

MOTIVES AND VALUES ASSOCIATED WITH
PARTICIPATION IN INTERCOLLEGIATE
STUDENT-ATHLETE COMMUNITY SERVICE:
IMPLICATIONS FOR ATHLETICS DEPARTMENT
LEADERSHIP

by

Phoebe Teresa Acedo Chalk

Copyright © Phoebe Teresa Acedo Chalk 2008

A Dissertation Submitted to the Faculty of the
DEPARTMENT OF EDUCATION LEADERSHIP

In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF EDUCATION

In the Graduate College

THE UNIVERSITY OF ARIZONA

2008

THE UNIVERSITY OF ARIZONA
GRADUATE COLLEGE

As members of the Dissertation Committee, we certify that we have read the dissertation prepared by Phoebe Chalk entitled Motives and Values Associated with Participation in Intercollegiate Student-Athlete Community Service: Implication for Athletics Department Leadership and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Education.

Dr. John Taylor Date: October 22, 2008

Dr. Jenny Lee Date: October 22, 2008

Dr. J. Robert Hendricks Date: October 22, 2008

Dr. John Pedicone Date: October 22, 2008

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Dr. John Taylor Date: October 22, 2008

STATEMENT BY AUTHOR

This dissertation has been submitted in partial fulfillment of requirements for an advanced degree at The University of Arizona and is deposited in the University Library to be made available to borrowers under rules of the library.

Brief quotations from this dissertation are allowable without special permission, provided that accurate acknowledgement of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the copyright holder.

SIGNED Phoebe Chalk

ACKNOWLEDGMENTS

As I write this acknowledgment, I look back on all the individuals who have helped me become the person I am today, and of course there are many. My unending gratitude and appreciation for Dr. John Taylor must be acknowledged first. As my colleague, he encouraged me several years ago to pursue my doctorate, and his support as my University advisor and Committee Chair during the last four and one-half years of this doctoral program is very much appreciated. He inspired me and encouraged me, and his patience and tough questioning made me a better student and leader. I thank him for believing in me, which in turn made me believe in myself. Dr. Jenny Lee, my minor advisor, taught me to view higher education with a different lens, and I appreciate her honesty and our candid discussions. In addition, I would like to thank Dr. J. Robert Hendricks and Dr. John Pedicone, the other members of my dissertation committee, for their advice and support during this process.

There are several individuals in Cohort 9 who started the doctoral program together. We came to the classroom with different experiences and backgrounds, and I learned a great deal from them during our first two years. All of my classmates have made an impression on me, but Roseanne and Margaret's friendship and late night calls will never be forgotten and are appreciated the most. Kevin, our study sessions in Kaibab Huachuca and the HOC will forever be remembered. I thank you for making that last two years memorable with tough study sessions and many laughs. You will forever be my friend.

And finally, to my family and friends, thank you for encouraging me, understanding when I could not make all the gatherings, and for your continuous support. This document and ultimately my doctoral degree are dedicated to my father, the late John D. Chalk, my mother Anna Marie Aguilar Chalk, my sister Laura Chalk Dashney, my brother-in-law Dane Dashney, nieces Katelyn and Jessica, and my many aunts, uncles and cousins. Without their enduring support and faith, I would have not have been able to complete this process.

TABLE OF CONTENTS

LIST OF TABLES	8
LIST OF ILLUSTRATIONS	11
ABSTRACT	12
CHAPTER 1: INTRODUCTION TO THE STUDY	14
Statement of the Problem	15
Purpose of the Study	16
Professional Significance	18
Research Questions	19
Assumptions of the Study	19
Limitations of the Study	20
Definitions of Key Terms	20
Organization of the Study	21
CHAPTER 2: REVIEW OF LITERATURE	23
Student-Athlete Research	32
Student Involvement Theory	34
Motivation Theory	35
Educational Leadership Theories	36
Situational Leadership (1972)	36
Change Theory (1991)	38
Organizational Leadership (1991)	42
Structural Frame	43
Human Resources Frame	43
Political Frame	44
Symbolic Frame	44
Summary	44
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	46
Purpose of the Study	46
Research Design	47
Population and Sample	48
Quantitative Section of the Study	50
Instrumentation	50
Data Collection	54
Data Analysis	55
Research Question 1	55

TABLE OF CONTENTS – Continued

Research Question 2	56
Research Question 3	57
Qualitative Section of the Study	58
Instrumentation	58
Data Collection	59
Data Analysis	59
Research Question 1	59
Research Question 2	60
Research Question 3	60
CHAPTER 4: PRESENTATION AND ANALYSES OF DATA.....	61
Purpose of the Study	61
Description of the Population	62
Descriptive Findings	69
Quantitative Section of the Study	69
Research Question 1	69
Research Question 2	101
Research Question 3	125
Qualitative Section of the Study	127
Research Question 1	127
Research Question 2	128
Research Question 3	129
CHAPTER 5: SUMMARY OF FINDINGS, DISCUSSION OF FINDINGS, IMPLICATIONS AND RECOMMENDATIONS	131
Overview of the Study	131
Research Questions	131
Summary of Findings.....	132
Discussion of Findings.....	137
Research Question 1	137
Research Question 2	142
Research Question 3	148
Conclusion	159
Recommendations for Future Research	161

TABLE OF CONTENTS – Continued

APPENDIX A: SUMMARY OF INSTITUTIONAL REQUIREMENTS FOR PARTICIPATION IN STUDENT-ATHLETE COMMUNITY SERVICE STUDY.....	163
APPENDIX B: EMAIL REQUESTING PARTICIPATION MOTIVES AND VALUES ASSOCIATED WITH PARTICIPATION IN STUDENT-ATHLETE COMMUNITY SERVICE.....	165
APPENDIX C: STUDENT-ATHLETE BIOGRAPHICAL INFORMATION AND MOTIVATION SURVEY	170
APPENDIX D: STUDENT-ATHLETE PERSONAL AND SOCIAL VALUES SURVEY.....	173
APPENDIX E: INSTITUTION DEMOGRAPHIC AND STUDENT-ATHLETE COMMUNITY SERVICE SURVEY	175
APPENDIX F: STUDENT-ATHLETE INTERVIEW QUESTIONS	179
APPENDIX G: STAFF INTERVIEW QUESTIONS	180
APPENDIX H: STUDENT-ATHLETE INTERVIEWS MATRIX	181
APPENDIX I: STAFF INTERVIEWS MATRIX	202
APPENDIX J: INTERCORRELATIONS OF MOTIVATIONS	215
APPENDIX K: INTERCORRELATIONS OF VALUES.....	222
REFERENCES	224

LIST OF TABLES

1. 2007-08 Demographics for the Institutions and Athletics Departments.....	65
2. 2007-08 Demographics for the 117 Student-Athletes who Participated..... in this Study	67
3. Descriptive Statistics of Motivation.....	69
4. Motivation Factors and Factor Loadings of Student-Athletes	72
5. ANOVAS Comparing Male and Female Student-Athletes on their Motivation Factors	76
6. ANOVAS Comparing White and Minority Student-Athletes on their Motivation Factors	77
7. ANOVAS Comparing School Years of Student-Athletes on their Motivation Factors	78
8. ANOVAS Comparing Father Volunteering on the Student – Athletes’ Motivation Factor.....	81
9. ANOVAS Comparing Mother Volunteering on the Student-Athletes’ Motivation Factors	82
10. ANOVAS Comparing Perceived Family Income of the Student-Athletes’ Motivation Factors.....	83
11. Comparison of Number of Years of Participation in Community Service Prior to or in High School on the Student-Athletes’ Motivation Factors	84
12. Comparison of the Number of Years of Participation in Church Community Service Prior to College on the Student-Athletes’ Motivation Factors	88
13. Comparison of the Number of Years of Participation in Court-Mandated Community Service Prior to College on the Student Athletes’ Motivation Factors	91

LIST OF TABLES - Continued

14. Comparison of Number of Years of Participation in Community Service While in College on the Student-Athletes' Motivation Factors.....	94
15. Comparison of Participation in Service-Learning While in College or Not on the Student-Athletes' Motivation Factors.....	97
16. Comparison of Participation in Extra-Curricular Service While in College or Not on Student-Athletes' Motivation Factors	98
17. Comparison of Participation in Co-Curricular Service While in College or Not on the Student-Athletes' Motivation Factors	99
18. Comparison of Participation in Dean-Mandated Service While in College or Not on the Student-Athletes' Motivation Factors	101
19. Descriptive Statistics of Values	102
20. Value Factors and Factor Loadings of Student-Athletes	103
21. ANOVAS Comparing Male and Female Student-Athletes on their Value Factors	106
22. ANOVAS Comparing White and Minority Student-Athletes on their Value Factors	108
23. ANOVAS Comparing School Years of Student-Athletes on their Value Factors	109
24. ANOVAS Comparing Father Volunteering on the Student-Athletes' Value Factors	111
25. ANOVAS Comparing Mother Volunteering on the Student-Athletes' Value Factors	112
26. ANOVAS Comparing Perceived Family Income on the Student-Athletes' Value Factors.....	113
27. Comparison of Number of Years of Participation in Community Service Prior to or in High School on the Student-Athletes' Value Factors	114

LIST OF TABLES - Continued

28. Comparison of the Number of Years of Participation in Church Community Service Prior to College on the Student-Athletes' Value Factors	116
29. Comparison of the Number of Years of Participation in Court-Mandated Community Service Prior to College on the Student-Athletes' Value Factors	118
30. Comparison of Number of Years of Participation in Community Service While in College on the Student-Athletes' Value Factors	119
31. Comparison of the Number of Years of Community Service in College or Not on the Student Athletes' Value Factors	120
32. Comparison of Participation in Service-Learning while in College or Not on Student-Athletes' Value Factors.....	122
33. Comparison of Participation in Extra-Curricular Service While in College or Not on the Student-Athletes' Value Factors	123
34. Comparison of Participation in Co-Curricular Service While in College or Not on the Student-Athletes' Value Factors	124
35. Comparison of Participation in Dean-Mandatory Community Services While in College or Not on the Student-Athletes' Value Factors	125
36. Dependent t-Test of Motivations to Participate in Community Service Through a Campus Club, as an Activity, Class Curriculum, or Through the Athletics Department	126
37. Study Findings Constructs Related to Leadership Theories and Models	151

LIST OF ILLUSTRATIONS

Figure 1. Chalk Community Service Model26

ABSTRACT

Institutions of higher learning have contributed to their communities for many years. Universities were founded on the strong principles of service and have continued to embrace that commitment. Athletics Departments at the Division I level are required by the National Collegiate Athletic Association (NCAA) to develop community service programs for student-athletes to give back to the community while in college.

The purpose of this study was to determine (1) what motivates student-athletes to participate in community service in college, (2) what values are associated with student-athletes, and (3) what is the leadership role of the Athletics Department in the student-athletes' willingness to participate in community service.

Six motivation factors were identified during the analysis of the data: motivation by asking, motivation by social responsibility, motivation by being required, motivation to volunteer with intrinsic reward, motivation for career experience, and motivation through participation in a group/organization. These motivation factors were used as dependent variables and statistically significant relationships occurred when comparing socio-economic status, number of years of church service, and participation in co-curricular service.

Furthermore, three value factors were identified: value of helping others, value of personal status, and values of family and friends. The value factors were used as independent variables and statistically significant relations occurred when comparing gender, father and mother volunteering, socio-economic status, number of years of church service, mandated service prior to college, service participation in college, extra-

curricular service in college, co-curricular service in college and Dean mandated service in college.

In addition, the role of the Athletics Departments was compared to other community service opportunities, for example, service-learning, co-curricular service, extra-curricular service, and mandated service. The Chalk Community Service Model (2007) was also used to illustrate various types of community service and to define such service clearly.

Student-athletes and staff members were interviewed and several themes were identified such as the motivation to help others, the student-athletes' value of personal status, the Athletics Department's influence on their community service participation, mandatory community service, being a role model, and thanking the community were all statements made during interviews.

CHAPTER 1

INTRODUCTION TO THE STUDY

This dissertation describes a mixed methods research study that used a sequential explanatory strategy to determine the relationship between student-athletes' motivations and values associated with college community service involvement and the relationship the Athletics Department had on the student-athletes' willingness to participate in such service opportunities and the implications for Athletics Department leadership.

The quantitative component of this study included three separate questionnaires developed by the primary investigator. The first questionnaire was completed by an administrator at each of the three institutions participating in the study; it included demographic data on the student-athlete population and statistical data on the community service program. Student-athletes answered the second and third questionnaires which focused on the motivations that influenced student-athletes to participate in community service and the values associated with those student-athletes.

The qualitative section of this study had two separate interview components; one was based on student-athlete responses, and the other was based on responses from staff members at each institution. Those student-athletes who completed the quantitative sections could volunteer to be interviewed by the primary investigator. The student-athletes volunteered by checking a box at the end of the quantitative survey. A portion of the interview questions used for the student-athlete qualitative component of this study was modeled after questions developed in Serow's (1991) study. The primary investigator/researcher developed an additional set of interview questions that focused on

the Athletics Departments' staff perceptions of the departments' student-athlete community service program.

The first chapter of this dissertation includes the statement of the problem, purpose of the study, research questions, assumptions and limitations of the study, and definitions of key terms.

Statement of the Problem

Student affairs professionals and faculty are challenged with getting students involved during college (Astin, 1984), helping reduce negative diversity issues (Broido, 2004), and helping students develop their leadership skills (Astin & Sax, 1998; Astin, Vogelgesang, Ikeda, & Yee, 2000). Community service participation is one way to create student involvement opportunities, help students embrace diversity, and improve students' leadership skills (Broido, 2004). Because of this, a need exists to create more community service opportunities at institutions of higher learning based on previous research findings (Fitch, 1991a).

The aim of this study was to determine the reasons student-athletes choose to participate in community service activities and to determine the values associated with student-athletes. In addition, what was the role of the Athletics Department in the student-athletes' willingness to participate in community service? Research has suggested that college students are likely to participate in community service because they enjoy helping others, have strong values associated with friends and family, and are involved in an organization that promotes such service (Chalk, 2007; Serow, 1991).

Purpose of the Study

Research suggests that community service is helpful to the student, the community, and the institution (Astin & Sax, 1998; Astin, Sax & Avalos, 1999). For example, involvement in college increases retention (Fitch, 1991a), and community service is seen as involvement (Astin et al., 1999). Furthermore, developing interpersonal skills, creating a commitment to influencing social skills, and inspiring the ability to help others are outcomes that have been observed through participation in community service (Astin & Sax, 1998). Students who participate in community service also increase their likelihood of attending graduate school (Sax & Astin, 1997), which ultimately increases attendance in college and benefits the institution. In addition, students who participated in community service believe they are helping others (Astin & Sax, 1998; Chalk, 2007; Serow, 1991) and that participation makes an impact on the local community (Astin & Sax, 1998; Astin et al., 1999). Because these outcomes result from participation in community service, what will motivate college students to participate, and what values are associated with those students?

Most community service research in higher education has been conducted on service-learning programs (Astin & Sax, 1998; Astin et al., 2000; Cohen, 1994; Jacoby, 1996). However, very little research has been conducted on college student volunteerism in general (Fitch, 1991a). Additional empirical research on community service programs not associated with service-learning is needed. In fact, community service programs do exist, and the research results should be compared to determine whether the motivations and implications are the same for each type of service. In other words, do all community

service programs generate the same motivations for participation, and are the outcomes the same?

Much of the existing community service research was conducted in the 1980s and 1990s, and the sample population has been primarily Caucasian students (Astin & Sax, 1998; Broido, 2004; Cohen, 1994; Fitch, 1991b; Jacoby, 1996; Sagawa & Halperin, 1993; Sax & Astin, 1997; Sergent & Sedlacek, 1990; Serow, 1991; Trudaeu & Devlin, 1996). Studying various student populations will help articulate the differences found among students based on generations, cultures, race, and other demographics (Broido, 2004). For example, Fitch (1991a) stated that predominately White institutions lack involvement by Black students. Community service programs might be helpful in generating Black student involvement. Studying a more diverse student population and their involvement in community service may or may not duplicate the existing research on community service in high education. Further research is needed to elaborate on existing college students and the community service implications.

An ideal higher education population to study is intercollegiate student-athletes. This group of students is generally more diverse, is closely balanced with regard to gender, and has an existing community service program (Chalk, 2007). One hundred twenty-four Division I-A athletic programs participate in the National Collegiate Athletics Associate (NCAA) Champs/Life Skills Program (2007). This program focuses on five specific areas: academic excellence, athletic excellence, personal development, career development, and commitment to service (NCAA) Champs/Life Skills Program

(2007). Hence, for this study, the setting was three Division I-A institutions whose Athletics Departments had an existing community service component.

Professional Significance

Research on college community service experiences is often co-mingled with other community service research such as extra-curricular/generic, co-curricular, or service-learning programs. Most research has focused on service-learning experiences, and little has been completed on extra-curricular/generic community service associated with a specific group or those who volunteer on their own time during college. Furthermore, most research on community service has been completed on White populations of students, did not include many students who represented diverse populations, or did not clearly identify the ethnicity of the population being studied (Astin & Sax, 1998; Fitch, 1991a; Serow, Ciechalski, & Dye, 1990).

The findings in this study can help Athletics Departments improve student-athlete programs. In addition, these findings can be of added value to the already existing research that does not discuss the motives of a diverse group of students (Fitch, 1991a) or millennial students, those born after 1977 (Thielfoldt & Scheef, 2004). As previously mentioned, some research has indicated that Black students do not participate in community service (Fitch, 1991a); perhaps it is because they are not provided the opportunities to participate. However, student-athlete populations are generally more diverse; for example, in Chalk's (2007) study, 25% of the student-athletes who participated were minorities. Determining student-athlete motives for participation in community service will also help student affairs professionals create opportunities to

entice more student involvement. The findings from this study may determine that certain types of community service motivate student-athletes more than others or that an affiliation with an organization influences their involvement.

Research Questions

The following research questions were examined in this study:

1. What motivates student-athletes to participate in community service?
2. What values are associated with student-athletes who participate in community service?
3. What is the leadership role of the Athletics Department in the student-athletes' willingness to participate in community service?

Assumptions of the Study

The following assumptions were made related to this study:

1. At least 100 student-athletes would honestly and accurately complete the quantitative component of the study.
2. The institutions would be able to provide demographic data on each school's student-athlete population, and each institution's Athletics Department tracked its student-athletes' community service data.
3. Student-athletes would willingly participate in one-on-one telephone interviews.
4. A minimum of six student-athletes and six staff members would agree to participate in one-on-one interviews.

Limitations of the Study

The researcher acknowledges certain limitations in this study:

1. As mentioned earlier, the primary investigator manages a student-athlete community service program at an institution. She ensured her interactions with the student-athletes and staff members were non-biased. She specifically did not share her own views and opinions when collecting the qualitative data.
2. All interviews occurred via the telephone which prevented the researcher from observing non-verbal communication that would have allowed her to know when to probe for more information.

Definition of Key Terms

Extra-curricular/Generic Community Service: Volunteer service or activity done outside of the classroom, which could be coordinated through a student club, religious organization, fraternity/sorority, college, department (athletics, marketing, etc.), honorary group, or could be done independently (Cohen, 1994; Jacoby, 1996; Sax & Astin, 1997).

Service-learning: Participation in community service that is associated with a classroom curriculum and has a reflection component (Astin et al., 2000; "National Service-Learning Clearing House," 2007; Serow et al., 1990; Serow & Dreyden, 1990).

Co-curricular Service: Volunteer service that can also be considered extra-curricular/generic service, but it is completed through a leadership program and has some type of reflections component, e.g., discussion with other students or staff members (Astin et al., 2000; Vogelgesang & Astin, 2000).

Mandatory Service: Community service that is required by someone or is a punishment for a behavior or consequence of an action (Chalk, 2007). *Mandatory* is defined as something that must be done or is demanded by law (Procter, 2003).

Student-athlete: An intercollegiate student-athlete is an enrolled student at a four-year institution who participates in an NCAA-sponsored sport (NCAA, 2007).

Values: The beliefs people have about what is right and wrong and what is most important in life, which control their behavior (Procter, 2003).

Morals: Relating to the standards of good or bad behavior, fairness, honesty, etc. in which each person believes, rather than to laws (Procter, 2003).

Motivation: Enthusiasm for doing something; the need or reason for doing something (Procter, 2003).

Volunteer: A person who does something, especially helping other people, willingly and without being forced or paid (Procter, 2003).

Millennial students: Those individuals born between 1977–1998 (Thielfoldt & Scheef, 2004).

Value of Personal Status: The values associated with wealth and material comfort, professional satisfaction and new experiences and pleasures (Chalk, 2008).

Organization of the Study

The introduction, Chapter 1, included the purpose of the study, statement of the problem, research questions, assumptions, and limitations. In addition, key definitions were provided in this chapter. Chapter 2 consists of the review of literature on community service, student-athletes, higher education, and educational leadership

theories. Chapter 3 incorporates the research design and methodology, the population description and sample, data collection, and the instrumentation. Chapter 4 included the presentation of the sample, including the demographic data, and descriptive findings. Chapter 5 included the summary of findings, discussion of findings, implications and recommendations for future research.

CHAPTER 2

REVIEW OF LITERATURE

It is first helpful and instructive to understand how community service came to be institutionalized to provide the context for the study. In 1990, George H. W. Bush signed the *National and Community Service Act of 1990*, officially making it a law. This legislation provided demonstration grant funding through Serve America for school service-learning programs and service programs in nonprofits, youth corps, and higher education. In addition, it helped form the *Commission on National and Community Service*, which was created as an independent federal agency. This commission supported four areas of service: service-learning programs for school-aged children, service programs in higher education, youth corps, and national service demonstration models ("National Service-Learning Clearing House," 2007). The significance of this legislation was that it brought community service programs to the forefront of education, specifically higher education ("Investing in Idealism," 1990; "National and Community Service Act of 1990," 1990).

Following this institutionalization, numerous researchers began to notice the effects of community service on students. Many believed community service, volunteerism, and good citizenship were all descriptors that helped to shape the morals and values of an individual. Research suggested that good citizenship, especially among youth and young adults, could be developed through participation in volunteer community service activities (Astin et al., 1999; Astin et al., 2000).

We live in a society that values citizenship, and it is essential to provide individuals the opportunity to address issues that are important to them. The student population at institutions of higher learning is an ideal group who can do just that. Institutions of higher learning have three areas of focus: research, teaching, and service (Harkavy, 1993). “Universities, in principle, are the only modern institutions both designed to encompass the broad range of human experience and devoted to the use of reason to help deal with the enormous complexity of our society and world” (Harkavy, 1993, p. 45).

As an administrator in higher education, the researcher is an advocate for student involvement and a volunteer. This contributed to her desire to examine the reasons for students’ participation in community service in college and how an institution’s leadership can encourage the students’ participation. The benefits of community service are positive for both the student and the institution. A full understanding of community service literature has been difficult to discern; therefore, the primary investigator developed the Chalk Community Service Model (Chalk, 2007) which served as a conceptual framework, and an analysis of the literature follows.

The research on community service at the college level was sometimes difficult to confirm because the definitions used by various researchers and practitioners were inconsistent. In addition, the research was commingled and not clearly separated into those who participated in service-learning and those who participated in extra-curricular/generic service or co-curricular community service. Furthermore, much of the research focused on high school students (Hedin & Conrad, 1980). In other words,

research on college students' participation in community service or volunteer work has been limited, and there is a lack of both scholarly work (Astin & Sax, 1998; Astin et al., 2000) and agreement on vocabulary.

The Chalk Community Service Model (2007) identified three different types of community service. The model actually placed community service as the umbrella term and then provided definitions for the three different types of community service mentioned earlier. In addition, the model depicted which types of service could also be considered mandatory (Chalk, 2007). This model is seen in Figure 1.

