

NCAA legislation limits the time a student-athlete may be required to spend in their sport to 20 hours in season and 8 hours out of season. The pre-test data showed that 40 of the 53 respondents (75.5%), indicated that they spent more than 20 hours per week, in season, in their sport. Post-test data revealed that 34 of the 50 respondents (68.0%) spent more than the required limit of 20 hours in their sport. This data indicated that the subjects continued to spend more time than the rule stipulates. The data does not indicate that the majority of the subjects were required to spend more than 20 hours per week, in

Table 17
Weekly Hours Spent In Sport
Out of Season

Pre-test							Post-test						
#Hrs.	Individual		Team		Total		#Hrs.	Individual		Team		Total	
	N	R%	N	R%	N	%		N	R%	N	R%	N	%
5	0	0	3	18.8	3	5.8	4	1	3.0	0	0	1	2.0
7	0	0	1	6.3	1	1.9	5	0	0	1	6.3	1	2.0
10	1	2.8	1	6.3	2	3.9	6	0	0	1	6.3	1	2.0
12	1	2.8	1	6.3	2	3.9	8	2	6.1	0	0	2	4.1
14	1	2.8	0	0	1	1.9	10	3	9.1	1	6.3	4	8.2
15	3	8.3	2	12.5	5	9.6	12	1	3.0	3	18.8	4	8.2
18	5	13.9	0	0	5	9.6	13	1	3.0	1	6.3	2	4.1
19	0	0	1	6.3	1	1.9	14	1	3.0	0	0	1	2.0
20	9	25.0	2	12.5	11	21.2	15	4	12.0	3	18.8	7	14.3
23	0	0	1	6.3	1	1.9	16	2	6.1	0	0	2	4.1
25	6	16.7	2	12.5	8	15.4	17	1	3.0	0	0	1	2.0
28	5	13.9	0	0	5	9.6	18	2	6.1	0	0	2	4.1
30	2	5.6	2	12.5	4	7.7	20	7	21.2	5	31.3	12	24.5
40	3	8.3	0	0	3	5.8	21	2	6.1	0	0	2	4.1
							22	1	3.0	0	0	1	2.0
							23	1	3.0	0	0	1	2.0
							25	4	12.1	0	0	4	8.2
							30	0	0	1	6.3	1	2.0

R% - Row Percentage

season, in their sport. This would indicate that the additional hours are voluntarily spent in their sport.

The overwhelming majority, on both the pre and post-test, of the subjects spent more than the 8 hour required limit out of season. The data shows that 48 of the 52 subjects (92.3%), on the pre-test, spent more than 8 hours in their sport while 44 of the 49 (90.0%) on the post-test spent more than 8 hours, out of season, in their sport. Again data does not indicate that the additional time was required by coaches. Therefore, respondents may have chosen to voluntarily spend time, out of season, in their sport.

The subjects were asked to respond to a multi-part question concerning the use of their time, in season, during the school week. The data for time management may be found in Tables 18 - 22.

The data revealed a wide range in the number of hours spent preparing for class. At the time of the pre-test, subjects indicated that they spent anywhere from 2 to 39 hours preparing for class with the majority 13.5% (7) spending either 5 or 10 hours per week. There was very little difference in the pre and post-test regarding time spent in class, over 1/5 of the subjects (29.4% pre and 28.0% post) were spending 15 hours per week in class and lab. Over 40% of the subjects indicated that they did not spend any time in extracurricular activities. Pre-test data revealed that 61.5% (32) of the subjects spent between 0 and 10 hours per week in social activities while post-test data showed 68.8% (33) spent between 2 and 10 hours per week in social activities. The majority, over 70% on both the pre and post-tests, responded that they spent 10 hours, or less, per week relaxing by themselves.

Table 18
Time Preparing for Class
In Season

Pre-test			Post-test		
# Hrs.	N	%	# Hrs.	N	%
2	3	5.8	2	3	6.0
3	2	3.9	4	1	2.0
4	1	1.9	5	4	8.0
5	7	13.5	6	4	8.0
6	2	3.9	7	2	4.0
7	3	5.8	8	3	6.0
8	4	7.7	9	1	2.0
10	7	13.5	10	14	28.0
12	4	7.7	11	1	2.0
14	3	5.8	12	3	6.0
15	3	5.8	13	1	2.0
16	3	5.8	15	7	14.0
18	1	1.9	20	4	8.0
20	4	7.7	21	1	2.0
21	2	3.9	23	1	2.0
25	1	1.9			
28	1	1.9			
39	1	1.9			

Table 19
Time In Class and Lab
In Season

Pre-test			Post-test		
#Hrs.	N	%	#Hrs.	N	%
3	3	5.9	3	1	2.0
4	1	2.0	4	1	2.0
10	4	7.8	5	2	4.0
11	1	2.0	6	1	2.0
12	6	11.8	8	1	2.0
13	2	3.9	9	1	2.0
14	6	11.8	10	1	2.0
15	15	29.4	12	12	24.0
16	7	13.7	13	4	8.0
18	3	5.9	14	1	2.0
20	2	3.9	15	14	28.0
51	1	2.0	16	3	6.0
			17	3	6.0
			18	1	2.0
			19	1	2.0
			22	1	2.0
			23	1	2.0
			25	1	2.0

Table 20
Time In Extracurricular Activities
In Season

Pre-test			Post-test		
#Hrs.	N	%	#Hrs.	N	%
0	21	41.2	0	21	42.0
1	2	3.9	1	3	6.0
2	5	9.8	2	7	14.0
3	2	3.9	3	2	4.0
4	7	13.7	4	4	8.0
5	4	7.8	5	5	10.0
6	1	2.0	6	2	4.0
8	5	9.8	7	1	2.0
10	2	3.9	8	1	2.0
15	1	2.0	10	4	8.0
30	1	2.0			

Table 21
Time In Social Activities
In Season

Pre-test			Post-test		
#-hrs.	N	%	#-hrs	N	%
0	5	9.6	2	2	4.2
1	1	1.9	3	3	6.3
4	4	7.7	4	4	8.3
5	7	13.5	5	4	8.3
6	1	1.9	6	5	10.4
7	3	5.8	7	1	2.1
8	3	5.8	8	3	6.3
9	1	1.9	10	11	22.9
10	7	13.5	12	2	4.2
12	1	1.9	13	1	2.1
14	1	1.9	14	3	6.3
15	6	11.5	15	3	6.3
16	2	3.9	17	1	2.1
20	5	9.6	20	3	6.3
24	1	1.9	24	1	2.1
25	2	3.9	50	1	2.1
40	1	1.9			
50	1	1.9			

Table 22
Time Relaxing Alone
In Season

Pre-test			Post-test		
#Hrs.	N	%	#Hrs	N	%
1	3	5.9	1	2	4.1
2	2	3.9	2	3	6.1
3	1	2.0	3	4	8.2
4	1	2.0	4	3	6.1
5	9	17.7	5	5	10.2
6	4	7.8	6	2	4.1
7	4	7.8	7	2	4.1
8	2	3.9	8	5	10.2
10	10	19.6	10	12	24.5
12	1	2.0	11	1	2.0
13	1	2.0	15	4	8.2
14	2	3.9	17	1	2.0
15	1	2.0	20	2	4.1
20	8	15.7	21	1	2.0
30	1	2.0	30	1	2.0
51	1	2.0	40	1	2.0

Subjects were asked to respond to the same five-part question in regard to how they spent their out of season time. This data may be found in Appendix E.

The data indicated the time spent preparing for class out of season is similar to that spent in season. Over 50% of the subjects (52% pre and 51% post) spent 10 hours or less preparing for class out of season. The highest percentage of subjects spent 15 hours in class and lab, 30.6% pre and 24.0% post. Slightly over 1/3 of the subjects (32%) who did not participate in extracurricular activities, out of season, on both the pre and post tests. This was a slight decrease from the percentage (40%) who indicated no time spent during the season. Approximately half, 49% pre and 54.2% post, of responses

indicating 10 hours, or less, spent in social activities was slightly lower than the in season data. The majority, 53.2% pre and 59.2% post, of the respondents spent 10 hours, or less, per week relaxing by themselves. This was a decrease of almost 10% from the in season data.

Respondents indicated that they did not miss many classes per week. The data for both in season and out of season is presented in Table 23.

Table 23
Missed Classes

In Season			Out of Season		
Pre-test			Post-test		
#Class	N	%	#Class	N	%
0	6	11.3	0	13	26.5
1	9	17.0	1	13	26.5
2	19	35.9	2	14	28.6
3	11	20.8	3	5	10.2
4	3	5.7	4	3	6.1
5	2	3.7	5	1	2.0
6	1	1.9			
7	1	1.9			
10	1	1.9			

The pre-test data indicated that in season 64.2 % (34) of the subjects miss 2, or fewer, classes per week while post-test data indicated that 82.3% (40) of the subjects miss 2, or fewer, classes per week. Out of season data indicated that the overwhelming majority of the student-athletes (94.3% pre and 98.5% post) miss 2, or fewer, classes per week.

Respondents were asked how they felt they managed their time, and Table 24 presents this data.

Table 24
Time Management

		Much Better than other students		Better Than other students		Worse Than other students		Much Worse than other students	
		N	R%	N	R%	N	R%	N	R%
Pre- Test	Individual	9	24.3	18	48.7	9	24.3	1	2.7
	Team	11	64.7	3	17.7	3	17.7	0	0
	Total	20	30.0*	21	38.9*	12	22.2*	1	1.9*
Post- Test	Individual	11	34.3	15	46.9	6	18.8	0	0
	Team	8	47.1	8	47.1	1	5.9	0	0
	Total	19	38.8*	23	46.9*	7	14.3*	0	0

*Percentage of total subjects responding R%- Row percentage

The respondents indicated that they think they manage their time better than other students who are not athletes. There was a considerable increase in the percentage of subjects who believe they are better time managers than other non-athlete students between tests. On the pre-test 68.9% (41) felt that they managed their time either better than or much better than other students. At the time of the post-test, that percentage had grown to 85.7% (42) of the subjects. This may be due, in part, to the experience of living a semester as a student-athlete.

