

5-1-2022

## Student-Athletes' Career Adaptability, Academic Motivation and Athletic Motivation

Alexandria N. Petrolia

Follow this and additional works at: <https://digitalscholarship.unlv.edu/thesesdissertations>



Part of the [Educational Psychology Commons](#)

---

### Repository Citation

Petrolia, Alexandria N., "Student-Athletes' Career Adaptability, Academic Motivation and Athletic Motivation" (2022). *UNLV Theses, Dissertations, Professional Papers, and Capstones*. 4452.  
<http://dx.doi.org/10.34917/31813343>

This Thesis is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Thesis in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Thesis has been accepted for inclusion in UNLV Theses, Dissertations, Professional Papers, and Capstones by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact [digitalscholarship@unlv.edu](mailto:digitalscholarship@unlv.edu).

STUDENT-ATHLETES' CAREER ADAPTABILITY, ACADEMIC MOTIVATION AND  
ATHLETIC MOTIVATION

By

Alexandria N. Petrolia

Bachelor of Arts - Psychology  
Stony Brook University  
2017

A thesis submitted in partial fulfillment  
of the requirements for the

Master of Science – Educational Psychology

Department of Educational Psychology, Leadership, and Higher Education  
College of Education  
The Graduate College

University of Nevada, Las Vegas  
May 2022



## **Thesis Approval**

The Graduate College  
The University of Nevada, Las Vegas

April 30, 2022

This thesis prepared by

Alexandria N. Petrolia

entitled

Student-Athletes' Career Adaptability, Academic Motivation and Athletic Motivation

is approved in partial fulfillment of the requirements for the degree of

Master of Science – Educational Psychology  
Department of Educational Psychology, Leadership, and Higher Education

Rebecca Nathanson, Ph.D.  
*Examination Committee Chair*

Lisa Bendixen, Ph.D.  
*Examination Committee Member*

Vanessa Vongkulluksn, Ph.D.  
*Examination Committee Member*

Wendy Hoskins, Ph.D.  
*Graduate College Faculty Representative*

Kathryn Hausbeck Korgan, Ph.D.  
*Vice Provost for Graduate Education &  
Dean of the Graduate College*

## **Abstract**

Many Division I student-athletes find the transition of graduating college, leaving the athletic arena, and entering the workforce to be extremely challenging to navigate. Due to the high demands of being an elite athlete and the prospect of continuing to compete professionally after graduation, an overwhelming majority of student-athletes expend little to no effort in exploring potential careers and are unlikely to take advantage of the opportunities available to them prior to graduation. This study aimed to examine the relationship between athletic career motivation, athletic motivation, and academic motivation to the skills necessary to navigate work responsibilities in career adaptability. The findings of this study suggested academic motivation and athletic motivation have a significant association with career adaptability.

## **Acknowledgements**

I have no idea where I would be without the support, guidance, and encouragement of those who touched my life throughout my college journey and beyond. Thanks to David Wedley for not only being the best academic advisor EVER, but for being a good human being. Thank you for supporting students like myself in navigating life and careers even years after graduating. Thank you to Greta Strenger who did not take “I’m not sure what I want to do after this” as a good enough answer when I transferred in as a senior at Stony Brook and for providing opportunities and guidance that were life changing. Thank you to UCLA AS2 for the rich experience and for being what inspired me to pursue Educational Psychology. Special thank you to Dr. Nathanson and the rest of my committee for supporting and believing in me throughout this process. Mom, Dad, Josh and Hess: thank you for cheering me on rain or shine, and most importantly, for calling me “Master Alex” for the rest of time. Last, but certainly not least, thank you to my fiance and our pups, Ripley and Bronson, for being there (quite literally) every step of the way.

## **Table of Contents**

<b>Abstract</b>	<b>iii</b>
<b>Acknowledgements</b>	<b>iv</b>
<b>List of Tables</b>	<b>vii</b>
<b>Chapter 1</b>	<b>1</b>
<b>Introduction</b>	<b>1</b>
<b>Purpose</b>	<b>2</b>
<b>Research Question</b>	<b>3</b>
<b>Chapter 2</b>	<b>4</b>
<b>Literature Review</b>	<b>4</b>
<b>History of Intercollegiate Athletics</b>	<b>4</b>
<b>Academic Achievement: Non Cognitive Factors</b>	<b>9</b>
<b>Career Exploration &amp; Student Athletes</b>	<b>13</b>
<b>Summary</b>	<b>18</b>
<b>Chapter 3</b>	<b>19</b>
<b>Methodology</b>	<b>19</b>
<b>Participants</b>	<b>19</b>
<b>Survey Instruments</b>	<b>20</b>
<b>Career Adapt-Abilities Scale (CAAS)</b>	<b>20</b>
<b>Student-Athlete Motivation toward Sport and Academics Questionnaire</b>	<b>20</b>
<b>Procedure</b>	<b>21</b>
<b>Data Coding &amp; Analyses</b>	<b>22</b>
<b>Chapter 4</b>	<b>23</b>
<b>Analysis of Findings</b>	<b>23</b>
<b>Descriptive Findings</b>	<b>23</b>
<b>Factor Analysis</b>	<b>27</b>
<b>Regression</b>	<b>31</b>
<b>Chapter 5</b>	<b>33</b>
<b>Discussion</b>	<b>33</b>
<b>Implications</b>	<b>34</b>
<b>Limitations and Future Directions</b>	<b>35</b>
<b>Appendix A: IRB Exemption</b>	<b>38</b>

<b>Appendix B: Email Invitation</b>	<b>39</b>
<b>Appendix C: Informed Consent and Quantitative Instruments</b>	<b>40</b>
<b>Appendix D: Distribution of Responses</b>	<b>50</b>
<b>Appendix E: Athletic Department Permission</b>	<b>54</b>
<b>References</b>	<b>55</b>
<b>Curriculum Vitae</b>	<b>59</b>

## List of Tables

<b>Table 1: Descriptive Findings</b>	<b>23</b>
<b>Table 2: Overall Means</b>	<b>27</b>
<b>Table 3: Factor Analysis SAMSAQ</b>	<b>28</b>
<b>Table 4: Factor Analysis CAAS</b>	<b>29</b>
<b>Table 5: Regression of Career Adaptability on Academic and Athletic Motivation</b>	<b>31</b>



## **Chapter 1**

### **Introduction**

The growth of intercollegiate athletics since its inception nearly two centuries ago is undeniable. College athletics has grown to be an indication of institutional prestige with its ability to provide visibility, generate revenue and advance infrastructure. For Division I student-athletes, there is immense pressure to succeed both in the classroom and within their respective sports. With college athletics historically being scrutinized in the media over questionable academic profiles of student-athletes and academic integrity violations, the National Collegiate Athletic Association (NCAA), as a result, has continued to implement rigorous accountability policies in order to maintain the integrity of the marriage between athletics and academics. Those who compete in collegiate athletics are required to attend practice, team meetings, strength and conditioning sessions, travel to competitions all over the country, all while going to class, completing all of their assignments, and excelling in their courses. The time it takes to attend to both of these roles can leave little to no time to participate in research opportunities, student organizations, or career exploration.

There has been ample research dedicated to examining the variations of collegiate athletes' academic performance. Aspects that have been found to have a significant relationship with academic performance include: support mechanisms, student-athlete development programs, positive influences (Comeaux & Harrison, 2007), policies and initiatives, and performance deterrents such as athletic peer influences (Adler & Adler, 1991).

Per Eitzen (2012), "the athletic subculture can "work against the student role". By implementing programs that are more holistic, such as Life Skills, designed to support

student-athletes in their overall pursuits, athletic departments have done their best to bridge the gap of student-athletes' non sport related experiences. While these reforms have had a positive impact in leading to greater overall GPAs, and progress towards degree and graduation success rates, student-athletes continue to have a difficult time engaging in career exploration throughout their undergraduate studies and successfully transitioning into a fulfilling career post graduation.

A handful of studies have suggested that, when compared to non student-athlete counterparts, student-athletes experience lower levels of career development (Blann, 1985; Kennedy & Dimick, 1987; McQuown Linnemeyer & Brown, 2010; Murphy, Petitpas, & Brewer, 1996; Smallman & Sowa, 1996; Sowa & Gressard, 1983). According to many of these researchers, the reason student-athletes have lower levels of career development is due to their over commitment to their athletic role. Notably, the majority of student-athletes will go on after college to seek a career outside of professional athletics. Therefore, institutions should prioritize equipping student-athletes with a similar level of career skills and preparedness as their non-athlete counterparts upon graduation. Through gaining a clearer understanding of the variables affecting career development, institutions will have the ability to best address this problem through their programming, policies and support structures.

### **Purpose**

Many collegiate student-athletes find the transition of graduating college, leaving the athletic arena, and entering the workforce to be extremely challenging to navigate. Due to the high demands of being an elite athlete and the prospect of continuing to compete professionally after graduation, a vast majority of student-athletes spend little to no time in exploring potential careers and are unlikely to participate in any opportunities available to them prior to graduation.

This study aims to examine the relationship between athletic and academic motivation to the skills necessary to navigate work responsibilities in career adaptability. The findings of this study will have the potential to assist athletic departments, student-athlete support services, and individuals who work one on one with student-athletes in proactively supporting students and building programming that is specific to the unique experiences of collegiate student-athletes.

### **Research Question**

The research question guiding this study is: *How is academic and athletic motivation related to career adaptability in Division I student-athletes?* It is hypothesized that higher levels of academic motivation will be associated with higher levels of career adaptability. With the early literature suggesting that the higher the motivation student-athletes had towards their sport, the lower levels of career development they would exhibit and the more recent research contradicting this theory, for the purposes of this research, it is hypothesized that there will not be a relationship between athletic career motivation and career adaptability.

## Chapter 2

### Literature Review

#### History of Intercollegiate Athletics

The first inter-school athletic event took place nearly two centuries ago: a regatta race between Harvard and Yale. This race was commercially endorsed by the powerhouse of its time, Elkins Railroad Line. In the relentless pursuit of victory, Yale employed the services of coxswain who was not enrolled in the university (Smith, 2000). At its very inception, the commercialization and prosperity to do “whatever it takes” to win existed within intercollegiate athletics. And thus the need for regulation was born.