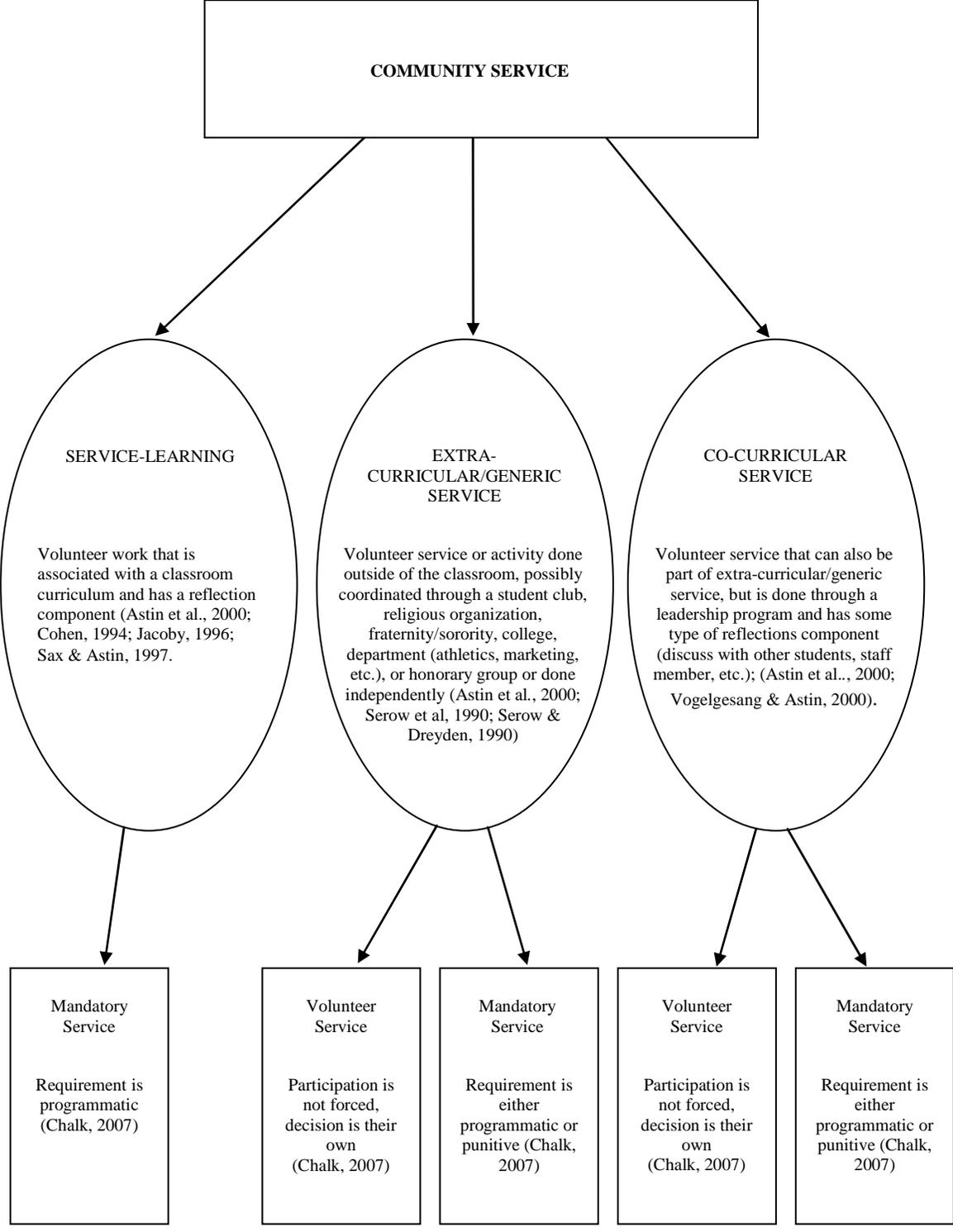


Figure 1. Chalk Community Service Model.

Thus far, the terms used to discuss community service work have included extra-curricular/generic community service, co-curricular, and service-learning. Hence, it becomes more difficult to draw a conclusion that clarifies the distinctions among the three types of services. There is no single definition that represents community service (Cohen, 1994).

As seen in Figure 1, service-learning has been described as teaching and learning strategies that include instructing and reflecting on civic responsibility, improving the learning experience, and building upon the community ("National Service-Learning Clearing House," 2007). This type of service is more likely to generate student-to-student interaction and discussion (Astin et al., 2000). As an example of misleading definitions, one researcher inferred that service-learning was both co-curricular and curricular (Jacoby, 1996). This indecisive definition makes it difficult for the reader to establish a clear understanding of the terms. If service-learning is part of a class curriculum, then one wonders how this could also be seen as co-curricular service. It makes more sense that extra-curricular/generic service could be referred to as co-curricular and not the reverse.

Extra-curricular community service is a term for volunteer work or community service that is not associated with a classroom curriculum or money. It is a type of service that may develop social responsibility (Fitch, 1991a) Others describe this type of volunteering as participation in work without being paid (Gunyon, 2004). Volunteer community service is seen as an extra-curricular experience that can promote altruistic behaviors and help students maintain their independence (Fitch, 1991b).

Co-curricular service is volunteer service that can also be part of extra-curricular/generic service but is done through a leadership program and has some type of reflection component (Vogelgesang & Astin, 2000). Those who develop co-curricular service opportunities that create or enhance leadership opportunities may in fact produce the same effects as service-learning students because of the leadership component (Astin et al., 2000).

Mandatory community service is required service. It has been seen by some as a version of penal servitude; criminals are required to participate in community service to repent for their harm to society (Colvin & Holt, 1998). Colvin and Holt believed that individuals who were forced to serve would never feel the joys of that service and would ultimately want to avoid such involvement. In other words, institutions that demand community service participation are creating a false sense of service, and such a requirement can make students feel resentful and unappreciative of the value community service presents (Ramos-Mrosovsky, 2003). Some high school students believed required community service was not as meaningful; it was something they did and then moved on to the next task. Because it was required, they did not think about what they were doing (Jones & Hill, 2003). On the other hand, Chalk (2007) interviewed seven student-athletes, all of whom were required to participate in community service at least once during their college career for a class project, because their coach made them do it, or because an academic advisor told them it had to be done to get into graduate school. None of the seven student-athletes resented the mandatory participation; in fact, one

suggested that all student-athletes should be required to participate in community service (Chalk, 2007).

Astin and other's (2000) findings suggested that both extra-curricular/generic service and service-learning produced positive gains in critical thinking, higher GPAs, and improved writing skills. For the most part, they clearly defined the types of service being discussed and accurately accounted for the data. They further stated that research and comparing of the effects of service-learning and generic/extra-curricular service was lacking but asserted that any type of service participation was a positive predictor that the student would participate in service in the future.

Research findings have suggested that community service involvement was associated with affective outcomes during a student's undergraduate experience. For example, short-term positive cognitive results and positive enhancement of leadership skills have been detailed in the literature (Astin & Sax, 1998). Similarly, participation in service during college helps students develop additional leadership skills such as social confidence, critical thinking, and conflict resolution (Astin et al., 1999). Others postulated that participation in community service was linked with positive developmental outcomes. A sense of responsibility and caring was a developmental outcome that resulted from participating in community service (Hedin & Conrad, 1980). This research suggested that not only do the communities benefit, but the students participating in the community service benefit as well. It has also been suggested that institutions of higher learning need to take a civic-minded approach to societal benefits; it is likely that universities will eventually be evaluated on that standard, and they will

ultimately benefit from that altruism (Harkavy, 1993). Similarly, millennial students, those born between 1977 and 1998 (Thielholdt & Scheef, 2004), actively want to create change, to help others less fortunate, and to use their resources to make a difference. Some research has suggested they are more likely to participate in community service than their predecessors (Broido, 2004).

Although these are suggested outcomes, they can also be seen as reasons for participation in community service. Herdin and Conrad's (1980) research was conducted on high school students who participated in service-learning in the classroom, yet it still suggested possible motivation for community service participation. Furthermore, motivational reasons have been linked to affiliation, ego, altruism, guilt, or social values that the person internalizes, such as spirituality or being a good humanitarian (Hodgkinson & Weitzman, 1984).

Serow (1991) conducted a study on the motivation to participate in community service that yielded a group of 260 individuals who identified themselves as participating in community service. These students were given a list of 12 motivations or triggers for involvement in community service. Each student was asked to identify any of the reasons that motivated him or her to participate in community service by ranking the list of motivations in order of significance. The five most predominately named motivations were sense of satisfaction from helping others (80%); involvement through club, activity, or class (56%); duty to correct societal problems (54%); meeting people (49%); and acquiring career skills and experience (42%). Two additional motivations, not included in the top five but considered relevant, were someone asked me (24%) and repayment of

service previously received (7%) (Serow, 1991). Serow referred to the fact that the participants gave precedence to altruistic behaviors in that 80% described satisfaction in helping others and 54% chose to participate because it helped correct societal problems. As stated in Serow's research, the second most frequent reason students participated in community service was that they were involved in a club, class, or activity. What is frustrating about these particular findings is that the research did not differentiate between those who participated as a club member and those who were fulfilling a classroom requirement.

Serow (1991) found that when individuals participated through an organization, the organizing entity could help shape the desired community involvement; hence, the students were more likely to participate because they could do it as a group. Furthermore, Serow's interviews with the participants identified common statements, such as helpfulness, duty, and ability to benefit themselves. The motivations of being asked or a duty to repay society were also less likely to be major reasons for participation. Serow did not indicate who asked the students to participate, nor did he elaborate on whether the participants' involvement was required or mandated by a policy or a person.

Serow's (1991) research study's focus was not on service-learning. However, it was not clear whether the students participated in co-curricular or extra-curricular service, and it did not disclose the demographic backgrounds of the students, only that community service participants were 63% female and 85% were white, which was not different from the overall sample population. One of the gaps in the research is that a study must clearly articulate the type of community service being researched. In addition,

as mentioned earlier, the population being studied must include a more diverse group of individuals. Most of the extant research was completed on a different generation of students. Students now in college are more diverse, and they have different experiences than students 20 years ago (Broido, 2004). There is a need to identify more discrete motivations and values instead of meaningless lists. This study addressed these gaps in the research and provided new research findings.

To further test Serow's (1991) results and develop the primary investigator's own research skills, she completed a pilot study, *Student-Athlete Community Service Pilot Study* (Chalk, 2007) using student-athletes from The University of Arizona. For the most part, the findings were similar to those of Serow. However, as was expected, the student-athlete population included a significant number of ethnic minority students (25%). In Serow's research, he found that membership in an organization contributed to a student's willingness to participate in service activities. The quantitative research in the Chalk pilot study did not replicate that finding, but the comments made in the qualitative section indicated that the Athletics Department's service opportunities did help in creating service opportunities, which in turn helped motivate the student-athletes to participate.

Student-Athlete Research

Research mentioned earlier suggested that community service was associated with altruistic behaviors of participating students (Fitch, 1991b) and that such service helped to create leadership opportunities (Vogelgesang & Astin, 2000). Similarly, research on student-athletes found that participation in intercollegiate athletics was associated with leadership development and interpersonal skills. Furthermore, student-athletes'

satisfaction with college was seen as high (Ryan, 1989). There is abundance of literature on community service that relates to high school and on certain types of community service that relates to college students, much of which has already been discussed. However, research and literature on student-athletes and community service are sparse (McHugo, 2005).

A study on professional hockey players and college student-athletes focused on the motivations to volunteer and interpersonal communication motives (Boettger, 2007). One of the findings indicated that student-athletes would participate in volunteer work more often when they were not in season versus during season (Boettger, 2007). Religion was also a primary motive for participation in community service; however, it should be noted that the institution in which the student-athletes were enrolled was a religious institution (Boettger, 2007). Boettger believed that student-athletes were an ideal population to target to recruit volunteers because they were exploring and developing new skills.

In contrast, McHugo (2005) conducted a qualitative study on the benefits of student-athlete community service. She found that all student-athletes demonstrated concern for the community but noticed that those who participated in social causes were different from others. In addition, student-athletes at the Division I-A level believed they were competing at the highest level, and in doing so, they could be and often were seen as role models in the community (Chalk, 2007; McHugo, 2005). Student who participated in community service in high school and participated in intercollegiate athletics in college were more likely to continue their community service participation in college (Marks &

Jones, 2004). McHugo and Chalk also believed there was significant research to be done in the future. For example, identifying the motivational reasons student-athletes participate in community service will help community service coordinators to identify ideal service opportunities and will be useful in the Champs/Life Skills programs at the Division I-A level (Chalk, 2007; McHugo, 2005).

Student Involvement and Motivation Theory

Student Involvement

Astin's (1984) student involvement theory considered the number of physical and psychological experiences students had during their college years. "The theory of student involvement maintains that the quality and quantity of a student's academic and personal development is a direct function of the student's degree of involvement in the academic experience" (Astin et al., 2000, p. 93). Although community service has not had the attention of other programs in student development research, it still qualifies as a student involvement practice because students invest time and energy and that time normally involves some type of interaction (Astin et al., 1999).

Student-athletes are already participating in community service activities through their intercollegiate athletic involvement, and community service is an activity added to their academic experience. However, it is not fully known whether the student-athletes' motivation to participate is the requirement of the coach or inspired by their own morals and values.

Motivation Theory

Research has postulated that people have two basic needs: to avoid pain and to grow psychologically (Herzberg, 1959). Through his research, he identified true motivators that helped people to succeed in the workplace: achievement, recognition, work itself, responsibility, advancement, and personal growth. Most of his research addressed motivation in the workplace; however, all of the motivators defined by Herzberg were identified in the motives section of the instruments developed by Chalk (2007) for this study.

Herzberg (1959) listed *achievement* and *recognition* as motivators, and on the researcher's list of motivations, award/reward/recognition fell under these categories. The "work itself" was listed as a motivation by Herzberg, and under that category the researcher considered attraction of the work itself as a similar motivation. Additionally, Herzberg listed responsibility, and on the researcher's list of motivations, several motivators belonged in that category, for examples duty to correct societal problems, religious beliefs, repayment for services, sense of satisfaction in helping others, and example of parents or family members. Another motivator listed by Herzberg was advancement, and as mentioned earlier, the primary investigator believed several motivations from her instrument belonged in that category as well: acquiring career skills and experience, boost resume, and work experience to gain job experience. Herzberg's final motivations were personal growth and meeting people, and from the researcher's instrument, religious beliefs would be a fit for that category.

However, there were a few motivations that the researcher considered important in the decision process that were not included in Herzberg's (1959) motivation theory. The organizations associated with a person can influence and motivate individuals to make decisions. In addition, individuals with whom a person interacts may influence or motivate a person by either asking them or requiring them to do something. Policies can be considered motivations because one may perceive they have no choice but to follow a policy. The above-mentioned motivators in the researcher's instrument not mentioned in Herzberg's theory are motivation through involvement in the Athletics Department, a class, a club, or as an activity; someone asked me, but did not require me to participate; and someone required me to participate.

In Chalk's (2007) pilot study, both Astin's (1984) student involvement theory and Herzberg's (1959) motivation theory influenced the research, and the researcher believed that not only would Herzberg's motivational categories be acknowledged.

Educational Leadership Theories

Situational Leadership (1972)

Blanchard and Hersey (1972) first published an article defining the Life-Cycle Theory of Leadership now known as Situational Leadership. The Life-Cycle Theory of Leadership was seen as an innovative look at leadership based on the parents' ability to change their own style of leadership as their child developed. It is not the leader who justifies his or her leadership style; rather, it is the follower who can make or break a leader. The follower is an important individual to the leader; if no one follows the leader then the leader is not leading.

In 1972, the Life-Cycle Theory was redeveloped and named Situational Leadership. Situational Leadership is explained by evaluating a given situation and determining what type of leadership role the leader must use to accomplish the task, dependent upon what the follower needs at the time. Blanchard and Hersey (1972) created a grid to explain the four different styles of leadership as follows:

Style 1—Directing—is providing direction to the followers whom the leader must then supervise closely. In this style, communication is seen as one way, from leader to follower.

Style 2—Coaching—asserts that while the leader is still in charge, he or she may ask for ideas and is more willing to listen to suggestions. In this style, the communication is back and forth between the leader and the follower.

Style 3—Supporting—is described as facilitating the process by the leader, but the follower makes decisions and is involved in the process.

Style 4—Delegating—is the process emerging when the leader feels comfortable providing the follower with the authority to make decisions and help solve problems (Hersey, 1972).

The justification for the Situational Leadership model is the maturity of the follower. If the follower has a high level of experience and education, one might assume that the styles the leader implements will be different than those used by someone who lacks experience.

In a pattern similar to that of leadership styles, Blanchard and Hersey (1972) also created four different development levels as follows:

1. D1 is considered Low Competence/Low Commitment. This developmental stage indicates the person does not have the experience or the skills required of the job and also might not have the necessary self-confidence;
2. D2 is Some Competence/Low Commitment. This stage is for individuals with some skills but they need a leader's guidance, and they lack ambition to get things done;
3. D3 is High Competence/Variable Commitment. An example of this developmental level is someone who has been in the same position for 20 years. He or she has the level of experience, but not necessarily the drive to get the job done; and
4. D4 is High Competence/High Commitment. This stage is the ultimate goal, where a person has the right experience and commitment to get the job done (Hersey, 1972).

This model is the basic foundation that helps individuals understand decisions.

Change Theory (1991).

Fullan (2001) believed that for change to occur successfully, five areas needed to be considered by the leadership in order for the members of the organization to make the commitment to change. Moral purpose, understanding change, relationship building, knowledge-creation and sharing, and coherence-making are key elements to a successful change. In addition, the leader must embrace hope and have energy and enthusiasm.

Leadership, if it is to be effective, has to (a) have an explicit “making-a-difference” sense of purpose, (b) use strategies that mobilize many people to tackle tough problems, (c) be held accountable by measured and debatable indicators of success, and (d) be ultimately assessed by the extent to which it awakens people’s intrinsic commitment, which is none other than the mobilizing of everyone’s sense of moral purpose. (p. 20)

Moral purpose is how people react together and develop over time; it is about the values of the organization and the values of the persons involved in the organization, and it is embedded in the culture and must be cultivated over time (Fullan, 2001).

Understanding change is about innovation and the ability to strategize. It is not something that can be managed or controlled, yet it can be understood, and, more importantly, it can be led (Fullan, 2001). Change needs to be continuously redefined and cultivated and it is essential to produce growth in an organization. Fullan specified six processes of change that need to be understood:

(a) The goal is not to innovate the most; (b) it is not enough to have the best ideas; (c) appreciate early difficulties of trying something new—what I call the implementation dip; (d) redefine resistance as a potential positive force; (e) reculturing is the name of the game; and (f) never a checklist, always complexity. (p. 5)

The implementation dip is considered a dip in performance or confidence while a change is occurring. On many occasions, the dip occurs because staff fears the change or they do not have the knowledge to implement the change. As re-culturing occurs, it

means having the willingness to listen to others, create opportunities to seek knowledge, assess the situation critically, and do all of these things all of the time (Fullan, 2001).

The key to any successful change is the relationships the leader creates with those involved in the process. Individuals want to be led by people who inspire them to selectively show their weaknesses which reveal humanity and vulnerability, relying on intuition to interpret emergent data, manage with empathy by demonstrating care for employees and the work they do, and reveal their differences by unveiling what is unique about themselves (Goffee & Jones, 2006). Leadership's responsibility is to hold individuals accountable; to create an organization conducive for learning, creating, and producing; and to create a culture of expectations based on the knowledge within the organization (Elmore, 2000).

Furthermore, Fullan's (1991) knowledge building is about creating, sharing, and managing knowledge. It is important to understand the knowledge base of the organization and create a level of trust. The leader must gain knowledge of the organization and the staff, and the staff needs to understand the background of the leader. The staff needs to take the time to know how the leader works and learn the vision of the leader. Leadership must consider organizational knowledge (an organization's ability to create knowledge, share it, and embody it in its system), explicit knowledge (data that can be distributed throughout the organizations), and tacit knowledge (understandings, skills, and philosophy). Knowledge-sharing will work only if all other aspects are cohesive with respect to change, and relationship building will be a key component of that sharing of knowledge.

Furthermore, coherence-making is what Fullan (1991) referred to as finding patterns within the disequilibrium that are valuable and worth retaining. When change is occurring, too many scenarios or too much chaos can be overwhelming, but the leader must identify one or two consistent themes of chaos within the change process. The leader continues to believe that productive disturbances can create new channels or avenues of tension, and if coupled with moral purpose, these disturbances can help create productive change (Fullan, 2001).

To further illustrate Fullan's (1991) idea of coherence making, Margaret Wheatley (1999) suggested that chaos created change and that we needed the courage to let go of the old ways. Individuals must learn to welcome new ideas and understand that disorder can only improve situations and not hinder the individual. What people fear is what creates change; "Fear that is everywhere must come to us from somewhere" (Wheatley, 1999, p. 19). Disorder helps create new order. By viewing change through the lens of science, whenever the environment offers something different, the system chooses to accept it and respond. She also implied that growth resulted from disequilibrium and not balance.

Change is one of the many ways for an organization or a person to develop. However, the result will depend upon how change is embraced by the organization or its people.

Organizational Leadership (1991)

Each of the theories already mentioned can affect an organization and how that organization is perceived. Individuals within an organization make the decisions, but the organization and its culture influence the path taken.

In the early 1980s, Bolman and Deal described four specific frames that could be used to help a leader evaluate an organization. These frames included structural, human resource, political, and symbolic viewpoints. Bolman and Deal (2003) believed these frames were windows that provided opportunities to view and analyze situations within an organization. "A good frame makes it easier to know what you are up against and what you can do about it" (p. 13). Leaders are asked to communicate and articulate their vision effectively. They are challenged to look at each situation differently in order to find new ways to help an organization improve. A frame can help a leader because it is based on certain assumptions or ideas that leaders carry with them (Bolman & Deal, 2003). However, it is unknown whether a leader's assumptions will make him or her a successful leader.

I will articulate the four frames mentioned earlier. According to Bolman and Deal (2003), the structural frame, which draws from the sociology and management sciences, focuses on the organization itself, its goals, the formal aspects of the organization, and the specialized roles within the organization. The human resources frame is concerned about the human side of the organization. Its basic premise comes from psychology and views the organization based on the individual's needs and wants. The political frame is embedded with the ideas of political science. It views the organization based on power

and conflict. Coercion and the ability to negotiate, bargain, and compromise are key elements within the political frame. The fourth and final frame is the symbolic frame, which draws on the social and cultural anthropology sciences. Its premise comes from the rich history and traditions that have occurred in an organization. These are shared through various ceremonies, myths, heroes, and story-telling.

Structural Frame

The structural frame relies heavily on how the organization is designed. Through this frame, the organization designates a boss or supervisor who supports following rules and regulations. The supervisor establishes the goals and objectives for the organization and assigns specific responsibilities to individuals. However, according to the structural model, problems can arise when structural deficiencies occur. For example, a structural deficiency may be a supervisor who has not been given the authority to make decisions. Leaders, through the structural frame, should be able to delegate responsibility to fit certain tasks in a particular setting, be able to make rational decisions, maintain the organization's goals by having those involved in the conflicts resolve them, and provide rewards and control performances (Bolman & Deal, 2003).

Human Resources Frame

Bolman and Deal (2003) attributed certain assumptions to the human resource frame; specifically, they asserted that an organization must first consider the persons involved in the organizational process and that the organization must serve the human needs. The persons in the organization, after all, provide the energy and ideas. It also must be determined if the organization is meeting their needs through salaries, and if it is

creating opportunities. Bolman and Deal also posited that when the fit between an organization and a person is not good, both will suffer, and each will try to exploit the other.

Political Frame

The concepts within the political frame deal with power and how that power is used to determine the success or failure of a leader and the organization. The concepts include creating a setting to discuss conflict, determining an opportunity within the decision-making process to exercise a person's power, redistributing power, manipulating, bargaining, seducing, and coercing individuals to do what the leader wants (Bolman & Deal, 2003). Power can be seen as positive but also as negative when used inappropriately.

Symbolic Frame

Culture is what holds an organization together. The traditions and history of an organization are instilled when new people arrive. The activities are not necessarily the main focal point, but it is the meaning of the activities that is embedded in the participating individuals (Bolman & Deal, 2003). When members do not help to create new meaning or to understand the tradition, the organization cannot capitalize on the culture.

Summary

Astin's (1984) student involvement theory and Herzberg's (1959) motivation theory set the stage to learn more about reasons behind community service participation. The benefit of such service to the institution, the Athletics Department, and the student-

athlete can assist the leadership of all those associated with such projects. As stated earlier, the ambiguity in the definitions of community service require more empirical studies. Chalk (2007) outlined the different types of community service, and further research of the outcomes can influence how one interprets the data.

Student involvement and motivation theory help define the reasons student-athletes participate in community service in college. In addition, situational leadership, change theory, and organizational leadership provide the reasons why Athletics Departments promote community service involvement to their student-athletes and the leadership development of student-athletes.

Empirical research has clearly shown the benefits of participating in community service, specifically the benefits to the students involved in such service (Astin et al., 1999; Fitch, 1991a; Sagawa & Halperin, 1993). However, there are still gaps in the research, and further study of this topic can help student affairs practitioners, Athletics Department personnel, student-athletes, and the general student body. For example, what motivates students to participate in community service, in what types of service are students engaged, and are there cultural differences associated with such service? Chalk (2007) conducted an initial analysis to determine the answers to these questions and others. The purpose of her pilot study was to emulate the research completed by Serow (1991). Her results were not statistically significant, due in part to her sample size and errors she discovered in the methodology by Serow. However, this pilot study set the stage for further research, and the new and improved research design and methodology are described in Chapter 3.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

Purpose of the Study

The purpose of this study is to examine (a) the relationship between community service participation by student-athletes and the motives related to such service, (b) the relationship of the values associated with the student-athletes who did or did not participate in community service, and (c) the Athletics Department's involvement related to the student-athletes' willingness to participate in such service opportunities. College students who participate in intercollegiate athletics are considered a diverse group of individuals, and all Division I athletic programs are required to have a community service component as part of their leadership development. With regard to diversity, for example, at the Division I level, females represent 70.1% of the student-athlete population, and the number of minority student-athletes consists of 39.7% Black, 7.1% Hispanic, 3.9% Asian, and 1% American Indian/Alaskan Native. In other words, the overall minority population of student-athletes at the Division I level is 51.7% (Vicente, 2007). By using the sample population of student-athletes, new data were collected on a group of students who had access to an existing community service program, and the overall population included a good representation of minority students.

