Determinants of academic achievement and intention to complete the program among PGA Golf Management students

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DETERMINANTS OF ACADEMIC ACHIEVEMENT AND INTENTION TO
COMPLETE THE PROGRAM AMONG PGA GOLF
MANAGEMENT STUDENTS

by

Brian James Soulè

Bachelor of Science
Clemson University
2005

A thesis submitted in partial fulfillment
of the requirements for the

Master of Science in Sport and Leisure Service Management
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William F. Harrah College of Hotel Administration

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ABSTRACT

Determinants of Academic Achievement and Intention to Complete the Program among PGA Golf Management Students

by

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Students enrolled in PGA Golf Management programs at five public universities were surveyed to determine what contributed to their academic achievement, i.e., grades, and their intention to successfully complete their academic program. The Eccles expectancy-value model of activity behaviors was used as the theoretical framework for this study. The results of regression analyses indicated that the students’ perceptions that their parents and peers believed that they could successfully complete their degree requirements, as well as their own self-efficacy beliefs, predicted their academic achievement, but not their intention to complete the program. The results of regression analyses indicated also that the students’ perception that the PGA Golf Management program had extrinsic and intrinsic value predicted their intention to complete the program, but not academic achievement. The findings provide some support for the use
of the expectancy-value model for understanding students’ academic achievement and intentions to complete the program. Implications for academic administrators are discussed.
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CHAPTER 1

INTRODUCTION

The issues of academic achievement and retention are areas of concern for all undergraduate academic programs. Administrators in undergraduate programs desire to see their students succeed, and these academic programs have a high probability of fostering such success if administered correctly. In order to succeed in the classroom, students must place a certain level of value on academic achievement. Many researchers have studied the importance of academic achievement, as well as the factors that determine academic achievement and intention to stay in school (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007; Ullah & Wilson, 2007; Weiss & Amorose, 2008). Self-efficacy and task value are constructs that have emerged as being strong predictors of academic motivation and achievement (Bong, 2001). Along with self-efficacy and task value, many other factors have been found to predict academic achievement. Kuh et al. (2007) suggest that five variables predict academic achievement: student demographics, the characteristics of the institution; student-faculty and student-peer interactions; students’ perceptions of the learning environment; and the quality of effort put forth by students in the classroom. Many of the variables that Kuh et al. have identified are found in a similar model that shows the predictors of achievement activity behaviors.

The Eccles’ expectancy-value model of activity behaviors is used to explain behavioral variations in choice, persistence, and performance among children and
adolescents in different achievement contexts (Weiss & Amorose, 2008). The model proposes that individuals’ performance expectations and the value that they place on activities will predict levels of involvement in such contexts. The Eccles’ model also explains the relationships among cultural norms, personal experiences, aptitude, personal beliefs and attitudes and these expectations and values.

The Eccles’ model states that people form their opinions of achievement activities based on many factors, including gender roles, stereotypes, socializers’ beliefs and behaviors, and past experiences (Weiss & Amorose, 2008). Socializers are a strong influence when considering the value that performers place on activities. Socializers have also been shown to impact the self-efficacy that one feels in relation to an activity (Eccles & Harold, 1991). Fredericks and Eccles (2005) state that parents influence children’s expectations of success in an activity.

Parents are not the only socializers, however. Socializers of college students may include friends, faculty, classmates, university staff, and even people on television (Eccles & Harold, 1991). Ullah and Wilson (2007) studied the effects of student-faculty relationships on academic achievement and their results showed a strong correlation between student-faculty relationships and academic achievement. Peers are also very influential socializers in a university setting. Wentzel and Watkins (2002) explored the role of peer relationships and collaborative learning in academic development. The authors argue that peers, as academic enablers, have a profound impact on the development of students’ academic success. College students are influenced by a number of different groups throughout their college careers, and each person they encounter has the potential to influence their values, their efficacy, and ultimately, the decisions that
they make regarding their behavior choices. These socializers directly and indirectly influence the academic achievement of students on a daily basis.

Strategies and philosophies regarding academic achievement in undergraduate programs vary among programs and among universities. Universities are charged with the duty of administering programs in which students have opportunities to succeed academically and prepare them to become proficient in their chosen profession. Academic programs vary, and every program differs in its requirements and philosophies. Twenty universities house PGA Golf Management programs and each of these programs operates under the same general philosophy. The PGA of America has stated that the purpose of a PGA Golf Management program is to provide students, “…the opportunity to acquire the knowledge and skills necessary for success in the golf industry through extensive classroom studies and internship experiences” (“PGA and You,” n.d.). It is implied that in order to succeed in a PGA Golf Management program, a student must first succeed in the classroom. As with all college students who are influenced by their parents, peers and faculty, PGA Golf Management students are subject to the same influences.

Statement of the Problem

PGA Golf Management programs are rigorous and challenging programs. As a result of the academic and professional demands placed on students, the national attrition rate for PGA Golf Management programs is approximately 44% (C. Tschetschot, personal communication, February 24, 2009). The PGA of America, as the accrediting body to PGA Golf Management programs nationwide, is concerned about the high
number of students who withdraw from the university programs every year. Just as the
PGA of America is concerned, so too are university administrators concerned with
attrition rates (C. Cain, personal communication, March 15, 2009). Administrators of
PGA Golf Management programs attempt to recruit students who will be successful, but
students’ high school grade point averages, SAT and ACT scores are not the only
predictors of academic achievement at the university level (Kuh et al., 2007). Students
who enter college with high potential sometimes underachieve (House, 2002), and this is
reason for concern for PGA Golf Management administrators. Students who choose to
leave PGA Golf Management programs do so for reasons that vary. Some claim that the
academic requirements are too demanding, while others claim that they no longer want to
be golf professionals (C. Tschetschot, personal communication, February 24, 2009).

With high attrition rates, administrators constantly strive to enhance retention
efforts. They vary classroom instruction styles, implement new programming, and search
for students who have the academic aptitude that predicts a high probability to succeed
out of high school. These efforts can be effective, but attrition rates remain relatively
stable nationwide. According to House (2002), students who earn higher grades tend to
have higher self-ratings of their overall academic ability, as well their drive to achieve.
Self-ratings of academic ability and drive to achieve are seemingly uncontrollable by
PGA Golf Management administrators. How can PGA Golf Management program
administrators enhance self-efficacy and task value among their students? Is it even
possible? Although it is not possible to create a program in which all students succeed, it
is important to understand the factors that influence the academic achievement and
retention among college students.
Purpose of the Study

The purpose of this study was to investigate the factors that influence academic achievement and intention to successfully complete the PGA Golf Management program among PGA Golf Management students. The following research questions were formulated to guide this study:

Research Question 1: What is the relationship between the students’ perceptions of the parents’, faculty, and peers’ beliefs about the students’ self-efficacy, as well as the students’ perceptions of the value these socializers place on the students’ completion of the program, and the students’ intention to successfully complete the program?

Research Question 2: What is the relationship between the students’ perceptions of the parents’, faculty, and peers’ beliefs about the students’ self-efficacy, as well as the students’ perceptions of the value these socializers place on the students’ academic achievement?

Research Question 3: What is the relationship between a student’s self-efficacy and task value on intention to successfully complete the program?

Research Question 4: What is the relationship between a student’s self-efficacy and task value on academic achievement?

Definition of Terms

Academic Achievement: The academic successes or failures that a student experiences in one’s course work (House, 2002).
Intention to Successfully Complete the PGA Golf Management Program: The student’s level of commitment to successfully complete the graduation requirements of the PGA Golf Management program.

PGA of America Playing Ability Test (PAT): A playing simulation that an individual must pass before becoming a PGA member. The PAT requires a player to shoot a score equal to or lower than fifteen strokes higher than two times the course rating in two rounds of golf (“PGA and You,” n.d.).

PGA Golf Management Program: A four-year undergraduate program in which students receive a bachelor’s degree, and complete all requirements of becoming a member of the Professional Golfers’ Association of America (PGA). There are twenty universities in the United States with such programs (“PGA and You,” n.d.).

PGA Testing: Administered in three levels, PGA testing is comprised of a series of tests of various learning objectives that students must pass in order to progress through the PGA Golf Management program (“PGA and You,” n.d.).

Self-Efficacy: One’s convictions to successfully execute a course of action required to obtain a desired outcome (Bong, 2001).

Socializer: A person who influences the decisions that a performer makes in an achievement activity context, such as a parent or peer (Weiss & Amorose, 2008).

Task value: The importance that a person places on being successful in an achievement domain. The extent to which an individual perceives that at task meets personal needs or goals determines the value attached to the activity (Weiss & Amorose, 2008).
CHAPTER 2

LITERATURE REVIEW

Introduction

Academic programs vary in focus, size, and even in the demands that they place on students. One common thread among academic program administrators is that they desire for their students to operate at a high level and achieve academic success throughout the program. Graduation rates are fundamental to administrators as well, as it is important for academic programs to produce competent students who are prepared to work as professionals in their chosen field. There are many challenges to meeting these goals, however. Many academic programs have extremely high attrition rates, and the reasons for such attrition rates vary. Because of these challenges, much research has been conducted studying the determinants of academic achievement and students’ intention to successfully complete their course of study.

Self-efficacy and task value are constructs that have emerged as being strong predictors of academic motivation and achievement (Bong, 2001). Along with self-efficacy and task value, many other factors have been identified in predicting academic achievement. Kuh and his colleagues (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007) suggest that five variables predict academic achievement: student demographics; the characteristics of the institution; student-faculty and student-peer interactions; students’
perceptions of the learning environment; and the quality of effort put forth by students in the classroom. Many of the variables that Kuh et al. have identified are found in a similar model that shows the predictors of achievement activity behaviors. The Eccles’ expectancy-value model of activity behaviors is a model in which predictors of achievement activity behaviors are shown to be predictable based on many factors within one’s life, including past experiences, socializers’ thoughts and beliefs, perceived gender roles, and ultimately, one’s self-efficacy and task value regarding an activity (Eccles & Harold, 1991). This model is a clear fit for predicting undergraduate students’ academic achievement behaviors and intentions to successfully complete their course of study, as it weighs all of the factors that lead students to make decisions regarding their achievement while in college.

**Eccles’ Expectancy-Value Model of Activity Behaviors**

Eccles and her colleagues have developed a model that delineates the factors influencing participation in the fields of sport and academics (Eccles & Harold, 1991; Fredricks & Eccles, 2005). This model is commonly referred to as the Eccles expectancy-value model of activity behaviors (Weiss & Amorose, 2008). The model is used to explain behavioral variations in choice, persistence, and performance among children and adolescents in different achievement contexts (Weiss & Amorose, 2008). Eccles and Harold (1991) state that although most of the work done validating the model has focused on school achievement, it is likely applicable to a wide variety of activity choices. The model proposes that individuals’ performance expectations and the value that they place on activities will predict choice of involvement in achievement contexts. The Eccles’
model also explains the relationships among cultural norms, personal experiences, aptitude, personal beliefs and attitudes and these expectations and values. According to Eccles and Harold (1991), “The model is built on the assumption that it is one’s interpretation of reality rather than reality itself (i.e. past successes and failures) that most directly influences activity choices” (p. 8).

People form their opinions of achievement activities based on many factors, including gender roles, stereotypes, socializers’ beliefs and behaviors, and past experiences (Weiss & Amorose, 2008). The Eccles model was formed with developmental underpinnings. Eccles and her colleagues state that gender roles and stereotypes, as well as the socialization of children through their parents, “…contribute to developmental trends in children’s achievement beliefs and behaviors” (Weiss & Amorose, 2008; p. 141-142).

Research has shown that parents can shape children’s perceived competence, task values, and achievement behaviors (Weiss & Amorose, 2008). Parents provide certain experiences for their children; they interpret the children’s experiences for them; and they serve as role models. Through these three roles, parents also have a distinct influence on children’s gender role and activity stereotypes. In their study of the influence of parents as socializers, Fredericks and Eccles (2005) found that both mothers and fathers reported gender-stereotyped beliefs and behaviors. Findings also showed that mothers and fathers provided more opportunities and encouragement for their sons to become involved in sport than was provided to daughters. Fredericks and Eccles also found that parents act as expectancy socializers for children, influencing children’s expectations for success. All of
these findings support the theory that children’s self-perceptions, personal values, and activity choices are affected by their parents (Weiss & Amorose, 2008).

