

Factors that Motivate Female Athletes within the Rocky Mountain Athletic Conference
(RMAC)

By
Heather N. Boyd

A thesis
submitted in partial fulfillment
of the requirements for the degree of
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Motivational Factors of Collegiate Female Athletes in the Rocky Mountain Athletic Conference (RMAC), a thesis prepared by Heather Nicole Boyd in partial fulfillment of the requirements for the degree, Masters of Art in Human Performance and Physical Education, has been approved and accepted by the following:

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Dedication

I would like to dedicate this thesis and degree to my family and significant other. This degree has defined my life at this point in time. It was a challenging and new experience that allowed me to develop my academic pursuits in life and establish who I am and personal goals as I begin to reach for new horizons.

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Chapter I

Introduction

Background

Women first started playing sports some time ago when the men had to go off to war and women had to hold down the household and home. During this time, women even became the only athletes to watch or play sports. It was 1943 when Phillip Wrigley started the All American Girls Professional Baseball League (AAGPBL) during the Second World War (www.aagpbl.com, League History, 2005). Sports are played because they're fun and make life more enjoyable. Over time it seems that the idea of sports has changed from a pastime to be an individual's life itself, in some cases. One begins to wonder what it takes to motivate an individual to take part in sports on any level from beginner to professional. If one does not have any motivation to play sports then there would essentially be no teams playing. However, wherever one goes it is undeniable to see youngsters and adults alike continue to compete in one's local neighborhood parks and streets. Moreover, one can walk into a sports bar and find several spectators watching what we consider professionals, playing the sport. Not just one sport but a multitude of sports are on all year round and "...less than four percent of all high school varsity athletes in this country will go on to play Division I, II or III college sports in this country..."(Thorton, 2006, p.2). There are college athletes all around the world that have surpassed statistics to make it past the high school level. In many cases they contribute so many hours to practicing and competing that it is similar to a full time job. Not to mention that these young individuals have to make the grade in the classroom. But they continue to take on the daunting task of college athletics because of the competition for a

sport they love. "College female athletes receive \$1.18 billion or 80% less sport operating budget dollars than college male athletes,"(Equity 2004). The odds become even slimmer for a female athlete who is still motivated to go beyond college athletics into the professional realm. Some athletes these days are in their thirties and some rarely in their forties depending on the sport. Somewhere they have found the desire, opportunity, and motivation to persevere through adversity, aging, and life and continue to participate in the world of competition.

History

Women's athletics have a greater history than first thought. It is believed that ancient Greek women competed in athletic competitions near the sixth century B. C. Spartan women did compete (Miller, 2004). The ancient Greek developed the tradition of competing in athletic competitions that led to the development of traditional Olympic Games. "It all began in Greece, in the Peloponnese about 3,000 years ago. According to existing historic manuscripts, the first ancient Olympic Games were celebrated in 776 BC in Olympia" (www.olympic.org, The Olympic Games of Antiquity, 2007). With the beginning of female competition, the woman's place in the world was reinforced.

The ancient Olympics consisted of individual sports with exception to equestrian which included horse and rider, the rider was not always the owner of the horse, but including running, wrestling, boxing, pankration (martial arts/wrestling/boxing), equestrian competitions, the pentathlon, and a few boys' events. Finally women got included to the more modern Olympics, "...women took part in their first Olympic Games, in Paris in 1900" (www.olympics.org, Women in the Olympic Movement, pg. 1, 2007). The women competed in a total of five sports and totaled 22 women out of 997

athletes (www.olympics.org, Women in the Olympic Movement, pg. 1, 2007). As the Olympics continued so did awareness of women in sports. Almost every Olympic Games new sports were added for the women. "In Turin, at the Olympic Winter Games, women will take part in 40 events out of 84, (that is 47.6% of all events) and in seven sports out of seven" (www.olympics.org, Women in the Olympic Movement, pg. 1, 2007).

Women's athletics span beyond the Olympics as we move from individual sports into team sports. In 1943 Phillip Wrigley started the All American Girls Professional Baseball League which spanned from 1943 to 1954. The league first started with a total of six teams. They were given a book with the way that they were to present themselves prior to, during, and post game etiquette including showering habits, make up, and sleep times. Even after World War II ended in 1945, the league was a success (www.aagpbl.org, History, 2005).

Title IX

While women started a fight for equal rights in our society, they may have won a battle in concern to Title IX. Title IX is an Educational Amendment which states the "rights of all individuals, regardless of sex, to participate in educational programs or activities that receive federal financial assistance, requiring that both boys and girls have equal opportunities to participate in sports" (NAGWS, 2002; Whisenant, 2003).

