

2012

A Balancing Act: Division III Student-Athletes Time Demands and Life Roles

Daniel R. Hoover Jr.
College of William & Mary - School of Education

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Higher Education Commons](#), and the [Higher Education Administration Commons](#)

Recommended Citation

Hoover, Daniel R. Jr., "A Balancing Act: Division III Student-Athletes Time Demands and Life Roles" (2012). *Dissertations, Theses, and Masters Projects*. William & Mary. Paper 1539618271.
<https://dx.doi.org/doi:10.25774/w4-p6nc-pa80>

This Dissertation is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact scholarworks@wm.edu.

**A Balancing Act: Division III Student-Athletes
Time Demands and Life Roles**

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Daniel R. Hoover Jr.

April 2012

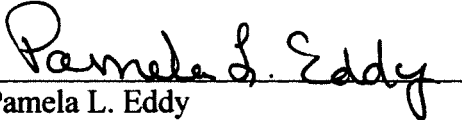
A Balancing Act: Division III Student-Athletes

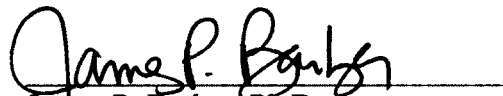
Time Demands and Life Roles

by

Daniel R. Hoover Jr.

Approved April 2012 by


Pamela L. Eddy
Chairperson of Doctoral Committee


James P. Barber, Ph.D.

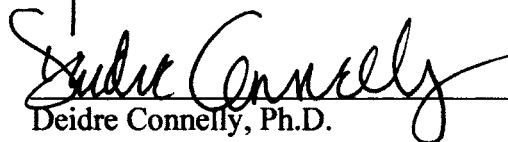

Deidre Connelly, Ph.D.

Table of Contents

Acknowledgement	vi
Abstract	viii
List of Tables and Figures.....	x
CHAPTER 1 Introduction.....	1
Problem Statement	4
Statement of Purpose and Research Questions.....	6
Research Design and Methods Overview	7
Researcher Perspectives and Assumptions	9
Significance and Practical Application to the Field and to the NCAA.....	10
Limitations and Delimitations.....	11
Definition of Key Terminology	11
CHAPTER 2 Review of the Litertature	14
National Collegiate Athletic Association (NCAA).....	15
Scope of NCAA	16
Divisions	17
Division I	17
Division II	17
Division III.....	17
Standards of the NCAA	18
Characteristics of Student-Athletes.....	19
A Focus on Division III	21
Theories Regarding Borders and Boundaries	23
Boundary Theory	23
Border Theory.....	24
Identity and Multiple Dimensions	26
Role Identity and Salience	28
Athletic Identity	29
Role Strain	30
Elite Athletes.....	31
Role Accumulation	32
Transition Difficulties Associated with Student-Athletes	33
Managing Time Demands.....	35
Border Between Roles	37
Permeability, Flexibility and Integration of Borders	38
Strength of Roles.....	39
Border-Crosser and Border Keepers.....	40
Summary	41
CHAPTER 3 Methodology	42
Research Design.....	43

Framing Epistemology: Constructivism	44
Theoretical Perspective	44
Case Study Methodology	47
Site Selection	49
Participant Selection	50
Data Collection	51
Coding Data and Analysis	52
Generalizability and Trustworthiness	54
Ethical Safeguards and Considerations.....	55
Summary	55
CHAPTER 4 Findings.....	57
Student-Athletes and Institution Background	57
Shadowing Experiences	59
College Selection: Environment	61
Transitions.....	64
Adjustments Over Time	68
Athletes at Play	73
Preseason.....	74
In Season: A Typical Day	76
Border Bridgers: Relationships.....	80
Relationships with Family	81
Relationships with Coaches: Academic vs. Athletic	85
Relationships with Teammates and Friends	91
Management of Life Roles.....	94
Challenges Facing Student-Athletes	94
Integration vs. Role Separation.....	98
Stress and Tension	101
Coping Techniques	106
Summary	110
CHAPTER 5 Analysis of Findings	112
College Selection: Environment	114
Student-Athletes and Transitions	117
Pre-season Time Demands.....	119
Regular Season Experiences	120
Transition Phase I	122
Transition Phase II	122
Transition Phase III.....	122
Border Bridgers: Relationships.....	126
Discussion	128
Changes in the Conceptual Framework	128

Explanation of the Transitional Model	128
Improving Data Collection Methods	137
Implications for Practice	128
Future Research	128
Conclusion	146
References.....	148
APPENDIX A: Sample Letter to Athletic Director/Coaches.....	170
APPENDIX B: Sample Letter to Participants.....	171
APPENDIX C: Demographics Survey	172
APPENDIX D: Consent Form	173
APPENDIX E: Participants.....	175
APPENDIX F: Interview Guide.....	176
APPENDIX G: Cross Walk Chart.....	177
APPENDIX H: Observation Sheet.....	179
APPENDIX I: Developed Codes	182
APPENDIX J: Men’s Participation Numbers	183
APPENDIX K: Women’s Participation Numbers	184
VITA	185

Acknowledgement

I would like to first thank my wife and kids, Cassi Hoover, Elias Hoover, and Elle Hoover. Without their support this very long process and journey would have not been possible. I love you and I cannot wait to have more time to spend as a family. Many thanks to my committee: Dr. Pam Eddy, Dr. Jim Barber, and Dr. Deidre Connelly, whose expertise and guidance have been invaluable. I would like to especially thank Dr. Pam Eddy for her guidance, friendship, support, and availability as an advisor through this process. To Dr. Dot Finnegan for her support and conversations on athletics and keeping it together during the transition phase of the department.

Thank you to my parents Dan and Angel Hoover in supporting me throughout my education and hopefully this accomplishment make you proud. To Neal and Terry Bohnert for your invaluable support through the years and time in took to complete this research. A special thank you to Dr. Seth Fishman for his continued friendship, support, and a sounding board during this process. I cannot thank you enough for your willingness to read initial drafts and offer your opinions and insights. I would like to thank my two places of employment the College of William and Mary and Florida Gulf Coast University for their support during this process. Especially Deb Boykin, who was supportive and “nudged” me to enter the program, made it possible to work full-time, and checked on my progress after departing William and Mary.

To my grandparents (and those we have lost), extended family, past coaches, and friends (including those I have met along the way) for your encouragement and enthusiasm. For those considering this journey, have confidence in yourself because you can do it! Have something that motivates you.

I would like to thank the 21 student-athletes that participated in this study. I am truly grateful you trusted me and were willing to provide me with your time and answer follow-up questions throughout this process. As a former student-athlete, I know how difficult it can be to manage your time and I wish all of you the best in the future. Also, to the coaches, athletic directors, and institutions for your support and allowing me access to these student-athletes. Finally, to D3 Nation this study is dedicated to you because little is published on the Division III student-athlete. I hope more individuals will continue to add to the Division III student-athlete literature, as they are a unique population.

Abstract

A BALANCING ACT: DIVISION III STUDENT-ATHLETES TIME DEMANDS AND LIFE ROLES

A majority of the research on student-athletes occurs at the Division I level, and less is known about Division III student-athletes. The scant research addressing the experiences of Division III students-athletes focused on academics, campus involvement, development, and athletic identity (Griffith & Johnson, 2002; Heuser & Gray, 2009; Richards & Aries, 1993; Schroeder, 2000; Umbach, Palmer, Kuh, & Hannah, 2006). What remains unknown is how they manage life roles as Division III student-athletes.

This case study sought to address the time demands and life roles (e.g. athletics, family, friendship, religion, academic, and romantic interests) of student-athletes. Two private, Division III institutions in the Midwest were selected. A total of 21 student-athletes from both men and women's basketball teams were interviewed. The findings suggest student-athletes are strained by time demands, yet have developed strategies to better manage their time. Family serves as a foundation and the most important life role for a majority of student-athletes. Teammates, coaches, and athletic involvement offer additional support as student-athletes transition through college. The life roles of religion and romantic relationships, however, were not seen as important for student-athletes. This research concluded that Division III student-athletes juggle multiple roles but their priorities change over time. Of note, participant's integrated roles over time and particular transition phases existed for students. Moreover, instead of border keepers vying to reinforce borders between roles, this study concluded that border bridgers existed instead that sought to aid students in blurring boundaries between their various

roles. Male athletes were less able to describe how they managed time, whereas female athletes readily identified organizational strategies and stronger team bonds.

DANIEL RAY HOOVER JR
EDUCATION POLICY, PLANNING AND LEADERSHIP PROGRAM
THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

List of Tables and Figures

Table 2.1	Participation Rates (all divisions).....	18
Figure 2.2	Representation of Nippert-Eng Continuum.....	24
Figure 2.3	Clark’s Work/Family Theory.....	26
Figure 2.4	Integration of Roles.....	39
Figure 3.1	Identity Core Model.....	45
Figure 3.2	Conceptual Framework.....	46
Figure 5.1	Border Bridgers.....	134
Figure 5.2	Transitional Phase Model.....	136

Chapter 1

Introduction

The overall goal of the college experience is to develop and enhance students learning both inside and outside of the classroom. Those students involved in campus activities reveal a stronger connection to the institution, experience holistic growth and development, and connect with others (Astin 1984, 1993; Chickering & Reisser, 1993; Pascarella & Terenzini, 2005). College sports are a form of entertainment and competition for athletes and fans, whether an individual is participating or watching. Collegiate athletics creates an enthusiasm for spectators and players as they wait for the next moment. However, as spectators, many forget student-athletes should focus on their role as a student first. Student-athletes have much more happening in their life than athletics, such as academics, work, and a social life with family and friends.

Participation rates of student-athletes have continued to increase. In 1981, 170,000 males and 65,000 females were involved in athletics, whereas by 2003, those numbers increased to 217,309 males and 162,752 females (Greer & Robinson, 2006). According to the NCAA Sports Sponsorship and Participation Rates Report (SCORE) (NCAA, 2006b, 2010c), the numbers of student-athletes involved in sports continues to grow. In 2008-2009, 240,822 men and 180,347 women participated in NCAA championship sports with an increase to 245,875 men and 184,460 women in the 2009-2010 season. The increase in college athletic participation over the past 30 years is due to the expansion of institutions of higher education, the increased popularity and number of sports being offered, and the implementation of Title IX, which allowed women to participate in sports.

Student-athletes are encouraged to take advantage of opportunities available to them while attending college, challenge themselves individually, and excel academically and athletically. Even though some student-athletes look to compete professionally, the vast majorities do not achieve this aim. Thus, for most, their participation in college athletics represents their final participation in competitive sports. The role of college athletics for students is varied with college sports providing just one way for students to become involved on campus and stay active. According to Fletcher, Benshoff, and Richburg (2003), student-athletes' success in college is connected to both their sport and individual emotional health. However, there is a dilemma for student-athletes regarding their schedule as their athletic, academic, and personal life roles all place demands on their time (Adler & Adler, 1985, 1987; Bell, 2009; Cieslak, 2004; Gohn & Albin, 2006; Nippert-Eng, 1996). Student-athletes face demands related to academics, family, friends, and coaches as they juggle the requirements of participating on a collegiate-level sports team. Successful student-athletes must manage multiple demands as they are, restricted with their time (Broughton & Neyer, 2001; Petitpas, Britton, & Van Raalte, 1996). It is important to understand how to support best student-athletes as they enter in and transition from college given their juggling act of multiple roles.

Studies related to time management for student-athletes focus on stress (Misra & McKean, 2000; Thoits, 1991; Wilson & Pritchard, 2005) and differences related to gender (Lance, 2004; Lantz & Schroder, 1999; Wiley, 1991). In addition, broader research regarding work-life balance highlights the management of time commitments and how individuals navigate multiple roles, with a predominate focus of this research pertaining to women (Ashforth, Kreiner, & Fugate, 2000; Carlson & Kacmar, 2000;

Clark, 2000; Nippert-Eng, 1996). Even though research exists, few studies of student-athletes time management and multiple role demands have occurred. As well, little research exists on Division III athletes and this group of competitors makes up 50% of all college athletes. It is essential to understand the experiences of Division III student-athletes and how they integrate time demands. In particular, how student-athletes allocate their time with the demands of multiple life roles and how institutions can support student-athletes success and career development.

To better understand the experiences of student-athletes, the NCAA, launched the Growth, Opportunities, Aspirations and Learning of Students (GOALS) (NCAA, 2006a, 2010a) study, which involved surveying 21,000 current NCAA student-athletes from all three NCAA divisions. The results of the study showed student-athletes across all divisions were involved outside of sports in religious groups, the community, academic or social groups, and intramural sports. Those choosing not to participate in extracurricular activities reported no interest or not enough time for these activities. These multiple involvements reiterate the multiple identity roles of college athletes (Abes, Jones, & McEwen, 2007; Jones & McEwen, 2000). The importance of various roles depends on the individual's self-perceptions and external influences.

A major concern for current college students involves the ability to manage their time and the time demands related to multiple life roles (Gregory & Milner, 2009; Marks & MacDermid, 1996; Miller & Kerr, 2002). One of the issues facing college students is how to manage their time without parents/guardians providing support and structure to which they are accustomed (Lubker & Etzel, 2007, Heuser & Gray, 2009). As the number of roles increases, so does the pressure for individuals trying to manage the demands on

their time. Student-athletes learn through experience what strategies work most effectively in order to management their time (Meyers & Sewell, 1997). The GOALS (NCAA, 2006a, 2010b) survey indicated student-athletes would prefer dedicating more time to their sport, rather than academics or extracurricular activities, if time allowed. On the other hand, women across divisions reported wanting to spend less time in the athlete role (NCAA, 2006a, 2010b). To ensure institutions are accountable for student-athletes educational experiences, the NCAA requires a minimum number of credits hours for student-athletes to remain eligible (Life Balance, NCAA, 2011). However, the student-athlete experience differs by institutional type, division, sport, and gender.

Problem Statement

Student-athletes determine how they choose to spend their time related to athletics, academics, and personal life. Individuals must then make decisions regarding how much time to devote to each role. In the literature, athletic identity refers to the degree of importance the athletic role is to an individual (Brewer, Van Raalte, & Linder, 1993). Additionally, a student-athletes' decisions regarding how to spend their time may depend on importance of the role, how they identify with a role, or the athletic division in which they participate.

A majority of the research surrounding student-athletes is focused on Division I athletics and the student-athlete experience (Cantor & Prentice, 1996; Greer & Robinson, 2006; Parham, 1993; Potuto & O'Halon, 2007; Watt & Moore, 2001). Division I athletes are the focus of the majority of research on college athletes.

Scant published research exists on student-athletes at Division III institutions and most is confined to theses or dissertation topics. However, a few published studies have

focused on the experiences of Division III student-athletes (Griffith & Johnson, 2002; Heuser & Grey, 2009; Richards & Aries, 1999; Schroeder, 2000). Division III athletes are important to study, as they comprise the largest population of college athletes. Furthermore, student-athletes at the Division III level receive no athletic scholarships to compete. Existing research focused on Division III student-athletes academics, campus involvement, development, and athletic identity (Heuser & Gray, 2009; Richard & Aries, 1999, Schroder, 2000). These studies revealed athletes were involved through academics, campus involvement, and interactions with faculty. In a study by Griffith and Johnson (2002), athlete identity of track and field Division III student-athletes was stronger in comparison to Division I student-athletes. Because a majority of the research on student-athletes is at the Division I level, less is known about the nuances of the student-athlete experience at Division III institutions regarding the prioritization and integration of life roles.

Athletics has been referred to in the literature as “big-business” (Smith, 1990; Thelin, 2000; Watt & Moore, 2001, p. 8), especially related to Division I sports. The divisions under the supervision of the NCAA include Division I, Division II, and Division III. On one end of the spectrum is Division I athletics, characterized by excessive budgets, high-paid coaches, and programs that produce a majority of the players participating in professional sports (Yost, 2009; Zimbalist, 1999). In comparison, Division III institutions tend to have smaller facilities, lower operational budgets, and lower coaching salaries relative to their Division I counterparts (Differences Among Divisions, 2011c). Eighty percent of Division III institutions are private, whereas a majority of Division I consists of public institutions (Differences Among Divisions,

2011c). The mission, student focus, and number of student-athletes participating in sports vary by institutional type and division.

This study attempts to understand the involvement and experience of student-athletes participating in Division III athletics. A focus was on examining the prioritization and integration of life roles experienced by male and female basketball players at two Division III institutions. This population focus affords an opportunity to explore the sport of basketball, a sport with both male and female teams that compete within the same season, and a chance to look at possible gender differences. In addition, determining what transitional experiences exist for student-athletes. This creates an opportunity to gain a better understanding of multiple role integration associated with student-athletes participating in Division III basketball. This understanding leads to how student-athletes prioritize and integrate time demands of various life roles (e.g., athletics, family, friendship, religion, academic, and romantic interests).

Statement of Purpose and Research Questions

This study employed a multi-case study of two private Division III institutions. A purposeful, criterion-based sampling technique was used to determine the sample of student-athletes (Denzin & Lincoln, 2005). During the college years, students develop, mature, and achieve personal growth as they progress towards adulthood (Erikson, 1959, 1968; Marcia, 1966). Furthermore, student development theory highlights the change in students over their college career (Chickering & Reisser, 1993; Erikson, 1959, 1968), thus the focus for participant selection was on first-year through senior year student-athletes.

Thus, it is essential to understand the prioritization and integration of life roles of Division III student-athletes. Gaining a better understanding of time demands and multiple roles associated with male and female basketball players will help those working with student-athletes better support them as they enter and transition from the institution.

The following research questions guided this study:

1. How do Division III basketball players describe their student-athlete experience?
2. What time demands/life roles do Division III student-athletes on basketball sports teams face?
3. How do Division III basketball student-athletes conceptualize integration of their various roles?
 - a. How do they prioritize the time demands of these roles?
 - b. What strategies do Division III basketball student-athletes use to maintain integration of multiple life roles?

Research Design and Methods Overview

Within college athletics, I selected men and women's basketball teams as the context for this study for several reasons. First, basketball is one area in which both men and women participate in the same sport. Basketball is not only available to both genders, it also has similar numbers of players per team, and basketball is typically an admired sport among institutions. Second, student-athletes participating in the same team sport have a similar length to the regular season. Third, the decision to research both men and women in the same sport may provide a better understanding of gender differences in relation to multiple role integration as the time demands of the sport are similar for both

groups of students. Likewise, the selection of private institutions may highlight differences based on institutional attributes and provide an area of future research. Finally, my experience as a Division III student-athlete and my professional career in higher education gives me a level of understanding relative to these student-athletes. I was a student-athlete and later worked professionally in the Midwest, giving me gatekeeper access to the private institutions selected. However, I have been away from both institutions for years and do not personally know the students I interviewed.

Student-athletes were selected based on their class standing. The goal was to interview least six male and six female student-athletes from each institution, with the distribution of the student-athletes including three freshman and three seniors. However, due to a lack of responses prior to visiting the first site, all student-athletes were asked to participate. After communicating with student-athletes from both institutions, they were selected to represent a range of experiences and class-levels. This variation among student-athletes provided perspectives to explore experiences of those new to collegiate sports relative to those that have participated for their entire college career. In chapter three, details regarding the selection of student-athletes are provided. A one-on-one, semi-structured interview with each participant was the selected data collection method (Rossman & Rallis, 2003). Interviews averaged 45 minutes in length and were digitally audio recorded, transcribed word for word, and coded for analysis. Interviews with student-athletes were the primary method of data collection followed by observations of two student-athletes, and analysis of each institution's athletics website. Data analysis allowed me to categorize information and determine emerging patterns and themes.

Researcher Perspectives and Assumptions

An interest in student-athletes stems from my own involvement as a Division III student-athlete and professional work experience in higher education. Athletes participating in NCAA sponsored activities are students with busy lives. Reflecting on my experiences and those around me outside of athletics, I remember the challenges of managing academics, involvement in clubs and organizations, outside jobs, friends, family, and romantic relationships. Involvement in athletics created difficulties for me along with many rewards that will continue with me for life. Therefore, my personal experiences sparked the focus for this study on student-athletes participating in Division III athletics and how they integrate and prioritize their time demands as student-athletes.

Based on my experiences, three key assumptions were made. First, first-year student-athletes are unprepared for the time demands they will face as college students. This assumption is based upon research (Fletcher et. al, 2003; Wilson & Pritchard, 2005) noting the difficulty first-year students have transitioning to college (Pascarella & Terenzini, 2005). Furthermore, first-year students have been shown to have a stronger athletic identity when entering college as a student-athlete (Adler & Adler, 1985, 1987; Miller & Kerr, 2002). Second, student-athletes struggle with prioritization and integration of their time as it relates to other life roles (Hill, Burch-Ragan & Yates, 2001; Parham, 1993; Carodine, Almond & Gratto, 2001). This assumption is guided by research related to time management difficulties that student-athletes report experiencing (Brewer et al., 1993; Storch, Storch, Killiany & Roberti, 2005; Watt & Moore, 2001). Third, as student-athletes progress in their college career, the role salience of athletics in relation to other life roles decreases (Greenderfer & Blinde, 1985). At the Division III

level, student-athletes will have a focus on academics and life after college due to the limited opportunities of a professional athletic career.

I assumed in conducting this study that students were truthful in their responses regarding the question asked, they were forthcoming about the amount of time devoted to their sport, academics, and other life roles. Furthermore, student-athletes were free to discuss openly situations they have encountered that might not reflect positively on coaches, faculty, staff, or the institution.

Significance and Practical Application to the Field and to the NCAA

Student-athletes' lives revolve around athletics, academics, family, and social involvements. The relationships between these roles often conflict with one another and student-athletes find themselves needing to compromise and negotiate demands on their time. Division III institutions pride themselves as having a focus on academics and the importance of a college degree. This research should provide additional information for coaches, administrators, and institutions by providing quantitative research on Division III student-athletes. Although the findings are not generalizable to all Division III student-athletes, they do lend a voice to how student athletes prioritize and integrate various time demands.

Despite the number of studies surrounding athletics and student-athletes, few published studies have focused on the experiences of student-athletes at the Division III level. The findings of the research for this study will assist administrators and coaches in gaining a better understanding of the prioritization and integration of time demands for this group of student-athletes. The study findings may highlight learning strategies student-athletes use to manage their time and succeed while in college at Division III

institutions. The student-athletes may identify particular institutional supports they have found valuable that can provide colleges with expanded options for helping student-athletes.

Limitations and Delimitations

This study is delimited to two institutions participating in Division III men's and women's basketball at private institutions. Furthermore, this study is delimited to current student-athletes as defined by the institutions. Using a method to determine student-athletes through purposeful selection, allowed for control of external variables. The generalizability (Merriam, 1991) of the findings is lessened due to these controls; however, case studies are conducted to obtain depth. Thus, a limitation of this research is that it is not generalizable to all Division III student-athletes or institutions. Other limitations include the fact that the influence of culture, coaches, support for student-athletes, and the campus community may be different for each campus or vary by region of the country.

Definition of Key Terminology

The following terms appear throughout this proposal. These definitions will enable the reader better understanding of the context of this study:

Athletic Identity. Athletic Identity is the degree of importance, strength and exclusivity an individual attaches to the athletic role as it is maintained by the individual and influenced by the environment (Brewer et al., 1993).

Balance. Balance refers to the supply and demand of time and effort devoted to work and other life roles. Balance suggests an appropriate dose of both in which personal

life and work are separate entities that are juggled simultaneously (Ashforth et al., 2000; Gregory & Milner, 2009; Nippert-Eng, 1996).

Elite Athlete: This term refers to athletes who have reached the highest level of performance or considered to be a high profile athlete in a sport. In addition, they have a focus and commitment to the sport in comparison to other life roles (Brewer et al., 1993; Cieslak, 2004). This status may appear in youth, collegiate, or professional organized sports.

Integration. Integration suggests the inclusion or accommodation of personal life into the work domain or other areas of life (Ashforth et al., 2000; Clark, 2000). This differs from balance in that integration focus on “how” one is inclusive and not the amount of time spent on each role.

National Collegiate Athletic Association (NCAA). The NCAA is the largest governing body of intercollegiate sports and members and this group classifies athletics into three divisions. According to the NCAA (2011a) they are “a voluntary organization through which the nation's colleges and universities govern their athletics programs. Comprises of more than 1,250 institutions, conferences, organizations, and individuals committed to the best interests, education, and athletics participation of student-athletes” (NCAA, Eligibility).

NCAA Divisions. The division structure enables each NCAA member institution to determine the level of competition according to their institutional mission. Therefore, the NCAA does not assign membership classification for their membership. NCAA rules allow multi-division classification. New members of the selected division must petition to join the division they choose. Members must comply with rules (personnel,

amateurism, recruiting, eligibility, benefits, financial aid, and playing and practice seasons) that vary from division to division (NCAA, 2011e).

Non-athlete. An individual enrolled at a college or university who is not a member of an athletic team.

Role accumulation. Role accumulation refers to the advantages and benefits of holding multiple roles (Sieber, 1974).

Role or Identity salience. The importance or obligation that an individual places on a role is referred to as role or identity salience. This concept showcases how an individual identifies with and integrates these various life roles within their own life (Adler & Adler, 1987; Hogg, Terry, & White, 1995; Stryker, 1968).

Role Strain. Role strain is the inability to fulfill a role or the conflict among roles (Goode, 1960; Marks & MacDermid, 1996).

Student-Athlete. Throughout this study, student-athletes include "men and women who are enrolled in a college or university and who participate in intercollegiate sports at Division I, II, or III and are members of the NCAA" (Howard-Hamilton & Watt, 2001, p. 2). Therefore, those student-athletes participating in intramural or club sports, members of the National Junior College Athletic Association (NJCAA), National Association of Intercollegiate Athletics (NAIA), and other smaller associations are not included in the scope of this research.

Chapter 2

Review of the Literature

As young adults, college students experience a transition from high school to college (Pascarella & Terenzini, 2005). Research highlights the importance of connecting students to the institution during this transition period (Astin, 1984, 1993; Pascarella & Terenzini, 2005). Student-athletes represent a diverse sub-population of students on many college and university campuses, which creates additional points of transition for them. They spend much of their time around the same group of individuals because of the amount of time devoted to practice and the commonality of playing a sport together. Early on in their college career, student-athletes are given a built-in team structure to allow a connection with other student-athletes. However, first year student-athletes are confronted with first-year adjustment issues in addition to the expectations of representing their institution as athletes (Adler & Adler, 1987; Ferrante, Etzel, & Lantz, 1996; Lubker & Etzel, 2007; Parham, 1993). Part of the adjustment involves "a process during which an individual moves from being totally preoccupied with the transition to integrating the transition into his or her life" (Schlossberg, 1981, p. 7).

Previous research related to student-athletes has focused on precise characteristics and challenges encountered by student-athletes, such as identity development (Adler & Adler, 1987; Brewer et al, 1993; Horton & Mack, 2000; Murphy, Petitpas, & Brewer, 1996), career development and maturity (Brown, Glastetter-Fender, & Shelton, 2000), identity foreclosure (Good, Brewer, Petitpas, Van Raalte, & Mahar, 1993), team development, gender, and socialization (Cantor & Prentice, 1996; Coakley, 2004; Die & Holt, 1989; Lance, 2004; Lantz & Schroeder, 1999). Furthermore, socialization topics

surrounding student-athletes have addressed issues with alcohol and drugs, exercise, health issues, life balance and conflict, academics, gambling, eligibility, and managing injury (Broughton & Neyer, 2001; Hill, Burch-Regan, & Yates, 2001; Marx, Huffmon, & Doyle, 2008; Parham, 1993). A gap remains in the literature, however, regarding how student-athletes prioritize and integrate the time demands of being a student-athlete in relation to other life roles.

This study explores how Division III student-athletes integrate and prioritize their time related to multiple life roles. For instances, life roles may include athletics, academics, family, friends, religion, employment, and a relationship with a significant other. The literature review examines areas of significance surrounding student-athletes and time demands. In the first section, pertinent information regarding the NCAA as an organization and a brief explanation of each division is provided. The second section is an overview of the characteristics and benefits of being involved in a sport as a student-athlete. This overview will help the reader develop a context and better understand some general aspects student-athletes experience. The third section discusses boundary and border theories to help provide an explanation of how integration of multiple roles exist and are managed. The fourth section explores topics such as athletic identity, role strain, and the benefits student-athletes gain. Finally, in the last section a focus on time management and role salience of student-athletes is covered. A theoretical model showcases the integration of the literature for this study and will be used for analysis.

National Collegiate Athletic Association (NCAA)

The National Collegiate Athletic Association (NCAA) is a voluntary association of about 1,200 institutions, conferences, organizations, and individuals that organize

athletic programs (NCAA Eligibility, n.d.). It was established in 1906 as a voluntary organization to regulate intercollegiate athletic rules and policies for colleges and universities and to diminish problems in the areas related to gambling, illegal business ventures, and abuse of collegiate student-athletes (NCAA History, 2010b; Watt & Moore, 2001).

Scope of the NCAA

Over the years, the NCAA roles have expanded considerably. Many of these functions and issues are a central focus for the NCAA, as we currently know it today. In the early years, the NCAA was geared on improving the organization and carrying out rules and regulations for member institutions. For instance, some of the initial tasks were promoting appropriate behavior of athletes, gaining recognition for athletic departments, assessing eligibility requirements, and determining student-athletes amateur status. The organization's role has expanded to include supervision of post-season games, education and outreach, academic standards and scholarship, marketing, and public affairs. Intercollegiate athletics are intended to enhance the educational experience in the classroom in addition to, providing another venture to educate (NCAA, 2011a). According to the NCAA constitution, the organization's purpose is to "maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body and, by so doing, retain a clear line of demarcation between intercollegiate athletics and professional sports" (Division III Manual, 2011b, p. 1). Knowing more about the integration of student-athletes multiple roles will help in understanding how the NCAA and institutions may better serve this population.

Divisions

In 1973, the NCAA implemented the current structure of Division I, Division II, and Division III to categorize competitive college teams. The information below provides the basic requirements regarding the number of sports provided, financial aid, and number of institutions in each division for the three divisions.

Division I. NCAA member institutions within Division I have to sponsor at least seven sports for men and seven for women (or six for men and eight for women), with at least two team sports for each gender (Difference among Divisions, 2011a). Institutions at the Division I level must meet minimum financial aid awards for their athletics program. Division I consists of 335 institutional members with 66% being public institutions and 34% private (Difference among Divisions, 2011a). Individuals competing at this level maybe on a full scholarship and are usually recruited nationally to participate in athletics.

Division II. College and universities categorized as Division II institutions have to sponsor at least five sports for men and five for women (or four for men and six for women), with at least two team sports for each gender. In addition, there are maximum financial aid awards for each sport and student-athletes pay for school through a combination of scholarship money, grants, student loans, and employment earnings. Within Division II, 53% are public institutions and 47% private with 288 member institutions (Difference among Divisions, 2011b; NCAA, 2011a). Many athletes at this level tend to be recruited at the regional level.