There is ample evidence showing that the beliefs and behaviors of socializers other than parents play a role in influencing the thoughts, beliefs, and actions of performers (Eccles & Harold, 1991). Socializers may be peers, friends, family members, coaches, teachers and even people on television. The model states that socializers are significant in shaping children’s self-perceptions in two areas. Socializers play a role similar to that of parents as “interpreters of experience” and as “providers of experience” (p. 13). Socializers’ behaviors and beliefs pertaining to such achievement opportunities have a significant impact on the expectations of success that children have surrounding such activities.

Eccles and Harold (1991) also argue that people’s past experiences influence their opinions about achievement activities. They state that it is not success or failures per se, but how people interpret their successes or failures that can shape their opinion of an achievement activity. If the performer attributes success to his or her ability, then it will have a positive effect on the interpretation of their success. Similarly, if a performer attributes failure to a high task difficulty, then he or she will look more favorably on the result. Where past failures become troublesome is when performers attribute their failures to lack of ability (Eccles & Harold, 1991). As supported by various findings (Eccles & Harold, 1991; Weiss & Amorose, 2008), past performance has a strong tie to performance expectancies.

Performance expectancies are emphasized in many studies as the “mediators of choices” (Eccles & Harold, 1991, p. 10). Performance expectancies can be broken down
into five sub-categories: self-concept of ability; estimates of task difficulty; interpretations of previous experiences and performances; identification with masculine and feminine gender roles; and the beliefs and behaviors of significant socializers, such as parents, peers, and other adults.

Self-concept of ability is simply an individual’s confidence in one’s ability to perform a task successfully. Perceived task difficulty plays an important role in task choice. A performer will be less likely to become involved in an activity if they perceive that it is very difficult or even too easy (Eccles & Harold, 1991). There must be a balance of achievability and difficulty in order for the performer to feel as though the activity is a fit for them. Although performance expectancies influence strongly whether individuals will become involved in an achievement context, people will not pursue these challenges if they do not value them.

According to the Eccles expectancy-value model, subjective task value is the second major determinant of achievement activity choices (Weiss & Amorose, 2008; Eccles & Harold, 1991). The task value placed on an achievement activity choice “alludes to the importance that a person attaches to being successful in a particular achievement area” (Weiss & Amorose, 2008, p. 140). Eccles and her colleagues have identified four components that make up subjective task value: attainment value; interest value; utility value; and cost. Attainment value refers to the importance of doing well in a certain activity that confirms self-identity in that domain, such as being self-identified as athletic or intelligent. Interest value refers to the intrinsic rewards of the activity. In other words, what does an individual experience as a form of internal enjoyment from participating in an achievement activity? Relatedness with others is a major contributor to
the intrinsic rewards of participating in an activity (Eccles & Harold, 1991). People tend to value an activity more when they feel related to others. By forming a feeling of relatedness, people will be more stimulated and more engaged in the activity. Utility value refers to the extrinsic reward to an individual. If being involved in an activity provides an individual the means to achieve his or her goals, then the activity may be extrinsically rewarding. The achievement of long term and short term goals are stressed as important predictors of achievement context behaviors, thus utility value is a vital component of subjective task value. Perceived cost refers to the time, energy, and alternative choices forfeited by engaging in an achievement activity. Potential participants weigh all four components when assessing the subjective task value of an activity (Weiss & Amorose, 2008).

Task value is an important predictor of academic achievement and future enrollment intentions (Bong, 2001). In her study of the role of students’ self-efficacy and task value related to academic achievement and future enrollment intentions, Bong found that task value, not self-efficacy, more accurately predicted students’ intentions to take further courses in a specific line of study. Task value is an important predictor of achievement choices, and it has a high correlation with expectancies of success.

In the Eccles’ expectancy-value model of activity behaviors, there is a clear interrelatedness among success expectancies, task values, and achievement behaviors. The results of many studies have confirmed the interrelatedness of these factors, and provided validation of the Eccles model. In one such study, Fredericks and Eccles (2005) attempted to measure the impact of family socialization, gender, and sport motivation on involvement in sport among children. The study examined the relationship between the
socialization of children by their parents and the interest and importance that children put on achievement activities (p. 4). The study also considered the impact of gender differences on perceived competence, value and athletic participation (p. 6).

The results of the Fredericks and Eccles’ study (2005) showed that boys have higher perceived competence in sports, they value sports more, and they participate in sports more than girls. These findings were partly attributed to the gender-stereotyped beliefs and behaviors of the children’s parents. Parents were found to perceive that their sons were more athletic than girls and that their sons considered sports more important than their daughters. These results were consistent with previous research conducted by Eccles and her colleagues (Eccles & Harold, 1991; Jacobs & Eccles, 1992). The study also confirmed that children’s socializers, and especially parents, influence the children’s performance expectations and task value. A correlation between children’s self-perceptions and parents’ view of reality was confirmed through the findings of the study.

The Eccles’ model provides a comprehensive framework for understanding achievement behaviors. Research has shown that a person’s expectations of success, along with a person’s subjective task value, will predict achievement behaviors. Many factors influence a person’s expectations of success and value system, including gender roles, stereotypes, socializers’ beliefs and behaviors, and past achievement experiences. When people internalize those factors, they form their own perceptions and interpretations, form personal goals, and perceive their own self-efficacy in achievement settings. When studying achievement situations, such as sports and academics, the Eccles’ expectancy-value model of activity behaviors will lead to a more thorough understanding of why people behave the way they do in such achievement situations.
For the purpose of this study, the Eccles model will be used to examine the academic achievement behaviors of PGA Golf Management program students. Academic achievement is one of the most important outcomes of college, and universities constantly search for ways to enhance their students’ successes in the classroom (Umbach & Wawrzynski, 2005). By examining the factors of the Eccles model in the context of PGA Golf Management, this study will attempt to identify the most important and impactful predictors of academic achievement. The Eccles model will provide a framework that will help explain the roles that past experiences, gender stereotypes, socializers’ thoughts and opinions, and the internalization of environmental factors play on a college student’s formulation of their own thoughts and opinions about academic achievement and their intention to complete their course of study.

Academic Achievement and Success

Many scholars have attempted to identify the variables that predict academic success. Kuh and his colleagues did so when they stated that student success should include five variables (Kuh et al., 2007). The first variable is student background characteristics, such as demographics and other pre-college experiences. The second variable is the structural characteristics of the institution, such as its size, mission and admission criteria. The third variable pertains to student-faculty interactions, interactions with university staff, and interactions with peers. The fourth variable is the student’s perception of the learning environment. The final variable is the quality of effort, or achievement behaviors, of students in educationally purposeful situations. The five variables of student success that Kuh et al. propose are very similar to the factors
discussed in the Eccles expectancy-value model of activity behavior (Eccles & Harold, 1991). Kuh and his colleagues identified socializers, past experience, background characteristics and perceptions as important predictors of student success. The Eccles model is similar in that it identifies similar predictors of achievement context choices. Cotten and Wilson (2006) agreed with Kuh et al. when they stated that efforts put forth by students in academic achievement situations have a positive correlation with student success. Researchers have also found that self-efficacy and intrinsic valuing of academics are positively correlated to academic achievement (Pintrich & De Groot, 1990). Many other factors contribute to the success and persistence of students throughout their college years.

House (2002) studied the effects of student characteristics and instructional activities on student achievement, and his findings showed that many factors contribute to academic achievement. He states that because research has shown that both student characteristics and instructional activities contribute to learning outcomes, many institutions have attempted to create instructional design models that take into account initial student characteristics when developing programs. In his study, House used the Input-Environment-Outcome (I-E-O) model developed by Astin (1995) in which the inputs are student characteristics brought to the institution, such as academic self-concept, achievement expectancies, and previous experiences. These inputs are similar to the factors that the Eccles expectancy-value model claims influence achievement context decisions. House also alludes to the Eccles expectancy-value model when he states that the environmental variables at the university represent the experiences that occur during college. Environmental variables can influence a student’s performance expectancies and
task value in many ways (Eccles & Harold, 1991). Finally, the outcome is the success or failure of the student. The purpose of House’s study was to use the I-E-O model to examine the weighted “contributions of student characteristics and specific instructional experiences” (p. 228).

The results from House’s study showed that both personal student characteristics and instructional experiences impacted the grades earned by students (2002). Many student characteristics were identified as predictors of grade performance. Students who earned higher grades than their peers tended to have higher self-ratings than their peers of their overall academic ability, as well their drive to achieve. Students who achieved academically also had higher expectations of earning a bachelor’s degree. Eight instructional experiences had a significant correlation with grade performance. Students who achieved higher grades tended to spend more hours per week in classes and labs, on homework, and talking with faculty outside of a classroom setting. Higher grades were also attributed to students’ work on independent research projects, work in groups, and the tutoring of other students. Students who mentioned that faculty took a personal interest in their program earned higher grades, as well. Students who didn’t complete homework assignments on time earned lower grades.

Hassan (2008) surveyed undergraduate students and found that college attendance impacted the students’ goals and aspirations and helped students develop at an accelerated rate. As a part of the utility value that people place on achievement context decisions mentioned in the Eccles model, goals influence individuals’ expectations of success and task value (Eccles & Harold, 1991). Hassan (2008) found that the goals of students who have been in college are significantly higher than the goals of students who
are beginning college. The author also found that the most growth observed among students was in the intellectual domain, and he attributed this intellectual growth to the fact that the university in which this study was conducted was a research institution that emphasized the enhancement of student intellectualism. He notes, however, that gains in student development are sometimes a “…consequence of a variety of student experiences, not those that are part of the formal instructional program only” (p. 526). Growth was found to be most attributed to the level of involvement of students “…in both academic and non-academic activities” (p. 526-527).

In a similar study, researchers identified the factors that shape students’ development of academic competence in their first year of college (Reason, Terenzini, & Domingo, 2006). Their study was performed as a part of the Foundations of Excellence® in the First Year of College Project, which was an effort to understand the factors that influence first-year college students’ success and persistence. The study was based on the theoretical framework that students enter college with a range of demographic, personal, and academic characteristics and experiences. These variables determine the individual’s levels of involvement and engagement in classroom, out-of-class, and social experiences on a college campus. The purpose of their study was to examine the development of academic competence as a result of the determinants shown in Figure 1. Figure 1 shows Reason et al.’s theory on the interrelatedness of pre-college characteristics and experiences, the organizational context of the university, and student experiences while in college (p. 154):
Reason et al.’s (2006) findings showed that encouragement of students’ academic engagement and the level of challenge of their course work were performance indicators. Of those, findings showed that students’ perception of a supportive campus environment was the most powerful predictor of growth in academic competence. The authors suggest that universities should institute practices aimed at improving student-faculty relationships. They also suggest that universities should do all that they can to place students in social settings with people who share diverse thoughts, values and opinions. Finally, it was shown that engagement was shown to improve the growth and development of students. According to Reason et al., in-class engagement should come in the form of active participation, diverse writing assignments, and group projects that place students of different cultures and backgrounds together. Engagement in the
classroom was important, as it was shown to help students enhance their academic competence.

In Zeitlin-Ophir, Melitz, Miller, Podoshin and Mesh’s (2004) study of the variables that affect the academic and social integration of nursing students in Israel, the researchers found that the social integration of students with colleagues and academic staff was the strongest determinant of academic integration. The authors studied 84 nursing students in an effort to test the hypotheses that students’ backgrounds, satisfaction with the facilities and services, and social integration would influence academic integration. They also hypothesized that time spent on family and economic commitments would be negatively related to the students’ academic integration.