Since Title IX was enacted 34 years ago: female high school athletic participation has increased by 875%, female college athletic participation had increased by 437%, female Olympic participation is at an all-time high of 40%, the WNBA is celebrating its 10th year, and women athletes

like Mia Hamm, Lisa Leslie, Danica Patrick, Annika Sorenstam, Serena

Williams and Venus Williams are household names. (Sports, 2006)

More important than that, there is a wealth of variety in the type of sports available to women now, such as basketball, swimming, gymnastics, dance, cheerleading, soccer, field hockey, volleyball, softball, cross country, golf, and track and field to list a few. More and more girls and women are competing in athletics on all levels. There have been professional leagues established for females. Women everywhere are starting to take pride in women's athletics. One stated, "I took them to the first ever Minnesota girls State Hockey Tournament... witnessing that milestone was more important than anything they could have learned during the last two hours of a second grade class" (Miller, 2002).

There are still great lengths to take in concern to women's athletics because they are still at a deficit in regard to the resources that males have. "Female college athletes receive only 37% of sports operating dollars, 45% of college athletic scholarship dollars and 33% of athletic team recruitment spending"(Sports, 2006).

An even greater concern may be changing society's view on women's role in this world of ours. It is still a great belief that a female's place is in the home, raising children, cooking dinner, and cleaning the house. In the late nineteenth century doctors were using medical classification of acceptable and unacceptable activities for females health. "Higher education, employment, social engagements, and recreational pursuits were commonly identified as threats to female health (Lensky, 1986, pg.23). Certainly things have changed but do these feelings still exist in the back of Americans' minds? While great strides have been made, a majority of women are still feeling pressure to get married and have children. Once they fall into this role they become housewives, giving

up their careers and athletics to raise children. Between 1900, when females first competed in the Olympics, and 1920, physical education was opposed fearing that it would make women less feminine (www.northnet.org/stlawrenceaaaw/, Women in Sports Timeline, 2007).

Women, including collegiate athletes, are still feeling the pressure. The term 'my clock is ticking' is heard throughout our society. Even though there is evidence backing the fact that women are having children at older ages, females feel as though they are missing out because so many young women are continuing to have children at a young age. Some female athletes are also feeling the pressure to start a family.

Motivation

Motivation toward sports is beginning to dwindle in our older athletes because of the socio-cultural pressures to begin a family. Female athletes are starting to drop off as they get older. One possibility could be partly due to feeling pressure from society to begin a family, additionally because they are losing motivation for competing in sports. "Moreover, many women face a conflict between career responsibilities and raising a family, GAO finds. Finally, the congressional agency reports that 'discrimination may still affect women's choices and professional progress'" (Gale Group, 2004, p.1). This is likely because women's athletics is not as highly regarded as male sporting events. Moreover, there is less opportunity as females get older to compete in competitive sports. There are few leagues available to females including professional basketball, golf, track and field, and tennis. The number of women competing in sports at the collegiate level is then limited further if women want to continue, as only three leagues in three separate sports are available on the professional level. A competitor is just that and it is hard to go

from collegiate sports to recreational athletics because they will never be similar for what these females have trained for all of their life.

Motivation is one key factor backing the reason that any athlete begins to play. Intrinsic motivations are inherent characteristics that feed off one's internal drive to attain a goal or objective. Extrinsic motivation is outside influences or people that often result in compensation, social approval, or rewards (Bartle, 2006). The real question is what is motivation and how does one continue to keep it up throughout their career. If coaches can tap into an individual's motivation, they may be able to better inspire and keep the desire to compete alive. Motivation is a love for what it is one competes in, practices, and enjoys sports at whatever level that may be. Motivation is desire. It is different for every individual but can be touched by many coaches, peers, friends, and family. Motivation in athletics can be defined as "...the inclination to pursue and persist in activities related to one's sport"(Taylor, 2005). It is the reason that an athlete practices year round, in-season or off-season. Athletes continue to perfect skills required to be the best at sports. Sometimes it's what is inside of an individual. The motivation can be internal or external. The important factor is finding someone who can tap into one's inner feelings that drive them to do whatever it takes day in and day out.

Research Questions

Research question posed for this study include the following:

1. Do collegiate female athletes in the Rocky Mountain Athletic Conference (RMAC) experience a change in motivation for participation in athletics?
2. What are the factors that play a major role in the change of motivation within the collegiate female athletes of the RMAC?

The purpose of the research study is to ask and find out: Do collegiate female athletes in the RMAC experience change in motivation for participation in athletics and what are the factors that play a role in the change of motivation within the collegiate female athletes of the RMAC?

Limitations

Limitations of the study may include small sample size; the location of the athlete taking the survey; individuality; sexuality, ethnicity of the athletes who take the survey. Also, the location of where the subject was raised in relation to their beliefs, values, and morals; religion of the subject. Whether or not the subject comes from a family of an athletic background may be a limitation. Another factor that may limit the study is how the subject was raised; single mom, single dad, divorced but cooperative partnership, or married parents. Therefore, there was no attempt to control these variables.