Division III. Division III institutions consist of the largest participation of student-athletes among all divisions. There are 442 member institutions (6 provisional)

ranging in student enrollment of 329 to over 22,000 with the average being 2,625. Of those member institutions, 19% are public and 81% are private (Difference among Divisions, 2011c) and on average these student-athletes represent 20% of the student body. According to the NCAA (2011a), Division III athletics must sponsor at least five sports for men and women, with two team sports for each gender. Beginning in 2012, Division III institutions with more than 1,000 undergraduates enrolled must offer at least six (3 sponsored team sports per gender) sports. Student-athletes at Division III institutions receive no financial aid related to their athletic ability, although substantial financial aid and academic merit scholarships are available (Difference among Divisions, 2011c; What is D3, 2007). Coaches at Division III institutions typically recruit regional and local student-athletes.

Figure 2.1: *Participation Rates (all three divisions)*(NCAA, 2011g)

Year	Men	Women	Total
1981-82	167,055	64,390	231,445
1985-86	196,437	92,192	288,629
1990-91	182,836	92,473	275,309
1995-96	206,385	125,250	331,635
2000-01	214,154	155,698	369,852
2005-06	224,926	168,583	393,509
2009-10	245,875	184,426	430,300

Standards of the NCAA

In order to compete in the NCAA, colleges and universities must meet certain standards in each of the three membership levels. Each of the three divisions follows its own constitution and bylaws addressing the different requirements regarding the number of athletic teams, the number of home games played during a regular season, the number of divisional games, and the number of athletic scholarships given (Howard-Hamilton &

Watt, 2001; NCAA, 2011a). Each sport must meet certain criteria each season including specific gender representation (standards set by Title IX), scheduling criteria, number of student-athletes, attendance, and contest minimums.

As mentioned previously, the NCAA is the main governing body for collegiate sports, classified into three divisions (I, II, or III). At the institutional level, competition may be categorized as either individual or team based sports. Student-athletes competing in individual sports such as golf, tennis, and diving have a focus on what they accomplish within individual events. A team sport involves players working together towards a shared objective. Student-athletes in revenue producing team sports (Division I and II), such as football, baseball, and basketball generate large sums of money to their department and institution (Crowley, 2006; Jolly, 2008, Zimbalist, 1999). Division III institutions are considered non-revenue making because many sports do not produce significant revenue for the institution. However, based on division classification, student-athletes experience different pressures to perform and have different demands on their time that impact the maintenance of relationships with friends, family, and coaches (Hill et al., 2001; Howard-Hamilton & Watt, 2001). My study sheds light on the time demands of Division III student-athletes by exploring the choices student-athletes make as they prioritize how to allocate their time among relationships with friends, family, coaches and other life roles.

Characteristics of Student-Athletes

A student-athlete is defined as a participant in an organized competitive sport sponsored by the NCAA and a member institution in Division I, II, or III. When in season, a student-athletes daily schedule may consist of classes, practice, weight training,

athletic trainer visits, looking at game film, game day travel, and attending booster club events (Broughton & Neyer, 2001; Jolly, 2008; Watt & Moore, 2001). Depending on the sport and division, the time student-athletes put in a sport is proportional to a 20-40 hour a week job (Brown et al., 2000; NCAA, 2011a; Schroeder, 2000; Simons, Van Rheezen & Covington, 1999). In 1991, the NCAA set time limits for all sports to 20 hours per week; this includes required practice and competition (NCAA, 2011d).

Upon entering an institution, student-athletes are given the responsibilities of managing multiple roles. The adjustment to college may differ from the average student based on the time commitments and demands student-athletes experience in their sport. First-year student-athletes may struggle with the transition and expectations to meet the high demands of being a college student-athlete as well as dealing with a new and unknown atmosphere (Etzel, Ferrante, & Pinkney, 1996; Parham, 1993). Student-athletes must deal with fatigue and physical injuries as a result of their participation in sports. Furthermore, student-athletes face many of the same pressures as their non-athlete counterparts academically. Many carry a full course load, regimented by someone other than them and must show adequate progress and are enrolled in 12 credit hours to remain eligible to play their sport (NCAA, 2011c). In addition, coaches and those working with student-athletes must be aware of NCAA rules and regulations so student-athletes remain eligible. According to Jolly (2008), many NCAA schools offer some sort of academic support but few provide significant study hall space or computing resource centers for the number of student-athletes needing assistance.

A Focus on Division III

The focus of this research is on Division III institutions and the student-athletes competing at this level. Division III institutions are regarded as placing the highest priority on the overall educational experience for student-athletes both in and outside the classroom (NCAA, 2011b). Specific goals include preparing student-athletes for careers after college, complementing their educational experience, and teaching life skills. According to the NCAA GOALS Survey (NCAA, 2006a), Division III student-athletes spend similar amounts of time on their sport as student-athletes in Divisions I and II; however, sports were not the only consideration for these students in making the decision to attend college. Nearly half of the student-athletes reported selecting an institution based on the academic offerings (NCAA, 2006a). The multiple priorities of sports, academics, and personal roles create tensions for students as they prioritize their time (Gaston-Gayles, 2009; Gohn & Albin, 2006; Thelin, 2000; Watt & Moore, 2001).

Division III intercollegiate athletics are intended to enhance the learning experience in the classroom in addition to providing another opportunity to educate students (NCAA, 2011b). In addition, the structure of the Division III season among all sports allows for minimal strain between academics and athletics by offering a focus on regional competition creating less travel. This format allows student-athletes to focus on attaining their degree while participating as an athlete. Division III institutions regard themselves as placing the highest priority on the overall educational experience for student-athletes both in and outside the classroom (What is D3, 2007). The concept of athletics complementing education provides an opportunity for integrated learning to occur (Barber, 2011). The “ability to connect, apply, and/or synthesize” (Barber, 2011, p.

2) learning across domains (i.e., experience as a student in the classroom and a athlete in a sport) with multiple life roles leads to their individual development. Richards and Aries (1999) reported experiences among a broad number of Division III student-athletes at one institution. They found student-athletes to be academically focused, involved on campus, and connected with non-athletes. In a study by Umbach, Palmer, Kuh, and Hannah (2006) confirmed Division III student-athletes on average were more engaged, felt more supported, and reported greater gains in academics than student-athletes at Division I institutions.

The academic gains of Division III athletes highlighted in the GOALS survey (NCAA, 2006a, 2010a) pointed out that Division III student-athletes reported spending more time on academics than athletics compared to student-athletes in Division I or Division II. Yet, these students also indicate they are spending the same amount of time on athletics as Division I student-athletes. Therefore, it is particularly important to understand how these students make choices regarding time and integration of their multiple roles. Student-athletes manage multiple roles as individuals whether these roles are as a student, athlete, campus leader, friend, or member of the community. Boundary (Nippert-Eng, 1996) and border (Clark, 2000) theories provide a framework of explanation regarding how individuals manage multiple roles. For the purpose of this study, it is necessary to understand how academic, family, athletic, and personal roles are managed by Division III athletes. The following section reviews these theoretical frameworks and highlights how Clark's (2000) border theory provides a framework for how student-athletes manage multiple roles.

Theories Regarding Borders and Boundaries

Both boundary and border theories address how individuals construct, continue, transition, and justify time spent in a role. Boundaries may be defined in various ways, such as separation of roles, activities, and processes to include structures of change within an organization (Ashford et. al, 2000; Nippert-Eng, 1996). For the purpose of this research, boundaries are defined as the separate roles or activities in which individuals are involved. Boundary theory focuses on the meaning people assign to a role (Nippert-Eng, 1996) and if roles are segmented or integrated (Ashforth, et. al, 2000).

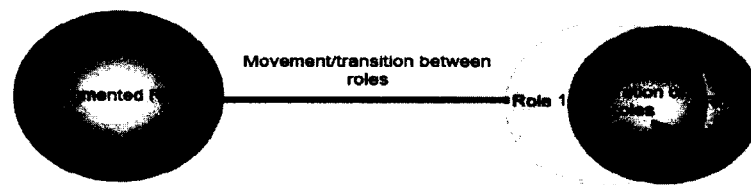
The concept of border theory differs from boundary theory in that it moves beyond mere identification of separate roles and focuses on influences and transition between roles. Clark (2000) builds on the concept of segmented or integrated roles and further addresses “how individuals manage and negotiate the work and family spheres and the borders between them in order to attain balance” (p. 750). Central to Clark’s (2000) model is the notion of “work” and “family” comprising of separate spheres, and how each sphere influences other roles.

Boundary Theory

Originally developed by Nippert-Eng (1996), boundary theory describes the meaning related to the roles of work-family and personal life. Her emphasis on work, family, and personal life indicate these different roles may interfere with one another and cause strain. According to Nippert-Eng (1996), individuals build boundaries around life roles in order to better manage and separate these roles. Nippert-Eng (1996) proposed a segmentation–integration continuum based on the salience of roles and factors surrounding the role. Depending on the individual, the factors surrounding a role

determine if they separate or integrate with other life roles. Clark (2000) built upon Nippert-Eng's (1996) continuum of work-family roles and introduced border theory. Boundary and border theory differ in that border theory focuses on the way individuals transition between roles including psychological and tangible boundaries (Desrochers & Sargent, 2004), whereas boundary theory focuses on how transition occurs within or between roles. Figure 2.3 below illustrates the differences between domains on a continuum, with integration at one end and segmentation on the other (Nippert-Eng, 1996). On the one hand, segmented roles indicate an individual separates different competing demands of their life (e.g., work from family). On the other hand, integrated roles occur when an individual sees multiple roles as being entangled with one another.

Figure 2.2: *Representation of Nippert-Eng Continuum (1996)*



Border Theory

Clark (2000) defined “balance” as “satisfaction and good functioning at work and at home, with a minimum of role conflict” (p. 751). Balance implies a trade-off of giving up something in return for something else. For example, if an individual takes time off work, they use this time to spend with family or friends. The central concepts of Clark's (2000) work-family border theory include domains of both work and home; the borders between these domains; border-crosser; and the border-keepers or other relevant domain members. Because of the different aspects in one's life, “individuals often manage to integrate both work and home to some degree although roles may be segmented” (Clark,

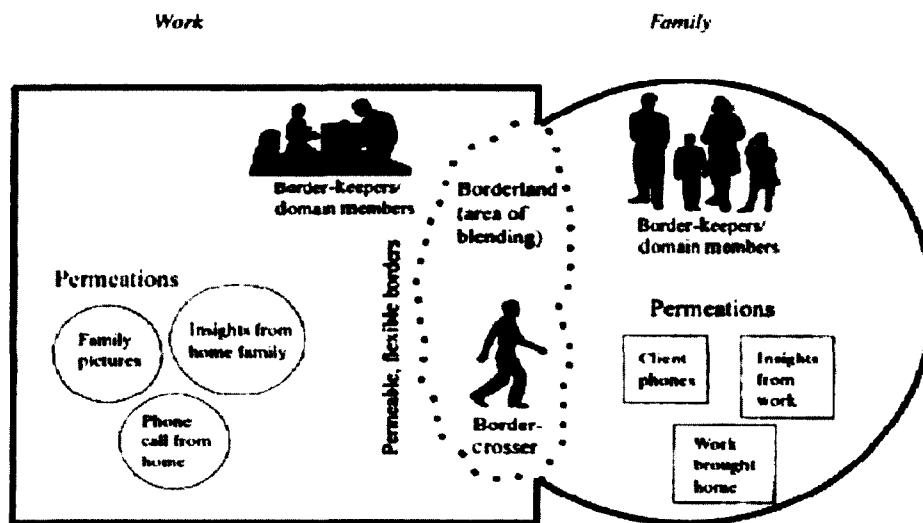
2000, p. 755). The domains of border theory provide a means to investigate how role integration occurs as student-athletes prioritize their time between roles.

According to Clark (2000), “though many aspects of work and home are difficult to alter, individuals can shape to some degree the nature of the work and home domains, and the borders and bridges between them, in order to create a desired balance” (p. 751). Individuals determine the influence of each role in order to create a sense of hierarchy among their multiple roles that allow them to manage these roles more effectively. Clark (2000) also offered an explanation of work and family border theory in comparison to work and family conflict found in much of the research literature. Border theory suggests individuals are being proactive regarding their decisions about allocation of time to various activities, whereas the work and family conflict literature focuses instead on the reactive responses in shaping choices among competing options (Clark, 2000). Border theory helps to clarify the complexities student-athletes may encounter as they attempt to prioritize and integrate multiple roles. The theory provides a view of student-athlete choices and ways they manage their multiple roles.

For some individuals, the transition (border-crossing) between multiple roles is considered insignificant. For example, some student-athletes are able to manage their academic and athletic roles with minimal difficulty or strain. Yet, for others the transition between roles may be more challenging. Here, some students are unable to manage their social lives with academic demands and their grades may begin to decline. Therefore, the transition between these roles is often a personal choice. Figure 2.4 below provides a conceptual model of Clark’s (2000) border theory. Border theory only focuses on two domains; however, the present study expands on how Division III student-athletes

integrate their time demands related to multiple life roles. The idea of work and family would be replaced by the multiple life roles experienced by student-athletes and the hierarchy assigned to these roles.

Figure 2.3: *Clark's (2000) work/family border theory (p.754)*



Identity and Multiple Dimensions

Erik Erikson (1959, 1968) defined identity formation as the process of an individual's personality and social world experiences. Erikson proposed eight stages of an age specific theory of identity formation and development that includes: trust vs. mistrust, autonomy vs. shame, industry vs. inferiority, identity vs. role confusion, intimacy and solidarity vs. isolation, generativity vs. self absorption or stagnation, and integrity vs. despair. Adolescence to young adulthood is a pivotal age for identity formation, which corresponds to the age groups student-athletes are in for this present study. As individuals begin to explore their abilities and interests, they must determine if they will commit to the role. If commitment occurs, an individual personally identifies

with that specific role. Marcia (1966) expanded Erikson's stages by distinguishing four different forms of identity statuses: Identity Achievement, Identity Moratorium, Identity Diffusion, and Identity Foreclosure. Identity pertains to the "parts of a self composed of the meanings that persons attach multiple roles they typically play in highly differentiated contemporary society" (Stryker & Burke, 2000, p. 284). Thus, understanding more about identity provides a means to see how student-athletes make decisions regarding their time management in order to better manage various roles. Much of the existing research on student-athletes focuses on one dimension of identity. However, depending on the salience of a particular role, changes may occur based on time, context, and the importance an individual associates with roles that lead to multiple dimensions of one's identity (Abes et al., 2007; Jones & McEwen, 2000).

Miller and Kerr (2002) introduce a two-stage model to address identity formation of collegiate student-athletes. Over the course of a student-athlete's career, the individual transitions through multiple stages and experiences in their development. They propose in the first two years of colleges, most student-athletes experience *over-identification* of the athletic role. Therefore, many in this stage of identity development may choose to focus on their roles as athlete's compared to other life roles such as friendship, religion, academics, or family life. As students develop and mature a shift occurs in the importance of roles. The second stage of Miller and Kerr's (2002) model is referred to as *deferred role experimentation*. This stage suggests a transition from the athletic role toward academic and social roles. Here, students in this stage may be older and focused on their career after college. Ultimately, prioritization and integration of multiple roles changes over time for student-athletes. For student-athletes, concentrated involvement in

organized sports can yield a strong identification toward the athlete role (Brewer et al., 1993). However, elite athletes may experience this stage at a different time in their life because there is a focus on the over-identification until later in their athletic career. An individual's commitment as a student-athlete may create strain in other areas of life if they are unable to manage their roles effectively. These findings align with (Abes et al., 2007) theory of multiple dimensions of identity (MDI), which states the salience of one's identity depends on the context in which they are experienced.

Role Identity and Salience

Stryker (1968) and Stryker and Burke (2000) focus on an individual (self) and the collection of identities associated with the multiple life roles each person manages, including the activities, demands, and duties connected to a role. While student-athletes are responsible for their decisions and behavior, the social environment creates a context in which individuals learn to navigate and identify with multiple roles. Similar to Clark's (2000) and Nippert-Eng's (1996) boundary/border concepts, role identity for student-athletes involves spheres and roles that revolve around athletic, academic, and social involvements. Role salience refers to the importance of a given role and how one identifies with these roles (Stryker, 1968; Stryker & Burke, 2000; Thoits, 1991). The more prominent a role is to an individual, the stronger an individual identifies with that role. Therefore, the degree of time commitment to a role (e.g.; student, academics, family, sport, etc.) (Stryker, 1968) depends upon the salience and the number of other life roles needing to be fulfilled. Depending on the priority and integration of roles determined by the student-athlete, different roles are given priority and more time.

Division III institutions pride themselves as having student-athlete's that integrate roles of student and athlete. Student-athletes report positive satisfaction with their college experience related to personal growth, interpersonal skills, and leadership abilities gained from their athletic experiences (Ryan, 1989). Student learning and personal development during college allow student-athletes to gain insight, become a member of a social group, and connect with the institution (Cantor & Prentice, 1996). Student-athletes shift in their role salience over their time in college. What remains unknown is how this change in priority of roles impacts their decision-making and ability to be successful student-athletes.

Athletic Identity

As society continues to give prominence to athletics, many student-athletes develop solid, often times exclusive athletic identities. Brewer, Van Raalte, and Linder (1993) refer to the extent an individual identifies with the athlete role as athletic identity. Once an athlete begins a career in sports, a process of sport socialization begins to occur. For some, their athletic identity may begin as a youth and this creates identity foreclosure (Good et al., 1993; Murphy et. al, 1996). The strength of a identity is linked to how significant the sport is in the student-athletes' life and the degree in which they commit to the athletic role compared to other roles (Brewer et al., 1993; Lantz & Schroeder, 1999). Identity foreclosure occurs when individuals associate prematurely with his or her athletic identity and do not explore other roles (Good et.al, 1993; Murphy et. al, 1996).

Linville (1985) explained, "Two persons with similar roles may differ in the way they cognitively organize the relationship among roles, thus processing the same self-relevant information in different ways" (p. 98). Hence, no two student-athlete's self-

concepts, athletic identities, or the ways they manage conflicting roles will be the same. However, patterns should emerge in order to understand time management and roles these student-athletes experience. According to Brewer et al. (1993), as college students mature and experience other college activities, their identification as an athlete typically decreases. Student-athletes at the end of their college careers are able to distinguish and manage the various roles student-athletes experience. Therefore, as student-athletes develop how are they integrating and managing their time as student-athletes with other life roles.

The focus on athlete identity among all student-athletes creates a stronger and less permeable border to other roles. Because of the strength of the athlete border, student-athletes tend to create their own sport team sub-cultures that allow for a natural distinction between athletes and non-athletes. College level athletics reinforces this athletic identity given the level of sports participation over the individual's lifetime and the increased time a player spends with their college coaches and teammates (Good et al., 1993; Horton & Mack, 2000). Inconsistency among roles creates role strain. For some, the degree of strain occurs due to the multiple roles student-athletes are trying to integrate while others in the same study reported little or no strain (Marks & MacDermid, 1996).

Role Strain

A key focus within the early literature regarding work-life balance focused on women and the positive or negative impact resulting from the association with multiple roles (Nippert-Eng, 1996) or "role interaction" (Goode, 1960, p. 484). Goode (1960) defined role strain as "the felt difficulty in fulfilling role obligations" (p. 483). Managing multiple roles causes interference with an individual's values and creates role strain (also

referred to as role conflict) (Adler & Adler, 1985; Goode, 1960; Sage & Loudermilk, 1979). To avoid confusion between terms, role strain will be used throughout the remainder of this document. For some student-athletes, role integration does not cause strain, as they benefit from involvement with multiple roles. Time demands, priorities, lack of support, and resources may be associated with role strain. One way to understand the challenges surrounding student-athletes may be to explore the way individuals manage role strain.

Elite Athletes

Elite athletes have a strong or elite athletic identity and may in fact struggle with separating their role as a student and athlete, ultimately leading to foreclosure and greater role strain. When individuals reach elite levels (e.g., college Division I, Olympic, or professional level participation), athletes' self-esteem, self-worth, confidence, motivation, and athletic identity are based on success in the sport. Thus, elite student-athletes focus on the athletic role and abandon other life roles (e.g., family, friendship, religion, academic, romantic relationship) (Cieslak, 2004; Griffith & Johnson, 2002). This abandonment of other roles further compounds student-athletes' ability to manage and separate multiple roles effectively in their lives. Many student-athletes, especially those considered elite athletes, have developed a strong athletic identity by the time they reach college.

Other research findings have revealed that high athletic identity is a risk factor for adjustment difficulties in college (Lubker & Etzel, 2007). For instance, managing time, academic problems, lack of understanding from others, career plans after college, and perceptions and stereotypes have all been associated with strong athletic identity (Adler

& Adler, 1987; Murphy et al., 1996). Therefore, the stronger an individual's athletic identity the more difficult time they may have prioritizing and integrating other life roles.

Role Accumulation

Much of the research regarding multiple roles for student-athletes focuses on role strain; however Sieber (1974) argued there are many advantages and benefits to holding multiple roles. Sieber (1974) suggested individuals receive a sense of gratification in life by holding multiple roles as these roles lend stability to life. Although many student-athletes face pressure and strain due to their participation in college level athletics, there are benefits to their experience regardless of sport (Heuser & Gray, 2009). Pascarella and Terenzini (2005) speak to the meaningful engagement and impact students gain outside the classroom to improve their own personal growth and development. Student-athletes report positive satisfaction with their college experiences related to personal growth, communication, time management, collaboration, interpersonal skills, and leadership abilities gained from their athletic experiences (NCAA, 2006a; Ryan, 1989). These skills can be applied during their academic career or upon graduation when they enter the workforce (Etzel et. al., 1996; Wright & Cote, 2003).

A NCAA survey determined that besides developing life skills, collegiate sports provide student-athletes with the opportunity to hold vital roles in the campus community, to continue being physically active, and to compete in an activity they enjoy (NCAA, 2006a; NCAA, 2006b). Furthermore, the literature suggests strong athletic identity may benefit student-athletes in terms of self-discipline, teamwork, cooperation, self-confidence, pride, competitive spirit, and how to deal with failure (Brewer et al., 1993; Horton & Mack, 2000; Lance, 2004). The connections they develop by being

involved as a student-athlete may help to explain the extent of their student-athlete identity. Regardless of their identity development many students and student-athletes experience a difficult transition from high school to college.

Transition Difficulties Experienced by Student-Athletes

The transitional experiences of a first-year college student paired with playing at a higher level of skill on an athletic team, concerns of injury, and dealing with disagreements among teammates and coaches add additional stress to student-athletes (Adler & Adler, 1987; Etzel et al., 1996; Parham, 1993). In a national survey regarding the student-athlete experience conducted by Potuto and O'Hanlon (2007), 53% of the Division I athletes said they had not spent as much time on academics as they would have liked, and 80% cited their athletic commitment as the reason. About 68% of student-athletes stated they would like to participate more in what the institution offers educationally (Potuto & O'Hanlon, 2007). Furthermore, Hill et al. (2001) determined that Division I students-athletes face additional pressures from sport agents, mass media, and fans idolization (including both students and athletic boosters). The NCAA's GOALS (NCAA, 2006a, 2010a) research confirmed students-athletes in women's sports, especially basketball, prefer to spend less time related to athletics than men. Division III student-athletes reported they are involved and are satisfied with the time spent on academics. Still a remaining concern for the NCAA in all divisions is to find ways of integrating student-athletes with their college peers versus with other student-athletes (Horton & Mack, 2000).

Cantor and Prentice (1996) claim that athletics provide students with a social identity and clarity about themselves, their place within an institution, and membership in

a valued social group. These authors further suggest that student-athletes tend to socialize with teammates and lack attendance at campus events and extracurricular activities. However, Schroeder (2000) addressed how student-athletes interact with non-athletes out of season and found female student-athletes were more likely to interact with other peer groups. However, male student-athletes tend to limit their interactions with non-athletes and spend time with teammates. The ways in which student-athletes opt to spend their time begins to highlight what they see as most salient. The balancing act for students regarding how much time to spend on competing activities and finding support to help manage pressures as a student can be challenging.

Student-athletes' lives revolve around their athletic, academic, and social involvements (Miller & Kerr, 2002). The priority of time among these three concepts often creates strain for students and student-athletes find themselves needing to compromise and negotiate multiple roles. As student-athletes develop and mature, they are able to create role separation to achieve a better balance of their participation in academics and athletics (Settles, Sellers, & Damas, 2002). The salience of roles shifts as student-athletes mature (Marcia, 1966; Miller & Kerr, 2002); therefore priorities change and borders need to be realigned (Clark, 2000). A study by Simons et al. (1999) reported female student-athletes balanced academic, athletic, and social roles better compared to male athletes. What remains unknown is the way student-athletes, in particular those in Division III, prioritize and integrate their time regarding the various life roles they experience.

Managing Time Demands

Bluedorn (2002) refers to involvement in one activity at a time as monochronicity or separation. An individual compartmentalizes his or her involvement and manages time one task at a time. Furthermore, Bluedorn (2002) refers to involvement in concurrent activities as multitasking (Southerton, 2003) or polychromic. Time is seen as continuous and never ending, flowing from one task to the next. The devotion of time to a task is the personal choice of an individual. As participation in activities increases so do the demands on an individual's time. This increase in demand for time is especially true for involved students on college campuses and for those students who are student-athletes.

Today's National Collegiate Athletic Association (NCAA) student-athletes face many time demands as they juggle their roles as athletes and students, regardless of division. To help ensure that athletes' time is not taxed, NCAA member institutions have set guidelines regarding the length of sport seasons related in terms of number of practice and games. In addition, limits have been placed on the number of hours student-athletes may devote each week to their sports as an athlete. In research sponsored by the NCAA (NCAA GOALS, 2006a, 2010a), student-athletes involved in certain sports (e.g. baseball, basketball, football, etc.) spend more time on athletics compared to their academic commitments. Student-athletes spend the equivalent amount of time in a sport (depending on sport and division) in comparison to a 20-40 hour a week job (Brown et al., 2000; Schroeder, 2000; Simons et al., 1999). However, the NCAA mandates that student-athletes spend a maximum of 20 hours per week on involuntary requirements

(e.g.; practice, competition, athletic meetings, weight training and conditioning, etc.) and further dictates that these activities may not exceed four hours a day (NCAA, 2011d).

Managing the demands of being a student and athlete is an on-going challenge for today's student-athletes. "Simultaneous pressures from work and family domains are mutually incompatible in some respect...demands of one role makes it difficult to meet the demands of the other role" (Greenhaus & Singh, 2003, p. 2). Individuals vary in how they manage these competing roles. As well, students may differ in how many roles or demands they may be able to handle at a given time. Those who identify with multiple roles (e.g., family member, significant other, employee, student, and athlete) experience the challenges and benefits of having multiple role identities (Ashforth et al., 2000; Carlson & Kacmar, 2000; Clark, 2000; Greenhaus & Singh, 2003; Nippert-Eng, 1996). However, as roles increase, managing one's time and the ability to accomplish these roles to the best of one's ability becomes more of a challenge. As a result, regardless of individual's decisions on how they spend time, some roles (e.g., student, family, friends, athlete, and relationships) are not as prominent due the salience of the selected role.

In order to better illustrate role salience and the hierarchy individuals use in making decisions, Greenhaus and Powell (2006) asked MBA students to select attending a work (team work session) or family (celebrating a birthday party) event without the opportunity to reschedule. They found that individuals based their decision on the situation and personal importance of the event. When role salience for work was low, the family role was selected regardless of the opportunity presented by students. This illustrates the importance of the situation presented to individuals determines and how they prioritize and manage multiple roles.

According to Ferrante et al. (1996), personal, academic, and athletic demands are areas student-athletes struggle to manage regardless of which NCAA division they participate in. Balancing these three areas are issues many student-athletes must learn to manage and control in order to be successful both as a student and an athlete.

Researchers have highlighted the dual-role of student-athletes and the challenges related to meeting the academic demands, as well as the practice and performance demands of their sport (Blinde & Greendorfer, 1985; Settles et. al 2002). Unlike the traditional non-athlete student population, the demands college student-athletes face requires exceptional time management skills to succeed both in and outside the classroom (Broughton & Neyer, 2001; Petitpas et. al, 1996). An aspect related to prioritization and integration of multiple demands is the construct of role salience. Role salience is the importance an individual places on a role or set of roles in comparison to other aspects of life. What is currently missing in the existing literature on identity theory is research regarding the multiple dimensions of identity related to student-athletes and other life roles. A way to understand the multiple dimensions and life roles is to consider Clark's (2000) Border theory to help explain how student-athletes integrate multiple roles.

Borders between Roles

Roles take place within the larger context of life, and borders separate the domains within this context. These borders of separation may be physical, temporal, or psychological (Clark, 2000). Clark (2000) defined physical borders as the location in which behavior occurs. For example, as a student, the walls of the classroom represent the borders, however, for a basketball player the borders are the court. Temporal borders determine when tasks may be accomplished and allows for an individual to be flexibility

with regards to when tasks are completed. Psychological borders are rules created by individuals as a way to focus on a sphere or domain. An example is a student in the library focused on studying, but not on other roles such as socializing. Physical and temporal borders are used to establish the rules an individual uses to assist them in creating psychological borders. In other words, an individual creates and establishes borders to help manage and make better sense of the world around them (Weick, 1995). The present study investigated the borders created by student-athletes. In addition, the findings highlight how student-athletes manage these multiple borders using prioritization and integration.

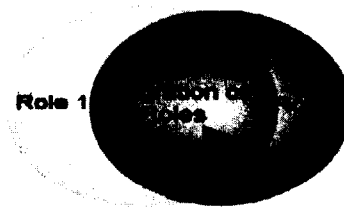
Permeability, Flexibility, and Integration of Borders

Borders vary in both permeability and flexibility. Permeability can be described as the degree to which roles transition between one another (Hall & Richter, 1989). For example, permeable borders occur when college students elect to study in their rooms with walls and a door to creating a physical study space. Nevertheless, a roommate or friends may stop by or walk in and out of the space, which creates a highly permeable space for the act of studying (Clark, 2000). Flexibility of a border depends on the demands of the roles in which an individual is involved (Clark, 2000). How an individual manages and determines ways to accomplish demands within each role begins to determine flexibility (e.g., using time between classes to review for an upcoming test). Clark (2000) used blending to describe multiple roles coming together; however integration will be used to illustrate this idea.

Integration of roles occurs when high levels of either permeability or flexibility exist (Clark, 2000). In highly permeable borders, a separation of roles becomes

nonexistent and integration between roles occurs (e.g., studying on the bus while traveling to a game). In order to manage the demands on their time and to integrate their multiple roles, student-athletes may need to prioritize by importance. Therefore, some roles student-athletes may be involved with receive little attention while others become a central focus. The idea of integration (Ashford et al., 2000; Clark, 2000) of roles moves along the continuum Nippert-Eng (1996) purposed.

Figure 2.4: *Ashforth, Kreiner, and Fugate (2000) Integration of Roles*



Strength of Roles

A central aspect of Clark's (2000) border theory is the idea of role strength. The factors of permeability, flexibility and integration determine the strength of a border. Clark (2000) explained that borders may be stronger in one direction compared to another (e.g., an individual who is a student-athlete may have stronger identification as an athlete versus student). Therefore, the role salience of one role exceeds the other and creates distinctive border strength in favor of the athlete role. Roles considered inflexible and not conducive to integration are considered strong, as opposed to weak borders, which provide flexibility and integration of roles (Ashford et al., 2000; Clark, 2000). Therefore, in certain situations individuals may benefit by weak or strong borders to help them better manage roles. Adler and Adler (1987) described how Division I college basketball players typically come to view their athletic role as more salient than their academic role

because they receive more social affirmation and personal success as an athlete. Thus, the strength of a role varies depending on the type of feedback students receive and determines how individuals prioritize and integrate multiple roles.