This chapter outlines the process and procedures for this study. The first section details the research design and reiterates the research questions for the study. A description of the population and sample follows. In conclusion, the instrumentation, data collection, and data analysis are discussed.

Research Design

The primary investigator utilized a mixed methods approach to complete this research study with a sequential explanatory strategy (Creswell, 2003). The first component of the study was the quantitative section. This portion addressed the research questions by administering three separate questionnaires. The first questionnaire, the institution questionnaire, was administered to each of the three institutions participating in the study. The data collected from this questionnaire provided demographic data on the student-athlete population at each institution, as well as data on the student-athlete community service program. The other two questionnaires, student-athlete questionnaires, were given to the student-athletes at three separate institutions that agreed to participate. These questionnaires focused on the motives associated with each student-athletes' willingness to participate in community service and the values each student-athlete believed were important. The results from these data were collected and analyzed to determine any relationships between community service participation and the motives and values associated with that service. In addition, the Athletics Departments' involvement in the student-athletes' willingness to participate was analyzed.

The second section focused on the qualitative portion of this mixed methods study. Two sets of interview questions were administered: (a) to student-athletes who agreed to participate in one-on-one interviews; and (b) to the administrative staff of the Athletics Department at each institution. These interviews added to the breadth and depth of the quantitative data collected in the first section of the study. Through the

transcriptions, themes that supported the quantitative data collected or provided additional analysis for the study were identified.

This study investigated the following research questions:

1. What motivates student-athletes to participate in community service?
2. What values are associated with student-athletes who participate in community service?
3. What is the role of the Athletics Department in the student-athlete's willingness to participate in community service?

Population and Sample

The sample of convenience included 117 student-athletes and five athletic department staff members from three National Collegiate Athletic Association (NCAA) Division I Universities in the United States. The Universities represented three regions and conferences in the country. In this study, pseudonyms of MWU, SWU, and SEU were used to refer to the institutions.

The Universities Athletic Directors and The University of Arizona's Institutional Review Board approved this study. The researcher adhered to all requirements for informed consent, participants and institutional confidentiality and anonymity.

A student-athlete sample size of 100 was targeted for the study. In total 126 student-athletes volunteered and participated in the study, of which 117 represented the final sample used in the quantitative analysis of the research. Four student-athletes from the 117 and five staff members participated in one-on-one telephone interviews with the researcher for the qualitative research phase of the study.

In the quantitative phase of the research, the participants included 47 (42%) student-athletes from MWU, 34 (30%) student-athletes from SWU, and 32 (28%) student-athletes from SEU. Four of the student-athletes who completed the survey did not indicate which school they attended.

In the qualitative phase of the study, four student-athletes participated in the one-on-one phone interviews with the researcher. Three student-athletes were from MWU (two males and one female) and one was from SWU (female). Sport representation included track and field, gymnastics, football, and wrestling.

In addition, five staff members participated in one-on-one telephone interviews with the researcher. They represented each institution, one from SEU (female coordinator), two from SWU (female coordinator and male senior level administrator), and two from MWU (female coordinator and male senior level administrator).

In order to meet that targeted sample size, the three staff members of the universities received an email message with the description of the study (Appendix A) from the researcher in late Spring 2008. The message explained the criteria for student-athlete participation in the study and the methods used: an opportunity to complete an on-line survey and participate in an interview. With assistance from the staff members, the researcher sent email messages (Appendix B) to more than 1,400 student-athletes at the three universities asking them to consider volunteering to participate in the study, whether or not they had participated in community service while in college. This strategy was employed for the following reasons:

1. The study was implemented toward the end of the spring semester and the beginning of the summer
2. Because of that timing, student-athletes were preparing for final exams and were getting ready to leave campus
3. In addition, staff members were preparing for finals and were also getting ready to depart campus as well and,
4. Community service activities had ceased and those volunteer opportunities were no longer a priority for most student-athletes.

It is important to note that 126 surveys were completed; however, nine of the students (cheerleaders and dancers) who responded were not student-athletes. Although they were included in the community service numbers by SEU, the nine student responses were removed because they did not meet to criteria for the study (only intercollegiate student-athletes). In many cases, cheerleaders and dancers are affiliated with Athletics Department yet, in very few cases, considered intercollegiate student-athletes.

Quantitative Section of the Study

Instrumentation

The researcher developed two quantitative instruments for this study. Portions of the instruments were modeled after the instrument used in Serow's 1991 study. Dr. Serow granted permission to use the instrument and allowed the primary investigator to change the instrument to fit the needs of this particular population. Because of inconsistencies the researcher discovered during her pilot study, only portions of Serow's

instrument were used, and she revised the instrument to fit the population of student-athletes and community service associated with that service.

Serow's (1991) instrument reliability was not high, nor were the data analyzed properly (Chalk, 2007). In Chalk's pilot study, Serow's list of motivations was used as the instrument, and student-athletes were asked to rank each of the motivations. An example of a listed motivation was, "Has someone asked you to participate in community service?" During the Chalk pilot study, some of the questions were unclear, and the student-athletes did not know how to answer because being "asked" to participate and being "required" to participate were different. It was also found that certain motivations were not clearly defined (Chalk, 2007); for example, the type of organization that encouraged or motivated student-athletes to participate in community service was not described thoroughly, and participants answering the survey appeared to be confused by which motivation matched their belief (Chalk, 2007). For this reason, a new instrument was developed for this study, and a 29-item Likert-type scale was developed in which student-athletes were asked to rate (judge the value of importance) the motives and not rank (put in order of importance) the motives as was done with Serow's original instrument. The 29 motivations are listed below:

1. Acquiring career skills and experience;
2. Attraction of the work itself;
3. Award/Reward/Scholarship;
4. Boost resume;
5. Duty to correct societal problems;
6. Example of parents or other family members;

7. Motivation through involvement in campus club (sorority, business, fraternity, etc.);
8. Motivation through involvement in an activity (you choose on your own);
9. Motivation through involvement in a class (class curriculum);
10. Motivation through involvement in the Athletics Department;
11. Motivation through involvement in something else-please explain;
12. Meeting people;
13. Religious beliefs;
14. Repayment for services (A thank you/Appreciation);
15. Sense of satisfaction from helping others;
16. Student-athlete ASKED me, but did not REQUIRE me to participate;
17. Staff (advisor) ASKED me, but did not REQUIRE me to participate;
18. Faculty (Professor) ASKED me, but did not REQUIRE me to participate;
19. Coach ASKED me, but did not REQUIRE me to participate;
20. Student (not a student-athlete) ASKED me, but did not REQUIRE me to participate;
21. _____ ASKED me, but did not REQUIRE me to participate;
22. Staff (advisor) REQUIRED me to participate;
23. Faculty (Professor) REQUIRED me to participate;
24. Coach REQUIRED me to participate;
25. Dean's Office (punishment) REQUIRED me to participate;
26. _____ REQUIRED me to participate;
27. Visiting the volunteer center on campus;
28. Work experience to gain job experience; and
29. Other.

The Likert scale ranged from (1) low significance to (5) high significance. The entire design of the instrument, including a more comprehensive demographic section and the rating of motivations, can be found in Appendix C.

In addition to the list of motivations, a list of values was given to all student-athletes who agreed to participate in the study, regardless of whether they participated in community service or not. This 13-item Likert-type values scale used the same values as Serow's (1991) study and can be seen in the list below:

1. Creativity/self-expression;
2. Family;
3. Friendship;
4. Helping other people;
5. Material comfort/wealth;
6. Pleasure/new experience;
7. Professional satisfaction;
8. Recognition from others;
9. Religious/spiritual fulfillment;
10. Social justice/equality;
11. Working for peace/reconciliation; and
12. Other.

The Likert scale ranged from (1) least importance to (5) highest importance (see Appendix D). Instead of asking the student-athletes to "rank" the motivations and values, as was done by Serow (1991), the student-athletes were asked to "rate" the motivations

and values in this study. A third quantitative questionnaire specific to the Athletics Department was implemented to gather data related to all student-athletes' demographics at each institution and collect specific data about the existing community service program.

All quantitative instruments can be viewed in the appendices to this document, and are identified as follows:

1. Appendix B: E-mail Requesting Student-Athlete Participation in Survey;
2. Appendix C: Student-Athlete Biographical Information and Motivation Survey;
3. Appendix D: Student-Athlete Personal and Social Values Survey; and
4. Appendix E: Institution Demographics and Community Service Data.

Data Collection

Recruitment of student-athlete participants was as follows: All student-athletes received e-mails via each Athletics Departments' student-athlete listserv asking them to complete an on-line survey using the software www.surveymonkey.com. Student-athletes received more than one e-mail requesting their participation. The time frame for the data collection was April and July of 2008. Each survey submission was assigned a code, and answers were recorded in a secure file so that anonymity remained. From that moment forward, each student-athlete was identified by his/her associated code.

The first student-athlete survey collected demographic information, and each student-athlete was asked to rate a number of motivational reasons for participation in community service (see Appendix C). If the student-athlete did not participate in

community service, he or she was asked to explain why and then told not to complete the motivational portion of the survey. However, all student-athletes were asked to complete the second survey related to values (see Appendix D) regardless of whether they participated in community service. This survey focused on rating personal and social values that were important to each student-athlete.

The Athletics Department demographic survey was given to the administrator who agreed to allow the institution to participate in the study. That person completed the institution questionnaire (see Appendix E).

Data Analysis

Research Question 1. What motivates student-athletes to participate in community service?

First, the institutional demographic data and community service and student-athlete data were collected and analyzed using basic percentages. The data provided a breakdown of the general student body population and the student-athlete population; for example, the number of male and female student-athletes, the number of minority student-athletes, and the general student body.

The motivation survey used a 29-item Likert-type scale which had equal-interval scale ratings. To analyze each motivation, a descriptive statistics technique of mean scores (average) for each variable was used. Then each mean score for the motivations was compared to determine whether a break occurred. For example, within the list of motivations, it was determined if there was a considerable difference between “boost resume” and the “work itself.” In addition, standard deviations were calculated on each

motivation to determine the positive root of the variance and represented an average deviation from the mean.

Furthermore, Pearson Product-Moment Correlation Coefficient was calculated on all motivations, which assisted in estimating reliability. After the original plan for the data analysis was completed, the researcher decided the number of variables was too large and that a more advanced statistic was needed because statistical significant occurred, yet it was difficult to determine meaningfulness.

Factor analysis was used to determine the number and nature of the underlying variables among the larger number of motivations. The way in which the loadings occurred resulted in six constructs. The six constructs were identified as dependent variables, and those constructs were used in an analysis of variance (Salkind, 2008). Each of the constructs was reviewed, and six new motivation factors were created: (a) motivation by asking, (b) motivation by social responsibility, (c) motivation by being required, (d) motivation to volunteer with intrinsic reward, (e) motivation for career experience, and (f) motivation through participation in a group/organization.

Research Question 2: What values are associated with student-athletes who participate in community service?

The values survey used a 13-item Likert-type scale which had equal-interval scale ratings. A descriptive statistics technique of mean scores (average) for each variable was utilized. At that time, the mean score for each value was compared to determine whether a break occurred. For example, within the list, “helping others” was compared to “friendship” to determine if there was a considerable difference in “value importance.” In

addition, standard deviations were calculated to determine the positive root of the variance and represented an average deviation from the mean.

Furthermore, Pearson Product-Moment Correlation Coefficient was calculated on all values, which assisted in estimating reliability. After the original plan for the data analysis was completed, the researcher again decided the number of value variables was too large and that a more advanced statistic was needed because statistical significance occurred, yet it was difficult to determine meaningfulness.

Factor analysis was used to determine the number and nature of the underlying variables among the larger number of values. Three constructs were identified through the loading process, those loadings resulted in value factors being identified as dependent variables, and those constructs were used in an analysis of variance (Salkind, 2008). The value factors created were: (a) value of helping others, (b) value of personal status, and (c) value of family and friends.

Research Question 3: What is the role of the Athletics Department in the student-athletes' willingness to participate in community service?

To compare the motivation through involvement in the Athletics Department and the motivation of other organizations, a dependent-measures t-test was used. The dependent-measures t-test compared the student-athletes who participated in community service through the Athletics Department to those who participated as an activity through a campus club or as a part of class curriculum.

Qualitative Section of the Study

Instrumentation

Two sets of interview questions were used for this study. As with the quantitative section, portions of these instruments were modeled after Serow's (1991) study. However, the questions used for each interview were altered with his approval to fit the needs of this particular population. These modifications were based on results from the Chalk pilot study completed in 2007. For example, during the qualitative section of the Chalk pilot study, all student-athletes who were interviewed mentioned they had been required to participate in community service. Therefore, questions related to required and mandated community service were added to this instrument to probe possible findings from the quantitative section of the study. In addition, questions were added to probe their association with "department/class/or group" and how it impacted their decision to participate in community service.

Furthermore, it was learned through the Chalk (2007) pilot study that the views of the organization were missing from the analysis. Hence, a separate protocol was added, and interviews with Athletics Department staff members were implemented.

The two instruments can be viewed in the appendices to this document and are identified as follows:

1. Appendix F: Student-Athlete Interview Questions
2. Appendix G: Staff Interview Questions

Data Collection

Recruitment of the four student-athletes for the one-on-one telephone interviews was as follows: At the end of the values survey, there was a box the student-athlete could check if he or she was willing to participate in an interview to be conducted by telephone with the primary investigator. The time frame of the data collection was April through July of 2008. Even though the student-athletes' names were identified, because he or she provided it for the interview, the researcher only referred to them by the assigned number given to them during the quantitative section of this study. Each student-athlete signed an informed consent document prior to being interviewed.

In addition, the Athletics Department administrator identified two people in the Athletics Department whose job responsibility included the student-athlete community service program. As a result of conflicting schedules, only five of the six were interviewed. These individuals were interviewed, one who worked primarily with the student-athlete community service program and one who was considered a senior-level administrator who oversaw the program. The staff members signed an informed consent to participate in this study.

Data Analysis

Research Question 1. What motivates student-athletes to participate in community service?

Each of the interviews was transcribed and coded to generate categories and themes (see Appendix H). The motivational themes found in the qualitative section of the study were cross-referenced with the quantitative results.

Research Question 2. What values are associated with student-athletes who participate in community service?

From the transcribed data, a table (see Appendix H) was used to clearly identify the categories and themes. The value themes found in the qualitative section of the study were cross-referenced with the quantitative results.

Research Question 3. What is the role of the Athletics Department in the student-athletes' willingness to participate in community service?

As mentioned earlier, each of the interviews was transcribed and coded to generate categories and themes. A table was used to clearly identify these categories and themes associated with various organizations' involvement in the motivational process of community service. Furthermore, the themes found specific to the Athletics Department in the qualitative section of the study were cross-referenced with those themes found in the quantitative results (Appendix I).

CHAPTER 4

PRESENTATION AND ANALYSES OF DATA

Purpose of the Study

The purpose of this study was to examine (a) the relationship between community service participation by student-athletes and the motives related to such service, (b) the relationship of the values associated with the student-athletes who participated in community service, and (c) the Athletics Department's involvement related to the student-athletes' willingness to participate in such service opportunities.

Student affairs professionals and faculty are challenged with getting students involved during college (Astin, 1984), helping reduce negative diversity issues (Broido, 2004), and helping students develop their leadership skills (Astin & Sax, 1998; Astin et al., 2000). Community service participation is one way to create student involvement opportunities, help students embrace diversity, and improve students' leadership skills (Broido, 2004).

This study examined a specific student population already known to have an existing community service program available to them. Studying why student-athletes choose to participate in community service activities and determining the values associated with student-athletes' Athletics Department leadership will provide stronger programs for its student-athletes, and other student service practitioners will learn from the specific data collected and analyzed.

Description of Population

One-hundred seventeen student-athletes volunteered to participate in the quantitative portion of the study. Of those student-athletes, four participated in one-on-one telephone interviews. In addition, five staff members, at least one from each institution, participated in the one-on-one telephone interviews.

A brief description of the three institutions that agreed to participate in this study is as follows. The institutions represented the southwest (SWU), southeast (SEU) and midwest (MWU) regions of the United States. During fiscal year 2007-08, SWU enrolled 504 student-athletes, 400 (79%) of whom participated in community service. Its community service program was structured both as a centralized and sports-run program where student-athletes volunteered and were required to participate in community service (SWU, 2008b). SEU had 378 student-athletes, and 296 (79%) student-athletes participated in community service. Its community service program was structured as both a centralized and sports-run program where student-athletes volunteered to participate in community service (SEU, 2008c). MWU had 549 student-athletes, and its community service program was structured as a centralized program that required student-athletes to participate in community service, and student-athletes volunteered as well. Three hundred ninety-one (71%) student-athletes participated in MWU's community service program during 2007-08 (MWU, 2008a).

The following provides more demographic information about each institution. During fiscal year 2007-08, all three institutions total student population consisted of 94,239 students, and of those students 21,352 (23%) were minority (MWU, 2008a; SWU,

2008b; & SEU, 2008c). The total student-athlete population was 1,431 (1.5%) and of those student-athletes, 454 (32%) were minority.

Within each institution, the student-athletes made up 1% of the minority population at SWU, 4% of the minority population at MWU, and 8% of the minority population at SEU. Furthermore, one particular ethnic population stood out in terms of the percentage of population; at SWU the Black student-athletes represented 5% of the overall general Black student population, at MWU the Black student-athletes represented 11% of the overall general Black student population, and at SEU the Black student-athletes represented 17% of the overall general Black student population (MWU, 2008a; SWU, 2008b; & SEU, 2008c).

SWU enrolled 504 student-athletes who participated in 21 sports, and of those student-athletes 182 (36%) were minority. Of the total student-athlete population at SWU, 400 (79%) student-athletes participated in community service. The minority student-athletes who participated in community service numbered 155 (39%). SWU's community service program was structured both as a centralized and sports-run program where student-athletes volunteered and were also required to participate in community service (SWU, 2008b). Thirty-four (30%) student-athletes from SWU participated in the quantitative portion of this study.

SEU enrolled 378 student-athletes who participated in 18 sports, and of those student-athletes 89 (24%) were minority. Of the total student-athlete population at SEU, 287 (76%) student-athletes participated in community service. The minority student-athletes who participated in community service totaled 49 (17%). SEU's community

service program was structured as both a centralized and sports-run program where student-athletes volunteered only for community service activities (SEU, 2008c). Thirty-two (28%) student-athletes from SEU actually participated in the quantitative portion of this study.

MWU enrolled 549 student-athletes who participated in 18 sports, and of those student-athletes 183 (33%) were minority. Of the total student-athlete population at MWU, 391 (71%) student-athletes participated in community service. The minority student-athletes who participated in community service totaled 142 (36%). MWU's community service program was structured as a centralized program that required student-athletes to participate and also had student-athletes volunteer (MWU, 2008a). Forty-seven (42%) student-athletes from MWU participated in the quantitative portion of this study.

Overall, of the 117 student-athletes who participated in the quantitative portion of this study 7% were 18 years old, 20% were 19 years old, 26% were 20 years old, 23% were 21 year olds, 14% were 22 year olds, 9% were 23 year olds, and 3% were 24 years old. The gender break down was 68% women and 33% men. Twenty-one percent of the student-athletes were freshman, 13% were sophomores, 32% were juniors, 22% were seniors, 7% were 5th years, and 6% were graduate students. Eighty-three percent of the student-athletes were pursuing their bachelor's degree, 17% were in graduate school, and two student-athletes did not indicate a degree plan. Seventy-five percent had a GPA higher than 3.0 or higher, 25% had a GPA of 2.0 and three student-athletes did not indicate their GPA. Fifteen (13%) were international students.

With regard to community service involvement, 87% had participated in community service prior to college; 6 individuals through court mandated service; 57 individuals through church or a religious organization; and 87 individuals participated in community service prior to or through a high school program. Of the 117 student-athletes who completed the study, 94% had participated in community service while in college, 30% through service-learning, 86% through extra-curricular service, 31% through co-curricular service, 5% through Dean of Students mandated service, and 7 did not participate in community service in college. In addition, 72% of their mothers had a college degree and 58% of their mothers had volunteered; 76% of their fathers had a college degree and 38% of their fathers volunteered.

The demographics on the institutions and the Athletics Departments, as well as student-athlete demographics can be viewed in tables 1 and 2.

Table 1

2007-08 Demographics for the Institutions and Athletics Departments

Demographic	Southwest University (SWU)	Southeast University (SEU)	Midwest University (MWU)
Total general student population	64,394	6,788	23,057
Total general student minority population	15,441 (1%)	1,077 (4%)	4,834 (8%)

Table 1 (*continued*)

Demographic	Southwest University (SWU)	Southeast University (SEU)	Midwest University (MWU)
Number of sports	21	18	18
Student-athletes (S/A's)	504	378	549
Student-athlete minority population	182 (36%)	89 (24%)	183 (33%)
S/A's who participated in community service	400 (79%)	296 (79%)	391 (71%)
Minority S/A's who participated in community service	155 (39%)	49 (17%)	142 (36%)
Student-athletes who participated in this study	34 (30%)	32 (28%)	47 (42%)
Type of Student-Athlete Community Service Program	Centralized & Sports Run - Volunteer & Required	Centralized & Sports Run - Volunteer	Centralized Program - Volunteer & Required

Table 2

2007-08 Demographics for the 117 Student-Athletes who Participated in this Study

Demographic	Percentage	Description
Age	7%	18 years old
	20%	19 years old
	26%	20 years old
	23%	21 years old
	14%	22 years old
	9%	23 years old
	3%	24 years old
Gender	68%	Women
	33%	Men
Degree Seeking	83%	Bachelors
	17%	Graduate Degree
GPA	75%	3.0 or higher
	25%	2.0 – 2.9
Student Origin	13%	International Students
Mother's Information	72%	Have a College Degree
	58%	Volunteered

Table 2 (continued)

Demographic	Percentage	Description
Father's Information	76%	Have a College Degree
	38%	Volunteered
Type of Community Service Participation Prior to College	87%	Participated in CS prior to college
	6	Court Mandated Service
	57	Church or Religious Organization
	87	High School
Type of Community Service Participation During College	94%	Participated in CS in College
	30%	Through Service Learning
	86%	Extra-Curricular Service
	31%	Co-Curricular Service
	5%	Dean Mandated Service
	6%	Did Not Participate in Service in College

Descriptive Findings

For the purpose of clarity, each of the research questions is restated in this section and followed by the descriptive analysis.

Quantitative Section of the Study

Research Question 1. What motivates student-athletes to participate in community service?

Basic frequencies were calculated on the 29 motives provided to the student-athletes in this study. Four of the motive variables came from open-ended questions that described specific motivation answers. Hence, those motives were removed from the analysis, and only 25 motivations were used as variables. Descriptive statistics were calculated on the 25 motivations (see Table 3). These findings suggested that the top two motivations for participation in community service were “helping others” ($M = 4.00$) and “through ICA (intercollegiate athletics)” ($M = 3.66$) based on the mean scores provided below.

Table 3

Descriptive Statistics of Motivation

Motivation	N	Mean	SD
Career	100	2.92	1.29
Attraction to the Work	101	3.24	1.29
Award	100	2.24	1.18

Table 3 (*continued*)

Motivation	N	Mean	SD
Resume	101	2.90	1.31
Duty	97	2.81	1.38
Example	99	2.86	1.31
Campus Club	99	2.82	1.42
Activity	99	3.24	1.27
Class Curriculum	98	2.37	1.27
ICA	98	3.66	1.27
Meeting People	100	2.80	1.25
Religious Beliefs	99	2.63	1.49
Thank You	100	2.36	1.26
Helping Others	96	4.00	1.11
Athlete Asked	101	2.88	1.28
Staff Asked	99	2.88	1.30

Table 3 (continued)

Motivation	N	Mean	SD
Faculty Asked	100	2.31	1.24
Coach Asked	101	2.78	1.32
General Student Asked	99	2.59	1.25
Staff Required	99	2.40	1.49
Faculty Required	99	2.37	1.50
Coach Required	97	2.67	1.60
Dean Required	96	1.72	1.27
Volunteer Center	98	1.80	1.08
Work Experience	97	2.79	1.36

In addition, Pearson Product Moment Correlations were computed on all motivation variables, and the magnitude of the relationships was examined. As seen in Appendix J, correlations suggested several statistically significant relationships. However, because of the number of motivations and the number of statistically significant relationships, the extents of those correlations were not examined in detail. This compelled the researcher to complete a factor analysis on the data.

The major focus of this study was of the inter-correlations of the motivation variables to determine the number and nature of underlying variables (Salkind, 2008). This method reduced the number of variables to six factors underlying the motivations

for participation in community service by student-athletes. The number of factors was determined by the Eigen values greater than one. The factors were rotated using a Varimax rotation. Factor scores were computed and converted to scale. The means were 50 and the standard deviations were 10. The factor loading with Eigen values of .50 or higher were used to determine the six factors. The six motivation factors were named and can be seen in Table 4.