Initially, the athletic oversight was held by the students of the institution. This power of regulation was soon moved to members of the faculty due to the concern of athletic integrity. By the end of the eighteenth century, conferences began being developed in order to further facilitate the season schedules and to provide regulation at a more global level. Despite this shift, the concerns pertaining to the lack of regulation surrounding college athletics continued to persist. In 1905 alone, there were over 100 major injuries and eighteen deaths within intercollegiate football. At the national level, a White House conference was called by President Roosevelt to further evaluate football’s rules and regulations. A rules committee was created with the intention of reforming the existing intercollegiate rules of football. This event would then result in the creation of the Intercollegiate Athletic Association (IAA) which initially consisted of sixty-two members. The IAA was renamed to the all more familiar NCAA (National Collegiate Athletics Association) in 1910. The sole intention of the NCAA was to establish rules and regulations to further regulate various intercollegiate sports.

As interest in college sports grew throughout the 1900's as did the commercialization and the critical eye over athletic governance. The Carnegie Foundation for the Advancement of Education concluded the following in reporting on intercollegiate athletics in 1929, "A change of values is needed in a field that is sodden with the commercial and the material and the vested interests that these forces have created. Commercialism in college athletics must be diminished and college sport must rise to a point where it is esteemed primarily and sincerely for the opportunities it affords to mature youth" (Savage, 1929).

Fast forward to a post World War II era, more Americans found themselves having access to higher education, tv's in their living rooms and a growing interest in college athletics. By 1950, big-time college football had entered a new generation with the *official* introduction of the athletic scholarship by the NCAA in 1956. Professionalism, a controversial topic throughout the 30's and 40's, had finally found its resolve. Prior to this formally being placed into policy, conferences ran amuck; the southern schools were the first to adopt the athletic scholarship while the Pacific Coast Conference and the Big Ten continued to reject them and compensated their athletes through on campus jobs or alumni. This caused a lot of contention between conferences. The northern and western schools despised the idea of paying for athletic ability while the schools in the south accused the northern and western schools for being hypocrites, in that they were providing jobs that lacked integrity (think shoveling snow off the sidewalk at USC). In 1948, the NCAA approved "The Principles for the Conduct of Intercollegiate Athletics," or better known as the "Sanity Code." Most of these principles reiterated the expectations that had already been established,

“(a) athletes held to the same academic standards governing other

students; (b) one-year residency for transfers; (c) limit of three years of varsity competition; (d) restriction to undergraduates only; and freshman ineligibility” (Falla, 1981).

The most significant provision of the sanity code was the explicit ban on financial aid for athletic ability, which directly contradicted many institutions' practices, specifically those in the South. Shortly after the passing of the sanity code, the NCAA turned a blind eye to numerous violations taking place at multiple institutions (Oriard, 2012). The lack of enforcement demolished the code altogether. In 1952, the NCAA approved the 12 point code which was ultimately an extension of the 10 point code passed in 1922. A handful of points considered professionalism and were as vague as Oriard’s (2012) paraphrasing below:

- “1. Confine practice sessions to the recognized season of the sport (that is, no spring football), and limit or closely supervise out-of-season practices;
2. Limit the number of games in each sport, particularly football and basketball;
3. Reconsider postseason games in the light of pressures they create (i.e., a potential ban on bowl games);
4. Reconsider the free-substitution rule in football;
5. Require normal academic progress toward a degree for purposes of eligibility;
6. Admit athletes only under the institution's published requirements;
7. Limit the number and amount of financial grants to athletes, to come from the institution, not from alumni or boosters;
8. [E]nlist the support of true lovers of wholesome college athletics, particularly in alumni areas, to reduce undesirable recruiting;

9. Strictly adhere to the letter and spirit of the rules, once they have been established by regional or national groups;
10. Ban all subsidies or gifts beyond what is regularly permitted by the institution or conference;
11. Eliminate excessive entertainment of prospective athletes.

But the other half either directly or indirectly addressed the academic welfare of college athletes, in contrast to that lack of concern in 1922:

12. Give close attention to the curriculum of the athlete, to assure that he is not diverted from his educational objective.”

Principles five, six, and twelve are guidelines that athletic departments continue to struggle with abiding by today, almost 70 years later. There are also bylaws like those attempting to *limit the time dedicated toward* sport which have been ignored completely.

While the 12-point code vaguely highlights the importance of normal academic progress, there was not a clear definition until the NCAA defined “normal progress” as earning 12 credit hours per term in 1959. Following that definition, the NCAA adopted the 1.600 rule in order for an athlete to receive financial aid for their talents in 1965. The 1.600 rule was a measurement of predicting at least a 1.6 college GPA based on high school GPA and standardized test scores and was also used in determining continuing eligibility at the institution itself. There were many concerns over this rule due to standardized testing validity and the idea that institutions would be widening their admission criteria to admit at-risk students. This concern led to multiple attempts to abolish the rule. In 1973 they overturned the policy and replaced the rule with a 2.0 high school GPA requirement in determining eligibility. The institutions took back the authority to

dictate normal academic progress by their own standards. Another significant change in 1973 was the change from four year scholarships to one year renewable scholarship contracts. This change marked a significant shift of power over to the coaches in renewing scholarships of their athletes based on likeability.

It was not until the 1980's that the federal government began mandating the systemic tracking and reporting of academic progress and graduation rates. Around this time, the *New York Times*, *U. S. News & World Report*, *Sports Illustrated*, and various other major media outlets began exposing the scandals within college athletics. These stories highlighted students being paid to take student-athletes' exams, altered transcripts for admission purposes, credit being earned for courses that were not taken, and class schedules that were based on the least amount of difficulty to keep them eligible, just to name a few.

These scandals were a major threat to the college athletics industry. One of the sole justifications for the development of many athletic departments within institutions is the positive reputation and visibility that comes with having a strong athletic program. This reputation further drives the health of the institution when it comes to enrollment. In response to these scandals, the NCAA took action to once again reform their academic policies. The implementation of Proposition 48 shortly followed in 1983 (Covell & Barr, 2001). Proposition 48 required 2.0 GPA in eleven core high school courses in addition to a 700 SAT for initial eligibility. In 1992, Proposition 48 was further modified by creating a sliding scale of GPA and standardized test scores with the implementation of Proposition 16.

The progress-towards-degree policy, or better known as the Academic Progress Report (APR), was enacted by the NCAA to further direct the focus on degree completion. To be



eligible under this policy, student-athletes are required to complete 40 percent of their degree program requirements by the start of their third year, 60 percent by the fourth year, and 80 percent by the fifth year. The enactment of this policy marked a dramatic shift from the time where student-athletes could take any class they wanted as long as they met GPA and credit hour requirements. Institutions are held responsible for their athletes meeting specific benchmarks and should their athletes not meet the appropriate progress toward degree percentages, they incur both competitive and financial repercussions. Each institution's APR to include sport by sport breakdowns can be publicly accessed.

Outside the lens of academic reform, it is important to highlight the multibillion dollar industry that is the business of college athletics. In 2019, the total athletics revenue reported among all NCAA athletics departments was \$18.9 billion, according to the NCAA. With practically every American having a television in their home, sporting events are able to be televised and streamed across the nation. To be considered successful as an athletic department, it does not simply mean winning seasons or graduating student-athletes, but rather the amount of media coverage the athletic department receives, merchandise they sell, consistent postseason play, and sold out stadiums. Despite the NCAA's efforts, issues concerning the extreme pressure to win, the commercialization of sport, coupled with the need for regulations and a regulating body to ensure fairness and safety, are still challenges intercollegiate athletics face today.

### **Academic Achievement: Non Cognitive Factors**

Motivation is considered to be an impactful construct in achieving goals as it shapes and drives behavior (Solberg & Halavari, 2009). While there is a large body of research dedicated to exploring cognitive academic variables and their influence on academic achievement, there is

increasing evidence suggesting that noncognitive factors, such as motivation, play a strong role in academic success (Anderson, 2010; Carter, 2012; Gaston-Gayles, 2004; Sedlacek & Adams-Gaston, 1992; Simons et al., 1999; Simons & Van Rhenen, 2000). Depending on what a student-athlete chooses to do upon graduation, many employment opportunities require a bachelor's degree as a prerequisite. Academic achievement within an undergraduate program is also evaluated in the admission to graduate or professional school.

Sedlacek and Adams-Gaston (1992) found that noncognitive variables were better predictors of grades than standardized exams in predicting grade point average. Their study used the Non-Cognitive Questionnaire (NCQ) in surveying incoming freshmen student-athletes at a large eastern university. The NCQ examines non-cognitive variables and SAT scores in order to predict the academic success of student-athletes. Specifically, the NCQ assesses several noncognitive variables that are related to academic success: realistic self-appraisal, setting long-term goals, understanding and dealing with racism, strong support system, positive self-concept, leadership experiences, and community service experience. According to Sedlacek, the SAT does not provide an accurate measurement of whether or not a student can learn, the way in which a student learns, or their quality of instruction. He argued that noncognitive variables such as adjustment, awareness, and perception, rather than traditional areas of quantitative and verbal assessment, are able to be implemented in conjunction with traditional methods to provide a more comprehensive view of academic potential.

Simon et al. (1999) found that student-athletes' academic achievement is associated with various motivation types through the self-worth theory model. Student-athletes that identified with failure-avoider and failure-accepter motivation types had lower GPAs than those who

embodied success-oriented and overstriver motivational profiles. Higher academic performance was associated with higher levels of self worth and intrinsic motivation and negatively correlated with self-handicapping excuses and athletic commitment. Through the self-worth theory, Simons and VanRheenen (2000) studied the relationship between academic performance and the role of achievement motivation and athletic-academic relationships in surveying student-athletes at the University of California, Berkeley. They used a survey measuring background and noncognitive variables. These variables included exploitation, academic self-worth, athletic-academic commitment, and self-handicapping excuses. Their findings suggested that academic identity and academic self-worth were instrumental to academic success. In order to be successful, student-athletes needed to feel that they were important pieces within the academic community and feel confident in that ability to succeed academically.