The data concerning the amount of help in the area of time management received by the subjects is very similar. Pre-test data indicate that 51.9% (28) of the subjects get a lot of help or some help in time management while 48.2% (26) get not much or no help. Post-test data reveals, 41.7% (20) receive a lot or

some help and 58.4% (28) receive not much or no help in the area of time management (Appendix E).

Interviews

Personal interviews were conducted with coaching and administrative staff members. A variety of questions were asked and the summary of responses is included.

Both coaches and administrators indicated that it is very important, to them, that the athletes obtain a degree. The reason most often cited was so the athletes would be prepared for a career after athletics are over. Another common response was female athletes have little opportunity to compete professionally and intercollegiate athletics is as far as most can hope to achieve so the degree is important. One coach indicated that the opportunity for an education was more important than the degree, giving the athlete an opportunity to attend college was the important aspect and how she chose to utilize that opportunity was up to her. The coach stated that the degree was important but said that society, as a whole, has begun to place too much importance on a degree.

The general belief among everyone interviewed was that the University administration is supportive of women's athletics in general and each of the sports sponsored within the department. The staff said they believe the student body is supportive of the success of each of the sports and of the athletes, however, there is a desire for more student support at home events.

In the past, according to comments, it was harder to recruit the academically strong athlete than it is now. The improvements made in the

academic standards at Tennessee, according to coaches and administrators, have helped in the recruitment of the elite athlete who is also a top student. The toughest competition for these athletes tends to come from Duke, Stanford, Texas, and Virginia, according to coaches.

Most coaches said their teams were spending anywhere from 20 - 25 hours per week, in season, on sports related activities and 8 - 12 hours per week out of season before the NCAA rule went into effect. They knew this only because they had calculated the hours in an attempt to adjust to the rule, not because of strict record keeping. None of them thought it would be difficult to adjust their programs to meet the new guidelines. After having lived with the rule for several months, it appeared the 20 hours, in season, had not been difficult for any of the teams. Most sports spent 16 - 18 1/2 hours per week on sports related activities, according to the coaches.

The administrators did not believe the teams were spending much more than 20 hours before the rule, but did not know just how many hours were spent. At the time of the second interview, administrators knew how many hours each team was spending on sports related activities.

Staff members said that student-athletes may miss 1 or 2 classes a week in season and should not miss class, except for illness, out of season. The effort is made to construct the schedule for each sport so that travel time requires a minimum of missed classes.

The majority said that the female student-athletes manage their time very well. This is a matter of necessity due to their sport and class requirements. The Academic Advisor requires all athletes to attend a one time class on time management. The class is not conducted by the athletic department. Each

coach conducts some type of time management discussion with his or her team and deals with individuals who have time management problems on a need basis.

The initial reaction to the time limitation legislation was, basically, "the intent is good and it will not be difficult to follow". Individual sport coaches did not seem to think it would affect their sports more than team sports. Team sport coaches seemed to think it would affect individual sports more than team sports.

At the time of the second interviews, coaches of individual sports had no problem with the 20 hour in season portion of the rule, but had real problems with the 8 hour rule in out of season. They felt it is not enough because their most rigorous training occurs out of season and requires more than 8 hours as well as the opportunity for coaches to be present for instruction. One coach said the time limits could be reversed and the problems reduced.

Coaches and administrators agreed that the intent of the rule is good. No one indicated that it was an unfair restriction placed on individual sports, but several commented that the rule was probably a result of abuses in the sports of football and basketball. One coach said, "I think it is sad that we have to legislate something like practice time, however, I think it has sent a message of value to the student-athlete. It says your time, away from athletics, is important, too".

No one, coach or administrator, indicated that limiting sport time would cause athletes to spend more time on academics, become more of a part of the general student body or improve grade point averages. After having spent time under the rule, these feelings did not change. In fact, some thought it may have done more harm than good. Athletes were spending more time goofing off and

not managing their time as well as they had before, in the opinion of one coach. Another said, "athletes are used to rigid schedules that force them to be organized, changing that schedule causes lack of organization".

The biggest complaint was the amount of extra paper work incurred by the coaches. Keeping daily time logs which require the athlete's signature has added a burden that some coaches and administrators feel is unnecessary.

Everyone seemed to think that the rule is here to stay. They believe the President's Commission is serious about the reform measures and will not consider eliminating this rule. There is hope, on the part of some coaches, that the rule may be altered or become sport specific so that those sports that need more time out of season and less time in season will be accommodated.

One administrator summed it up with this statement, "We have always told our student-athletes that they are students first and athletes second. This rule indicates that the NCAA is saying that, too".

Summary

There was no profound difference, before and after the time limitation legislation, in the goals at enrollment, present goals, academic experiences, athletic performances, expectations and quality of coaching, grade point averages, personal experiences and time commitments among individual and team sport participants.

There was a difference in the percentage of individual and team sport athletes who classified themselves as first team participants. A higher

percentage of individual sport athletes classified themselves as first team participants.

The majority of subjects think they manage their time well, however, a significant number indicated that they receive insufficient assistance in the area of time management.

Subjects did not feel they had better access to academic advising or to knowledge of how they were doing in their classes. This is despite the fact that the women's athletic department employs an academic advisor who also monitors class performance.

Coaches have respect for the intent of the time limitation legislation. However, individual sport coaches would like more practice time and the opportunity to be more involved in out of season practice.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of this study to determine the effects of the NCAA time limitation legislation on female student-athletes and women's intercollegiate athletics at the University of Tennessee, Knoxville. Sub-problems included:

1. What effect will NCAA time limitations have on athletic and academic tasks?
 - A. Is there a difference among all female athletes in all sports?
 - B. Is there a difference between athletes in individual and team sports?
2. Is there a change in the level of academic performance among the student-athletes as determined by comparing GPA's?
 - A. Is there a difference among all female athletes in all sports?
 - B. Is there a difference between athletes in individual and team sports?
3. What is the reaction of coaches and administrators to the NCAA time limitation legislation?
 - A. Are you in favor or not in favor of the proposed legislation? Why?
 - B. What changes do you foresee due to the legislation?
 - C. Is the legislation accomplishing what it was designed to accomplish?
 - D. Should the legislation be modified to meet the goals of both the coaches and the NCAA?

For this study, female student-athletes completed pre and post-test questionnaires. Coaching and administrative staffs were questioned in personal interviews.

Conclusions

Based on the results found in this study, the following conclusions have been drawn by the investigator:

1. There was no profound difference in the amount of time student-athletes spent on athletic or academic tasks. This includes no profound difference found among all female student-athletes in all

sports and no profound difference between individual and team sport participants.

2. There was no significant difference in the level of academic performance found in the comparison of grade point averages. This includes no significant difference found among all female student-athletes in all sports and no significant difference between individual and team sport participants.
3. There was no profound difference in the amount of time female student-athletes spent on non-athletic or non-academic activities.
4. Coaches and administrators support the intent of the time limitation legislation.
5. There were no profound changes, as reported by coaches, in the sports programs due to the legislation.
6. Coaches and administrators do not think female student-athletes have become more involved in the general student body.
7. Coaches of individual sports would like to have more time and involvement in out of season practice.
8. Coaches do not like the paperwork involved with the documentation required by the legislation.

Recommendations

Assuming the time limitation is going to continue to be a part of NCAA legislation for intercollegiate sport programs, the following recommendations were made based on the results of this study:

1. Repeat this study, or a similar study, in three years to see if changes occur over a longer period of time.
2. Develop an instrument that is more specific in the questions regarding time.
3. The NCAA should reconsider the manner in which documentation is required. The documentation required for this legislation seems to be unique to all other legislation.
4. The NCAA should consider changing the current hours, both in and out of season, to better suit individual sport needs.
5. The NCAA should conduct further study in an effort to support the restriction in the amount of involvement coaches are allowed in out of season practice.

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APPENDICES

APPENDIX A

STATEMENT OF INFORMED CONSENT

I, _____ hereby agree to voluntarily participate in a research study being conducted by Donna Thomas, a graduate student at the University of Tennessee, Knoxville. The study is entitled: Perceptions of NCAA Time Restrictions on Female Student-Athletes and Women's Intercollegiate Athletics at the University of Tennessee, Knoxville.

My involvement in the study is limited to the completion of the NCAA Questionnaire designed by the American Institutes for Research twice during the course of study. All information obtained during the study will be strictly confidential. All research information will be maintained in secure fashion and my anonymity will be completely protected.

APPENDIX B

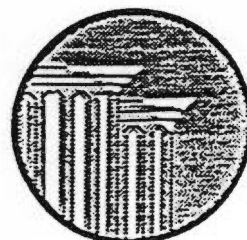
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STUDY OF INTERCOLLEGIATE ATHLETICS

Student-Athlete Questionnaire

P.O. Box 1113
Palo Alto, CA 94302
(415) 493-3550



Student-Athlete Questionnaire

We appreciate your participation in this study. Through your efforts, valuable information will be collected and used to help improve college programs.

The information you provide during this session is confidential – what you say will never be reported or connected with your name.

First, read through the instructions carefully. If you have any question or problem, please call on the data collector for help.

Instructions:

1. To answer each item, put an "X" in the bracketed space to the right. For some items, you write in answers on the lines provided. Sometimes, when you write in an answer, you will also need to mark the bracketed space to the right.
2. After answering an item "yes" or "no", you may be told to Go to a specific item. Please read carefully and follow these directions.
3. In you have any questions about an item or about what you should do after you answer an item, please call on the data collector to help immediately. This person is here to help you.

When answering, please remember these things:

1. You are the subject of this questionnaire. We want to know Your feelings and experiences, not those of others that you may have heard about.
2. In this questionnaire we refer to your "main Intercollegiate sport." If you participate in more than one sport, please choose as your main sport the one for which you receive an athletic grant or athletic scholarship. If you do not receive a grant or scholarship and you participate in more than one Intercollegiate sport, choose the sport in which you spent the greatest amount of time.
3. In this questionnaire also, we refer to your "coach." Please understand when we say coach, we mean the coach you spend the most time with and take direction from – whether or not he or she is your head coach.