The findings showed that international students, because of their backgrounds, had more difficulty integrating academically into the nursing program. For academic success, both Israeli and international students had to be socialized constructively into the nursing program; however, the findings showed that international students were faced with the additional challenge of integrating into an entirely new sociocultural environment. The study showed that students’ satisfaction with services and facilities was important for their academic integration, especially in regards to student-faculty relationships. Findings also showed that social integration, especially through the utilization of the human resources provided by the school, positively impacted academic integration. The students that had immigrated did not utilize such services or socialize with their fellow students, keeping them from becoming socially and academically integrated. The final finding of the study did not support the authors’ hypothesis that students’ family and economic situations negatively affected academic integration. The
authors closed by stating that social integration was shown to be the most prominent determinant of academic integration, and that schools should focus on cultivating relationships among students and between the faculty and students. As Eccles’ shows in her model, the feeling of relatedness is an important determinant of the intrinsic value that a person gains from being involved in an activity. By focusing on the cultivation of relationships, and thus enhancing the feeling of relatedness, universities will set up an environment in which students will place more value on academics. Thus, a focus on enhancing relatedness will help students succeed throughout their schooling.

Social support has been shown to enhance the achievement capabilities of college students (Cutrona, Cole, Colangelo, Assouline, & Russell, 1994; Zeitlin-Ophir et al., 2004). Social support can come from a variety of people, including peers, faculty, family, and other socializers (Eccles & Harold, 1991; Weiss & Amorose, 2008). In their study of the effects of parental social support, Cutrona and her colleagues found that the level of parental support given to college undergraduate students was a predictor of GPA. The study was developed in an attempt to determine which of six components of parental support (Weiss, 1974) most influenced students’ academic achievement. The six components were guidance; reliable alliance; attachment; reassurance of worth; social integration; and opportunity to provide nurturance.

Cutrona et al. found that parental social support was, indeed, a predictor of college GPA. This finding was consistent across different courses of study and academic ability levels. The authors attribute this positive relationship to a traditional hypothesis that states that being in touch with parents during times of high stress, such as exam week, creates a stress buffer that helps students cope. The authors also state that a
lifetime of parental support allows students to “develop adaptive attitudes toward other
people that facilitate active exploration and skill development, without inhibitory anxiety
or self-doubt” (p. 376). The component of parental support that most impacted student
GPA was found to be reassurance of worth. Reassurance of worth is, according to the
authors, the “…belief in the individual’s competence and abilities” (p. 377). This
reassurance of worth gave students the self-efficacy necessary to excel academically, and
students who reported that their parents provided reassurance of worth had higher GPA’s
than those who reported otherwise.

Of the many influences that students feel throughout their college careers, some
are more impactful than others. Research has shown that the people with whom students
socialize during their college years have a profound impact on the subjective task value,
the expectations of success, and, ultimately, the academic achievement behaviors of
college students. Of all of the relationships formed in college, relationships with faculty
result in some of the more impactful interactions that occur in a college student’s career.

Student-Faculty Interactions

The Eccles expectancy-value model of activity behaviors suggests that socializers
have a profound impact on achievement behaviors (Weiss & Amorose, 2008). Socializers
may be family members, peers, or faculty at a university. Many studies have shown that
student-faculty interactions play an important role in the development, academic success,
and satisfaction of students in a university setting (Cotton & Wilson, 2006; Halawah,
2006; Jones, 2008; Ullah & Wilson, 2007; Umbach & Wawrzynski, 2005).
Ullah and Wilson (2007) examined students’ academic achievement as it related to students’ peer and student-faculty relationships. Ullah and Wilson used data from the National Survey of Student Engagement (NSSE) that was administered from 2003 to 2005 at a “Midwestern public university” (p. 1194). The students were asked about their involvement in class discussion, the quality of their relationships with faculty, and the quality of their relationships with peers. Demographic information, such as age, gender, grade point average, SAT scores, and ACT scores was gathered, as well.

The findings of Ullah and Wilson’s (2007) study showed that ACT scores, SAT scores, and age were important predictors of students’ academic achievement. However, the authors discovered that as important as ACT scores, SAT scores and age were, they weren’t the most important predictors of academic achievement. The authors state that, “Students’ active involvement with learning had the greatest effect on their academic achievement” (p. 1199). The results also showed a strong correlation between academic achievement and student-faculty relationships. Peer relationships were also found to have a complicated effect on students’ academic achievements. The findings showed that gender played a role in the effect of peer relationships. Simply put, males who expressed high levels of peer relationships suffered academically, whereas females’ peer relationships had a positive relationship to academic achievement. Ullah and Wilson suggest that faculty should take a more active role in their relationships with students and provide opportunities where students can more actively learn, such as through service projects, interactive learning, and through increased classroom participation. The findings of this study show the profound impact that faculty can have on college students’ academic achievement.
Umbach and Wawrzynski (2005) found that faculty practices have a measurable impact on student engagement and academic achievement. The purpose of their study was to determine the faculty behaviors and attitudes that were linked with positive undergraduate outcomes. They also studied whether or not faculty behaviors and practices created a “cultural context for learning that encourages student engagement behaviors…” (p. 155). Two different sets of data from the NSSE were used for that study.

The results of that study revealed many effects of faculty involvement in student learning (Umbach & Wawrzynski, 2005). For both senior and freshman students, course-related interactions with faculty were positively related to multiple kinds of support, including interpersonal support and support for learning. The authors also discovered that, “Gains while in college also were positively related with course-related interactions with faculty” (p. 163). These gains were reported in both personal development and educational knowledge. Through the analysis, the authors also gained knowledge of the impact of how much faculty challenge their students in the classroom. The authors state that on campuses where the faculty challenges their students at a moderate level, the faculty is more likely to engage students in other ways, such as through collaborative learning. In their conclusion, Umbach and Wawrzynski state that “faculty do matter” (p. 174). The faculty at a university impacts the lives of students through creating classroom environments that encourage collaborative and active learning. They also impact students through their interactions with students in the classroom. It is clear from their findings that when faculty members take the time and effort to engage the students, the students’ academic successes are positively affected.
As socializers, faculty members have the ability to influence students’ goals, perceptions of education, and interpretations of achievement activities. Unfortunately, students don’t always capitalize on potentially beneficial student-faculty interactions. Cotten and Wilson (2006) examined the frequency, nature, determinants, and dynamics of student-faculty interactions. Cotten and Wilson conducted nine focus groups with undergraduates, with a total of 49 participants. In the focus groups, the researchers asked the students about their student-faculty relationships. The students were asked about their relationships with faculty in the classroom, as well as outside of class. They were also asked to share their thoughts and opinions about the concept of student-faculty relationships.

The results of Cotten and Wilson’s (2006) study were split into two categories; frequency and nature of interactions, and the factors that hinder or promote student-faculty interactions. The researchers found that interactions are “infrequent and limited in scope” (p. 495). The students reported that they all had interactions with faculty, but that the interactions were infrequent and not a part of their daily academic life. The students described that they only interacted with faculty when necessary, as when they inquired about grades or when they needed help with a specific problem. The findings showed that students who did not have specific problems in class typically neglected to interact with their professors outside of the classroom. The researchers commented that “(Such) remarks indicate that students are unaware of the potential benefits of substantive interactions with faculty” (p. 497).

In the rare occasion that participants in the study claimed that they had frequent, meaningful interactions with faculty, the students were typically enrolled in a scholarship
or mentorship program that promoted such interactions. Only two of the 49 participants in the study reported such interactions (p. 498). All students did, however, have strong opinions regarding the benefits of student-faculty interactions. Many students in the focus groups mentioned that student-faculty interactions had the potential to lead to internship or career opportunities. Some students stated that their level of satisfaction with an institution was enhanced by positive interactions with faculty.

Finally, the authors linked student-faculty interactions and student performance through student effort. This link was made as students, “Indicated that they were motivated to increase the effort they applied to their work in order to please, or avoid disappointing, a faculty member” with whom they had interacted (p. 500). This shows that faculty members have the ability to profoundly impact the effort, or performance behavior, put forth by students in an academic setting.

Not only has extensive research been performed on the effects of in-class teaching practices and learning environments, but many education professionals have examined the effects of informal and out-of-class student-faculty relationships on college students (Halawah, 2006; Jones, 2008). Jones’ (2008) study, although similar to that of Cotten and Wilson (2006), examined more thoroughly the effects of faculty members’ out-of-class support on college students. The purpose of Jones’ study was to outline how faculty supportiveness effected the satisfaction and motivation of students. Students were divided into three different levels of outside-of-class support (OCS): highly supportive; moderately supportive; and non-supportive. Jones found that students were more satisfied once they have interacted with teachers who communicate OCS when students require help. The author also found that students became much more motivated to learn after
teachers provided OCS when the student has approached them with concerns. A supplemental finding from this study showed that neither the student’s sex nor the teacher’s sex affected the effectiveness of OCS encounters.

Jones (2008) states that OCS can be used by teachers to help students handle the pressure and stress that they experience in college. He also says that teachers who utilize OCS practices, “…will likely enhance student satisfaction and motivation in their out-of-class social support encounters” (p. 382-383). Jones encourages college professors to capitalize on OCS opportunities, especially when approached by students. The reasoning for this conclusion lies in his findings that professors can not only help students deal with problems, but they can also positively influence the students’ satisfaction and motivation to learn.

In Halawah’s (2006) study of the effects of student-faculty informal interpersonal relationships, he found that students develop both intellectually and personally through these interactions. Halawah surveyed 252 college students about subjects such as their academic successes and failures; their peer relations; their student-faculty interactions; and their commitment to their course of study. The four independent variables of academic integration; faculty concern; informal faculty relations; and social integration were all shown to, “have important impact on student intellectual development” (p. 657). Halawah thus concluded that, “close personal relationships between staff and students play a major part in fostering the intellectual development of students and help to make the teaching activities of academics more satisfying and rewarding” (p. 657). Halawah’s findings thus provide evidence that college professors, as socializers, influence students’
perceptions and interpretations of their academic experience, thus influencing their achievement behaviors as described in the Eccles model (Weiss & Amorose, 2008).

Research has shown that socializers influence peoples’ perceptions, interpretations, goals, expectations of success, and subjective task value (Weiss & Amorose, 2008). College campuses allow for interaction with faculty, but the campus environment also promotes interaction between students. Peer relationships are an important part of the college experience, and influence students in many ways (Eccles & Harold, 1991).

Peer Relationships and Student Engagement

Eccles and Harold (1991) outline the impact that socializers have on achievement behaviors and choices. They state that parents, teachers, and even peers have an impact on achievement behaviors. This theory has been supported by many others (Fredricks & Eccles, 2005; Weiss & Amorose, 2008; Wentzel & Watkins, 2002), as researchers have shown the links between socializers and students’ value systems and expectations of success. One of the most studied groups of socializers, especially of college students, is the peer group. Peers impact students in many ways, influencing value systems, worldviews, self-efficacy, and even behavior decisions. Many students are engaged in clubs and organizations, which expose them to people with different thoughts and opinions than their own, thus affecting their own values and worldviews (Foubert & Grainger, 2006). Engagement in environments that promote interaction and, ultimately, positively influence students’ sense of relatedness adds to the intrinsic value experienced by students who choose to become involved in such organizations. According to the
Eccles model, this enhancement of intrinsic value has a positive effect on the overall subjective task value that a student places on an activity. Peer relationships have also been shown to impact students’ academic development (Wentzel & Watkins, 2002). Peers are important socializers, and their impact is seen in many different ways.

Wentzel and Watkins (2002) explored the role of peer relationships and collaborative learning in academic development. The authors argue that peers, as academic enablers, have a profound impact on the development of students’ academic success. Students have been shown to be motivated by peers to engage in learning activities, as well as socially appropriate behaviors. Peers also promote academic engagement, as well as problem-solving skills. They state that it is important for teachers to construct collaborative learning opportunities in the classroom in order to help these processes progress, thus helping the students develop through their work with their peers.

One venue in which students engage with others and form peer relationships is in clubs and organizations. Many researchers have shown that engagement and involvement in such organizations aids in students’ development and academic success (Foubert & Grainger, 2006; Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008; Yin & Lei, 2007). Foubert and Grainger examined how involvement in clubs and organizations effected the psychosocial development of students. The researchers surveyed students three times; at the beginning for their first year, at the beginning of their second year, and at the end of their senior year. Their findings supported the hypothesis that involvement in clubs and organizations enhances psychosocial development.