Table 4

Motivation Factor and Factor Loadings of Student-Athletes

Motivations	Factor 1 (7.17)	Factor 2 (2.90)	Factor 3 (2.34)	Factor 4 (1.87)	Factor 5 (1.38)	Factor 6 (1.25)
Career	0.17	0.41	0.08	0.33	0.68	0.09
Attraction to the Work	-0.01	0.62	0.18	-0.03	0.34	-0.03
Award	0.06	-0.04	0.05	0.13	0.38	0.61
Resume	0.21	0.01	0.06	-0.05	0.83	0.16
Duty	-0.04	0.59	-0.07	0.45	0.06	-0.10
Example	0.20	0.67	-0.05	0.03	-0.18	0.15
Campus Club	0.25	0.38	0.00	-0.06	0.16	0.52
Activity	0.25	0.70	0.04	-0.03	0.07	0.30
Class Curriculum	0.12	0.03	0.30	0.24	-0.06	0.68

Table 4 (*continued*)

Motivations	Factor 1 (7.17)	Factor 2 (2.90)	Factor 3 (2.34)	Factor 4 (1.87)	Factor 5 (1.38)	Factor 6 (1.25)
ICA	0.53	0.20	0.19	-0.36	0.04	0.35
Meeting People	0.26	0.52	0.24	0.30	0.08	0.10
Religious Beliefs	0.07	0.49	0.06	0.35	0.23	-0.34
Thank You	0.16	0.18	0.12	0.55	0.33	-0.07
Helping Others	-0.07	0.72	-0.06	-0.08	0.09	-0.07
Athlete Asked	0.87	0.05	0.14	0.04	0.07	0.03
Staff Asked	0.83	0.16	0.21	-0.03	0.06	0.09
Faculty Asked	0.71	0.05	0.02	0.40	0.13	0.26
Coach Asked	0.81	0.05	0.22	0.01	0.30	-0.05
General Student Asked	0.83	0.11	0.09	0.27	0.09	0.09
Staff Required	0.19	0.04	0.92	0.11	0.09	0.10
Faculty Required	0.18	0.02	0.90	0.18	0.10	0.11
Coach Required	0.25	0.08	0.80	-0.04	-0.02	0.03
Dean Required	-0.07	-0.12	0.48	0.53	-0.06	0.32
Volunteer Center	0.16	-0.01	0.17	0.79	0.13	0.34
Work Experience	0.17	0.17	-0.04	0.49	0.72	0.09

Note: Factor 1= Motivation by Asking, Factor 2 = Motivation by Social Responsibility, Factor 3 = Motivation by Being Required, Factor 4 = Motivation to Volunteer with Intrinsic Reward, Factor 5 = Motivation for Career Experience, Factor 6 = Motivation through Participation in a Group or Organization.

Using the six motivation factors, an analysis of variance (ANOVA) was computed on the following independent variables:

1. ANOVAs Comparing Male and Female Student-Athletes on their Motivation Factors (Table 5);
2. ANOVAs Comparing White and Minority Student-Athletes on their Motivation Factors (Table 6);
3. ANOVAs Comparing Student-Athletes' Year in School on their Motivation Factors (Table 7);
4. ANOVAs Comparing Father Volunteering on Student-Athletes' Motivation Factors (Table 8);
5. ANOVAs Comparing Mother's Volunteering on the Student-Athletes' Motivation Factors (Table 9);
6. ANOVAs Comparing Perceived Family Income on the Student-Athletes' Motivation Factors (Table 10);
7. Comparison of the Number of Years of Participation in Community Service Prior to or in High School on the Student-Athletes' Motivation Factors (Table 11);

8. Comparison of the Number of Years of Participation in Church Community Service Prior to College on the Student-Athletes' Motivation Factors (Table 12);
9. Comparison of the Number of Years Participation in Court-Mandated Community Service Prior to College on the Student-Athletes' Motivation Factors (Table 13);
10. Comparison of the Number of Years of Participation Community Service while in College on the Student-Athletes' Motivation Factors (Table 14);
11. Comparison of Participation in Service-Learning while in College or Not on Student-Athletes' Motivation Factors (Table 15);
12. Comparison of Participation in Extra-Curricular Service while in College or Not on the Student-Athletes' Motivation Factors (Table 16);
13. Comparison of Participation in Co-Curricular Service while in College or Not on the Student-Athlete's Motivation Factors (Table 17); and
14. Comparison of Participated in Dean-Mandated Service while in College or Not on the Student-Athletes' Motivation Factors (Table 18).

Male and female student-athletes who participated in community service while in college were compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that male and female student-athletes were similar in their motivation factors. In addition, it appeared that motivation to volunteer with intrinsic reward was approaching statistical significance but did not reach the .05 level of significance (see Table 5).

Table 5

ANOVAs Comparing Male and Female Student-Athletes on their Motivation Factors

Motivation	Males			Females			F	p
	N	M	SD	N	M	SD		
Motivation by Asking	23	46.86	9.93	56	51.29	9.83	3.29	.074
Motivation by Social Responsibility	23	47.26	10.09	56	51.12	9.83	2.48	.119
Motivation by being Required	23	48.73	11.65	56	50.52	9.31	.52	.472
Motivation to Volunteer with Intrinsic Reward	23	53.25	9.61	56	48.66	9.93	3.55	.063
Motivation for Career Experience	23	47.07	10.38	56	51.20	9.68	2.84	.096
Motivation through Participation in a Group/Organization	23	47.52	9.25	56	51.02	10.20	2.03	.159

Note. * $p < .05$

White and minority student-athletes who participated in community service while in college were compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that white and minority student-athletes were similar in their motivation factors (see Table 6).

Table 6

ANOVAs Comparing White and Minority Student-Athletes on their Motivation Factors

Motivation	White			Minority			F	P
	N	M	SD	N	M	SD		
Motivation by Asking	66	50.27	9.96	13	48.61	10.49	.30	.587
Motivation by Social Responsibility	66	49.91	10.13	13	50.46	9.71	.03	.857
Motivation by Being Required	66	49.98	10.30	13	50.08	8.67	.00	.975
Motivation to Volunteer with Intrinsic Reward	66	49.16	10.08	13	54.26	8.75	2.90	.093
Motivation for Career Experience	66	50.75	10.00	13	46.18	9.47	2.31	.133
Motivation through Participation in a Group/Organization	66	49.85	10.35	13	50.75	8.29	.09	.769

Note. * $p < .05$

The school year of student-athletes who participated in community service while in college was compared using a one-way analysis of variance. There were no statistically

significant differences ($p < .05$). It appeared that the school year of each student-athlete was similar in their motivation factors (see Table 7).

Table 7

ANOVAs Comparing Student-Athletes' Year in School on their Motivation Factors

Year	N	M	SD	F	p
Motivation by Asking					
Freshman	12	44.71	8.14		
Sophomore	12	51.20	8.20		
Junior	21	50.18	9.01		
Senior	20	53.30	10.96		
Fifth Year	7	45.40	11.05		
Graduate Student	7	54.65	12.60	1.53	.192
Motivation by Social Responsibility					
Freshman	12	49.76	11.38		
Sophomore	12	47.65	8.95		
Junior	21	48.20	9.91		
Senior	20	51.32	10.32		
Fifth Year	7	54.07	12.42		
Graduate Student	7	52.01	6.68	.61	.691

Table 7 (continued)

Year	N	M	SD	F	p
Motivation by Being Required					
Freshman	12	51.47	13.90		
Sophomore	12	48.45	9.13		
Junior	21	49.59	8.00		
Senior	20	51.10	10.46		
Fifth Year	7	49.28	7.00		
Graduate Student	7	48.94	12.98	.18	.970
Motivation to Volunteer with Intrinsic Reward					
Freshman	12	47.62	11.62		
Sophomore	12	50.95	9.48		
Junior	21	51.76	9.32		
Senior	20	48.64	11.58		
Fifth Year	7	53.46	9.28		
Graduate Student	7	47.60	6.07	.59	.704

Table 7 (continued)

Year	N	M	SD	F	p
Motivation for Career Experience					
Freshman	12	50.93	12.11		
Sophomore	12	51.97	11.50		
Junior	21	47.83	8.97		
Senior	20	50.63	10.19		
Fifth Year	7	48.41	8.48		
Graduate Student	7	51.33	9.33	.37	.866
Motivation through Participation in a Group/Organization					
Freshman	12	45.70	9.88		
Sophomore	12	48.69	10.65		
Junior	21	53.42	8.21		
Senior	20	50.75	8.58		
Fifth Year	7	48.03	12.43		
Graduate Student	7	49.16	14.56	1.07	.385

Note. *p < .05

Student-athletes whose fathers volunteered or did not were compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that student-athletes whose fathers volunteered or did not were similar in their motivation factors (see Table 8).

Table 8

ANOVAs Comparing Father Volunteering on the Student-Athletes' Motivation Factors

Motivation	Yes			No			F	P
	N	M	SD	N	M	SD		
Motivation by Asking	32	51.31	11.65	45	48.49	8.39	1.53	.220
Motivation by Social Responsibility	32	51.67	9.79	45	48.56	10.07	1.83	.180
Motivation by Being Required	32	48.67	11.17	45	50.83	9.14	.86	.355
Motivation to Volunteer with Intrinsic Reward	32	48.79	8.55	45	50.94	10.97	.86	.356
Motivation for Career Experience	32	49.64	9.79	45	50.35	10.43	.09	.764
Motivation through Participation in a Group/Organization	32	49.56	9.62	45	50.28	10.40	.09	.760

Note. * $p < .05$

Student-athletes whose mothers volunteered or did not were compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$).

It appeared that student-athletes whose mothers volunteered or did not were similar in their motivation factors (see Table 9).

Table 9

ANOVAs Comparing Mother Volunteering on the Student-Athletes' Motivation Factors

Motivation	Yes			No			F	P
	N	M	SD	N	M	SD		
Motivation by Asking	45	51.06	10.34	33	48.22	9.38	1.55	.217
Motivation by Social Responsibility	45	51.23	10.85	33	48.38	8.77	1.53	.219
Motivation by Being Required	45	50.01	10.43	33	50.18	9.64	.01	.941
Motivation to Volunteer with Intrinsic Reward	45	48.49	9.52	33	51.86	10.53	2.18	.144
Motivation for Career Experience	45	50.57	10.35	33	49.17	9.76	.37	.546
Motivation through Participation in a Group/Organization	45	49.00	9.76	33	51.08	10.36	.82	.368

Note: * $p < .05$

Student-athletes whose perceived family income levels were low, middle, and high were compared using a one-way analysis of variance. There was a significant F test comparing motivation to volunteer with intrinsic reward and motivation for career experience $F(2, 76) = 4.54, p = .014$, $F(2, 76) = 3.25, p = .044$ (see Table 10). A Tukey Post Hoc test revealed that motivation to volunteer with intrinsic reward was significantly

higher for student-athletes whose perceived family income was “low income” and those student-athletes whose perceived family income was “high income.” Motivation for career experience was significantly different for student-athletes whose perceived family income was “middle income” compared to those with “high income” but it was not significantly different from those with perceived family of “low income” compared to “middle income” and “high income.”

Table 10

ANOVAs Comparing Perceived Family Income on the Student-Athletes' Motivation Factors

Values	Low		Middle		High		F	P
	N	M	N	M	N	M		
Motivation by Asking	8	51.44	53	49.13	18	51.92	.61	.548
Motivation by Social Responsibility	8	52.39	53	50.43	18	47.68	.76	.472
Motivation by Being Required	8	50.00	53	49.55	18	51.33	.21	.813
Motivation to Volunteer with Intrinsic Reward	8	58.64	53	49.06	18	48.49	4.54	.014
Motivation for Career Experience	8	47.29	53	51.93	18	45.54	3.25	.044
Motivation through Participation in a Group/Organization	8	49.75	53	50.97	18	47.25	.93	.399

Note: Tukey post hoc tests showed M4 (Motivation to Volunteer with Intrinsic Reward): Low income was significantly different from middle and high means, and middle and high were not significantly different from each other. M5 (Motivation for Career Experience): Middle income was significantly different from high income, but low income was not different from middle or high. * $p < .05$

The number of years the student-athletes were involved in community service prior to and during high school were compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that the number of years student-athletes participated in community service prior to and during high school were similar in their motivation factors (see Table 11).

Table 11

Comparison of the Number of Years of Community Service Prior to or in High School on the Student-Athletes' Motivation Factors

Year	N	M	SD	F	P
Motivation by Asking					
0	4	52.29	10.40		
1	10	49.93	9.29		
2	12	49.32	11.21		
3	10	46.56	9.00		
4	25	51.48	10.70		

Table 11 (*continued*)

Year	N	M	SD	F	P
5	6	49.63	8.01	.39	.854
Motivation by Social Responsibility					
0	4	47.93	11.02		
1	10	48.19	9.42		
2	12	48.69	8.61		
3	10	51.31	10.69		
4	25	50.30	9.21		
5	6	50.24	14.82	.17	.974
Motivation by Being Required					
0	4	49.97	8.97		
1	10	48.77	9.20		
2	12	50.61	10.21		
3	10	48.74	11.88		
4	25	52.36	11.06		
5	6	51.97	8.93	.28	.922
Motivation to Volunteer with Intrinsic Reward					
0	4	50.05	13.52		
1	10	54.21	11.57		

Table 11 (*continued*)

Year	N	M	SD	F	P
Motivation to Volunteer with Intrinsic Reward					
2	12	52.55	10.20		
3	10	51.54	12.24		
4	25	48.03	8.28		
5	6	45.53	6.81	.98	.436
Motivation for Career Experience					
0	4	38.07	4.13		
1	10	47.25	5.64		
2	12	51.26	8.83		
3	10	48.77	12.51		
4	25	49.19	11.10		
5	6	54.50	10.53	1.50	.203
Motivation through Participation in a Group/Organization					
0	4	46.17	7.66		
1	10	57.24	8.50		

Table 11 (*continued*)

Year	N	M	SD	F	P
Motivation through Participation in a					
Group/Organization					
2	12	49.55	7.03		
3	10	48.35	13.01		
4	25	50.16	9.42		
5	6	44.09	10.07	1.82	.123

Note. * $p < .05$

The number of years the student-athletes was involved in church community service prior to college was compared using a one-way analysis of variance. There was a significant F test comparing motivation through community service participation with a group or organization. A Tukey Post Hoc test revealed that those who had no prior church community service experience had a higher motivation to participate in community service through a group or organization compared to those with five years of church community service prior to college $F(5, 56) = 2.39, p = .049$, as seen in Table 12.

Table 12

Comparison of the Number of Years of Church Community Service Prior to College on the Student-Athletes' Motivation Factors

Year	N	M	SD	F	p
Motivation by Asking					
0	20	48.46	9.31		
1	5	45.61	9.03		
2	15	53.81	10.64		
3	5	50.36	10.96		
4	2	56.40	5.04		
5	15	50.55	11.32	.84	.530
Motivation by Social Responsibility					
0	20	46.90	9.21		
1	5	50.04	4.31		
2	15	54.29	6.69		
3	5	46.82	13.26		
4	2	45.18	2.92		
5	15	53.31	13.45	1.45	.222

Table 12 (*continued*)

Year	N	M	SD	F	p
Motivation by Being Required					
0	20	53.92	10.77		
1	5	50.64	6.79		
2	15	51.75	2.99		
3	5	46.17	8.87		
4	2	50.88	17.92		
5	15	47.04	11.14	1.00	.426
Motivation to Volunteer with Intrinsic Reward					
0	20	49.93	12.68		
1	5	48.65	14.03		
2	15	51.49	9.37		
3	5	49.00	9.90		
4	2	45.99	5.10		
5	15	50.44	7.55	.15	.980
Motivation for Career Experience					
0	20	46.69	7.52		
1	5	47.94	13.17		

Table 12 (*continued*)

Year	N	M	SD	F	p
Motivation for Career Experience					
2	15	53.91	8.84		
3	5	55.64	10.04		
4	2	59.68	14.63		
5	15	49.93	12.03	1.64	.166
Motivation through Participation in a Group/Organization					
0	20	53.46	10.93		
1	5	46.30	7.22		
2	15	51.99	7.03		
3	5	47.05	5.93		
4	2	45.71	1.11		
5	15	44.22	8.77	2.39	.049

Note. Tukey tests showed on Motivation through participation in a group/organization that Mean of Year 0 was significantly different from Year 5. The other group means were not significantly different from each other. * $p < .05$

The number of years the student-athletes was involved in court-mandated community service prior to college was compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that student-athletes who were involved in court-mandated community service prior to college were similar in their motivation factors (see Table 13).

Table 13

Comparison of the Number of Years of Participation in Court-Mandated Community Service Prior to College on Student-Athletes' Motivation Factors

Year	N	M	SD	F	p
Motivation by Asking					
0	47	50.77	10.71		
1	1	32.52	--		
2	3	49.49	14.38		
3	1	46.56	--		
5	0	--	--	.96	.418
Motivation by Social Responsibility					
0	47	50.39	9.85		
1	1	60.42	--		
2	3	49.75	6.75		
3	1	32.11	--		

Table 13 (continued)

Year	N	M	SD	F	p
Motivation by Social Responsibility					
5	0	--	--	1.53	.220
Motivation by Being Required					
0	47	52.09	10.66		
1	1	44.96	--		
2	3	43.40	9.80		
3	1	41.83	--		
5	0	--	--	1.02	.391
Motivation to Volunteer with Intrinsic Reward					
0	47	49.88	10.38		
1	1	51.42	--		
2	3	61.72	3.98		
3	1	46.11	--		
5	0	--	--	1.33	.275
Motivation for Career Experience					
0	47	48.77	9.95		
1	1	43.53	--		
2	3	48.04	6.78		

Table 13 (continued)

Year	N	M	SD	F	p
Motivation for Career Experience					
3	1	38.74	--		
5	0	--	--	.43	.735
Motivation through Participation in a Group/Organization					
0	47	49.89	9.99		
1	1	33.30	--		
2	3	46.04	7.90		
3	1	45.51	--		
5	0	--	--	1.08	.366

Note. * $p < .05$

The number of years the student-athletes participated in community service while in college was compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that the number of years a student-athlete participated in community service while in college was similar in their motivation factors (see Table 14).

Table 14

Comparison of the Number of Years of Participation in Community Service while in College on the Student-Athletes' Motivation Factors

Year	N	M	SD	F	p
Motivation by Asking					
1 Year	19	47.46	8.78		
2 Years	14	49.03	8.99		
3 Years	21	51.71	8.62		
4 Years	17	54.49	11.95		
5 Years	7	44.72	10.62	1.94	.113
Motivation by Social Responsibility					
1 Year	19	47.49	10.91		
2 Years	14	48.88	9.97		
3 Years	21	49.11	8.75		
4 Years	17	53.26	10.07		
5 Years	7	55.40	9.56	1.37	.251

Table 14 (*continued*)

Year	N	M	SD	F	P
Motivation by Being Required					
1 Year	19	49.03	12.19		
2 Years	14	49.93	9.26		
3 Years	21	49.50	9.65		
4 Years	17	51.48	8.66		
5 Years	7	51.53	11.79	.18	.947
Motivation to Volunteer with Intrinsic Reward					
1 Year	19	49.45	11.14		
2 Years	14	52.34	8.73		
3 Years	21	51.67	11.24		
4 Years	17	47.04	9.76		
5 Years	7	48.83	6.15	.73	.576
Motivation for Career Experience					
1 Year	19	51.58	11.98		
2 Years	14	50.61	10.09		
3 Years	21	45.85	7.88		
4 Years	17	52.21	9.13		

Table 14 (continued)

Year	N	M	SD	F	P
	7				
5 Years		52.94	10.55	1.42	.235
Motivation through Participation in a Group/Organization					
1 Year	19	47.30	10.44		
2 Years	14	52.67	9.71		
3 Years	21	51.80	8.69		
4 Years	17	52.03	9.45		
5 Years	7	43.28	11.90	1.81	.137

Note. * $p < .05$

Student-athletes who participated in service-learning while in college or did not were compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that student-athletes who participated in service-learning or not in college were similar in their motivation factors (see Table 15).

Table 15

Comparison of Participation in Service-learning while in College or Not on the Student-Athletes' Motivation Factors

Motivation	Yes			No			F	P
	N	M	SD	N	M	SD		
Motivation by Asking	52	49.54	9.05	27	50.88	11.75	.32	.574
Motivation by Social Responsibility	52	49.62	9.76	27	50.73	10.60	.22	.641
Motivation by Being Required	52	50.25	9.29	27	49.52	11.42	.09	.760
Motivation to Volunteer with Intrinsic Reward	52	50.14	10.27	27	49.74	9.65	.03	.869
Motivation for Career Experience	52	50.51	10.41	27	49.02	9.27	.39	.533
Motivation through Participation in a Group/Organization	52	49.33	10.27	27	51.29	9.52	.68	.413

Note. * $p < .05$

Student-athletes who participated in extra-curricular community service or not while in college were compared using a one-way analysis of variance. There were no

statistically significant differences ($p < .05$). It appeared that student-athletes who participated in extra-curricular community service or not while in college were similar in their motivation factors (see Table 16).

Table 16

Comparison of Participation in Extra-Curricular Service while in College or Not on the Student-Athletes' Motivation Factors

Motivation	Yes			No			F	p
	N	M	SD	N	M	SD		
Motivation by Asking	4	48.57	13.75	75	50.08	9.88	.09	.771
Motivation by Social Responsibility	4	43.12	16.31	75	50.37	9.59	2.02	.159
Motivation by Being Required	4	51.40	15.84	75	49.93	9.75	.08	.775
Motivation to Volunteer with Intrinsic Reward	4	45.81	8.37	75	50.22	10.08	.74	.393
Motivation for Career Experience	4	55.31	7.09	75	49.72	10.09	1.19	.279
Motivation through Participation in a Group/Organization	4	56.45	9.17	75	49.66	9.98	1.77	.188

Note. * $p < .05$

Student-athletes who participated in co-curricular community service while in college or not were compared using a one-way analysis of variance. There was a significant F test comparing motivation by being required $F(1, 67) = 4.49, p = 0.35$. Motivation by being required was significantly higher for student-athletes who had participated in co-curricular service compared to those who had not. In addition, it appeared that motivation by social responsibility was approaching statistical significance but did not reach the .05 level of significance (see Table 17).

Table 17

Comparison of Participation in Co-Curricular Service while in College or Not on the Student-Athletes' Motivation Factors

Motivation	Yes			No			F	p
	N	M	SD	N	M	SD		
Motivation by Asking	52	49.47	8.72	27	51.03	12.22	.43	.513
Motivation by Social Responsibility	52	48.50	8.80	27	52.88	11.61	3.51	.065
Motivation by Being Required	52	51.70	9.92	27	46.73	9.49	4.59	.035
Motivation to Volunteer with Intrinsic Reward	52	50.58	10.82	27	48.89	8.27	.50	.481

Table 17 (*continued*)

Motivation	Yes			No			F	p
	N	M	SD	N	M	SD		
Motivation for Career Experience	52	49.01	10.34	27	51.91	9.20	1.50	.224
Motivation through Participation in a Group/Organization	52	49.40	9.38	27	51.15	11.19	.54	.464

Note. * $p < .05$

Student-athletes who did or did not participate in Dean-mandated service while in college were compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that student-athletes who did and did not participate in Dean-mandated community service while in college were similar in their motivation factors. In addition, it appeared that motivation by asking was approaching statistical significance but did not reach the .05 level of significance (see Table 18).

Table 18

Comparison of Participation in Dean- Mandated Service while in College or Not on the Student-Athletes' Motivation Factors

Motivation	Yes			No			F	p
	N	M	SD	N	M	SD		
Motivation by Asking	76	50.41	9.91	3	39.69	6.94	3.42	.068
Motivation by Social Responsibility	76	50.15	9.68	3	46.25	19.13	.44	.511
Motivation by Being Required	76	50.04	10.10	3	49.08	8.40	.03	.872
Motivation to Volunteer with Intrinsic Reward	76	49.76	9.69	3	56.03	17.98	1.14	.290
Motivation for Career Experience	76	50.12	10.14	3	46.95	5.72	.29	.593
Motivation through Participation in a Group/Organization	76	49.71	9.82	3	57.27	14.07	1.66	.201

Note. * $p < .05$

Research Question 2: What values are associated with student-athletes who participate in community service?

Basic frequencies were calculated on the 12 values provided to the student-athletes in this study. One of the value variables came from an open-ended question

which described the answer to a specific value question. Hence, that value was removed from the analysis, and only 11 values were used as variables. Descriptive statistics were calculated on the 11 values as seen in Table 17. These findings suggested that the top three student-athlete values were family, $M = 4.69$; friendship, $M = 4.45$; and helping others $M = 4.33$ based on mean scores (see Table 19).