Now, please begin. We hope you find this an enjoyable experience.

Items 1 to 6 refer to general information about
your college experience.

1. In terms of all your earned credits, how
are you classified at this school? (MARK ONE)

Freshman.....[] 1
Sophomore.....[] 2
Junior.....[] 3
Senior.....[] 4
Graduate student.....[] 5
Don't know.....[] 88

2. What is your main intercollegiate
sport here? (WRITE IN) _____

3. In terms of your playing time or position on the roster,
how are you classified in this sport? (MARK ONE)

First team (e.g., starter, traveling team member).....[] 1
Second team.....[] 2
Third team.....[] 3
Redshirt.....[] 4
Not eligible.....[] 5

Other (WRITE IN) _____[] 6
Don't know.....[] 88

4. Do you participate in any other intercollegiate
sports? (MARK ONE)

Yes.....[] 1
IF YES, GO TO QUESTION 5

No.....[] 2
IF NO, GO TO QUESTION 6

5. What other intercollegiate sports do you play
in addition to your main sport?

(WRITE IN) _____

(WRITE IN) _____

6. How does the coach of your main sport feel about your participation in other intercollegiate sports?

Demands participation in other sports.....[] 1
Encourages participation in other sports.....[] 2
Discourages participation in other sports.....[] 3
Forbids participation in other sports.....[] 4
Don't know.....[] 88

Items 7 to 10 refer to when you enrolled
at this school

7. When you enrolled at this school, how important was it to you to get a degree? (MARK ONE)

Of greatest importance.....[] 1
Important.....[] 2
Somewhat important.....[] 3
Not important at all.....[] 4

8. When you enrolled at this school, in what major or field did you expect your degree?

MAJOR (WRITE IN) _____
No specific major.....[] 87

9. When you enrolled at this school, did you expect to be a professional athlete? (MARK ONE)

Yes.....[] 1
No.....[] 2

10. When you enrolled at this school, what type of job did you expect to be working at in later life--at age 40?

JOB (WRITE IN) _____
No specific job.....[] 87

Items 11 to 20 refer to the present time.

11. At the present time, how important is it to you to get a degree? (MARK ONE)

Of greatest importance.....[] 1
Important.....[] 2
Somewhat important.....[] 3
Not important at all.....[] 4

12. At the present time, do you expect to get a degree? (MARK ONE)

Yes.....[]1

IF YES, GO TO QUESTION 13

No.....[]2

IF NO, GO TO QUESTION 17

13. At the present time, in what year do you expect to get your degree?.....1 9 _ _

14. At the present time, in what major or field do you expect your degree?

MAJOR(WRITE IN) _____

No specific major.....[]87

IF NO, GO TO QUESTION 16

15. At the present time, how satisfied are you with this choice of major? (MARK ONE)

Totally satisfied.....[]1

More satisfied than dissatisfied.....[]2

More dissatisfied than satisfied.....[]3

Not satisfied at all.....[]4

16. At the present time, what are your present thoughts about going on to graduate or professional school? (MARK ONE)

Almost certainly will go on.....[]1

Probably will go on.....[]2

Possibly will go on.....[]3

Almost certainly will not go on.....[]4

No idea.....[]88

17. At the present time, do you expect to be a professional athlete? (MARK ONE)

Yes.....[]1

IF YES, GO TO QUESTION 18

No.....[]2

IF NO, GO TO QUESTION 19

18. At the present time, how sure are you of becoming a professional athlete? (MARK ONE)

Almost certainly will become a professional athlete.....☐1
 Probably will become a professional athlete.....☐2
 Possibly will become a professional athlete.....☐3
 Almost certainly will not become a professional athlete.....☐4

19. At the present time, what type of job do you expect to be working at in later life--at age 40?

JOB (WRITE IN) _____

No specific job.....☐87

20. How important has each of the following persons been in influencing your education and career plans?

(RATE EACH ITEM)

	Of Greatest Import- tance	Import- tant	Somewhat Import- tant	Not Import- tant At All
Spouse.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(If not married, check here <input type="checkbox"/>)				
Parents and other family.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Alumni of this school (not family).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other friends.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Coaches at this school.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Athletic advisors.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other academic advisors at this school..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Teachers at this school.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
High school coaches.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
High school teachers.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Anyone else? (If so, please describe.)				
_____				<input type="checkbox"/> 5
(Other person)				

Item 21 refers to the future.

21. Thinking about the future, how important is each of the following to you?
(RATE EACH ITEM)

	Of Greatest Importance	Import- tant	Somewhat Import- tant	Not Import- tant At All
Career success	[]1	[]2	[]3	[]4
Job security.....	[]1	[]2	[]3	[]4
Happiness.....	[]1	[]2	[]3	[]4
A good marriage.....	[]1	[]2	[]3	[]4
Raising children.....	[]1	[]2	[]3	[]4
Financial success.....	[]1	[]2	[]3	[]4
Good retirement.....	[]1	[]2	[]3	[]4
A long life.....	[]1	[]2	[]3	[]4
Good health.....	[]1	[]2	[]3	[]4
Making new friendships.....	[]1	[]2	[]3	[]4
Religious or spiritual fulfillment.....	[]1	[]2	[]3	[]4
Intellectual development.....	[]1	[]2	[]3	[]4

Items 22 to 31 refer to your
educational experiences at this school.

22. Since first entering college, have you
dropped out for any period of time?
(MARK ONE)

No.....[]1
Yes, for less than one year.....[]2
Yes, for one academic year.....[]3
Yes, for more than one year.....[]4

23. As a Freshman, did you: (MARK ONE)

Practice AND compete in intercollegiate sports
at the varsity level?.....[]1
Practice AND compete in intercollegiate sports
on a Freshman team?.....[]2
Practice intercollegiate sports ONLY--e.g., as a redshirt?.....[]3
Sit out--NO intercollegiate competition or practice?.....[]4

24. At this school, have you: (MARK ONE FOR EACH)
- | | Yes | No |
|---|----------------------------|----------------------------|
| Found many courses too difficult?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Repeated one or more courses?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Received "incomplete" grades for courses
in one or more terms?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Attended one or more summer sessions?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Taken one or more intersession courses
(e.g., courses between semesters)?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Ever been on academic probation?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
25. Have you attended any of the following at
this school? (MARK ONE FOR EACH)
- | | Yes | No |
|--|----------------------------|----------------------------|
| An orientation program for college
studies and college life..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Special courses on taking notes,
listening in class, preparing assignments..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Special courses to review basic skills--
such as reading, writing, mathematics..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
26. How satisfied are you with the
courses you are taking this term? (MARK ONE)
- | | |
|---------------------------------------|----------------------------|
| Totally satisfied..... | <input type="checkbox"/> 1 |
| More satisfied than dissatisfied..... | <input type="checkbox"/> 2 |
| More dissatisfied than satisfied..... | <input type="checkbox"/> 3 |
| Not satisfied at all..... | <input type="checkbox"/> 4 |
27. How satisfied are you with your performance
in these courses? (MARK ONE)
- | | |
|---------------------------------------|----------------------------|
| Totally satisfied..... | <input type="checkbox"/> 1 |
| More satisfied than dissatisfied..... | <input type="checkbox"/> 2 |
| More dissatisfied than satisfied..... | <input type="checkbox"/> 3 |
| Not satisfied at all..... | <input type="checkbox"/> 4 |
28. Are you usually in courses (or sections of
courses) with many other athletes? (MARK ONE)
- | | |
|-----------------|-----------------------------|
| Yes..... | <input type="checkbox"/> 1 |
| No..... | <input type="checkbox"/> 2 |
| Don't know..... | <input type="checkbox"/> 88 |

29. Do you feel it is easier or harder for you,
as a college athlete, to do the following?

(RATE EACH ITEM)

	Much Easier	Easier	No Dif- ference	Harder	Much Harder
Be regarded as a serious student by professors.....	[]1	[]2	[]3	[]4	[]5
Get help from professors.....	[]1	[]2	[]3	[]4	[]5
Reschedule exams or due dates for assignments.....	[]1	[]2	[]3	[]4	[]5
Keep up with coursework.....	[]1	[]2	[]3	[]4	[]5
Get help from teaching assistants..	[]1	[]2	[]3	[]4	[]5
Choose the courses you want to take.....	[]1	[]2	[]3	[]4	[]5
Get help from tutors.....	[]1	[]2	[]3	[]4	[]5
Make academics your top priority.....	[]1	[]2	[]3	[]4	[]5
Get the grades you are capable of.....	[]1	[]2	[]3	[]4	[]5
Talk to academic counselors about your program.....	[]1	[]2	[]3	[]4	[]5
Prepare for classes.....	[]1	[]2	[]3	[]4	[]5
Study for exams.....	[]1	[]2	[]3	[]4	[]5
Get feedback on how well you are doing in courses.....	[]1	[]2	[]3	[]4	[]5

30. How satisfied are you with your overall academic performance at this school? (MARK ONE)

Totally satisfied.....[]1
 More satisfied than dissatisfied.....[]2
 More dissatisfied than satisfied.....[]3
 Not satisfied at all.....[]4

31. How satisfied are you with your overall performance as an athlete at this school? (MARK ONE)

Totally satisfied.....[]1
 More satisfied than dissatisfied.....[]2
 More dissatisfied than satisfied.....[]3
 Not satisfied at all.....[]4

Items 32 to 50 refer to your personal/interpersonal experiences at this school.