A major perspective within the field of contemporary sociocognitive motivation is the Expectancy-Value Theory. This theory examines the way in which students assign meaning to their experiences educationally and how that meaning can influence the motivation to pursue different tasks (Eccles, 2005; Wigfield & Eccles, 200). Expectancy-Value Theory consists of two main components. The first is expectancy which is the student's belief in their ability to accomplish the task. Then there is value which represents how much the student values the task.

Gaston-Gayles (2004) investigated how athletic career, academic, and athletic motivation predicts student-athletes' GPA through the creation of the Student Athletes Motivation toward Sports and Academics Questionnaire (SAMSAQ). Prior to this time, there were very few studies that had explored noncognitive factors such as academic and athletic motivation in predicting academic performance of student-athletes. The SAMSAQ was informed from self-efficacy and

attribution theory and was developed through an expectancy-value framework. Athletic motivation is defined as, “a student’s desire to excel in athletic related tasks” whereas academic motivation is “a student’s desire to excel in academic-related tasks” and finally athletic career motivation “the extent to which student-athletes are motivated toward a professional career in athletics”. Gaston-Gayles found that higher academic motivation and ACT scores predicted higher college GPAs. The variables that were the most significant predictors of academic achievement were ACT scores, ethnicity, and academic motivation.

A significant finding in Gaston-Gayles research was that athletic career motivation and student athletic motivation were not strong predictors of college GPA. This contradicted previous research that asserted athletic motivation and the desire to compete professionally negatively affects academic performance (Simon et al., 1999). Gaston-Gayles research was a significant contribution to the field of understanding the factors that contribute to a student-athlete’s academic success.

Following Gaston-Gayles contributions, Ting (2009) examined the persistence of first-year student-athletes through academic performance and standardized test scores. Positive self-concept, demonstrated community service, preference for long-term goals, and acquired knowledge in a field were variables from the NCQ scale that demonstrated a significant relationship to the GPA of student-athletes' first term of enrollment.. Ting’s (2009) findings suggest that academic success in higher education relies on developing long-term goals, opportunities for psychosocial development, and gaining proactive application between career goals and college major. Demonstrated community service and positive self concept emerged as meaningful non-cognitive factors in predicting GPAs among student-athletes.

Through the utilization of achievement goal theory, Carter (2012) took a closer look at academic and athletic motivation of student-athletes at the Division I level. The findings indicated that there were major differences in the motivation orientation of student-athletes when considering whether or not they were recruited, if they were starters, and their gender. Those who performed better academically and athletically were more likely to have an “approach” orientation. A stronger single predictor was a student-athlete’s academic self efficacy. Stronger than that predictor was the combination of both variables, academic self efficacy and academic achievement motivation. When combined, they were stronger predictors of academic achievement than either variable studied separately.

### **Career Exploration & Student Athletes**

Attending institutions of higher education in the United States is considered to be an important stage of development and transition for students entering young adulthood. The college degree is viewed as a signal of stability and promise of long term employment. As such, the college years are critical for career exploration and developing the skills needed in order to secure desirable positions post graduation. There have been many studies that have shown that student-athletes have significantly lower levels of career development and have engaged in far less career planning activities than their non-athlete peers (Brown and Hartley, 1998; Sowa and Gressard, 1983, Sandstedt et al., 2004). A common theme within the literature is the attribution of lower levels of career development to the aspirations student-athletes have to compete at a professional level. Brown and Hartley (1998) found that student-athletes who strongly identify with being an athlete have a tendency to not explore other educational, career, or lifestyle options as a result of their involvement with their sport. Despite high percentages of students desiring to

compete at higher level, it has been concluded that less than 2% (Sandstedt et al., 2004) of collegiate student-athletes go on to compete professionally which leaves 98% entering the workforce upon graduation.

The early research conducted on student-athletes and career development often used the Career Maturity Inventory (CMI) in comparing student-athletes to the general student population. When compared to their non-athlete peers, Sowa and Gressard (1983) found that student-athletes were scoring consistently lower when it came to career development tasks. Kennedy and Dimick (1987) found that male student-athletes, specifically those participating in revenue sports, scored lower than nonathletes when matched by both grade standing and by gender. Following those studies, there were others that measured student-athletes' career planning through standardized scores rather than to non athlete peers. A study conducted by Murphy et. al (1996) reported that student athletes from both high profile and low profile sports, to include both genders, scored in the 27th percentile on the CMI. Similarly, research conducted by Smallman and Sowa (1996) found that male athletes from both revenue and non-revenue sports scored in the bottom quartile of norms for the Career Development Inventory.

Other researchers have looked specifically at developmental theories to further explain the lack of occupational planning among student-athletes. The developmental theories that center around career planning emphasize the central role identity's influence in the construction of mature career plans. Super (1957) proposed that occupational planning takes place in five stages over an individual's lifespan. By refining one's interests, values, likes and dislikes, one is able to progress from one stage to another. Crites (1978) research suggested that an individual "must actively engage in self exploration and occupational preferences as well as available career

options” in order for a person to develop “mature career plans”. Chickering & Reisser (1993) further emphasized that in order to build *strong* vocational purpose, older adolescents must engage in concentrated introspection and individual assessment.

McQuown and Brown (2010) compared student-athletes, fine arts students, and general college students’ career maturity attitudes, identity foreclosure, and career foreclosure. Within this study, career maturity was defined as “the readiness to make career decisions and cope with vocational and educational developmental tasks”. Identity foreclosure was regarded as strong occupational or ideological commitment without sufficient planning or exploration, and career foreclosure was defined as the absence of exploration specific to the career process. The results indicated that student-athletes have greater levels of identity foreclosure than fine arts and the general student population. While student-athletes were found to have lower career maturity levels, the difference was surprisingly low. The authors attributed this finding to either low percentage of student-athletes participating in revenue sports or the increase in support services and programming for student-athletes.

Navarro’s 2014 study took a qualitative approach of identifying the salient life experiences that influenced 29 Division I student-athletes’ as they built career identities and made plans for life after sport. The themes that surfaced suggested that the career construction of student-athletes are somewhat more complicated than the general population of students. Savickas (2002) definition of career construction proposes that individuals construct career plans as they encounter life experiences and adapt to environmental factors. Navarro’s research found that student-athletes must not only adapt to life experiences, but that they must also navigate tensions between different athletic and academic missions. Unlike their non-athlete counterparts,

student-athletes did not only consider life experiences in creating their career plans, but they also had to navigate systemic and personal role tensions throughout their college experience. One contradicting factor highlighted within the study was that while the process of exploring, choosing, and preparing for career fields are dynamic and ever changing over the course of one's lifetime, career exploration in respect to choosing a major may end sooner than their non athletic peers due to the NCAA standards of eligibility in requiring commitment to a specific academic major in sophomore year.

While the NCAA has sanctioned hour limits on athletic activity for student-athletes depending on whether or not they are in season or out of season, these rules are rarely followed. Student-athletes often dedicate much more than what is allotted toward their sport which ultimately has adverse effects toward educational achievement (Adler & Adler, 1991). With stringent time constraints, student-athletes find themselves choosing a major that will be more manageable under such conditions (Capriccioso, 2006).

Academic clustering, a phenomenon found within college athletics, is the “grouping or clustering of a disproportionate percentage of athletes into selected majors when compared to the overall university percentage in the same major” (Case, Greer, & Brown, 1987) . Coaches who are looking to keep their players academically eligible and focused on winning, will promote the majors that are deemed easier in order to sustain educational obligations regardless of the students’ interest in that field. In following the media guides of various revenue generating men’s programs for over ten years, Fountain and Finley (2011) found there to be a large enrollment in a small group of majors. Specifically, these majors were business or sports administration, general studies, and social science.



Funneling student-athletes into majors based on their likelihood of achievement rather than their interest in the subject has severe consequences when it comes to the development of student identity (Foster & Huml 2017). When athletic identity takes the priority over student identity, career goals and development no longer hold a high level of importance. By overemphasizing the role as an athlete, student-athletes often unknowingly detach themselves from having an educational identity. As student-athletes detach from an educational identity, their overall effort towards academics decreases and as a result so will their GPA's (Beron & Piquero, 2016). Despite having a proactive programming structure to support student-athletes in their educational pursuit, student-athletes still select a major out of necessity and graduate college with a degree in a field that does not necessarily support their career interests (Killebrew, 2020).

Shultz (2017) was one of the first researchers that examined career adaptability and its relationship to athletic identity, academic motivation, and role conflict. Shultz's work analyzed how athletic identity, role conflict, and academic motivation are related to career adaptability, in the skills and competencies necessary to navigate work responsibilities and transitions over one's lifespan.. In surveying student-athletes at 6 different institutions, Shultz found that student-athletes who exhibit strong aspirations of excelling academically have higher levels of overall career adaptability. She also found that career adaptability is also positively related to student-athletes who plan to compete professionally in sports after college. In summary, the research suggested that constructs such as athletic identity, academic motivation, and role conflict are valid constructs to be utilized in further understanding the career adaptability among student-athletes.

## Summary

This literature review serves to provide justification in continuing the pursuit of research on student-athletes' career adaptability, academic motivation and athletic motivation. From its very inception, the student-athletes that make up college athletics have raised concerns among academics, popular press, and the research community when it comes to their academic and personal development. While there has been ample effort dedicated to studying student-athletes' academic development and degree completion, the research surrounding student-athlete career development is fairly sparse. The early research conducted on career development has established a gap between the general student populations' career development and student-athletes. On average, student-athletes have lower levels of career development than their counterparts within the general student population.

Many of these researchers studying career development have accredited an over-commitment to athletic roles in their analysis of lower levels of career development among student-athletes (Adler & Adler, 1991; Brown, Glasterrer-Fender, & Shelton, 2000; Finch, 2009; Hook, 2012; Mahoney, 2011). An over-commitment to a student-athlete's role in athletics can lead to the neglect of their role as a student. As previously mentioned, only 2% of collegiate athletes go on to compete professionally. With 98% of student-athletes expected to enter the workforce or attend graduate/professional school post graduation, institutions of higher education should prioritize identifying the ways in which athletic departments can support their student-athletes in developing the skills to navigate the next chapters in their journeys.