Delimitations

Delimitations of the study include the researcher will use only female athletes. The females are collegiate athletes who competed in the 2006-2007 season. Also all the athletes in the study are all part of the Rocky Mountain Athletic Conference (RMAC) and no other conference.

Assumptions: It is assumed that all participants in this study who take the survey will answer all questions, honestly and truthfully answered.

Definition of Terms:

RMAC: Rocky Mountain Athletic Conference.

Motivation (for this study's purpose): the inclination to pursue and persist in activities related to one's sport (Taylor, 2005).

Conclusion

As female athletes get older, they may be losing touch with what it takes to make them continue day in and day out because of society's pressures. Coaches would benefit by paying more attention to their older athletes versus their younger athletes. Young athletes are more excited to get started and learn a new program. Older athletes may become bored with a program with which they already know the routine. If the coach tends to forget about the older athletes and focus on the younger athletes, the older athletes may feel under appreciated or forgotten. With so many pressures to excel in school, athletics, get married, and have children, our females may begin to feel spread thin. At some point one piece of their focus may begin to dwindle and it seems that the area receiving less attention is sports. If we can keep athletics as a main focus we may keep our female athletes performing for a longer period of time.

One also needs to address society views. If one can attain the attention of society and get spectators to more female sporting events one may be able to broaden the opportunity for females to continue playing professional sports. With the lack of availability, however, it seems that come one's senior year it is the end of the road for females in competitive sports. There is very limited opportunity beyond the collegiate level. One may begin to focus on other aspects of life because they have conquered all that is available in the athletic realm of their life.

Chapter II

Review of Literature

Introduction

Motivation is a tricky factor to grasp because it is elusive to many. It becomes difficult to tap into one's motivation style. However, it is important to find one's motivation because "research shows people are more likely to stick with exercise when their reasons are positive, personal, and long lasting" (Consumers Union of U.S., 2006). One must understand motivation in the context of sport and participation to fully understand the concept. Motivation can be defined as the "process through which persons take available resources-- time, talent, and energy,-- and distribute them in a way they choose"(Bartle, 2001). There are two types of motivation: intrinsic and extrinsic. Intrinsic motivations are inherent characteristics that feed off one's internal drive to attain a goal or objective. One piece of intrinsic motivation is flow; the feeling of being "in the zone" is an intrinsically motivating experience that includes challenge of the situation accompanied with skill to match, clear goals, concentration, sense of control, and transformation of time (Greenleaf, 2005). Intrinsic motivation is related to locus of causality. Intrinsic motivation is when the athlete perceives their actions were initiated by themselves and internal attribution occurs in result of success (Hardy, 1996). Extrinsic motivation is those outside influences or people that often result in compensation, social approval, or rewards or events forced upon them (Bartle 2001). It is important to understand where motivation begins because if one can identify the stimulus that motivates them, then one could have a fulfilling life, completing whatever it is that they desire. It is important for an individual to stay motivated so that they continue to work

out and maintain a healthy lifestyle. About a fourth of Americans get the recommended 30 minutes of cardiorespiratory fitness at moderate intensity (Consumers Union, 2006). For athletes, motivation is a huge part of why they begin and continue to play. Once they lose touch with their source of motivation they often quit playing sports.

There are many keys to finding and keeping one's motivation for physical exercise such as social interaction, the mental and physical boost, personal time away from life, convenience in lifestyle, the variety in options, prolongs life, protects one's heart, and helps one sleep (Bartle, 2001; Consumers Union of U.S., 2006). Also sport and motivation are effective tools to reestablish and develop self confidence, personal skills, physical ability, and determination to pursue other challenges in life (Bartle, 2001). Some motivating tools are also available like getting acquainted games, mental puzzles, visualization, team goal setting, reflections on past seasons, films, slides, pictures, personalized folders, as well as stories, analogies, inspirational thoughts, and pep talks. Pep talks may include personal challenges, threats, demands, stories, anecdotes, songs, poems, silence, and possibly dedicating to something or someone. "...if events lead to a reduction in performers' perceptions of either their personal competence or their self determination, then intrinsic motivation will be decreased" (Hardy, 1996, pg. 75). When considering some of these beneficial factors it becomes more reasonable to stay motivated to stay physically active. It is also suggested that to keep the athlete motivated one must provide them with positive feedback giving the athlete responsibility for reactions that lead them to success (Hardy, 1996). Motivational incentives among collegiate athletes with and without disabilities from Division I and II athletes showed participation in collegiate sports for similar reasons (Bartle, 2006, pg.3). Elite athletes

have needs that include being able to demonstrate competence and personal determination in order to be continually successful (Hardy, 1996). One adverse problem that may effect motivation is, "expressing low performance expectations or patronizing attitudes toward performance, potential can be psychologically and athletically harmful" (Bartle, 2006, pg. 4).