Table 19

Descriptive Statistics of Values

Values	N	M	SD
Creativity	107	3.53	1.06
Family	108	4.69	.79
Friendship	107	4.45	.86
Helping Others	107	4.33	.81
Wealth	108	2.82	1.15
Pleasure	108	3.65	.86
Professional Satisfaction	106	3.42	1.03
Recognition	105	2.58	1.06
Religious	107	3.11	1.49
Justice	107	3.07	1.31
Peace	106	3.08	1.33

In addition, Pearson Product Moment Correlations were computed on all value variables, and the magnitudes of the relationships; were examined. As seen in Appendix K, correlations suggested several statistically significant relationships, the extent of those correlations were not examined in detail. This compelled me to analyze the data using a factor analysis.

Similar to the motivation variables, a factor analysis was used on the value variables, to determine the number and nature of underlying variables (Salkind, 2008). This method reduced the number of variables to three factors underlying the values of student-athletes. The number of factors was determined by the Eigen values greater than one. The factors were rotated using a Varimax rotation, and factor scores were computed and converted to scale. The means were 50 and the standard deviations were 10. The factor loading with Eigen values of .60 or higher were used to determine the three factors. The Value factors can be seen in Table 20.

Table 20

Value Factors and Factor Loadings of Student-Athletes

	Factor 1	Factor 2	Factor 3
Items	(3.76)	(2.05)	(1.23)

Creativity	0.29	0.16	0.50
Family	0.10	0.06	0.87
Friendship	0.27	0.09	0.80

Table 20 (continued)

Items	Factor 1 (3.76)	Factor 2 (2.05)	Factor 3 (1.23)
Helping Others	0.62	-0.10	0.41
Wealth	-0.09	0.87	0.07
Pleasure	0.24	0.50	0.41
Professional Satisfaction	-0.04	0.75	0.29
Recognition	0.26	0.83	-0.15
Religious	0.48	0.10	0.16
Justice	0.88	0.14	0.14
Peace	0.92	-0.01	0.14

Note. Factor 1 = Value of Helping Others, Factor 2 = Value of Personal Status, Factor 3 = Value of Family and Friends.

Using the three value factors, an analysis of variance (ANOVA) was computed on the following independent variables:

19. ANOVAs Comparing Male and Female Student-Athletes on their Value Factors (Table 21);
20. ANOVAs Comparing White and Minority Student-Athletes on their Value Factors (Table 22);

21. ANOVAs Comparing Student-Athletes' Year in School on their Value Factors
(Table 23);
22. ANOVAs Comparing Father Volunteering on the Student-Athletes' Value Factors
(Table 24);
23. ANOVAs Comparing Mother Volunteering on the Student-Athletes' Value
Factors (Table 25);
24. ANOVAs Comparing Perceived Family Income on the Student-Athletes' Value
Factors (Table 26);
25. Comparison of the Number of Years of Participation in Community Service Prior
to or in High School on the Student-Athletes' Value Factors (Table 27);
26. Comparison of the Number of Years of Participation in Church Community
Service Prior to College on the Student-Athletes' Value Factors (Table 28);
27. Comparison of Number of Years of Participation in Court-Mandated Community
Service Prior to College on the Student-Athletes' Value Factors (Table 29);
28. Comparison of Participation in Community Service while in College on the
Student-Athletes' Value Factors (Table 30);
29. Comparison of the Number of Years of Community While in College or Not on
the Student-Athletes' Value Factors (Table 31);
30. Comparison of Participation in Service Learning while in College or Not on the
Student-Athletes' Value Factors (Table 32);
31. Comparison of Participation in Extra-Curricular Service while in College or Not
on the Student-Athletes' Value Factors (Table 33);

32. Comparison in Participation in Co-Curricular Service while in College or Not on the Student-Athletes' Value Factors (Table 34);
33. Comparison in Participation in Dean-Mandated Service while in College or Not on the Student-Athletes' Value Factors (Table 35); and
34. Dependent t-Test on Motivation to Participation in Community Service through a Campus Club, as an Activity, Class Curriculum, or through the Athletics Department (Table 36).

Male and female student-athletes who did and did not participate in community service while in college were compared using a one-way analysis of variance. There was a significant F test comparing value of personal status $F(1, 99) = 5.78, p = .018$. The value of personal status were significantly higher for male student-athletes compared female student-athletes. In addition, it appeared that values of family and friends were approaching statistical significance but did not reach the .05 level of significance (see Table 21).

Table 21

ANOVAs Comparing Male and Female Student-Athletes on their Value Factors

Values	Male			Female			F	p
	N	M	SD	N	M	SD		
Value of Helping Others	31	48.43	9.92	70	50.70	10.03	1.10	.296

Table 21 (continued)

Values	Male			Female			F	p
	N	M	SD	N	M	SD		
Value of Personal Status	31	53.51	10.84	70	48.44	9.26	5.78	.018
Value of Family and Friends	31	47.26	11.81	70	51.21	8.91	3.43	.067

Note. * $p < .05$

White and minority student-athletes who did and did not participate in community service while in college were compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that White and minority student-athletes were similar in their value factors (see Table 22).

Table 22

ANOVAs Comparing White and Minority Student-Athletes on their Value Factors

Values	White			Minority			F	p
	N	M	SD	N	M	SD		
Value of Helping Others	85	49.31	9.85	16	53.64	10.31	2.56	.113
Value of Personal Status	85	49.74	10.27	16	51.39	8.57	.37	.547
Value of Family and Friends	85	50.62	9.11	16	46.69	13.73	2.10	.150

Note. * $p < .05$

The school year of student-athletes who did and did not participate in community service while in college was compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that the school year of each student-athlete was similar in their value factors (see Table 23).

Table 23

ANOVAs Comparing Student-Athletes' Year in School on their Value Factors

Year	N	M	SD	F	p
Value of Helping Others					
Freshman	20	50.69	10.42		
Sophomore	14	46.43	10.27		
Junior	29	49.98	7.83		
Senior	23	51.64	9.93		
Fifth Year	8	47.15	13.19		
Graduate Student	7	53.10	13.43	.76	.585
Value of Personal Status					
Freshman	20	49.88	11.77		
Sophomore	14	48.67	11.23		
Junior	29	51.44	7.70		
Senior	23	49.59	10.71		
Fifth Year	8	50.83	13.52		
Graduate Student	7	47.42	4.63	.27	.927

Table 23 (continued)

Year	N	M	SD	F	p
Value of Family Friends					
Freshman	20	49.84	7.13		
Sophomore	14	47.08	13.77		
Junior	29	49.42	11.68		
Senior	23	51.68	7.56		
Fifth Year	8	53.96	5.97		
Graduate Student	7	48.70	12.33	.65	.660

Note. * $p < .05$

Student-athletes whose fathers volunteered were compared using a one-way analysis of variance. There was a significant F test comparing value of personal status $F(1, 97) = 13.38, p = <.001$. It appeared the value of personal status was significantly higher for student-athletes whose fathers did not volunteer compared to those who did volunteer (see Table 24).

Table 24

ANOVAs Comparing Father Volunteering and the Student-Athletes' Value Factors

Values	Yes			No			F	P
	N	M	SD	N	M	SD		
Value of Helping Others	41	49.11	10.60	58	50.50	9.43	.47	.494
Value of Personal Status	41	45.80	8.98	58	52.88	9.82	13.38	.001
Value of Family and Friends	41	50.12	10.85	58	49.78	9.59	.03	.868

Note. * $p < .05$

Student-athletes whose mothers volunteered were compared using a one-way analysis of variance. There was a significant F test comparing value of personal status $F(1, 98) = 7.73, p = .007$. The value of personal status was significantly higher for student-athletes whose mothers did not volunteer compared to those who did volunteer (see Table 25).

Table 25

ANOVAs Comparing Mother Volunteering and the Student-Athletes' Value Factors

Values	Yes			No			F	P
	N	M	SD	N	M	SD		
Value of Helping Others	60	50.05	9.72	40	50.17	10.54	.00	.956
Value of Personal Status	60	47.72	9.64	40	53.22	9.77	7.73	.007
Value of Family and Friends	60	49.77	10.28	40	50.16	9.75	.04	.852

Note. * $p < .05$

Student-athletes whose perceived family income levels were low, middle, and high were compared using a one-way analysis of variance. There was a significant F test comparing value of personal status $F(2, 98) = 5.42, p = .006$. The values of family and friends were significantly different for student-athletes whose perceived family income was middle compared to high income, but low-income and middle-income were not significantly different from each other (see Table 26).

Table 26

ANOVAs Comparing Perceived Family Income on the and Value Factors student-athletes' value factors

Values	Low		Middle		High		F	P
	N	M	N	M	N	M		
Value of Helping Others	8	53.21	67	50.01	26	48.99	.54	.585
Value of Personal Status	8	47.30	67	49.86	26	51.19	.48	.622
Values of Family and Friends	8	51.75	67	51.86	26	44.67	5.42	.006

Note: Tukey Post hoc tests showed middle income was different from high income, but low income was not significantly different from middle or high. *Note.* * $p < .05$

The number of years the student-athletes were involved in community service prior to and during high school was compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). However, it appeared that the value of personal status of those student-athletes who had no community service prior to or during high school compared to those with five years of community service prior to or during high school approached statistical significance but did not reach the .05 level of significance (see Table 27).

Table 27

Comparison of the Number of Years of Participation in Community Service Prior to or in High School on the Student-Athletes' Value Factors

Year	N	M	SD	F	p
Value of Helping Others					
0	7	52.17	9.61		
1	10	45.94	10.79		
2	15	51.65	10.25		
3	9	47.21	11.11		
4	33	49.68	10.13		
5	9	52.43	7.47	.72	.612
Value of Personal Status					
0	7	53.14	10.60		
1	10	52.68	13.99		
2	15	52.95	8.15		
3	9	46.02	10.80		
4	33	49.18	7.85		
5	9	43.09	6.75	1.98	.091

Table 27 (continued)

Year	N	M	SD	F	p
Value of Family and Friends					
0	7	50.06	4.64		
1	10	54.81	3.41		
2	15	43.79	14.81		
3	9	52.11	4.06		
4	33	50.54	11.16		
5	9	51.70	10.41	1.64	.159

Note. * $p < .05$

The number of years the student-athletes were involved in church community service prior to college was compared using a one-way analysis of variance. There was a significant F test comparing the value of helping others. A Tukey Post Hoc test revealed those who had five years of church community service experience had a higher value of helping others compared to those with no years of church community service prior to college $F(5, 71) = 2.71, p = .027$. The other groups had no statistically significant differences (see Table 28).

Table 28

Comparison of the Number of Years of Participation in Church Community Service Prior to College on Student-Athletes' Value Factors

Year	N	M	SD	F	p
Value of Helping Others					
0	23	44.73	9.64		
1	5	52.76	9.72		
2	17	51.37	8.45		
3	7	51.23	9.33		
4	2	41.63	9.76		
5	23	53.78	9.63	2.71	.027
Value of Personal Status					
0	23	52.01	10.51		
1	5	46.53	15.56		
2	17	47.96	7.79		
3	7	51.17	5.89		
4	2	53.69	13.63		
5	23	47.91	9.61	.72	.614

Table 28 (continued)

Year	N	M	SD	F	p
Value of Family and Friends					
0	23	50.73	6.91		
1	5	43.37	17.24		
2	17	52.57	8.64		
3	7	53.56	3.86		
4	2	51.33	7.78		
5	23	48.61	12.64	.95	.454

Note. Tukey tests showed mean of Motivation Through Participation of Year 0 was significantly different from Year 5. The other group means were not significantly different from each other. *Note.* * $p < .05$

The number of years the student-athletes were involved in court-mandated community service prior to college was compared using a one-way analysis of variance. There was a significant F test comparing values of family and friends $F(4, 57) = 2.93$, $p = .028$. This suggested that student-athletes who had no years of court-mandated community service had a higher value of family and friends than those who had five years of court-mandated service (see Table 29).

Table 29

Comparison of the Number of Years of Participation in Court-Mandated Community Service Prior to College on Student-Athletes' Value Factors

Year	N	M	SD	F	p
Value of Helping Others					
0	56	48.33	10.20		
1	1	66.29	--		
2	3	57.79	6.50		
3	1	48.78	--		
5	1	50.80	--	1.37	.256
Value of Personal Status					
0	56	49.59	9.53		
1	1	37.57	--		
2	3	46.71	17.25		
3	1	69.69	--		
5	1	53.39	--	1.50	.215
Value of Family and Friends					
0	56	51.68	9.29		
1	1	49.15	--		
2	3	39.62	12.22		

Table 29 (continued)

Year	N	M	SD	F	p
Value of Family and Friends					
3	1	58.76	--		
5	1	27.28	--	2.93	.028

Note. * $p < .05$

Student-athletes who participated in community service while in college were compared using a one-way analysis of variance. There was a significant F test comparing the value of personal status $F(1, 99) = 8.39, p = .005$. Those student-athletes with no community service experience valued personal status more than those who participated in community service while in college (see Table 30).

Table 30

Comparison of Participation in Community Service while in College on the Student-Athletes' Value Factors

Values	Yes			No			F	p
	N	M	SD	N	M	SD		
Value of Helping Others	94	49.64	9.97	7	54.90	9.75	1.82	.180

Table 30 (continued)

Values	N	M	SD	N	M	SD	F	p
Value of Personal Status	94	49.24	9.65	7	60.19	9.63	8.39	.005
Value of Family and Friends	94	50.04	10.35	7	49.45	2.59	.02	.880

Note. * $p < .05$

The number of years the student-athletes participated in community service while in college was compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that the number of years a student-athlete participated in community service while in college was similar in their value factors (see Table 31).

Table 31

Comparison of the Number of Years of Community Service in College or Not on the Student-Athletes' Value Factors

Value Year	N	M	SD	F	p
Value of Helping Others					
1 Year	22	47.65	9.56		
2 Years	20	50.50	9.82		

Table 31 (continued)

Value Year	N	M	SD	F	p
Value of Helping Others					
3 Years	26	50.36	8.55		
4 Years	18	49.32	11.20		
5 Years	7	53.63	13.48	.56	.689
Value of Personal Status					
1 Year	22	47.02	8.76		
2 Years	20	51.11	11.13		
3 Years	26	52.21	10.21		
4 Years	18	46.92	7.40		
5 Years	7	44.22	7.66	1.90	.117
Value of Family and Friends					
1 Year	22	49.43	7.55		
2 Years	20	45.63	15.65		
3 Years	26	50.48	8.11		
4 Years	18	54.10	5.84		
5 Years	7	51.49	13.68	1.71	.156

Note. *p < .05

Student-athletes who participated in service-learning while in college or did not were compared using a one-way analysis of variance. There were no statistically significant differences ($p < .05$). It appeared that student-athletes who participated in service-learning or not in college were similar in their value factors (see Table 32).

Table 32

Comparison of Participation in Service-Learning while in College or Not on Student-Athletes' Value Factors

Motivation	Yes			No			F	p
	N	M	SD	N	M	SD		
Value of Helping Others	67	50.93	8.77	34	48.17	12.01	1.73	.191
Value of Personal Status	67	50.27	9.38	34	49.46	11.25	.15	.701
Value of Family and Friends	67	49.67	9.56	34	50.64	10.94	.21	.647

Note. * $p < .05$

Student-athletes who participated in extra-curricular community service while in college or not were compared using a one-way analysis of variance. There was a statistically significant F test comparing the value of personal status for those student-athletes who participated in extra-curricular community service $F(1, 99) = 8.08, p = .005$. It appeared that student-athletes who participated in extra-curricular community service

differed compared to those who did not participate in extra-curricular service, meaning the value of personal status was more important to those who did participate in community service (see Table 33).

Table 33

Comparison of Participation in Extra-Curricular Service while in College or Not on Student-Athlete Value Factors

Motivation	Yes			No			F	p
	N	M	SD	N	M	SD		
Value of Helping Others	11	50.47	13.06	90	49.94	9.65	.03	.871
Value of Personal Status	11	57.82	10.41	90	49.04	9.58	8.08	.005
Value of Family and Friends	11	50.57	5.36	90	49.93	10.44	.04	.842

Note. * $p < .05$

Student-athletes who participated in co-curricular community service while in college or not were compared using a one-way analysis of variance. There was a statistically significant F test comparing the value of personal status for those student-athletes who participated or not in co-curricular community service $F(1, 99) = 4.56$, $p = .035$. It appeared that student-athletes who participated in co-curricular community

service had a different of value of personal status compared to those who did not participate in such service (see Table 34).

Table 34

Comparison of Participation in Co-Curricular Service while in College or Not on Student-Athletes' Value Factors

Motivation	Yes			No			F	p
	N	M	SD	N	M	SD		
Value of Helping Others	67	48.84	8.95	34	52.29	11.60	2.74	.101
Value of Personal Status	67	51.49	10.18	34	47.07	9.08	4.56	.035
Value of Family and Friends	67	50.23	8.87	34	49.55	12.06	.10	.750

Note. * $p < .05$

Student-athletes who participated in Dean-mandated community service while in college or not were compared using a one-way analysis of variance. There was a statistically significant F test comparing the values of family and friends for those student-athletes who did not participate in Dean-mandated community service $F(1, 99) = 4.31, p = .041$. It appeared that student-athletes who participated in Dean-mandated community service were different than those who did not participate in such service (see Table 35).

Table 35

Comparison of Participation in Dean-Mandatory Community Service while in College or Not on the Student-Athletes' Value Factors

Motivation	No			Yes			F	p
	N	M	SD	N	M	SD		
Value of Helping Others	95	50.06	9.87	6	48.98	12.95	.07	.797
Value of Personal Status	95	49.76	9.73	6	53.73	14.23	.89	.349
Value of Family and Friends	95	50.51	8.65	6	41.91	22.59	4.31	.041

Note. * $p < .05$

Research Question 3: What is the role of the Athletics Department in the student-athlete's willingness to participate in community service?

A dependent measures t-test was used to analyze those student-athletes whose motivation to participate in community service was through their involvement in the Athletics Department compared to those whose motivation was through a club, as an activity, or through a class.

There was a significantly higher motivation to participate in community service through the Athletics Department than through a club, $t(95) = 5.03$, $p < .001$. In addition, there was a significantly higher motivation to participate in community service through

the Athletics Department than as an activity, $t(95) = 2.51, p < .014$. Furthermore, there was a significantly higher motivation to participate in community service through the Athletics Department than as part of a class curriculum, $t(95) = 8.68, p < .001$, as seen in table 34. All of this suggests that community service through the Athletics Department was more motivating than participation through a club, an activity, or as part of a class curriculum (see Table 36).

Table 36

Dependent t -Tests of Motivations to Participate in Community Service through a Campus Club, as an Activity, Class Curriculum, or through the Athletics Department.

Comparison	N	M	SD	t	P
Campus Club	97	2.82	1.42	5.03	.001
Athletics Department	97	3.65	1.27		
Activity	97	3.26	1.26	2.51	.014
Athletics Department	97	3.65	1.27		
Class Curriculum	97	2.36	1.28	8.68	.001
Athletics Department	97	3.65	1.26		

Note. * $p < .05$

Qualitative Section of the Study

The researcher interviewed four student-athletes and five staff members from the three institutions. Those interviews were then transcribed, and the data collected identified several themes, concepts, and ideas by each interviewee. A table was created using those themes and concepts. The themes and concepts included Athletics Department influence, mandatory community service, class curriculum and career, community service after college, role model, reward and recognition, thank you, and helping others (see Appendix H & I). Specific themes or concepts are described under each research question below.

Research Question 1: What motivates student-athletes to participate in community service?

All of the student-athletes stated that helping others was an important motivation to participate in community service while in college. In addition, being a role model for young people and making a difference was strongly suggested by the student-athletes who were interviewed. Furthermore, community service participation was a mechanism for student-athletes to thank the community for their support and to build their resumes.

Mixed feelings were communicated with regard to mandatory service. One student-athlete believed strongly that community service should be mandated. When asked about their coaches' influence on their decision to participate in community service, the researcher received mixed and sometimes contradictory statements. For example, three of the student-athletes said they were required to participate, but they all had a difficult time calling it mandated. When their coach told them to select a few

service opportunities in which they wanted to participate, it did not appear to be required to them; it was just what they did.

The interviews with staff members generated responses similar to those of student-athletes. For example, staff strongly believed that community service was a mechanism to thank the community. They also confirmed that coaches had a strong influence on a student-athletes' willingness to participate in community service for a number of reasons. First, coaches participated in community service; hence, they were seen as role models to the student-athletes. Second, certain coaches asked or required their student-athletes to participate in community service, and the coaches coordinated these efforts.

On the other hand, staff brought up issues that student-athletes did not mention, for example, the status of student-athletes and the role it plays in the community and how student-athletes see themselves and their status. In addition, they inferred that the staff of the Athletics Department promoted community service as a good way to build leadership skills and help to develop the student-athletes' resumes. Finally, the staff believed that the institutions' Presidents and Athletics Directors emphasized the importance of community service and demonstrated that importance by participating in such service themselves.

Research Question 2: What values are associated with student-athletes who participate in community service?

Student-athletes stated they were motivated to participate in community service because it helped others. That same motivation was also seen as an important value to

the student-athletes, and their belief in being a good person contributed to the value of helping others.

Staff members also believed student-athletes wanted to be good citizens, and that the value of helping others was often observed in student-athletes' behaviors. One administrator said humility and discipline were also strong values. Staff members saw the student-athletes as caring individuals who wanted to be positive role models for others.

Research Question 3: What is the role of the Athletics Department in the student-athlete's willingness to participate in community service?

Student-athletes confirmed that the Athletics Departments provided opportunities to participate in community service, and those opportunities influenced their motivation to participate. That participation was motivated by several aspects of the Athletics Department. For example, interview results from student-athletes suggested that the Athletics Departments' Student-Athlete Advisory Committee (SAAC) influenced student-athlete community service. SAAC was a committee of student-athletes who represented the student-athletes to the athletics administration. SAAC had several sub-committees, and one of those committees was the community service committee. In addition, the coach was seen as a very instrumental person in a student-athlete's decision as to whether he or she participated in community service.

Mandatory community service was also discussed, and some student-athletes stated that community service was mandated by the Athletics Department. One Athletics Department required community service through a class curriculum that all freshman student-athletes had to take during their first year of college. Three of the five staff

members said their personal view was that the Athletics Department should not mandate community service, one said it should be required, and one did not comment on mandated community service.

Interviews with staff members also revealed the influence of the coaches on student-athletes' willingness to participate in community service. Often, student-athletes commented about the coaches' influence on a student-athlete's willingness to participate in community service regardless of whether the coaches provided the opportunities on their own or asked or required the student-athletes to participate. Staff also focused on the fact that a community service coordinator was available through the CHAMPS Life Skills program; hence, the Athletics Department had a tremendous impact on a student-athlete's willingness to participate.

Finally, the Athletics Department leadership used the community service program to enhance the department's image and the student-athletes' image; however, it was not the primary reason for coordinating such service.

CHAPTER 5

SUMMARY OF FINDINGS, DISCUSSION OF FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

Overview of Study

The purpose of this study was to examine (a) the relationship between community service participation by student-athletes and the motives related to such service, (b) the relationship of the values associated with the student-athletes who participated in community service, and (c) the Athletics Department's involvement related to the student-athletes' willingness to participate in such service opportunities.

The study was based on the community service research on college students by Serow (1991) and a pilot study completed by Chalk (2007) on college intercollegiate student-athletes. The data from the study resulted from a mixed methods approach. A questionnaire was completed by N=117 student-athletes (Male N=38 and Female N=79) from three different universities. In addition, data were also collected through one-on-one interviews that occurred via telephone with five staff members (Males N= 2 and Females N= 3) and four student-athletes (Males N=2 and Females N=2) from the three universities.

Research Questions

The following research questions were examined in this study:

1. What motivated student-athletes to participate in community service?
2. What values are associated with student-athletes who participate in community service?

3. What is the leadership role of the Athletics Department in the student-athletes' willingness to participate in community service?

Summary of Findings

Following is a summary of findings for this study in regard to the first question.