Foubert and Grainger (2006) found that students who showed a high level of involvement in student organizations while enrolled in college showed high levels of
psychosocial development in many different areas, including establishing and clarifying purpose, educational involvement, career planning, life management, and cultural participation. The researchers also found that sophomores who had been involved in clubs and organizations during their first year showed more development in academic autonomy and lifestyle planning than those who were less involved. The researchers suggest that this finding may provide evidence that active involvement early in the college experience has a particularly powerful effect on development. Additionally, students who were in leadership roles developed more rapidly than those who simply attended meetings. This difference was found to be significant among sophomores only. Regardless, involvement in clubs in organizations, whether in leadership roles or not, was shown in this study to aid in the psychosocial development of college students.

Kuh et al. (2008) also studied the effects of student engagement, although their study focused more on engagement in educationally purposeful activities, rather than extracurricular activities. The purpose of the study was to determine the relationships between key student behaviors and the institutional practices that foster student success. The researchers studied the links between student engagement and both academic achievement and persistence among first-year students.

The study provided evidence that engagement in educationally purposeful activities was positively related to both persistence and academic success as measured by grades. Because of this, the authors suggest that universities should incorporate engagement activities, such as seminars and service learning opportunities, in order to increase students’ grades and persistence. Engagement wasn’t the most significant predictor of grades, however, as ACT and SAT scores predicted academic achievement,
as well. However, when college experiences, such as on-campus living and working off-campus, were weighed into the equation, the importance of pre-college characteristics is diminished.

Campus involvement and engagement do not always have positive effects on students. Yin and Lei (2007) reported that campus involvement had a negative correlation with student academic achievement. Involvement in clubs and organizations is a part of the college experience, according to the authors, and has been shown to encourage interactions with other students outside of the traditional classroom setting.

Yin and Lei examined hospitality students and found that students who were involved in campus activities had lower academic achievement compared to those who weren’t involved in similar activities. Students self-reported that they spent more time and effort on socialization through their involvement in clubs and organizations than anything else, thus admitting a non-academic focus. The researchers theorize that over-involvement in campus activities produced mental and physical fatigue, diverting students from “serious academic work” (p. 290). The motivation to join clubs was an issue that the researchers found to be of note, as well. The subjects reported that they desired to meet other students and obtain practical skills through their involvement in campus activities, rather meet faculty and staff and increase their academic knowledge.

Student involvement in campus activities had a negative effect on academic achievement (Yin & Lei, 2007). Findings also showed that involvement did not increase overall student satisfaction with campus activities. High satisfaction with campus activities was associated with continuous club participation and club recommendations to friends.
College students spend the majority of their time during their college careers with their peers. As a result, peers are impactful socializers, and they influence students’ thoughts, feelings, and even academic achievement behaviors (Fredricks & Eccles, 2005; Wentzel & Watkins, 2002). Students socialize with their peers in many different settings, including the classroom, in social settings, and in university clubs and organizations (Yin & Lei, 2007). Research that has shown the impact of peers on students’ decisions (Fredricks & Eccles, 2005; Weiss & Amorose, 2008; Wentzel & Watkins, 2002), and with so much exposure to peers in their college careers, students are surely affected in their thoughts, values, and actions. Thus, peers affect students’ academic achievement behaviors and their decisions regarding their successful completion of their course of study.

The Eccles’ expectancy-value model of activity behaviors is a model in which predictors of achievement activity behaviors are shown to be predictable based on many factors within one’s life. The model emphasizes the importance of performers’ socializers, especially in the formulation of goals, self-schema and affect (Fredricks & Eccles, 2005). This chapter described the effect that socializers have on college students, from how parents can be social supporters to the role that peers play as academic enablers. The role of faculty in a college student’s academic career was also discussed.

Many factors have an effect on a person’s performance choices, including how performers perceive their socializers beliefs and thoughts. Ultimately, according to Eccles’ model, a person’s self-efficacy and task-value related to an achievement behavior will determine their choices and performance (Eccles & Harold, 1991).
CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study is to investigate the factors that influence academic achievement and intention to successfully complete the PGA Golf Management program. Four research questions were developed to guide the study. This chapter will describe the selection of subjects, development of the questionnaire, measured variables, and the process of data collection. The chapter will conclude with a description of how the data that was collected and analyzed.

Subjects

The subjects in this study are undergraduate students currently enrolled in PGA accredited Golf Management degree programs. Five PGA Golf Management programs located at public universities across the United States were chosen for inclusion in the study. The programs are all similar in size, purpose, and structure. The purpose of the selection of such similar programs was to study comparable student populations. The public universities chosen for this study and their PGA Golf Management student populations include: Mississippi, n=80; Nebraska, n=140; New Mexico, n=200; Pennsylvania, n=125; and South Carolina, n=60. All students in PGA Golf Management programs at these institutions were given the opportunity to participate in this study.
Description of Questionnaire

The questionnaire consisted of three sections including the introduction to the study and consent to participate, the measured variables, and demographic information. A copy of the questionnaire can be found in Appendix D. Each independent and dependent variable was based on previous research and adapted for this study. An explanation of how the items were developed is described below. The questionnaire was pilot tested with three PGA Golf Management graduates and one current PGA Golf Management student to determine the clarity of the questions. Revisions to the questionnaire were made based on their feedback. In addition, the pilot test determined that the questionnaire took from 10 to 15 minutes to complete.

There were six independent variables that addressed the first two research questions. The first three independent variables were the students’ perceptions of their peers’, parents’ and faculty’s beliefs regarding the students’ efficacy in an academic setting. The three remaining independent variables were the students’ perceptions of their peers’, parents’ and faculty’s beliefs regarding the value that each socializer places on the PGA Golf Management program. There were two independent variables that addressed research questions three and four; personal self-efficacy of the students and their task value regarding both their academic achievement and their intention to successfully complete the program.

Respondents rated each variable using a 7-point Likert scale for all independent variable items with the anchors of 1= “Strongly Disagree”; 2= “Strongly Disagree”; 3= “Somewhat Disagree”; 4= “Neither Agree or Disagree”; 5= “Somewhat Agree”; 6= “Agree”; 7= “Strongly Agree”.

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Parents: The measures of the students’ perceptions of their parents’ beliefs regarding students’ efficacy and the related task value were based on the theoretical framework used in the research of Cutrona, Cole, Colangelo, Assouline, and Russell (1994). Cutrona and her colleagues found that parental social support was a predictor of college GPA. The items were also guided by the work of Fredericks and Eccles (2005), who argued that family socialization and support are strong influences on peoples’ activity behaviors.

Peers: The measures of the students’ perceptions of their peers’ beliefs regarding students’ efficacy and the related task value were based on the study of academic achievement behaviors performed by Ullah and Wilson (2007). The results of as study by Wentzel and Watkins (2002) showed that peers impact student development as academic enablers.

Faculty: The measures of university faculty’s thoughts regarding students’ efficacy and the related task value were based on previous studies regarding the effects of faculty on students by Ullah and Wilson (2007). These items were also based on the work of Umbach and Wawrzynski (2005) regarding the impact of student-faculty relationships on academic achievement and retention. Students-faculty interactions have a profound impact on students, as these researchers have found in their work.

Personal Self-Efficacy and Task Value: The measures of students’ self-efficacy were based on a study by Roeser, Midgley, and Urdan (1996) that measured the effects of the psychological environment at school that effected students behaviors. The items were also developed from the measurements used in the work of Pintrich and De Groot (1990).
Their study examined the motivational and self-regulated learning components of academic performance.

The measures of students’ task value regarding academic achievement and intention to stay were based on a study measuring the task value that students’ place on academic achievement and intention to stay by Pintrich and De Groot (1990).

The measure of students’ academic achievement in the form of grades was based on the grades outcome measure from Wolfson and Carskadon’s (1998) study of adolescents. The measure asked students to state how they would describe their grades in college. Possible responses were: “A’s”, “A’s and B’s”, “B’s”, “B’s and C’s”, “C’s”, “C’s and D’s”, and “D’s and F’s”.

Dependent Variables: There were two dependent variables that address all four research questions. The students’ academic achievement and intention to successfully complete the PGA Golf Management program were measured.

Demographics: General items regarding students’ age, gender, and ethnicity addressed demographic information. General information regarding students’ progress through the PGA Golf Management program was also collected through items in this section.

Method of Data Collection

Once the questionnaire was complete, it was sent to the University of Nevada, Las Vegas (UNLV) Office for the Protection of Research Subjects. Documentation of approval from the UNLV Social/Behavioral Institutional Review Board (IRB) can be
found in Appendix C. Once approval was gained from the UNLV IRB, the survey was administered.

This study employed a survey research design. It was uploaded and hosted by Survey Monkey, an online survey company. The Director at each PGA Golf Management program was contacted by email with a request to distribute an invitation to participate in the study to all of their students. Directors who agreed to distribute the invitation sent an e-mail to the researchers indicating their willingness to send the survey to their students. Students were sent a brief introduction to the study and a link to the SurveyMonkey site. The survey was available online for approximately four weeks.

After the initial distribution of e-mails to the students, a reminder e-mail was sent through the program directors once a week for two weeks. In this reminder e-mail, students were once again invited to participate in the study, and a link was provided to the online survey.

Data Analysis

All data collected was downloaded from Survey Monkey into Microsoft Excel. The data was then imported into SPSS, and analyzed by the researchers. Each measure was tested for reliability using the Cronbach’s alpha test of reliability. A series of multiple regression analyses were applied to the data to address each research question. According to previous research, a minimum of 100 responses were recommended to run the multiple regression analyses (Green, 1991).
CHAPTER 4

RESULTS

Introduction

This chapter will present the results of the study. Demographic information will be provided first, followed by a report on the instrument’s reliability, and then the research questions and findings associated with each one.

Description of the Sample

After a four week data collection period, the final sample consisted of 117 PGA Golf Management students, which represents a 19.3% response rate. The response rate of 19.3% is a limitation of the study. The low response rate may be partially explained by the end-of-semester timing of the study; as students were likely to be involved with writing papers, finishing projects, and studying for final exams. The researchers note also that there is likely a non-response bias among those who did not participate. The students who responded to the survey, based on GPA results, appear to be generally dedicated students who value the PGA Golf Management program. Non-respondents therefore may have been less dedicated students who may not value the program as much as others. This may explain their lack of response. Also, due to the data collection period taking place toward the end of the academic school year, many of the students who did not intend to
complete the program may have made this decision by that point in the school year. Such students may not have responded to the survey.

Descriptive statistics were used to gain an understanding of the demographic nature of the sample. Of those responding to the question, 95% of the sample was male. The demographics of this sample are consistent with national averages, based on a study conducted by the PGA of America in 2008 (C. Tschetschot, personal communication, July 12, 2009). The majority of the sample fell in the range of a traditional college student, with a mean age of 20.51. The youngest students who completed the survey were 18 years of age, and the eldest subject was 29. The majority of the sample was Caucasian (95%), with African Americans, Hispanics, and Asian Americans each representing less than 1% of the sample. The demographics of this sample are also consistent with national averages, based on a study conducted by the PGA of America (C. Tschetschot, personal communication, July 12, 2009). The sample was fairly evenly distributed in class standing (freshman = 28%, sophomore = 22%, junior = 22%, senior = 24%, non-response = 4%).

In the demographics section of the survey, subjects were asked specific questions regarding their progression through the PGA Golf Management program. Over 35% of the students surveyed had not yet completed Level 1 PGA testing. Over 32% of the subjects had completed Level 1 PGA testing; 16% had completed Level 2 PGA testing; and over 13% had completed Level 3 PGA testing. Of those responding to the survey, 65.5% had passed their PGA Playing Ability Test (PAT), and 34.5% had not.

The subjects were asked if they had ever served as an officer or committee chair in their PGA Golf Management student association and/or club. Over 29% of the
respondents had served as an officer or committee chair, and the remaining 68% had not, with 3% not responding.