## Chapter 3

### Methodology

A quantitative research design was used in order to answer the research question, “*How is academic and athletic motivation related to career adaptability in Division I student-athletes?*”.

It was hypothesized that higher levels of academic motivation would be associated with higher levels of career adaptability. It was also hypothesized that there would be no relationship between athletic motivation and career adaptability. The following section outlines the chosen research methodology for this study. First, the participants are described, followed by the survey instruments, and lastly, the procedure.

### Participants

For the purpose of this study, it was important to choose a Division I institution in which the potential for professional opportunities after graduation is present within the athletic department’s culture. It was also important to choose an institution that has robust academic programs and student services. This study will be conducted at a public institution located in the Mountain West region. This particular institution serves over 31,000 students and offers 240+ undergraduate and graduate degree programs. They are Division I, governed by the NCAA, and have 515 student-athletes that compete in sixteen varsity sports within the Mountain West Conference. Additionally, the Graduation Success Rate (GSR) of the participating institution is 79%. As previously mentioned in the review of the literature, the GSR statistic is one that is generated by the NCAA in measuring the rate of student-athletes graduating within six years of initial enrollment for institutions that must report graduation rates to the federal government. The sample will consist of student-athletes currently enrolled at the described institution.

## **Survey Instruments**

### ***Career Adapt-Abilities Scale (CAAS)***

To measure the dependent variable of career adaptability, the Savickas and Porfeli's (2012) Career Adapt-Abilities Scale (CAAS) will be used (Appendix B). The CAAS consists of four subscales, each with six items, which measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Student-athletes were asked to rate how strongly they have developed career adaptabilities that span across the concern, control, curiosity, and confidence domains by indicating one of the following: *strongest (4)*, *very strong (3)*, *strong (2)*, *somewhat strong (1)*, and *not strong (0)*. An example of a statement within the concern domain is, "Thinking about what my future will be like" and an item within the confidence domain is, "Overcoming obstacles".

### ***Student-Athlete Motivation toward Sport and Academics Questionnaire***

In order to measure the independent variable of academic, athletic and athletic career motivation of the student-athletes, the Student-Athlete Motivation toward Sport and Academics Questionnaire (SAMSAQ; Gaston-Gayles, 2005) was utilized (Appendix B). The scale consists of 30 items that measure the extent to which student-athletes are inclined to be motivated by academic and athletic related tasks. These items were constructed on the basis of self-efficacy, expectancy-value, and attribution theories (Gaston 2005). The SAMSAQ has three different subscales: (a) student athletic motivation (8 items), (b) academic motivation (16 items), and (c) career athletic motivation (5 items). Each subset measures the extent to which the student-athlete is motivated toward related tasks. For example, an item on the athletic motivation part of the

subscale states, “It is important to me to learn the skills and strategies taught by my coaches”. An item on the Academic Motivation part of the scale states, “It is important for me to learn what is taught in my courses” and an item on the career athletic motivation part of the subscale states, “My goal is to make it to the professional level or the Olympics in my sport.” This scale has shown high levels of reliability and validity through its use in a variety of research. Per Gaston-Gayles Factor Structure and Reliability study of SAMSAQ, three factors yielded from the exploratory factor analysis with alpha values .86 for athletic motivation, .84 for athletic career motivation, and .79 for academic motivation. In completing this portion of the survey, participants are asked to indicate their level of agreement with each statement on a six-point Likert-type scale, ranging from *very strongly agree* (6) to *very strongly disagree* (1).

Demographic information was included at the end of the survey and consisted of gender/sex, race/ethnicity, sport, year in school, cumulative GPA, major, socioeconomic background, parents’ educational background, athletic scholarship status, recruited athlete status, aspiration of competition in either a professional, and Olympic or world level after college (Appendix B).

## **Procedure**

This study invited 515 student-athletes currently enrolled at the institution described to participate in the study. The Associate Athletic Director for Student-Athlete Development was contacted to schedule a meeting to further discuss the purpose of the study. They provided their support and written permission in order to conduct the research. Following this approval, the required forms were submitted for approval to the University of Nevada Institutional Review Board. Upon approval from the Institutional Review Board, the enrolled student-athletes’ contact

information was provided by Student-Athlete Academic Services via ARMS software, a database platform used by college athletic departments. An initial email was sent to the email addresses of all 515 student-athletes that were currently enrolled in the university inviting them to participate in the study. Each Academic Eligibility Specialist assisted in promoting participation in the study. This promotion varied slightly from team to team. For example, one Academic Eligibility Specialist texted their team members notifying them of the study and another made a verbal announcement at a team meeting while another specialist encouraged the students currently sitting in her office to complete the survey. One week after the initial email was sent, a reminder email was sent to further encourage participation. Academic Eligibility Specialists continued to promote participation. Once a student-athlete decided to participate in the study, they clicked on the link provided within the invitation email (Appendix A). This link then took the participant to the informed consent form. If the participant acknowledges that they had read the consent form and agreed to participate, they selected “Yes” and were taken to the survey. Those who did not consent to the study were excluded from the survey. The survey took approximately fifteen minutes to complete.

### **Data Coding & Analyses**

The survey was completed via Qualtrics software. Once the surveys had been completed, the data was downloaded as an excel file and imported into the Statistical Package for the Social Sciences (SPSS) to be analyzed. First, descriptive statistics was conducted. Then, an exploratory analysis and multiple regression were performed to assess the ability of academic motivation and athletic motivation to predict career adaptability. This analysis is further explained in the subsequent chapter.

## Chapter 4

### Analysis of Findings

This study aimed to gain a deeper understanding of the relationship between academic and athletic motivation with career adaptability. The following chapter outlines the descriptive and analytical findings in an attempt to answer the research question, “*How is academic and athletic motivation related to career adaptability in Division I student-athletes?*”.

### Descriptive Findings

Once the survey had been closed, 96 responses had been recorded and downloaded. In filtering out those who left answers blank, a total of 80 viable responses were pulled from the dataset. Of those responses, 23 of them were male and 57 were female. Thirteen of the sixteen sports recorded responses, with spirit squads having the highest participation (18) and track and softball having the lowest (1). The majority of participating student-athletes (86.25%) had a 3.0 or above.

As far as the range of students from underclassmen to upperclassmen, 56% of student-athletes that participated were freshmen and sophomores, and 44% were juniors and beyond. These results are visually represented in Table 1.

Table 1: Descriptive Findings  
(N=80)

Gender:

Male	23
Female	57

Sport:

Women's Basketball	4
Women's Golf	2
Women's Soccer	10
Softball	1
Women's Swim & Dive	4
Women's Tennis	4
Track & Field	1
Volleyball	7
Football	4
Men's Golf	3
Men's Soccer	11
Men's Swim & Dive	3
Spirit Squads	18

Ethnicity:

Asian or Asian American	13.4%
Black or African American	15.46%
Hispanic, Latino, Latina, or Latinx	15.46%
Native Hawaiian or Other Pacific Islander	6.19%
White or Caucasian	45.36%
Another option not listed	4.12%

Cumulative GPA Range:

3.5-4.0	51.25%
3.0-3.49	35%



2.5-2.99	7.5%
----------	------

2.0-2.49	6.25%
----------	-------

Year in School:

Freshman	25
----------	----

Sophomore	20
-----------	----

Junior	12
--------	----

Senior	15
--------	----

5th Year or Beyond	5
--------------------	---

Graduate Student	3
------------------	---

Recruited Status:

Recruited	68.75%
-----------	--------

Walk On	31.25%
---------	--------

Athletic Scholarship:

Yes	66.25%
-----	--------

No	33.75%
----	--------

Full or Partial Scholarship:

Full	67.31%
------	--------

Partial	32.69%
---------	--------

Professional or Olympic Aspirations:

Yes	36.25%
-----	--------

No	42.5%%
----	--------

Unsure	21.25%
--------	--------

Parents' Educational Background:

Attended Some High School	1
High School Graduate	13
Attended Some College	8
College Degree	33
Graduate or Professional Degree	25

SES:

Low-income or Poor	2.5%
Working Class	12.5%
Middle Class	43.75%
Upper-middle Class	37.5%
Wealthy	3.75%

Major:

Anthropology	1	Kinesiology	14
Biology	4	Marketing	2
Business	4	Mechanical Engineering	1
Communications	1	Mathematics	1
Construction Management	1	Nursing	7
Criminal Justice	4	Political Science	1
Economics	2	Psychology	8
Elementary Education	2	Public Administration	2
Exploring	3	Social work	1
Film	1	Sociology	3
Finance	2	Special Education	1
Hospitality	5	Urban Studies	1
Human Services	1	Interdisciplinary	1

While 36% of student-athletes had aspirations of pursuing professional or Olympic careers in their respective sport, 43% did not have plans of doing so, and 21% reported being unsure. 73% of the respondent's reported that their parents obtained a bachelor's degree or above. Less than one percent of the participant's parents did not complete high school. The bulk of participants indicated that they were from either middle or upper-middle class (81.25%). Only 2.5% came from low-income or poor backgrounds, 12.5% from the working class, and 3.75% indicated that they were wealthy.

Table 2: Overall Means for Career Adaptability, Academic Motivation, and Athletic Motivation

<b><u>Career Adaptability</u></b>	<b><u>Range</u></b>	<b><u>Mean</u></b>	<b><u>SD</u></b>
Concern	0-4	2.27	.858
Control	0-4	2.25	.911
Curiosity	0-4	2.46	1.068
Confidence	0-4	2.24	.873
Adaptability Composite	0-4	2.31	.809
<b><u>SAMSAQ</u></b>	<b><u>Range</u></b>	<b><u>Mean</u></b>	<b><u>SD</u></b>
Academic Motivation	0-30	2.91	.425
Athletic Motivation	0-30	2.5	.589

## **Factor Analysis**

In order to determine how the items for academic motivation, athletic motivation and career adaptability could be condensed for further analyses, two factor analyses were performed on both the SAMSAQ and the CAAS. The results of these analyses can be found in Tables 3 and 4.