1. Intercorrelations of the motivation variables suggested six motivation factors:
 - a. Motivation by asking;
 - b. Motivation by social responsibility;
 - c. Motivation by being required;
 - d. Motivation to volunteer with intrinsic reward;
 - e. Motivation for career experience; and
 - f. Motivation through participation in a group/organization.
2. The six motivation factors generated statistically significant relationships at the $p < .05$ level. The following relationships were statistically significant:
 - a. ANOVAs Comparing Income and Motivation Factors
 - i. Motivation to Volunteer with Intrinsic Reward (higher for student-athletes whose perceived income was low)
 - ii. Motivations for Career Experience (higher for student-athletes whose perceived family income was middle)
 - b. ANOVAs Comparing Number of Years of Church Community Service Prior to College on Motivation Factors
 - i. Motivation through participation in a group/organization (0 years significantly different than 5 years participation)

- c. ANOVAs Comparing Participation in Co-Curricular Service in College or Not Participating on Motivation
 - i. Motivation by Being Required (higher for those who had participated in Co-Curricular)
3. In regard to the second question, intercorrelations of the value variables suggested three value factors as follows:
 - a. Value of helping others;
 - b. Value of personal status; and
 - c. Value of family and friends.
4. The three value factors generated statistically significant relationships at the $p < .05$ level. The following relationships were statistically significant:
 - a. ANOVAs Comparing Gender on their Value Factors
 - i. Value of Personal Status (higher for males student-athletes)
 - b. ANOVAs Comparing Father Volunteering on Value Factors
 - i. Value of Personal Status (higher for student-athletes whose fathers did not volunteer)
 - c. ANOVAs Comparing Mother Volunteering on Value Factors
 - i. Value of Personal Status (higher for student-athletes whose mothers did not volunteer)
 - d. ANOVAs Comparing Income on Value Factors

- i. Values of Family and Friends (student-athlete's whose perceived middle income was higher than high income but not low income).
- e. ANOVAs Comparing Number of Years of Church Service Prior to College on Value Factors
 - i. Value of Helping Others (5 years church service was higher)
- f. ANOVAs Comparing Participation in Mandated Service Prior to College on Value Factors
 - i. Value of Family and Friends (student-athletes who had no mandated service were higher)
- g. ANOVAs Comparing Community Service Participation in College and Value Factors
 - i. Value of Personal Status (student-athletes with no community service had a higher value of personal status)
- h. ANOVAs Comparing Participation in Extra-Curricular Service in College or Not Participating on Value Factors
 - i. Value of Personal Status (student-athletes who did participate in extra-curricular service were higher)
- i. ANOVAs Comparing Participation in Co-Curricular Service in College or Not Participating on Value Factors
 - i. Value of Personal Status (student-athletes who did participate in co-curricular service were higher)

- j. ANOVAs Comparing Participation in Dean's Mandatory Service in College or Not Participating on Value Factors
 - i. Value of Family and Friends (student-athletes who did participate in dean mandated service were higher)
5. Returning to the findings for the first question and in relation to question three, there was statistical significance on the motivation to participate in community service by comparing participation through the Athletics Department to participation through a campus club, as an activity, or class curriculum.
- a. Community service participation through the Athletics Department was higher than participation through a campus club, as an activity, or through class curriculum.
6. Interview results with student-athletes suggested that
- a. The Athletics Department influenced a student-athletes' willingness to participate in community service;
 - b. Helping others was important to student-athletes;
 - c. Being a positive role model was important to student-athletes;
 - d. Career experience or resume building was important to student-athletes;
 - e. Some student-athletes believed community service should be mandated, and others believed it should be voluntary;

- f. Participation in community service was a way to thank the community for its support; and
 - g. A coach influenced student-athletes in their decision to participate in community service.
7. In regard to question three, interview results with staff members suggested the following:
- a. Community service was required for some student-athletes;
 - b. A majority of staff members believed community service should not be required;
 - c. Community service was seen as a mechanism to thank the community;
 - d. Staff members “sold” community service to student-athletes by telling them it developed strong leadership skills and was a mechanism to boost their resume;
 - e. Caring for others, helping others, discipline, and humility were values that staff believed student-athletes possessed;
 - f. The student-athletes’ status was important in the community service process;
 - g. The Athletics Departments used its community service program to promote the image of the student-athletes and the department;
 - h. Coaches influenced student-athletes’ decision to participate in community service;

- i. The NCAA required Division I Athletics Departments to have a CHAMPS Life Skills Program, and community service was a component of that program;
- j. The Student-Athlete Advisory Committee (SAAC) was instrumental in promoting community service; and
- k. The institution leadership, President and Athletics Director, promoted community service by their own participation in community service and through the department policies.

Discussion of Findings

Research Question 1: What are the motivations for student-athletes to participate in community service?

The student-athlete motivation variables analyzed using Pearson Product Moment Correlations suggested several statistically significant relationships. Because of the overwhelming number of statistically significant relationships, the researcher could not determine meaningfulness from the data. Hence, further examination of the data was conducted using factor analysis, and that analysis identified six motivation factors for further examination: (a) motivation by asking, (b) motivation by social responsibility, (c) motivation by being required, (d) motivation to volunteer with intrinsic reward, (e) motivation for career experience, and (f) motivation through participation in a group/organization. These motivation factors provided new data for the types of motivations that have resulted from empirical research regarding community service participation in college, specifically participation by student-athletes.

Research has suggested several motivations for participation in community service in college, and one of those motivations was helping others (Astin & Sax, 1998; Chalk, 2007; Serow, 1991). During the interviews with student-athletes, all four student-athletes (Male N=2 and Female N=2) referenced the motivation of helping others. Student-Athlete No. 3 stated, "I participate in community service to help others as well as the personal satisfaction I get out of helping others." Other motivational reasons have been linked to affiliation, ego, altruism, guilt, or social values that the person internalized, such as spirituality or being a good humanitarian (Hodgkinson & Weitzman, 1984). Furthermore, research has suggested that those who volunteer become more socially responsible (Astin et al., 1999). In this research study, it appeared that several of the motivation factors could also be viewed as student-athlete values. It is feasible that some students chose to participate in community service because of a sense of social obligation in addition to altruism (Fitch, 1991a). This sense of obligation can be heard in Student-Athlete No. 4's statement that suggested community service was one way to give back to the community and say thank you for all of their support. She stated, "It is a way to show our appreciation." In addition, one staff member said she had once heard a student-athlete say, "You know, these fans support us so this is the least we can do to help them."

As mentioned earlier, in a study conducted by Serow (1991), the five most predominately named motivations were sense of satisfaction from helping others (80%); involvement through club, activity, or class (56%); duty to correct societal problems (54%); meeting people (49%); and acquiring career skills and experience (42%). Two

additional motivations not included in the top five but considered relevant were someone asked me (24%) and repayment of service previously received (7%).

Specific to student-athlete community service, Chalk's (2007) pilot study found that the Athletics Departments' helped create service opportunities, which in turn helped motivate the student-athletes to participate. Research has suggested that college student-athletes and college students not affiliated with intercollegiate athletics programs were likely to participate in community service because they enjoyed helping others, had strong values associated with friends and family, or were involved in an organization that promoted such service (Astin & Sax, 1998; Chalk, 2007; Serow, 1991)

Because the NCAA requires all Division I athletic programs to have a community service program through the CHAMPS Life Skills program, the Athletics Department's impact on community service is high. The CHAMPS Life Skills Program emerged in the early 1900s (NCAA, 2007), about the same time student affairs professionals began to emphasize the whole student and the concept of student development came to the forefront of institutional discussions (Fitch, 1991a). Student-Athlete No. 1 enjoyed the community service competition among teams created within the Athletics Department. He stated, "A little competition made participation in community service fun and it was more cool, like, to be in a race." Student-Athlete 2, said, "Athletics was the catalyst for me getting involved initially," and Student-Athlete 3 suggested that because of his involvement in athletics, the athletics community service program allowed him to make a larger impact in his community service outreach. On the other hand, the same student-athlete suggested that the Athletics Department could have done more to promote

community service. He said they provided the opportunities, but the student-athletes had to search them out, and often the Athletics Department did not let them know what was happening. In contrast, Staff Member 2 suggested that at his institution, the student-athletes were presented with several opportunities to make it easier for them to participate. In addition, their Student-Athlete Advisory Committee (SAAC) has a subcommittee devoted to outreach, and they promote it with all the student-athletes.

This study looked at the breadth and depth of student-athlete community service involvement at the collegiate level and the influence that other variables could have on the motivation of student-athletes to participate. For example, the student-athletes whose perceived family income while growing up was low, had a higher motivation to volunteer with intrinsic reward than those with perceived high income levels. In addition, those student-athletes whose perceived family income was in the middle, had a difference (higher) in the motivation for career experience compared to those with low and high perceived family incomes. Research has suggested that community service participants have generally come from high or middle socioeconomic families rather than from modest backgrounds (Serow et al., 1990). This study indicated that student-athletes from low-income families did participate, and one of their motivations was based on intrinsic reward. On the other hand, the student-athletes who came from modest backgrounds identified career experience as an important motivation in their participation. Research has also suggested that students who participated in community service were more likely to choose service-related careers (Astin et al., 2000). Furthermore, voluntary service has

afforded opportunities to acquire various skills such as interpersonal skills, career experience, and time management (Serow et al., 1990).

Student-athletes were asked if they participated in community service associated with a religious organization prior to college, and if so how many years. The data acknowledged that 49% of the student-athletes had indeed participated in community service through a religious organization prior to college. Research has suggested that religion was a major motivating factor for participation in community service (Serow & Dreyden, 1990). Another, an important predisposing factor for participation in community service in college was whether or not students participated in community service during their high school years (Astin & Sax, 1998; Vogelgesang & Astin, 2000). In this study, it was observed that those student-athletes who had no church community service prior to college had a higher motivation to participate in community service through a group or organization in college, compared to those who had participated in five years of church community service prior to college. This finding was specific to those who had participated in church community service prior to college. One would think those who participated in church service would view that involvement as participation with a group or organization, yet those who did not participate in church service were more motivated to participate in community service through an organization or group. On the other hand, one of the six motivation factors identified from the factor analysis was motivation through participation in a group or organization; this motivation was instrumental in motivating the student-athletes who participated in this study.

The student-athletes who indicated they participated in community service in college were asked to rank the motivation of that participation on the various types of community service. For example, they ranked the motivation to participate through a campus club, as an activity, as part of class curriculum, or through the Athletics Department. Student-athletes who participated in co-curricular service implied that the motivation of being required was significantly higher than those who did not participate in co-curricular service while in college, and motivation by social responsibility was reaching statistical significance for those who did not participate in co-curricular service while in college compared to those who did not. Some have proposed that service-learning could be considered co-curricular service because not all learning occurs in the classroom (Jacoby, 1996). With that said, service-learning according to Chalk's (2007) Community Service Model was considered a required type of service which agrees with the findings in this study. Research has suggested that co-curricular service programs can be designed to enhance leadership development if they are designed more like service-learning courses, and research has suggested that this produced the same effects in students (Astin et al., 2000; Vogelgesang & Astin, 2000).

Research Question 2: What values are associated with student-athletes who participate in community service?

The student-athlete value variables analyzed using Pearson Product Moment Correlations suggested several statistically significant relationships. Because of the overwhelming number of statistically significant relationships, the researcher could not determine meaningfulness from the data. Although the data were significant, the

researcher was unclear as to how to describe the results. Hence, further examination was conducted using factor analysis and that analysis identified three value factors: (a) value of helping others, (b) value of personal status, and (c) values of family and friends. These value factors provided new data for the types of values suggested from empirical research regarding community service participation in college, specifically participation by student-athletes. With regard to values, volunteers have been seen as more empathetic, having higher self esteem, being more emotionally stable, and having more internalized moral standards than non-volunteers (Fitch, 1991a).

As mentioned above, the motivations factors suggested four statistically significant findings; on the other hand, the value factors appeared to have 10 statistically significant findings. The research on the value factors clearly speculated that the value of personal status was important to student-athletes as it related to various independent variables; specifically, the value of personal status was statistically significant six times throughout the analysis. In addition, the value of family and friends was identified three times as being significant, and the value of helping others was identified as being important at least one time.

Volunteering during college has produced five value outcomes after college: helping others, participating in community programs after college, participating in environmental cleanup programs, promoting racial understanding, and creating a meaningful life philosophy (Astin et al., 1999). As seen above, helping others was also suggested in this study. Student-Athlete No. 4 stated, "It is about helping other kids that don't have a lot of opportunities, maybe helping them to see the things that they can do

through sports or through other activities that they might enjoy.” To elaborate on that, Staff Member No. 3 stated that participation in community service was about the student-athletes’ character and how they grew up reaching out to people.

Male and female student-athletes were compared using an ANOVA, and the value of personal status was significantly higher for male student-athletes compared to female student-athletes. Research has suggested that female students are more likely to volunteer than male students (Fitch, 1991a; Serow et al., 1990; Trudaeu & Devlin, 1996). Women’s high participation appears to fit the traditional feminine stereotype of more caring and service oriented people (Fitch, 1991a), and in this study the value of personal status suggested that men may appreciate recognition, wealth, or celebrity status more than women. Student-Athlete No. 3 commented that he was not a high-profile athlete but that if a higher-profile student-athlete participated in community service, it would be a big deal and a lot of people would pay attention to it. Staff Member No. 2 elaborated on the fact that student-athletes have status in the community and that status allowed them to be a positive influence in the community. He postulated that their celebrity status allowed people to look up to them, and that in itself could be very intoxicating to the student-athlete. Research has suggested some prosocial behaviors, for example volunteering, are influenced by both egotistic and altruistic motivations (Trudaeu & Devlin, 1996). This personal status value for male student-athletes, could be related to the fact that they are student-athletes and competition and recognition are part of the athletic culture.

Student-athletes whose fathers volunteered were compared to those whose fathers did not volunteer, and the value of personal status was significantly higher for student-athletes whose father did not volunteer. Similarly, student-athletes whose mothers volunteered were compared to those whose mothers did not volunteer, and the value of personal status was significantly higher for student-athletes whose mothers did not volunteer.

Student-athletes whose perceived income levels were low, middle, and high were compared, and the value of family and friends was significantly different (lower) for those student-athletes whose perceived family income was high compared to middle and low income, but low income and middle income were not significantly different.

Research has suggested that community service participants were generally more likely to be from high or middle socioeconomic backgrounds (Serow et al., 1990). This research suggested that student-athletes from middle and lower socioeconomic families valued family and friends more than those with high socioeconomic status. The Chalk (2007) study results suggested that family was the number one value of student-athletes, and friendship was considered the number two value of importance to student-athletes.

Student-athletes' community service prior to college was analyzed. Those student-athletes who had five years of church community service had a higher value of helping others compared to those with no years of church community service. The value of helping others was also seen as a motivation in this study. Helping others had the highest Eigenvalue in the motivation factors. In this study, it appeared that helping others was both a motivation and an important value to student-athletes. In particular, those who

participated in service through church prior to college valued helping others compared to those who did not. Research has suggested that spirituality was strongly and positively associated with community service, regardless of the type of institution one attended (Serow & Dreyden, 1990). Furthermore, a by-product of community service participation was that students became strongly committed to helping others. Also involvement in religious activities in high school appeared to be a predisposing factor in whether a student would participate in community service in college (Astin & Sax, 1998).

Student-athletes' mandated community service prior to college was analyzed, specifically court-mandated service. In this study, six student-athletes had participated in court-mandated community service prior to college, one for one year, three for two years, one for three years, and one for five years. The value of family and friends was more important to those who did not participate in court-mandated service compared to those who did. In the Chalk (2007) Community Service Model, court-mandated community service was considered mandatory service that would be considered part of the extra-curricular/generic service. Some researchers have implied that mandatory community service was viewed as a type of penal servitude and that it was believed that such service would make individuals not value or believe in the true meaning of community service (Colvin & Holt, 1998). Although previous research has not associated a person's values with mandatory service, this research would insinuate that those who have not participated in court-mandated service had a higher value of family and friends compared to those who did. It should be noted that the number student-athletes who did participate

in court-mandated service prior to college was relatively low, and because that number was low, it should not be generalized.

Student-athletes who participated in community service in college were compared to those who did not participate, and those student-athletes who did not participate in community service were statistically higher with regard to the personal status value compared to those who did. As stated in Chapter 4, in the sample population, only seven student-athletes did not participate in community service during college. This finding suggested that students who did not participate in community service in college were more concerned with wealth, new experience and pleasure, and professional satisfaction.

Student-athletes in this study were asked in what types of community service they had participated while in college; the student-athlete could select one or all types of service they had participated in while in college. Of the 117 student-athletes who answered that question, 35 (30%) participated in service-learning, 101 (86%) participated in extra-curricular service, 36 (31%) participated in co-curricular service, and 6 (5%) participated in Dean-mandated community service. Three of those specific types of community service resulted in statistical significance with regard to the value factors. First, the student-athletes who participated in extra-curricular service had a statistically higher difference compared to those who did not with regard to the value of personal status. Second, student-athletes who participated in co-curricular service in college also had a statistically higher difference of personal values compared to those who did not. Finally, student-athletes who did not participate in Dean mandated community service in college had a higher value of family and friends compared to those who did participate in

Dean-mandated community service. College is a time for significant change in students (Cohen, 1994), and this research has suggested that via the institutional influence, these students are developing and changing.

Research Question 3: What is the leadership role of the Athletics Department in the student-athletes' willingness to participate in community service?

The Athletics Departments at each institution were considered a part of the institutional structure. Hence, what the Athletics Department did and what it promoted represented the institution, not only the Department but the student-athletes. Some believe that a university should foster community outreach and that a sense of humanitarianism be represented throughout the institution (Fitch, 1991a). "There is no reason for a university to feel uncomfortable in taking account of society's needs; in fact, they have a clear obligation to do so" (Jacoby, 1996, p. 3). Others believe it is the responsibility of a university, as part of the community, to reach beyond the campus boundaries (Cohen, 1994).

In this study, there was a significantly higher motivation to participate in community service through the Athletics Department than through a club, as an activity, or as part of a class curriculum. This suggested that community service through the Athletics Department was more motivating than participation through a club, an activity, or as part of a class curriculum. These quantitative results suggested that the involvement of an institution is influential in creating opportunities and motivation for student-athletes to participate in community service. Although not much research has been completed on student-athlete community service, research on general student populations does exist.

Some general students have felt that universities were too big, that one could not find service opportunities easily, and that if service opportunities were accessible more students would participate (Jones & Hill, 2003).

Universities have three missions: research, teaching, and service (Harkavy, 1993). Some believe that in order to help create responsible citizens, academic institutions need to foster democracy, civic mindedness, and public concern. The American university is a place that strategically can focus on the up-and-coming community service movement (Harkavy, 1993).

Research from more than a decade ago indicated that institutions were organizing and coordinating community service opportunities to increase students' personal development and enhance important relationships between the institution and the community (Serow & Dreyden, 1990).

Athletics Departments' leadership has also used the community service program to enhance the image of its departments and of its student-athletes. Several comments throughout the interviews with student-athletes and staff indicated that media have been used to promote the student-athletes' involvement in the community. Almost 20 years ago, research suggested that media reports contributed to an increase in community service (Serow & Dreyden, 1990).

Because the NCAA requires all Athletics Departments to provide community service opportunities, the athletic departments that report to the NCAA are leading the way in helping to improve opportunities that enhance the local communities, improve the institution's image, and assist in the personal development of its student-athletes. It is

clearly an important function of the NCAA to have Athletics Departments offer such community service opportunities. Through observations of NCAA videos that promote community service and award nominations that include sections for community service and interviews with student-athletes and staff, community service has become an integral part of the department and institution. Perhaps the NCAA has learned from researchers who have suggested that colleges and universities understand altruism is imperative for institutional development (Harkavy, 1993). Additionally, some feel that institutions have failed to provide citizenship training or education believed to be the responsibility of colleges (Cohen, 1994). However, in 1985, university Presidents pledged to encourage and support community service programs at their institutions, and Campus Compact: The Project for Public Community Service was created (Jacoby, 1996). The culture of the campus is represented by its students. If the institution values community service, then the students who attend it will also value such service. These individual and institutional traits are associated with community service and related to the interactions among students and the campus characteristics (Serow & Dreyden, 1990).

Findings Linked to Four Educational Leadership Theories

In this study, the findings are inextricably linked with four educational leadership theories and models. These educational leadership theories and models are represented in the work of Herzberg (1959), Fullan (2001), Bolman and Deal (2003), and Blanchard and Hersey (1972). The findings are reflected in the constructs of student-athletes, administrators, and institutions. The relationship of these theories and models to the constructs are depicted in Table 37. Overall, the theories and models are constructs have

some overlap yet, they vary to a certain degree when compared to each other. The checked columns depict relationships of theories and models to the student-athletes, administrators, or institutions.

Table 37

Study Finding Constructs related to Leadership Theories and Models

Leadership Theories/Models	Student-Athletes	Administrators	Institutions
Student-athlete			
Motivation (Herzberg, 1959; Fullan, 2001)	X	X	
Human Relations (Blanchard & Hersey, 1972, Bolman & Deal, 2003)	X	X	X
Organizational Motivation (Bolman & Deal, 2003; Fullan (2001)		X	X

Herzberg (1959) theory of motivation is tied to the constructs of student-athletes and administrators. For example, Herzberg's (1959), motivational theory, which included achievement, recognition, work itself, responsibility, advancement, and personal growth, are all aspects the findings have suggested in this study, not only about the student-athletes' participation in community service, but also about the administrators' role in motivating or influencing such behavior.

In this researcher's opinion, the student-athletes can be viewed almost as employees of the institution, and the components of Herzberg's (1959) motivational theory appeared in some form in the study. For example, achievement and recognition are characteristics of the value of personal status, the work itself is an element of motivation to volunteer with intrinsic reward, responsibility can be observed in motivation by social responsibility, advancement is noticed in motivation for career experience, and personal growth are elements of the value of helping others and motivation for career experience.

One can speculate that the student-athletes represented the Athletics Department through their service to the community and were motivated by the same fundamentals described in Herzberg's (1959) motivation theory. For example, Staff No. 5 postulated that when the administrators within an Athletics Department informed freshman student-athletes that community service could build their resume, student-athletes were more likely to participate. Hence, enhancing their skills and utilizing community service as a mechanism to build ones resume. The researcher can also provide an educated guess that student-athletes are competitive individuals who may have received a great deal attention from fans, alumni, community leaders, and other students and they enjoyed the

recognition given to them by those groups. This type of attention could contribute to their value of personal status and their competitive nature to want professional satisfaction and material wealth based on the culture by which they have been surrounded. Based on Herzberg's motivation theory, the value of personal status and the student-athletes' desire for material wealth are features of achievement and recognition. These motivations of achievement and recognition can also be observed in the motivation factor for career experience.

Staff members are also motivated by the student-athletes' success and how that success reflects upon them and the institution. For example, a coach mandating his or her student-athletes to participate in community service could be presenting an opportunity for the student-athletes to participate in a responsible act or perhaps they wanted the team to receive some outside recognition such as media attention, in hopes of selling more tickets. That motivation is what is driving the coach to mandate the service. As mentioned in the interviews, several of the student-athletes did not interpret a coach telling them to participate in community service as a requirement and viewed it more as something "they just do."

Another construct found in this study related to the institution, specifically, the Athletics Department. Athletics Departments are organizations that change often. Coaches are fired, athletic directors retire, student-athletes leave early for professional sports, injuries affect a student-athlete's eligibility occur, and scholarships are taken away. The organizational structure of an Athletics Department is consistently revolving and Fullan's (2001) change theory could be implemented on a day-to-day basis within the

organization. Change theory included the elements of moral purpose, understanding change, relationship building; knowledge creating, and sharing, and coherence making. A leader must hold people accountable and create an organization conducive to learning (Elmore, 2000); and it needs to be led by people who can inspire others (Goffee & Jones, 2006).

Fullan's (2001) change model illustrated how knowledge creation and sharing, and moral purpose were elements of change theory. The results of this study, suggested the student-athletes' fifth motivation factor was motivation for career experience. Boosting resumes, gaining work experience, and acquiring new skills can be viewed as knowledge creation and sharing. Student-athletes have stated that being a role model was important to them; thus, when they participated in community service and interacted with young people, and they had an opportunity to set an example and share their experiences in hopes of someone else learning from them.

Student-athletes strong desire to help others demonstrated the student-athletes' moral purpose. The value of helping others had the highest Eigenvalue of all values. Because the athletic directors within the Athletics Departments placed community service as an important part of the CHAMPS Life Skills Program, the value of community service is seen within the organization and by the student-athletes. Early on, the researcher indicated that 75% of the total student-athlete population at all three institutions participated in community service. This figure suggested that student-athletes valued community service, and their belief in helping others was important. In addition, motivation by social responsibility was one of the six motivation factors that resulted

from the study, which suggested that student-athletes' willingness to help others, ability to witness their parents as positive examples, hope or duty to correct societal problems, and their spiritual beliefs influenced their moral purpose.

It is possible that all four of Bolman and Deal's (2003) organizational frames are linked to this study; those frames include: the structural frame, human resources frame, political frame, and the symbolic frame. These frames are clearly articulated in a student-athlete's willingness to participate in community service, how the coordinators of such service organize the program, and the institutional benefits received from such community service participation. The researcher speculated that the human resources frame influenced whether or not a student-athlete would participate in community service; at the same time, the same framework would appear to influence the student-athlete's values of helping others. The human resources frame is grounded on building relationships. In this study the institution's relationship with the community is important, the student-athletes' relationships with the administrators and vice versa are central to the student-athletes' motivation factors of being asked and being required, and the values of helping others and family and friends elucidates the importance of those relationships as well.

Furthermore, the structural frame connected well with the fact that the NCAA requires Athletics Departments to have community service programs. This study suggested that motivation through participation in a group or organization influenced a student-athletes' decision to participate in community service. Every student-athlete interviewed in the study reinforced this finding by articulating that the athletics

department's willingness to provide community service opportunities made it easier for them to participate and that the athletics department program motivated their participation.