32. About how often have you experienced the following since you have been at this school? (MARK ONE FOR EACH)

	Frequently (More Than 10 Times)	Occasionally (About 6 to 10 Times)	Rarely (About 1 to 5 Times)	Never
A feeling that you lack control over your life.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
A sense you are different from other students.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Racial isolation.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Physical abuse.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Mental or emotional abuse.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Racial discrimination.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Isolation from other students.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Sexual discrimination.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

33. On or off this campus, do you belong to a(n): (MARK ONE FOR EACH)

	Yes	No
Social fraternity or sorority?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Religious club or fellowship?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Interest or hobby club (e.g., chess club)?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Political group?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Service organization (e.g., YMCA volunteer)?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Other group? (WRITE IN) _____		<input type="checkbox"/> 3

34. With whom do you spend most of your free time on campus? (MARK ONE)

Teammates.....	<input type="checkbox"/> 1
Other student-athletes.....	<input type="checkbox"/> 2
Other students (not in athletics).....	<input type="checkbox"/> 3
Other people (WRITE IN) _____	<input type="checkbox"/> 4
No one, prefer to be alone.....	<input type="checkbox"/> 5

35. When you are with others during your free time, which of the following things do you usually talk about? (MARK ONE FOR EACH)
- | | Yes | No |
|-------------------------|----------------------------|----------------------------|
| Classes..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Grades..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Sports in general..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Politics..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Current events..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Other friends..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Music..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Future plans..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Family..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Coaches..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Your sport..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| Other? (WRITE IN) _____ | | <input type="checkbox"/> 3 |
36. Do you live with one or more roommates? (MARK ONE)
- Yes..... ☐ 1
IF YES, GO TO QUESTION 37
- No..... ☐ 2
IF NO, GO TO QUESTION 39
37. Are one or more of your roommates teammates or other student-athletes? (MARK ONE)
- Yes..... ☐ 1
IF YES, GO TO QUESTION 38
- No..... ☐ 2
IF NO, GO TO QUESTION 39
38. Are you required to live with teammates or other student-athletes? (MARK ONE)
- Yes..... ☐ 1
No..... ☐ 2
39. Are you required to eat most meals with teammates or other student-athletes? (MARK ONE)
- Yes..... ☐ 1
No..... ☐ 2

40. Do you live in housing owned or run by the school? (MARK ONE)
- Yes.....[]1
IF YES, GO TO QUESTION 41
- No.....[]2
IF NO, GO TO QUESTION 42
41. Are most of the students in your dorm/housing athletes? (MARK ONE)
- Yes.....[]1
No.....[]2
42. All things considered, do you think it's better for student-athletes to live together? (MARK ONE)
- Yes.....[]1
No.....[]2
43. Please describe your view on student-athletes living together--whether it's better or not. (WRITE IN)
- _____
- _____
44. Do you know people with whom you can talk easily about personal problems? (MARK ONE)
- Yes.....[]1
IF YES, GO TO QUESTION 45
- No.....[]2
IF NO, GO TO QUESTION 46
45. Who are these people with whom you can talk about your problems? (MARK ONE FOR EACH)
- | | Yes | No |
|--|------|------|
| Teammates..... | []1 | []2 |
| Other student-athletes..... | []1 | []2 |
| Other students (not in athletics)..... | []1 | []2 |
| Other friends..... | []1 | []2 |
| Coaches at this school..... | []1 | []2 |
| Academic advisors at this school..... | []1 | []2 |
| Parents..... | []1 | []2 |
| Brothers/Sisters..... | []1 | []2 |
| Spouse (If not married, check here <input type="checkbox"/>)..... | []1 | []2 |
| Other people (WRITE IN) _____ | | []3 |

46. How important is it for a coach to do or know the following things?
(RATE EACH ITEM)

	Of Greatest Import- tance	Import- tant	Somewhat Import- tant	Not Import- tant At All
Know what life on campus is like for players.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Try to help players with health problems.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Listen to players' problems not related to athletics.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Encourage players to do well in their courses.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Keep track of how well players are doing in their courses.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

47. Overall, how well does the coach of your main sport do or know these things?
(MARK ONE)

Excellentlly.....	<input type="checkbox"/> 1
Fairly well.....	<input type="checkbox"/> 2
Poorly.....	<input type="checkbox"/> 3
Terribly.....	<input type="checkbox"/> 4

48. Overall, how satisfied are you with the way the coaching staff of your main sport has helped you improve as an athlete?
(MARK ONE)

Totally satisfied.....	<input type="checkbox"/> 1
More satisfied than dissatisfied.....	<input type="checkbox"/> 2
More dissatisfied than satisfied.....	<input type="checkbox"/> 3
Not satisfied at all.....	<input type="checkbox"/> 4

49. What is the gender of your coach? (MARK ONE)

Male.....	<input type="checkbox"/> 1
Female.....	<input type="checkbox"/> 2

50. Do you feel it is easier or harder for you,
as a college athlete, to do the following?
(RATE EACH ITEM)

	Much Easier	Easier	No Dif- ference	Harder	Much Harder
Get dates.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Get to know other students.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Speak your mind.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Make your own decisions.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Take on leadership responsibility..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Exercise self control (restraint)..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Set and achieve personal goals.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Show others how talented you are...	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Learn from your mistakes.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Earn praise or recognition for your abilities.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Develop new abilities/skills.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Take responsibility for others.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Learn about yourself.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Travel to new places.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Get to know people of different races.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Be liked by others for just being yourself.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Talk about personal problems with others.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Have close friends who will probably be friends forever.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Be treated by your parents and family as an adult.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Get special treatment from local townspeople and merchants....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Items 51 to 65 refer to your recruitment experiences.

51. When you were a high school student, were you recruited by colleges? (MARK ONE)

Yes.....[]1

IF YES, GO TO QUESTION 52

No.....[]2

IF NO, GO TO QUESTION 57

52. About how many schools recruited you?..... Colleges

53. How were you recruited? (MARK ONE FOR EACH)

Yes No

Did you or your family receive letters?.....[]1 []2

Did you or your family receive telephone calls?.....[]1 []2

Did you or your family visit schools at the schools' expense?.....[]1 []2

Were you or your family visited in your home?.....[]1 []2

Did you or your family go to special events on or off campus?.....[]1 []2

Did you or your family receive personal gifts?.....[]1 []2

Did city or community newspapers, radio, or TV report on your recruitment?.....[]1 []2

Other (WRITE IN)[]3

Other (WRITE IN)[]4

54. How intense was the pressure on you during recruitment? (MARK ONE)

Extremely intense.....[]1

Intense.....[]2

Not very intense.....[]3

Not intense at all.....[]4

55. How much do you agree or disagree with the following statements? (MARK ONE FOR EACH)

	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
The information I got during recruitment helped me make the right college choice.....	[] 1	[] 2	[] 3	[] 4
The information I got during recruitment helped prepare me for college.....	[] 1	[] 2	[] 3	[] 4
The information I got during recruitment was misleading and caused me serious problems.....	[] 1	[] 2	[] 3	[] 4
Being recruited was a very unpleasant experience.....	[] 1	[] 2	[] 3	[] 4

56. If you had not been recruited, do you think you would have attended a four-year college? (MARK ONE)

Would definitely have attended a four-year college..... [] 1
 Would probably have attended a four-year college..... [] 2
 Would probably not have attended a four-year college..... [] 3
 Would definitely not have attended a four-year college..... [] 4

57. Did you attend a two-year or junior college before attending this school? (MARK ONE)

Yes..... [] 1
 IF YES, GO TO QUESTION 58
 No..... [] 2
 IF NO, GO TO QUESTION 65

58. Were you required to attend a two-year or junior college by any of the schools that recruited you? (MARK ONE)

Yes..... [] 1
 No..... [] 2

59. While you were a student in a two-year or junior college, were you recruited? (MARK ONE)

Yes..... [] 1
 IF YES, GO TO QUESTION 60
 No..... [] 2
 IF NO, GO TO QUESTION 65

60. How many schools recruited you?..... Colleges

61. How were you recruited? (MARK ONE FOR EACH)

	Yes	No
Did you or your family receive letters?.....	[] 1	[] 2
Did you or your family receive telephone calls?.....	[] 1	[] 2
Did you or your family visit schools at the schools' expense?.....	[] 1	[] 2
Were you or your family visited in your home?.....	[] 1	[] 2
Did you or your family go to special events on or off campus?.....	[] 1	[] 2
Did you or your family receive personal gifts?.....	[] 1	[] 2
Did city or community newspapers, radio, or TV report on your recruitment?.....	[] 1	[] 2
Other (WRITE IN) _____		[] 3
Other (WRITE IN) _____		[] 4

62. How intense was the pressure on you during recruitment when you were in a two-year or junior college? (MARK ONE)

Extremely intense.....	[] 1
Intense.....	[] 2
Not very intense.....	[] 3
Not intense at all.....	[] 4

63. How much do you agree or disagree with the following statements? (MARK ONE FOR EACH)

	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
The information I got during recruitment helped me make the right choice of a four-year college.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The information I got during recruitment helped prepare me for this school.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The information I got during recruitment was misleading and caused me serious problems.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Being recruited was a very unpleasant experience.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

64. If you had not been recruited, would you have attended a four-year college? (MARK ONE)

Would definitely have attended a four-year college.....☐1
 Would probably have attended a four-year college.....☐2
 Would probably not have attended a four-year college.....☐3
 Would definitely not have attended a four-year college.....☐4

65. All things considered, what was the most important factor in your decision to come to this school? (WRITE IN)

Items 66 to 72 refer to your use of time at this school.

66. About how many total hours in a typical week at school (including weekends) do you spend doing things related to your main sport? (WRITE IN)

In season, when you compete as a representative of your school in contests that count toward regular season records.....Hrs.

Out of season, when you practice and condition but do not compete in intercollegiate contests that count toward regular season records.....Hrs.