There may be another factor affecting athletes. This factor is known as burnout. It can be defined by, "...physical and emotional exhaustion, together with a lowered level of functioning" (Hardy, 1996, pg. 95). This syndrome may lead to withdrawal or stoppage of activities (i.e. athletics) that had once been enjoyable tasks. Some signs to watch for are chronic fatigue, poor sleep patterns, increased vulnerability to viral infections and/or illness, depression, and helplessness (Hardy, 1996). This may be one reason why female athletes finally end their athletic careers.

History

Women's athletics have a greater history than first thought. It is believed that ancient Greek women competed in athletic competitions near the sixth century B. C. While men and women did not compete against one another, Spartan women did begin to compete (Miller, 2004). The ancient Greek developed the tradition of competing in athletic competitions that led to the development of traditional Olympic Games. "It all began in Greece, in the Peloponnese about 3,000 years ago. According to existing historic manuscripts, the first ancient Olympic Games were celebrated in 776 BC in Olympia" (www.olympic.org, The Olympic Games of Antiquity, 2007). With the beginning of female competition, the woman's place in the athletic world was reinforced.

Xenophon describes part of the constitution established by the legendary Spartan lawgiver: "Lykourgos, thinking that the first and foremost function of the freeborn woman was to bear children, ordered that the female should do no less bodybuilding than the male. He thus established contests for the women in footraces and strength just like those for the men, believing that the stronger children come from parents who are both strong" *Constitution of the Lakedaimonians 1.4; A 152*. (Miller, 2004, pg. 154).

The ancient Olympics consisted of individual sports with exception to equestrian but including running, wrestling, boxing, pankration (martial arts/wrestling/boxing), equestrian competitions, the pentathlon, and a few boys' events. Finally included in the more modern Olympics, "...women took part in their first Olympic Games, in Paris in 1900" (www.olympics.org, Women in the Olympic Movement, pg. 1, 2007). The women competed in a total of five sports and totaled 22 women out of 997 athletes (www.olympics.org, Women in the Olympic Movement, pg. 1, 2007). As the Olympics continued so did awareness of women in sports. Almost every Olympic Games new sports were added for the women. " In Turin, at the Olympic Winter Games, women will take part in 40 events out of 84, (that is 47.6% of all events) and in seven sports out of seven" (www.olympics.org, Women in the Olympic Movement, pg. 1, 2007). Women's athletics span beyond the Olympics. In 1943 Phillip Wrigley started the All American Girls Professional Baseball League which spanned from 1943 to 1954, even after World War II ended in 1945, the league was a success (www.aagpbl.org, History, 2005).

Title IX

“In 1956, the last barrier to athletic scholarship fell when the NCAA membership voted to extend financial aid for athletes to cover ‘commonly accepted educational expenses; in addition to tuition and fees, and to award it on the basis of athletic ability, independent of financial need. In 1957, commonly accepted educational expense was defined as room and board, books, and \$15 dollars per month for 9 months for laundry” (Porto, 2003, pg. 37). Title IX is an Educational Amendment which states the “rights of all individuals, regardless of sex, to participate in educational programs or activities that receive federal financial assistance, requiring that both boys and girls have equal opportunities to participate in sports” (NAGWS, 2002; Whisenant, 2003). The year that Title IX was passed was 1972. “A school must be able to show that the numbers of male and female athletes are proportionate to the school’s enrollment” (Nelson, 2004, p.1). Participation opportunities have increased from 74,239 in 1981 to 150,916 in 2001 (Whisenant, 2003).

Gender equity is a continuing concern in both high school and collegiate athletics. Some believe that it is the responsibility of the school principal or athletic director (Nelson, 2004, pg.1). However, many of these roles have been taken over since 1981 when the amount of female coaches and administrators dropped from 90% in 1981 to a mere 44% in 2001 (Whisenant, 2003). If it is a male dominated field, then more males will get attention in regard to sports. Moreover, even with more girls playing more athletics, they play under programs controlled by men (Whisenant, 2003). This is an important factor all the way up to professional athletics. The WNBA was the only major professional sport to be highly ranked for available job opportunities for minority and

females in sports receiving an 'A' in both race and gender (Gale Group, 2005). However, with intercollegiate athletics men have gained control and maintain the power of interscholastic athletics and women are apparently subjected to job discrimination as far as athletic administration is concerned (Whisenant, 2003). There are increasing numbers of females as assistant coaches both paid and unpaid. However, the percentage of female head coaches has dropped in the past few years from about 48 percent in 1998 to about 44 percent in 2004 (Carpenter, 2004). "In the year 2000 23% of Division I, II and III had no female administrators. In 2004, 17.8% still have no female administrators. This includes Division II which has 30.2% of the programs with no female administrators" (Carpenter, 2004, pg.23). This means that on average "about 4 out of 5 women's athletic programs are administered by a male" (Carpenter, 2004, pg.25). This hurts females because too often they sell themselves short when it comes to athletics in both participation and job opportunities.