Border-Crosser and Border Keepers

Individuals transitioning regularly between roles are referred to as border-crossers (Clark, 2000), whereas border keepers are those individuals considered influential in defining the boundaries and border (e.g., coach, parents, friends, or a significant other). Depending on the impact these border keepers have on the individual, crossing borders may become more of a challenge. For example, a coach who is a border keeper may desire more emphasis on the athletic role, whereas a parent who is a border keeper may desire more focus on the family role. Therefore, student-athletes may have to negotiate power dynamics between border keepers.

An example of contradictory roles as a college student may include a family crisis at home needing their attention, during a time when there is a need for the student to be in classes for a presentation or at a pivotal game or match. A student-athlete may need to be flexible in the athletic role in order to place more emphasis on academics during exam time or when projects are due. However, the student-athletes may not have the same flexibility for the athletic role when tournaments or games occur, ultimately creating a strong border between athletics and academics. On the other hand, a weak border occurs when a student-athlete has the flexibility over their academic schedule but not time spent as an athlete. The ease of border crossing shifts as demands related to roles change. Furthermore, using Clark's (2000) notion of work-life balance provides a framework for

a better understanding of the tensions and how student-athletes may integrate multiple life roles.

Summary

The NCAA has evolved as the organization continues to grow and institutions increase the sports offered. Each division has certain criteria institutions must meet in order to compete. Student-athletes must learn to adjust to the multiple demands and responsibilities of the life roles important to them. As student-athletes become involved with roles they are challenged by the time demands each role carries. They may learn to manage their time and transition between roles with support from border keepers. As individuals identify with a role, the importance of a particular role increases or decreases and a student-athlete reevaluates the amount of time devoted to that role. These life roles may either cause a strain or create benefits for the student-athlete. It is important for student-athletes to manage their time and determine roles, which hold the most salience.

Chapter 3

Methodology

The methodology chapter outlines how the research questions posed earlier in this study were addressed. Crotty (1998) suggested the researcher provide (a) a description of the selected methodology and methods used to guide the study, and (b) an explanation of the criteria used in the selection of student-athletes. This study was designed to explore how Division III student-athletes integrate and prioritize their time related to multiple life roles (e.g., family, friends, academics, athletics, etc.). A multi-case study qualitative approach (Merriam, 1991) allowed for student-athletes to share their insight, experiences, and how they understood how they integrated their various roles. The sections of this chapter present the conceptual framework, methodological tools being used, data collection and analysis, and ethical considerations relevant to the research.

Quantitative studies related to student-athletes' prioritization and integration of time demands limits presentation of the insider perspective (Rossman & Rallis, 2003). Moreover, several quantitative studies exist already that review the ways in which student-athletes spend their time, and the demands that they experience (Heuser & Gray, 2009; Jolly, 2008; Wilson & Pritchard, 2005). What is not as well known, however, is how student-athletes, particularly those in Division III, make decisions regarding time devoted to competing activities. In a qualitative study, the student-athletes have the opportunity to have a voice, which allows for a detailed, thick description (Creswell, 1998) of the topic being researched.

Research Design

According to Creswell (1998), a qualitative design takes place in the natural setting and uses multiple methods and perspectives to provide for a “complex and holistic picture” (p. 15). This design allows for issues and concepts to emerge during interviews. Coding, and analysis of the data occurred throughout the research process. The present study employed a multi-case study of two private Division III institutions using predominately one on one interviews, observations of a game, observations of select athletes throughout the day, and website review as the source of collecting data. A case-study design allowed for in-depth investigation into a case using multiple sources of evidence (Yin, 1994).

Data collection consisted of a demographic survey, in-depth interviews with student-athletes, website review, and observations. An email explaining the study was sent prior to my arrival on campus to the athletic director, coaches (see Appendix A), and student-athletes (see Appendix B). Those individuals selected to participate were asked to complete some demographic data such identification of his or her gender, age, race/ethnicity, class year, major, and the number of years they have been involved in sports (see Appendix C).

Four primary elements in research design include: epistemology, theoretical perspective, methodology, and methods (Crotty, 1998). Epistemology refers to the scope and meaning of knowledge and is used to inform the theoretical perspective(s). The theoretical perspective establishes the methodology, which provides a plan of action of the methods or techniques being used to collect the data (Crotty, 1998). By addressing

these four elements, a greater level of soundness is created and research findings become more conclusive.

Framing Epistemology: Constructivism

Epistemology addresses what is knowledge, how knowledge is acquired, and how we know what we know (Crotty, 1998). For my study, I selected a constructivist approach to which individuals construct meanings and create unique interpretations (Schwandt, 2001). Thus, individuals may experience the same event, but hold different views of what occurred. Constructionists believe truth occurs through interactions with the world. It is this interaction that helps determine an individual's meaning (Crotty, 1998). Constructing knowledge is the extent to which individuals "understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it" (Banks, 2002, p. 14)." This approach worked best for the current research study because it builds on the concepts of identity formation (Erikson, 1959, 1968; Marcia, 1966), role salience (Stryker, 1968; Wiley, 1991), and integration of multiple roles (Ashforth et al., 2000; Clark, 2000; Marks & MacDermid, 1996; Nipper-Eng, 1996).

Theoretical Perspective

Crotty (1998) defined theoretical perspectives as "the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria" (p. 3). Research is guided by certain assumptions and the different ways of seeing the world (Lichtman, 2009). For this study, I selected an interpretivist viewpoint, which seeks to break down the perceived meanings people discuss. This

allows knowledge to be gained regarding the time demands of Division III student-athletes. An interpretivist perspective builds on the epistemological stance of constructivism. Both concepts are built upon the notion that reality is self-created and individuals have a role in interpreting cues from their surrounding context.

The in-depth interviews allowed the opportunity to explore my student-athletes' experiences as student-athletes (Rossman & Rallis, 2003). Issues and concepts emerged and a deep examination of the topic occurred. An interpretivist perspective created an understanding of the student experience related to my research questions. This allows readers to decide how findings from this study may relate to their own institution (Merriam, 1991).

Drawing on role theory, the primary frameworks utilized for this study are Clark's (2000) border theory and Jones and McEwen (2000) multiple dimensions of identity theory, diagrams using these concepts are provided (see 3.1 and 3.2). This framework is based on the notion that individuals have an opportunity to exercise discretion or choice as they make decisions. These concepts allowed for an analysis of the range of student-athletes experiences that occur as they manage time demands and multiple roles.

Figure 3.1: *Identity Core* (Jones & McEwen, 2000)

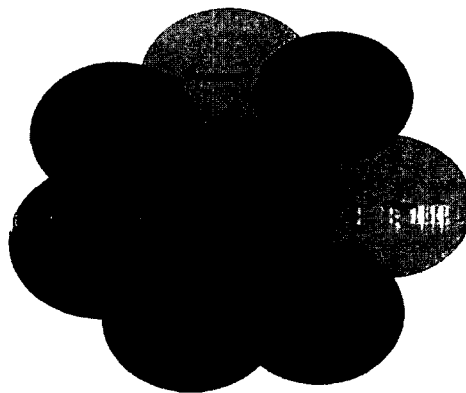
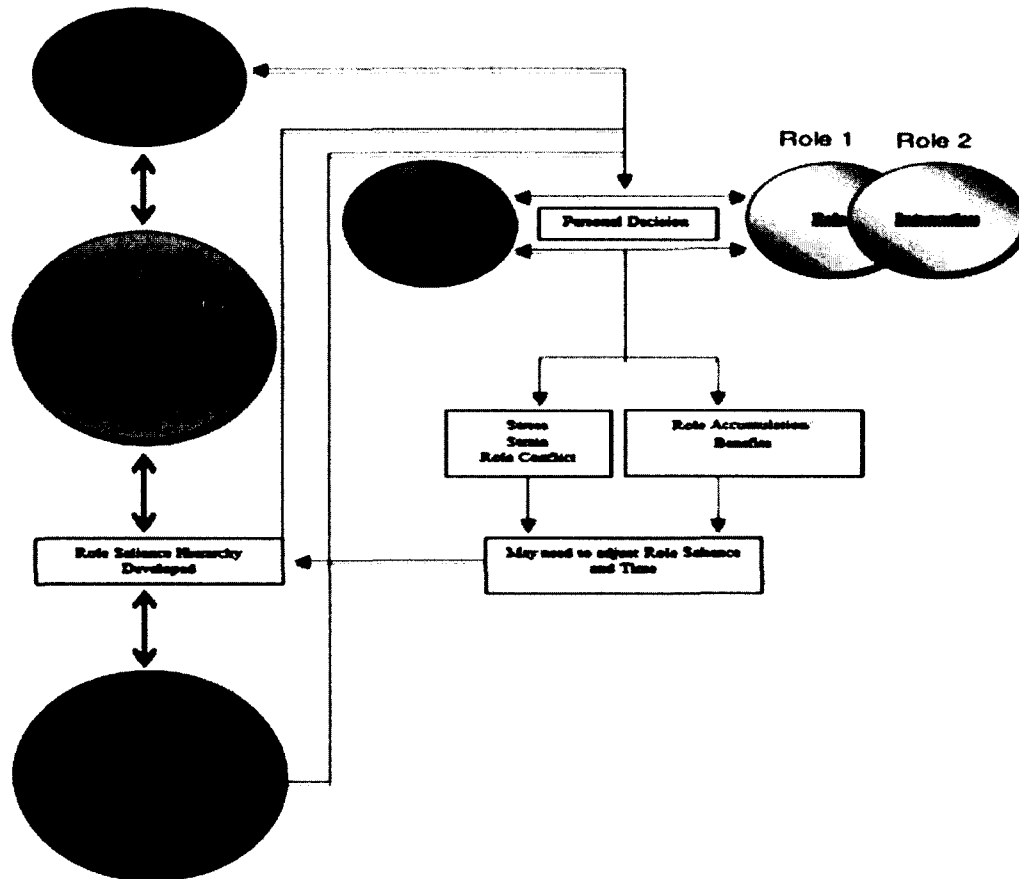


Figure 3.2: *Conceptual Framework*



I believe personal and societal aspects can influence salient roles of student-athletes at any moment (Heuser & Gray, 2009; Howard-Hamilton & Sina, 2001; Smith, 1990; Zimbalist, 1999). The main tenets of the framework include self, identity development, roles individuals identify with, influential individuals, and personal decisions regarding time demands.

In this theoretical model, student-athletes have multiple life roles in which they are involved. As individuals become more involved in various roles, they begin to develop a hierarchy of importance for these roles called role salience. Role salience is

influenced by “border bridgers” whose responsibility it is to influence and act as a support for the individual. The involvement of the border keepers contributes to the development of role identity for the individual as these individuals influence them. As individuals continue to be involved and select roles for participation, they consciously need to determine if they will keep roles separate or integrate roles. Depending on the strength of the borders and the permeability of roles this may affect how one manages specific roles. If roles are integrated, they come together in order to manage the amounts of time devoted to each role. The amount of time devoted to each role is a personal decision, yet the environment and other life roles may influence an individual. However, based on the roles salience and time devoted to each role, an individual may experience role strain (Goode, 1960; Marks & MacDermid, 1996) or role accumulation (Sieber, 1974). An individual may need to adjust the time given to a role or the importance of a role in order to better manage life roles.

The use of this framework helped inform this study because little is known about Division III student-athletes and their experiences with other life roles. This framework offers an idea of how student-athletes may manage multiple role identities and the demands placed on their time.

Case Study Methodology

This study utilized a case study method. Case studies require various sources of data collection in order to provide a depth of understanding surrounding a particular research issue (Merriam, 1991). In this study, the focus of the in-depth analysis was on understanding how Division III student-athletes integrate competing roles. Case studies rely heavily on interviewing, observing, and analyzing documents as data collection

strategies (Merriam, 1991). In particular, a case study approach is an appropriate option for the present study as it provided a bounded context in which to observe the questions of interest. Yin (1994) defined case study method as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (p. 23). Conducting multiple cases studies allowed for conclusions across different contexts to be drawn and provides a rich distribution of the cases being studied (Gagnon, 2010). Merriman (1991) defined case studies as using descriptive, in-depth, thick descriptions to “develop conceptual categories or to illustrate, support, or challenge theoretical assumptions held prior to the data gathering” (p. 38).

A case study approach to qualitative research involves complex and multi-dimensional issues related to the case or cases by answering how or why questions (Merriam, 1991; Rossman & Rallis, 2003). Frequently, multiple case studies involve exploring several different cases while investigating the same subject matter or topic (Gomm, Hammersly, & Foster, 2000; Merriman, 1991). A multiple case study approach allows for more information to be provided on a topic and strengthens the researcher’s interpretation of the phenomenon. Using a case study approach for this particular study allowed for detailed accounts of each participant’s experiences as a Division III student-athlete to be obtained, in addition to providing insight into how individuals make choices regarding distribution of their time. Furthermore, by using multiple sites allowed for the opportunity to compare and contrast emerging themes related to student-athletes and their time demands.

Initially, I intended to conduct site visits at one private and one public Division III college. However, I was not able to secure permission to conduct the study at the public

institution. Thus, I sought and obtained approval to conduct the research at another private institution. Given the fact that 80% of Division III colleges are private colleges, the final selection of two private colleges as sites is more aligned with experiences of the majority of Division III athletes.

Site Selection

I selected men and women's basketball teams as the context for this study. This study employed a case study method using two sites, both private Division III colleges. This choice provided insight into different institutional types and is beneficial because nearly 80% of Division III institutions are private. I identified two private institutions that met specific criteria, including a location in the Midwest, athletic program success, and a connection with gatekeepers at both institutions. Furthermore, I made contact with both athletic directors and coaches to request access to the sites, provide support, and help select student-athletes for the study. First, formal permission was sought and obtained by each institution's institutional review board (IRB) and by the College of William and Mary. The names of the institutions and student-athletes were identified by pseudonyms in order to provide anonymity. The following sections review participant selection, data collection methods, and plans for data analysis.

Midwestern College is a four-year, selective, private, liberal arts, Division III institution located near a large city in the Midwest United States. Carnegie classifies Midwestern College as residential campus and master's college with a high transfer in rate (Carnegie Classification, 2008-2010a) operating on a 3-1-3 semester schedule. The institution enrolls approximately 3,400 students with a residential population of 1,200 students (Institutional website, 2011a). The institution participates in an athletic

conference alongside seven other institutions. The men's and women's basketball teams have had limited exposure of participating (less than five times) in the NCAA playoffs since beginning their respective programs. Midwest College was selected for this study because of academic focus, status as a private institution, and the researcher's familiarity with the institution and gatekeeper status of the athletic staff.

The second institution is a private, four-year, residential campus located in the Midwest region of the United States known as River College. Located in a larger community within the state surrounded by smaller rural towns. Carnegie classifies River College as a more selective baccalaureate college (Carnegie Classification, 2008-2010b) operating on a 3-3-1 semester schedule. River College is a liberal arts institution, with an enrollment of 1,350 students (Institutional website, 2011b). The men's and women's basketball teams have participated one NCAA tournament and the men's have never made the post-season. River College participates in a nine member athletic conference and was selected based on private institution status, located in the Midwest, and access to institution gatekeepers (Institutional website, 2011b).

Participant Selection

Patton (2001) defined purposeful sampling as the selection of "information-rich" cases for in-depth study (p. 230). Furthermore, Patton, 2001 described criterion sampling as "selecting cases that meet some predetermined criterion of importance" (p. 238). The criteria for participant selection in this research included being a student-athlete on the men's or women's basketball team at one of the two Division III site institutions. I selected student-athletes using the college athletics website and help of the athletic department to contact student-athletes for this study.

The goal was to select an equally balanced number of men and women from each team at each institution. Selected student-athletes were asked to complete and submit some brief demographic data (see Appendix C) prior to the interview. Each participant was also asked to complete an informed consent (see Appendix D). During the interview and in the invitation letter I explained how anonymity was to be maintained. This selection of student-athletes gave me access to individuals just beginning their experience as a student-athlete or ending their college careers and anticipating life after college. Eleven student-athletes were interviewed at Midwestern College of those students interviewed five were male and six female student-athletes (see Appendix E). Interviews at River College consisted of 10 student-athletes with four being male and six being female student-athletes (see Appendix E).

Data Collection

The mean length of the interviews was 45 minutes, each were digitally-audio recorded, and transcribed word for word. Interviews occurred between preseason and the first conference game. As mentioned, student-athletes completed a brief demographic information sheet prior to the beginning of their interview (see Appendix C). Semi-structured interview questions allowed student-athletes to answer certain question and allowed me the flexibility to ask additional questions based on their responses (see Appendix F). A crosswalk table provides an overview of how the interview questions connect with the research questions for this study (see Appendix G). An observation sheet was used to allow me to focus on various aspects of integration while shadowing a student-athlete from each institution for a day (see Appendix H).

The interview began with an overview of the study and review of the consent form, and allowed time to ask any questions prior to officially beginning the interview. To meet the standards of integrity for the study I conducted “member checks” to verify an understanding of the student-athletes experiences related to the questions asked (Rossman & Rallis, 2003). At the conclusion of the initial interview process, each interview was transcribed verbatim within a three week period. After completing the transcriptions, member checking occurred when each interview was returned to student-athletes for review and modification if necessary (Lincoln & Guba, 1985). The student-athletes were instructed to read the transcript to verify the accuracy to provide me with information to provide a complete picture for coding of the data. This process allowed student-athletes an opportunity to clarify my understanding of the interview and a chance to offer feedback so their perspectives were represented accurately. In addition to interviews, observations and a website review were used to support the primary method. These methods helped to triangulate the data collection process by using multiple sources of data (Yin, 1994) and strengthen the study’s findings. Narrative description and direct quotes from the participant interviews illustrate emerging themes.

Coding Data and Analysis

Each participant’s transcript was coded using initial codes from the theoretical model (Abes, Jones, McEwen, 2007; Clark, 2000; Nippert-Eng, 1996) using NVivo 9, a qualitative analysis software program. Upon completion of the first review of the data, I continued reviewing the transcript interviews to determine relevant and meaningful statements. Segments were highlighted within the program and notes were made regarding my thought process during analysis. All nodes were then printed out and

reviewed, including making additional notes beside each coded node. I looked for additional quotes, common statements, and themes that were repeated among student-athletes. Summaries of the main themes from each node were listed at the bottom of the paper highlighting main concepts. Display codes (Appendix I) included the preliminary coding schema in addition to those developed within NVivo after the review of data was analyzed (Patton, 2001). Initial codes in NVivo were developed using open coding (Corbin & Strauss, 2008) throughout the transcribed interviews. I first scanned the data and highlighted sections related to common statements mentioned by student-athletes.

Next, codes were sorted into nodes using non-hierarchical coding (Corbin & Strauss, 2008). I utilized categories, words, ideas, phrases from the interviews, and observations to create sub codes (Rossman & Rallis, 2003). Student-athletes' responses were grouped based on their answers and node classification. The grand tour question for the research first asked student-athletes what they enjoy most about being a Division III student-athlete. Each question was asked and responses emerged and were similar on each campus. These initial codes included: environment, teammates, friendship, coaches, and competition.

This method of coding allowed for arrangement, synthesis, and sense-making of the data provided by student-athletes. The data included transcribed interviews, analysis of the institutional website, observations, and my researcher's journal which were reviewed and then uploaded into NVivo to allow codes (see Appendix I) to be generated. Data were then grouped into themes and reported by node and participant. A researcher's journal of my thoughts and ideas throughout the study was kept to bracket assumptions, explore bias, and memo as I proceed through the process.

A multiple case study approach provided a basic understanding of the multiple roles for student-athletes in order to untangle the complexity of the various components. According to Merriam (1991), data analysis is used to communicate the understanding of information learned by the researcher. I used explanation-building (Yin, 1994) to provide general meaning to each case through the themes generated through the coding. Each case was analyzed with cases based on each participant's responses to the questions. Furthermore, a between-case analysis was used to explore similar themes across the data collected in this study. I also analyzed the data between institutional type, gender, and demographic data provided to determine similarities and differences among student-athletes.

Generalizability and Trustworthiness

In general, qualitative research is not intended to be generalized to the broader population; rather instead patterns are identified to explain their experiences (Stake, 1995). The descriptions are intended to shed light on and understand complex situations from multiple perspectives (Rossman & Rallis, 2003). In qualitative research, generalizability occurs through the development of theory in order to better understand individuals or topics being studied (Yin, 1994). In doing so, descriptions may be applied in other situations. During research, member checking and journaling were conducted to help increase trustworthiness and authenticity regarding the study on student-athletes. The trustworthiness of the data was ensured through triangulation of the data collected from interviews, observations, demographic information, and review of the institutional website (Yin, 1994).

In order to meet the standards of trustworthiness, I participated in journaling, memoing, and member checking of participant's responses. Throughout the day, I kept a researcher's journal to memo and write down my reactions, thoughts, and feelings during the research process. The journaling experience allowed me to pose questions or note observations about student comments, the environment, and what I was feeling as a researcher. I also debriefed informally with one peer as needed, to discuss issues with the research, after interviews, and as the data was being transcribed and analyzed.

Ethical Safeguards and Considerations

I was able to transcribe data close to the end of the interview to allow for a reflexive opportunity to review the data and consider emerging themes. However, some interviews took up to three weeks to transcribe given the close scheduling of the site visits. I provided all student-athletes with the semi-structured questions in advance to allow them to prepare prior to our interview. Throughout the study, the names of the institutions and student-athletes are identified by pseudonyms in order to provide anonymity. Prior to conducting the study, permission from each athletic director along with Institutional Review Boards (IRB) approval from each institution was obtained. After approval was granted, contact was made with the athletics director and coaches on each campus to identify student-athletes. Audio recordings and data collection materials were in my sole possession and stored in a secure location. All student-athletes were provided with an informed consent that outlined a description of the study.

Summary

In summary, the current research adds to the literature regarding the multiple time demands of student-athletes and the specific life roles related to family, friendship,

religion, academic, and romantic relationships. In addition, through this qualitative study student-athletes were able to share their experiences as Division III student-athletes attending a private institution.

Chapter 4

Findings

This chapter is dedicated to the presentation of the emerging themes from my data collection. To begin, I will briefly share a general overview of the institutions selected for this study and the studies student-athletes. This multi-case study explored a sample of student athletes from two Division III institutions to gain a better understanding of the time demands and life roles associated with male and female basketball players. This chapter presents key findings obtained from 21 in-depth one-on-one interviews, two shadowing experiences of individual students and general observations from the campus visits, and document analysis of each institutional athletic website. Four major themes emerged from this study regarding Division III student athletes, which include: 1) college selection: environment, 2) transitions, 3) border bridgers: relationships, and 4) management of life roles. Student-athletes and the institutions have been given pseudonyms in order to provide confidentiality. The chapter begins with an overview of the case sites and student-athletes background.

Student-Athlete and Institution Background

The student-athletes for this study included both male and female student-athletes participating in collegiate basketball from two Division III institutions. Each participant was a current member of the basketball team and their class rank ranged from freshman to seniors. The student-athletes spanned ages from 18-22; a total of 13 females and 8 males participated in the study. Of the 21 student-athletes, 17 selected an institution within four hours from their family. Thus, for the majority, attendance at their selected college is considered regional versus national. Appendix E summarizes the student-

athletes by pseudonym, gender, age, academic standing, distance from their home, frequency they have visited home this academic year, relationship status, when they began sports, and life roles most important to them. Those interviewed were predominately white (19 of the 21 participants) with a majority living on-campus or in close proximity of the institution.

A total of 10 student-athletes were interviewed at River College, six were female and four were male and all student-athletes were within four hours of their hometown. The class breakdown for the men included one upper division (junior/senior) and three lower division (freshman/sophomore). For the six women, the breakdown between upper division and lower division students were equal, with three in each category. The teams' rosters consisted of 25 men and 22 women. The men's coach is currently in his 7th year and the women's coach in her 6th year at the institution. All student-athletes are required to attend orientation consisting of a week-long program with various activities to introduce them to Midwestern. Each athletic team has a meeting to go over NCAA paperwork, rules and regulations, and expectations for student-athletes. All student-athletes interviewed at River College were white.

Midwestern College had eleven student-athletes in the study and of those five were male student-athletes. The men's group had two upper division and three lower division students that participated. Six women participated, and four were upper division and two were lower division student-athletes. At Midwestern College, the starting roster for men included 17 athletes (two members left team prior to my visit and two faced-off-the court issues) and the current roster lists 13 members. The women's team initially posted 18 members on its roster, but currently lists only 16 members (two members left

the team). The men's coach is currently in his 16th year while the women's coach begins her 5th year with Midwestern. All incoming freshman are required to attend orientation and practice regimens are modified for the three days to accommodate freshman student-athletes. Of those interviewed one female and one male were non-white while the other nineteen student-athletes were white.

The Athletic Directors at both colleges were able to provide the percentage of the student body that participates in competitive athletics. River College has a total enrollment of approximately 1,350 with 454 of those being student-athletes. Generally, 33-36% of the student body participates in intercollegiate athletics and 45-50% of incoming first year students are recruited each year to play on a college team. At the Division III level, student-athletes may be pursued by as a student-athlete but are unable to receive athletic scholarships. In comparison, Midwestern College enrolls 3,400 students and approximately 20% of their student body or just over 500 students participate in athletics. Over the last two years, the women's teams from both River College and Midwestern College have been in the top 30 of the Women's Basketball Coaches Association (WBCA) academic honor roll for their team grade point averages. To be considered for this distinction, coaches must provide the grade point averages of the top fifteen student-athletes that play varsity basketball.

Shadowing Experiences

A student-athlete from both institutions was shadowed for a day. At River College as male student-athletes was selected and a female student-athletes was selected at Midwestern College. As an observer, I shadowed both student-athletes throughout the day as they attended classes, ate meals, attended walk thoughts prior to the game,

pregame warm-up, and the first half of their home game. Each player agreed to provide me with a follow-up as to what they did following the game until they went to bed. Each student-athletes decided to take a nap during the day where I was not present. I also did not experience the locker room interactions prior to or following the games.

The shadowing experience allowed for me as a researcher to experience the day as a student-athlete first hand. I was able to witness both student-athletes in the classroom setting as well as outside the classroom with their teammates. Both student-athletes began their day between 8:00-9:00 am with class and ended their around 10:00 pm. I was able to witness interaction and conversations between the student-athletes and other classmates, faculty members, coaches, teammates, and family members. Furthermore, it allowed for me to witness the support these teams received from the community and students attending the institutions.

The themes that follow provide an opportunity for the reader to better understand the “lived experiences” (Creswell, 1998, p. 52) faced by student-athletes at two Division III colleges. Comments taken directly from the interview transcriptions provide voice for these student-athletes. The interview data offer multiple participant perspectives while capturing the richness and density of the topic being discussed (Creswell, 1998). Throughout this chapter, data from interviews and shadowing experiences are intertwined to enhance the presentation of the data and to provide triangulation to improve trustworthiness and credibility. The four themes help to create a specific understanding of the time demands and life roles of student-athletes. The themes are presented individually, but they also intersect on different levels; this intersection is noted when it occurs.

College Selection: Environment

The first theme that emerged from the data was the importance of the opportunities available at the colleges and the overall campus environment gleaned by the students during the college selection process. Despite the different pathways student-athletes experienced selecting a college, the common reasons given for opting to attend their college of choice included the smaller family-like community on campus, the presence of strong academics, opportunities in the area, and the ability to compete athletically at the collegiate level. For those athletes who noted they did not initially want to attend their current institution, a shift in perspective occurred once they visited the campus. Participants are named using pseudonyms and are coded to indicate site (RC=River College; MC=Midwestern College; F=female number at the site; M=male number at the site; class level Fr=freshman; So=sophomore; Jr=junior; Sr=Senior). Rinny (RC-3F-Jr) addressed her initial feelings of ambivalence for attending a DIII college:

I had no intension of coming to a DIII school. I was going to go to a big school like University of Iowa, Minnesota, or Chicago. I found myself on the visit here (pause); I like the way they [other DIII universities] do it, but River College was a little different. And that kept reoccurring over and over again. Before I knew it that was all I could think about after every visit I went to. So I decided to look at smaller schools and I got down to a couple of them and River beat them out. There were so many opportunities in the area; I could do the things that I loved and still learn everything I needed. I couldn't beat it and I tried.

My student-athletes repeated how the culture and climate drew them to the smaller college setting. Rinny (RC-3F-Jr) added:

I did look at some DII [colleges] to get athletic scholarship and things like that. And really it just came down to the atmosphere that is specific to River College. Some of the schools I looked at were in the Twin Cities and in the suburbs of Chicago. There just was not that feeling. I got used to growing up in a smaller place that would be tight enough and comfortable enough that you could still go and do different things because you have that as your base. I've got to do a ton of things here and at a larger school I know I could not have.

The benefits of a small college environment were echoed by Robert (MC-5M-So) as he reflected on the importance of the small school environment. Despite the smaller college size, he believes the time commitment as a Division III student-athlete overall is similar to the Division I student-athlete.

Some people worry about the small school, but I would rather be at a small school like this where you know everybody (pause), like I knew the guy at the desk [at the library]. I feel [being a college athlete] is still a big commitment, everybody says it's DIII, but DIII is kind of like DI. Here it may be a little bit less athletic, or everybody is a little bit shorter, but the commitment is overall the same with any sport.

Robert's reply mirrored the findings of the NCAA Goal Survey (2006 a; 2010 a) in which students viewed the amount of time dedicated to athletics to be similar across divisions.

For some, the selection of a Division III college was the difference between being able to play college sports versus foregoing this opportunity. Susan (MC-1F-Jr) commented on her decision to seek out a small college:

I wanted to play basketball and I knew I had to look at Division III, if I wanted to continue to keep it small. I didn't want basketball to be my number one focus in college. I needed to focus on the academic part and I also wanted to have free time.

The fact that sports were a part of the larger student experience highlighted how academics were of central importance too. Susan (MC-1F-Jr) added, "I know that Midwest College was known for their nursing, their education program is really good, music, liberal arts, and stuff. I knew it would be great because my major was offered here and the support." Students sought out a college environment in which they could still compete as athletes, but could also engage academically.

The perspective students related began during their initial campus visits. Skittles (RC-3M-Sen) spoke about his impressions and stated:

...I felt comfortable. I came here for scholarship weekend and enjoyed meeting the professors. And then looking at all the other colleges, this (River College) just gave me the best possibilities. The small class sizes are nice and I thought it would give me a lot more opportunities to explore things.

First impressions mattered for the students and they noted how quickly they began assessing the campus culture even during their first visits to campus.

Once on campus, the institutional environment continued to influence the students' experiences at both case sites. Attending a Division III college meant that the

students had the opportunity to continue playing a sport they loved and to do so in a small, supportive, close-knit environment. As the season progressed, a sense of community emerged among teammates at both institutions filled with friendship, respect, support, and unity. Furthermore, the members of the teams at both institutions were close to one another and acted as a small family. Even though they may not all be best friends, there is a strong sense of family working toward a common goal. In my observations and interviews the female athletes expressed a stronger bond with one another compared to the male athletes. As a senior member of the team, Jen (MC-4F-Sen) reflected on the closeness of the team at Midwestern. According to Jen (MC-4F-Sen), “Our coach doesn't have to organize a lot of things for us because we organize it [spending time together] on our own. We [team members] love to see each other and spend time with each other.” Jen (MC-4F-Sen) continued to reflect about time spent with teammate outside of practice. “We [teammates] are seen a lot together. Anything that we do, we do with someone from the team.” The connections these student-athletes develop as a team on the court allows for friendships to continue off the court for student-athletes.