67. During a typical week (including weekends) in season, about how many hours do you usually spend: (WRITE IN)
- Preparing for class?..... hours/week
- In class and lab?..... hours/week
- In extracurricular activities (besides your main sport)?..... hours/week
- In social activities (include "hanging out")?..... hours/week
- Relaxing by yourself?..... hours/week
68. During a typical week (including weekends) out of season, about how many hours do you usually spend: (WRITE IN)
- Preparing for class?..... hours/week
- In class and lab?..... hours/week
- In extracurricular activities (besides your main sport)?..... hours/week
- In social activities (include "hanging out")?..... hours/week
- Relaxing by yourself?..... hours/week
69. About how many classes do you miss in a week for any reason? (WRITE IN)
- In season..... classes/week
- Out of season..... classes/week
70. If you had an extra 60 minutes each day that you could use any way you wanted (other than sleeping), how much of this would you spend: (WRITE IN)
- Preparing for class?..... minutes
- In class and lab?..... minutes
- In your main sport?..... minutes
- In other extracurricular activities?..... minutes
- In social activities (include "hanging out")?..... minutes
- Relaxing by yourself--not sleeping?..... minutes

71. Overall, how well do you think you manage your time?
(MARK ONE)
- Much better than other students.....☐1
 Better than other students.....☐2
 Worse than other students.....☐3
 Much worse than other students.....☐4

72. Overall, how much help do you get in managing
your time (e.g., from coaches, advisors)?
(MARK ONE)
- A lot of help.....☐1
 Some help.....☐2
 Not much help.....☐3
 No help.....☐4

Items 73 to 87 refer to your financial situation.

73. Have you ever received an athletic grant (athletic
scholarship) from this school? (MARK ONE)
- Yes.....☐1
 IF YES, GO TO QUESTION 74
 No.....☐2
 IF NO, GO TO QUESTION 79

74. Was the amount of the grant ever reduced?
(MARK ONE)
- Yes.....☐1
 No.....☐2

75. Was the grant ever taken away? (MARK ONE)
- Yes.....☐1
 No.....☐2

76. Have you ever been threatened with a reduction
in or loss of your grant? (MARK ONE)
- Yes.....☐1
 No.....☐2

77. Do you currently receive an athletic grant?
(MARK ONE)
- Yes.....☐1
 No.....☐2

78. Is this a full or partial scholarship? (MARK ONE)

Full.....[]1
Partial.....[]2

79. Do you work at a paid job, or a job that provides you with benefits (e.g., meals), at any time during the academic year? (Include work-study) (MARK ONE)

Yes.....[]1

IF YES, GO TO QUESTION 80

No.....[]2

IF NO, GO TO QUESTION 82

80. What type of job is it?

(WRITE IN) _____

81. About how many hours a week do you work

at your job when employed? (WRITE IN)hours/week

82. How important are each of the following for paying your educational and living costs this term? (MARK ONE FOR EACH)

	Of Greatest Importance	Import- tant	Somewhat Import- tant	Not Import- tant At All
Your spouse.....	[]1	[]2	[]3	[]4
(If not married, check here <input type="checkbox"/>)				
Your parents or other family members.....	[]1	[]2	[]3	[]4
Alumni of this school (other than family).....	[]1	[]2	[]3	[]4
Your own personal savings.....	[]1	[]2	[]3	[]4
Other friends.....	[]1	[]2	[]3	[]4
Athletic grants.....	[]1	[]2	[]3	[]4
Other grants or scholarships.....	[]1	[]2	[]3	[]4
Your own personal loans.....	[]1	[]2	[]3	[]4
Jobs (during the summer or during the academic year).....	[]1	[]2	[]3	[]4
Other _____				[]5
(WRITE IN)				

83. If you needed a year after your eligibility is over to get your degree, how important would each of the following be for paying your educational and living costs?
(MARK ONE FOR EACH)

	Of Greatest Importance	Import- tant	Somewhat Import- tant	Not Import- tant At All
Your spouse.....	[] 1	[] 2	[] 3	[] 4
(If not married, check here <input type="checkbox"/>)				
Your parents or other family members.....	[] 1	[] 2	[] 3	[] 4
Alumni of this school (other than family).....	[] 1	[] 2	[] 3	[] 4
Your own personal savings.....	[] 1	[] 2	[] 3	[] 4
Other friends.....	[] 1	[] 2	[] 3	[] 4
Athletic grants.....	[] 1	[] 2	[] 3	[] 4
Other grants or scholarships.....	[] 1	[] 2	[] 3	[] 4
Your own personal loans.....	[] 1	[] 2	[] 3	[] 4
Jobs (during the summer or during the academic year).....	[] 1	[] 2	[] 3	[] 4
Other _____				[] 5
(WRITE IN)				

84. Since entering college, how much money have you or your parents had to borrow to pay for expenses directly related to your education? Include only loans from the government or from private (financial) institutions. (MARK ONE)

None.....	[] 11
Less than \$1,000.....	[] 12
\$1,000-\$3,000.....	[] 13
\$3,001-\$5,000.....	[] 14
\$5,001-\$7,000.....	[] 21
\$7,001-\$9,000.....	[] 22
\$9,001-\$11,000.....	[] 23
\$11,001-\$15,000.....	[] 31
\$15,001-\$19,000.....	[] 32
\$19,001-\$23,000.....	[] 33
\$23,001-\$27,000.....	[] 34
\$27,001-\$31,000.....	[] 41
\$31,001-\$35,000.....	[] 42
\$35,001 or more.....	[] 43

85. About how much money do you have per month--AFTER EXPENSES FOR YOUR ROOM, FOOD, TUITION, FEES, AND COURSE-RELATED BOOKS? (MARK ONE)

None.....[]11
 Less than \$50.....[]12
 \$50-\$100.....[]13
 \$101-\$150.....[]14

 \$151-\$250.....[]21
 \$251-\$350.....[]22
 \$351-\$450.....[]23
 \$451-\$550.....[]24

 \$551-\$650.....[]31
 \$651-\$750.....[]32
 \$751 or more.....[]33

86. Is the amount of money you have per month after college expenses adequate? (MARK ONE)

Yes.....[]1
 No.....[]2

87. Do you feel it is easier or harder for you, as a college athlete, to do the following? (RATE EACH ITEM)

	Much Easier	Easier	No Dif- ference	Harder	Much Harder
Get a part-time job.....	[]1	[]2	[]3	[]4	[]5
Borrow money for school.....	[]1	[]2	[]3	[]4	[]5
Get a summer job.....	[]1	[]2	[]3	[]4	[]5
Have enough spending money.....	[]1	[]2	[]3	[]4	[]5

Items 88 to 100 refer to your health.

88. How would you describe your health, in general? (MARK ONE)

Excellent.....[]1
 Good.....[]2
 Fair.....[]3
 Poor.....[]4

89. Do you have any physical defomities or handicaps? (MARK ONE)

Yes.....[]1
 No.....[]2

90. To what extent has each of the following bothered you since September? (MARK ONE FOR EACH)

	Greatly Bothered	Bothered	Slightly Bothered	Not at All Bothered
Colds.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Sleeplessness or insomnia.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Eating problems (e.g. excessive over-eating, starving yourself).....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Extreme tiredness, exhaustion.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Dental problems.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other (WRITE IN).....				<input type="checkbox"/> 5

91. Since September, how many days of classes did you miss due to these conditions? (WRITE IN)..... days

92. Have you had any injuries since September?
By injuries, we mean things like broken bones, sprains, and muscle tears. (MARK ONE)

Yes.....☐1
IF YES, GO TO QUESTION 93

No.....☐2
IF NO, GO TO QUESTION 98

93. To what extent have you been bothered by these injuries? (MARK ONE)

Greatly bothered.....☐1
Bothered.....☐2
Slightly bothered.....☐3
Not at all bothered.....☐4

94. Were your injuries the result of practicing or playing intercollegiate sports? (MARK ONE)

Yes.....☐1
No.....☐2

95. How many days of classes did you miss due to injuries since September? (WRITE IN)..... days

96. Did you ever feel pressure to ignore these injuries or just forget about them? (MARK ONE)
- Yes.....[]1
IF YES, GO TO QUESTION 97
- No.....[]2
IF NO, GO TO QUESTION 98
97. How intense was the pressure on you to ignore these injuries or to just forget about them? (MARK ONE)
- Extremely intense.....[]1
Intense.....[]2
Not very intense.....[]3
Not intense at all.....[]4
98. How satisfied are you with the medical care or treatment you have received from your school? (MARK ONE)
- Totally satisfied.....[]1
More satisfied than dissatisfied.....[]2
More dissatisfied than satisfied.....[]3
Not satisfied at all.....[]4
Have not needed medical care while at school.....[]5
99. Do you feel it is easier or harder for you, as a college athlete, to do the following? (RATE EACH ITEM)
- | | Much Easier | Easier | No Difference | Harder | Much Harder |
|---|-------------|--------|---------------|--------|-------------|
| Keep in good physical shape..... | []1 | []2 | []3 | []4 | []5 |
| Avoid drugs | []1 | []2 | []3 | []4 | []5 |
| Avoid alcohol..... | []1 | []2 | []3 | []4 | []5 |
| Get medical treatment..... | []1 | []2 | []3 | []4 | []5 |
| Get dental care..... | []1 | []2 | []3 | []4 | []5 |
| Get glasses or contact lenses..... | []1 | []2 | []3 | []4 | []5 |
| (If not needed check here: <input type="checkbox"/>) | | | | | |
| Eat well..... | []1 | []2 | []3 | []4 | []5 |

100. In general, how satisfied are you with your life? (MARK ONE)
- Totally satisfied.....☐1
More satisfied than dissatisfied.....☐2
More dissatisfied than satisfied.....☐3
Not satisfied at all.....☐4

Items 101 to 110 refer to your general background.

101. What is your year of birth?.....1 9 _ _
102. What year did you enroll in this school?.....1 9 _ _
103. What year did you first enter (any) college?.....1 9 _ _
104. What is your gender? (MARK ONE)
- Male.....☐1
Female.....☐2
105. What is your origin or descent? (MARK ONE)
- Hispanic or Spanish.....☐1
Non-Hispanic.....☐2
106. What is your race? (MARK ONE)
- Black.....☐1
White.....☐2
American Indian or Alaskan Native.....☐3
Asian.....☐4
Pacific Islander.....☐5
Other (WRITE IN) _____☐6
107. Are you a U.S. citizen? (MARK ONE)
- Yes.....☐1
No.....☐2

108. To the best of your memory, what was your grade average in high school? (MARK ONE)

- A or A+.....[] 1
A-.....[] 2
B+.....[] 3
B.....[] 4

B-.....[] 5
C+.....[] 6
C.....[] 7
C- or below.....[] 8

Don't know.....[] 88

109. To the best of your memory, what was your total score on the Scholastic Aptitude Test (SAT)? (MARK ONE)

- Did not take SAT.....[] 1

1401 - 1600.....[] 2
1201 - 1400.....[] 3
1001 - 1200.....[] 4

801 - 1000.....[] 5
601 - 800.....[] 6
401 - 600.....[] 7
400 or below.....[] 8

Don't know.....[] 88

110. To the best of your memory, what was your total score on the American College Testing Program (ACT)? (MARK ONE)

- Did not take ACT.....[] 1

33-36.....[] 2
29-32.....[] 3
25-28.....[] 4

21-24.....[] 5
17-20.....[] 6
13-16.....[] 7
12 or below.....[] 8

Don't know.....[] 88

Items 111 to 115 ask about your parents. If you think of other adults more as your parents than your biological parents, answer the questions for those adults.