Although the NCAA does not mandate the type of program, it does mandate, by policy, that such a program exist within the organization. Each institution's policies influenced the type of program. For example, in this study, one institution required service as part of a class curriculum for all freshman student-athletes, yet Staff No. 2, from that same institution did not believe community service should be required. Students in a study by Jones and Hill, (2003) believed requiring community service had unintended consequences. In many cases the original intention was good, but it ended with students fulfilling a requirement with no consideration for the service being completed.

The mandated service requirement mentioned above influenced the political frame because one could speculate that even though this particular administrator did not personally believe community service should be required, the department's leadership must have enforced it because it was part of a class curriculum being offered for all freshmen student-athletes. Furthermore, one student-athlete believed that the institution used student-athletes to promote the school and the Athletics Department. While, he did not appear to be resentful of such political moves, he believed as a student-athlete, it was part of being a public figure.

The symbolic frame related to the culture of the organization, and the values of the organization influenced the culture. It appeared that winning and competition were

cultural aspects of an Athletics Department. At the same time, tradition and history influenced the culture. Student-Athlete No. 3 said he watched other student-athletes participate in service and witnessed how much they enjoyed making a difference. From his viewpoint, it was something he wanted to emulate. At the same time, many student-athletes commented on the opportunity to say thank you to all those who had supported their career and their education. It would be an educated guess to state that the student-athletes and staff associated with community service want the community to feel appreciated and to recognize the tradition of fan support for the athletics programs is important to both.

Finally, Blanchard and Hersey's (1972) situational leadership theory was mentioned early as an educational leadership theory that influenced how people reacted as leaders and followers. The researcher considered aspects of this theory in evaluating how student-athletes reacted to mandated service by the department and/or their coach. The characteristics of the directing and coaching styles of leadership were viewed in the administrator and the student-athlete. The motivation factors of motivation by asking; motivation by being required, and motivation through participation in a group/organization all relate to the directing and coaching styles of situational leadership.

Motivation by asking has the highest Eigenvalue which indicated the student-athletes were most influenced by that direction. The researcher also believes this relates heavily to Bolman and Deal's (2003) human resources frame as well. The asking of a student-athlete to participate in community service could be from a fellow student, coach, administrator, or faculty member, and the researcher speculated that a positive

relationship must be established with the student-athlete and the asker in order for the student-athlete to be motivated to participate. To further elaborate upon the situational leadership model, the researcher also considered the role of delegation with the role of the administrators. Some programs in this study facilitated the community service process, by listing opportunities, the student-athletes, based on their moral character or previous experiences, participated in the service opportunities provided. The coordinator in this instance did not mandate the service, did not reach out and asks the student-athletes to participate, but rather, provided the opportunity hence like a supervisor to a subordinate, they delegated it.

In relationship to an educational leadership theory, student-athlete community service participation contributed to understanding the institutional functions, administrators' behaviors and the motivation and values of student-athletes. In addition, educational leadership theories help to understand how the leadership of an institution structures the community service participation within the organization and how the implementation of such policies influenced the implementation.

Therefore, a university and the Department of Intercollegiate Athletics must use the human relations, organizational structure, and motivation theories effectively to support the student-athletes (similar to employees) in gaining from the experiences of community service.

Conclusion

The information in this study describes some key components of student-athletes' views of participating in University community service activities. While there were many significant findings, the researcher highlights four findings with foremost implications on institutions and student-athletes.

1) Athletics Department's Involvement in Community Service Benefits the Entire University.

Because of the policies of the NCAA, each Division I University must provide a community service component as an element of its CHAMPS Life Skills Program. Coaches and administrators use this policy to encourage student-athletes to take advantage of their high profile status in the university and participate in meaningful and valuable community service activities on and off campus. These activities were welcomed in the community, enhanced town and gown relationships, and yielded positive public relations for the student-athletes, the Athletics Department and the University.

2) The view on Mandated Community Service within the Athletics Department

This study implies that values and motives sensed by student-athletes while participating in community service activities transcended the mandated or required nature of community service policies of the Athletics Department. The researcher believes because of the athletics culture student-athletes' view of community service was different from other students in the university. The reasons for this view were:

- Service opportunities were provided to student-athletes hence it is easier for student-athletes to participate in such opportunities.
- Often times, student-athletes were asked or required to participate in organized community service opportunities by a staff member or a coach.
- The findings in this study indicated that student-athletes believed when someone asked or required them to participate in community service, it was just something they did as a student-athlete.
- Mandatory community service was not often viewed as a negative activity, but more as an obligation or a part of the role of being a student-athlete. Results from this study, pointed out that student-athletes appreciated the support of their fans and wanted to thank them by giving back to the community.

3) Importance of the Motivation and Value Factors to Student-Athletes

Student-athletes indicated that six motivation factors and three value factors played a role in their community service participation. However, the value of helping others was by far the most often mentioned reason for participating in community service. Clearly, regardless of the demands of academics and athletics on the student-athletes time, they carved out extra time to make a difference in someone else's life – to help someone feel good. This study demonstrated the motivations and values of community service to the student-athletes.

4) Value of Personal Status

The Value of Personal Status was statistically significant six times throughout this study. The researcher believes that the student-athletes surely appreciate their personal

status. It is important to note that the value of personal status had higher statistical significance for males than females who participate in community service. The researcher can speculate that because of the athletics culture and males participating in higher profile revenue generation sports connected to professional teams, male student-athletes may have had an inflated value of personal status more so than female student-athletes. Nonetheless, male and female student-athletes valued the personal status gained by participating in community service.

Recommendations for Future Research

Recommendations for future research are detailed below:

1. This research study was limited to three institutions, and the sample size of the qualitative portion consisted of a small pool of people. Also, other conferences in the NCAA could broaden the population pool. A broader sample size across several conferences is recommended.
2. A low number of student-athletes who did not participate in community service participated in this study. It is recommended that future research includes more non-community service participants to compare to those who do participate in community service.
3. The motivation factors and values should be used in future research.
4. Minority student-athletes participate in community service, yet very few participated in this study. Future research could use the same motivation and value factors with only minority student-athletes in the sample population.

5. Future research could examine community service by male student-athletes only and also could compare those student-athletes within each sport.
6. Future research could examine community service by female student-athletes only and also could compare those student-athletes within each sport.
7. Mandatory community service could be further studied; specifically, a qualitative study could focus on such service and how it relates to coaches.

APPENDIX A
SUMMARY OF INSTITUTIONAL REQUIREMENTS FOR PARTICIPATION IN
STUDENT-ATHLETE COMMUNITY SERVICE STUDY

Researcher: Phoebe T. Chalk – Assistant Athletics Director, The University of Arizona and Doctoral Candidate - College of Education (pchalk@arizona.edu or 520-621-4263)

Purpose of Study: To identify the motivations and values associated with student-athletes who participate in community service and to determine what the role is of the Athletics Department in the student-athletes' willingness to participate in community service.

Institutions: Need to identify three Division IA institutions, from three different conferences, whose athletic department is willing to participate anonymously in this study.

Data Collection Dates: March – September 2008 and dissertation completion date December 2008

Type of Data Collection: Student-athletes will be asked to complete an online survey and those who are willing to participate in one-one-one interviews will do so with researcher via the telephone. In addition, the athletics department will be asked to complete a written survey on demographic data and to identify two administrators (those involved with community service and one senior level administrator) to be interviewed via telephone.

Length of time to take survey and be interviewed:

Student-athlete – Online Survey – 10 minutes

Student-athlete – One-one-one Interview – 20 minutes

Athletics Department Demographic Data – Depends on how readily available data is, but an estimated 30 minutes of your time

Administrator – One-on-one Interview – 20 minutes

Athletics Department Responsibilities for Implementation:

1. Agree to participate and submit a letter stating that agreement (researcher can draft letter).
2. Identify a person or multiple people with whom the Researcher can work with to:
 - a. Distribute an email to the student-athletes
 - b. Complete a demographic survey which includes information of community service participate in 2007-08 and demographic data on your student-athlete population.
3. Identify two people I can interview on the athletics department staff.

All information will be kept confidentially. Contact is Phoebe Chalk at

pchalk@arizona.edu or 520-621-2331.

APPENDIX B
E-MAIL REQUESTING PARTICIPATION
MOTIVES AND VALUES ASSOCIATED WITH PARTICIPATION IN
STUDENT-ATHLETE COMMUNITY SERVICE

Hello Student-Athletes:

I am e-mailing you to invite you to take part in a research study. Please read the information below to help you decide whether or not to take part. If you decide to take part in this study, please click on the link that indicates so, and you will be directed to the quick online survey (it will take approximately 10 minutes).

What is the purpose of this research study?

The purpose of this study is to determine the reasons student-athletes choose to participate in community service and the personal values student-athletes find important. For the purpose of this study, *community service* is the umbrella term for volunteer work (not paid) in the community. *Community* is defined as neighborhood, state, national, and global community. A person could participate in one or more of the following types of community service opportunities. There are four different types of community service:

1. Service-learning: Volunteer work that is associated with a classroom curriculum and has a reflection component.
2. Extra-curricular/Generic Service: Volunteer service or activity done outside of the classroom; it could be coordinated through a student club, religious organization, fraternity/sorority, college, department (athletics, marketing, etc.), or honorary group or could be done independently.

3. Co-Curricular Service: Volunteer service that can also be part of extra-curricular or generic service but is done through a leadership program and has some type of reflection component (discussion with other students, staff member, etc.).
4. Mandatory or Required Service: Community service that may be a part of any of the previously mentioned service types, but it is required service because someone told you had to do it, it was required for a class, or you were given such service to fulfill a punishment obligation.

Why are you being asked to participate?

You are being invited to participate because I want to research a group of student-athletes who meet the qualifications for the study. You must be over 18 years of age.

How many people will be asked to participate in this study?

Approximately 1,200 student-athletes will be asked to participate in this study, with the hope of 100 agreeing to participate.

What will happen during this study?

Once you agree to participate, you will be asked to complete an on-line survey. The first portion will ask for demographic information and whether or not you have participated in community service. If you have participated in community service activities, you will be asked to rate the reasons for such participation. The second portion will be given to all students whether or not they have participated in community service; it will focus on participants rating their personal values.

The second part of the study involves interviews with those individuals who checked the box “Are you willing to participate in one-on-one interviews.” I will contact each individual to schedule a 20-minute telephone interview.

How long will I be in this study?

To complete the survey – 10 minutes

Interview – 20 - 30 minutes

Are there any risks to me?

There are no personal risks to participating in this study. At certain times, depending on your perception of the questions being asked, you may feel uncomfortable, but all information provided is guaranteed to be anonymous and will not be associated with you by name.

Are there any benefits for me?

There are no monetary benefits.

Will there be any costs to me?

Aside from your time, there are no costs for taking part in the study.

Will I be paid to participate in the study?

You will not be paid for your participation in this study.

Will video or audio recordings be made of me during the study?

Should you agree to be interviewed, I will make an audio recording of the interview to make certain your responses are recorded accurately.

Will the information that is obtained from me be kept confidential?

The only persons who will know that you participated in this study will be the research team members: Principal Investigator, Phoebe Chalk, Advisor, Dr. John Taylor, a research assistant and the transcriber.

Your records will be confidential. You will not be identified in any reports or publications resulting from the study.

May I change my mind about participating?

As mentioned earlier, your participation is voluntary, and you may decide to not begin or stop the study at any time. Refusal to participate will have no effect your status as a student-athlete. You may discontinue your participation with no personal consequences to you.

Who can I contact for additional information?

You can obtain further information about the research or voice concerns or complaints about the research by calling the Principal Investigator, Phoebe Chalk, Ed.D. Candidate, at (520) 621-4263. If you have questions concerning your rights as a research participant; have general questions, concerns, or complaints, or would like to give input about the research and can't reach the research team; or want to talk to someone other than the research team, you may call the University of Arizona Human Subjects Protection Program office at (520) 626-6721. (If out of state use the toll-free number, 1-866-278-1455.) If you would like to contact the Human Subjects Protection Program by email, please use the following e-mail address

<http://www.irb.arizona.edu/suggestions.php>.

Your Signature

By clicking on the below link, I affirm that I have read the information contained in the form, that the study has been explained to me, that my questions have been answered, and that I agree to take part in this study. I do not give up any of my legal rights by signing this form.

www.surveymonkey.com

APPENDIX C
STUDENT-ATHLETE BIOGRAPHICAL INFORMATION AND MOTIVATION
SURVEY

Date: _____ Sport: _____ Age: _____ Gender: _____

University Name: _____

Year in School: _____

Current Educational Objective: BA Masters Doctorate

Ethnicity: White Latino/Hispanic Black/African American

Native American/Alaska Native Asian Other _____

Are you considered an International Student-Athlete by the institution? YES NO

Have you completed Community Service prior to college: Yes No

If yes, please indicate the number of years: _____

Through what organizations did you participate in community service prior to college?

Select all those that apply:

High School Church/Religious Entity Activity

College Major: _____ College Cumulative GPA: _____

I am a student-athlete who is on scholarship: Yes No

For most of the years growing up, I considered my family:

Low Income Middle Income High Income

Mother's Level of Schooling: High School Undergraduate Masters

Doctorate

Mother's Occupation: _____

Does Your Mother Volunteer? YES NO

Father's Level of Schooling: High School Undergraduate Masters

Doctorate

Father's Occupation: _____

Does Your Father Volunteer? YES No

Number of years in college you have participated in community service: _____

_____ I have NOT participated in community service during college. (If this is the case, please skip the motivations sections of this survey and advance to the values portion of the survey. Please explain why you have not participated: _____)

If you participate in community service, please rate each of the motivational reasons from 1-5, one being not a significant factor in your decision making process to participate in community service and five being a significant factor in your decision:

	Low Significance		High Significance		
Acquiring career skills and experience	1	2	3	4	5
Attraction of the work itself	1	2	3	4	5
Award/Reward/Scholarship	1	2	3	4	5
Boost Resume	1	2	3	4	5
Duty to correct societal problems	1	2	3	4	5
Example of parents or other family members	1	2	3	4	5
Motivation through Involvement in					
Campus Club (sorority, business fraternity, etc)	1	2	3	4	5
Activity (you choose on your own)	1	2	3	4	5

Class (class curriculum)	1	2	3	4	5
Athletics Department	1	2	3	4	5
Other	1	2	3	4	5
Meeting people	1	2	3	4	5
Religious beliefs	1	2	3	4	5
Repayment for services (A thank you/Appreciation)	1	2	3	4	5
Sense of satisfaction from helping others	1	2	3	4	5
Someone ASKED me but did not REQUIRE me to participate					
Student-athlete	1	2	3	4	5
Staff (Advisor)	1	2	3	4	5
Faculty (Professor)	1	2	3	4	5
Coach	1	2	3	4	5
Student (not a student-athlete)	1	2	3	4	5
Other	1	2	3	4	5
Someone REQUIRED me to participate					
Staff (Advisor)	1	2	3	4	5
Faculty (Professor)	1	2	3	4	5
Coach	1	2	3	4	5
Dean's Office (punishment)	1	2	3	4	5
Other	1	2	3	4	5
Visiting the volunteer center on campus	1	2	3	4	5
Work experience – to gain job experience	1	2	3	4	5
Other :	1	2	3	4	5

APPENDIX D

STUDENT-ATHLETE PERSONAL AND SOCIAL VALUES SURVEY

Please rate each of the 12 values from 1- 5, one (1) being the value you believe is least important and five (5) being the value that is most important to you.

	Least Importance			Highest Importance	
Creativity/Self-expression	1	2	3	4	5
Family	1	2	3	4	5
Friendship	1	2	3	4	5
Helping Other People	1	2	3	4	5
Material Comfort/Wealth	1	2	3	4	5
Pleasure/New Experience	1	2	3	4	5
Professional Satisfaction	1	2	3	4	5
Recognition from Others	1	2	3	4	5
Religious/Spiritual	1	2	3	4	5
Fulfillment					
Social Justice/Equality	1	2	3	4	5
Working for Peace/	1	2	3	4	5
Reconciliation					
Other	1	2	3	4	5

_____ I am willing to participate in one-on-one focused interviews with the researcher. By checking this item, you are willing to be contacted for a telephone interview. Please provide your e-mail, phone number, and name. All data will be considered anonymous.

APPENDIX E
 INSTITUTION DEMOGRAPHIC AND STUDENT-ATHLETE COMMUNITY
 SERVICE SURVEY

Date: _____ University Name _____

Conference: _____

Overall Student-Athlete Community Service Program

What type of Student-Athlete Community Service Program does your institution have?

Definition of types programs:

Central Program = Managed by a community service coordinator or life skills coordinator.

Sports Program = Sports programs manage the process and do not work with or report to a central administrative office.

Please Select Type of Program (Check Type and Circle Volunteer, Required, or Both)

_____ Central Program - Student-Athletes Volunteer, Required, or Both

_____ Sports Programs Only - Student-Athletes Volunteer, Required, or Both

_____ Central and Sports Program - Student-Athletes Volunteer, Required, or Both

_____ Other – please describe: _____

General Comments about type of program: _____

2007-08 – Please indicate the range of budget the Athletics Department provides for Student-Athlete Community Service (NOT including staff salary):

_____ Below \$10,000 _____ \$6,000 - \$10,000 _____ \$11,000 - \$15,000
 _____ \$16,000 - \$20,000 _____ Above \$20,000

Number of Full-time Staff: _____

Number of Part-time Staff: _____

Number of Paid Interns: _____

Number of Non-paid Interns: _____

Does the Athletics Department provide any recognition awards for student-athlete community service? YES or NO

If Yes, what type of awards: _____

2007-08 Student-Athlete Demographics (Athletics Department)

Number of Student-Athletes: _____

Number of Sports: _____

Number of Male Student-Athletes: _____ Number of Female Student-Athletes: _____

Number of Caucasian Student-Athletes: Female: _____ Male: _____

Number of Latino/Hispanic Student-Athletes: Female: _____ Male: _____

Number of Black/African American Student-Athletes: Female: _____ Male: _____

Number of Native American/Alaska Native Student-Athletes: Female: _____ Male: _____

Number of Asian Student-Athletes: Female: _____ Male: _____

Number of International Student-Athletes: Female: _____ Male: _____

Are your international student-athletes included in the ethnicity counts? YES NO

Number of Scholarship Student-Athletes: Female: _____ Male: _____

Does the city in which your University resides have any professional sports teams in its community: YES NO

2007-08 Student-Athlete Community Service Data (Athletics Department)

Number of Students-Athletes who participated in Community Service thus far:

Number of Male Student-Athletes: _____ Number of Female Student-Athletes: _____

Number of Caucasian Student-Athletes: Female: _____ Male: _____

Number of Latino/Hispanic Student-Athletes: Female: _____ Male: _____

Number of Black/African American Student-Athletes: Female: _____ Male: _____

Number of Native American/Alaska Native Student-Athletes: Female: _____ Male: _____

Number of Asian Student-Athletes: Female: _____ Male: _____

Number of International Student-Athletes: Female: _____ Male: _____

Please provide the number of student-athletes, by sport, who have participated in community service thus far in 2007-08:

The following data will be collected via the Internet to prevent the survey from being too long.

2007-08 Institution Demographics

Student Population of University: _____

Number of Male Students: _____ Number of Female Students: _____

Number of Caucasian Students: Female: _____ Male: _____

Number of Latino/Hispanic Students: Female: _____ Male: _____

Number of Black/African American Students: Female: _____ Male: _____

Number of Native American/Alaska Native Students: Female: _____ Male: _____

Number of Asian Students: Female: _____ Male: _____

Number of International Students: Female: _____ Male: _____

City Population: _____

APPENDIX F

STUDENT-ATHLETE INTERVIEW QUESTIONS

Interviews are considered focused interviews that last 20-30 minutes

1. What are your reasons for participating in community service?
2. Do you expect to participate in community service after college?
3. Would you recommend to other students or student-athletes to participate in community service? If so, why?
4. Were you mandated or required to participate in community service? If yes, what were your feelings about that requirement?
5. Did your association with a group/class/department impact your decision to participate in community service? If yes, why?

Do you think your community service participation is important? If so, why?

APPENDIX G

STAFF INTERVIEW QUESTIONS

Focused interviews will last 20-30 minutes.

1. What is your position at this institution?
2. What are the reasons you believe your institution has a student-athlete community service program?
3. Are you satisfied with the student-athletes involvement in community service at your institution? Why or why not?
4. Does your Athletics Director believe community service is important to the department's overall mission? Why or why not?
5. What do you believe are the benefits to the Athletics Department if student-athletes participate in community service?
6. Do you believe community service should be required for student-athletes? Why or why not?
7. Why do you think student-athletes participate in community service?
8. What do you believe are some of the values associated with student-athletes who participate in community service?

APPENDIX H

STUDENT-ATHLETE INTERVIEW MATRIX

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
1. S/A1MW UMW	It's like life skills program that they have set up. By doing it, I know we get more points for life skills and it's just cool to, like, be in that race and, you know, just get a little extra competition	He (coach) like, you know, it's really good idea, he's like selling it to us, you know, but he didn't like, make us do it at all. Like, he's actually doing it himself I would look at it the same way (mandatory)			Just to give back and be a good person We need people, need role models They need references to what to try and emulate or try to be like	It is rewarding to have little brother		Trying to help other people

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	The competition between teams is a reason to participate	service) I wouldn't get the same self-satisfaction out of it						
2. S/A2MW UFW	Our student-athlete advisory committee, we strongly recommend – we set up our program to encourage S/A's to go outside and encourage their team and the university	It was something at the beginning of the year she (coach) had a list of a couple different options. She said, "what would you guys be most interested in?" You know, she said that we	I'm in an art class and we collected a bunch of items or what not for a bunch of underprivileged kids.		I think that it's (CS) extremely important and I think that one of the things I have learned from experiences are extremely important			I'd do as much as I can. I really enjoy it. It may be an obligation and that not only helps other people but grow ourselves

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>to do CS. We have life skills competition and it's for the team that can rack up as many CS points by the end of the year.</p> <p>Initially (ICA), I think that's how to go about getting involved in CS, I would say it was of a catalyst for me</p>	<p>need to do a certain number of things. So we kind of got to pick and choose from then on. But, I mean, yes, the whole things was required to do the things we chose.</p> <p>Some of the things it was, you know, kind of early in the morning, or whatever. So they</p>			<p>rounded individual and to have experiences, you now, something other than your sport.</p>			<p>as well.</p>

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory (teammates) were a little bit upset about it I think at first, but simply because as a student-athlete you have so many other things that are required to do as far as school and athletics, and, you know, stuff on top of that. But as soon as we got there and started, you know,	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	getting involved initially. I think its (ICA) a great way for people to not only get out into their community but it makes university look pretty good.	actually participating,						

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
		<p>it was a completely different story.</p> <p>I mean certainly we are required to do CS that's our motivation for doing it.</p> <p>I think once somebody gets into it and starts doing that sort of thin, I think that either they're going to love it or they're just not really that interested</p>						

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory in it.	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
3. S/A3MW UMW	<p>Because of my involvement with athletics, it definitely game me the opportunity to make a larger impact in my community service</p> <p>As a student-athlete if give me different things I can do, but more people want my time too.</p> <p>I'm one</p>	<p>The positive effects if has on student-athletes themselves I think is just enormous, and I'd almost recommend that coaches make it mandatory</p> <p>I don't think we were ever mandated to participate in CS, it was like the turkey drive...we were just</p>		<p>I interned to participate in community service and civil service.</p>	<p>I think when I was a freshman, someone on my team said, you should try this. It was an example the other guys.</p>	<p>Community service keeps you level headed, I can only judge my sport (football) and sometimes players lose touch with reality, thinking the world revolves around them and there is nothing more rewarding than giving back to a kid</p> <p>or a homeless person</p>		<p>I participate in community service to help others. As well as the joy of helping others I should say, as well as the personal satisfaction I get out of helping other people.</p> <p>I have a "little brother"</p>

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence person who	Mandatory there and were told	Class Curriculum or Career	CS After College	Role Model	Reward and recognition someone that	Thank You	Helping Others and I enjoy
	doesn't think the athletics department does enough, I mean they did. There were always opportunities , but they didn't make the athletes do them. As an athlete you had to search out the opportunities the coach didn't know you were one of the guys that would be willing to	load the turkeys, so we loaded turkeys. It was like I'm going to do this, but never was mandated. No wait I take that back, yes we were sent to habitat for humanity. I was pleased about the service and hoped it would rub off on others. When you have a 100 guys there				really needs you and that football isn't your life. I'm not a high profile player but if a high profile player like "Joe Smo" is participating in community service it's a big deal. A lot of people pay attention and it only makes the team look good in general.		seeing his face everyday. I enjoy knowing he's becoming a better person because I am helping him. I enjoy knowing that I'm helping another member of society; grow into a stronger, more well-

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	do it. Some of the coaches would know and they would ask me first to go out and volunteer but I always felt like they should have reached out to other guys too.	will be a couple that “don’t like what the hell we’re doing.” I guarantee there were a few guys like that. I think it should be mandated, it goes back to making a student-athlete a better person, more grounded. I think it helps them to grow up faster. I think it makes				Sometimes you feel like you are being used because there are cameras’ around when you do community service because it takes away from what’s being really important and that’s helping others. At the same time I’ve always thought in		rounded person. The little bit of time you give is multiplied by hundreds

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory children men, knowing there is a wider world out there, lots of diverse people. You know it takes you out of your own little world, which is college and college football and brings you into the	Class Curriculum or Career	CS After College	Role Model	Reward and recognition the back of my head that it's bring attention these people and hopefully other people will help.	Thank You	Helping Others
		wider world, having to help others. So yeah, I think coaches should mandate, absolutely.						