Similar to the exploratory analyses that have been previously conducted on the SAMSAQ, there were three distinct factors that yielded from the items. There were some slight differences in that the athletic motivation scale in the present study did not yield questions 13 or 17 (It is important for me to do better than other athletes in my sport; I get more satisfaction from earning an “A” in a course toward my major than winning a game in my sport) or questions 1, 5, 11, 17, 18, 21, 23, 25, 26 from the academic motivation scale. Most of the questions that were absent on the academic motivation scale gauge low academic motivation, For example, question 21 states, “I have some doubt about my ability to earn high grades in some of my courses.” The third factor yielding from this factor analysis, career athletic motivation, was not included in Table 4 as it was not a variable that the present study is examining. The first factor, athletic motivation, has an alpha reliability of .844. The second factor, academic motivation, has an alpha reliability of .858. These findings can be found in Table 3.

Table 3:Factor Analysis SAMSAQ

Factor 1: Athletic Motivation (alpha=.844)

I will be able to use the skills I learn in my sport in other areas of my life outside of sports.	<b>.833</b>	-	-
Achieving a high level of performance in my sport is an important goal for me this year	<b>.745</b>	-	-
It is worth the effort to be an exceptional athlete in my sport.	<b>.691</b>	-	-
It is important to me to learn the skills and strategies taught by my coaches.	<b>.690</b>	-	-
The time I spend engaged in my sport is enjoyable to me.	<b>.576</b>	-	-
I am willing to put in the time to be outstanding in my sport.	<b>.513</b>	-	-
I get more satisfaction from winning a game in my sport than from getting an “A” in a course toward my major.	<b>.400</b>	-	-

Factor 2: Academic Motivation (alpha=.858)

It is important for me to learn what is taught in my courses.	-	<b>.862</b>	-
I will be able to use what is taught in my courses in different aspects of my life outside of school.	-	<b>.824</b>	-
The content of most of my courses is interesting to me.	-	<b>.789</b>	-
I chose (or will choose) my major because it is something I am interested in as a career.	-	<b>.609</b>	-
I am willing to put in the time to earn excellent grades in my courses.	-	<b>.561</b>	-
The most important reason why I am in school is to earn a degree.	-	<b>.513</b>	-

To explore the factorial structure of the career adaptability scale, all 24 items of the instrument were subjected to a factor analysis. As expected, four distinct factors yielded from the questionnaire representing the constructs of concern, control, curiosity and confidence. These findings are presented in Table 4.

Table 4: Factor Analysis CAAS

Factor 1: Concern (alpha=.81)				
Thinking about what my future will be like	-	<b>.635</b>	-	.482
Realizing that today's choices shape my future	-	<b>.363</b>	-	-
Preparing for the future	-	<b>.647</b>	-	.346
Becoming aware of the educational and vocational choices that I must make	-	<b>.793</b>	-	-
Planning how to achieve my goals	-	<b>.766</b>	-	-
Concerned about my career	-	<b>.372</b>	-	-
Factor 2: Control (alpha=.867)				
Keeping upbeat	-	-	-	<b>.424</b>
Making decisions by myself	-	-	-	<b>.809</b>
Taking responsibility for my actions	-	.349	-	<b>.725</b>
Sticking up for my beliefs	.553	-	-	<b>.619</b>
Counting on myself	.341	.364	-	<b>.516</b>
Doing what's right for me	-	-	-	<b>.314</b>
Factor 3: Curiosity (alpha=.906)				
Exploring my surroundings	<b>.533</b>	.390	-	-
Looking for opportunities to grow	<b>.714</b>	.346	.320	-

Investigating options before making a choice	<b>.603</b>	-	.321	-
Observing different ways of doing things	<b>.664</b>	-	-	.483
Probing deeply into questions that I have	<b>.810</b>	-	-	-
Becoming curious about new opportunities	<b>.718</b>	-	.356	-
Factor 4: Confidence (alpha=.918)				
Performing tasks efficiently	.503	-	<b>.525</b>	-
Taking care to do things well	-	-	<b>.713</b>	-
Learning new skills	.329	.397	<b>.750</b>	-
Working up to my ability	.395	.310	<b>.700</b>	-
Overcoming obstacles	-	-	<b>.694</b>	.427
Solving problems	-	-	<b>.627</b>	.476

## Regression

To gain an awareness of the associations between academic and athletic motivation with career adaptability, a total of five regression analyses were performed in order to evaluate each of the domains of career adaptability in addition to the composite score. The results indicated that overall, there are statistically significant relationships between athletic and academic motivation with career adaptability.

Student-athletes who are considered to be motivated academically report higher levels of concern over their future careers, whereas student-athletes who have high levels of athletic motivation did not yield such findings. Interestingly, those with high levels of academic

motivation did not indicate a sense of control in planning for their careers while those who reported as being athletically motivated were more likely to report higher levels of control over their career. Both athletically motivated and academically motivated student-athletes were found to believe in their ability to implement future career decisions (confidence) and be active in seeking out information about potential work roles and scenarios (curiosity). Academic motivation and athletic motivation were also found to be predictive of the overall composite of career adaptability. These findings are represented in Table 5.

Table 5: Regression of Career Adaptability on Academic and Athletic Motivation (standardized coefficients)

	Athletic Motivation	Academic Motivation	R <sup>2</sup>	Adjusted R <sup>2</sup>
Concern	.127	.466**	.242	.222
Control	.345*	.192	.166	.144
Curiosity	.352*	.227*	.187	.166
Confidence	.389**	.321*	.274	.255
Adaptability	.351**	.338*	.255	.236

Significant Levels: \*p<.05, \*\*p<.01, \*\*\*p<.001



## Chapter 5

### Discussion

Historically, there have been many concerns surrounding college athletics, student-athletes, and their personal and academic development. These concerns have led to ample research examining student-athletes' academic and personal development. As a result, the NCAA and universities themselves have pivoted in reforming their policies to promote this kind of development. While there have been many studies dedicated to student-athletes academic development, very few studies have focused on the career development of student-athletes. Many student-athletes find the transition of graduating college and entering the next phase of their life to be extremely difficult to navigate. Student -athletes are expected to participate in practice, strength and conditioning, team meetings, and cross-country travel, all while attending class, completing assignments and excelling in coursework. This can leave little to no time to engage in research opportunities, student organizations or career exploration. This study served to contribute to the field of career development among student-athletes by examining the relationship athletic and academic motivation has with career adaptability.

The findings of this study are consistent with those of Shultz (2017) in suggesting that academic motivation and athletic motivation are positively related to career adaptability. The finding that athletic motivation is positively related to career adaptability is notable in that many of the researchers who have previously studied career development within college athletes have accredited an over-commitment to the athletic role as a result of lower levels of career development (Adler & Adler, 1991; Brown, Glasterrer-Fender, & Shelton, 2000; Finch, 2009; Hook, 2012; Mahoney, 2011). This finding continues to strengthen the belief that motivation

towards athletics isn't suggestive of a deficiency in the ability to learn the skills and competencies necessary to navigate work responsibilities and transitions over one's lifespan.

Another interesting finding was the distribution of majors among the student-athletes that participated in this study. As previously mentioned in the literature review, academic clustering, the "grouping or clustering of a disproportionate percentage of athletes into selected majors when compared to the overall university percentage in the same major" (Case, Greer, & Brown, 1987) is a phenomena found within college athletics. Previously conducted research on career adaptability among student-athletes has rarely taken a close look at the participants' majors. While the sample size of this institution was small, there were many majors represented in the study ranging from nursing and business administration to psychology and mechanical engineering. Perhaps the student-athletes within this study had a greater sense of educational identity due to the fact that they were pursuing a major that they had a strong educational interest in.

### **Implications**

The relationship between academic motivation and academic achievement, as it pertains to student-athletes, has been well supported in research endeavors. However, there is very little literature that explores its relationship with other constructs such as career adaptability. This study provides further support in demonstrating that a relationship exists between academic motivation and career adaptability. Continuing to explore the relationship between academic motivation and other educational goals and concepts, could inform more robust understanding of student athlete development.

Athletic departments employ various specialists to support student athletes in their academic, personal, and athletic development throughout their college tenure. While there are limitations to this study, the findings are consistent with the modest amount of studies that have been conducted on student-athlete motivation and career adaptability. The results of this study suggest that there are non traditional ways of increasing career adaptability outside of specific programming. Those who work with student-athletes within the academic space could assess student-athletes' academic motivation and take actionable measures to increase this motivation should deficiencies be found.

Although the NCAA requires that universities provide programming regarding career and personal development, there are not any specific requirements in which institutions are held to. Without such requirements, universities are free to implement whatever programming they see fit. While the NCAA has addressed many academic related expectations, a growing body of research on student-athletes' career adaptability should prompt more clear informed guidance in the kinds of programming to be implemented within athletic departments.

### **Limitations and Future Directions**

There are several limitations that should be considered when interpreting the results of the current study. One of the greatest limitations being the small sample size and the lack of representation from revenue generating sports like football and basketball. While the sample size in its entirety allowed for an overall analysis, it didn't allow for any intersectional analyses. This limited the ability to gain a more complex understanding of the relationship between academic and athletic motivation with career adaptability on a multitude of factors.

Spirit squads were one of the highest participating sports within the study and while the athletic department at the participating institution includes the spirit squads in their total number of student-athletes they serve, spirit squads are not considered a Division I sport sanctioned by NCAA. This may have skewed the results and may not be fully representative of the traditional student-athlete who is governed by the NCAA.

Although the study was endorsed by academic support specialists, it was difficult to recruit student-athletes. A much smaller collection of surveys were completed than the original goal. This could have been a result of many factors. Perhaps the largest factor was the timeframe that the survey itself was distributed being right before finals. Many students had already left for the semester or were studying and did not have the ability to spend the time completing a survey. It is also possible that those who did choose to participate have a greater interest in academic pursuits which could be the reason that the majority of participants were high achieving with over 85% having a GPA over a 3.0. It is difficult to know if this sample is a true representation of the athletic department. Additionally, the present study was conducted at one institution and therefore, generalizing findings should be done with caution.