Transitions

Reviewing the data from this study suggests student-athletes experience three transitional phases in becoming college athletes. The first transition occurred in their first year with managing their time, being away from family, fitting in workout and practice schedules, and learning the pace of the college game. The next phase occurred late into their sophomore or early junior year. Here they have completed many of the general requirements for their degree and were now more focused on their major. A few of the student-athletes mentioned classes became more of a challenge for them at this level

because of their major. The final transition occurred during their late junior and into their senior as they are trying to find internships or complete enough hours in order to secure a job or attend graduate school. Although many student-athletes reflected on their growth and development, a majority still felt challenged by the time commitments of academics and athletics. Several of the student-athletes developed close relationship with family, friends, and coaches as a network of support. Therefore, these individuals are seen as more border bridgers than border keepers as referred to by Clark (2000).

The second theme covers the transition process of becoming college student-athletes. Not only did the student-athletes face the typical transitions that occur for all college students, they also navigated the transition from a high school athlete to a college athlete. Collegiate student-athletes are continuously challenged by the demands placed on their time. The team itself offered a safe haven for the student-athletes as their teammates were experiencing similar challenges and could relate to the transition process occurring for the student. As a result, many student-athletes consider their friend circle to include either teammates or other student-athletes.

Student-athletes in this study spoke about the challenges of playing a sport that spans over two semesters, stress they face as a student-athlete, and strategies to manage the multiple demands placed on them. The move between seasons also involved another type of transition. Being a student-athlete is mentally, physically, and emotionally demanding on individuals, which leads to exhaustion. Aidan (MC-4M-Fr) commented, "You are tired a lot. You are stressed about getting your work done and performing well. You are tired all the time, at least I am. Practices sometimes run late into the night and you have early class the next morning maybe you have a paper to write before class. It

gets tiring sometimes.” Being physically tired from the demands of being a college athlete meant making choices between working out, studying, and rest. Without the presence of parents to monitor their actions, college student-athletes are navigating these choices with the support from coaches and teammates.

The requirements of collegiate sports are extremely different from the high school level. Not only are the demands of the sport different, the students also face being away from family, managing their time, and finding ways to connect with others. Susan (MC-1F-Jr) mentioned, “It’s always a struggle for people to come to a new school, with all new friends, and have to start over from the beginning. Especially, if you’re two hours away from home. Many student-athletes feel as though the time devoted to their sport becomes like a job.” The structure of participating in a sport meant that particular demands were placed on the students’ time.

One unique aspect of playing at the Division III level is that students sought success in both the classroom and on the court. Blake (MC-6F-Jr) addressed the expectations from coaches and teammates stating,

You just know that your coaches and teammates have a certain expectations of you [as a student-athlete], so in order to get done what they [coaches and teammates] expect of you, you just have to go out there and do it. When you decide to play sports, you just know that you are going to have certain complications with athletics and school, it’s just going to interfere and you’re going to have to choose your priorities and know what people expect of you. The high level of performance expected of the student-athletes came from coaches who wanted athletes to succeed both on the court and in their academics. Likewise, the

athletes' teammates also expected that everyone was giving their best for the team, both on and off the court.

The athletes were attending classes, completing assigned homework, and depending on their major, also doing observation, lab, teaching, or clinical hours. Furthermore, as do a majority of students, they look for ways to enhance their resume with internships, clubs and organizations, or volunteer/service hours. On the athletic side, the early morning conditioning, weight training, managing injuries, watching film, perfecting shots, walkthroughs, travel for games, and practice make up their day. With all these requirements, the student-athletes talked about the challenges of finding time to sleep. The majority of the comments regarding the lack for sleep and exhaustion came from freshmen student-athletes who were still navigating the move to college and college-level sports. Kat (RC-6F-Fr) stated, "Usually my goal is to be in bed by 12:30 AM, but that doesn't always happen. Sometimes if I am like "you know what I don't even care today I'm not studying." I'll go to bed around 11 to 11:30 PM. I'm just exhausted sometimes. I don't feel well because I'm so deprived of sleep so I'll just go to sleep." The lack of sleep impacts their play and their ability to perform in the classroom.

Although each participant had various challenges and difficulties with the demands placed on their time, not one student-athlete expressed giving up the sport. For many student-athletes they compete "for the love of the game" and the support and encouragement provided by border bridgers such as family, friends, coaches, and the institution that allows student-athletes to forge ahead.

A majority of the student-athletes reflected on the benefits they have gained as a student-athlete that will help them in the classroom or after graduation. Student-athletes

mentioned learning skills such as teamwork, time management, leadership, and communication. Aidan (MC-4M-Fr) noted that being a student-athlete brought him numerous gains, beginning with his ability to continue playing basketball. He commented on how he was gaining skills that would serve him in life; he stated “It really helps you with teamwork and working well with others because you are going to have to work with others your whole life in whatever occupation you are in.” Having an opportunity to practice the skills of teamwork while doing something they loved offered a testing ground for skills needed later in their work careers.

Student-athletes also realized that they only had four years to compete as a student-athlete. Bob (MC-3M-Sen) commented, “I know everybody wants to play sports, I am more focused on the academic base. It's, like, you know, I'm playing basketball, but my academics are going to take me further.” Only one participant, Adrian (MC-4M-Fr), noted the possibility of participating in athletics overseas, although he still recognized the importance of his degree to his future plans. For those nearing an ending to their college athletic careers mentioned finding ways to continue playing basketball after college in “pick-up” or league play within a community. College athletics was their last opportunity to play competitively with a team.

Adjustments over Time

Student-athletes spoke about the transitions they experienced as a student-athlete. As freshmen, they had to adjust to a new campus environment, a new roommate, the pace of the game at the collegiate level, a complex schedule, and the competitive nature of athletics in comparison to high-school is a transition for most student-athletes. A

majority of student-athletes roomed with either teammates or other athletes and expressed this as something that eased their transition to college. According to Aidan (MC-4M-Fr):

It's [having a roommate] an experience I've never experienced before, living with somebody you don't really know, living with (pause) sharing the same space with me. He [roommate] was a member of the basketball team but decided that he no longer wanted to play, so we kind of had some similar interests. I think that helped out a lot but it is a new person you have to learn to live with them, get along with them, [and] share things. Sometimes maybe get into an argument and you have to get past it [the issue]. It's definitely a new experience it is a good experience.

Rooming with other athletes meant that their roommates were able to understand better the commitment of being a student-athlete and had similar schedules and groups of friends. Susan (MC-1F-Jr) reflected on entering college as a freshman and the adjustment she had to make as an athlete related to the competitive nature of the sport.

According to her:

The athlete part is more demanding. College basketball a more structured and you have to get used to that [structure]. I guess from a basketball standpoint you're coming from a team where you are the best on the team. You outshined everyone, but you come here [college] and you're now on a team where everyone was the best on their team and so you really have to work to prove yourself as a player once you get here [to college].

Part of becoming a college athlete meant jockeying for your position on the team and facing the reality that you may no longer be the team star as you were in high school.

A second transition freshman experienced related to academics and homework. Like other new college students, the managing and prioritizing of their time as freshmen, without someone to keep them on task, was difficult. For many student-athletes, finding techniques to manage their time among the life roles did not occur until late into their freshman or sophomore year. Some student-athletes compared their academic high-school experience to their current college experience. For instances, Michael (RC-4M-Fr) stated, "Academics was entirely different in high school so I could slack off on that [homework] and still be good. In college, I have been getting used to putting a lot more time into academic (pause) and going to the library later to get all the work done. Whenever there's a break, usually an hour to break in between classes, I try to get some studying done there." Learning to squeeze in classwork when time allowed was one of the early lessons for the student-athletes.

The second transition typically occurred late in the sophomore year to early in the junior year. Here, student-athletes reported experiencing a realization that they are beginning the hard work of their majors. Freshmen were still learning to better manage their time and finding techniques to help them succeed. Sophomore year classes became more intense for some student-athletes and they found themselves reevaluating and recalibrating their time and life roles. By late junior year, there is shift in the focus on their career and what experiences they will need in order to be marketable after graduation. The challenge noted by the juniors and seniors in this study was finding the time for student teaching, clinical rotations, internships, or other employment to help bolster their resumes. Bob (MC-3M-Sen) currently is completing an internship and explained, "I know a lot of guys have worked [non-athletes]. I know in the junior and

senior year male or females want to get the internship, job experience, social life, and if they're playing a sport, it's tough [based on the limited time in their schedule as a student-athlete]." Yet, Bob recognized the importance of the internship experience for him in the long run and made adjustments to his schedule to accommodate this experience.

Other student-athletes shared experience of growth and development over their college career. Blake (MC-6F-Jr) addressed her transition from her freshman year to her junior year and how she became better at managing her involvements. She stated,

Coming in, I did volleyball and basketball, and as a freshman you want to explore everything, and try different things out, I would say you definitely become more focused over the years if you are serious about the things that matter most. I'd definitely (pause) I've become more focused and weeded out things I don't need to be doing like I did as a freshman. I think it happens, for a lot of people sophomore yearish when you are starting to take classes that are for your major and you're starting to think about getting an internship, and just furthering that [your experiences]. And you have done the whole freshman year thing and you can make mistakes and people forgive you for that (pause) the coaches understand that "oh you are a freshman." But once that's over [freshman year] you don't have that excuse any more so you realize that you have to get more serious.

This maturation process is typical for most college students (Chickering & Reisser, 1993), yet what differed for the students in this study was that they had the added responsibility of competing on a college level team. The student-athletes had to negotiate their time between school and sports and how they did this changed over time.

One adjustment that occurred over time was that student-athletes had to refocus academically and remind themselves basketball was not going to be their profession. Jen (MC-4F-Sen) explained her experience in refocusing the emphasis on academics. She related,

That [realization] happened after my sophomore year of college. My grades weren't where I wanted them to be and I started realizing (pause) when the halfway mark hit "crap I would be graduating in a few years and where might I be." I can't play basketball and one I can't go overseas. So I buckled down and studied, studied, studied. I finally got my grades back up where they needed to be. That realization hit and I really needed to focus on school and so that's when I told my coaches and they were like okay we respect that. They kind of demanded a little less of me and they realized what I needed (pause) and I was really serious about this [academics].

Schlossberg's (1981) transition theory speaks to individuals experiences in their lives and how they interpret, use, and further develop from their experiences. The ways in which the student-athletes interpreted and understood their experiences was in the context of their participation on a college team. The student-athletes observed the ways in which their teammates focused their attention and how they changed over their college career. Jen (MC-4F-Sen) explained how she has grown and matured as a senior into a more mature individual through her college experiences.

I have become more responsible. I've become a more mature individual. I think I've become more of an adult. When I look at myself as a freshman now, I've grown so much as a person. The experiences (pause) every experience influences

me and it changes me in a little way. It makes me a better person. I always learn from everything that happens to me. I think all it makes me a well-rounded person and I have had some experiences from every different end of the spectrum. Then it all comes together for me to be there for people through almost any situation. If someone needs to talk to me I can provide insight because I've been there and not just (pause) I've loved the person I've become because of everything that's happened to me over these past 4 years.

For student-athletes, their experience at college may be comparable to a highly involved student on a college campus. However, the pressures are different in the fact that depending how they perform in the classroom determines if they continue as an athlete. In addition, to the pressures and time constraints they experience with the travel schedule, practices, staying in shape, and studying, they also try to fit in other college activities, though on a limited basis.

Athletes at Play

This section offers a better understanding of the demands and commitments facing student-athletes. The schedule student-athletes manage in preparing for the season and during regular season play can be challenging. Incoming freshman have additional pressures and stress as they face a new environment and the expectations of being a college student-athlete. A metaphor to help explain the demands of athletes at play is to envision riding an elevator in which each floor represents a different role or responsibility facing the student-athletes. These responsibilities may include attending classes and outside activities connected to class, workouts, work-study, injury prevention treatment, practice, socializing, and homework. The roles of athletes differ depending on the time

of the season. Addressed in this section includes the typical days student-athletes' experience during the preseason. Next, the day-to-day experiences while in season as a student-athlete showcase the demands during this part of the season. Followed by adjustments student-athletes encountered beginning their freshman through senior year.

Preseason. Preseason begins approximately on August 30th when students are just arriving at school and continues to around October 15th. During this time, the goal is to help athletes condition their bodies for the long season ahead. Student-athletes often have commitments related to athletics six days a week. However, student-athletes also mentioned how their sports' commitments extend to seven days a week in some fashion. Even though student-athletes are required to have a day off every week in order to recuperate, Joe offered, "We [teammates] are generally in the gym getting shots up and things like that [on our day off]." The commitment and dedication during the preseason was strong for student-athletes, as they desired to enter the season ready for competition.

During the preseason, a typical day includes class, additional workouts throughout the day, and practice, with students returning home after the sun has set. A majority of student-athletes are up in the early morning for workouts, long before most of the student body even starts their day. Sammi (RC-5F-Fr) provided a time frame for the requirements student-athletes experience during the pre-season. She stated,

For preseason we [teammates] had lifting workouts every single day and those normally took an 1 to 1 ½ hours, and then you add on about a half hour of warm-up before that. Then two days a week we had running workouts and got up at about 6:30 am and met either out on the football field or in the gym. We did

cardio workouts and agility's. Three days a week we had open gym that we did at night and those lasted anywhere from 1-2 hours.

Student-athletes at both institutions experienced similar aspects in their pre-season with the focus being intense skill, cardio, and agility workouts. Bob (MC-3M-Sen) explained that preseason consists of more conditioning than games, but the time commitment in terms of hours is similar to the regular season. Bob added,

That's [preseason] more conditioning and shooting practices. Which is like going as long as a practice [in –season] just not as much contact (pause); it's just shooting drills. Then we would lift three times a week Monday, Wednesday, and Friday. I lifted at 1:30 pm for about an hour and then do 10 minutes of core shooting workouts after. So that's three times a week. It's pretty intense. The lifting is a lot harder and the running. It's more about gaining muscle strength, and trying to set goals, accomplish certain tasks, and get your overall body strength stronger.

Getting in shape for the season required the same level of time commitment and balance of demands of being both a student and an athlete.

A majority of student-athletes mentioned being challenged as student-athletes especially during preseason, mid-terms, and first semester finals. Some of the student-athletes found the demands placed on their schedule during preseason to be more difficult to manage, as the timing of the workouts was sporadic. Rachel (MC-3F-Sen) explained,

Preseason is actually a little harder with the time commitments, actually everything (pause). During season we have everything for four hours, with lifting and everything is in a row. We may have coaches boot camp in the morning from

9:00 am to 10:00 am and then shooting from 1:00 pm to 2:00 pm to and then open gym from 3:00 pm to 5:00 pm. So just kind of more throughout the day.

At the end of the conditioning preseason work-outs, two scheduled competitions take place that are not part of the regular season. These games allow the teams to face competition without it counting for record keeping in season.

For seasoned players they understand the expectations and continue to build on their conditioning from the summer. Student-athletes entering into the institution experience more difficult conditioning and weight training. Many are not use to early morning practices and the increase expectations placed on them as a student and athlete. Each player goes through adjustment during preseason, however, seasoned players transition back to college and noted how it was less stressful as they head into the regular season.

In season: A typical day. During the regular season, a student-athlete's day differs in comparison to a non-athlete. Student-athletes continue with long days of practice, drilling, and games, with little free time in the late evening. Travel time increases during the season as teams are generally competing in two games per week. The constant running between activities that start early in the morning and continue to late at night, which may contribute to student-athletes being tired throughout the day. My interviews were conducted early in the season, but already the student-athletes were expressing fatigue. Robert (MC-5M-So) believes the exhaustion resulting from his hectic schedule makes him unproductive in other areas of life. He stated:

I'm tired all the time, you are always tired, for us [athletes] it's a physical sport, physical contact, so you are sore. You lift and you are sore from that and like now

when it is 6:00 pm when it's the best time to be getting stuff done you would like to go to bed. It's hard to focus, the exhaustion and the general soreness distracts you from what you need to do.

The sheer physical exhaustion was part of being a student-athlete. Over their college career, students utilized different types of strategies to manage the fatigue.

Even though there are really no typical days in the life of a college athlete, there are some requirements that remain the same each day. Every student-athlete shared a different structure to their day and a commitment to their various life roles. For some student-athletes, they were involved in an internship, class observations, or other campus involvements that took place throughout the day. Taylor's (MC-5F-So) description of her typical day provides a sample of the range of activities in which student-athletes engage. She offered,

On Monday, Wednesday, and Friday (pause) usually class is at 9:15 am, then I go to lifting at 10:30-11:15 am and lunch is at 11:30-12:15 pm followed by class. I go early [to class] but it starts at 1:00-2:05 pm. I go to practice early to shoot around, but practice doesn't start till 3:30 pm. I get there at 2:30 and start shooting at 3:00 pm and practice from 3:30 -5:30 or 6:00 pm. Dinner from 6:15-7:00 pm then I go to the library from 7:00-9:00 pm or I just hang out in my room, and then I usually go to bed around 10:00 pm.

This description of a day in the life of an athlete highlights how sports obligations are interwoven throughout the day and how this student arrives early for both class and for practices to devote more time to these activities.

As a senior, Bob (MC-3M-Sen) was involved in an internship along with managing his academic, athletic, and other responsibilities. According to Bob:

[I] get up for work at 7:30 am and leave at 8:10 am to drive to [names the location] for my internship. I work about 4 hours and leave about 12:15ish and drive back and drop my car off. Hop on a shuttle to get to class at 12:50-2:20 pm. We [the class] normally get out about 1:30 pm he doesn't try to keep us longer than 1:30 pm. I have about 45 minutes maybe (pause) depending on what time we have practice. Sometimes we practice at 4:00 pm and some days we practice at 6:00 pm. If we practice at 4:00 pm, I have about an hour for downtime before 4:00 pm practice. And then practice is at least 2 1/2 hours, so until 6:30 pm and then we go over scouting reports for our opponent in a few days. End maybe about 7:00 pm then I would ice after for 8 to 10 minutes and then I would be home around 8:00 pm and have a few hours to plop down in a recliner or on the couch to just hang out for a few hours. Maybe do some homework that I have, talk to my family, or friends or whoever (pause) my girlfriend. Then probably go to sleep around 11:30 pm. And then get up the next day.

Bob's tightly scripted day requires him to plan his class and intern schedule around basketball. He receives some bonus time during the day due his professor letting the class out early on a regular basis, though he did not elaborate on how he opted to use this time.

Rinny's (RC-3F-Jr) typical day as a student-athlete was an outlier as she was the only participant to note getting up prior to 7:00 am unless there was early morning

practice or observations for a major. Furthermore, she was only one of two student-athletes who said she had a job other than work-study on campus. Rinny added,

I have set mine [schedule] up to be pretty similar across the week. I am a morning person so I am up around 5:45 am or 6:00 am. I study for an hour so that puts me about 7:00 am. I like to cook so I make breakfast, watch the news, and finish things up for the day. Then I am at work or at class by 8:00 am. Between 8:00-3:00 pm I'm either at work or in class. On an early practice day we will start at 4-ish so I go from work to practice and we're done between 6:30 pm and 7:00 pm. I then head back to my apartment, have dinner, shower, and hang out with my roommates and friends for a little bit, and then usually homework until midnight 12:30 am at the latest.

As illustrated by the description of Rinny's typical day, on average she is only getting about six hours of sleep a night. Noting this schedule, it becomes more obvious why the student-athletes commented on being fatigued.

Although student-athletes are students at two different institutions, they had similar schedules while in season as most of their days began prior to 9:00 am in the morning and were highly scheduled throughout the day. There is little time for student-athletes to complete homework between classes, socialize with friends outside of athletics, or be involved with other aspects of the college. One activity rarely mentioned by student-athletes during interviews, but which was observed during the two shadow experiences at both institutions included time spent napping during the day. I shadowed a student on each campus. Both student-athletes were observed on game days at their home institutions and napped in the afternoon approximately 45 minutes to two hours in

length prior to arriving to the gym for the game. If they had a small break between classes or other events one option was to nap or relax. Yet, when interviewed, none of the student-athletes noted napping during the day. Another fact that emerged during shadowing the students was their eating habits during the day. Both individuals ate on the go during the day, usually eating a granola bar for breakfast and spending approximately thirty minutes for lunch with small snacks throughout the day.

While the off-season experience was not a focus of this study, student-athletes did briefly mention their experience during the off-season and noted how it was easier to manage their schedules and that it was less demanding. The off-season allowed student-athletes to see family and friends outside of basketball. Many of the student-athletes said they took a solid break from basketball for about two weeks before training for the following season.

Border Bridgers: Relationships

A third theme that developed from the data was the importance of family, friends, and coaches; and these key individuals are categorized as “border bridgers.” In this case, border bridgers (e.g; coach, parents, friends, or a significant other) are individuals influential in defining the boundaries and border in the lives of student-athletes. Instead of emphasizing the borders, the border bridgers help in blurring the lines between roles. Individuals grow and develop while in college and student-athletes are no exception. Without the love and support of family, friends, teammates, coaches, and faculty, these student-athletes successes would not be possible. Although some of the students were not as close to all border bridgers, every participant spoke about the importance of various individuals in his or her life. A majority of these border bridgers influence

student-athletes in their decision-making and support them in times of need. According to student-athletes, these border bridgers help student-athletes to manage stress and to work through the many challenges they experience. Three distinct groups of border bridgers stood out for student-athletes. It was clear that the support of family, coaches, and friends/teammates were central to the students. Auxiliary border bridgers included faculty and other institutional staff.

Relationships with Family

Support of family differed for each individual, but a majority of student-athletes described family as being the most important role in their lives. The importance of family for millennial students has been corroborated in recent research (Alexander-Agati, 2011). Family was supportive in difficult times regardless of the situation; and student-athletes communicated with family members almost on a daily basis. A majority of the student-athletes stated family members typically attend their basketball games and, thus, being close to home was a contributing element in their college selection decision. Susan (MC-1F-Jr) reflects on the importance her family plays by stating,

My family is huge. My parents are always there for me and have always been there for me. They come to every single game and they are my backbone. I know I can run to them for any problem and they're always going to find a way make me feel better or find a way to help me and anyway.

Knowing that she could rely on family allows Susan a place to turn when she has difficulties while away from home.

Only a few student-athletes were not as close to their family (either their relationship was not as strong or they lived at a distance from home). Those with limited

family support relied on friends and teammates as their support network. Student-athletes provided a number of examples to explain the support of family. First, student-athletes have frequent contact with family members, which is typical for millennial college students. Second, family members also have the opportunity to attend games to show their support because games occur in close proximity to family members for the bulk of the student-athletes. A majority of student-athletes specifically selected the institution they are now attending to allow family and hometown friends the chance to attend games. Kat (RC-6F-Fr) is a first year student and enjoys when her family members are able to attend games because she has been unable to travel home during the season. Kat (RC-6F-Fr) stated:

I have one of the most supportive families out there, it's crazy. My grandpa calls me twice a day and leaves me voicemails. "I say hello what do you need now" (pause) but I love when they call me. I'm getting to the point (pause) I'm not really home sick but I'm getting to the point where it would be really nice to go home. The other day was my brother's birthday and I called him and I talked to him on the phone. They always come to my games and I make it a point to come out and talk to them [family].

The close connections the student-athletes have with their families was able to continue despite the fact that they left home to attend college. Students stayed in contact with their family electronically and with calls, text messages, as well as through attendance at games.

Those whose family lived at a distance still maintained family ties. Joe (RC-2M-So) lives out of state and therefore communicated with his family on Sundays and with his parents after games to allow him to stay connected with his family. He explained:

I talk to my parents every Sunday. I talked to my sister throughout the week, she is a freshman at [named institution]. So I talk to my family every Sunday and I talk to my grandparents Sunday as well and so Sunday is my family day. In general, during season we have Sundays off because we're playing on Saturday we have Sunday off to rest our bodies. So Sundays, I do some homework or talk to the family but throughout the week I am sending text messages with all my family [members] and then my parents watched the games online. Then critique my play and do all that parenting stuff afterwards.

Technology is extremely important for student-athletes as a means to catch up with family or to just check-in with how their day is going. In addition, streaming of games via the Internet offers the opportunity for families to watch games they are unable to attend.

Bob (MC-3M-Sen) explained how he is a first generation college student, and emphasized the importance of ethics, values, and education his parents instilled in him growing up. According to Bob (MC-3M-Sen):

We've [family] always been a tight group. My mom is the sweetest lady, she brought us [siblings] up right. And my dad is a blue-collar guy, a hard-working guy he make (pause) he kind of makes me appreciate what I'm going through and how important it is to get an education. He [father] didn't have his education or

mom and they instill those values. You think about it and look back and appreciate all they wanted you to learn in life.

Students shared an appreciation for what their family provided for them and also how they wanted to make their family proud with their accomplishments.

Although family members are supporting them as athletes, parents have a vested interest in their success academically. Student-athletes understand and share these goals. At an early age, parents stressed to these student-athletes the importance of college as an expectation. Chelsea (RC-4F-Sen) and Rinny (RC-3F-Jr) both mentioned college was not really talked about, but was an expectation and goal they knew early on in their lives. Chelsea (RC-4F-Sen) noted, "...both my parents went to college and so they pretty much raised us into wanting to come to college too." On the other hand, Rinny (RC-3F-Jr), like Bob, was a first-generation college student, but she was motivated to become a doctor. She explained:

Neither of my parents went to college, my dad works for a family business on my grandpa's side. He is a mechanic and my mom went to technical training school and works with insurance. It [college] was never really discussed whether I would or would not go. I was about seven I guess when I decided I wanted to be a doctor. Since then, that [being a doctor] is what I have been working for. So college just needed to happen.

Student experiences ranged from taking going to college for granted to having a long term professional goal they wanted to achieve. Family influenced these perspectives.

For Dan (RC-1M-Fr), there was a realization of how much his parents support him and how important his education is in order for him to begin his own life. Like other millennial students, Dan appreciated his parent's support. He stated,

I realize now that I'm here because of my parents. I'm here to do a job. I'm here to get good grades so that I make money to live on my own, so I can have a family. I feel like I owe my parents. They raised me for 18 years and are still raising me now. I was never forced to get a job. I worked basketball camps during the summer. I was never forced to get a job, if I needed something they provided.

Support from family included both financial support and emotional support. Parents instilled in the students an appreciation for their education.

The connection to family and home are important, however, family is not the only support structure for student-athletes. Coaches and friends (mostly teammates) are an extremely important aspect in the lives of student-athletes. Those student-athletes that selected to attend college further away from home or without family support especially noted the roles of coaches and friends. The following sections address the interactions student-athletes gain from coaches and teammates.

Relationships with Coaches: Academic vs. Athletic

The literature addresses the challenges athletes experience between balancing athletics and academics (Watt & Moore, 2001). Coaches are trying to win games and often are in a fight for their jobs, which results in coaches stressing the importance of athletics over education. On the academic side, faculty members are trying to educate students to be prepared for their future careers and endeavors. Student-athletes did mention the importance of academics, and although both institutions monitor student-

athletes differently to make sure they are attending classes and obtaining satisfactory grades, the role of the coach or assistant coaches impacts these young student-athletes' lives the most. Sam (RC-1F-Sen) discussed the importance of his coaches and stated:

I would say my coaches have probably been one of the bigger influences on me because they push you further each day [as an athlete]. They believe in you and know you can achieve something so they are going to push you just a little harder. They make you a little uncomfortable at times but you know in the long run and can be better for you.

Coaches seek to get the best performance out of athletes and this experience translates to situations off the court.

The coaching staffs provide an on-campus resource student-athletes turn to for support during difficult times academically or athletically. Coaches are those who motivate players to give it their all on the court or deal with setbacks as a student-athlete. This constant support makes coaches a reliable contact in times of need. Coaches are involved with the student-athletes prior to their attendance on campus. As Division III colleges, both institutions in this study showed a commitment to academics and coaches expected their athletes to attend classes. A majority of student-athletes shared similar comments that coaches and the message they received about academics. Bob (MC-3M-Sen) explained,

They [coaches] stress being a student first and an athlete second. I really feel like this is really important as I feel a lot of people lose touch with that. They don't think further down the road they want to go somewhere, be out there, and just that name on the jersey. They don't think what is in it for me later in the road. They

just don't know.... they just want to play ball. They don't think first. A lot of people have stressed this to me being a student first, that's where (pause) that's your future. And basketball will just come if you're a natural athlete, a love the game, you can play anytime you want but you have to get your education first.

Both institutions required student-athletes to provide a progress reports to the coach throughout the season and there were consequences if a student-athletes does not attend classes. Furthermore, coaches at Midwestern College require student-athletes to attend study tables in the library that are based on grade-point average. However, all freshmen athletes are required to attend these sessions for two-hour sessions regardless if an individual is a student in good standing. According to Blake (MC-6F-Jr),

As a freshman you are required to participant in study tables. Sophomore to senior years it depends on your grade point if you have to go in at a certain time. We are all required to spend two hours in the library even if you are an outstanding student. If your grade point gets lower you are required to go to the study tables, with the freshman. For freshman it starts out 4-6 hours per week. It does depend on your grade point after that. For me I can do 2 hours any time on my own.

Some female student-athletes expressed that study tables were not effective because the team talks instead of actually studying. For the male student-athletes at Midwestern College, the study table occurs regardless of grade point average. The entire team attends the library after practice at least twice a week for approximately two hours.

Not only are the coaches supporting the academic aspect of the institution, they are willing to find avenues to support the student-athletes outside academics. As a senior, Jen (MC-4F-Sen) is preparing to graduate from Midwestern and getting ready to move to

the next phase in her career. Her focus is on gaining experience in the hospital setting prior to applying to medical school. Therefore, she explains how she does work in the hospital on Sunday's because it is usually the team's day off and that on Wednesday, with the support of the coach in adjusting the practice schedule, she is also able to work.

Jen related,

...I talked to her [coach] before the season started up this is what I have to do for medical school. They are looking for hours in the clinical setting and I really need these. So she [coach] suggested the practice schedule. So on Wednesdays we have morning practices and I can work at night.

The flexibility the coach was willing to provide shows great support for the student's education.

Susan (MC-1F-Jr) had a very similar experience in regard to her need to complete observation hours prior to student teaching, which required shifts in her schedule as an athlete. Susan offered, "Just having that support. my friends and coaches are awesome. If I'm late to practice because of observing they [coaches] know I need to because I need those hours before I student teach." In these instances, academics trumped athletics.