Gender equity is an evident problem and schools should prepare for the inevitable future consequences of noncompliance (Nelson, 2004). "Women receive 133 million dollars less in athletic scholarship dollars than male athletes and women's recruiting budgets are only 32 % of the total recruiting budget" (NAGWS, 2002, p.1). The goal is not to eliminate teams, although, it sometimes is inevitable. However, new rules are in place to evaluate which sports students wish to participate in, allowing administrators to avoid battles for lack of options (Gale Group, 2006). There is not a statement in Title IX that requires cutting or reducing the number of men's teams in order to comply with Title IX, it is often an unfavorable option (Hammer, 2003). The passage of Title IX made remarkable changes in the amount of females playing sports. From less than 300,000,

prior to title IX in 1971, playing high school athletics, to 2.5 million to date and on the collegiate level, from 30,000 to 130,000 athletes from 1971 to 1997 (Hammer, 2003).

Great leaps have been made in the female world of sports. But many women face challenges when it comes to choosing between a career or raising a family.

Discrimination still affects women's choices and professional progress. This includes the fact that many female faculty members are behind male counterparts when it comes to salary and rank (Gale Group, 2004, pg.10).

The issues that arise from the male domination of athletics carry on well beyond the playing field through a process associated with Bandura's social-cognitive theory. Bandura (1997) noted that researchers have consistently found that cultural gender stereotyping influences career choice. Such findings suggest that gender-related efficacy impediment arise less from the discrete skill themselves than from their linkage to stereotypically male occupations. Hackett and Betz found that the beliefs women have with regard to their abilities and career goals were directly influenced by their families, the media, educational systems, and the culture in which they lived. Because girls see so few women in the power and leadership roles in interscholastic athletics as coaches or athletic directors, when they later make career choices, they may self select themselves out of athletic careers. The results then, are a continuation of the perpetual cycle of male domination. (Whisenant, 2003, pg.2)

And that's just it. There is a subtle and constant pressure against young women to have children and get married, have a home, cook and clean, pushing a profession to the

back burner. "I can't do what I want to do with my own body because I am the wrong sex the wrong age the wrong skin" (Ards, 2005,p.1).Even if women wanted to continue after college and play athletics there are limited option for competitive leagues available to them. The only professional leagues available to women are the Women's National Basketball Association (WNBA), Lady's Professional Golf Association (LPGA), tennis, and track and field. One could play on the national level but one would have to already have background in the organization. Women's professional soccer had a league but it folded due to lack of funding and sponsors.

After 10 seasons, the WNBA's Charlotte Sting, one of the league's eight original franchises... The Sting reached the WNBA final in 2001 but made the playoffs just twice after that and drew an average of 5,783 fans last season, 13th among 14 teams. The NBA's Charlotte Bobcats announced last month that they were giving up control of the franchise, and an effort to find a buyer failed. 'It's sad to see them go,' says Greg Economou, the Bobcats' chief marketing officer. 'They meant a lot to the people of the city, but by the same token, not enough people.' (SI, Jan. 2007, pg.18)

Millions of people are willing to provide money for football, baseball, basketball, hockey, arena football, and lacrosse leagues. However, when it comes to supporting women, our mothers, sisters and daughters few were there. It is more important that women have children. Women's biology enables them to bear children and often fulfills their destiny with that ability and makes having children a "moral and societal duty" (Ard, 2005, pg.1). What is the real impact on women, knowing that 'their clock is

ticking.' Young women are continuing to feel the pressure to get married after college, have children, raise children, clean the house, and make dinner. It's not hard to make dinner considering they're home already but raising and taking care of the children is a monumental task in itself. On the other hand, young men graduate college, begin a successful career, make money, eventually get married and have children. It's not men or women's fault directly. The culture we live in that treats the female body as an object for consumption is one problem (Greenleaf, 2005). Girls and women being raised in a culture where the way they learn to view their bodies as objects is another large problem (Greenleaf, 2005). The "objectification theory as a feminist sociocultural model to conceptualize experiences unique to girls and women and related mental health issues that result from self-objectification" (Greenleaf, 2005). Women view themselves as more beneficial to society if they have children. What happened to our young ladies that viewed themselves as strong and independent women? These women feel the pressure of society. As they grow older they begin to see how undervalued they are as athletes. There is a lack of opportunity to continue to play sports post college for females. So with pressure from the society they begin to start families rather than chase their goals and dreams. As women make the transition from the field to the home they experience flow less often. This is detrimental because flow is associated with physical activity and happiness.