Reliability of Measures

A test was performed on all measures to confirm each scale’s reliability. The scales measure two dependent variables and a range of independent variables, most using a 7-point Likert scale. This study examined the two dependent variables of the subjects’ academic achievements in the form of self-reported grades and their intention to complete the PGA Golf Management program. In the context of the Eccles’ expectancy-value model of activity behaviors, the dependent variables are considered the activity behaviors (Eccles & Harold, 1991). The independent variables of students’ perceptions of socializers’ thoughts and beliefs, when evaluated in the context of the Eccles’ model, are predictors of the dependent variables, or the subjects’ academic achievement and intention to complete the program (Weiss & Amorose, 2008). According to Santos (1999), scales must be tested for reliability to ensure that the scales would produce similar responses from the same respondent group if re-administered. Cronbach’s alpha is a numerical coefficient of reliability, with a value equal to or greater than 0.700 being considered acceptable.

The scales for all independent and dependent variables produced an acceptable Cronbach’s alpha value, except for the measure of students’ perception of the task value that their parents place on the students’ completion of the program (alpha = 0.568). A reliability analysis could not be executed for the dependent variable of academic
achievement because the measure was comprised of only one item. Results can be found in Table 1.

Table 1

*Cronbach’s Alpha Reliability Scores for Independent and Dependent Variables*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Variables</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty Task Value</td>
<td>0.710</td>
</tr>
<tr>
<td>Faculty Self-Efficacy</td>
<td>0.851</td>
</tr>
<tr>
<td>Peers Task Value</td>
<td>0.755</td>
</tr>
<tr>
<td>Peers Self-Efficacy</td>
<td>0.706</td>
</tr>
<tr>
<td>Parents Task Value</td>
<td>0.568</td>
</tr>
<tr>
<td>Parents Self-Efficacy</td>
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</tr>
<tr>
<td>Personal Self-Efficacy</td>
<td>0.865</td>
</tr>
<tr>
<td>Personal Task Value</td>
<td>0.822</td>
</tr>
<tr>
<td><strong>Dependent Variables</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Achievement Measure</td>
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</tr>
<tr>
<td>Intention Measure</td>
<td>0.776</td>
</tr>
</tbody>
</table>

*Note.* Because measure was comprised of one item, reliability test could not be executed.
Research Questions

This section will present each research question, the analyses used to answer the question and the results. Each research question will be restated and the related analysis will follow.

Research Question 1: What is the relationship between the students’ perceptions of the parents’, faculty, and peers’ beliefs about the students’ self-efficacy, as well as the students’ perceptions of the value these socializers place on the students’ completion of the program, and the students’ intention to successfully complete the program?

A linear multiple regression analysis using the enter method was conducted to determine the relationship between students’ perceptions of their socializers’ beliefs regarding the students’ self-efficacy, the value that the socializers placed on completion of the program, and the students’ intention to successfully complete the PGA Golf Management program. Results indicated that the regression model was non-significant ($p = 0.198$) and accounted for only 8.9% of the total variance in students’ intention to successfully complete the program. Of the independent variables, students’ perception of their parents’ thoughts regarding the students’ self-efficacy was the most important predictor of intention to stay ($\beta = 0.138$). The second-most important predictor was students’ perception of their peers’ thoughts regarding the students’ self-efficacy ($\beta = 0.164$). A summary of the regression analysis can be found in Table 2.

Table 3 presents Pearson r correlations among the six independent variables of students’ perceptions of their socializers’ beliefs regarding students’ self-efficacy, the value that the socializers place on the students’ completion of the program, and the dependent variable of student’s intention to complete the program. Although the
regression analyses suggested that none of the independent variables were significant predictors of students’ intention to complete the program, correlations shed light on the relationships between the independent variables and students’ intention to successfully complete the program. There was a statistically significant positive correlation between students’ intention to complete the program and their perception of their parents’ beliefs in the students’ ability to complete the program (r = 0.259, p < .01). There was a similar statistically significant positive correlation between students’ perception of their peers’ beliefs in the students’ ability to complete the program and the students’ intention to complete the program (r = 0.222, p < .05). Students’ perceptions of faculty’s beliefs in the students’ ability (r = 0.191, p < .05), as well as the value that the faculty place on completion of the program (r = 0.201, p < .05), were statistically correlated with students’ intention to complete the program. Perception of the value that students’ peers place on completion of the program had the least significant correlation with students’ intention to complete the program (r = 0.070, p = .25). The means, standard deviations and correlations between the variables can be found in Table 3.

Research Question 2: What is the relationship between the students’ perceptions of their parents’, faculty, and peers’ beliefs about the students’ self-efficacy, as well as the students’ perceptions of the value these socializers place on the students’ program completion, and the students’ actual academic achievement?

After performing a frequencies analysis of the responses to the measure of academic achievement according to grades, three of the eight categories had no responses. The academic achievement measure was then re-coded to a 5-Point scale. The new values are 5 = A’s; 4 = mixed A’s and B’s; 3 = B’s; 2 = mixed B’s and C’s; 1 = C’s.
Table 2

Regression Analysis Summary of Students’ Perceptions of the Parents’, Faculty, and Peers’ Beliefs About the Student’s Self-Efficacy and Task Value and Students’ Intention to Complete the Program

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SEB</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' Self-Efficacy</td>
<td>0.253</td>
<td>0.255</td>
<td>0.138</td>
</tr>
<tr>
<td>Parents' Task Value</td>
<td>0.043</td>
<td>0.119</td>
<td>0.043</td>
</tr>
<tr>
<td>Peers' Self-Efficacy</td>
<td>0.202</td>
<td>0.178</td>
<td>0.164</td>
</tr>
<tr>
<td>Peers' Task Value</td>
<td>-0.113</td>
<td>0.130</td>
<td>-0.113</td>
</tr>
<tr>
<td>Faculty Self-Efficacy</td>
<td>-0.034</td>
<td>0.187</td>
<td>-0.029</td>
</tr>
<tr>
<td>Faculty Task Value</td>
<td>0.156</td>
<td>0.210</td>
<td>0.117</td>
</tr>
</tbody>
</table>

Note. $R^2 = .089$ (N = 97, p = .198).

A linear multiple regression analysis using the enter method was conducted to determine the relationship between students’ perceptions of their socializers’ beliefs regarding the students’ self-efficacy and the value that the socializers placed on the students’ academic achievement, and the students’ academic achievement in the form of grades. Results indicated that the regression model was significant ($p < .01$) and accounted for 32.8% of the total variance in students’ academic achievement in the form of grades. Of the independent variables, students’ perception of their parents’ beliefs regarding the students’ self-efficacy was the most important predictor of students’ academic achievement ($\beta = 0.311$, $p < 0.05$). The second-most important predictor was students’ perception of their peers’ beliefs regarding the students’ self-efficacy ($\beta = 0.417$, $p < 0.05$). A summary of the regression analysis can be found in Table 4.
Table 3

Means, Standard Deviations and Correlations for Students’ Perceptions of their Parents’, Faculty, and Peers’ Beliefs About the Student’s Self-Efficacy and Task Value and Students’ Intention to Complete the Program

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention Measure</td>
<td>6.335</td>
<td>0.8568</td>
<td>0.259**</td>
<td>0.159</td>
<td>0.222*</td>
<td>0.070</td>
<td>0.191*</td>
<td>0.201*</td>
</tr>
<tr>
<td>Predictor Variable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Parents' Self-Efficacy</td>
<td>6.811</td>
<td>0.4687</td>
<td>--</td>
<td>0.476**</td>
<td>0.538**</td>
<td>0.274**</td>
<td>0.536**</td>
<td>0.500**</td>
</tr>
<tr>
<td>2. Parents' Task Value</td>
<td>6.481</td>
<td>0.8525</td>
<td>--</td>
<td>0.282**</td>
<td>0.299**</td>
<td>0.298**</td>
<td>0.395**</td>
<td></td>
</tr>
<tr>
<td>3. Peers' Self-Efficacy</td>
<td>5.610</td>
<td>0.6958</td>
<td>--</td>
<td>--</td>
<td>0.549**</td>
<td>0.519**</td>
<td>0.417**</td>
<td></td>
</tr>
<tr>
<td>4. Peers' Task Value</td>
<td>5.611</td>
<td>0.8554</td>
<td>--</td>
<td>--</td>
<td>0.317**</td>
<td>0.440**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Faculty Self-Efficacy</td>
<td>6.500</td>
<td>0.7253</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0.714**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Faculty Task Value</td>
<td>6.549</td>
<td>0.6441</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. *p < .05 **p < .01.
Table 5 presents Pearson r correlations among the six independent variables of students’ perceptions of their socializers’ beliefs regarding students’ self-efficacy, the value that the socializers place on the students’ academic achievement, and the dependent variable of student’s academic achievement in the form of grades. Correlations among variables were helpful in identifying the relationships between the independent variables and students’ academic achievement in the form of grades. There was a statistically significant positive correlation between students’ perception of their parents’ beliefs in their self-efficacy regarding academic achievement and their actual academic achievement in the form of grades (r = 0.437, p < .01). There was a similar statistically significant positive correlation between students’ perception of their peers’ beliefs in their self-efficacy regarding academic achievement and their actual academic achievement (r = 0.514, p < .01). Students’ perceptions of faculty’s beliefs in the students’ self-efficacy regarding academic achievement also had a statistically significant positive correlation academic achievement (r = 0.285, p < .01). There were no correlations between students’ perceptions of the value that their socializers placed on the students’ completion of the program and the students’ academic achievement in the form of grades. The means, standard deviations and correlations of the variables can be found in Table 5.

Research Question 3: What is the relationship between students’ self-efficacy and task value and intention to successfully complete the program?

A linear multiple regression analysis using the enter method was conducted to determine the relationship between students’ self-efficacy and task value related to successful completion of the PGA Golf Management program and the students’ reported
intention to successfully complete the program. The means and standard deviations of students’ intention to complete the program, personal self-efficacy, and personal task value can be found in Table 6. Results indicated that the regression model was significant (p < .01) and accounted for 14.3% of the total variance in students’ intention to successfully complete the program. Of the two independent variables in this analysis, the task value that students placed on completion of the program was the more important predictor of intention to complete the program ($\beta = 0.338$, p < 0.05), with the students’ self-efficacy being a nonsignificant predictor of intention to complete the program ($\beta = 0.193$). A summary of the regression analysis can be found in Table 7.
Table 5

Means, Standard Deviations and Correlations for Students’ Perceptions of the Parents’, Faculty, and Peers’ Beliefs about the Student’s Self-Efficacy and Task Value and Academic Performance in the Form of Grades

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement Measure</td>
<td>3.566</td>
<td>0.949</td>
<td>0.437**</td>
<td>0.138</td>
<td>0.514**</td>
<td>0.230</td>
<td>0.285**</td>
<td>0.171</td>
</tr>
<tr>
<td>Predictor Variable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Parents' Self-Efficacy</td>
<td>6.811</td>
<td>0.465</td>
<td>--</td>
<td>0.478**</td>
<td>0.530**</td>
<td>0.259**</td>
<td>0.526**</td>
<td>0.476**</td>
</tr>
<tr>
<td>2. Parents' Task Value</td>
<td>6.485</td>
<td>0.846</td>
<td>--</td>
<td>0.286**</td>
<td>0.280**</td>
<td>0.294**</td>
<td>0.375**</td>
<td></td>
</tr>
<tr>
<td>3. Peers' Self-Efficacy</td>
<td>5.609</td>
<td>0.718</td>
<td>--</td>
<td>0.470**</td>
<td>0.547**</td>
<td>0.460**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Peers' Task Value</td>
<td>5.599</td>
<td>0.863</td>
<td>--</td>
<td>0.273**</td>
<td>0.370**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Faculty Self-Efficacy</td>
<td>6.485</td>
<td>0.747</td>
<td>--</td>
<td>0.739**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Faculty Task Value</td>
<td>6.528</td>
<td>0.689</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* *p < .05**  **p < .01.
Table 6

Means and Standard Deviations for Students’ Intention to Complete the Program, Personal Self-Efficacy and Personal Task Value

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention Measure</td>
<td>6.347</td>
<td>0.854</td>
</tr>
</tbody>
</table>

Predictor Variable

1. Personal Self-Efficacy     | 6.387| 0.565|
2. Personal Task Value        | 6.197| 0.726|

Research Question 4: What is the relationship between students’ self-efficacy, task value, and academic achievement?