An unexpected finding of this study was the positive relationship that athletic motivation had with career adaptability. When one takes into consideration all of the character traits and skills necessary in order to be successful within a sports arena, this result is not surprising. There were a significant number of student-athletes within the study who reported a desire to continue on professionally. It is possible that their high levels of career adaptability were a reflection of their desire to continue to compete at a higher level. Interestingly, the NCAA recently passed a policy allowing student-athletes to have the ability to profit from their name, image, and

likeness. This newfound freedom may have inspired students who are more athletically motivated to become more in tune with the future of their careers in managing the business of their name, image, and likeness deals. Future research should include an examination of those profiting from name, image, and likeness in order to gain a deeper understanding of athletic motivation and its relationship to career adaptability.

# Appendix A: IRB Exemption

UNLV-2021-170 - Initial: Initial - Exempt ✔ ⌵ ⌵

ds-not-reply@casuse.com  
to me, rebecca.nathanson

Fri, Nov 19, 2021, 9:35 AM



ORI-HS, Exempt Review  
Exempt Notice

DATE: November 19, 2021

TO: Rebecca Nathanson  
FROM: Office of Research Integrity - Human Subjects

PROTOCOL TITLE: UNLV-2021-170 STUDENT-ATHLETES' CAREER ADAPTABILITY, ACADEMIC MOTIVATION AND ATHLETIC MOTIVATION  
SUBMISSION TYPE: Initial

ACTION: Exempt  
REVIEW DATE: November 19, 2021  
NEXT REPORT DUE: December 31, 2022  
REVIEW TYPE: EXEMPT

REVIEW CATEGORY: Category 2 (i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).  
Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.

This memorandum is notification that the protocol referenced above has been reviewed as indicated in Federal regulatory statutes 45 CFR 46 and deemed exempt under Category 2 (i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).  
Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.

**PLEASE NOTE:**

Upon final determination of exempt status, the research team is responsible for conducting the research as stated in the exempt application reviewed by the ORI - HS, which shall include using the most recently submitted Informed Consent/Assent and recruitment materials.

If your project involves paying research participants, it is recommended to contact [HSComp@unlv.edu](mailto:HSComp@unlv.edu) to ensure compliance with the Policy for Incentives for Human Research Subjects.

Any changes to the application may cause this study to require a different level of review. Should there be any change to the study, it will be necessary to submit a **Modification** request for review. No changes may be made to the existing study until modifications have been approved/acknowledged.

All **unanticipated problems** involving risk to subjects or others, and/or **serious and unexpected adverse events** must be reported promptly to this office.

Any **non-compliance issues** or **complaints** regarding this protocol must be reported promptly to this office.

Please remember that all approvals regarding this research must be sought prior to initiation of this study (e.g., IBC, COI, Export Control, OSP, Radiation Safety, Clinical Trials Office, etc.).

If you have questions, please contact the Office of Research Integrity - Human Subjects at [IRB@unlv.edu](mailto:IRB@unlv.edu) or call 702-895-2794. Please include your study title and study ID in all correspondence.

Office of Research Integrity - Human Subjects  
4505 Maryland Parkway, Box 451017, Las Vegas, Nevada 89154-1047  
(702) 895-2794 FAX: (702) 895-8805 [IRB@unlv.edu](mailto:IRB@unlv.edu)

## Appendix B: Email Invitation

From: alex.petrolia@unlv.edu  
To: Student-Athletes  
Subject: Understanding Career Adaptability for Student-Athletes

Dear (Student-Athlete Name),

I hope this email finds you well! I am writing to kindly request your participation in a research study that I am conducting within the Educational Psychology Master's program here at UNLV under the supervision of Dr. Rebecca Nathanson. The study is specifically examining career adaptability, athletic motivation, and academic motivation within Division I student-athletes.

Speaking from both my personal experience as a student-athlete and the experiences that has been shared with me through teammates, friends and the students I have served -- many of us have felt a lot of uncertainty of what life looked like after sports were over. Many of us didn't know what we wanted to do next. It is my hope that through research, we are able to identify ways that we can best serve the next generation of student-athletes in making those transitions into "real-life" after sport.

If you would be interested in participating, you would simply need to complete a survey online. The survey itself involves general demographic information and two questionnaires: Student Athletes' Motivation Toward Sports and Academics (SAMSAQ) and the Career Adapt-Abilities Scale (CAAS). The survey will take roughly 15 minutes to complete.

Information gathered will be kept completely confidential. While you will not be asked to provide information that is directly identifiable (i.e. your name/contact information), you will be asked to provide information that may be indirectly identifiable (i.e. your sport, year in school). You may withdraw from the study at any time.

If you would like to participate in the study, please click on the link below in order to acknowledge your consent and interest in participating in the study. Once you select "Yes", you will be taken to the survey itself. (LINK HERE)

Thank you for your time and participation!

Best,  
Alex Petrolia

## Appendix C: Informed Consent and Quantitative Instruments

### STUDENT-ATHLETES' CAREER ADAPTABILITY, ACADEMIC MOTIVATION AND ATHLETIC MOTIVATION

---

Start of Block: Informed Consent

**Department of Educational Psychology and Higher Education**

**TITLE OF STUDY: STUDENT-ATHLETES' CAREER ADAPTABILITY, ACADEMIC MOTIVATION AND ATHLETIC MOTIVATION**

**INVESTIGATOR(S):**

Student Investigator: Alexandria N. Petrolia

Faculty Advisor: Rebecca Nathanson, Ph.D.

For questions or concerns about the study, you may contact Alex Petrolia at 702-895-4288 or alex.petrolia@unlv.edu 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 of Research Integrity – Human Subjects at 702-895-2794, toll free at 888-5812794, or via email at IRB@unlv.edu.

**Purpose of the Study**

You are invited to participate in a research study. The purpose of this study is to examine the relationship between athletic career motivation, athletic motivation, and academic motivation to the skills necessary to navigate work responsibilities in career adaptability.

**Participants**

You are being asked to participate in the study because you fit this criteria: Division I student-athletes enrolled at the University of Nevada Las Vegas.

**Procedures**

If you volunteer to participate in this study, you will be asked to complete a brief survey consisting of 55 questions. Participating in this study will take 15-20 minutes. Upon accepting the terms of this consent page, you will be taken to the Student-Athlete Motivation Toward Sport and Academics questions followed by the Career Adapt-Abilities questions. After reporting this information, you will be asked demographic information to include your gender/sex, race/ethnicity, sport, year in school, cumulative GPA, socioeconomic background, parents'



educational background, athletic scholarship status, recruited athlete status, aspiration of competition in either a professional, and Olympic or world level after college. While you will not be asked any questions that directly disclose your identity, there are some questions (i.e. sport, year, etc) that might be indirectly identifiable. This survey data will be stripped of identifying information and a unique ID number will be assigned to each participant.

### **Benefits of Participation**

There may be direct benefits to you as a participant in this study. For instance, completing the survey might cause a self-reflection that results in positive action towards building career adaptive skills and increases your motivation academically. While there is the possibility that participation might not lead to direct benefits, your participation will assist in gaining a better understanding of the relationships between academic/athletic motivation and career adaptability. This may be beneficial to future generations of student-athletes.

### **Risks of Participation**

There are risks involved in all research studies. This study may include only minimal risks. You might feel anxious or vulnerable throughout the self examination of your thoughts and feelings towards academics, athletics, and career skills.

### **Cost /Compensation**

There will not be a financial cost to you to participate in this study. The study will take 15-20 minutes of your time. You will not be compensated for your time.

### **Confidentiality**

All information gathered in this study will be kept as confidential as possible. 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 7 years after completion of the study. After the storage time the information gathered will be destroyed.

### **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 affecting your relations with UNLV. You are encouraged to ask questions about this study at the beginning or any time during the research study.

### **Participant Consent**

I have read the above information and agree to participate in this study. I have been able to ask questions about the research study. I am at least 18 years of age. A copy of this form has been given to me.

Participant Consent: By choosing "Yes", I acknowledge that I have read the above information and agree to participate in this study.

Yes (1)

No (2)

*Skip To: End of Survey If Participant Consent: By choosing "Yes", I acknowledge that I have read the above information and... = No*

**End of Block: Informed Consent**

**Start of Block: Student-Athlete Motivation toward Sport and Academics Questionnaire (SAMSAQ)**

Read each statement carefully. Indicate the extent to which you agree with each statement by circling the option that most closely relates to your personal thoughts, feelings and experiences.

	Very Strongly Agree (1)	Strongly Agree (2)	Agree (3)	Disagree (4)	Strongly Disagree (5)	Very Strongly Disagree (6)
I am confident that I can achieve a high grade point average this year (3.0 or above). (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving a high level of performance in my sport is an important goal for me this year. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to learn what is taught in my courses. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to put in the time to earn excellent grades in my courses. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The most important reason why I am in school is to play my sport. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of work required in my courses interferes with my athletic goals. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to use what is taught in my courses in different aspects of my life outside of school. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chose to play my sport because it is something that I am interested in as a career. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have some doubt about my ability to be a star athlete on my team. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chose (or will choose) my major because it is something I am interested in as a career. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earning a high grade point average (3.0 or above) is not an important goal for me this year. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to learn the skills and strategies taught by my coaches. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to do better than other athletes in my sport. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time I spend engaged in my sport is enjoyable to me. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is worth the effort to be an exceptional athlete in my sport. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in my sport interferes with my progress towards earning a college degree. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get more satisfaction from earning an "A" in a course toward my major than winning a game in my sport. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the years I compete in my sport, completing a college degree is not a goal for me. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can be a star performer on my team this year. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My goal is to make it to the professional level or the Olympics in my sport. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have some doubts about my ability to earn high grades in some of my courses. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can make it to an elite level in my sport (Professional/Olympics). (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am confident that I can earn a college degree. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to use the skills I learn in my sport in other areas of my life outside of sports. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get more satisfaction from winning a game in my sport than from getting an "A" in a course toward my major. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is not important for me to perform better than other students in my courses. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to put in the time to be outstanding in my sport. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of most of my courses is interesting to me. (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The most important reason why I am in school is to earn a degree. (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is not worth the effort to earn excellent grades in my courses. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**End of Block: Student-Athlete Motivation toward Sport and Academics Questionnaire (SAMSAQ)**

**Start of Block: Career Adapt-Abilities Scale (CAAS)**

Different people use different strengths to build their careers. No one is good at everything, each of us emphasizes some strengths more than others. Please rate how strongly you have developed each of the following abilities using the scale below.