Motivation

The underlying problem is that as women get older they lose motivation to participate in sports because our society values women's body appearance and child birth over the abilities of women as athletes and scholars. It has been 35 years since the

passage of Title IX. Women are playing more sports, but inevitably their athletic careers come to an end. In most cases it results in them getting married and having children as society wishes. Men are in control of athletic endeavors in our country which could be a limiting factor of the availability of women's athletics. More importantly one should examine female athletes and figure out a plan to keep female athletes motivated throughout their careers. One benefit of keeping females motivated to compete is beneficial to coaches in order to attain a high level of performance for a longer duration of competition. Moreover, if more females are motivated to keep competing more leagues could come available, thus, expanding the society's appreciation of females as people and athletes, as we know it.

Conclusion

Women have been in competition since sixth century BC. They competed long before they were recognized as athletes. It was the year 1900 when women first officially competed in the Olympic Games. With large respect to Title IX in 1972 women were further enabled to compete in sports and be more equal in life itself. The numbers of women competing in sports has exploded since 1972. Women around the world are setting records and developing as athletes very rapidly. The problem that faces women at this point in history is what comes after college athletics. For many of these competitive athletes their senior year is the end of the road because there is no professional league for their sport. If the females are motivated to continue playing sports then they could further develop as athletes and set new boundaries. A new era of growth for females' athletics is upon us waiting to begin. If women assume that the end of college is the end of their road

Chapter III

Methodology

Introduction

In athletics there are certain limitations that stand as a barrier. One that females face is that at the end of college there are very limited opportunities to continue sports that they compete in. The researcher is looking to find out if collegiate female athletes in the Rocky Mountain Athletic Conference (RMAC) lose motivation for participation in athletics. Moreover, if indeed the participants lose motivation then what are the underlying factors for loss of motivation?

An interesting dynamic of this study is that only RMAC female collegiate athletes are being used. The RMAC is a Division II league versus a Division I or Division III league. Because the participants are part of the Division II league there may be some differences in motivation. Division II is often thought of as a less competitive league. If the participants were Division I athletes there may be more motivation because Division I athletes do get more exposure and are more likely to continue competing past their collegiate careers. Division II athletes may be more interested in getting a good education versus using their collegiate career to go professional in their sport. Division III athletes may have separate interest from Division I and II athletes, because Division III there is little or no scholarship money for athletic participation. Thus, Division III athletes may be more interested in the education they will receive.

There is another interesting potential to examine. Another league available to college athletes is the National Association of Intercollegiate Athletics (NAIA), which operates under separate rules and regulations from the National Collegiate Athletic

Association (NCAA), which houses Divisions I, II, and III athletic programs. The NAIA league allows more room for schools to provide athletes with money for their participation in athletics but it is not limited to just education. Coaches at NAIA schools can offer athletes enough money to pay for school, housing, food, and any other necessity for the athlete. Motivations of NAIA athletes may differ greatly from NCAA athletes or they may not.

The research questions addressed include: do RMAC female collegiate athletes lose motivation to participate in sports and what are the factors that lead to loss of motivation?

Setting

The study was conducted at many sites with the Rocky Mountain Athletic Conference (RMAC) as common ground. The schools that were included in this study are Adams State College (ASC), Chadron State College (CSC), Colorado Christian University (CCU), Colorado School of Mines (CSM), Colorado State University-Pueblo (CSU-P), Fort Lewis College (FLC), Mesa State College (MSC), Metro State College of Denver (MSCD), New Mexico Highlands University (NMHU), Regis University (RU), University of Colorado-Colorado Springs (UCCS), University of Nebraska at Kearney (UNK), Western New Mexico University (WNMU), and Western State College (WSC). The survey was taken by each female athlete at their respective school on a computer through contact from an email from the senior women's administrator or athletic director. The female athletes completed the survey online, which then was complied with Zoomerang data collection services, and then retrieved by the researcher at Adams State College.

Subjects

The subjects in the study were female athletes at the school who participate in varsity collegiate teams. The teams were not specific, as it is intended to gain a variety of athletes. The subjects were collegiate female athletes as long as they were currently participating in varsity athletics for the 2006-2007 season. There was a possibility of around 600 participants with 100 % participation. The variety of age and sports are one key factor to this study to avoid any biases. If we only questioned one age group or only one sport, then the results may be skewed because different sport athletes as well as different age athletes may answer differently.

Instrumentation

The survey, which was developed by the researcher and validated by multiple professionals, consisted of questions pertaining to the females' feelings toward sport, motivation, family, career, and commitment. The questions looked to answer the females' feelings to sports they have participated in previously, currently, and possibly in the future. The survey was also intended to question future goals and plans of the female athletes.

Procedure

The Senior Women's Administrator (SWA) or Athletic Director (AD) at each school were contacted in order to inform them of the study and to ask for their assistance in facilitating the study. They were asked to inform all female athletes of the study and ask for the women's assistance by filling out the online survey.