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory there.	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
4. S/A4SW UFW	<p>I think it's (CS) important for me being a part of the student athlete advisory committee at my school.</p> <p>SAAC is the student-athlete advisory committee. And each of the NCAA schools has a</p>	<p>You have to know the player you are requiring service from.</p> <p>In high school I was mandated through the national honor's society. I was actually on an academic scholarship along with my athletic scholarship and because I was an out of state student, the first year I was required to do 20</p>	<p>I want to be a teacher and kid of integrating that (CS) into my teaching philosophy and program.</p> <p>When I first came to campus as a freshman, everything was so overwhelming and there</p>	<p>I actually designed my own community service program working with one of the local Salvation Army with a group of about 9 to 12 or 13 year old kids that we would go every week and kind of serve as</p>	<p>I learned a lot when I was growing up about team work and leadership and discipline and, you know, just making good choices.</p>	<p>It's something that I did all through high school and it's just a way for me to be able to give back the community.</p> <p>The thing I've learned at ASU a lot is we're given a lot and everything is handed to us</p>	<p>So for me, it's about helping other kids that don't have a lot of opportunities, maybe helping them to see the things that they can do through sports or through other activities that they might enjoy.</p>	

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	SAAC that is made up of a group of student-athletes from each of the different sports; typically 2- 3 athletes per sport, men and women. And it's a group of students that work closely with the athletic administration as well as the professors, the administration on campus	hours of community service each semester, but after that those are really the two times I've been mandated. For me being required didn't change my mind about the community service because I did more than 20 hours anyway. But I think for some people when, and	was so much going on. One of the ways we try to get out athletes involved is by having them participate in CS. We tell them it's good for there resume and it's a great way network and meet people and find out what you enjoy doing.	mentors for them. That's something I plan on doing probably forever and really working with kids. I think CS is something kids need to learn at a young age. The thing I've learned at ASU a lot is we're given a lot and everything is handed to us in student-			in student-athletes and when people see that you're giving back to the community, it shows that you respect the fact that others are giving so much to you and giving their time and effort to make your athletic career as great as it can be. Just giving your time	As far as community service goes for me, community service is just giving back to the community. It's really about the quality that you give to them and doing the little things and just being able to be there for other people that might need your help.

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	to give support to student athletes, you know, who might not necessarily be able to go to an administrator and talk to them about an issue. They come to us (SAAC members) and then we take the issues to the administration. So in kind of laymen's terms, it's like a student council for	I've heard this from other student-athletes – when it's required, it's someone telling you, it's like a teacher telling you you have to do homework or you have to take a test, and that's when it becomes kind of a hassle for them and then they don't enjoy it because it's I have to get up at 8:00 on		athletes and when people see that you're giving back to the community, it shows that you respect the fact that others are giving so much to you and giving their time and effort to make your athletic career as great as it can be.			shows that you really appreciate what you've been given and you appreciate the people that go out of their way for you. I think that's something all kids should learn. For me it's a little bit of everything, but it's really the saying "thank you" and doing what I can do.	

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory Saturday morning to go do this, instead of I want to get up at 8:00 in the morning to go do this.	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	the student-athlete body. The thing I've learned at ASU a lot is we're given a lot and everything is handed to us in student-athletes and when people see that you're giving back to the community, it shows that you respect the fact that others are giving so much to you	I see both sides, people do take that as almost like punishment that they have to do something. I've heard a lot of positive things from all the other student-athletes as far as coaches' involvement.					I think it's (CS) is just a way to show that you appreciate, you know, what you've been given. The volunteering my time is my way of saying "thank you" and just showing people around you that I appreciate what I've been given and that I want others	

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You to be able to experience that too.	Helping Others
	and giving their time and effort to make your athletic career as great as it can be.	And when it's your coach there too, it's kind of like they don't tell you you have to do something and then they don't show up. If they're supporting you, it's kind of like a partnership then. It's not a coach dictating what's happening.						
	Two years ago, I was SAAC Outreach Chair which was --- I was in charge of organizing all the community service events to student-athletes last year. And for me it was	Your first and second year, you do what people tell you to do and						

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence about getting people involved and showing people that it's fun and that it's exciting and that it's not kind of like the homework of giving back.	Mandatory your third, fourth and fifth year you figure out what you want to do.	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	Through athletics it made it easier to for me to find opportunities but it didn't necessarily change my view on whether I wanted to							

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>help out. I think it's (CS) is important especially for student-athletes because a lot of time – I just had this conversation with someone else – people think that student-athletes just get whatever they want, they go to school sometimes, and then go and play and they travel</p>							

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>around and that's all they're at school for is their sport. So when we are in the media and people see that we're helping out in the community doing things with kids and we actually have some people volunteer at an animal shelter and different things that they enjoy doing, I</p>							

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>think it's great for our fans to see that we're not just athletes but that we are people and that we do have things outside of our sport that we're involved in and that we enjoy. It comes back to respecting others and respecting what they give us and appreciating opportunities that we have.</p>							

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>I think there are certain times and certain events that the athletics department pushed student-athletes to get involved because they know that the media is going to be there or because a big sponsor might be there, things like that. But at the same time, there are probably three times</p>							

Table H-1
Student-Athlete Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>as many opportunities when there's not going to be any media there that they still give us the chance to go and help out.</p> <p>They (ICA) push us when it's going to look good and they push us when it's just stereotypes.</p>							

APPENDIX I

STAFF INTERVIEWS MATRIX

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
5. SFISWU FC	I believe our institution has a S/A CS program because it starts from the top down. Starting with our AD and to every branch of our athletics department. Our AD believes that community service and giving back to the community is so important. The AD always talks about how this university is a community university and that the student-athletes need to realize how	CS is required of our freshman. All freshman take the student athlete success seminar and as a requirement for that course, they have to do four hours of community service We are sort of moving towards a requirement for everyone. All student-athletes do it at least once a semester but as of right now it's not required. I personally don't believe CS should be required for	CS is required of our freshman. All freshman take the student athlete success seminar and as a requirement for that course, they have to do four hours of community service		Our older student-athletes set an example for the younger once. Honestly it becomes the "cool factor" If the "cool" athletes are doing it then they will do it. Sometimes, they think they want to participate but they wait to see if others will do it too, because the want to know how their teammates	We consistently publish the CS that we do, you know, our newspaper and magazine people are always there. From a philosophical stand point it does help promote the athletics department but it helps the student-athlete as well. I don't want you to believe	CS just shows what types of student-athletes we have here and that they don't take what they have for granted and the position they have for granted, and the community helps us so much here. One sport just won the national championship and the community came out to welcome them	Especially with a lot of our athletes who don't come from great areas...you've see they want emulate someone who was important n their life. There is a higher level of involvement from student-athletes which you really wouldn't expect but it's because they want to be that person for someone

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	important it is for them to give back and how lucky they are to be in the positions they are.	student-athletes. When we require it for the freshman most of them understand the importance and they get it, but you have a handful who are they because they have to do CS. It should be something they want to do not have to do. I don't think it should be mandatory because it's one of those things you can't force.			will view them. I think some of them had someone in their life that they want to emulate and that person participated in community service.	it's a forced image that we're trying to portray something that our student-athletes aren't. It's more than that, it's us portraying that we have a lot of well rounded individuals here. We're interested in more than just running around a track and going to school, so I think that as far as image goes, yes, it's obviously a big boost for us, but it's just kind of	back. The sport program is one that really gets out in the community and has a great following. So it's kind of, you know, been a very good reciprocal relationship with the community.	The one value I see if is the student-athletes who take the spot light off of them and say I can really make a difference in someone else....it's about helping others.
	Our Ad believes not only student-athletes should participate in CS but also staff members. Every our AD tries to get staff involved as well.							
	Our student-athletes see our AD sets an example of community service involvement.	I think some individuals get resentful when it's mandatory. It's a fine line.						
	Our budget takes care of	Before mandating the service, you						

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>whatever we need, I don't know what the budget is, I just coordinate the CS efforts, you know buses here and there, but everything is taken care of.</p> <p>Our coaches influence whether a SA will participate in community service.</p>	<p>need to know the personality of the Student-athlete, I don't think you can say "ok, all 500 athletes will need to do this"</p>				<p>putting out there what we already have.</p>		
6. SF2SWU MA	<p>We talk about CS to our staff. One of the things we do is try to partner with other departments on campus. And so through them we are connected on a couple of projects and so</p>	<p>I personally don't think it should be required. I don't think you should ever force somebody to because then they get the bad experience. If they go out and are unhappy about it – then they will not</p>			<p>Based on their status as a student-athlete it gives them the opportunity to be a positive influence in the community.</p>	<p>I think it shows our student-athletes how extremely fortunate they are.</p> <p>The SA's really enjoy the interactions</p>	<p>It gives student-athletes an opportunity to give back to the community that comes out and supports them.</p>	

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>we are helping ASU's mission. At the same time we are participating in CS, so it touches on a couple of different things.</p>	<p>portray a positive image of what a student-athlete or the institution would be. I think it should be offered and they make the decision on their own so they feel positive about doing it.</p>			<p>Basically their community status in the community initiates a lot more requests, more than the average student.</p>	<p>and they enjoy the experiences and you know, the opportunity to do it and then appreciate how well off they are as individuals and as students.</p>		
	<p>We certainly don't do CS for publicity or things like that. Our athletes are in the gear and alumni and fans see them giving support to the community. So the benefit is that is shows that our institution cares about the community and wants to help in that regard.</p>	<p>So the only thing that is really required is our freshman kind of orientation class for student-athletes, we do require that they go out to the Susan Komen Race For the Cure and perform four hours of community service. But because their teammates have done that and their</p>			<p>I mean we get a lot of requests to have our student-athletes in the community, I think most athletics departments are the same way.</p>			
	<p>It definitely</p>	<p>have said what a</p>			<p>It allows them to use their status in</p>			

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>helps the image but we do not do it for publicity, it's definitely not the main reason we do community service, publicity is a nice byproduct of it but it's not the reason we do community service. We don't look at an opportunity and say "Ok gosh, we're going to get X amount of publicity for this, let's do this." We look at it in terms of ok; this is a god, for the lack of a better word, kind of a good cause. And if it</p>	<p>great experience it is, and because of the actual experience while it's going on, and that is' a great experience, that may be required, but at the end of the day when they come back from it they don't feel like it was required. It's also part of a class curriculum which is required.</p>			<p>a positive manner.</p> <p>But I think their ability to almost have a celebrity-type status and to have the people look up to them can be quite intoxicating at times.</p> <p>These kids look up to them and it can make you feel really good about yourself.</p>			

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>is and it involved a lot of student-athletes or whatever, then we may say something about it, but if note, we go on it and we do it and we come back.</p>							
	<p>We have a centralized program but our individual sports will do their own community service and obviously our coaches are involved in that.</p>							
	<p>We present the student-athletes with a lot of opportunities that they don't have to go find. So it's easy for</p>							

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>them to get involved. We have particular sub committees of SAAC that's devoted just to outreach and they'll go out and find some additional things for SA to be involved with. It's easy in that regard they don't have to find it themselves.</p>							
7. SF3MWU FC	<p>It tends to be the same sports that participate each year.</p> <p>Our AD sees the bigger picture...the academic standpoint, the athletic standpoint, and</p>	<p>I think it should be mandated if it's a team that hasn't contributed much. I think it takes maybe requiring it for them to get out there and see what it's all about. But in saying that, I think if they started it and then stopped</p>				<p>It definitely looks good for the Athletics Department whenever you've got people from all different sports – male, female, and different ethnicities out</p>	<p>The main reason the student-athletes participate in CS is honestly, just to give back to the community, because these sa's wouldn't</p>	<p>We have student-athletes that even if they didn't go here and participate in sports they would still do community service...it'</p>

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>participating in CS and I kept thinking why didn't I or why couldn't I participate in CS when I was a student-athlete. It all came down to coaching, that wasn't something my coach looked at very much. I believe the coach has a big influence on whether or not student-athletes will participate in CS.</p> <p>We give the opportunities to the coaches to tell the kids, perhaps we should rethink that.</p>					<p>athletes participating in service opportunities).</p>		<p>they are lucky and fortunate to be where they are and they want to use their talents or gifts to help others.</p>

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>We give a service award to quite a few; it's an award given each month to the sa's that do community service.</p> <p>Certain sports participate often, gymnastics (male and female), baseball, and football.</p>							
8. SF5SEUF C	<p>NCAA requires all Division I schools to have a CHAMPS program and Champs does entail community service, but our school's motto is pro humanities. So</p>	<p>I would like to see it required but only a small number of hours. Maybe an hour a semester or an hour a year.</p> <p>I think a lot of people, once they try it, they like and they realize that not only does it benefit</p>	<p>Career skills is definitely part of it. Because they don't have time to do an internship we tell them this is one way to build your resume by participating in community activieites and</p>		<p>I think the student-athletes give back to other people probably have less time to get in trouble and don't think so much of themselves.</p>	<p>It builds character and self esteem, and it makes a god impression on the community</p>	<p>I think we're building relationships in the community and building a fan base.</p> <p>I think the more we reach out the more the</p>	<p>It gets out student helping to mentor students</p> <p>I think somebody who actually really wants to</p>

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	with a motto like that how can you not reach out to the community? Our AD and me believe it's important that these very gifted student give back Our institution just did a strategic plan and in the plan they mention the CHAMPS life skills program and how important it is for our student-athletes to continue to volunteer in the community and do community service	the ones they're to help but it benefits you. I also think if we do that it has to be in within the framework of realizing that their time commitment is huge and you have to work within that Our institution does not require it I think some would be ok with being told to do it and others would not. There is something about things that are going to be made mandatory. Nobody likes being told what they have to do.	shows you are a well rounded person.		It's a broader perspective I think college kids today are used to doing volunteer work so I think we're getting more and more student-athletes who have done that in high school and feel like that's what's expected of them. That's it.		community will reach out to us.	give back have a lot of character. They are probably very moral

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>Promoting in the media is not our main mission but yes we do it. The media will jump on the slightest thing that an athlete does wrong because its in the public eye. And so we do try and to let people know what we do that's good and in outreach but it's not like the main reason</p> <p>We have pictures on the website, when we have large outreach, TV shows up.</p> <p>The PR element</p>							

Table I-1
Staff Interviews

Interviewee	ICA Influence	Mandatory	Class Curriculum or Career	CS After College	Role Model	Reward and recognition	Thank You	Helping Others
	<p>is the icing on the cake.</p> <p>There are a lot of stereotypes out there about athletes and I want them to do things “normal” kids do to help break down those stereotypes.</p>							

14. Helping Others

J-1 *continued*

Motivations	1	2	3	4	5	6	7	8
-------------	---	---	---	---	---	---	---	---

15. Athlete Asked

16. Staff Asked

17. Faculty Asked

18. Coach Asked

19. General Student Asked

20. Staff Required

21. Faculty Required

22. Coach Required

23. Dean Required

24. Volunteer Center

25. Work Experience

J-1 continued

Motivations	9	10	11	12	13	14	15	16
-------------	---	----	----	----	----	----	----	----

17. Coach Asked

18. General Student Asked

19. Staff Required

20. Faculty Required

21. Coach Required

22. Dean Required

23. Volunteer Center

24. Work Experience

J-1 *continued*

Motivations	17	18	19	20	21	22	23	24	25
1. Career	.37**	.38**	.32**	.23*	.26*	.10	.25*	.31**	.77**
2. Attraction Work	.12	.24*	.11**	.17	.14	.12	.12	.11	.32**
3. Award	.29**	.11	.12	.20	.19	.10	.13	.33**	.30**
4. Resume	.33**	.33**	.19	.18	.18	.03	.12	.20	.54**
5. Duty	.17	.10	.15	.08	.09	-.01	.11	.23*	.24*
6. Example	.15	.07	.14	.02	.03	.07	-.03	.15	.08
7. Campus	.27**	.31**	.34**	.09	.07	.13	.06	.20	.22*
8. Activity	.27**	.28**	.33**	.03	.01	.02	-.04	.08	.19
9. Class Curriculum	.36**	.14	.30**	.41**	.43**	.25*	.28**	.46**	.25*
10. ICA	.27**	.41**	.30**	.27**	.23*	.26*	.05	.02	.15
11. Meeting People	.32**	.28**	.35**	.29**	.25*	.26**	.22*	.26**	.42**
12. Religious Beliefs	.14	.11	.20	.08	.08	.04	-.06	.27**	.37**
13. Thank You	.30**	.30**	.27**	.27**	.26**	.16	.15	.44**	.40**
14. Helping Others	.10	.02	.11	.08	.06	-.00	-.07	-.02	.14

Motivations	17	18	19	20	21	22	23	24	25
15. Athlete Asked	.61**	.73**	.74**	.37**	.36**	.32**	.14	.26**	.24*
16. Staff Asked	.67**	.71**	.66**	.41**	.38**	.32**	.15	.19	.17
17. Faculty Asked	1.00	.64**	.71**	.28**	.30**	.24*	.30**	.40**	.37**
18. Coach Asked		1.00	.71**	.33**	.31**	.37**	.14	.16	.27**
19. General Student			1.00	.38**	.39**	.31**	.17	.35**	.34**
20. Staff Required				1.00	.98**	.72**	.56**	.37**	.20
21. Faculty Required					1.00	.71**	.59**	.41**	.21*
22. Coach Required						1.00	.42**	.21*	.02
23. Dean Required							1.00	.45**	.26*
24. Volunteer Center								1.00	.44**
25. Work Experience									1.00

Note: **p < .05, *p < .01

APPENDIX K
INTERCORRELATIONS OF VALUES

Table K-1

Intercorrelation of Values

Values	1	2	3	4	5
1. Creativity	1.00	.37**	.30**	.22*	.06
2. Family		1.00	.67**	.29**	.11
3. Friendship			1.00	.51**	.16
4. Helping Others				1.00	-.07
5. Wealth					1.00
6. Pleasure					
7. Professional Satisfaction					
8. Recognition					
9. Religious					
10. Justice					
11. Peace					

K-1 *continued*

Values	6	7	8	9	10	11
1. Creativity	.46**	.17	.17	.18	.28**	.31**
2. Family	.25**	.28**	.01	.28**	.26**	.21*
3. Friendship	.29**	.26**	.11	.19	.35**	.34**
4. Helping Others	.23*	.09	.08	.18	.48**	.51**
5. Wealth	.34**	.53**	.64**	.08	.03	-.11
6. Pleasure	1.00	.44**	.30**	.10	.28**	.24*
7. Professional Satisfaction.		1.00	.49**	.14	.10	.01
8. Recognition			1.00	.05	.23*	.15
9. Religious				1.00	.33**	.40**
10. Justice					1.00	.80**
11. Peace						1.00

Note: **p < .05, *p < .01

REFERENCES

- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *The Journal of College Student Personnel*, 25, 297-308.
- Astin, A. W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *The Journal of College Student Development*, 39(3), 351-263.
- Astin, A. W., Sax, L. J., & Avalos, J. (1999). Long term effects of volunteerism during the undergraduate years. *The Review of Higher Education*, 22, 187-202.
- Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). *How service learning affects students*. Los Angeles: Higher Education Research Institute.
- Blanchard, K.H., & Hersey, P (1972). *Management of organizational behavior; utilizing human resources*. Englewood Cliffs, NJ: Prentice Hall.
- Boettger, J. K. (2007). *Elite athletes' motivations to volunteer and interpersonal communication motives: Identifying volunteers' interaction position*. Lynchburg, VA: Liberty University Press.
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco: Jossey-Bass.
- Broido, E. M. (2004 Summer). Understanding diversity in millennial students. *New Directions for Student Services*, 106,73-85.
- Chalk, P. (2007). *Student-athlete community service pilot study*. Unpublished manuscript. Tucson: The University of Arizona.
- Cohen, J. (1994). Matching university mission with service motivations: Do the accomplishments of community service match the claim? *Michigan Journal of Community Service Learning*, 1, 98-104.
- Colvin, A., & Holt, A. (1998). Should volunteerism be mandatory? *Volunteers 101 Online* Retrieved April 15, 2006, from www.fsu.edu/~voluntee/editorial/editorial_SUM98.html
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington DC: The Albert Shanker Institute.

- Fitch, R. T. (1991a, November). Differences among community service volunteers, extracurricular volunteers, and non-volunteers on the college campus. *Journal of College Student Development*, 32, 534-540.
- Fitch, R. T. (1991b). The interpersonal values of students at differing levels of extracurricular involvement. *Journal of College Student Development*, 32, 24-30.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Goffee, R., & Jones, G. (2006). *Why should anyone be led by you?* Boston: Harvard Business School.
- Gunyon, B. (2004). The language of volunteering - A time for vigilance. Retrieved April 18, 2006, from <http://www.worldvounteerweb.org/news-views/viewpoints/the-language-of-volunteering-858/lang/en/html>
- Harkavy, I. (1993). Community service and the transformation of the American university. In S. Sagawa & S. Halperin (Eds.), *Visions of service: The future of the National and Community Service Act* (pp. 45-46). Washington, DC: American Youth Policy Forum and National Women's Law Center.
- Hedin, D., & Conrad, D. (1980). Study proves hypotheses - and more. *Synergist*, 9, 8-14.
- Herzberg, F. (1959). *The motivation to work*. New York: Wiley.
- Hodgkinson, V. A., & Weitzman, M. S. (1984). *Dimensions of the independent sector a statistical profile*. Washington, DC: Independent Sector.
- Investing in idealism. (1990, November 30). *The New York Times*, p. 32.
- Jacoby, B. (1996). Service-learning in today's higher education. *Service-learning in Higher Education*, 3-25.
- Jones, S. R., & Hill, K. E. (2003). Understanding patterns of commitment: Student motivation for community service involvement. *The Journal of Higher Education*, 74(5), 516-539.
- Marks, H. M., & Jones, S. R. (2004). Community service in the transition: Shifts and continuities in participation from high school to college. *Journal of Higher Education*, 75(3), 301-339.
- McHugo, M. P. (2005). *The benefits felt by division I-A student-athletes from participation in community service activities: A case study*. Tallahassee: Florida State University.

- National and community service act of 1990, Senate, 101 Congress Sess.(1990).
- National Service-Learning Clearing House. (2007). Washington DC: Corporation for National Community Service.
- NCAA champs/life skills program. (2007). Retrieved February 25, 2007, from www.ncaa.org
- Procter, P. (Ed.). (2003). *Cambridge advanced learner's dictionary* (First ed.). New York: Cambridge University Press.
- Ramos-Mrosovsky, C. (2003). The great servers. *National Review*, 46-48.
- Ryan, F. J. (1989). Participation in intercollegiate athletics: Affective outcomes. *Journal of College Student Development*, 30, 122-128.
- Sagawa, S., & Halperin, S. (Eds.). (1993). *Visions of service: The future of the National Community Service Act*. Washington DC: National Women's Law Center and American Youth Policy Forum.
- Salkind, N. J. (2008). *Statistics for people who (think they) hate statistics*. Thousand Oaks: CA: Sage.
- Sax, L. J., & Astin, A. W. (1997). The benefits of service: Evidence from undergraduates. *Educational Record*, 78, 25-33.
- Sergent, M. T., & Sedlacek, W. E. (1990 May). Volunteer motivations across student organizations: A test of personal environment fit theory. *Journal of College Student Development*, 31, 255-261.
- Serow, R. C. (1991). Students and voluntarism: Looking into the motives of community service participants. *American Educational Research Journal*, 28(3), 543-556.
- Serow, R. C., Ciechalski, J., & Daye, C. (1990). Students as volunteers: Personal competence, social diversity, and participation in community service. *Urban Education*, 25(1), 157-168.
- Serow, R. C., & Dreyden, J. I. (1990). Community service among college and university students: Individual and institutional relationships. *Adolescence*, 25(99), 153-167.
- Thielfoldt, D., & Scheef, D. (2004). Generation x and the millennials: What you need to know about mentoring the new generation. Retrieved May 6, 2007, from www.abanet.org

- Trudaeu, K. J., & Devlin, A. S. (1996). College students and community service: Who, with whom, and why? *Journal of Applied Social Psychology, 26*(21), 1867-1888.
- University, M. (2008a). Midwest University (MWU).
- University, S. (2008b). Southwest University (SWU).
- University, S (2008c). Southeast University (SEU).
- Vicente, R. (2007). *1999-00 - 2005-06 NCAA student-athlete race and ethnicity report*. Indianapolis: National Collegiate Athletic Association.
- Vogelgesang, L. J., & Astin, A. W. (2000). Comparing the effects of community service and service learning. *Michigan Journal of Community Service Learning, 7*, 25-34.
- Wheatley, M. J. (1999). *Leadership and the new science* (2nd ed.). San Francisco: Berrett-Koehler.