	Strongest (1)	Very Strong (2)	Strong (3)	Somewhat Strong (4)	Somewhat Strong (5)	Not Strong (6)
Thinking about what future will be like (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realizing that today's choices shape my future (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for the future (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming aware of the educational and vocational choices that I must make (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Planning how to achieve my goals (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerned about my career (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping upbeat (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making decisions by myself (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking responsibility for my actions (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sticking up for my beliefs (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counting on myself (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing what's right for me (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exploring my surroundings (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looking for opportunities to grow (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigating options before making a choice (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observing different ways of doing things (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Probing deeply into questions that I have (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming curious about new opportunities (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing tasks efficiently (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking care to do things well (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning new skills (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working up to my ability (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overcoming obstacles (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving Problems (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Career Adapt-Abilities Scale (CAAS)

---

Start of Block: Demographic Information

What sport do you participate in?

▼ Women's Basketball (1) ... Spirit Squads (17)

---

Gender/Sex?

Male (1)

Female (2)

Non-binary / third gender (3)

Prefer not to say (4)

---

Cumulative GPA range:

- 3.5-4.0 (1)
  - 3.0-3.49 (2)
  - 2.5-2.99 (3)
  - 2.0-2.49 (4)
  - 1.5-1.99 (5)
  - 1.0-1.49 (6)
  - Below 1.0 (7)
- 

What is your year in school?

- Freshman (1)
  - Sophomore (2)
  - Junior (3)
  - Senior (4)
  - 5th year senior or beyond (5)
  - Graduate student (6)
-

Were you recruited to play your sport or are you a walk on?

Recruited (1)

Walk On (2)

---

Do you currently receive an athletic scholarship?

Yes (1)

No (2)

---

If you receive an athletic scholarship, is it a full or partial athletic scholarship?

Full (1)

Partial (2)

N/A (3)

---

Do you plan on continuing to pursue a career in your sport at the professional or Olympic level after college?

Yes (1)

No (2)

---



What is the highest level of education that your parents/guardians completed?

- Attended high school but did not graduate (1)
  - High school graduate (2)
  - Attended college but did not graduate (3)
  - College degree (4)
  - Graduate or professional degree (5)
- 

How would you describe your socioeconomic background?

- Low-income or poor (1)
- Working-class (2)
- Middle-class (3)
- Upper-middle class (4)
- Wealthy (5)

**End of Block: Demographic Information**

---

### Appendix D: Distribution of Responses

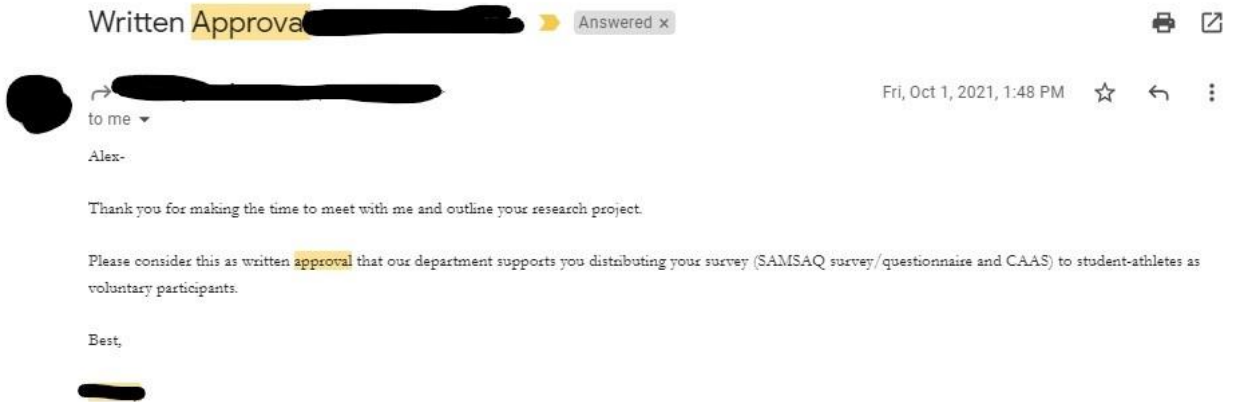
<i>Career Adaptability Scale (CAAS)</i>	1	2	3	4	5	6
Thinking about what future will be like	33.8%	22.5%	26.3%	13.8%	2.5%	1.3%
Realizing that today's choices shape my future	37.5%	32.5%	22.5%	6.3%	0%	1.3%
Preparing for the future	35%	26.3%	26.3%	5.0%	3.8%	2.5%
Becoming aware of the educational and vocational choices that I must make	25%	30%	31.3%	10%	2.5%	1.3%
Planning how to achieve my goals	36.3%	27.5%	26.3%	5%	2.5%	2.5%
Concerned about my career	28.7%	27.5%	18.8%	16.3%	3.8%	5%
Keeping upbeat	20%	25%	31.3%	15%	1.3%	7.5%
Making decisions by myself	31.3%	30%	20%	15%	2.5%	1.3%
Taking responsibility for my actions	40%	32.5%	22.5%	3.8%	1.3%	0%
Sticking up for my beliefs	1.3%	41.3%	26.3%	21.3%	8.8%	1.3%
Counting on myself	40%	21.3%	26.3%	8.8%	3.8%	0%
Doing what's right for me	32.5%	28.7%	20%	12.5%	2.5%	3.8%
Exploring my surroundings	23.8%	26.3%	26.3%	16.3%	2.5%	5%
Looking for opportunities to grow	1.3%	31.3%	18.8%	13.8%	3.8%	0%
Investigating options before making a choice	1.3%	35%	23.8%	28.7%	5%	1.3%
Observing different ways of doing things	27.5%	23.8	33.8%	5%	5%	1.3%
Probing deeply into questions that I have	27.5%	23.8%	33.8%	5%	5%	3.8%

Becoming curious about new opportunities	18.8%	16.3%	36.3%	16.3%	6.3%	5%
Becoming curious about new opportunities	26.3%	31.3%	28.7%	8.8%	3.8%	0%
Performing tasks efficiently	26.3%	33.8%	30%	6.3%	1.3%	0%
Taking care to do things well	21.3%	35%	33.8%	6.3%	1.3%	1.3%
Learning new skills	23.8%	33.8%	32.5%	50%	2.5%	1.3%
Working up to my ability	30%	28.7%	27.5%	10%	2.5%	0%
Overcoming obstacles	26.3%	33.8%	30%	6.3%	1.3%	0%
<i>Student Athletes Motivation toward Sports and Academics Questionnaire (SAMSAQ)</i>	1	2	3	4	5	6
I am confident that I can achieve a high grade point average this year (3.0 or above)	56.6%	13.3%	20.5%	7.2%	1.2%	1.2%
Achieving a high level of performance in my sport is an important goal for me this year.	74.7%	15.7%	9.6%	0%	0%	0%
It is important for me to learn what is taught in my courses	41%	36%	21.7%	0%	0%	1.2%
I am willing to put in the time to earn excellent grades in my courses.	38.6%	37.3%	20.5%	2.4%	1.2%	0%
The most important reason why I am in school is to play my sport.	19.3%	16.9%	22.9%	27.7%	8.4%	4.8%
The amount of work required in my courses interferes with my athletic goals.	7.2%	9.6%	22.9%	50.6%	6.0%	3.6%

I will be able to use what is taught in my courses in different aspects of my life outside of school.	26.5%	26.5%	39.8%	3.6%	0%	3.6%
I chose to play my sport because it is something that I am interested in as a career.	27.7%	7.2%	21.7%	34.9%	3.6%	4.8%
I have some doubt about my ability to be a star athlete on my team.	7.2%	6.0%	25.3%	31.3%	14.5%	15.7%
I chose (or will choose) my major because it is something I am interested in as a career.	48.2%	21.7%	20.5%	7.2%	2.4%	0%
Earning a high grade point average (3.0 or above) is not an important goal for me this year.	15.7%	3.6%	6.0%	26.5%	16.9%	31.3%
It is important to me to learn the skills and strategies taught by my coaches.	39.8%	21.5%	25.3%	1.2%	0%	0%
It is important for me to do better than other athletes in my sport.	32.5%	20.5%	31.3%	13.3%	1.2%	1.2%
The time I spend engaged in my sport is enjoyable to me.	36.1%	24.1%	31.3%	4.8%	3.6%	0%
It is worth the effort to be an exceptional athlete in my sport.	39.8%	28.9%	26.5%	4.8%	0%	0%
Participation in my sport interferes with my progress towards earning a college degree.	6.0%	4.8%	22.9%	50.6%	13.3%	2.4%
I get more satisfaction from earning an "A" in a course toward my major than winning a game in my sport.	8.4%	13.3%	22.9%	36.1%	12%	7.2%
During the years I compete in my sport, completing a college degree is not a goal for me.	1.2%	4.8%	4.8%	31.3%	19.3%	38.6%