A linear multiple regression analysis using the enter method was conducted to determine the relationship between students’ self-efficacy and task value related to their academic achievement and the students’ reported academic achievement in the form of grades. The means and standard deviations of students’ academic achievement, personal self-efficacy and personal task value can be found in Table 8. Results indicated that the regression model was significant (p < .01), and accounted for 33.8% of the total variance in students’ reported academic achievement in the form of grades. The self-efficacy that students possesses regarding academic achievement was a strong predictor of students’ self-reported academic achievement ($\beta = 0.609$, p < 0.05). A summary of the regression analysis can be found in Table 9.
Table 7

Regression Analysis Summary for Personal Self-Efficacy and Personal Task Value

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SEB</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Self-Efficacy</td>
<td>0.292</td>
<td>0.164</td>
<td>0.193*</td>
</tr>
<tr>
<td>Personal Task Value</td>
<td>0.398</td>
<td>0.114</td>
<td>0.338*</td>
</tr>
</tbody>
</table>

*Note. R² = .143 (N = 96, p < .01). *p < 0.05.

Table 8

Means, Standard Deviations, and Correlations for Students’ Academic Achievement in the Form of Grades and Personal Self-Efficacy and Personal Task Value

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>3.561</td>
<td>0.942</td>
</tr>
<tr>
<td>Measure</td>
<td>6.387</td>
<td>0.562</td>
</tr>
<tr>
<td>1. Personal Self-Efficacy</td>
<td>6.192</td>
<td>0.735</td>
</tr>
</tbody>
</table>

The study’s results showed that 95% of the sample was male, and 95% of the population was Caucasian. All measures were reliable, with the exception of the students’ perception of their parents’ beliefs regarding the task value of the PGA Golf Management program. The regression analyses revealed many of the relationships between students’ academic achievement and students’ efficacy. Students’ task value related to the PGA
Golf Management program was found to be a predictor of the students’ intention to successfully complete the program. Socializers were shown to influence students’ decisions, as well. Results will be discussed in Chapter 5.

Table 9

Regression Analysis Summary for Personal Self-Efficacy and Personal Task Value

Variables Predicting Students’ Academic Achievement in the Form of Grades

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SEB</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Self-Efficacy</td>
<td>1.022</td>
<td>0.159</td>
<td>0.609*</td>
</tr>
<tr>
<td>Personal Task Value</td>
<td>-0.083</td>
<td>0.122</td>
<td>-0.064</td>
</tr>
</tbody>
</table>

*Note. R² = .338 (N = 98, p < .01). *p < 0.05
CHAPTER 5

DISCUSSION

Introduction

This chapter contains a discussion of the study, including a discussion of the results. This chapter also contains applications of the findings to university practitioners, limitations of the study, recommendations for future research, and conclusions of the study.

Discussion

The purpose of this study was to investigate the factors that influence PGA Golf Management students’ academic achievement and intention to successfully complete the program. For this study, the researcher chose to use the Eccles’ expectancy-value model of activity behaviors as the guiding theory to examine PGA Golf Management students. The Eccles’ expectancy-value model of activity behaviors is a model in which achievement activity behaviors are shown to be predictable based on many factors within one’s life, including past experiences, socializers’ thoughts and beliefs, perceived gender roles, and, ultimately, one’s self-efficacy and task value regarding an activity (Eccles & Harold, 1991).

Self-concept of ability, or self-efficacy, is an individual’s confidence in his or her ability to perform a task successfully (Eccles & Harold, 1991). Examining the
relationship between students’ personal self-efficacy and their academic achievement behaviors and intention to complete the program was a main focus of the study.

Another focus of the study was to examine the task value that students place upon their academic achievement and their completion of the program. According to the Eccles expectancy-value model, subjective task value is the second major determinant of achievement activity choices (Weiss & Amorose, 2008; Eccles & Harold, 1991). The task value placed on an achievement activity choice “alludes to the importance that a person attaches to being successful in a particular achievement area” (Weiss & Amorose, 2008, p. 140).

In the Eccles’ expectancy-value model of activity behaviors, there is a clear relationship among success expectancies, task values, and achievement behaviors. The results of many studies, including the current study, have confirmed the interrelatedness of these factors and provided validation of the Eccles model.

The current study examined students enrolled in PGA Golf Management programs at five public universities across the United States. Of those surveyed, 95% were male, and 95% were Caucasian. The sample population was fairly evenly distributed among freshmen (28%), sophomores (22%), juniors (22%) and seniors (24%).

This study examined the effects of PGA Golf Management students’ socializers on their achievement activity behaviors, namely the students’ intention to complete the program and their academic achievement in the form of grades. There is ample evidence showing that the beliefs and behaviors of socializers play a role in influencing the thoughts, beliefs, and actions of performers (Eccles & Harold, 1991). Socializers may be peers, friends, family members, coaches, teachers and even people on television. Eccles’
model states that socializers are significant in shaping performers’ self-perceptions in two areas. Socializers play roles of “interpreters of experience” and as “providers of experience” (Eccles & Harold, p. 13).

Results from this study were inconclusive regarding the relationship between students’ perceptions of their socializers’ beliefs and the students’ intention to complete the program. The regression test that was applied to this measure was statistically non-significant. A correlation test was performed to analyze the relationships among the student’s perceptions of their socializers’ beliefs and the students’ intention to complete the program. The results from this analysis were more suggestive of the presence of relationships. Results showed that students’ perception of their parents’ and peers’ beliefs regarding the students’ ability to perform were associated with the students’ intention to complete the program. These findings are consistent with previous research, which states that peoples’ socializers’ impact their achievement behaviors (Fredricks & Eccles, 2005). Foubert and Grainger (2006) state that peers impact students in many ways, influencing value systems, worldviews, self-efficacy, and behavior decisions. Parents have been shown to effect students, as well. Research has shown that parents can shape children’s perceived competence, task values, and achievement behaviors (Weiss & Amorose, 2008). This is not only true among children, but also among college students (Cutrona, Cole, Colangelo, Assouline, & Russell, 1994).

Regarding the effect of faculty on students, a correlation analysis of students’ perceptions of faculty members’ beliefs regarding students’ efficacy and the value that faculty place on students’ success showed that faculty affect students’ intention to successfully complete the PGA Golf Management program. This finding is similar to the
findings of Cotten and Wilson’s (2006) study in which they argued that faculty members have the ability to profoundly impact the effort, or performance behavior, put forth by students in an academic setting.

In Eccles’ expectancy-value model of activity behaviors, socializers are considered to be influential in the formulation of the beliefs and value systems of performers. The model states that the beliefs and behaviors of socializers can have a dramatic impact on a person’s performance intentions (Eccles & Harold, 1991). This has been confirmed in a study of college students, where evidence has been produced that shows the correlation between the social support they receive and a student’s academic achievement (Cutrona, Cole, Colangelo, Assouline, & Russell, 1994; Zeitlin-Ophir, Melitz, Miller, Podoshin, & Mesh, 2004). A college student’s social support can come from many sources, including parents, peers and faculty members. In their study of the effects of parental social support, Cutrona (1994) and her colleagues found that the level of parental support given to college undergraduate students was a predictor of GPA. Faculty have been shown to impact students, as well, especially when they engage with students. In their study of student-faculty interactions, Umbach and Wawrzynski (2005) found that when faculty members take the time and effort to engage the students, the students’ academic successes are positively affected. The peer group is another often-studied socializer to college students. In Wentzel and Watkins’ (2002) study of the effect of peer relationships on academic development, they found that as academic enablers, peers have a profound impact on the development of students’ academic success.

In the current study, the researchers examined the influence of socializers on students’ academic achievement. Results showed that peers’ and parents’ beliefs
regarding the students’ ability to be successful academically influenced students’ academic achievement in the form of grades. Simply stated: students who recognized that their parents and peers believed in their abilities performed well academically. When a correlation analysis was performed, the results also showed that students’ perception of the faculty’s beliefs in their ability was a predictor of students’ grades.

The analysis of the relationships between student self-efficacy and task value and their intention to complete the program indicated that the students’ task value related to the PGA Golf Management program strongly predicted students’ intention to successfully complete the program. The survey items regarding students’ task value asked students about their valuing of not only completion of the program, but also the value of enjoyment of the program and of their involvement with the program. By having students focus on their enjoyment of the program, results may have been influenced, as students who enjoy a program are more likely to see the program to completion (Bong, 2001).

These findings are consistent with those of Bong (2001), who found that students’ task value displayed a stronger relationship to their future enrollment intentions than students’ self-efficacy. Bong also found that task value was not able to predict academic performance but was able to predict future enrollment intentions. The findings of Bong’s study, as well as the findings of this study, support Eccles’ expectancy-value model of achievement behaviors. The model states that the task value (e.g. the importance or enjoyment that a person attaches to a particular achievement area) is predictive of that person’s performance activity choices (Eccles & Harold, 2001). In the current study, students’ subjective task value predicted their intention to complete the PGA Golf
Management program, showing the correlation between the students’ valuing of their academic experiences and their achievement choices.

When asked about their self-efficacy and the task value associated with their achievement experiences, the results showed that students’ self-efficacy related to their work in the PGA Golf Management program was a significant predictor of their academic achievement in the form of grades. In the current study, no respondents self-reported grades lower than a “C” average. Because of the high self-reported grades, it is expected that many of the subjects are efficacious regarding academic achievement. This finding is consistent with previous research that states that a performer’s expectation for success, or self-efficacy, is a predictor of achievement behaviors (Eccles & Harold, 1991). Academic self-concept and achievement expectancies are inputs that play significant roles in a model that predicts the academic success or failure of a student (House, 2002). In this study, the input of students’ self-efficacy was shown to be significant in predicting the output of academic achievement.

The current study did not show a clear relationship between students’ task value related to academic achievement and their self-reported grades. As stated above, students’ task value was a clear predictor of students’ intention to complete the program. These results, when combined, show that the students surveyed who realized the value of their PGA Golf Management education intended to complete the program, but may not have necessarily cared if they flourished academically. Another explanation for this disconnect may be that students who valued the program did not have the ability to highly achieve in an academic setting. The PGA Golf Management program is a career-focused academic program. For this reason, many of the students who realized the value
in their completion of the program may have focused their efforts more on career advancement and less on pure academic achievement in the classroom.

Implications for PGA Golf Management Program Administrators

The findings of this study reveal valuable information that can be used by administrators in PGA Golf Management programs. In order to most effectively educate college students, practitioners must understand the factors that influence students’ behavior choices.

The PGA of America has stated that the purpose of a PGA Golf Management program is to provide students, “…the opportunity to acquire the knowledge and skills necessary for success in the golf industry through extensive classroom studies and internship experiences” (“PGA and You”, n.d.). It is implied that in order to succeed in a PGA Golf Management program, a student must first succeed in the classroom. As with all college students who are influenced by their parents, peers and faculty, PGA Golf Management students are subject to the same influences.

The findings of this study show that parents and peers both have an impact on students’ academic behavior choices. When students recognized that their parents and peers were confident in their abilities, the students typically showed higher levels of academic achievement. Similarly, parents and peers’ beliefs about the students’ self-efficacy, in a correlation analysis, were shown to be related with students’ intention to successfully complete the PGA Golf Management program. Faculty were shown to affect students as well, although the findings regarding faculty were less conclusive. Faculty’s beliefs regarding the students’ ability and the value that faculty placed on completion of
the program were not significant in the regression analysis, but were positively correlated to students’ intention to complete the program. Students’ perception of faculty’s beliefs regarding students’ ability and the task value related to academic achievement were not significant predictors of students’ actual academic achievement in the regression analysis, thus leaving the effects of faculty on academic achievement inconclusive.