Student-athletes also acknowledged how their coaches taught them life skills on the court. Bob (MC-3M-Sen) provided specific examples he believes his experience has taught him. He stated, "If you're in a sport, you realize the concepts of teamwork and communication." Other athletes were able to provide additional examples of the life skills they have gained being an athlete. Sammi (RC-5F-Fr) and Chelsea (RC-4F-Sen), for instance, briefly shared about the skills they have learned as members of the basketball

team. For Sammi (RC-5F) these skills included, “Persistence, holding yourself accountable, responsibility, and being determined are all life lessons that I can take to any point in my life and apply them.” As a senior Chelsea (RC-4F) described an environment where she has had to learn to grow and develop. She reflected, “There is a ton of life lessons you can learn just being a student athlete. Athletics is somewhere you can grow and find out more about yourself that you would not figure out if you were not an athlete. Understanding how to be competitive and be able to cooperate and work with others.” Learning occurred both in classes and on the court.

The aspects of teamwork, cooperation, hard work, and respect for differences are skills student-athletes stated they have learned thus far as a student-athlete. According to student-athletes, they are able to translate the skills gained on the court to the classroom, in particular when they deal with others different from them.

Although similarities existed between the two colleges regarding how coaches support student-athletes, there were some slight differences. One difference involved how the coaches approached study tables. For the men’s team at River’s College there is not a requirement to participate in study tables for any member of the team. However, the women’s team does have a requirement that starts in freshmen year. Sam (RC-1F-Sen) stated, “All freshmen have to go to study tables which are 3 hours a week and then if you have about a 3.5 [G.P.A.] after freshmen (pause) first semester you can get out. If not you stay in and for every C- you have on grade checks you add another hour.” Even though the men do not participate in study tables Joe (RC-3M-So) shared his thoughts on the coach’s commitment to academics. Joe stated,

I think the one thing that Coach [names him] does is place the academics first aspect. Like with the class for instance. If you have a class he's going to openly say to everybody if you have a class go to class first. That is what we want you to do, there's no repercussion and you are not on the line running wind sprints because you had to go to class. Or he is not yelling at you because you didn't learn a play because you were class. So I think he demonstrates that in a positive way.

Thus, even though there is not a requirement in place for the men's team at River College regarding study tables, players understand the importance placed on academics.

A second major difference among the teams and schools emerged based on interviews and observations. The interactions the women's team at River's College had with the head coach was notably different. These student-athletes have really responded to the coaching style of the head coach and how they related the skills they learn in practice to life. Rinny (RC-3F-Jr) provided insight of how their coach not only supports them as student-athletes, but how she also teaches them life skills.

Our program is pretty unique. Coach [names her] is pretty awesome and we have all really bought into the fact that we are not just about winning games. We do a ton of stuff on the side like volunteering and she is so much more interested in helping us become the people we can be. She uses basketball to find each person's limits in different areas and just pulverize them.

Rinny (RC-3F-Jr) continued to talk about the coach's support and expectation as an athlete while at practice by explaining:

Our coaches are all from DI programs or at least my freshman year so they knew what it felt like to major in basketball and they don't want that for us. So a lot of

them make concessions and help us out. They expect for that 2-hour practice that when you are on the court every day that you are there to do basketball. They [coaches] can't have you for 6 hours so when we [the team] work for 2 hours we work really hard. That is something that I can really buy into because I have maybe 2 hours and 30 min. to [devote to] basketball during the day. Just committing to the philosophy that if you work really hard when you have the time it'll pay off.

The women players at River College had a different relationship with their coach and readily discussed the lessons they learned in comparison to all other coaches.

Another important support cast for student-athletes are the friends they have encountered through their college experience. Although in the interviews student-athletes mention the importance of friends, very few have close friends outside the athletic realm. A majority mentioned the importance of friends, but primarily referred to teammates as their close friends.

Relationships with Teammates and Friends

A third aspect of support for student-athletes comes from friends and other students at the institution. Each of the student-athletes was passionate about the support they received from their teammates, friends, and fans. Student-athletes spoke about friends as being an important support structure. Although deeper questioning revealed that a majority of their friends were either teammates or other athletes. Very few student-athletes mentioned using technology to allow them to stay closer with their high school friends. However, some student-athletes stated they called high school friends, asked them to attend a game, or competed against them in the conference play. If they did have

friends outside of the team, time was limited with these individuals, especially while in season. The only time the majority of student-athletes had time to socialize with those other than teammates was late at night or on the weekends while in season. As students reviewed their typical day, some about going back to their hall and playing video game and watching TV with friends. Others had a difficult time communicating with friends during the basketball season. For Chelsea (RC-4F-Sen),

...it's really hard sometimes to find time for my friends and family. I always try to find time to make a phone call to a relative or my parents back home. Usually in season, I'm pretty much hanging out with the girls on the team and I think it's important to get to know them. I'm still getting to know the freshman. I have friends outside of the basketball team, but in season I do not see them as much. It's hard to juggle that in season.

For those student-athletes out of state or further from their family, teammates and college friends became an even greater source of support. The close bond develops early on because student-athletes arrive early for orientation, they are usually paired with an athlete or team member, spend countless hours with one another, and for basketball players they are on-campus during holidays when most students are home for holiday breaks. Susan (MC-1F-Jr) described the friendships of team members as well as the positive experience of meeting other hall mates. She commented,

We (pause) my team is like a family we do almost everything together, eat meals together, hang out together, we are just really great. Just always together. We have a mutual bond of basketball, but I also have met some other girls my freshman year because I lived on the 1st floor and you get to know the people that

live next door to you and those are actually my best friends now. I live with one of them and you have the option to live with an athlete, a basketball player, a teammate. However, sometimes it's better to come back and vent to others (pause) other than the basketball team. I kind of have a balance. I have my best friend who lives with me, and then I have my team.

Susan's experience is important because she surrounded herself around other student-athletes during her first year of college. This experience allowed her to develop connections with others outside of basketball and the team. However, some athletic teams may learn a narrow view of life and become isolated from other students because of their limited interaction with others from outside the team..

All participants referred to their team in a positive light and as a source of support. According to Sam (RC-1F-Sen), "As far as friends, I think being on a team you come in knowing people right away so that always helps out. Sometimes they see you in stressful situations so they really get to see stuff in you that a lot of other people might not see." Robert (MC-5M-So) added that what he enjoys about the team was "I enjoy just the comradery. You spend the most time out of your day in season with those guys on the team, the biggest chunk of your time together with specific people is with them. You get the stupid jokes, or the locker room talks, different people bring different things to the table." The great deal of time spent with teammates created a culture of support.

For a majority of student-athletes, their close friends were teammates and the bonds began early in the season and continued due to the amount of time spent together. The support of family, coaches, friends, and teammates are important for a student-athlete to help successfully manage the multiple life experiences and roles student-

athletes face. To better understand the management of life roles the follow section speaks to the demands on student-athletes time, challenges, and benefits they see roles having in their life.

Management of Life Roles

The fourth theme to arise out of the analysis of the data was how student-athletes go about managing their time as a student-athlete. Time management is an area that causes student-athletes the greatest difficulty and stress. For many student-athletes in this study, they see their various life roles as being interwoven or integrated with one another. It was clear in speaking with and observing student-athletes they had to learn to manage their time efficiently and multi-task early starting in their freshmen year. As they continued throughout their college careers, the upper division student-athletes acquired strategies to deal with the stress of their multiple roles. As with the traditional student population, athletes had to reevaluate their strategies each semester. However, for student-athletes, their time in season required a different type of planning due to the demands of the sport and their decision to place leisure over academics requirements. Basketball players when in season usually are competing in two games a week, which may include traveling. Student-athletes are just like non-athletes in that they feel the pressure to do it all.

Challenges Facing Student-Athletes

Student-athletes face challenges both in the classroom and on court. It is difficult in college to be a student and an athlete. Division III student-athletes do not receive scholarships or financial compensation to participate in college sports. However, they are asked to make an extensive time commitment to a sport. Outsiders see the public

recognition, opportunities to travel, and athletic gear. Yet, the insiders' view is not as rosy. The early morning workouts, team rules, NCAA rules and regulations, late practices, and film review require a great deal of time. Not to mention being mindful of what they eat or drink, if the fluids may contain and banned or illegal substance. When comparing their experiences to others, some student-athletes feel they miss many of the social and extracurricular activities experiences in comparison to their peers. Upon examination of the data, student-athletes are challenged by the increased scrutiny they receive and the difficulties of integrating the athletic role with other life roles. Jen (MC-4F-Sen) addressed the challenges of being in the spotlight as a student-athlete, stating,

One of the challenges is the constant being in the spotlight, and being able to handle that. Being watched 24-7. Like, I had no idea how much we're under the eye of everyone at this institution. And everyone is really watching what you do. If you ever go to any kind of party people know you. It's a strange feeling, it's [athletics] not a major popularity thing but people are more judgmental. They [non-athletes] expect more out of you, and they demand more out of you. That was something that I struggled with at the beginning because why do people care so much. But then when you look at it you are the face of the school.

There was pressure from the public roles they had to uphold. Another challenge mentioned throughout the interviews dealt with time. There are opportunities some student-athletes wanted to be involved with outside of athletics. Student-athletes mentioned they wanted to join clubs and organizations, but were limited due to time constraints. Bob (MC-3M-Sen) mentioned a club he would have joined as more of a social group but was unable due to time constraints. He stated:

I'm a marketing major and I wanted to kind of be involved in the marketing group here. But I couldn't a lot of the times because of practice times and leaving for games because there's a certain amount of meetings you have to attend to be involved in the club. I wish I could have gotten involve maybe in more activities like that. Just social groups and stuff like that on campus.

Others student-athletes mentioned Habitat for Humanity and campus service fraternity they had or were currently involved with. River College student-athletes described other areas of campus involvement they would like participate more in including study abroad, volunteering, internships, and Greek Life. Although all students at River College must participate in required activities prior to graduation (as discussed later), student-athletes would like to be involved more but time demands limit the possibilities. According to Rinny (RC-3F-Jr), opportunities are limited due to time and the length of the basketball season. She stated,

Time. It [athletics] takes a lot of time. I was going to study abroad and do Doctors Without Borders during my undergrad and it's just not possible when your sport is 7 or 8 months long. We start preseason we get on campus and we will be forced out of the gym for about two weeks after season. But otherwise we go. This past summer every single returner that was coming back on the team stayed on campus.

She continues to explain the commitment is not just over a few months and although she would like to experience more than what she has thus far the commitment to athletics is too great.

It is not just a seasonal commitment, it's year-round at least our program. So it just takes a lot of time you can't do off-campus jobs, you can volunteer, you are not going to study abroad, even summer opportunities if you take those you're not getting your court time with your team, and workout time is affected. So it's a lot a time.

Furthermore, time becomes extremely important for these student-athletes around mid-terms and finals. There are times built in to allow them to study, however, they are in season during first semester mid-terms and finals. Joe (RC-2M-So) was not alone in feeling a sense of elevated stress and noted the importance of time management surrounding mid-terms and finals. He reflected:

Especially during finals and during the time that build up to finals, again that time commitment that I have. There are times were we are in practice for 4 hours and you're thinking I should be studying right now or I should be trying to get this assignment started even though it's due in two weeks because I know we have these games coming up. So that time commitment piece kind of eats away at you towards the end of the semester.

This lack of time and inability to manage the demands on student-athletes for many leads to stress. For a majority of student-athlete, they learn to deal with the challenges and demands on their time in order to manage other life roles outside of the student and athlete role. Student-athletes at both institutions focus heavily on their roles as a student, athlete, and family member. The next section will further explain how student-athletes manage multiple life roles and some strategies used to better organize their time.

Integration vs. Role Separation

Student-athletes vary in the amount of time they spend in particular roles as a student, athlete, family member, friend, romantic partner, or with religious congregation. The student-athletes in this study had clear understandings of the importance academics had on their future. As mentioned in previous sections of this chapter, when asked to prioritize various life roles, academics was placed over athletics for a majority of student-athletes. However, student-athletes shared that when the basketball schedule is given to them, they place other aspects of life around that schedule because it is their priority at the moment. Robert (MC-5M-So), for example, builds his day around the requirements of basketball because of the consequences associated with the activity. "I would like to say I make a schedule but I really don't. I do everything, in season, around practice, cause that's what you get in trouble for if you don't show up to, and then my two main priorities here while I'm at school are first class then it's athletics." The lives of student-athletes are very prescribed given the demands on their time.

For some student-athletes, the basketball schedule is fixed, therefore creating a structure they can build their other life roles around. Some of the student-athletes mentioned seeing their roles as integrating with all aspects of their lives. Student-athletes also commented about have a difficult time separating roles as Rinny (RC-3F-Jr) points out in the following statement:

Well. Between family, academics, and basketball those are really hard for me to differentiate between because I think they are so intertwined. They [life roles] all play on each other. So I look at them as almost one thing that I have committed to doing but if they came down to it (pause) it would always be my family. They

have given me every opportunity I have ever had and by just by being there for me. They [family] are definitely up there. School is going to be everything I will be able to be later and basketball can do that too. I guess religion is part of my family so I would tie that altogether. Relationship wise I have put a self-imposed stand hold on that. Personal sanity at this time, as I mentioned I've gotten to the point where I've decided I feel better, and more productive, and are focused, and passionate about things. So, if I was going to commit to a relationship I have to go fully-fledged [into the relationship] to do that and right now that's not something I think I can do.

Analysis of the data showed that the roles of student and athlete are integrated for a majority of student-athletes. Support from border bridgers such as family, friends, and coaches help provide mentoring, role modeling, or teaching of effective strategies. Furthermore, these individuals influence the student-athletes in their decision making process. Five student-athletes specifically mentioned the life role of religion. However, each of these student-athletes connected their life role with a family value they came to college with already possessing. Some mentioned religion as being important, but noted religion took a "back seat" due to the time demands or inability to find a service close enough to attend. Yet, if the student-athlete was with family members or traveled home they would attend services with family. As Bob (RC-3M-Sen) reflected on the various life roles he notes the transition from high school to now.

You know when I was in high school it was more like girlfriend, friends, family, and religion. Now getting a little older I realize (pause) I come into my faith a little bit more. I think (pause) I just appreciate it what I've been given and what I

have been blessed with. I feel like the older I get the wiser (pause) you know you grow up a little bit immature and realize that family and religion are probably the top things [life roles] and the rest will fall in place.

Student-athletes further explain how they see roles either integrating or separating. The importance of roles and how individuals manage these life roles are an individual preference. The following by remarks by Kat (RC-6F-Fr) suggest how roles become integrated as students and athletes. She stated:

I see myself as a family member first. Family is the most important because that's what you are going to have the rest of your life. In the past, I always thought the student was first but (pause) it's like student-athlete is like the same. It is one thing now. Sports are a bigger part of my life in college now I guess. School (pause) they work around each other so they are probably even. Obviously, I have to keep my grades up to play.

Not all roles are integrated and for some student-athletes, segmenting roles does occur in season as well as out of season. A majority of student-athletes confirmed managing life roles was easier out of season. The following statement illustrates how one student-athlete found himself multi-tasking to get what he wanted to accomplish in a day.

According to Bob (MC-3M-Sen), once the season has ended the rush to get everything accomplished was lessened.

In season, you feel like basketball consumes your life when you get out of practice you got to do a lot of things at once. Like a few years ago my girlfriend we're hanging out but at the same time we're also doing homework. So you're trying to be a student and hanging out with your girlfriend at the same time. And

then I was maybe on the phone with my mom talking about something. You just you feel like you just have to get it in all in one day. And then when the season stops you have way more time you can take an hour to call your mom and say you're coming home in a week or whatever.

Whether or not a student-athlete integrated or tries to separate life roles they need to develop strategies to manage such roles. Obviously, strategies will vary among male and female athletes and the importance of a particular role.

Stress and Tension

Every student-athlete mentioned feeling stressed related to the various life roles especially focused around the roles of student and athlete. These various roles were seen by a majority of those interviewed as integrating multiple roles with one another. Yet, stress existed due to the range of time commitments and trying to stay on top of other life roles beyond being an athlete. Only a few student-athletes mentioned being in a relationship. Other student-athletes noted previous relationships, but cited challenges with finding time of seeing one another due to the demands of their schedule as student-athletes. Aidan (MC-4M-Fr) for example focuses on the demands of being an athlete and a student. He stated, "It's tough, basketball we [the team] are here 4 hours a day sometimes 5 hours, lifting, practice, film." He goes on to say, "You are tired a lot, you are stressed about getting your work done, and performing well [academically and athletically]." The time devoted to the sport left scant time for developing or sustaining a relationship.

Student-athletes also addressed the importance of time management but how other factors such as injury can add to an individual's stress. Bob (MC-3M-Sen) for example

explained as a student-athlete the demands may be high at times especially when recovering from an injury.

Sometimes it's just the demands of it. You take balancing all aspects of your life and you take it with the positive and the negative. Sometimes it's a lot, and it stresses you out sometimes you feel like is it really worth it (pause) and then you can sit back and think it is. But sometimes it's pretty demanding. Especially sometimes people get injured and rehab and stuff like that is a lot of extra work and quite a commitment.

Bob (MC-3M-Sen) continued to address the importance of managing time and what he prioritizes during the day. He stated, "A lot of it's time management. Homework, friends, family, girlfriend, and work. It is time management and then probably rest. I know it's kind of simple but sometimes you don't get enough rest and I feel like this leads to a lot of stress." Of the 21 student-athletes interviewed, several other student-athletes described feeling tired or a lack of sleep due to the expectations as a student-athlete. Other student-athletes were in agreement that the multiple life roles create stress for them as student-athletes. However, a majority of the stress was attributed to the roles of student and an athlete. Kat (RC-6F-Fr) for example related her stress to the transition from high school to college and the pressures she places on herself academically:

... would assume that I'm a little more stressed out because I'm kind of a perfectionist. I'm used to getting perfect grades [in high school] and I'm not getting perfect grades [in college] right now so that's frustrating me. I knew college was going to be harder but I didn't quite expect it [to be this difficult]. I am just not use to studying. Like (pause) I have always done my homework but

I've never had this set aside time to learn material. In college you have to teach yourself and it's harder material. I don't know if people struggled more in high school so they're used to having to study.

As a freshman, Kat is still transitioning from a high school setting to a college environment and trying to figure out how to manage her competing time demands.

For freshman student-athletes the transition from high school to college was an eye-opener because not only was the athletic role more challenging so to was the academic role. A majority of the students shared an experience of learning better study habits and focusing on the academic role more than originally anticipated when entering college. Even upper division students were managing integration issues as they began to take classes for their selected major. Susan (MC-1F-Jr) mentioned struggling with her major and minor as a junior.

This year [junior year] has really been an eye-opener and kind of a struggle this semester. I actually applied last a year to the education program. So, I started out (pause) I got my Gen. Eds out-of-the-way. So that pretty much was a breeze the first two years. Then, I got to this semester and I got into the education program and I had to load up on these classes and have such an overload this semester. I have four education classes and a Spanish class (pause) because I'm minoring in Spanish too. It was kind of an eye-opener. I've never been really this stressed before but with the observation hours I have to do and writing papers was a struggle.

All of the student-athletes spoke in terms of doing it all versus making a decision not to do something. Instead of eliminating an activity that was voluntary, they stated instead how they merely reprioritized the amount of time for each of their responsibilities.

One surprising aspect that emerged from the data collection was the idea of student-athletes using athletics or academics as a way to relieve stress. In some aspects, student-athletes attempt to separate the roles of being a student-athletes when one of the roles may not be going as well. Although in different ways, Dan (RC-1M-Fr) and Jen (MC-4F-Sen) use athletics to manage the academic and athletic roles. Dan (RC-1M-Fr) explained,

I think it's the balance that keeps me sane academically, and academics keeps me sane athletically. When I'm playing basketball it's rough. If I don't play well, or having issues, I can go spend 4 hours in the library doing my work, it won't be on purpose but I will forget about basketball it will calm me down. If I feel if I am having a rough day academically, C on a paper, don't do well on a quiz, I can play basketball and forget about it for x amount of hour.

For Jen (MC-4F-Sen) sports have helped her relieve stress and manage other outside commitments and she has really appreciated her experience as a Division III student-athlete:

Sports have always been a huge stress reliever and it's just a part of me. So when I decided to come the college I thought I still need to do this [basketball], I still have this passion for this game, and I was not ready to give this [basketball] up. Being a DIII athlete, helps me concentrate on both academics and athletics because I am a pre-med major and being anywhere more than DIII would really

hinder my grades just because here you're a student first and then you're an athlete.

Jen referenced the benefits of her Division III experience in comparison to other friends participating at the Division I level by adding:

I know I've talked to a lot of my friends who've played Division I athletics and they had to change their major to something easier because they [Division I student-athletes] can't handle it, because it's too much. They [coaches] demand too much from you, from your athletic performance, and not so much from you in the classroom. I think being here [Division III] has helped me (pause) I will be able to follow my professional plan and still have fun being able to play sports.

A few student-athletes specifically were concerned that not being an athlete would cause them to struggle more academically due to excess of time in their schedule like during the pre-season. When student-athletes were asked what they would do with the excess free time, a majority were uncertain what they would do with their time.

Chelsea (RC-4F-Sen) managed her time by having blocked times in which she need to accomplish tasks:

I have noticed over the past 4 years here that my grades and my academics in each class are better when I'm in season. I tend to have better time management because I know I have to follow a schedule, I know of so many hours to get my homework done if I have to be in [names practice location] for 3 hours a day. Then in the off-season I tend to push stuff off until night like my homework and stuff. I think it's easier to juggle in season.

Playing basketball creates a stable environment and places pressure to complete the tasks needed to be a successful student-athlete. Only one student-athlete mentioned using athletics as a tool to limit her alcohol consumption. Although this was not a focus of my study, research data on college drinking highlights the propensity for high alcohol consumption by Greeks and athletes (Caron, Moskey, & Hovey, 2004; NCAA, 2006;). Only two student-athletes mentioned the role of alcohol in college. Taylor (MC-5F-So) stated, "...I refuse to take athletics out of the picture because I would probably just party a lot more, drink a lot more, it would be more expensive, yeah I would definitely go out a lot more." Drinking was an alternative way to fill up their time, thus in this study the less time in a student-athlete's schedule also meant less time spent on potentially destructive behaviors.

The demands on their time may be difficult to manage and for some student-athletes the structure of athletics provided a sense of stability. However, these demands also led to challenges and created stress for a student-athlete. There is a fine line student-athletes walk in order to be successful. Student-athletes described in the following section the challenges of their experiences as student-athletes and discussed how they manage life roles. A majority of their concerns center around time and although they would not give up the experience as an athlete, at times they wish they could just be a college student.

Coping Techniques

A majority of student-athletes offered some insight into the strategies they use to manage their lives. Student-athletes varied in the strategies they use to manage their life roles and the time demands associated with these roles. It was clear that setting priorities

is important in helping student-athletes manage key aspects of life. Furthermore, female student-athletes could articulate the specific strategies and organizational tools used to better manage their time in comparison to their male counterparts. However, organizational skills were not solely limited to female athletes. Joe (RC-2M-So) was a male participant who was an exception. He is very involved in campus activities beyond athletics and this required a great deal of organizational skills. He related,

My life is scheduled, very put together for me and planned out for me or mapped out because of athletics. So I love that aspect too because it helps me with my organization skills. Knowing that for tests, homework (pause) well I have four hours that I need to a lot for athletics. Film, actual practice, lift, stretch, afterwards, shots things like that, so I have that time that I have blocked off that helps mold the rest of my day. It's very structured and I love that aspect too, I don't know what I would do with all the time if I was not an athlete.

Many male student-athletes had different attitudes about how they manage life roles. A majority of male student-athletes were unable to describe the strategies they use to integrate and prioritize life roles. Some expressed “just going with the flow” and not having a specific developed process. For example, Bob (MC-3M-Sen) described the difference between his organizational skills in comparison to those of his girlfriend.

I'm actually (pause) my girl is a huge (pause) always writing in her planner things. And always organizing things and I can't (pause). I just go to flow and it's worked out. I've been a good student and a good athlete. I feel like I have done well balancing it all and I know some guys that write in their agendas and

planners and they schedule this and that. I just kind of do what feels right at the time.

Obviously, Bob has found success in dealing with balancing his multiple activities. Even though he does not write down his schedule or specify particular times for activities, he does seem to manage his time. It may also be that Bob, and other male student-athletes, do not recognize how much planning they in fact do or that they cannot articulate how they manage their time.

Both male and female student-athletes use strategies such as setting priorities, deadlines, using notes, planners, and mapping out weeks in advance in order to be successful. Rachel (MC-3F-Sen) spoke about the importance of knowing your values and setting priorities,

...I mean it's all about prioritizing and looking at your values and figuring out what's most important for you at the time. Like getting all your school work done. If anything I've had to prioritize school a little bit better because classes have gotten a lot tougher since freshman year.

Recognizing that they were setting priorities made it easier to identify what activities were currently at the top of their lists.

An outlier in comparison to individuals noted above is Dan (RC-1M-Fr) who suggested he developed the necessary strategies and skills of balance prior to coming into college. According to him,

I don't think my priorities have changed. My senior year, I was kind of left alone to do as I pleased. Studying, going out, etc. as long as I was getting grades in high school. I haven't had to change many habits, because I learned to do it in

high school. When I got to college I already had the skill tools I needed. I think the biggest issue is living by yourself and remembering this meeting and that meeting, lifting, there is no one there telling you what to do, but I am use to that. Dan had his first taste of independence in his senior year and this opportunity allowed him to develop strategies in the relatively safe environment of still being at home. Other students such as Jen (MC-4F-Sen) create specific techniques to help with managing the academic material in college. Jen commented,

It's more of knowing what I need to do and coming up with a system. I have different studying styles for different classes. I will have different folders for different things. Like if I have quizzes, I have a folder for the material I went over for that quiz and I'll put it in there [the folder]. So, I will always have this folder so if I ever have time to sit down I'll have this folder. (pause) Okay I can study this for 20 minutes. If I'm waiting for practice to start up I have 15 minutes to myself I may look over stuff. That's how (pause) that's the system I have developed since my sophomore year.

Of note, Jen commented how she developed her managing skills over the course of her college career in order to better manage her time.

Other student-athletes planned out an entire semester both academically and athletically to allow for a visual representation as they progressed through the semester. For Rachael (MC-3F-Sen) planning ahead is critical to her success as a student-athlete. "It's a lot of planning ahead and looking at the game schedules when we have away games. When the papers and projects are due just getting things [tasks] done before

practice or before the games.” Rachel (MC-3F-Sen) offered more details as to how she approaches planning for the semester.

Looking at where we [class] are at in the semester so if midterms are coming up I know I have to focus on mid-terms and take-home exams. Usually, during the semester I really don't have an issue as much because I do not have as many projects due. Midterms and final exams are where I have to worry the most. Other than that, it's looking at what assignments are due, when we have practice, and games. I have an agenda, take notes, make lists, right down practice times, and when we have weightlifting just to help keep me on schedule. I just use a school planner and we have a team schedule, so I integrate those. And then when projects are due, I might look at the basketball calendar so I get them done before games and I make a lot of lists.

Planning ahead was a strategy used most often by both genders to help balance competing roles and to manage the stress of trying to fit in all their activities.

Summary

Although student-athletes experience a limitation on time created by their athletic role in season, they adapt to the structured environment (Heuser & Gray, 2009). A majority developed ways to best manage their time in relation to other competing life roles. Student-athletes experience multiple transitional phases throughout their college careers as do all college students. The difference for student-athletes was they must also follow college and NCAA regulations and guidelines, coaches' rules, and live up to the expectations of their families and fans. Many understand the trade-offs associated with opting to play college sports. When they see the opportunities their peer are able to

engaged in, a more negative perspective is apparent of being involved as a student-athlete. In much of the literature and the data collected in this study student-athletes expressed feeling stress and pressure as a student. However, being a student-athlete is something they would not give up and believe the benefits and life lessons they learn are worth the sacrifice.

Chapter 5

Analysis of Findings and Discussion

This final chapter begins with a synthesis of the findings that outline the student-athlete experience at Division III institutions and then discusses the transitions student-athletes experience and the support student-athletes rely on. The purpose of this study was to gain a better understanding of time demands and multiple roles associated with male and female Division III basketball players to better support them as they enter into and transition through the institution. Having multiple roles may become a source of strain if roles interfere with one another (Nippert-Eng, 1996). Therefore, student-athletes may separate or integrate roles to better manage boundaries (Nippert-Eng, 1996). According to Clark (2000), when multiple roles occur we tend to integrate these roles to some extent. The roles of student-athletes were highly integrated to the point some mentioned not seeing a difference among the roles. Therefore, it is essential to understand how Division III student-athletes integrate multiple time demands to better support his/her success. Because Division III athletes represent the majority of all college athletes, it is critical to understand more about their college experiences. In particular, understanding how student-athletes allocate their time and how institutions support the student-athletes in their development is critical because involvement allows them to gain and improve their skills.

According to Astin (1993), learning and development are positively affected by an individual's involvement in college. Furthermore, involvement in college activities increases the likelihood of individual attaining a degree (Pascarella & Terenzini, 2005).

The findings from this study inform student affairs administrators, coaches, faculty, and staff suggestions on how to best serve student-athletes.

With this information, decisions about support programs, policy development for student-athletes, and partnerships between academics and athletics to create a more positive and successful experience may emerge. In addition, this chapter integrates literature from chapter two to analyze the data and provides nuances to the initial conceptual framework. The final sections suggest limitations of the study and possible implications for future research. The findings may affect policy, practices, and procedures for those working with student-athletes.

Four major themes emerged from the data: 1) college selection: environment, 2) transitions, 3) border bridgers, and 4) management of life roles. First, student-athletes reflected on the influences of the small, close-knit college community and the feeling they had when visiting the institution. For many student-athletes the opportunity to continue to play a sport they loved was a benefit of selecting a Division III institution. Furthermore, one reason many student-athletes selected the institution was proximity to home, which allows parents to watch them play college sports. The second theme focused on student-athletes' development as college athletes. The transitions highlight how student-athletes changed over their college career. Student-athletes reported they are engaged in sport activities, work, and academics from early in the morning until late into the evening, leaving little time for interaction with peers outside of basketball. A third theme reviewed the role of border bridgers and how students received support as they sought to be both students and athletes. These individuals serve as a support for student-athletes as they manage the competing roles of student and athlete and blurred the lines

between roles versus reinforcing them. The fourth theme presented how students manage their multiple life roles, including the challenges of being a student-athlete, integration of various life roles, and adoption of strategies to be successful.

This chapter is organized by findings categories directly related to the research questions posed at the beginning of this study. The overarching research question was how student-athletes prioritize and integrate life roles as Division III student-athletes. Following is a discussion of how the findings relate to previous literature and of emerging conceptions of how to understand the student-athlete experience at Division III colleges. A summary of the limitations of the study is followed by the implications of the research in practice, and areas for future research.

College Selection: Environment

This study sought to understand better the experiences of Division III student-athletes. Student-athletes shared how they felt a connection with the institution during their campus visit. Early feelings of support, along with the sense of a close-knit college community, were important to student-athletes in first making the decision to attend the college and second in their evolving and enduring connection to the college. Other deciding factors to attend their college included the connection with the faculty, academic opportunities, community opportunities, and the small class sizes. As an athlete, being physically close to family, connecting with coaches and friends, and obtaining a good education while playing a sport they love enhanced their college experience. All student-athletes understood the importance of continuing their education in order to obtain a job. For example Dan (RC-1M) stated,

You are here for academics, and focus on academics, it just makes things so much

better if you are getting A's and B's in classes and spending a little time with friends, as opposed to getting D's and C's. You have lots of time to have fun, but at the end of the four years all those parties and fun things don't account for your diploma or degree in something, and then you have nothing to show for it.