Upon agreement to the informed consent (appendix B), an online survey could be opened for a period of time to the school's subjects. The subjects then filled out the

survey online and data was tracked through the website Zoomerang online. When all surveys were completed, the researcher then viewed the data the website produced from the surveys.

Analysis of Data

The software being used, Zoomerang, processed the surveys and gave the researcher data from the survey. The data was processed and significant results were identified. The researcher made observations from the data and made conclusions based on the findings. Because this is a descriptive study the data will be presented as observations rather than comparative data.

Age	#
10	1
11	1
12	1
13	1
14	1
15	1
16	1
17	1
18	1
19	1
20	1
21	1
22	1
23	1
24	1
25	1
26	1
27	1
28	1
29	1
30	1
31	1
32	1
33	1
34	1
35	1
36	1
37	1
38	1
39	1
40	1
41	1
42	1
43	1
44	1
45	1
46	1
47	1
48	1
49	1
50	1
51	1
52	1
53	1
54	1
55	1
56	1
57	1
58	1
59	1
60	1
61	1
62	1
63	1
64	1
65	1
66	1
67	1
68	1
69	1
70	1
71	1
72	1
73	1
74	1
75	1
76	1
77	1
78	1
79	1
80	1
81	1
82	1
83	1
84	1
85	1
86	1
87	1
88	1
89	1
90	1
91	1
92	1
93	1
94	1
95	1
96	1
97	1
98	1
99	1
100	1

Chapter IV

Results

Background

The purpose of the research questions were find out: Do collegiate female athletes in the RMAC lose motivation for participation in athletics; and what are the factors that play a role in the loss of motivation within the collegiate female athletes of the RMAC? To answer the questions, the researcher tried to evaluate motivational factors through finding out where the subjects placed the most importance in their life, whether it is athletics, academics, career, or family. See appendix C for a complete list of the questions.

Table 1 indicates the number of respondents recorded from each age group.

Table 1. Number of Respondents by Age of all Subjects.

Age	#
18	18
19	31
20	28
21	23
22	10
23	4

The average age of the subjects is 20 years old.

In order to better understand the responses of the subjects Table 2 shows the number of athletes from each school. Also the table shows how many respondents for each particular sport from the schools that responded.

Table 2. Subjects by School and Sport

	SOC	GOLF	BB	VB	T&F	SB	CC	SWIM	CYCLING	TENNIS	TOTALS:
School:											
ASC	8	2	-	-	-	-	-	-	-	-	10
CCU	6	-	2	7	-	-	-	-	-	-	15
CSC	-	-	-	3	8	-	-	-	-	-	11
CSM	7	-	2	2	7	7	1	3	1	-	30
CSU-P	2	-	2	2	-	-	-	-	-	1	7
FLC	-	-	3	12	-	2	1	-	-	-	18
MSC	-	-	-	2	-	5	-	-	-	-	7
NMHU	6	-	-	-	1	1	-	-	-	-	8
UNK	-	-	-	7	-	-	-	1	-	-	8
TOTALS:	29	2	9	35	16	15	2	4	1	1	114

Of all of the subjects from Adams State College (ASC) there were eight soccer players and two golfers. From Colorado Christian University (CCU) there were six soccer players, two basketball players, and seven volleyball players. Chadron State (CSC) had three volleyball players and eight track and field athletes. Colorado School of Mines (CSM) had seven soccer players, two basketball players, two volleyball players, seven track and field athletes, seven softball players, one cross country runner, three swimmers, and one cyclist. Colorado State University-Pueblo (CSU-P) had two soccer players, two basketball players, two volleyball players and a tennis player. Fort Lewis College (FLC) totaled three basketball players, twelve volleyball players, two softball players, and a cross country athlete. Mesa State (MSC) had two volleyball players and five softball players. New Mexico Highlands University (NMHU) had six soccer players, one track and field athlete, and one softball player. The University of Nebraska-Kearney (UNK) had seven volleyball players and one swimmer.

Below, Table 3 represents the averaged answers to the questions on the survey. In

order to have a comparison all age groups were listed so that one may examine the average response for each question from each age group.