It is important for practitioners to understand that all three groups of socializers play a role in a student’s formulation of thoughts, beliefs, opinions, and, eventually, the student’s own self-efficacy and task value related to their achievement behaviors (Eccles & Harold, 1991; Partridge, Brustad & Babkes Stellino, 2008). Through stereotypes, socializers’ beliefs and behaviors and past achievement experiences, students form goals and self-schemas that influence both their expectations of success and the value that they place on their education (Weiss & Amorose, 2008). This holds true when examining PGA Golf Management students, as the results of this study have shown.

It is difficult for PGA Golf Management administrators to control the effects of socializers’ on enrolled students. In the current study, many of the questions about the effect of socializers on students’ self-efficacy asked students about the support and encouragement that they receive from their parents, peers and faculty. The results showed that students who received high levels of support and encouragement from their parents, peers, and faculty were more likely to succeed academically because they felt more efficacious in a classroom setting. It is therefore important for socializers to provide students with encouragement and to attempt to instill in the students a confidence that they can be successful in their studies. It is also important for PGA Golf Management administrators to recognize the importance of social support from students’ socializers by
having an open communication with parents and other university staff and faculty. Administrators must also portray a commitment to academics through their mentoring efforts, encouraging student leaders to set an example for other students in the academic setting. By encouraging socializers to support students academically as mentors, leaders and supporters, PGA Golf Management administrators can truly enhance the academic climate of their program.

Administratively, PGA Golf Management staff can set up systems that allow them to more actively be involved in their students’ progression through the program. One-on-one academic advising, in which students and administrators review their progression every semester, will help both the student and the administration better manage the students’ academic advancement. Administrators can take academic mentoring one step further by assisting students by proctoring study sessions in the weeks leading up to PGA testing checkpoints. By lending their knowledge and showing that they are dedicated to students’ success outside of the traditional classroom setting, PGA Golf Management staff can impact the efficacy and dedication that students form related to their progression through an academic program (Jones, 2008).

If students conclude that they have the ability to succeed, they will have high levels of academic achievement (Hsieh, Sullivan, & Guerra, 2007). Similarly, students who valued the program stated that they intended to successfully complete the program. These findings are consistent with past research. As Bong (2001) stated, students who have high levels of task value associated with their academic program also have strong future enrollment intentions. This study’s findings show the importance of discovering ways to help students internalize the value of completing the PGA Golf Management
program. Program administrators must make this a priority by structuring their program in ways that encourage students to become involved.

One such way to encourage involvement among PGA Golf Management students is to create a professional student association or organization for PGA Golf Management students. Research has shown that students’ involvement in clubs and organizations on campus that mimic professional organizations that they will encounter after graduation can greatly enhance a student’s development and valuing of their undergraduate experience (Foubert & Grainger, 2006). Such student organizations, in order to mimic how PGA of America Chapters and Sections function, should have a functioning student government that manages professional activities such as fundraisers, golf tournaments, and volunteer efforts in the community. By maximizing the involvement of the students in professionally relevant roles, more students will internalize the value of their involvement with the PGA Golf Management and become more intrinsically and extrinsically motivated to successfully complete the program (Weiss & Amorose, 2008).

A common denominator among all PGA Golf Management students is that they must be able to play golf at a high level. This is supported by the fact that 65.5% of the students surveyed in the current study had passed their PGA Playing Ability Test, which is a stern test of golf ability. Administrators must realize that the enjoyment that students experience in the program contributes to its task value for them. PGA Golf Management must all play the game of golf while enrolled in the program, as they are required to pass the PGA Playing Ability Test while enrolled. Administrators should cater to students’ desires and needs to play golf regularly. Administrators may go about serving their students’ needs in this field in a variety of ways. Students must have access to playing
golf regularly; there must be a consistent tournament program in which students can play competitively against other students; and there must be opportunities for students to develop and improve their abilities on the golf course.

PGA Golf Management students, as with all college students, value social activities, as well (Foubert & Grainger, 2006). Through the program and through the student association, PGA Golf Management administrators can provide social activities that allow students to create friendships, take leadership roles, and otherwise internalize the enjoyment of being a part of the program. Such social activities can range from cookouts to attending sporting events to volunteering in the community. All such events can potentially affect the intrinsic motivation that students form related to their involvement in the PGA Golf Management program. Assuring that students’ needs, both socially and as golfers, are addressed in the setup of the program, will allow students to enjoy and value the program more wholly and frequently.

Students who realize the value of completing the PGA Golf Management program likely understand the importance of the program in their career goals. PGA Golf Management administrators should offer as many career-enhancing opportunities as possible to students. Such activities include allowing students to serve in leadership roles within the program, providing opportunities for students to give back to the community, and offering non-traditional educational experiences such as workshops and seminars. These offerings will allow the students to develop professionally and will increase their involvement in the program.

As Foubert and Grainger (2006) found in their study, students who showed a high level of involvement in academic and extracurricular university activities showed high
levels of psychosocial development, especially in the realms of establishing purpose and becoming involved educationally. In light of Foubert and Grainger’s findings when coupled with the findings of this study, it becomes apparent that PGA Golf Management programs must offer ample opportunities for their students to become involved. When students become involved in the program, they will develop personally, professionally, and they will better value the program, which will, in turn, cause them to want to successfully complete the program.

Above all, program administrators must do everything that they can to help students truly value their educational experience. Students who are properly motivated are more likely to succeed (Pelletier, Fortier, Vallerand, Tuson, Brière, & Blais, 1995). Administrators must instill in their students an understanding of the value of the education that they receive in the PGA Golf Management curriculum. Administrators must be mentors to their students, providing students with the tools to succeed while encouraging them to excel professionally and as a student. These tools for success include classroom instruction, academic guidance, professional development opportunities, as well as many others. When students have the tools and the confidence to succeed in the PGA Golf Management program, they have the ability to achieve their goal of successful completion of the program. When the students also value the program, then they not only have the ability, but also the drive to see the program to completion.

Limitations

This study had several limitations. The sample, response rate and some measurement issues limit the generalizability of the study. The following list of
limitations should be used as a guide for future studies. With careful consideration of each limitation, the results of further studies will likely be improved.

The sample was the first limitation of the study due to the fact that it was a convenience sample taken from five PGA Golf Management programs. The universities in which the sample programs are housed are similar in size and are all public institutions. Therefore, the students surveyed may not accurately represent the students that are found in all PGA Golf Management programs nationwide. As there are twenty PGA Golf Management programs nationwide, this limitation can be minimized in future studies by attempting to survey students from all programs.

The response rate of 19.3% is also a limitation of the study as it restricts the generalizability of the sample to all PGA Golf Management students. Regarding the students who completed the survey, there may be a non-response bias of those who opted out of participating in the study. The students who decided not to complete the survey are likely non-committed to the program or do not value the program as fully as those who took the time to complete the survey. Students who participated in the survey may be more committed to the PGA Golf Management program and, therefore, more likely to have greater intentions to continue in the program and have higher academic achievement. No study participants self-reported average grades below a C. The timing of the study may have also resulted in low participation rates. The study was conducted at the very end of the semester when students were likely to be involved in finishing papers and projects, as well as studying for exams.

A reliability test of all survey measures revealed that the measure of students’ perception of the task value that their parents place on the students’ academic
achievement and intention to complete the program did not fall in the acceptable range, according to Cronbach’s alpha (Santos, 1999). Results associated with this measure are therefore inconclusive.

Recommendations for Future Research

The current study has left much room for future research, especially in the field of PGA Golf Management. Whereas the current study examined the effects that socializers have on students’ academic achievement and intention to stay, there are many areas of the Eccles’ expectancy-value model of activity behaviors that were not taken into consideration (Eccles & Harold, 1991). Future research should focus on different parts of the Eccles model, including the effects of past experiences, gender and ethnic stereotypes, and other barriers on the self-efficacy and task value that students associate with their enrollment in the PGA Golf Management program. One focus of the PGA of America is to diversify the student population in PGA Golf Management programs (C. Tschetschot, personal communication, February 24, 2009). It is important for administrators to understand what keeps females and minorities from enrolling in and successfully completing the PGA Golf Management program.

In order to further understand why students decide to drop out of PGA Golf Management programs, future studies should study the reasons why students decide not to complete the program. Research can include an investigation of whether students decide not to continue in the program due to academic requirements, PGA requirements, or for other reasons.
Eccles and her colleagues have identified four components that make up subjective task value: attainment value; interest value; utility value; and cost (Weiss & Amorose, 2008). Each of these components represents a specific type of valuing that performers place on an activity. The subjective task value that a performer associates with an activity is also a measure of how the performer is motivated. Future research in this field should focus on the type of valuing that students place on their academic endeavors. Researchers should focus on the extrinsic and intrinsic motivation of students in an attempt to get to the core of what motivates students in regards to their grades, as well as their successful completion of the PGA Golf Management program. The current study found that many students who are highly motivated to complete the program did not necessarily perform well academically. Future research should also focus on this disconnect in an effort to discover why dedicated students sometimes do not have high levels of academic achievement in the form of grades.

Foubert and Grainger (2006) found that students who become involved with meaningful organizations and activities associated with their line of study showed greater levels of psychosocial development, showed higher levels of intrinsic motivation relating to their course of study, and academic autonomy. All PGA Golf Management programs have a student association and/or club associated with the program. Future research with PGA Golf Management programs and students should study the effects of student involvement in the professional student organizations that are a part of each program to see if Foubert and Grainger’s findings hold true in PGA Golf Management.
Conclusions

This study was the first to examine the factors that affect PGA Golf Management students’ academic achievement and intention to successfully complete the program. The study examined four research questions regarding students’ self-efficacy and task value and their effects on students’ academic achievement and intention to successfully complete the program, as well as the effects of students’ perceptions of their socializers’ thoughts and feelings regarding the students’ self-efficacy and task value. It was found that socializers have a significant impact on PGA Golf Management students. Parents and peers have more of an impact than faculty, but each socializer group effects students in different ways. It was also found that students who showed high levels of task value related to the PGA Golf Management program have more of an intention to successfully complete the program. Similarly, students who have positive self-efficacy, or elevated expectations for success, reported that they have high levels of academic achievement in the form of grades.

The results of this study show the importance of understanding what factors influence undergraduate students, especially students who are enrolled in rigorous programs such as PGA Golf Management. The current study revealed the effects of parents and peers on PGA Golf Management students. As research moves forward and PGA Golf Management programs continue to improve, practitioners will surely continue to focus on what drives students to succeed. Students must value the program and they must feel confident in their abilities to meet the requirements that lead to successful completion of the program. Self-efficacy and task value vary from student to student. With an understanding of what effects students’ self-efficacy and task value, PGA Golf
Management programs can improve retention rates and the overall academic performance of their students.
Dear PGA Golf Management Director,

I would like to invite you and your program to participate in a study. As a graduate student in the Recreation and Sport Management department at the University of Nevada, Las Vegas, I am conducting this research for part of my Master of Science degree. I would like to invite your students to be a part of this study, in which I am examining the determinants of academic achievement and intention to stay among PGA Golf Management students. The participation of the students in your program is greatly appreciated and necessary to the success of the study.

Yours is one of six programs that I am asking to be a part of this study nationwide. My hope is that the information gained from this study will help PGA Golf Management administrators better prepare their students for successful completion of the program curriculum by understanding the role that students’ socializers play on their decisions regarding academic achievement behaviors and their intention to stay in the program.

Shortly, I will be forwarding you a greeting and a link to an online survey. If you are willing to assist me, I ask that you simply forward the invitation to your students on your listserv so that they have the opportunity to participate in the study.

I thank you for your assistance, and I look forward to supplying you with the results of this study. I hope that the implications may be something that you can use for the betterment of your PGA Golf Management program for your students’ benefit.

Sincerely,

Brian Soulè, M.S. (candidate)

James A. Busser, Ph.D.
Associate Professor
APPENDIX B

LETTER TO PARTICIPANTS

Dear PGA Golf Management Student,

You are invited to participate in a study examining the determinants of academic achievement and intention to stay among PGA Golf Management students. As a PGA Golf Management student, your participation in this study is both appreciated and essential to the success of the study.

By following the link provided in this e-mail, you will be led to a survey that will ask you many questions regarding your thoughts and feelings regarding both academic achievement and your intention to stay in the PGA Golf Management program. If you agree to participate in the study, I ask that you answer the questions as honestly and accurately as possible. If at any point while taking the study you decide that you do not want to continue, you may withdraw without prejudice to your relations with the university.