A majority of student-athletes shared experiences of athletic involvement at a young age and noted their parents' involvement either as an active supporter or in coaching the teams. Even though athletics were important, solid academics were central to the student-athletes. Furthermore, prior to the decision to participate at the Division III level, student-athletes also spoke of their commitment to other forms of campus involvement and with obtaining a good education.

Supporting national findings regarding Division III athletics (NCAA, 2010a), student-athletes from both institutions stated that the demands on time were the reason for their limited involvement in activities outside of athletics. However, reasons for non-involvement varied depending upon the institution the student-athlete attended. Those attending Midwestern College mentioned in general having no interest in other activities and organizations on campus, although a few shared being involved in a service fraternity, Habitat for Humanity, Fellowship of Christian Athletes (FCA), and work study. On the other hand, a majority of River College student-athletes noted involvement in campus groups and held leadership positions. Areas of involvement included community service, work-study, Student-Athletic Council (SAC), FCA, student government, and Habitat for Humanity. A majority of student-athletes at River College participated in activities outside of athletics and have continued their involvement

throughout college. What remains unknown, however, is the level of engagement with these non-sport activities at River College.

Men and women differed in their opinions and desires regarding outside involvements. Female student-athletes from both institutions mentioned an interest in study abroad, however, they were limited by time to actually participate, and although none mentioned going abroad a few student-athletes stated they had plans to do so prior to graduation. Other areas of interests for female and some male student-athletes included off-campus employment and Greek life but a majority of student-athletes shared these activities would be almost impossible during season.

One major institutional difference was the involvement in other outside of activities by student-athletes at River College. Student-athletes did acknowledge the difficulties in season to devoting the appropriate time to these outside involvements but continued to be involved when they could. Lower division student-athletes cited the River College Plan required for all incoming students. According to student-athletes they become involved in the campus and community as freshmen as part of a first-year seminar experience (FYS) beginning in the summer and continued through the first year. All students are required to complete the River College Plan prior to graduation. Students participate in a first year seminar (FYS), service learning, and other campus engagements within the first year of enrollment. Following the first year, the general education requirements consist of liberal arts experiences (by college division), cultural perspectives requirements, and writing emphasis courses. Furthermore, each student is required to complete an internship, student research, practicum, or study abroad program. The institution offers over 25 study abroad opportunities and a variety of experiences

through internships. Other opportunities may include off-campus and individual research with faculty, special guest lecturers, and personal career planning and advice (Institutional Website, 2012). This program offers student-athletes the ability to connect with other students, the community, and gain experience in their chosen field.

The college plan for students has developed and evolved over the years. Currently, within the first year incoming freshman are required to participate with a non-profit of their choice for 20 hours or take a FYS class that has service learning as a component of the course. In addition, students must participate in an issues dinner addressing a controversial topic and attend eight campus engagement including art, lectures, and cultural events. In the junior or senior year, students participate in internships, practicums, study abroad, and research, as well as other out of classroom experiences. River College has processes in place to track the student's progress prior to graduation. Mid-western College does not have any required activities for students attending the institution.

Student-Athletes and Transitions

Student-athletes begin workouts in late August or early September to prepare for their long season spanning several months. Typically, preseason ends in mid-October with the regular season ending in mid-February followed by conference tournament play. If a team advances to the post-season tournament their season ends mid-March. Division III basketball teams may schedule two preseason games and 25 regular season games during the year. The playing season is a period of time with an official starting and ending time.

Both institutions participating in this study varied slightly in numbers of student-athletes on their teams. Both River College teams dressed approximately 17-18 individuals for home games and 15 traveled for away games. Of those, 10-12 individuals play varsity while the remaining play junior varsity. In comparison, Midwestern College dresses between 12-15 varsity players with 8 participating as members of the junior varsity team. Normally, a junior varsity team consists of freshman and sophomore players.

Student-athletes experience a long season and must be able to manage the demands of the season with other life roles. Boundary theory (Nippert-Eng, 1996) would suggest that depending on the priority an individual places on a role and the factors surrounding a role determines how a student-athlete dedicates their time. Prioritization is a concept based on an individual's own set of preferences unique to their own goals, values, characteristics, and preferences. As one encounters new experiences and progresses academically these priorities shift. Furthermore, family, friends, teammates, and coaches influence student-athletes because they serve as border bridgers. These specific individuals are those student-athletes turn to for support. Some student-athletes are able to transition between multiple roles without hesitation and limited stain on their daily lives.

Student-athletes who were better at managing their time, setting goals, organizing their day using planners, knowing about campus resources, and placing less importance on either the student or athlete role had an easier transition. Yet, others find the transition difficult to manage because of all the requirements and expectations as a student-athlete. Among all student-athletes in this study, priorities changed over their college career. In

comparison between genders, female student-athletes in general addressed their organizational skills and how they dedicated more time to their academics. Whereas male student-athletes struggled to explain how they manage their time, and the men also noted a focus on finding time to relax or socialize with others. Student-athletes are extremely dedicated individuals and the following section discusses some difficulties student-athletes encounter.

Preseason Time Demands

Preseason was the most challenging for student-athletes to manage their time, although the time commitments are similar to the regular season. Many student-athletes were challenged by early morning conditioning usually beginning at 6:00 am or 6:30 am, the additional requirements throughout the day, and adjusting to their academic responsibilities. Student-athletes found time demands to be especially challenging while classes were in session. The fact that athletics was integrated throughout the day precluded them from opportunities to study, socialize, and be involved with other areas of campus in comparison to non-athletes. Rachel spoke about the disjointedness of the day during preseason and mentioned that time commitments were more challenging. She stated, "We may have coaches' boot camp in the morning from 9:00 am to 10:00 am and then shooting from 1:00 pm to 2:00 pm to and then open gym from 3:00 pm to 5:00 pm. So just kind of more throughout the day." The limited blocks of time meant student-athletes had to fit in classes, studying, and other activities into the time spaces chunked throughout the day.

Freshman student-athletes in particular noted the differences in workout requirements, competition, and demands on their time academically and athletically in

comparison to high-school. A majority of collegiate student-athletes reported finishing their day at approximately 6:00-7:00 pm followed by socializing, relaxing, or focusing on homework until 11:00 pm. In addition to freshman female student-athletes, upper division males reported ending their nights closer to 1:00 am. The unique characteristics of preseason consist of intense training and early morning workouts, less travel, the ability to travel home, and for some more free time at night. Two female senior student-athletes at Midwestern College reported having one to two night classes throughout the week to help lessen their class loads during the daytime hours.

Regular Season Experiences

Prior research regarding student-athletes suggested their daily schedule typically begins early in the morning and consists of classes, practice, weight training, trainer visits, looking at game film, game day travel, and attending events (Broughton & Neyer, 2001; Ferrante et al., 2005; Jolly, 2008; Watt & Moore, 2001). Student-athletes reported beginning their day approximately at 8:00 am and end after 7:00 pm. They were challenged in trying to find time to study, fulfill academic requirements (e.g. observations, lab time, practicum, internship, and clinical hours), and work-study.

Some student-athletes stated the time they put into sports was “like a job” and their time associated in athletics was 20-25 hours a week. In calculating the hours spent on their sport, student-athletes included all aspects from arriving early to games, athletic trainer visits, and travel. My observations at both institutions supported the calculations student-athletes reported and these align with research suggesting student-athletes spend approximately 20-30 hour a week on athletics (Brown et al., 2000; NCAA, 2011a; Schroeder, 2000; Simons et al., 1999). The NCAA imposed a time limit including

practices and competition for all sports of 20 hours per week with a maximum of four hours per day due to concerns related to the time spent on athletics by student-athletes (NCAA, 2011d). The NCAA considers a countable hour at the direction or supervision of a coaching staff member (NCAA Bylaws, 2012d)

Although student-athletes reported a day off each week, independently they still committed time to the sport by weightlifting or working on shots. The large amount of time student-athletes reported spending on athletics contributed to the pressure student-athletes felt to succeed also as a student. Particular challenges were noted in managing their time around mid-terms and finals. It is important to note the techniques of planning in advance, using a planner/scheduler, and mapping out the semester were found to be popular among student-athletes, most notably the female athletes (Heuser & Gray, 2009). Meyer and Sewell (1997) reported that as student-athletes learn through various experiences they develop strategies to effectively manage their time. A majority of student-athletes shared strategies such as color coding, mapping out, and carrying a planner to help in managing their time.

Student-athletes were also aware that times around mid-terms and finals are demanding and therefore extra time may need to be placed on the academic role. In season, the demanding schedule consists of two games a week (one game during the week and one on the weekend) with the added pressure to win conference games. Some weeks consist of away games and travel time student-athletes need to incorporate into their week. Furthermore, student-athletes reported feeling tired and found difficulty catching up on sleep during the season. Yet, during my observations both student-athletes took a nap throughout the day in between classes and shoot-around. For many

college students they experience multiple transitions during college and student-athletes are no exception. The following section describes distinct transitions student-athletes mentioned experiencing.

Transition Phase I

A major concern in the literature is the ability of student-athletes to manage time and the time demands related to multiple life roles (Gregory & Milner, 2009; Marks & MacDermind, 1996; Miller & Kerr, 2002). Time management involves juggling multiple points of responsibility. As student-athletes become more involved with their sport and their major they continue to transition throughout college to manage the demands on the increasing demands on their time. The data from this study suggest that student-athletes face many of the same challenges as non-athletes regarding the transitions of college. For first year college students, they are in a new environment and must learn how to manage their time without parents/guardians providing support and structure to which they are accustomed (Lubker & Etzel, 2007). They experience changes in how they must study, adjust to a new living environment, and manage their daily schedule. Robert (MC-5M-So) was challenged as a sophomore prioritizing what was important to accomplish as a student-athlete.

I think the main thing that I learned between freshman year and now is just prioritizing. Freshman year, I struggled with deciding what was important. I put things aside that really should not have been put aside. Then you find yourself going “holy cow I’ve got to do all this in 12 hours.” If you prioritize, you’ll be able to do more over a period of time than everything all at once. Especially being in athletics you don’t have a choice. When you have practice you go when they

tell you to be there.

This perspective supports Lubker and Etzel's (2007) findings in which student-athletes mentioned the challenges of adapting to a new environment. Additional challenges include academics, freedom from their parents, and trying to be involved as a student on campus, and managing the athlete role. As an athlete, these challenges included the intensity of workout and practice schedules, balancing academic and athletic requirements, and the pace of the college game in relation to high school. In order to be successful, a student-athlete has to manage time demands, life role commitments, and adjust to being away from family. Finding ways to provide support for incoming student-athletes and developing on-going programs aimed to address these challenges may be an area for institutions to consider. Using other peer student-athletes to mentor incoming individuals and structure a course to address the pitfall freshman experience may help increase their success.

Transition Phase II

According to student-athletes, a second transition occurred in late sophomore or early junior year. At this point in their college careers, student-athletes had completed many of the general requirements and were beginning to focus on their majors. Some student-athletes described classes as becoming more challenging because of their intended major, especially for those in science-related fields. Over time student-athletes developed techniques and figured out how to better manage the demands on their time. Therefore, the challenge of managing certain life roles became easier to manage as their techniques improved. Most student-athletes, described being able to better integrate multiple life roles and prioritize those areas needing more attention. There was also a

realization of they were reaching the halfway point in their college career and brought about a forward focus in their future career options.

Transition Phase III

The final transition described by student-athletes occurred late junior or early senior year and are a matter of intensity level of integration. Student-athletes talked about a shift in focus from being a student-athlete to their careers. Student-athletes were applying to graduate school and engaged in internships, practicums, or clinical programs that would gain them more experiences and make them more marketable after college. Many believed the skills developed as a student-athlete would benefit them in the next phase of life. Such skills included accountability, teamwork, time management, and conflict resolution. However, a majority of student-athletes struggled finding opportunities (e.g. internships, practica, or other jobs) that worked around their schedule as student-athletes. Student-athletes from both institutions mentioned having early conversations regarding practicums and internships with coaches prior to the beginning of the season and how they were able to adjust practice or other requirements to better fit their needs. For senior student-athletes, the realization of finishing their degree and determining their future after graduation was uncertain at the time of interviews. However, senior student-athletes I spoke with had plans to apply for jobs and attend graduate or medical school following graduation.

At each phase, student-athletes mentioned feeling stressed and overwhelmed because they had to refocus and adjust commitments to their life roles. Student-athletes mentioned they arrive early to campus, participate early in orientation with other student-athletes, and begin pre-season workouts almost immediately. Therefore, it is no surprise

that student-athletes noted a connection with coaches, teammates, and other student-athletes as they connect with these individuals prior to the actual start of the school year. The bond with coaches and teammates is strengthened by the time spent around the same group, time devoted to practice, and the commonality of the sport.

Even though student-athletes mentioned knowing other students on-campus, many were either friends of teammates or other athletes. Yet, some freshmen student-athletes at River College did mention their FYS class helped them to connect to non-athletes they considered friends.

Upper division student-athletes did not specifically mention any forms of support from either institution as they completed practicums or internships. However, some majors require these experiences and have these experiences built in to the curriculum. Others may work with a career services office or find opportunities on their own to gain the appropriate skills necessary. The finding from this study suggests those working with student-athletes must connect individuals to the institution during transition periods especially from high-school to college (Astin, 1984, 1993; Pascarella & Terenzini, 2005). Furthermore, it is important for student affairs professionals and faculty to be knowledgeable of the resources on campus or in the community to assist student-athletes as they transition. Multiple research studies address the adjustment issues first year student-athletes experience and the expectations to perform and represent the institution (Adler & Adler, 1987; Ferrante, Etzel, & Lantz, 1996; Lubker & Etzel, 2007; Parham, 1993). However, little is published about upper division students and their experiences. The National Survey of Student Engagement (NSSE, 2011) suggest high impact activities such as internships, field experiences, capstone projects, practicum's, and clinical

assignments are critical in career preparation. Yet, student-athletes struggle to find ways to gain these skills while being able to compete as an athlete.

Research suggests the more roles an individual is involved with the management of their time becomes difficult. Ferrante et al. (1996) research determined student-athletes struggle managing multiple roles. Furthermore, individuals may place significance on certain roles (Stryker, 1968; Stryker & Burke, 2000). The findings from this study support that student-athletes struggle in managing their time between other life roles. The following section will address research findings regarding commitments for student-athletes during the regular season.

Border Bridgers: Relationships

Life roles are considered areas in which student-athletes may need to manage as a college student. All the individuals mentioned three life roles—family member, student, athlete—and the majority of student-athletes integrated these roles. A vast majority of student-athletes cited family as the centerpiece for support as a student-athlete. This life role was important because individuals learned their ethics and values and turned to family for support. Dan (RC-1M-Fr) explained why his parents are important to him.

[The] Biggest support structure is my parents, cause they know the intimate details of how I am as a person, so they (pause) I've heard numerous times about academics and they are worried about what I am doing. Am I doing the right thing in my life, issues with my roommate, how I'm shooting in basketball, if I'm struggling. I generally call them first, and tell them first, it shows just how important the relationship is. I am their only child, so we are very tight knit family.

Although he is an only child, a majority of student-athletes stated how they relied on multiple family members, including grandparents and siblings, as they needed support. A few athletes alluded to the aspect of religion; however, this role was influenced by their family values and integrated with the role of family versus emerging as an individually oriented role. Institutions must recognize the bond student-athletes have with family and will continue to seek support from family throughout their college career. Implications for institutions are the increased involvement of parents and the need for training on the best practices to manage parent involvement.

A second life role of great importance to student-athletes was academics, and faculty are considered a border bridger, helping students build connections between their various roles. All student-athletes understood if they were not fulfilling their academic commitments other aspects of their lives would be affected. A third aspect was athletics or the athlete role. The importance of athletics was a higher priority than many student-athletes indicated to during our conversations. Many student-athletes when asked to rank various life roles placed family and academics before the role of the athlete. A majority stated academics were more important than athletics but their priorities did not always reflect this concept. The salience of the athletic role was the center in which student-athletes planned their semester. In determining their class schedules, when to study, and what organizations to be involved with those interviewed first referred to their athletic schedule. Not to mention, a few student-athletes stated they place athletics above academics because they either enjoy it or are satisfied with how they are performing academically; even though they know their education is more important to them as Division III student-athletes in the future.

Border bridgers helped student-athletes navigate their multiple roles. However, not all life roles were equally important for the student-athletes. The findings highlight how family was the most important support and source of navigation for the student-athletes (Alexander-Agati, 2011). Even though coaches offered critical help on the court and with mentoring of life skills, home ties provided the strongest aid in leading how student-athletes managed competing life roles.

Discussion

The qualitative methodology used for this study allowed for a more detailed understanding of Division III student-athletes and provided a means for the student-athletes to describe how they allocated their time among their various roles. Many student-athletes were able to connect what they are learning on the court to the classroom or a future career (Barber, 2011). While they see the benefits and experience as personally fulfilling, their campus experience as a student and athlete differs from their non-athlete peers. Throughout much of the academic year, they are either preparing for the season or are in season, which involves following institutional, NCAA, and team rules and values. This added context for the student-athlete results in a different role for them on campus. They are placed under a different level of scrutiny relative to other college students as their student-athlete status creates a more visible role. Student-athletes are representing their team and their college both on and off the court and as a result are held up to different expectations. Within this context, the student-athlete must learn to manage their time and understand expectations as a student and a team member. The multiple roles of the student-athletes create restrictions on their time due to class schedules, sports schedules, and family obligations.

What is unique to Division III student-athletes was their proximity to their home and the influence of their family. Academics were a high priority for student-athletes and basketball was seen as a bonus they were able to continue to participate in. For student-athletes border-bridgers included family, teammates, and coaches who work to bridge borders versus serving as gatekeepers to keep up walls between family, academics, and athletics. Instead of preferencing any particular role, such as coaches promoting sole attention on sports or family requiring students to focus on home, the border bridgers blurred the boundaries by emphasizing the importance of multiple roles.

The findings in this study support the conclusions of the GOALS (2006a, 2010a) survey that reported on the involvement of student-athletes in campus activities and sports; though as in the NCAA studies, students also reported that they did not always have enough time for these activities. The NCAA survey reported that student-athletes are involved in religious groups, community service, academic and social groups, and intramurals. However, the student-athletes in this study mentioned little involvement with religious groups or intramural sports. The amount of time that students dedicated to their sports team precluded them from other intramural sports involvement and the only time student-athletes mentioned religious involvement was in association with family. These findings may indicate a shift in how students are prioritizing their time outside of academics and sports or may be an anomaly for the schools involved in this study. Student-athletes were involved, however, on campus their participation was limited to community service, social groups, and work-study.

A majority of student-athletes at all levels were academically focused and understood the connection of college to their future careers. Upper division student-

athletes were involved academically with practicums, internships, and outside work experiences resulting in limited campus involvement. Like typical college students, student-athletes noted various transitional phases and movement through developmental stages in their college career (Chickering & Reisser, 1993; Erikson, 1959, 1968; Marcia, 1966). The students' participation in athletics influenced their development and how they approached the integration of their academic and athletic roles. Those at the beginning of their college careers placed more focus on their participation in sports, whereas those at the end of their college career transitioned to more focus on life after college and their careers. Student-athletes understood the links between their experiences and their growth and development as college students. The student-athletes' level of engagement in various roles helped connect them more to the college and enhanced their ability to integrate their roles (Astin, 1993; Pascarella & Terenzini 2005; Umbach et al., 2006). Furthermore, student-athletes mentioned the importance of internships, outside jobs, and practicum experiences as being necessary for career preparation after college. These findings support the NESSE (2011) research on engagement in which these high impact practices are critical for a college student's development. A concern, however, emerged for the student-athletes as they were often challenged to find ways to fit in these outside activities into an already packed academic and sports dictated schedule. The limited amount of time, in addition to finding opportunities that will work with their schedule, was a challenge for a majority of student-athletes.

Although student-athletes stated they struggle with time management, they prefer their time to be structured to help stay balanced. For freshman student-athletes this structure was key because they are learning how to navigate college differently than in

high-school. Furthermore, the perception of having limited time to participate in activities shifts during the transitional phases and the time of year for student-athletes. For instance, when in-season, students perceive they have a certain amount of free time relative to post-season. Yet, differences might exist based on how the student is playing, how the team is doing in competition, and if they are injured. As they learn techniques and strategies they are able to better integrate life roles and efficiently manage their time.

This study contributed to the field in several ways. First, it provides data based on student-athletes' work-life balance. This study used theories from the business literature focused on the work-life balance of employees and while useful in framing the research, was not focused on a college setting. Second, student-athletes confirmed what we know about millennial students and the close connection with parents and family (Alexander-Agati, 2011; Howe & Strauss, 2003). It was evident family was the most important border bridger and knowing this key role will allow coaches and institutional administrators better support student-athletes. Finally, the importance of teammates as a source of support for student-athletes helps expand the concept of border bridgers for this population of students. The early connection they experience with teammates during the pre-season, in particular for freshman, helps with the transition to a new environment. The impact coaches have on student-athletes and the importance in the growth and development outside the classroom was confirmed. As Division III colleges, faculty, coaches, and administrators stressed the importance of academics and taught players valuable life lessons.

Clearly, the major finding of how student-athletes spend their time is a contribution to the knowledge base. A majority of student-athletes had difficulties

separating roles and found instead that integrating their various life roles served to maximize their time. The limited amount of time available to student-athletes creates strain on other life roles and vice versa. Therefore, the stress or strain in other aspects of life impacts their role as a student and athlete. Student-athletes identity shifts as they progress through the transition phases. There is a focus coming in as freshmen on their athletic identity possibility due to recruitment and being in a new environment. As they progress in their college career a shift towards their academic identity becomes stronger as student-athlete progress in their majors. During their junior and senior year there is a slow shift in identity towards ending their college career and beginning the next phase after college. The discussions with student-athletes created a better understand of student-athletes and ultimately created changes and development of a new transition phase model.

Changes in the Conceptual Framework

At the beginning of this study, I suggested that student-athletes arrive with an identity and have certain life roles they prioritize which are influenced by border keepers. As roles are selected, they create a sense of stress or benefit to the individual. As time and other outside factors influence their decisions on the importance of roles, individuals may need to adjust the hierarchy. We assume as Division III student-athletes transition through college, they will have a realization their athletic career is limited and a shift will occur to focus on academics and a career. They will focus on their career and gaining the skills necessary to attend graduate school or enter the workforce. This shift did occur for the student-athletes in this study. Better navigation of the multiple roles occurred and a realization of life after college emerged, especially during the senior year.

The role of border bridgers influence varied for the individuals. Three distinct groups family, friends/teammates, and coaches had a strong influence on student-athletes. For a majority of student-athletes, family were involved in these student-athletes' lives on almost a daily basis. Conversations with family (e.g. parents, grandparents, and siblings) occurred through either text or phone call (sometimes multiple times a day) in order to talk through issues, make decisions, or just to check in as to how life was going. A majority of student-athletes text or call their parents frequently throughout a week. Dan (RC-1M-Fr) for example communicates with his parents on a regular basis.

My mom sends me letters everyday so it (pause) it's just really easy to send a text.

It's just really easy to send a text, my parents both text a lot, so with quick

communication we keep in touch. To be honest I don't really miss my family. It's

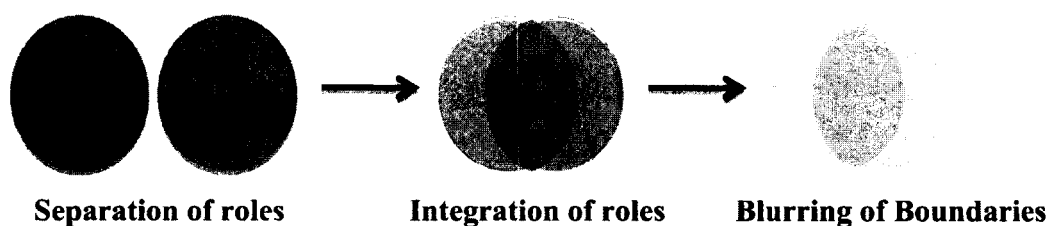
good to see thing in but don't get me wrong I'm not homesick at all. I enjoy

being here more than I enjoy being at home because I'm doing my own thing.

Student-athletes were staying in communication with parents and family as a way of connecting with them while away at college. For parents, constant communication allows one way to stay in tune with their son/daughter's life. The importance of teammates as border bridges varied depending on how close student-athletes were to their parents or family. Those student-athletes further away from home relied on teammates and friends more than those closer to their home. The Midwestern College women's team showed a close connection with one another and every female participant mentioned spending time the team outside of basketball. As an observer, one could feel the close friendships that were developed among team members. In a team situation like Midwestern, teammates were border bridgers due to the close connection and influence

they have on one another. The following figure illustrates how the borders between roles become more integrated over time and that the boundaries between roles begin to blur.

Figure 5.1 Border-Bridgers



Coaches were not just coaches to these student-athletes, but in some aspects a parent figure for those further away from home, and served as a role model and motivator of these student-athletes. Susan (MC-1F-Jr) commented on the coaching staff,

My freshman year when I came in it was scary. But the coaches are great they help you with the transition. Like I said before they'll bend over backwards for you. As the years go on, this is my 3rd year (pause) my relationship with the coaches it is awesome. I guess you could say I am the one they like to pick on. For example, our two assistant coaches they like to hide my uniform before games. And so, I guess it's kind of fun. They have my uniform and I have to go find it. Just little things that show that they really do care. They will text you after practice if anything's wrong. One coach teaches at a middle school and so he doesn't get to make some of the practices but always text to a couple players to see how practice was. They [coaches] just really care about each individual on the team.

All coaches supported the importance of academics and taught student-athletes life lessons they believed would transfer to their experiences after college. Faculty members were mentioned as a support structure for student-athletes regarding academics and

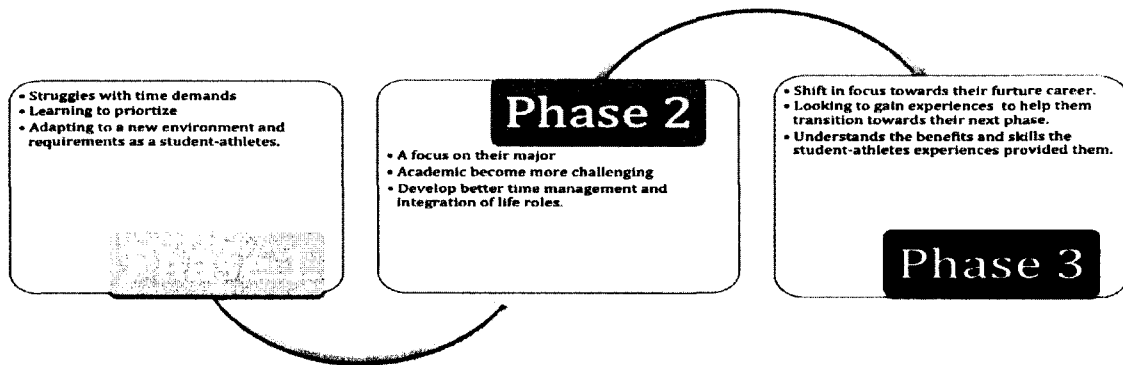
missing classes due to game day travel. Student-athletes were able speak with the faculty members and develop a mutual understanding of how to be successful in the classroom. Also, faculty members were willing to meet with students outside of class and help relieve the pressure of missing class or lab if they did not understand certain concepts.

The impact of college culture and the campus environment are important to an individual and influenced their decision making process to attend and continue as a student-athlete. Not only was the campus environment a factor in the college selection process, the culture continued to play a critical role during their college careers. In particular, the small class size and close-knit community created a supporting context in which student-athletes could flourish. The student-athletes felt supported due to other students attending games, small class size, faculty interaction, and the opportunities offered in the surround communities.

Student-athletes managed their competing roles within a context often outside of their control. Decision-making was influenced by interactions with border bridgers, family values, personal values, and attitudes of the student-athletes. However, much of the student-athletes' schedule was dictated by the demands of the sport, including practice times, workout schedules, and games. Student-athletes were able to integrate their multiple roles, but they were constantly reevaluating how they spent their time of a daily basis. Their priorities shifted over their college career during the various transition phases. Despite the stress and strain on student-athletes, they reported the benefits of their involvements seem to outweigh the challenges as noted by Heuser & Gray's (2009) research.

The findings from this research resulted in a reconceptualization of how student-athletes transition with multiple life roles during college. Figure 5.2 showcases this new model. Different priorities become prominent in each of these transition phases. As noted above, roles become integrated and border-bridgers are central to helping students navigate their transition and breaking down boundaries between competing roles.

Figure 5.2 Transitional Phase Model



I found mapping out my understanding of how student-athletes integrated their multiple roles to be a challenge because a majority was unable to communicate effectively the decision-making processes in relation to managing their time. However, student-athletes were able to discuss and provide reasoning behind the importance of various life roles. Upper division student-athletes were able to provide a better explanation and reflections as to their growth and development as a student-athlete given the length of their experience. Lower division students struggled with providing feedback and reflection because they were still trying to determine what techniques would work best for them. It was clear that while in season, a majority of student-athletes structure their day and involvements around their athletics schedule and responsibilities. Therefore,

participation in athletics even at the Division III level may have a stronger influence on a student-athlete's decision-making process and involvement in campus activities than expected. Although they understand the importance of academics at the Division III level, student-athletes were guided by their athletic requirements and schedule. However, coaches at the Division III level were more understanding of academic requirements and were willing to structure practice around outside involvements for senior student-athletes according to student-athletes. Findings by Schroeder (2000) concluded that athletes were highly engaged in their academics, spending an average of 15 hours per week studying with the majority earning GPAs exceeding a 3.0.

Explanation of the Transitional Phase Model

The transitional phase model focuses in the integration gains student-athletes experience over their college career. After speaking with student-athletes, a clearer understanding of the transitional phase emerged. This transitional model begins with phase one where student-athletes are adapting to a new environment, being away from family, and managing the requirements of becoming a collegiate student-athlete. They are struggling with the time demands and are trying to develop strategies to manage responsibilities and life roles. Student-athletes reported this phase occurs freshmen through early sophomore year. In phase two, student-athletes have a better understanding of their responsibilities and priorities. There is more integration of life roles and a focus on their major, as academics become more of a challenge. The findings from this research highlight how student-athletes begin to integrate versus separate life roles. Student-athletes typically experienced this phase early sophomore to early junior year. The third and final phase occurs during the junior through senior year as student-athletes

shift focus towards their future career. They understand the benefits and skills gained as student-athletes that will benefit them in the future. In addition, they are looking for experiences outside of the sport to help them build upon their skills as they transition towards the next phase. Knowing that this is the case will enable those working with student-athletes to approach issues in a more connected format versus looking at life roles separately.

The multiple life roles for student-athletes create a strain for them and this situation results in the student-athletes turning more often to border bridgers to gain the support needed to manage the demands of the various roles in which they are involved. The student-athletes continuously reevaluate the time they devote to life roles and where the roles may fit into the hierarchy of importance at any given time. Another area of importance in the model is the addition of institutional culture. Culture was added because of how student-athletes noted the importance of the environment/campus culture in selecting to attend the institution. Once on campus the close-knit community served as a support network as a student-athlete. The close connection with members of the college community, small class sizes, and individualized attention they received was important in their success as college students.