111. Approximately what was your parents' total income during the past year, before taxes, so far as you know? (MARK ONE)

Less than \$5,000.....[] 11
 \$5,000-\$10,000.....[] 12
 \$10,001-\$20,000.....[] 13
 \$20,001-\$30,000.....[] 14
 \$30,001-\$40,000.....[] 15

 \$40,001-\$50,000.....[] 21
 \$50,001-\$60,000.....[] 22
 \$60,001-\$70,000.....[] 23
 \$70,001-\$80,000.....[] 24
 \$80,001 or more.....[] 25

112. Describe the most recent job held by your father. .
 If retired, deceased, or unemployed, indicate the last job held.

Type of job (WRITE IN) _____

Typical work activities (WRITE IN) _____

Never Worked.....[] 87
 Don't Know.....[] 88

113. Describe the most recent job held by your mother.
 If retired, deceased, or unemployed, indicate the last job held.

Type of job (WRITE IN) _____

Typical work activities (WRITE IN) _____

Never Worked.....[] 87
 Don't Know.....[] 88

114. What was the highest level of education your father completed? (MARK ONE)

- Less than high school graduation..... ☐ 1
- High school graduation only..... ☐ 2
- Vocational, trade, or business school after high school..... ☐ 3
- College program--Less than four- or five-year degree (including two-year degree)..... ☐ 4
- College program--Finished four- or five-year degree..... ☐ 5
- College program--Master's degree, Ph.D., M.D., or other advanced professional degree..... ☐ 6
- Don't Know..... ☐ 88

115. What was the highest level of education your mother completed? (MARK ONE)

- Less than high school graduation..... ☐ 1
- High school graduation only..... ☐ 2
- Vocational, trade, or business school after high school..... ☐ 3
- College program--Less than four- or five-year degree (including two-year degree)..... ☐ 4
- College program--Finished four- or five-year degree..... ☐ 5
- College program--Master's degree, Ph.D., M.D., or other advanced professional degree..... ☐ 6
- Don't Know..... ☐ 88

116. Are there things about your life at college you would like to tell us that we didn't ask about? If so, what are they?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX C

The following questions will be used to assist in research for my thesis. I am writing a thesis on the effects of the NCAA time limitation legislation on female student-athletes and women's athletics at the University of Tennessee. I appreciate your willingness to assist in the research by agreeing to this interview.

Interview questions:

1. How long have you been coaching at the collegiate level? How long at UT?
2. How important is it to you for your athletes to get a degree?
3. Do you believe the University of Tennessee administration is supportive of women's athletics, in general? Do you believe it is supportive of your particular sport? What about the student population?
4. How difficult is it to recruit student-athletes who are strong students as well as quality athletes?
5. How many total hours, in a typical week do your athletes spend on sports related activities? How do you know?
6. How many classes do your athletes miss in a week -- for any reason?
7. Overall, do you think your athletes manage their time well? Why or Why not?
8. Do you offer any help in the area of time management? Is this offered to all team members? Who provides the help? How is this done?

9. Do you think the amount of time your athletes spend in sports related activities, currently, is too much, too little, about right, or what? Why?

10. What is your initial reaction to the new NCAA legislation that limits participation in sport activities to 20 hours per week?

11. How will you alter your program to meet the new guidelines?

12. Do you think athletes will choose to spend more voluntary time on their sport? Why?

13. Do you think individual sports such as swimming, tennis and track will be more affected than team sports such as basketball and volleyball? Why?

14. Do you think athletes will spend more time on academics now that sport time has been limited? Why or why not?

15. How will the 20 hour limit affect your sport? Why do you believe this?

16. How will the 8 hour off season limit affect your sport? Why do you believe this?

17. Do you think limiting the amount of time an athlete spends on her sport will assist in making her a better student? Will it make her more a part of the general student body? Why?

18. In the over all picture, do you think the time limitation is either good or bad for intercollegiate athletics? How about the student-athlete? Why?

19. Do you feel that athletes at this level of competition require legislation to keep them from spending too much time on sports? Do you think coaches abuse athletes by demanding too much of their time? Why?

20. Do you think the reasons student-athletes, on the Division I level, attend college are 1st to participate in sports and 2nd to get a degree? Why or why not?

21. Do you feel that too many marginal student-athletes are admitted to the University? Why?

22. Given the high academic status of the women's program here, do you think limiting the time athletes spend on sports will really make a difference in, say, their GPA? Why or why not?

23. If you were asked, by the Presidents Commission, to address the NCAA on this issue what would you say?

24. Do you feel, as some coaches have been quoted by the media, that the time limitation legislation is a blanket restriction that is unfair to individual sports? What about women's programs? Why?

25. If you were a Division I, scholarship, female student-athlete how do you think you would feel about this new legislation? Why?

APPENDIX D

The following questions will be used to assist in research for my thesis. I am writing a thesis on the effects of the NCAA time limitation legislation on female student-athletes and women's athletics at the University of Tennessee. I appreciate your willingness to assist in the research by agreeing to this interview.

Interview questions:

1. How long have you been an administrator at the collegiate level? How long at UT?
2. How important is it to you for the athletes in this department to get a degree?
3. Do you believe the University of Tennessee administration is supportive of women's athletics, in general? Do you believe it is supportive of all women's sports sponsored by this department? How about the student body?
4. How difficult is it for this department to recruit student-athletes who are strong students as well as quality athletes? Which sports find it easier to recruit quality students? Which find it more difficult?
5. How many total hours, in a typical week, do athletes in each sport spend on sports related activities? How do you know? If you don't know, should you know?
6. How many classes do female student-athletes miss in a week -- for any reason?

7. Overall, do you think the female student-athletes manage their time well? Why or Why not?
8. Does the Women's Athletic Department offer any help in the area of time management for athletes? If so, who provides the help and how this done?
9. Do you think the amount of time female student-athletes spend in sports related activities, currently, is too much, too little, about right, or what? Why?
10. What is your initial reaction to the new NCAA legislation that limits participation in sport activities to 20 hours per week?
11. Will it be difficult for the department to alter sports programs to meet the new guidelines? Why?
12. Do you think athletes will choose to spend more voluntary time on their sport? Why?
13. Do you think individual sports such as swimming, tennis, and track will be more affected than team sports such as basketball and volleyball? Why?
14. Do you think athletes will spend more time on academics now that sport time has been limited? Why or Why not?

15. Do you think limiting the amount of time an athlete spends on her sport will assist in making her a better student? Will it make her more a part of the general student body? Why?
16. In the overall picture, do you think the time limitation is either good or bad for intercollegiate athletics? How about the student-athlete? Why?
17. Do you feel that athletes at this level of competition require legislation to keep them from spending too much time on sports? Do you think coaches abuse athletes by demanding too much of their time? Why?
18. Do you think the reasons student-athletes, on the Division I level, attend college are 1st to participate in sports and 2nd to get a degree? Why or Why not?
19. Do you feel that too many marginal student-athletes are admitted to the University? Why?
20. Given the high academic status of the women's program here, do you think limiting the time athletes spend on sports will really make a difference in, say, their GPA? Why or Why not?
21. If you were asked by the Presidents Commission, to address the NCAA on this issue, what would you say?

22. Do you feel that the time limitation legislation is a blanket restriction that is unfair to individual sports? What about women's programs? Why?

23. If you were a Division I, scholarship, female student-athlete how do you think you would feel about this new legislation? Why?

24. How will this department monitor the time athletes spend on sports?

25. Do you think this rule will last? Why or Why not?

APPENDIX E

Grade Classification

	Freshman		Sophomore		Junior		Don't Know	
	N	R%	N	R%	N	R%	N	R%
Individual	12	32.4	9	24.3	16	43.2	0	0
Team	5	29.4	3	17.7	8	47.1	1	5.9
Total	17	31.5*	12	22.2*	24	44.4*	1	1.9*

* Percentage of total subjects responding R%-Row Percentage

Roster Position

	1st Team		2nd Team		3rd Team		Redshirt	
	N	R%	N	R%	N	R%	N	R%
Individual	34	91.9	1	2.7	1	2.7	1	2.7
Team	13	76.5	4	23.5	0	0	0	0
Total	47	87.0*	5	9.3*	1	1.9*	1	1.9*

* Percentage of total subjects responding R%-Row Percentage

Year of Birth

	1969		1970		1971		1972	
	N	R%	N	R%	N	R%	N	R%
Individual	7	18.9	13	35.1	8	21.6	9	24.3
Team	2	11.8	8	47.1	1	5.9	6	35.3
Total	9	16.7*	21	38.9*	9	16.7*	15	27.8*

* Percentage of total subjects responding R%-Row Percentage

Year enrolled at UTK

	1988		1989		1990	
	N	R%	N	R%	N	R%
Individual	16	43.2	8	21.6	13	35.1
Team	8	47.1	3	17.7	6	35.3
Total	24	44.4*	11	20.4*	19	35.2*

* Percentage of total subjects responding R%-Row Percentage

First year enrolled in any college

	1988		1989		1990	
	N	R%	N	R%	N	R%
Individual	16	43.2	9	24.3	13	35.1
Team	8	47.1	3	17.7	6	35.3
Total	24	44.4*	12	22.2*	19	35.2*