Thank you again for your participation in this study.

Sincerely,

Brian Soulè, M.S. (candidate)
James A. Busser, Ph.D.
Associate Professor

UNLV
UNIVERSITY OF NEVADA LAS VEGAS
APPENDIX C

IRB EXEMPT RESEARCH APPROVAL FORM

UNLV
UNIVERSITY OF NEVADA LAS VEGAS

Social/Behavioral IRB – Exempt Review
Approved as Exempt

DATE: March 30, 2009
TO: Dr. James Busser, Recreation and Sport Management
FROM: Office for the Protection of Research Subjects
RE: Notification of IRB Action by Dr. J. Michael Stitt, Chair
    Protocol Title: Factors Influencing PGA Golf Management Student Performance
    OFRS# 0903-3038M

This memorandum is notification that the project referenced above has been reviewed by the UNLV
Social/Behavioral Institutional Review Board (IRB) as indicated in Federal regulatory statutes
45CFR46.

PLEASE NOTE:
Attached to this approval notice is the official Informed Consent/Aamt (IC/IA) Form for this study.
The IC/IA contains an official approval stamp. Only copies of this official IC/IA form may be used
when obtaining consent. Please keep the original for your records.

The protocol has been reviewed and deemed exempt from IRB review. It is not in need of further
review or approval by the IRB.

Any changes to the exempt protocol may cause this project to require a different level of IRB review.
Should any changes need to be made, please submit a Modification Form.

If you have questions or require any assistance, please contact the Office for the Protection of Research
Subjects at OPRSHumanSubjects@unlv.edu or call 893-2794.

Office for the Protection of Research Subjects
4505 Maryland Parkway - Box 451047 - Las Vegas, Nevada 89154-1047
(702) 895-2794 • FAX: (702) 895-0045
APPENDIX D

SURVEY INSTRUMENT

<table>
<thead>
<tr>
<th>1. Welcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome. This is a study of the factors that influence PGA Golf Management students' performance.</td>
</tr>
</tbody>
</table>
2. Informed Consent

Informed Consent

UNLV Department of Recreation and Sport Management

TITLE OF STUDY: Factors Influencing PGA Golf Management Student Performance

INVESTIGATOR(S): Dr. James A. Busser and Brian J. Soulè
CONTACT PHONE NUMBER: 702-895-0942

Purpose of the Study
You are invited to participate in a research study. The purpose of this study is to investigate the factors that influence academic achievement and intention to stay.

Participants
You are being asked to participate in the study because you are an adult undergraduate student who is at least 18 years old and enrolled in a PGA Golf Management program.

Procedures
If you volunteer to participate in this study, you will be asked to do the following: give approximately 12-15 minutes of your time to answer some basic questions about your thoughts and feelings about the PGA Golf Management program.

Benefits of Participation
There may be benefits to you as a participant in this study. However, no direct benefits are intended through this study. The results of the study are expected to help PGA Golf Management administrators improve their programs, specifically regarding retention and the students’ academic achievement.

Risks of Participation
There are risks involved in all research studies. This study may include only minimal risks. You may be uncomfortable when answering some of the questions.

Cost /Compensation
There will not be a financial cost to you to participate in this study. The study will take 12-15 minutes of your time. You will not be compensated for your time.

Contact Information
If you have any questions or concerns about the study, you may contact Dr. James Busser at 702-895-0942 or the student investigator, Brian Soulè, at 410-430-0207. For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact the UNLV Office for the Protection of Research Subjects at 702-895-2794.

Voluntary Participation
Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Confidentiality
All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for 3 years after completion of the study. After the storage time the information gathered will be destroyed.
1. Participant Consent

I have read the above information and agree to participate in this study. I am at least 18 years of age. I understand that I may skip any question in the survey. A copy of this form has been given to me (Please print a copy for your records).

☐ I Agree
☐ I Disagree
### 3. Demographics

Please select the response that applies to you.

2. **What is your gender?**
   - Male
   - Female

3. **What is your age?**

4. **What ethnicity are you?**
   - Caucasian, non-Hispanic
   - African American
   - Native American
   - Hispanic
   - Pacific Islander
   - Asian
   - Asian American
   - Multiracial
   - Other

5. **What is your current class standing?**
   - Freshman
   - Sophomore
   - Junior
   - Senior

6. **Which level of PGA Testing have you successfully completed?**
   - Not yet completed Level 1
   - Level 1
   - Level 2
   - Level 3

7. **Have you passed your PGA Playing Ability Test (PAT)?**
   - Yes
   - No
8. Have you ever served as an officer or committee chair in your PGA Golf Management program's student association and/or club?

- Yes
- No
### 4. Personal Beliefs

#### 9. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am certain that I can master the skills required of me in the PGA Golf Management program.</td>
<td>○</td>
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<tr>
<td>I am certain that I can successfully complete all PGA Work Experience activities required of me.</td>
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<tr>
<td>I am not confident in my ability to successfully pass all PGA checkpoint testing.</td>
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</tr>
<tr>
<td>I am certain that I can successfully pass the PGA Playing Ability Test (PAT).</td>
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<tr>
<td>I am certain that I can do even the most difficult schoolwork required of me in my degree program.</td>
<td>○</td>
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<tr>
<td>I am certain that I can manage all of the demands of the PGA Golf Management program.</td>
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<tr>
<td>I am certain I can understand the ideas and concepts that I am required to learn in my degree program.</td>
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<tr>
<td>I expect to do very well in the PGA Golf Management program.</td>
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<tr>
<td>Compared with others in my PGA Golf Management program, I think I am a good student.</td>
<td>○</td>
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<tr>
<td>My study skills are excellent compared to other members of the PGA Golf Management program.</td>
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</tbody>
</table>
10. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important for me to learn what is being taught in my degree program.</td>
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<tr>
<td>It is not important to me that I successfully complete the PGA Golf Management program.</td>
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<tr>
<td>I think that my completion of the PGA Golf Management program is very important to my future.</td>
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<tr>
<td>I like what I am learning in the PGA Golf Management program's curriculum.</td>
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</tr>
<tr>
<td>I think that what I am learning in the PGA Golf Management program is useful for me to know for my career.</td>
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<tr>
<td>I think that what I am learning in the PGA Golf Management program is interesting.</td>
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<tr>
<td>Understanding the subject matter in the PGA Golf Management curriculum is not important to me.</td>
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<td>My involvement in the PGA Golf Management program is very enjoyable.</td>
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<tr>
<td>I am forming many meaningful relationships through my involvement in the PGA Golf Management program.</td>
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<tr>
<td>I am passionate about my involvement in the PGA Golf Management program.</td>
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</tbody>
</table>
## 5. Beliefs About Parent(s)

Please answer the following questions on this page as they pertain to your parent(s) or adult family member(s).

11. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parent(s) are confident in my ability to successfully complete the PGA Golf Management program.</td>
<td>○</td>
<td>○</td>
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<tr>
<td>My parent(s) believe that I can do well in the PGA Golf Management program.</td>
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</tr>
<tr>
<td>My parent(s) do not support my efforts to successfully complete the PGA Golf Management program.</td>
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<tr>
<td>My parent(s) encourage me to successfully complete the PGA Golf Management program.</td>
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</tr>
</tbody>
</table>
12. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
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<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is not important to my parent(s) that I successfully complete the PGA Golf Management program.</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>My parent(s) highly value my completion of the PGA Golf Management program.</td>
<td>○</td>
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</tr>
<tr>
<td>My parent(s) would be very proud of my completion of the PGA Golf Management program.</td>
<td>○</td>
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</tr>
<tr>
<td>My parent(s) think that my completion of the PGA Golf Management program is not important to my future.</td>
<td>○</td>
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</tr>
<tr>
<td>My parent(s) think that what I am learning in the PGA Golf Management program is useful for me to know for my career.</td>
<td>○</td>
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<td>○</td>
</tr>
</tbody>
</table>
### 6. Beliefs about Peers

13. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of my college friends are very dedicated to successfully completing their degrees.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Most of my college friends are in the PGA Golf Management program.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>My peers in the PGA Golf Management program think that I am a good student.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>My peers in the PGA Golf Management program think that I have good study skills.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>My peers in the PGA Golf Management program are not confident in my ability to successfully complete the program.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>My peers in the PGA Golf Management program support my efforts to successfully complete the program.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>My college friends who are not in the PGA Golf Management program support my efforts to successfully complete the program.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
14. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is very important to my peers that I successfully complete the PGA Golf Management program.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My peers would be very proud of my completion of the PGA Golf Management program.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My peers think that completion of the PGA Golf Management program is not important to my future.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My peers think that what I am learning in the PGA Golf Management program is useful for me to know in my career.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### 7. Beliefs About Faculty

#### 15. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PGA Golf Management and department faculty have a high expectation of my ability to do well in the program.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The PGA Golf Management and department faculty do not support my efforts to successfully complete the program.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The PGA Golf Management and department faculty encourage me to successfully complete the program.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

#### 16. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is very important to the PGA Golf Management and department faculty that I successfully complete the program.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The PGA Golf Management and department faculty highly value my completion of the program.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The PGA Golf Management and department faculty would be very proud of my completion of the program.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The PGA Golf Management and department faculty think that completion of the program is very important to my future.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### 8. PGA Golf Management Program

17. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PGA Golf Management program provides many learning experiences through which I can develop the skills necessary to complete the program.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The PGA Golf Management program provides me with many enjoyable experiences.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>The PGA Golf Management program provides many opportunities for me to build positive relationships.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The PGA Golf Management program provides many opportunities for me to feel good about myself.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The benefits of staying in the PGA Golf Management program outweigh the costs of staying in the program.</td>
<td></td>
<td></td>
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<tr>
<td>The PGA Golf Management program contributes to my passion to be involved in the golf industry.</td>
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<td></td>
</tr>
</tbody>
</table>
9. Academic Achievement and Intention to Stay

18. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am committed to completing the requirements of the PGA Golf Management Program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>I am willing to make necessary sacrifices to complete my degree program.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I intend to perform very well in my degree program classes.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I intend to perform very well in my PGA Golf Management-specific classes.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I intend to work very hard to master all of my classes.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I will work as hard as it takes to pass my PGA Playing Ability Test (PAT).</td>
<td></td>
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</tr>
<tr>
<td>I am totally committed to successfully completing the PGA checkpoints.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>There is no doubt in my mind that I will successfully complete my degree program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no doubt in my mind that I will successfully complete the PGA Golf Management program.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19. Are your grades in college mostly:

- [ ] A's
- [ ] A's and B's
- [ ] B's
- [ ] B's and C's
- [ ] C's
- [ ] C's and D's
- [ ] D's
- [ ] D's and F's
10. **Supplementary Questions**

20. Please select the answer that best represents your agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider myself to be a leader in the PGA Golf Management student association and/or club.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am an active contributor to the PGA Golf Management student association and/or club.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My involvement in the PGA Golf Management student association and/or club has contributed to my professional development.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am very satisfied with my involvement in the PGA Golf Management student association and/or club.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am committed to helping the PGA Golf Management student association and/or club achieve its goals.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
11. Thank You

Thank you for participating!
REFERENCES


Horn, T (Eds.), *Advances in sport psychology* (pp. 272-274). Champaign, IL: Human Kinetics.


(Eds.), *Advances in sport psychology* (pp. 139-147). Champaign, IL: Human Kinetics.


VITA

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Clemson University

Special Honors and Awards:
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Clemson University Department of Parks, Recreation and Tourism Management
Bert and Johnnie Brantley Most Outstanding Student Award, 2004

Thesis Title: Determinants of Academic Achievement and Intention to Complete the Program among PGA Golf Management Students

Thesis Examination Committee:
Chairperson, Dr. James Busser, Ph. D.
Chairperson, Dr. Cynthia Carruthers, Ph. D.
Committee Member, Dr. Jennifer Livengood, Ph. D.
Graduate Faculty Representative, Dr. Robert Ackerman, Ph. D.