The model can aid institutional leaders, coaches, and parents to understand better the places in which support can be added to aid student-athletes as they progress through their college career. Particularly important are the roles of campus culture, multiple border bridgers, and integration of roles for the students.

Improving Data Collection Methods

Prior to visiting both institutions, I tried to contact student-athletes in order to set up interviews prior to my visit. However, it was a challenge to pre-set interview times with student-athletes and many of them were set up only a few days prior to their occurrence. As a researcher, I found it was easier to set up interviews with female athletes because they were flexible with their times and the first to respond to my communication efforts. For others seeking interviews with student-athletes, I would suggest having an incentive for participation and to continue communication with coaches, athletic directors, and player's prior conducting a study with student-athletes. It is extremely important that these individuals understand what you expect and how they may better help you navigate the institution if issues arise. Furthermore, it is extremely important to have the coach's support to encourage players to participate, as this did not always happen during my interactions with coaches for this study. Conversations with coaches or the athletic director may also be important to gain a better understanding of the environment, services, and opportunities for student-athletes.

A number of lessons were learned regarding data collection during this study. First, student-athletes had difficulties explaining how they specifically prioritize and manage their time in relationship to the various life roles. As many of the student-athletes have been involved as athletes for many years, it was difficult for them to always see how they integrated these roles, as it was second-nature to them. Therefore, they are challenged when asked to talk about separate roles and how they prioritize and manage their time because for many "it just happens." The student-athletes could not articulate

well what this meant, but perhaps after their graduation or in the future they will be able to see their situations in a different light.

Second, having the opportunity for a second interview with the athletes may have provided an opportunity for reflection and given the student-athletes an opportunity to expand upon or clarify responses. Third, none of the student-athletes had met me prior to this study and the only connection to both institutions was through the athletic directors. It was my feeling that a trust and comfort-level had to be developed early on due to the limited time on campus. It would have been beneficial to have time to get in front of the team early on to explain the study and gather additional campus support. Fourth, Division III institutions from different regions of the country are not represented, thus, culture of the region may have an influence on the findings. Both institutions have slightly different missions, Carnegie classification, and are members of different athletic conferences. The experiences of Division III student-athletes may produce similar or different findings based on region, athletic conference, or mission of the institution. Therefore, the results from this study should not be generalized to all Division III student-athletes.

This study could have included ongoing conversations with student-athletes throughout the season, focus groups, or journal opportunities instead of selecting interviews as the main data collection method. In doing so, this may have improved this study's findings and offered more in-depth knowledge of student-athletes.

As with any study, there are limitations that should be considered. First, the research consisted of only two institutions, both being public colleges in the Midwest. Second, only 21 student-athletes were interviewed from one sport and there may be sport

differences that may need to be explored. Third, as a researcher I could have tried to conduct follow-up interviews throughout the season or use other methods to strengthen the data collection. Student-athletes do not have the same experiences as non-athletes due to the time commitment required of them both academically and athletically.

Implications for Practice

As faculty and administrators, we must continue to reinforce the academic aspects of the college experience and recognize student-athletes that succeed on and off the court. A majority of the student-athletes involved were motivated by parents or a personal goal they set to attend college and place academics as one of their top three priorities. Those attending Division III institutions understood the importance of academics and athletics as an activity they love. Institutions need to integrate student-athletes into the general student body by holding campus events they can attend. Finding ways to work with coaches to promote events and encourage participation at events.

Because student-athletes are so involved in their sports, they often have fewer occasions to interact with non-athlete students on campus. Finding classroom time to allow for interactions is important. Group projects and activities may provide an opportunity for these types of interactions. Also, student affairs office could work with athletics on service to the community to help promote wider connections for the athletes.

Division III institutions could focus recruitment efforts on student-athletes further from the institution and help to build institutional supports for these students. Student-athletes further from family or not as close to family members did mention they relied on friends and teammates for support. The tight-knit culture provided on Division III campuses provides a supportive environment for these students. Even though both

institutions are religiously affiliated, student-athletes did not comment on high levels of integration of religion into their balancing of multiple roles. Instead, students noted how they integrate religion as a family activity.

An important partnership may be with Student Activities to provide community involvement opportunities, study abroad, and other campus events that may allow more involvement with non-athletes. In particular, female student-athletes cited a desire to participate in study abroad. Student-athletes from both institutions mentioned the aspect of study abroad and the challenges this poses for student-athletes. Providing student-athletes with a shortened opportunity to study-abroad in the off-season may be beneficial. This could include educational travel or team service trips to locations in the United States or internationally to satisfy this need.

Faculty and administrators need to continue to find ways to support students and to communicate across institutional offices. Student-athletes did feel a level of support from the faculty in helping academically when student-athletes missed a class due to competition. Some athletes reported how important it was to either have faculty ask how the game went or attend the game to show support. Finding incentives for faculty and staff to come out and support student-athletes may help create a closer connection with student-athletes in the classroom. Furthermore, communication between faculty and coaches regarding class attendance or concerns in the classroom kept student-athletes focused on the importance of academics. Both institutions required their players to have forms filled out on their progress and some student-athletes mentioned if they did not attend class faculty would contact them. As for the administration and coaches, they need to establish the expectation that as a student-athlete they are students first. At both

Division III institutions in this study, this was a common understanding of student-athletes. This may be due to the average ACT score at River College being a 26 and Midwestern College a 24. Student-athletes mentioned they were expected to be in class and if they needed to miss practice their coach understood if the absence was related to academics. However, a few student-athletes from Midwestern College did speak about having to miss study review sessions because of athletic requirements. Faculty may want to consider communication with coaches regarding scheduled review sessions so they are aware of the opportunity for student-athletes struggling in a course.

All NCAA division student-athletes experience difficulty with time management (Misra & McKean, 2000; Thoits, 1991) and Division III is no exception. The results of this study highlight the need for institutions to address time management and how to manage multiple life roles while in college. For incoming student-athletes, difficulties arise with the time constraints as many are challenged by the transitions occurring. For instance being away from home, parents, having to forge new friendships, navigating a new environment, and the new found freedom, as a first year college student can be stressful. Student-athletes entering college are unaware of the amount of work required to be a student-athlete and the change of pace in competition from high school to college. Therefore, athletic departments may consider working with support services or the NCAA to partner with high schools and colleges in implement programs for seniors considering becoming a student-athlete. This will provide an opportunity to better understand the requirements, responsibilities, and expectations of student-athletes prior to attending college. Parents should also be educated as to what student-athletes will experience in college and ways they can support their student. As this study found, the

role of parents is critical in the lives of student-athletes. This finding can be leveraged to incorporate parents into the institutional process of acclimating the students for the transitions they face.

Upper division students are looking for internships and job opportunities. A connection with local businesses, academic advising, career services, alumni are all important. Institutions need to find ways for student-athletes to participate in these opportunities so they are marketable after college. Continuous work needs to occur between academic, athletic, and student affairs offices to improve communication and encourage support in all directions. Every faculty, staff, and administrator is responsible for the educational learning and development these individuals experience.

Institutions need to promote what skills student-athletes are learning outside the classroom as a member of a team in addition to the classroom. For many Division III institutions, the small, close-knit community is extremely important to students. We need to have strong communication and partnerships among all members to close the gap between divisions and departments and ensure student-athletes are successful while members of our institutions.

Working with career services, academic services, and alumni in order to make sure student-athletes are fulfilling their academic requirements and are knowledgeable about the campus and community opportunities. Institutions and coaches must keep in mind the importance of these experiences for student-athletes careers after college. Institutions need to find ways to support student-athletes in finding opportunities to work with their schedules. Including finding ways educate parents on how to support students through the transition towards independence and coordinating with Residence Life or

others members of the athletic department to help provide programming opportunities where student-athletes and non-athletes may interact.

Future Research

The exploration of the Division III student-athlete experiences and transitions has provided an appreciation for some of the specific challenges these student-athletes must manage day-to-day. Though this qualitative study gave voice to Division III student-athletes, areas for future research remain. A useful direction for future inquiry would be to conduct an ethnographic study. This method of study would add depth to a fuller range of the student-athlete experience and highlight what systems guide their decision-making process in the culture of college athletics. In combination with interviews, using data collection methods with increased shadowing will highlight how athletes experience changes throughout the year.

Another area for future research would be to focus on the transitions of upper division student-athletes to help create a clearer picture of their experiences. Data in this study highlighted in particular the transitions from high school to college and offered a glimpse of the transitions for upper classman. Scant research is dedicated to the type of transitions that occur in the latter years of college. Conducting a longitudinal study may provide a better understanding of how student-athletes adapt to the multiple responsibilities as a student-athlete over their college careers.

There is a need for researchers to consider conducting research in other regions of the county, in institutions with differing missions, or with other sports as a focus. Understanding more about the student-athlete at Division III colleges will allow current faculty, administrators, and coaches a better sense of their student-athletes' experiences.

Designing a study to investigate each life role separately to offer more depth and understanding may uncover other specific challenges facing student-athletes. Further studies may include student-athletes who quit athletics to determine the impact on their identity and management of their time demands. Researchers could investigate how much the student-athletes experience is influenced in relation to playing time, the teams record, or injured during the season. Following up with the freshman athletes in their senior year to see how they have transitioned in their four years. Finally, interviewing student-athletes at different times of the year or multiple times of the year to note changes from the preseason, season, and postseason timeframes. These topics for future studies will help enhance and expand the limited research on Division III student-athletes compared to the experiences of Division I student-athletes and non-athletes.

Conclusion

This study shed light on the experience of Division III student-athletes while in season, how life roles are prioritized in season, and the border keeper structures important to student-athletes. This subpopulation of students does offer a glimpse into the “lived experiences” of 21 Division III student-athletes. Furthermore, this research showed how student-athletes make decisions related to life roles (e.g. athletics, family, friendship, religion, academic, and romantic interests) and how these decisions helped to better manage their time.

It is important to remember student-athletes are telling us about their experiences and the transitions they face as Division III student-athlete. As educators we need to continue to find ways to support student-athletes by highlighting the benefits and finding ways to involve them in activities outside of athletics. How can we continue to support

them academically and professionally as they look toward the future? Are we as educators finding ways to ensure our student-athletes have opportunities to participate in internships, practicum's, study abroad, or other experiences to ensure success after graduation while still participating in a game they love? Student-athletes experience many of the transitions non-athletes experience in relation to college. However, Division III student-athletes participate for the "love of the game" although they receive no financial scholarship for their time. For many these four years is the last opportunity they have to play the sport they love competitively.

From this study, I hope individuals take away a better understanding of the Division III student-athlete experience. A major finding from this research highlights the importance of family. The majority of students lived close to proximity allowing for retention of strong family ties. Institutional leaders will need to continue educate and partner with parents to better support students. Furthermore, it is critical for all border bridgers to emphasize the links between academics and athletics to these students. The dedication of the athletes during the season to the sport must also be balanced with the demands of the classroom. The fact that transitions occur for students in three distinct periods can aid institutions to create programming for the demands required in each of these phases. As student-athletes we want them to have "well rounded" experiences leaving our institutions.

- Ashforth, B. E., Kreiner, G. E., & Fugate, M. (2000). All in a day's work: Boundaries and micro role transitions. *Academy of Management Review*, 25(3), 472–491. JSTOR. Retrieved from <http://www.jstor.org/stable/259305>
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of college student personnel*, 25(4), 297–308.
- Astin, A. W. (1993). *What matter in college? Four critical years revisited*. San Francisco: Jossey-Bass.
- Banks, J. A. (2002). *An introduction to multicultural education* (3rd Ed.). Boston: Allyn & Bacon.
- Barber, J. P. (2011, March). Mapping relationships between integration of learning and student development: Examining a third year of data. *Paper Presented at the NASPA Annual Conference*, Philadelphia, Pennsylvania.
- Bell, L. F. (2009). Examining academic role-set influence on the student-athlete experience. *Journal of Issues in Intercollegiate Athletics*, Special Issue, 19-41.
- Blinde, E. M. & Greendorfer, S. L. (1985). A reconceptualization of the process of leaving the role of competitive athlete. *International Review for Sociology of Sport*, 20, 87-93.

- Bluedorn, A. (2002). *The human organization of time : Temporal realities and experience*. Stanford Calif.: Stanford Business Books.
- Brewer, B. W., Van Raalte, J. L., & Linder, D. E. (1993). Athletic identity: Hercules' muscles or Achilles heel? *International Journal of Sport Psychology*, 24, 237-254.
- Broughton, E., & Neyer, M. (2001). Advising and counseling student athletes. *New Directions for Student Services*, (93), 47-54.
- Brown, C., Glastetter-Fender, C., & Shelton, M. (2000). Psychosocial identity and career control in college student-athletes. *Journal of Vocational Behavior*, 56(1), 53-62.
doi:10.1006/jvbe.1999.1691
- Cantor, N. E., & Prentice, D. A. (1996, March). The life of the modern-day student-Athlete: Opportunities won and lost. *Princeton conference on higher education*, Princeton University, Princeton, NJ.
- Carlson, D. S., & Kacmar, K. M. (2000). Work-Family conflict in the organization: Do life role values make a difference? *Journal of Management*, 26(5), 1031-1054.
doi:10.1177/014920630002600502

Carnegie foundation for the advancement of teaching (2012). *Institution look-up*.

Retrieved from

http://classifications.carnegiefoundation.org/lookup_listings/institution.php

Carodine, K., Almond, K. F., & Gratto, K. K. (2001). College student athlete success

both in and out of the classroom. *New Directions for Student Services*, 2001, (93),

19–33. Wiley Online Library. Retrieved from

<http://onlinelibrary.wiley.com/doi/10.1002/ss.2/>

Caron, S. L., Moskey, E. G., & Hovey, C. A. (2004). Alcohol use among fraternity and

sorority members: Looking at change over time. *Journal of Alcohol and Drug*

Education., 47(3):51-66.

Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco:

Jossey-Bass.

Cieslak II, T. J. (2004). *Describing and measuring the athletic identity construct: Scale*

development and validation. The Ohio State University. Retrieved from

<http://etd.ohiolink.edu/send-pdf.cgi?osu1091219903>

Clark, S. C. (2000). Work/Family Border Theory: A new theory of work/family balance.

Human Relations, 53(6), 747-770. doi:10.1177/0018726700536001

- Coakley, J. (2004). *Sports in society: Issues and controversies*. (8th ed.). New York: McGraw-Hill.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3rd Ed.). Los Angeles, CA: Sage.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications, Inc.
- Crowley, J. N. (2006). *The NCAA first century inside the arena* (p. i-256). Indianapolis, IN: National Collegiate Athletic Association.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage Publications Ltd.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications Ltd.
- Desrochers, S., & Sargent, L. D. (2004). Boundary/border theory and work-family integration. *Organization Management*. Retrieved from [http://www.genderinscience.org/downloads/BMS_references/Desrochers and Sargent 2004.pdf](http://www.genderinscience.org/downloads/BMS_references/Desrochers_and_Sargent_2004.pdf)

Die, A. H., & Holt, R. (1989). Perceptions of the typical female, male, female athlete, and male athlete. *International Journal of Sport Psychology*, 20, 135-146.

Differences among divisions. (2011a). Differences among the three divisions: About division I. Retrieved from <http://www.ncaa.org/wps/wcm/connect/public/ncaa/about+the+ncaa/who+we+are/differences+among+the+divisions/division+i/about+division+i>

Differences among divisions. (2011b). Differences among the three divisions: About division II. Retrieved from <http://www.ncaa.org/wps/wcm/connect/public/ncaa/about+the+ncaa/who+we+are/differences+among+the+divisions/division+ii/about+division+ii>

Differences among divisions. (2011c). Differences among the three divisions: About division III. Retrieved from <http://www.ncaa.org/wps/wcm/connect/public/NCAA/About+the+NCAA/Who+We+Are/Differences+Among+the+Divisions/Division++III/About+Division+III>

Erikson, E. H. (1959). *Identity and the Life Cycle: Selected Papers*. New York: International Universities Press.

Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: W. W. Norton.

- Etzel, F., Ferrante, A., & Pinkney, J. (1996). *Counseling college student-athletes: Issues and interventions*. (2nd ed.). Morgantown, WV: Fitness Information Technology.
- Ferrante, A. P., Etzel, E., & Lantz, C. (1996). Counseling college students-athletes: The problem the need in 1996. In E. Etzel, A. Ferrante, & J. Pinkney (Eds.), *Counseling college student-athletes: Issues and interventions* (pp. 3-21). Morgantown, WV: Fitness Information Technology.
- Fletcher, T. B., Benschhoff, J. M., & Richburg, M. J. (2003). A systems approach to understanding and counseling college student-athletes. *Journal of College Counseling, 6*(1), 35–45.
- Gagnon, Y. C. (2010). *The case study as research method : A practical handbook*. Québec: Presses de l'Université du Québec.
- Gayles, J. G. (2009). The student athlete experience. *New Directions for Institutional Research, 2009*, (144), 33–41. Wiley Online Library. doi:10.1002/ir.311
- Gohn, L. A., & Albin, G. R. (2006). *Understanding college student subpopulations : A guide for student affairs professionals*. Washington, D.C. NASPA Student Affairs Administrators in Higher Education.

- Good, A. J., Brewer, B. W., Petitpas, A. J., Van Raalte, J. L., & Mahar, M. T. (1993). Identity foreclosure, athletic identity, and college sport participation. *Academic Athletic Journal*, (8), 1-12.
- Goode, W. J. (1960). A theory of role strain. *American Sociological Review*, 25(4), 483.
doi:10.2307/2092933
- Greendorfer, S. L., & Blinde, E. M. (1985). Retirement for intercollegiate sport: Theoretical and empirical considerations. *Sociology of Sport Journal*, 2, 101-110.
- Greenhaus, J. H., & Singh, R. (2003, February 25). *Work-Family linkages*. Chestnut Hill, MA: Boston College. Retrieved from http://wfnetwork.bc.edu/encyclopedia_entry.php?id=263
- Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *The Academy of Management Review ARCHIVE*, 31(1), 72-92. Academy of Management. Retrieved from <http://aomarticles.metapress.com/index/959878UR98N7AAP6.pdf>
- Greer, J., & Robinson, J. (2006). Student-Athletes. In L. Gohn & G. Albin (Eds.), *Understanding college student subpopulations: A guide for student affairs professional* (pp. 53-68). Washington, D.C. NASPA Student Affairs Administrators in Higher Education.

Gregory, A., & Milner, S. (2009). Editorial: Work–life balance: A matter of choice?

Gender, Work & Organization, 16(1), 1–13. Wiley Online Library.

doi:10.1111/j.1468-0432.2008.00429.x

Griffith, K. A., & Johnson, K. A. (2002). Athletic identity and life role of division-I and

division-III collegiate athletes, *University of Wisconsin-La Crosse Journal Of*

Undergraduate Research , 5, 225–233. Retrieved from

<http://murphylibrary.uwlax.edu/digital/jur/2002/griffith-johnson.pdf>

Grom, R., Hammersley, M., & Foster, P. (2000). *Case study method: Key issues, key*

texts. Thousand Oaks CA: SAGE.

Hall, D. T., & Richter, J. (1989). Balancing work life and home Life: What can

organizations do to help? *The Academy of Management Executive* (1987-1989),

2(3), 213–223. JSTOR. Retrieved from <http://www.jstor.org/stable/4164832>

Heuser, L., & Gray, J. (2009). Time in the Lives of Division III Student Athletes.

Journal for the Study of Sports and Athletes in Education, 3(3), 285–306. Left

Coast Press. Retrieved from

<http://lcoastpress.metapress.com/index/93557WJP3261G171.pdf>

- Hill, K., Burch-Ragan, K. M., & Yates, D. Y. (2001). Current and future issues and trends facing student athletes and athletic programs. *New Directions for Student Services*, 2001(93), 65–80. Wiley Online Library. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/ss.6/abstract>
- Hogg, M., Terry, D., & White, K. (1995). A tale of two theories: A critical comparison of identity theory with social identity theory. *JSTOR: Social Psychology Quarterly*, 58(4), 255-269. Retrieved from <http://www.jstor.org/stable/2787127>
- Horton, R., & Mack, D. (2000). Athletic Identity in Marathon Runners: Functional Focus or Dysfunctional Commitment? *Journal of Sport Behaviour*, 23(2), 101–119. Retrieved from <http://www.questia.com/googleScholar.qst?docId=5002352729>
- Howard-Hamilton, M. F., & Sina, J. A. (2001). How College Affects Student Athletes. *New Directions for Student Services*, 2001(93), 35-45. doi:10.1002/ss.3
- Howard-Hamilton, M., & Watt, S. (2001). Student services for athletes. *New Directions for Student Services*, 93, 1-7. doi:10.1002/ss.3
- Howe, N., & Strauss., W. (2000). Millennials rising: The next great generation. New York: Vintage Books.

Jolly, J. C. (2008). Raising the question # 9: Is the student-athlete population unique?

And why should we care? *Communication Education*, 57(1), 7. Routledge.

doi:10.1080/03634520701613676

Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, 41(4), 405–414.

Lance, L. (2004). Gender differences in perceived leadership effectiveness in Hong Kong. *College Student Journal*, 38(2), p 179-190.

doi:10.1108/09649420510599052

Lantz, C. D. & Schroeder, P. J. (1999). Endorsement of masculine and feminine gender roles: differences between participation in and identification with the athletic role. *Journal of Sport Behavior*, 22(4), 545-557.

Lichtman, M. (2009). *Qualitative research in education: A user's guide* (2nd ed.). Los Angeles: Sage Publications, Inc.

Life Balance. (2011). *Student-athlete experience*. Retrieved

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Student>

[Athlete+Experience/Student-Athlete+Well+Being/Life+balance](http://www.ncaa.org/wps/wcm/connect/public/NCAA/Student-Athlete+Well+Being/Life+balance)

- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications, Inc.
- Linville, P. W. (1985). Self-complexity and affective extremity: Don't put all your eggs in one cognitive basket. *Social cognition*, 3(1), 94–120. Guilford Publications.
Retrieved from
<http://www.atyponlink.com/GPI/doi/abs/10.1521/soco.1985.3.1.94>
- Lubker, J. R., & Etzel, E. F. (2007). College adjustment experiences of first-year students: Disengaged athletes, non-athletes, and current varsity athletes. *Journal of Student Affairs Research and Practice*, 44(3), 5. Retrieved from
<http://journals.naspa.org/jsarp/vol44/iss3/art5/>
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of personality and social psychology*, 3(5), 551-8. Retrieved from
<http://www.ncbi.nlm.nih.gov/pubmed/5939604>
- Marks, S. R., & MacDermid, S. M. (1996). Multiple roles and the self: A theory of role balance. *Journal of Marriage and the Family*, 58(2), 417. doi:10.2307/353506
- Marx, J., Huffmon, S., & Doyle, A. (2008). The student-athlete model and the socialization of intercollegiate athletes. *Athletic Insight*, 10(1). Retrieved from
<http://athleticinsight.com/Vol10Iss1/StudentAthleteModel.htm>

Merriam, S. B. (1991). *Case study research in education: A qualitative approach*. San Francisco: Jossey-Bass.

Meyers, T. D. & Sewell, A. W. (1997). Socialization experiences and time attitudes of young adults. *Sociological Viewpoints*, 13, 16-31.

Miller, P. S., & Kerr, G. (2002). The athletic, academic and social experiences of intercollegiate student-athletes. *Journal of Sport Behaviour*, 25(4), 346–367.

Misra, R., & McKean, M. (2000). College students' academic stress and its relation to their anxiety, time management, and leisure satisfaction. *American Journal of Health Studies*, 16(1), 41–51.

Murphy, G. M., Petitpas, A. J., & Brewer, B. W. (1996). Identity foreclosure, athletic identity, and career maturity in intercollegiate athletes. *Sport Psychologist*, 10(3), 239–246.

National Collegiate Athletic Association. (2006a). *Growth, Opportunities, Aspirations, and Learning of Students in College (GOALS)*. Retrieved from <http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Research/Student-Athlete+Experience+Research>

National Collegiate Athletic Association. (2006b). *Study of College Outcomes and Recent Experiences (SCORE)*. Retrieved from

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Research/Student-Athlete+Experience+Research>

National Collegiate Athletic Association. (2010a). *Growth, Opportunities, Aspirations, and Learning of Students in College (GOALS)*. Retrieved from

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Research/Student-Athlete+Experience+Research>

National Collegiate Athletic Association. (2010b). *History*. Retrieved from

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/About+the+NCAA/Who+We+Are/About+the+NCAA+history>

National Collegiate Athletic Association. (2010c). *Study of College Outcomes and Recent Experiences (SCORE)*. Retrieved from

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Research/Student-Athlete+Experience+Research>

National Collegiate Athletic Association. (2011a). *About the NCAA*. Retrieved from

<http://www.ncaa.org/wps/wcm/connect/public/ncaa/about+the+ncaa>

National Collegiate Athletic Association. (2011b). *2011-12 NCAA Division III Manual*.

Retrieved from <http://www.ncaa.org/wps/wcm/connect/public/ncaa/resources>

National Collegiate Athletic Association. (2011c). *Academics*. Retrieved from

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Academics/>

National Collegiate Athletic Association. (2011d). *Bylaws playing and practice season*.

Retrieved from <http://www.ncaa.org/wps/wcm/connect/public/ncaa/resources>

National Collegiate Athletic Association. (2011e). *Who we Are*. Retrieved from

<http://www.ncaa.org/wps/wcm/connect/public/ncaa/about+the+ncaa>

National Collegiate Athletic Association. (2011f). *NCAA sports sponsorship and*

participation rates report. Retrieved from <http://ncaapublications.com/p-4213->

[1981-82-2009-10-ncaa-sports-sponsorship-and-participation-rates-report.aspx](http://ncaapublications.com/p-4213-1981-82-2009-10-ncaa-sports-sponsorship-and-participation-rates-report.aspx)

National Collegiate Athletic Association. (2011g). *NCAA participation climbs to*

430,000 student-athletes. Retrieved from

<http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/20>

[10+news+stories/December/Participation+rate+climbs+to+430,000+student-](http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/2010+news+stories/December/Participation+rate+climbs+to+430,000+student-)

[athletes](http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/2010+news+stories/December/Participation+rate+climbs+to+430,000+student-athletes)

National Collegiate Athletic Association Eligibility Center. (n.d.). *About the NCAA*.

Retrieved from http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html#

National Collegiate Athletic Association Research Staff. (2006). *NCAA Study of Substance Use Habits of College Student-Athletes*. Research Report presented to The National Collegiate Athletic Association Committee on Competitive Safeguards and Medical Aspects of Sports.

National Survey of Student Engagement (NSSE). (2011). *Annual Results 2011*. Retrieved from http://nsse.iub.edu/html/annual_results.cfm

Nippert-Eng, C. E. (1996). *Home and work: Negotiating boundaries through everyday life*. Chicago IL: University of Chicago Press.

Parham, W. D. (1993). The intercollegiate athlete: A 1990s profile. *The Counseling Psychologist*, 21(3), 411-429. doi:10.1177/0011000093213005

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (2nd ed.). Jossey-Bass, San Francisco.

Patton, M. Q. (2001). *Qualitative research and evaluation methods*. (3rd ed). Newbury Park, CA: SAGE

- Petitpas, A. J., Britton, W. B., & Van Raalte, J. L. (1996). Transitions of the student-athlete: Theoretical, empirical, and practical perspectives. In Etzel, E. F., Ferrante, A. P., & Pinkney, J. W. (Eds.) *Counseling college student-athletes: Issues and Interventions* (2nd Ed.) (pp. 137-157). Morgantown, WV: Fitness Information Technology, Inc.
- Potuto, J. R., & O'Hanlon, J. (2007). National study of student-athletes regarding their experiences as college students. *College Student Journal*, 41(4), 947. Retrieved from <http://www.freepatentsonline.com/article/College-Student-Journal/172977992.html>
- Richard, S., & Aries, E. (1999). The division III student-athlete: academic performance, campus involvement and growth. *Journal of College Student Development*, 40(3), 211–18. Retrieved from <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ596702>
- Rossman, G., & Rallis, S. F. (2003). *Learning in the field : an introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Ryan, F. J. (1989). Participation in intercollegiate athletics: Affective outcomes. *Journal of College Student Development*, 30(2), 122-28. ACPA Executive Office. Retrieved from <http://psycnet.apa.org/psycinfo/1989-31176-001>

- Sage, G. H., & Loudermilk, S. (1979). The female athlete and role conflict. *Research quarterly*, 50(1), 88. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/472451>
- Schlossberg, N. K. (1981). A model for human adaptation to transition. *Counseling Psychologist*, 9(2), 2-18.
- Schroeder, P. J. (2000). An assessment of student involvement among selected NCAA Division III basketball players. *Journal of College Student Development*, 41(6), 616-26. Retrieved from <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ621104>
- Schwandt, T. A. (2001). *Dictionary of qualitative inquiry* (2nd ed). Thousand Oaks, CA: Sage Publications, Inc.
- Settles, I. H., Sellers, R. M., & Damas, A. (2002). One role or two?: The function of psychological separation in role conflict. *Journal of Applied Psychology*, 87(3), 574. American Psychological Association. Retrieved from <http://psycnet.apa.org/journals/apl/87/3/574/>
- Sieber, S. (1974). Toward a theory of role accumulation. *American Sociological Review*, 39(4), 567-578. JSTOR. Retrieved from <http://www.jstor.org/stable/2094422>

Simons, H. D., Van Rheenen, D., & Covington, M. V. (1999). Academic motivation and the student athlete. *Journal of College Student Development*, 40(2), 151-62.

Retrieved from <http://www.eric.ed.gov/ERICWebPortal/detail?accno=EJ590846>

Smith, R. A. (1990). *Sports and freedom: The rise of big-time college athletics*. Oxford: Oxford University Press, USA.

Southerton, D. (2003). "Squeezing time": Allocating practices, coordinating networks and scheduling society. *Time & Society*, 12(1), 5-25.

doi:10.1177/0961463X03012001356

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks: Sage Publications.

Storch, E. A., Storch, J. B., Killiany, E. M., & Roberti, J. W. (2005). Self-reported psychopathology in athletes: A comparison of intercollegiate student-athletes and non-athletes. *Journal of Sport Behaviour*, 28(1), 86-98.

Stryker, S. (1968). Identity salience and role performance : The relevance of symbolic interaction theory for family research. *Journal of Marriage and Family*, 30(4), 558-564.

- Stryker, S., & Burke, P.J. (2000). The past, present, and future of an identity. *Social Psychology Quarterly*, 63(4), 284–297. JSTOR. Retrieved from <http://www.jstor.org/stable/2695840>
- Thelin, J. R. (2000). Good sports? Historical perspective on the political economy of intercollegiate athletics in the era of Title IX, 1972-1997. *The Journal of Higher Education*, 71(4), 391–410. JSTOR. Retrieved from <http://www.jstor.org/stable/2649145>
- Thoits, P. A. (1991). On merging identity theory and stress research. *Social Psychology Quarterly*, 54(2), 101-112. doi:10.2307/2786929
- Umbach, P. D., Palmer, M. M., Kuh, G. D., & Hannah, S. J. (2006). Intercollegiate athletes and effective educational practices: winning combination or losing effort? *Research in Higher Education*, 47(6), 709–733. Springer. doi:10.1007/s11162-006-9012-9
- Watt, S. K., & Moore III, J. L. (2001). *Who Are Student Athletes? New Directions for Student Services* (Vol. 2001, pp. 7–18). Wiley Online Library. doi:10.1002/ss.1
- Weick, K. E. (1995). *Sensemaking in organizations*. Thousand Oaks, CA: Sage.