* Percentage of total subjects responding R%-Row Percentage

Race

	Black		White		Other	
	N	R%	N	R%	N	R%
Individual	11	29.8	25	67.8	1	2.7
Team	7	41.2	10	64.8	0	0
Total	18	33.3*	35	64.8*	1	1.9*

* Percentage of total subjects responding R%-Row Percentage

U. S. Citizenship:

	Yes		No	
	N	R%	N	R%
Individual	33	89.2	4	10.8
Team	17	100.0	0	0
Total	50	92.6*	4	7.4*

* Percentage of total subjects responding R%-Row Percentage

Professional competition (at enrollment)

Yes		No	
N	%	N	%
17	31.5	37	68.5

Degree expectation (present time)

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	36	100	0	0
	Team	16	94.1	1	5.9
	Total	52	98.11*	1	1.9*
Post-Test	Individual	32	100	0	0
	Team	17	100	0	0
	Total	49	100	0	0

* Percentage of total subjects responding R%-Row Percentage

Professional competition (present time)

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	8	21.6	29	78.4
	Team	5	29.4	12	70.6
	Total	13	24.1*	41	75.9*
Post-Test	Individual	8	25.8	22	71.0
	Team	2	11.8	15	88.2
	Total	10	21.0*	37	77.1*

* Percentage of total subjects responding R%-Row Percentage

Ever dropped out of college

No	
	%
Individual	37 100
Team	17 100

Freshman participation

	Varsity Practice & Competition		Frosh Team Pract. & Comp		Redshirt Pract. only		Sit Out totally	
	N	R%	N	R%	N	R%	N	R%
Individual	35	94.6	0	0	2	5.4	0	0
Team	16	94.1	0	0	0	0	1	5.9
Total	51	94.4*	0	0	2	3.7*	1	1.9*

* Percentage of total subjects responding R%-Row Percentage

Course satisfaction

		Totally satisfied		More satisfied than dissatisfied		More dissatisfied than satisfied		Not satisfied at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	4	10.8	22	59.5	10	27.0	1	2.7
	Team	3	17.7	11	64.7	2	11.8	1	5.9
	Total	7	13.0*	33	61.1*	12	22.2*	2	3.7*
Post-Test	Individual	6	18.8	20	62.5	5	15.6	1	3.1
	Team	5	29.4	10	58.8	2	11.8	0	0
	Total	11	22.5*	30	61.2*	7	14.3*	1	2.0*

* Percentage of total subjects responding R%-Row Percentage

Overall academic satisfaction

		Totally satisfied		More satisfied than dissatisfied		More dissatisfied than satisfied		Not satisfied at all	
		N	R%	N	R%	N	R%	N	R%
	Individual	5	13.5	19	51.4	11	29.7	2	5.4
	Team	1	5.9	13	76.5	3	17.7	0	0
	Total	6	11.1*	32	59.3*	14	25.9*	2	3.7*

* Percentage of total subjects responding R%-Row Percentage

Satisfaction with Coaches

		Totally Satisfied		More satisfied than dissatisfied		More Dissatisfied than satisfied		Not Satisfied at all	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	15	40.5	17	46.0	5	13.5	0	0
	Team	5	29.4	7	41.2	3	17.7	2	11.8
	Total	20	37.0*	24	44.4*	8	14.8*	2	3.7*
Post-Test	Individual	12	37.5	16	50.0	4	12.5	0	0
	Team	8	47.1	7	41.2	2	11.8	0	0
	Total	20	40.8*	23	46.9*	6	12.2*	0	0

* Percentage of total subjects responding R%-Row Percentage

With whom to you spend time:

		Teammates		Other Athletes		Other Students		Other People		No One, Alone	
		N	R%	N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	24	64.9	7	18.9	2	5.4	4	10.8	0	0
	Team	6	35.3	7	41.2	1	5.9	3	17.7	0	0
	Total	30	55.6*	14	25.9*	3	5.6*	7	13.0*	0	0
Post-Test	Individual	18	58.1	6	19.4	2	6.5	5	16.3	0	0
	Team	4	23.5	4	23.5	4	23.5	5	29.4	0	0
	Total	22	45.8*	10	20.8*	6	12.5*	10	20.8*	0	0

* Percentage of total subjects responding R%-Row Percentage

Roommates teammates:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	23	82.1	5	17.9
	Team	10	66.7	5	33.3
	Total	33	76.7*	10	23.3*
Post-Test	Individual	26	89.7	3	10.3
	Team	11	73.3	4	26.7
	Total	37	84.1*	7	15.9*

* Percentage of total subjects responding R%-Row Percentage

Housing owned by school:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	35	94.6	2	5.4
	Team	17	100	0	0
	Total	52	96.3*	2	3.7*
Post-Test	Individual	28	87.5	4	12.5
	Team	10	58.8	7	41.2
	Total	38	77.6*	11	22.5*

* Percentage of total subjects responding R%-Row Percentage

How much help in time management:

		A lot of help		Some help		Not much help		No help	
		N	R%	N	R%	N	R%	N	R%
Pre-Test	Individual	2	5.4	17	46.0	8	21.6	10	27.0
	Team	3	17.7	6	35.3	4	23.5	4	23.5
	Total	5	9.3*	23	42.6*	12	22.2*	14	26.0*
Post-Test	Individual	0	0	9	29.0	11	35.5	11	35.5
	Team	3	17.7	8	47.1	4	23.5	2	11.8
	Total	3	6.3*	17	35.4*	15	31.3*	13	27.1*

* Percentage of total subjects responding R%-Row Percentage

Academic Experiences at this School

A. Have you found many courses too difficult?

		YES		NO	
		N	P%	N	P%
Pre-Test	Individual	11	29.7	26	70.3
	Team	3	17.7	14	82.4
	Total	14	25.9*	40	70.1*
Post-Test	Individual	9	28.1	23	71.9
	Team	3	17.7	14	82.4
	Total	12	24.5*	37	75.5*

B. Repeated one or more courses?

		YES		NO	
		N	P%	N	P%
Pre-Test	Individual	13	36.1	23	63.9
	Team	5	29.4	12	70.6
	Total	18	34.0*	35	66.0*
Post-Test	Individual	14	43.8	18	56.3
	Team	5	31.3	11	68.8
	Total	19	39.6*	29	60.4*

C. Received "incomplete" grades for courses?

		YES		NO	
		N	P%	N	P%
Pre-Test	Individual	4	11.1	32	88.9
	Team	2	11.8	15	88.8
	Total	6	11.3*	47	88.7*
Post-Test	Individual	6	18.8	26	81.3
	Team	2	12.5	14	87.5
	Total	8	16.7*	40	83.3*

D. Attended one or more summer sessions?

		YES		NO	
		N	R%	N	R%
Pre-Test	Individual	13	36.1	23	63.9
	Team	7	41.1	10	58.8
	Total	20	37.7*	33	62.3*
Post-Test	Individual	20	62.5	12	37.5
	Team	13	81.3	3	18.8
	Total	33	68.8*	15	31.5*

E. Taken one or more intersession courses?

		YES		NO	
		N	R%	N	R%
Pre-Test	Individual	4	11.1	32	88.9
	Team	2	11.8	15	88.2
	Total	6	11.3*	47	88.7*
Post-Test	Individual	9	28.1	23	71.9
	Team	4	25.0	12	75.0
	Total	13	27.1*	35	72.9*

F. Ever been on academic probation?

		YES		NO	
		N	R%	N	R%
Pre-Test	Individual	13	36.1	23	63.9
	Team	4	23.5	3	76.5
	Total	17	32.1*	36	68.0*
Post-Test	Individual	12	37.5	20	62.5
	Team	6	37.5	10	62.5
	Total	18	37.5*	30	62.5*

*Percentage of total subjects responding R%-Row percentage

Treatment Received as Student-Athletes

A. Be regarded as a serious student by professors?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	2	3.7	8	14.8	24	44.4	16	29.6	4	7.4
post-test	0	0	5	10.2	28	57.1	14	28.6	2	4.1

B. Get help from professors?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	4	7.4	19	35.2	29	53.7	2	3.7	0	0
post-test	3	6.1	17	34.7	28	57.1	1	2.0	0	0

C. Reschedule exams or due dates for assignments?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	11	20.4	29	53.7	9	16.7	4	7.4	1	1.9
post-test	11	22.5	27	55.1	7	14.3	4	8.2	0	0

D. Keep up with coursework?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	0	0	4	7.4	13	24.1	33	61.1	4	7.4
post-test	0	0	0	0	18	36.7	26	53.1	5	10.2

E. Get help from teaching assistants?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	2	3.7	22	40.7	26	48.2	4	7.4	0	0
post-test	1	2.0	10	20.4	38	77.6	0	0	0	0

F. Choose the courses you want to take?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	11	20.4	17	31.5	16	29.6	8	14.8	2	3.7
post-test	11	22.5	18	36.7	11	22.5	7	14.3	2	4.1

Treatment as Student-Athletes Continued

G. Get Help from tutors?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	32	59.3	15	27.8	6	11.1	1	1.9	0	0
post-test	25	51.0	23	46.9	1	2.0	0	0	0	0

H. Make Academics your top priority?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	2	3.7	6	11.1	19	35.2	24	44.4	3	5.6
post-test	2	4.1	5	10.2	16	32.7	20	40.8	6	12.2

I. Get the grades you are capable of?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	1	1.9	5	9.4	14	26.4	26	49.1	7	13.2
post-test	0	0	2	4.1	17	34.7	24	49.0	6	12.2

J. Talk to academic counselors about your program?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	2	3.7	15	27.8	35	64.8	1	1.9	1	1.9
post-test	2	4.1	13	26.5	31	63.3	2	4.1	1	2.0

K. Prepare for class?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	2	3.7	5	9.3	16	29.6	26	48.2	5	9.3
post-test	1	2.0	1	2.0	14	28.6	30	61.2	3	6.1

L. Study for exams?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	1	1.9	4	7.4	16	29.6	26	48.2	6	11.1
post-test	0	0	0	0	14	28.6	28	57.1	7	14.3