I am confident that I can be a star performer on my team this year.	26.5%	21.7%	36.1%	14.5%	0%	1.2%
My goal is to make it to the professional level or the Olympics in my sport.	21.7%	9.6%	16.9%	30.1%	6.0%	15.7%
I have some doubts about my ability to earn high grades in some of my courses	4.8%	10.8%	27.7%	32.5%	10.8%	13.3%
I am confident that I can make it to an elite level in my sport (Professional/Olympics).	19.3%	14.5%	25.3%	20.5%	7.2%	13.3%
I am confident that I can earn a college degree.	67.5%	20.5%	12%	0%	0%	0%
I will be able to use the skills I learn in my sport in other areas of my life outside of sports.	61.4%	18.1%	19.3%	1.2%	0%	0%
I get more satisfaction from winning a game in my sport than from getting an “A” in a course toward my major.	14.5%	15.7%	26.5%	32.5%	8.4%	2.4%
It is not important for me to perform better than other students in my courses.	8.4%	8.4%	26.5%	44.6%	1.2%	10.8%
I am willing to put in the time to be outstanding in my sport.	39.8%	31.3%	26.5%	2.4%	0%	0%
The content of most of my courses is interesting to me.	20.5%	19.3%	42.2%	12%	3.6%	2.4%
The most important reason why I am in school is to earn a degree.	41.0%	10.8%	38.6%	6%	1.2%	2.4%
It is not worth the effort to earn excellent grades in my courses.	1.2%	6.0%	7.2%	25.3%	28.9%	31.3%

## Appendix E: Athletic Department Permission



## References

- Adler, P., & Adler, P. A. (1987). Role conflict and identity salience: College athletics and the academic role. *The Social Science Journal*, 24, 443-455.
- Adler, P. A., & Adler, P. (1991). *Backboards and blackboards: Colleges and role engulfment*. New York: Columbia University Press.
- Beron, K. J., & Piquero, A. R. (2016). Studying the determinants of student-athlete grade point average: The roles of identity, context, and academic interests. *Social Science Quarterly*, 97(2), 142-160
- Smith, R. K. (2000). brief history of the national collegiate athletic association's role in regulating intercollegiate athletics. *Marquette Sports Law Review*, 11(1), 9-22.
- Calhoun, V. A. (2012). *Division I student athletes and the experience of academic clustering*. (Doctoral dissertation). Retrieved from ProQuest, UMI Dissertations Publishing.
- Carter, C. M. (2012). *Academic and athletic motivation as predictors of academic performance of Division I college student-athletes*. (Doctoral dissertation). Retrieved from ProQuest, UMI Dissertations Publishing. (Accession Order No. 3508065).
- Case, B., Greer, S., & Brown, J. (1987). Academic clustering in athletics: Myth or reality. *Arena Review*, 77(2), 48-56
- Chickering, A. W., & Reisser, L. (1993). *Education and identity*. San Francisco: JosseyBass.
- Covell, D., & Barr, C. A. (2001). Ties that bind: Presidential involvement with the development of NCAA Division I initial eligibility legislation. *Journal of Higher Education*, 72(4), 415-452.
- Crites, J. O. (1978). *Career maturity inventory administration and use manual*. Monterey, CA:

CTB/McGraw Hill.

Falla, J. (1981). *The NCAA: The voice of college sports*. Mission, KN: NCAA Publishing.

Fountain, J. J., & Finley, P. S. (2011). Academic majors of upperclassmen football players in the Atlantic Coast Conference: An analysis of academic clustering comparing white and minority players. *Journal of Issues in Intercollegiate Athletics*, 2(1), 1-13.

Foster, S., & Huml, M. R. (2017). The relationship between athletic identity and academic major chosen by student-athletes. *International Journal of Exercise Science*, 70(6), 915-925.

Gaston-Gayles, J. L. (2004). Examining academic and athletic motivation among student athletes at a Division I university. *Journal of College Student Development*, 45(1), 75-83.

Killebrew, T. M. (2020). *When you can't major in athletics: The effects of academic clustering on student-athlete outcomes* (Order No. 28288998). Available from ProQuest One Academic. (2468691011). Retrieved from <http://ezproxy.library.unlv.edu/login?url=https://www-proquest-com.ezproxy.library.unlv.edu/dissertations-theses/when-you-cant-major-athletics-effects-academic/docview/2468691011/se-2?accountid=3611>

Letawsky Shultz, N. (2017). *Crossing the Finish Line: Career Adaptability and its Relationship to Athletic Identity, Academic Motivation, and Role Conflict for Division I Student-Athletes*. ProQuest Dissertations Publishing.

McQuown Linnemeyer, R., & Brown, C. (2010). Career maturity and foreclosure in student athletes, fine arts students, and general college students. *Journal of Career Development*, 37(3), 616-634.

Murphy, G., Petitpas, A., & Brewer, B. (1996). Identity foreclosure, athletic identity, and career



- maturity in intercollegiate athletes. *The Sport Psychologist*, 10, 239–246.
- Navarro, K. M. (2014). A conceptual model of Division I student-athletes' career construction processes. *College Student Affairs Journal*, 32(1), 219-235.
- Navarro, K. M. (2015). An examination of the alignment of student-athletes' undergraduate major choices and career field aspirations in life after sports. *Journal of College Student Development*, 56(4), 364-379.
- Nichols, Marissa Katherine, "An Examination of Differences in Division I FBS Student-Athlete Academic and Athletic Performance" (2017). UNLV Theses, Dissertations, Professional Papers, and Capstones. 3018.  
<http://dx.doi.org/10.34917/10986097>
- Oriard, M. (2012). NCAA Academic Reform: History, Context and Challenges. *Journal of Intercollegiate Sport*, 5(1), 4–18.
- Savage, H.J., et al, (1929), American college athletics. New York: Carnegie Foundation
- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, lifespan theory. *Career Development Quarterly*, 45, 247-259.
- Savickas, M. L. (2005). The theory and practice of career construction. In S.D. Brown & R.W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42-70). Hoboken, NJ: John Wiley & Sons, Inc.
- Savickas, M.L., & Porfeli, E.J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80, 661–673.
- Sedlacek, W. E., & Adams-Gaston, J. (1992). Predicting the academic success of student athletes

- using SAT and noncognitive variables. *Journal of Counseling and Development*, 70, 724-727.
- Simons, H. D., Van Rheenen, D., & Covington, M. V. (1999). Academic motivation and the student athlete. *Journal of College Student Development*, 40, 151-162.
- Simons, H. D., & Van Rheenen, D. (2000). Noncognitive predictors of student athletes' academic performance. *Journal of College Reading and Learning*, 30, 167-181.
- Smallman, E. & Sowa, C. J. (1996). Career maturity levels of male intercollegiate varsity athletes. *The Career Development Quarterly*, 44, 269-277.
- Solberg, P. A., & Halvari, H. (2009). Perceived autonomy support, personal goal content, and emotional well-being among elite athletes : mediating effect of autonomous reasons for goals.
- Sowa, C., & Gressard, C. (1983). Athletic participation – Its relationship to student development. *Journal of College Student Personnel*, 24, 236-239
- Super, D. E. (1957). *The psychology of careers*. New York: Harper and Row.
- Tyrance, S.C., Harris, H.L., & Post, P.B. (2013). Predicting Positive Career Planning Attitudes Among NCAA Division I College Student-Athletes. *Journal of Clinical Sport Psychology*, 7, 22-40.

## Curriculum Vitae

**CONTACT: alexpetrolia@gmail.com**

### **EDUCATION**

**University of Nevada Las Vegas**

May 2022

- Master of Science Educational Psychology

*Las Vegas, NV*

**Stony Brook University**

May 2017

- Bachelor of Arts in Psychology

*Stony Brook, NY*

### **RELEVANT EXPERIENCE**

**Admission Counselor**

August 2018-August 2021

*UNLV Office of Admissions*

*Las Vegas, NV*

- Effectively manage and track 1800+ applicants via (Salesforce and Peoplesoft) platforms
- Implement marketing plans and independently organize recruitment activities to reach enrollment goals
- Convey complex information about admission requirements, academic requirements, financial aid, and state policies to a wide audience that includes parents, teachers, counselors, high school principals, and other relevant parties
- Utilize individual knowledge of territories and stay abreast of population and policy changes that occur.
- Provide the University with information about target populations, such as admission barriers and input of scholarship policies
- Develop effective working relationships with a wide range of faculty/staff and general public to obtain information on which decisions or other actions can be based.
- Continuously update and maintain rapport with high school counselors and wrap-around support services
- Manage fiscal year budget and agenda for travel territories
- Conduct geo-market research for designated recruitment territory
- Serve as a financial aid representative on the FAS Triage Team

**Academic Mentor**

September 2017-August 2018

*UCLA Athletic Department*

*Los Angeles, CA*

- Conducted weekly individual academic support meetings with assigned caseload of 12+ student-athletes in the sports of Basketball, Football, and Beach Volleyball
- Communicated regularly with learning specialists, academic counselors, and academic coordinators regarding the academic progress of assigned student-athletes
- Review daily peer-learning session evaluations and proactively address academic needs
- Create and monitor quarterly Individual Learning Profiles on caseload to document academic progress and recommend strategies for growth
- Knowledge of effective learning strategies, motivational interviewing, & learning skill development
- Recommend on-campus resources such as Peer Learning, Undergraduate Writing Center, History Writing Center, Career Center, and Counseling and Psychological Services as seen fit

- Participate in quarterly program planning providing assistance in thoughtful course selection
- Exercise sound judgment handling sensitive and confidential information with discretion according to FERPA guidelines
- Working knowledge of NCAA rules & regulations

**Life Skills Intern**

September 2016-June 2017

*Stony Brook University*

*Stony Brook, NY*

- Gained an understanding of Student Development Theory as it pertains to the Division I student-athlete experience
- Served as a Teaching Assistant to the SBU Student-Athlete Seminar for first year & transfer student-athletes
- Aided in the development of the Welcome Series Packet Newsletter
- Interviewed various members of the Athletic Department in orchestrating informational letters to incoming student-athletes
- Responsible for organizing and scheduling volunteer work of 16 sports with the Food Pantry on campus

**OTHER EXPERIENCE**

**NCAA Division I Softball Student-Athlete**

August 2013-May 2017

*Stony Brook University & UNLV*

*Stony Brook, NY & Las Vegas, NV*

- Scholarship Athlete
- Committed 40+ hours per week to skill work, practice, weight training, and meetings
- Accustomed to performing in high pressure situations, goal oriented, and internally motivated