What is D3? (2007). College Student Athletes. Retrieved from

<http://www.collegestudentathletes.com/whatis.cfm>

Wiley, M. G. (1991). Gender, work, and stress: The potential impact of role-identity salience and commitment. *The Sociological Quarterly*, 32(4), 495–510. JSTOR.

Retrieved from <http://www.jstor.org/stable/4120899>

Wilson, G., & Pritchard, M. (2005). Comparing sources of stress in college student athletes and non-athletes. *Education*, 7(1), 1-8. Retrieved from

<http://athleticinsight.com/Vol7Iss1/StressPDF.pdf>

Wright, A., & Cote, J. (2003). A retrospective analysis of leadership development through sport. *Sport Psychologist*, 17(3), 268–291. Human Kinetics Publishers.

Retrieved from <http://www.queensu.ca/skhs/ContactUs-2/Faculty-1/Faculty-JeanCote/CotePublications/CotePublications2003/WrightCoteTSP2003.pdf>

Yin, R. (1994). *Case study research: Design and methods* (2nd ed.). Beverly Hills, CA: Sage Publishing.

Yopyk, D., & Prentice, D. (2005). Am I an Athlete or a student? Identity salience and stereotype threat in student-athletes. *Basic and Applied Social Psychology*, 27(4), 329-336. doi:10.1207/s15324834basp2704_5

Yost, M. (2009). *Varsity green: A behind the scenes look at culture and corruption in college athletics*. Stanford, CA: Stanford University Press.

Zimbalist, A. (1999). *Unpaid professionals: Commercialism and conflict in big-time college sports*. Princeton, NJ: Princeton University Press.

APPENDIX A:**Sample Letter to Athletic Director/Coaches**

My name is Daniel Hoover and I am doctoral candidate in the College's Ed.D program in Education Policy, Planning, and Leadership at the College of William and Mary. Currently, I am in the process of completing my dissertation, under the supervision of Dr. Pamela Eddy, Associate Professor in Education, Policy, Planning, and Leadership. My dissertation aims to explore the time management and integration of multiple life roles of Division III student-athletes. As a former Division III student-athlete, I am writing to seek your participation and cooperation in my study, which is outlined below.

This study will contribute to the higher education literature by providing an in-depth analysis of Division III student-athletes. There is minimal published research on Division III student-athletes related to the integration of multiple life roles (e.g. student, athlete, friend, family, religion, romance). The results may be beneficial for informing the NCAA, coaches, faculty, staff, and administrators working with student-athletes as to how time is prioritized and integrated related to the area mentioned above.

Through an in-depth semi-structured interview, I hope to acquire insight about the time demands/life roles faced by student-athletes; the integration and prioritize of time demands and multiple roles; the strategies student-athletes use to maintain integration of these life roles; and the institutional support available to help students manage time demands.

These questions will be explored through interviews with at least six (12 in total) student-athletes from men and women's basketball that are in their first year and/or will be graduating from the institution in May 2012. I would work with you to identify student-athletes who meet this criteria and ways to reach out to them prior to my visit to campus.

Participant data will be handled in a confidential manner. No individuals or institutions will be identified in the reporting. All participants will have the opportunity to create a pseudonym, which will be utilized in all data write-ups. The institution will also be given a pseudonym. Data will be maintained in an off-campus, secured location in a locked drawer. Your participation is completely voluntary. At any given time, a participant may remove him or herself from the interview and/or study with no consequences.

Once I have gained your permission to conduct this study at your institution, I will plan to contact you again prior to my visit to campus. I am planning to attend campus for one week to complete the one-hour interviews with individuals. In addition, I would like to request to attending a practice or a game to observe the interactions between team members and coaches. I would like to set up my visit between November and December. I understand based on schedules, travel, and holidays surrounding this time frame may limit the weeks I have to attend campus.

In the meantime, if you find the study of interest to you, please call me at 630-254-0536 or contact me by e-mail at drhoov@email.wm.edu. My academic advisor and dissertation chair, Dr. Pamela Eddy, is also available as a resource and can be contacted at 757-221-2349 or by e-mail at pamela.eddy@wm.edu.

Thank you for your consideration in participating in my study and I look forward to hearing from you soon.

Sincerely,

Daniel R. Hoover Jr.	Pamela Eddy
Doctoral Candidate	Associate Professor
School of Education	School of Education

APPENDIX B:**Sample Letter to Participants**

Dear (Participant):

My name is Daniel Hoover and I am doctoral candidate in the College's Ed.D program in Education Policy, Planning, and Leadership at the College of William and Mary. Currently, I am in the process of completing my dissertation, under the supervision of Dr. Pamela Eddy, Associate Professor in Education, Policy, Planning, and Leadership. My dissertation aims to explore the time management and integration of multiple life roles by Division III student-athletes. As a former Division III student-athlete, I am writing to seek your participation as an interviewee in my study, which is outlined below.

This study will contribute to the higher education literature by providing an in-depth analysis of Division III student-athletes. There is minimal published research on Division III student-athletes related to the integration of multiple life roles (e.g. student, athlete, friend, family, religion, romance). The results may be beneficial for informing the NCAA, coaches, faculty, staff, and administrators working with student-athletes as to how time is prioritized and integrated related to the area mentioned above.

Through an in-depth semi-structured interview, I hope to acquire insight about the time demands/life roles faced by student-athletes; the integration and prioritize of time demands and multiple roles; the strategies student-athletes use to maintain integration of these life roles; the institutional support available to help students manage time demands.

You were selected to participate in this study because you are either in your first year and/or will be graduating from the institution in May 2012. I am interested in hearing more about your experiences as a student-athlete.

All participant data will be handled in a confidential manner. No individuals will be identified in the reporting. All participants will have the opportunity to create a pseudonym, which will be utilized in all data write-ups. The institution will also be given a pseudonym. All of the data will be maintained in an off-campus, secured location in a locked drawer. Your participation is completely voluntary. At any given time, a participant may remove him or herself from the interview and/or study with no consequences.

Once you have agreed to participate in my study, I will plan to contact you again in about two weeks prior to my visit to campus to arrange a time to meet and a location. You will determine the on-campus location of our interview as most appropriate. I have attached a copy of the informed consent form that I will bring to our meeting for you to sign.

In the meantime, if you find the study of interest to you, please call me at 630-254-0536 or contact me by e-mail at drhoov@email.wm.edu. My academic advisor and dissertation chair, Dr. Pamela Eddy, is also available as a resource and can be contacted at 757-221-2349 or by e-mail at pamela.eddy@wm.edu. Thank you for your consideration in participating in my study and I look forward to hearing from you.

Sincerely,

Daniel R. Hoover Jr.
Doctoral Candidate
School of Education

Pamela Eddy
Associate Professor
School of Education

APPENDIX C

Demographic Survey

Participant Pseudonym:

College:

Gender:

Age:

Contact Information:

Academic Standing:

Number of family members:

How far do you live from home?

How often do you go home?

Are you in a relationship?

How long have you been playing organized sports?

What is most important to you? (e.g. academics, athletics, family, friends, religion, romance, etc.)?

APPENDIX D:**Consent Form**

CONSENT FOR PARTICIPATION RESEARCH

I, _____, agree to participate in a qualitative study involving student-athletes and members of the College basketball team. I have been informed that the purpose of this study is to understand the perceptions, experiences and stories of several student-athletes on the basketball team regarding their experiences related to time demands. I am aware that six (12 in total) student-athletes on the men and women's basketball team will help to comprise the sample for this study. In addition, the two student-athletes will be asked to allow the researcher to shadow them for the day observing general interactions. Observations may include settings such as class, basketball practice, workouts, hanging out with friends, and studying. The type of information intended to be collected include (i.e. interactions with the faculty, other students, coaches, friends, family, and preparation for class). I understand the researcher will not be collecting specific content from any conversations. I know that the researcher is conducting this study as part of his doctoral dissertation at the College of William and Mary.

I acknowledge that my involvement in this study is purposeful with the intention of exploring a wide variety of experiences and perceptions related to time demands of student-athletes. I understand that I will be asked questions related to these experiences at my College, and may experience some psychological discomfort in discussing issues surrounding the integration and prioritization of time related to life roles. I realize that the honesty and accuracy of my responses are crucial to the success of this study. I also understand that I am not required to answer any question that I do not want to answer.

I understand that I will be expected to participate in one interview lasting no longer than 1 hour, plus a final, shorter consultation to review the typed word for word transcription. I have been informed that any information obtained in this study will be recorded with a pseudonym that will allow only the interviewer to determine my identity. At the conclusion of this study, the key linking me with the pseudonym will be destroyed. I also acknowledge that my interview will be digitally audio recorded to ensure the accuracy of the data analyzed. I am aware that at the conclusion of the study, the recording will

be destroyed and will no longer be available for use. All efforts will be made to conceal my identity in the study's report of results and to keep my personal information confidential. I understand that the data generated during the interviews will be used to fulfill the requirements of the dissertation, and will be published. I understand that the NCAA will have access to the study's results.

I understand that I am free to withdraw my consent and discontinue participation in this study at any time by notifying Daniel Hoover by e-mail at drhoov@email.wm.edu or by telephone at 630-254-0536. If I have any questions or concerns that arise in connection with my participation in this study, I should contact the faculty advisor, Dr. Pamela Eddy, at 757-221, peddy@wm.edu or call/write the Protection of Human Subjects Committee Lee Kirkpatrick 221-3997 or the EDIRC Thomas Ward 221-2358. My signature below signifies that I am at least 18 years of age, that I have received a copy of this consent form, and that I consent to allowing the researcher to record my interviews as a part of this study.

_____ I give permission to record this interview.

_____ I do not give permission to record this interview.

Date

Participant

Date

Investigator

APPENDIX E:

Participants

Name	Code	Race/Ethnicity	Gender	Age	Academic Standing	Distance from Home	Traveled Home/Semester	Relationship	Sports Participation-Grade	Top Role(s)
Sam	RC-1F-Sen	White	F	22	Senior	45 minutes	Twice	No	4th grade	Faith and Family
Dan	RC-1M-Fr	White	M	18	Freshman	4 hours	Zero	No	1st grade	Family and Friends
Joe	RC-2M-So	White	M	20	Sophomore	13 hours	Zero	No	1st grade	Academics
Fran	RC-2F-Fr	White	F	18	Freshman	1 hour	Once	No	3rd grade	Academics
Skittles	RC-3M-Sen	White	M	22	Senior	4 hours	Zero	Yes	7th grade	Friends and Relationship
Rinny	RC-3F-Jr	White	F	20	Junior	1 hour	Once	No	3rd grade	Academics
Michael	RC-4M-Fr	White	M	19	Freshman	50 minutes	Once	No	3rd grade	Family and Religion
Chelsea	RC-4F-Sen	White	F	22	Senior	1 hour 15 minutes	Once	No	1st grade	Family and Friends
Sammi	RC-5F-Fr	White	F	19	Freshman	1 hour	Once	Yes	1st grade	Family and Friends
Kat	RC-6F-Fr	White	F	18	Freshman	1 hour 30 minutes	None	No	7th grade	Family
Susan	MC-1F-Jr	White	F	21	Junior	20 minutes	Every weekend	No	3rd grade	Academics
Thomas	MC-1M-Jr	Non-White	M	20	Junior	3 hours 30 minutes	Holidays	Yes	3rd grade	Family and Friends
Ann	MC-2F-Fr	Non-White	F	18	Freshman	28 hours	Holidays	Yes	5th grade	Family and Academics
Rachel	MC-3F-Sen	White	F	21	Senior	30 minutes	Twice	No	3rd grade	Family
John	MC-2M-Fr	White	M	19	Freshman	3 hours 30 minutes	Once	No	3rd grade	Academics and Family
Jen	MC-4F-Sen	White	F	21	Senior	45 minutes	Once	No	Pre-grade school	Academics
Bob	MC-3M-Sen	White	M	21	Senior	3 hours	Zero	Yes	3rd grade	Family
Aidan	MC-4M-Fr	White	M	19	Freshman	1 hour 30 minutes	Twice	Yes	1st grade	Family
Robert	MC-5M-So	White	M	19	Sophomore	1 hour 15 minutes	Zero	No	6th grade	Family and Academics
Taylor	MC-5F-So	White	F	19	Sophomore	16 hours	Zero	No	3rd grade	Family and Academics
Blake	MC-6F-Jr	White	F	20	Junior	6 hours	Holidays	No	3rd grade	Family and Academics

APPENDIX F:**Interview Guide (Sent via email prior to interview)**

Intro script:

Now that we have reviewed the consent form and the confidentiality protocols used in my study, I am going to go into a short series of questions. To begin can you provide me with a brief personal history (Where you grew-up, How you began playing the sport?)

Semi structured questions:

- 1) Tell me why you decided to come to college? Become a Division III student-athlete?
- 2) You need to juggle multiple responsibilities at once, student, athlete, son/daughter, partner, other outside commitments.
 - 1) Probes: What roles are most important to you?
 - 2) How do you define these important roles?
 - 3) How do you or other males/females athletes manage multiple roles?
- 3) What do you enjoy most about being a student-athlete? Least?
- 4) Tell me about a typical day when you are in season. How might this differ relative to out-of-season?
- 5) What support do you receive as a student-athlete (e.g. family, friends, coaches, institution, etc.)?
 - 1) How have these individuals or programs influenced you as a student-athletes?
- 6) What are some of the challenges you face as a student-athlete?
- 7) What advice, if any, would you have for other student-athletes?
- 8) As a student-athlete, are there areas you would like to participate more in (in or outside of the college setting)?
 - 1) How would you prefer to spend your time?
- 9) Has your management of time demands/life roles changed? If yes, how so?
- 10) Do you see any connections among your different roles?
- 11) How do you integrate the various time demands as a student-athlete?

Last Question: Now that you have a better idea about the focus of my study, is there anything that I did not address in my questions that you think would be helpful for my understanding? (Thank participant. Mention that if there is anything they want to add, to e-mail me)

APPENDIX G

Cross-Walk Chart

Interview Question Website Review Observations	How do Division III basketball players describe their student-athlete experience?	What are the time demands/life roles faced by Division III student-athletes on basketball sports teams?	How do Division III basketball student-athletes conceptualize integration of their various roles and how do they prioritize the time demands of these roles?	What strategies do Division III basketball student-athletes use to maintain integration of multiple life roles?	What support is available to help Division III students manage time?	Authors to Consider <small>*Does not include all authors</small>
Tell me why you decided to come to college? Become a Division III student-athlete?	X					Gaston-Gayles, 2009 Gohn & Albin, 2006 Hauser & Gray, 2009 Howard-Hamilton & Sina, 2001 Potuto & O'Hanlon, 2007 Ryan, 1989
You need to juggle multiple responsibilities at once, student, athlete, son/daughter, partner, other outside commitments. Probes: What roles are most important to you? How do you define these important roles? How do you or other males/females athletes manage multiple roles?	X	X	X	X	X	Brewer, 1993 Calson & Kacmar, 2000 Clark, 2000 Greer & Robinson, 2006 Hauser & Gray, 2009 Marks & MacDermid, 1996 Magnano, Brewer & Winter, 2006 Nippert-Eng, 1996 Goode, 1960 Yopyk & Prentice, 2005 Wilson & Pritchard, 2005
What do you enjoy most about being a student-athlete? Least?	X		X			Crowley, 2006 Gaston-Gayles, 2009 Ryan, 1989 Watt & Moore, 2001
Tell me about a typical day when you are in season. How might this differ relative to out-of-season?	X	X	X	X	X	Gohn & Albin, 2006 Hauser & Gray, 2009 Watt & Moore, 2001 Zimbalist, 1999

<p>What support do you receive as a student-athlete (e.g. family, friends, coaches, institution, etc.)?</p> <p>How have these individuals influenced you as a student-athletes?</p>	X		X		X	<p>Miller & Kerr, 2002 Richard & Aries, 1999 Simons, Van Rheenen & Covington, 1999</p>
<p>What are some of the challenges you face as a student-athlete?</p>	X	X	X	X		<p>Crowley, 2009 Gaston-Gayles, 2009 Watt & Moore, 2001 Wilson & Pritchard, 2005</p>
<p>What advice, if any, would you have for other student-athletes?</p>	X		X	X	X	<p>Jolly, 2008</p>
<p>As a student-athlete, are there areas you would like to participate more in (in or outside of the college setting)?</p> <p>How would you prefer to spend your time?</p>	X		X		X	<p>Gohn & Albin, 2006 Gregory & Milner, 2009 Hauser & Gray, 2009 Potuto & O' Hanlon, 2007</p>
<p>Has your management of time demands/life roles changed? If yes, how so?</p>	X	X	X	X		<p>Adler & Adler, 1985 Broughton & Neyer, 2001 Griffith & Johnson, 2002 Heuser & Gray, 2009 Misra & McKean, 2000</p>
<p>How do you integrate the various time demands as a student-athlete?</p>	X			X	X	<p>Ashford, Kreiner & Fugate, 2011 Barber, 2011 Desrocher, 2004</p>
<p>Website Review</p>	X			X		N/A
<p>Observations</p>			X	X	X	N/A

APPENDIX H
Observation Sheet

Event/Date:

Participant:

	Observation	Comments/Description
1	Interactions with roommate	Yes/No Comments:
2	Interaction friends	Yes/No Comments:
3	Interactions on-campus	Yes/No Comments:
4	Interactions walking to class	Yes/No Comments:
5	Interactions with significant other	Yes/No Comments:
6	Classroom Interactions (faculty other students)	Yes/No Comments:

7	Interactions with team	Yes/No Comments:
8	Interaction with coaches	Yes/No Comments:
9	Interactions with AD	Yes/No Comments:
10	Environment	Yes/No Comments:
11	Family Interactions	Yes/No Comments:
12	Other Interactions/Activities	Yes/No Comments:
11	Faculty/Staff/Employer Interactions (Outside of the Classroom)	Yes/No Comments:

Questions for observations:

1. Do they attend their classes? Are they prepared? Are they participating?

Ex: Do they take notes and participate by answering or asking questions

2. What is the length of the class and the type of setting?

Ex: Lecture, small group

3. How are they spending their free time? How long is the interaction?

Ex: Call friends/family, Hanging Out, Studying/Tutor, Work Study

4. Do they interact with others on campus? Are they involved in any other organizations?

Ex: What events/meetings do they attend outside of athletics?

5. How long are their conversations with others?

Ex: coaches, faculty, staff, students

6. Do their interactions with others they encounter seem positive or negative?

7. Do they eat meals/snacks?

Ex: With others (friends, teammates, alone)

APPENDIX I**Developed Codes**

Advice	Benefits	Challenges
Demands on Time	History	Identity
Integrated Roles	Life Roles	Athletics
Academics	Romantic Relationship	Family
Friends	Religion	Preferences
Priorities	Separated Roles	Strategies
Stress	Transition	Typical Day
Outside Commitments		

APPENDIX J:

Men's NCAA Participation Number (NCAA Publications, 2011a)

YEAR	DIVISION I					DIVISION II					DIVISION III					OVERALL				
	Number of Members	Number of Teams	% of Total Members	Total Athletes	Avg. Squad Size	Number of Members	Number of Teams	% of Total Members	Total Athletes	Avg. Squad Size	Number of Members	Number of Teams	% of Total Members	Total Athletes	Avg. Squad Size	Number of Members	Number of Teams	% of Total Members	Total Athletes	Avg. Squad Size

MEN'S BASKETBALL

1981-82	276	273	98.9	4,122	15.1	192	190	99.0	2,914	15.3	286	278	97.9	4,942	16.3	752	741	98.5	11,578	15.6
1982-83	277	274	98.9	4,098	15.0	205	195	95.1	3,155	16.2	306	285	93.1	5,112	17.9	788	754	95.7	12,365	16.4
1983-84	278	276	99.3	4,370	15.5	198	188	94.9	3,074	16.4	310	285	91.9	5,415	19.0	786	749	95.3	12,759	17.0
1984-85	284	282	99.3	4,666	16.5	189	181	95.8	3,107	17.2	310	289	93.9	6,417	22.2	791	752	95.1	14,190	18.9
1985-86	284	283	99.6	4,471	15.8	191	184	96.3	3,284	17.8	319	292	91.5	6,176	21.3	794	759	95.6	13,931	18.4
1986-87	291	289	99.7	4,492	15.3	185	179	96.8	2,733	15.3	316	291	92.1	5,900	18.9	792	760	96.0	12,725	16.7
1987-88	292	291	99.7	4,580	15.1	181	175	96.7	2,601	14.9	320	293	91.6	5,800	17.9	793	759	95.7	12,041	15.9
1988-89	294	293	99.7	4,424	15.1	192	187	97.4	2,768	14.8	316	288	91.7	5,011	17.4	800	768	96.0	12,203	15.9
1989-90	293	292	99.7	4,396	15.1	194	189	97.4	2,775	14.7	315	287	91.1	4,965	17.3	802	768	95.8	12,136	15.8
1990-91	296	295	99.7	4,501	15.3	209	204	97.6	3,080	15.1	323	296	91.6	5,222	17.7	828	795	96.0	12,815	16.1
1991-92	298	298	100.0	4,536	15.3	218	214	98.2	3,191	14.9	331	302	91.3	5,128	17.0	847	814	96.1	12,855	15.8
1992-93	298	298	100.0	4,410	14.8	223	220	98.7	3,300	15.0	343	313	91.3	5,301	17.0	864	831	96.2	13,031	15.7
1993-94	301	301	100.0	4,455	14.8	245	241	98.4	3,591	14.9	346	313	90.3	5,304	17.0	892	854	95.7	13,350	15.6
1994-95	302	302	100.0	4,500	14.9	263	244	92.8	3,538	14.5	362	322	89.3	6,311	19.6	947	868	91.7	14,349	16.5

Please note:

For the 1995-96 through 1998-99 academic years, the average squad size data came from the Equity in Athletics Disclosure Act (EADA) form.

As a result of using that data, the information for the years of 1995-96 and 1996-97 will not match the data printed in previous publications.

1995-96*	306	306	100.0	4,599	15.0	290	277	95.5	4,238	15.3	401	373	93.3	6,441	18.2	998	938	94.0	15,289	16.3
1996-97*	307	307	100.0	4,483	15.0	289	279	96.5	4,213	15.1	398	373	93.7	6,200	17.4	994	941	94.7	15,066	16.0
1997-98*	308	307	99.7	4,536	15.1	280	276	98.6	4,168	15.1	397	376	94.6	6,204	17.7	985	938	95.2	15,087	16.1
1998-99*	312	312	100.0	4,853	15.4	297	289	97.3	4,335	15.0	423	379	89.6	6,375	17.4	1,031	980	95.1	15,734	16.1
1999-00*	321	321	100.0	4,815	15.0	297	287	96.6	4,391	15.3	423	381	90.1	6,408	17.3	1,041	989	95.0	15,874	16.1
2000-01*	321	321	100.0	4,948	15.4	295	288	97.6	4,435	15.4	423	383	90.4	6,720	17.6	1,039	991	95.4	16,102	16.2
2001-02*	324	324	100.0	4,998	15.4	290	284	97.9	4,216	14.8	423	383	90.4	6,201	17.3	1,036	990	95.6	15,883	16.0
2002-03*	327	326	99.7	5,313	15.4	282	277	98.2	4,266	15.4	423	384	90.6	6,737	17.5	1,033	987	95.5	15,995	16.2
2003-04*	327	327	100.0	4,993	15.3	282	278	98.6	4,259	15.3	423	389	91.8	6,374	17.4	1,039	994	95.7	16,028	16.1
2004-05*	327	326	99.7	5,003	15.3	284	280	98.6	4,374	15.6	424	394	92.8	6,094	17.3	1,045	1,000	95.7	16,271	16.3
2005-06*	327	326	99.7	4,996	15.3	296	289	97.6	4,594	15.9	424	398	93.7	6,081	17.3	1,062	1,013	95.4	16,371	16.4
2006-07*	327	326	99.7	5,051	15.5	296	293	99.0	4,666	15.9	443	403	91.4	6,333	17.3	1,064	1,022	96.1	16,640	16.3
2007-08*	328	329	99.7	5,119	15.6	296	293	99.0	4,768	16.3	443	409	92.1	7,134	17.6	1,070	1,031	96.4	17,081	16.6
2008-09*	333	332	99.7	5,129	15.4	292	287	98.3	4,644	16.2	444	411	92.6	7,150	17.6	1,069	1,030	96.4	16,911	16.4
2009-10*	333	332	100.0	5,183	15.5	292	289	99.0	4,602	15.9	444	414	93.1	7,204	17.7	1,073	1,038	96.7	17,008	16.4

* Provisional members are included in these numbers.

APPENDIX K

Women's NCAA Participation Numbers (NCAA Publications, 2011a)

YEAR	DIVISION I					DIVISION II					DIVISION III					OVERALL				
	Number of Teams	% of Total Members	Total Athletes	Avg. Squad Size	Number of Members	Number of Teams	% of Total Members	Total Athletes	Avg. Squad Size	Number of Members	Number of Teams	% of Total Members	Total Athletes	Avg. Squad Size	Number of Members	Number of Teams	% of Total Members	Total Athletes	Avg. Squad Size	

WOMEN'S BASKETBALL

1981-82	276	273	98.9	3,639	13.4	192	176	91.7	2,500	14.2	284	256	90.1	3,465	13.5	752	705	93.8	9,624	13.7
1982-83	277	268	96.8	3,760	14.0	205	195	95.1	2,630	13.5	306	296	92.8	3,952	13.6	788	747	94.8	10,242	13.7
1983-84	278	267	96.0	3,682	13.8	198	188	94.9	2,730	14.5	310	291	93.9	4,254	14.6	786	746	94.9	10,666	14.3
1984-85	280	277	97.5	3,980	14.4	189	176	93.1	2,622	14.9	318	298	93.7	4,666	15.6	791	751	94.9	11,248	15.0
1985-86	284	275	96.8	3,828	13.9	191	184	96.3	2,767	15.0	319	300	94.0	4,803	16.0	794	759	95.6	11,398	15.0
1986-87	291	283	97.3	3,871	13.7	185	179	96.8	2,501	14.0	316	295	93.4	4,154	14.1	792	757	95.6	10,526	13.9
1987-88	292	281	96.3	3,740	13.3	181	175	96.7	2,387	13.6	320	300	93.8	4,080	13.6	793	756	95.3	10,147	13.4
1988-89	294	281	95.6	3,785	13.4	192	189	98.4	2,552	13.5	314	294	93.6	4,080	13.7	800	764	95.5	10,345	13.5
1989-90	295	279	94.6	3,736	13.4	194	192	99.0	2,567	13.4	315	298	94.6	4,022	13.5	802	761	94.9	10,125	13.3
1990-91	296	284	95.9	3,800	13.4	209	206	98.6	2,758	13.4	323	306	94.7	4,390	14.3	828	786	94.9	10,551	13.4
1991-92	298	288	96.6	3,842	13.3	218	216	99.1	2,979	13.8	331	306	92.4	4,358	14.3	847	810	95.6	10,879	13.4
1992-93	298	287	96.3	3,873	13.4	223	219	98.2	2,978	13.6	343	318	92.4	4,307	13.5	864	827	95.7	11,158	13.5
1993-94	301	291	96.7	4,050	13.8	245	239	97.6	3,274	13.7	346	324	93.6	4,306	13.6	892	855	95.9	11,710	13.7
1994-95	302	293	97.0	4,102	14.0	263	242	92.0	3,243	13.4	382	354	92.6	5,311	15.0	947	869	91.8	12,656	14.6

Please note:

For the 1995-96 through 1998-99 academic years, the average squad size data came from the Equity in Athletics Disclosure Act (EADA) form. As a result of using that data, the information for the years of 1995-96 and 1996-97 will not match the data printed in previous publications.

1995-96*	306	298	97.4	4,232	14.2	290	273	94.1	3,795	13.9	402	381	94.8	5,563	14.6	998	952	95.4	13,589	14.3
1996-97*	308	300	97.4	4,220	14.3	289	274	94.8	3,836	14.0	408	388	95.1	5,413	14.2	994	956	96.2	13,741	14.4
1997-98*	308	301	97.7	4,365	14.5	280	271	96.8	3,821	14.1	377	366	97.1	5,300	14.5	965	956	97.1	13,754	14.4
1998-99*	312	306	98.1	4,437	14.5	297	287	96.6	4,075	14.2	423	400	94.6	5,073	14.4	1,031	1,001	97.1	14,388	14.4
1999-00*	313	317	98.4	4,365	14.4	297	284	95.6	3,976	14.0	426	408	95.8	5,380	14.4	1,041	1,011	97.1	14,445	14.3
2000-01*	321	318	99.1	4,706	14.8	295	288	97.6	4,090	14.2	433	414	95.6	5,003	14.5	1,039	1,020	98.2	14,799	14.5
2001-02*	324	321	99.1	4,743	14.8	290	284	97.9	3,944	13.9	422	412	97.6	5,207	14.6	1,036	1,017	98.2	14,524	14.3
2002-03*	327	325	99.4	4,735	14.7	282	276	97.9	3,859	14.0	424	417	98.1	5,080	14.6	1,033	1,016	98.4	14,674	14.4
2003-04*	327	325	99.4	4,778	14.7	282	276	97.9	3,851	14.0	420	421	97.9	5,907	14.3	1,039	1,022	98.4	14,596	14.3
2004-05*	327	325	99.4	4,787	14.7	284	278	97.9	3,874	13.9	436	428	97.9	4,893	14.3	1,045	1,025	98.1	14,686	14.3
2005-06*	327	325	99.4	4,809	15.0	296	286	96.6	4,040	14.1	438	428	97.7	4,970	14.5	1,062	1,039	97.8	15,096	14.5
2006-07*	327	325	99.4	4,734	14.8	296	294	99.3	4,206	14.3	435	433	97.9	5,080	14.7	1,064	1,050	98.7	15,152	14.4
2007-08*	328	328	99.7	4,783	14.9	296	294	99.3	4,291	14.6	442	437	98.9	5,110	14.7	1,070	1,057	98.8	15,307	14.5
2008-09*	330	331	99.7	4,815	14.9	292	288	98.6	4,200	14.6	448	443	98.9	5,110	14.7	1,069	1,054	98.6	15,381	14.6
2009-10*	333	332	99.7	4,796	14.9	292	290	99.3	4,287	14.8	446	437	98.0	4,970	14.6	1,073	1,059	98.7	15,423	14.6

* Provisional members are included in these numbers.

VITA

Daniel R. Hoover Jr.

Birthdate: March 2, 1978

Birthplace: Troy Mills, Iowa

Education: 2006-2012 The College of William and Mary
Williamsburg, Virginia
Doctorate in Education
*Educational Policy, Planning, and Leadership
(Higher Education)*

2001-2001 University of Kansas
Lawrence, Kansas
Masters of Science
Higher Education Administration

1997-2001 Coe College
Cedar Rapids, Iowa
Bachelor of Arts
Psychology