M. Get feedback on how well you are doing in courses?

	Much Easier		Easier		No Difference		Harder		Much Harder	
	N	%	N	%	N	%	N	%	N	%
pre-test	5	9.3	18	33.3	29	53.7	2	3.7	0	0
post-test	2	4.1	16	32.7	31	63.3	0	0	0	0

Club Membership

A. Social fraternity or sorority?

		Yes		No	
		N	P%	N	P%
Pre-Test	Individual	1	2.7	36	97.3
	Team	0	0	17	100
	Total	1	1.9*	53	98.2*
Post-Test	Individual	0	0	33	100
	Team	0	0	17	100
	Total	0	0	50	100*

B. Religious club or fellowship?

		Yes		No	
		N	P%	N	P%
Pre-Test	Individual	5	13.5	32	86.5
	Team	3	17.7	14	82.4
	Total	8	14.8*	46	85.2*
Post-Test	Individual	5	15.2	28	84.6
	Team	3	17.7	14	82.4
	Total	8	16.0*	42	84.0*

C. Interest or hobby club?

		Yes		No	
		N	P%	N	P%
Pre-Test	Individual	2	5.4	35	94.6
	Team	0	0	17	100
	Total	2	3.7*	52	96.3*
Post-Test	Individual	2	6.1	31	93.4
	Team	1	5.9	16	94.1
	Total	3	6.0*	47	94.0*

Club Membership Continued

D. Political group?

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	3	8.3	33	91.7
	Team	1	6.3	15	93.8
	Total	4	7.7*	48	92.3*
Post-Test	Individual	7	12.1	29	87.9
	Team	0	0	17	100
	Total	4	8.0*	46	92.0*

*Percentage of total subjects responding R%-Row percentage

Topics of Conversation

A. Classes:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	27	75.0	9	25.0
	Team	12	70.6	5	29.4
	Total	39	73.6*	14	26.4*
Post-Test	Individual	30	90.9	3	9.1
	Team	9	56.3	7	43.8
	Total	39	79.6*	10	20.4*

B. Grades:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	17	46.0	20	51.4
	Team	10	62.5	6	37.5
	Total	27	50.9*	26	49.1*
Post-Test	Individual	24	72.7	9	27.3
	Team	7	41.2	10	58.8
	Total	31	62.0*	19	38.0*

Topics of Conversation Continued

C. Sports in general:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	27	75.0	9	25.0
	Team	15	88.2	2	11.8
	Total	42	79.3*	11	20.8*
Post-Test	Individual	26	78.8	7	21.2
	Team	14	87.5	2	12.5
	Total	40	81.6*	9	18.4*

D. Politics:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	7	20.6	27	79.4
	Team	1	6.7	14	93.3
	Total	8	16.3*	41	83.7*
Post-Test	Individual	13	39.4	20	60.6
	Team	4	23.5	13	76.5
	Total	17	34.0*	33	66.0*

E. Current events:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	27	75.0	9	25.0
	Team	10	62.5	6	37.5
	Total	37	71.2*	15	28.9*
Post-Test	Individual	31	93.9	2	6.1
	Team	12	70.6	5	29.4
	Total	43	86.0*	7	14.0*

Topics of Conversation Continued

F. Other friends:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	35	94.6	2	5.4
	Team	15	88.2	2	11.8
	Total	50	92.6*	4	7.4*
Post-Test	Individual	33	100.0	0	0
	Team	14	87.5	2	12.5
	Total	47	95.9*	2	4.1*

G. Music:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	31	83.8	6	16.2
	Team	9	60.0	6	40.0
	Total	40	76.9*	12	23.1*
Post-Test	Individual	26	78.8	7	21.2
	Team	10	66.7	5	33.3
	Total	36	75.0*	12	25.0*

H. Future plans:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	30	85.7	5	14.3
	Team	16	94.1	1	5.9
	Total	46	88.5*	6	11.5*
Post-Test	Individual	31	96.9	1	3.1
	Team	17	100.0	0	0
	Total	48	98.0*	1	2.0*

Topics of Conversation Continued

I. Family:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	29	78.4	8	21.6
	Team	16	94.1	1	5.9
	Total	45	83.3*	9	16.7*
Post-Test	Individual	32	97.0	1	3.0
	Team	15	93.8	1	6.3
	Total	47	95.9*	2	4.1*

J. Coaches:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	31	83.8	6	16.2
	Team	15	88.2	2	11.8
	Total	46	85.2*	8	14.8*
Post-Test	Individual	31	96.9	1	3.1
	Team	14	82.4	3	17.7
	Total	45	91.8*	4	8.2*

K. Yoursport:

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	34	91.9	3	8.1
	Team	12	70.6	5	29.4
	Total	46	85.2*	8	14.8*
Post-Test	Individual	32	97.0	1	3.0
	Team	13	76.5	4	23.5
	Total	45	90.0*	5	10.0*

*Percentage of total subjects responding R%-Row percentage

Live with One or More Roommates

		Yes		No	
		N	R%	N	R%
Pre-Test	Individual	28	78.0	8	22.0
	Team	15	88.2	2	11.8
	Total	43	81.0*	10	19.0*
Post-Test	Individual	27	87.1	4	12.9
	Team	14	82.4	3	17.7
	Total	41	85.4*	7	14.6*

*Percentage of total subjects responding R%-Row percentage

WeeklyHours Spent Out of Season

A. Preparing for Class:

Pre-test			Post-test		
#Hrs.	N	%	#Hrs	N	%
0	1	2.0	2	2	4.1
2	4	8.0	3	1	2.0
3	3	6.0	4	1	2.0
4	1	2.0	5	1	2.0
5	6	12.0	6	5	10.2
6	1	2.0	8	4	8.2
7	1	2.0	9	1	2.0
8	2	4.0	10	10	20.4
9	1	2.0	11	3	6.1
10	6	12.0	12	4	8.2
12	7	14.0	14	3	6.1
14	1	2.0	15	2	4.1
15	3	6.0	17	1	2.0
18	1	2.0	18	1	2.0
20	4	8.0	20	4	8.2
21	1	2.0	21	1	2.0
30	3	6.0	25	2	4.1
35	1	2.0	30	2	4.1
39	1	2.0	43	1	2.0
45	1	2.0			
50	1	2.0			

Weekly Hours Spent Out of Season Continued

B. In Class and Lab:

Pre-test			Post-test		
#Hrs.	N	%	#Hrs	N	%
0	2	4.1	1	1	2.0
1	1	2.0	3	1	2.0
2	1	2.0	4	1	2.0
3	1	2.0	5	3	6.0
8	1	2.0	6	1	2.0
9	1	2.0	8	2	4.0
10	4	8.2	9	1	2.0
11	1	2.0	12	9	18.0
12	4	8.2	13	4	8.0
14	6	12.2	14	1	2.0
15	15	30.6	15	12	24.0
16	7	14.3	16	4	8.0
18	3	6.1	17	3	6.0
25	1	2.0	18	1	2.0
51	1	2.0	19	1	2.0
			20	2	4.0
			22	1	2.0
			23	1	2.0
			25	1	2.0

C. In Extracurricular Activities:

Pre-test			Post-test		
#Hrs.	N	%	#Hrs	N	%
0	16	32.7	0	16	32.0
1	1	2.0	1	1	2.0
2	2	4.1	2	3	6.0
3	2	4.1	3	3	6.0
4	2	4.1	4	2	4.0
5	4	8.2	5	8	16.0
6	4	8.2	6	3	6.0
8	3	6.1	7	2	4.0
9	1	2.0	8	1	2.0
10	11	23.5	10	6	12.0
15	1	2.0	15	4	8.0
20	1	2.0	20	1	2.0
30	1	2.0			

WeeklyHours Spent Out of Season Continued

D. In Social Activities:

Pre-test			Post-test		
#Hrs.	N	%	#Hrs	N	%
0	3	6.1	0	2	4.2
2	1	2.0	2	1	2.1
4	2	4.1	3	1	2.1
5	1	2.0	5	5	10.4
6	2	4.1	6	4	8.3
7	1	2.0	8	2	4.2
8	3	6.1	9	2	4.2
10	11	22.5	10	10	20.8
12	2	4.1	12	2	4.2
14	2	4.1	13	1	2.1
15	5	10.2	14	1	2.1
20	7	14.3	15	6	12.5
24	1	2.0	17	1	2.1
25	4	8.2	18	3	6.3
30	2	4.1	20	4	8.3
50	2	4.1	24	1	2.1
			40	1	2.1
			50	1	2.1

Relaxing by Yourself:

Pre-test			Post-test		
#Hrs.	N	%	#Hrs	N	%
2	2	4.3	1	1	2.0
4	1	2.1	2	1	2.0
5	5	10.6	3	2	4.1
6	2	4.3	4	4	8.2
7	3	6.4	5	7	14.3
8	1	2.1	6	3	6.1
10	11	23.4	7	2	4.1
11	1	2.1	8	3	6.1
12	3	6.4	9	1	2.0
13	1	2.1	10	5	10.2
14	1	2.1	11	1	2.0
15	1	2.1	12	3	6.1
17	1	2.1	15	3	6.1
20	6	12.8	17	2	4.1
25	4	8.5	20	7	14.3
27	1	2.1	21	1	2.0
30	2	4.3	40	3	6.1
51	1	2.1			

VITA

Donna C. Thomas was born in Knoxville, Tennessee on March 21, 1960. She attended elementary and high school in Tazewell, Tennessee, and was graduated from Claiborne County High School in 1978. Miss Thomas attended The University of Tennessee, Knoxville (1978-1982) and graduated with a Bachelor of Science degree in Physical Education. For a year she was the Assistant Director of Recreation Ministries at Christ United Methodist Church in Memphis, Tennessee. For seven years she was the Director of Recreation Ministries at Christ United Methodist Church in Memphis, Tennessee. Miss Thomas pursued her graduate studies in Recreation and Leisure Studies at The University of Tennessee, Knoxville (1990-1992) where she worked as a Graduate Assistant for Administration in the Women's Athletics Department while in pursuit of a Master's degree. In May, 1992, she received a Master of Science degree in Recreation and Leisure Studies with a concentration of Sport and Recreation Administration.