Q1	1.4	1.3	1.2	1.4	1.2	1.3
Q2	2.5	2.6	2.4	2.7	2.6	2.5
Q3	1.1	1.2	1.1	1.0	1.1	1.1
Q4	2.3	2.3	2.0	2.1	2.2	2.0
Q5	1.1	1.0	1.0	1.0	1.0	1.0
Q6	1.4	1.4	1.7	1.3	1.5	1.5
Q7	1.7	1.6	1.8	1.5	1.7	1.6
Q8	1.1	1.1	1.1	1.1	1.1	1.1
Q9	1.4	1.5	1.3	1.4	1.5	1.4
Q10	1.9	2.0	1.8	2.0	2.1	2.0
Q11	2.4	2.5	2.3	2.4	2.5	2.4
Q12	1.3	1.3	1.1	1.2	1.2	1.3
Q13	2.1	2.2	2.1	1.9	2.1	2.0
Q14	1.5	1.5	1.4	1.5	1.7	1.6
Q15	1.7	1.8	1.5	1.6	1.8	1.7
Q16	1.3	1.3	1.3	1.3	1.3	1.3
Q17	1.7	1.7	1.6	1.7	1.8	1.7
Q18	1.1	1.0	1.0	1.0	1.0	1.0
Q19	1.5	1.5	1.4	1.5	1.6	1.5
Q20	2.0	2.0	2.0	2.0	2.1	2.0
Q21	1.4	1.5	1.3	1.4	1.5	1.4
Q22	1.7	1.8	1.6	1.7	1.8	1.7
Q23	1.4	1.4	1.4	1.4	1.4	1.4
Q24	1.7	1.8	1.6	1.7	1.8	1.7
Q25	1.1	1.1	1.1	1.1	1.1	1.1
Q26	1.1	1.1	1.1	1.1	1.1	1.1
Q27	1.4	1.4	1.4	1.4	1.4	1.4
Q28	1.3	1.3	1.3	1.3	1.3	1.3
Q29	1.3	1.3	1.3	1.3	1.3	1.3
Q30	1.3	1.3	1.3	1.3	1.3	1.3
Q31	1.3	1.3	1.3	1.3	1.3	1.3
Q32	1.3	1.3	1.3	1.3	1.3	1.3
Q33	1.3	1.3	1.3	1.3	1.3	1.3
Q34	1.3	1.3	1.3	1.3	1.3	1.3
Q35	1.3	1.3	1.3	1.3	1.3	1.3
Q36	1.3	1.3	1.3	1.3	1.3	1.3
Q37	1.3	1.3	1.3	1.3	1.3	1.3
Q38	1.3	1.3	1.3	1.3	1.3	1.3
Q39	1.3	1.3	1.3	1.3	1.3	1.3
Q40	1.3	1.3	1.3	1.3	1.3	1.3
Q41	1.3	1.3	1.3	1.3	1.3	1.3
Q42	1.3	1.3	1.3	1.3	1.3	1.3
Q43	1.3	1.3	1.3	1.3	1.3	1.3
Q44	1.3	1.3	1.3	1.3	1.3	1.3
Q45	1.3	1.3	1.3	1.3	1.3	1.3
Q46	1.3	1.3	1.3	1.3	1.3	1.3
Q47	1.3	1.3	1.3	1.3	1.3	1.3
Q48	1.3	1.3	1.3	1.3	1.3	1.3
Q49	1.3	1.3	1.3	1.3	1.3	1.3
Q50	1.3	1.3	1.3	1.3	1.3	1.3

Table 3. Responses by Age Group: Comparison

	Age Group	18	19	20	21	22	23
Survey Questions							
Q5		1.4	1.6	1.3	1.4	1.2	1.3
Q6		2.5	2.6	2.4	2.7	2.6	2.3
Q7		1.7	1.7	1.4	1.8	1.4	1.8
Q8		6.9	5.6	4.9	5.1	4.7	6
Q8b			0.5				
Q9		1.4	1.9	1.7	1.8	1.5	2.5
Q10		8.6	7.4	6.9	6.8	7.1	11.5
Q10b			0.25				
Q11		2.6	2.6	2.3	2.9	2.3	2.8
Q12		2.9	2.3	2.8	2.6	2.2	2.5
Q13		2.4	2.5	2.3	2.6	2.5	3.3
Q14		2.8	2.7	3.1	2.7	2.2	2.5
Q15		2.2	2.3	2.3	1.9	2.1	2.5
Q16		1.6	1.9	1.8	1.8	1.7	2.3
Q17		1.7	1.8	1.8	2	1.8	2.8
Q18		1.5	1.9	1.8	1.6	1.6	1.3
Q19		1.7	2.1	1.9	1.7	1.8	1.3
Q20		2.1	1.9	2	1.8	1.9	1.5
Q21		3.5	3.2	3	2.9	3	3
Q22		2.8	2.6	2.9	2.9	2.8	3.8
Q23		3.4	3.2	3	3.2	3.1	2.5
Q24		2.7	2.9	2.8	2.9	2.5	1.8
Q25		3.6	3.3	3.4	3.5	3.5	4
Q26		3.1	2.8	3.1	3.1	2.4	2.8
Q27		2.8	2.7	2.8	2.9	2.6	3.3
Q28		3.3	3	2.9	2.8	2.4	3.5
Q29		2.7	2.6	2.1	2.3	2.2	3.3
Q30		1.5	1.7	1.4	1.4	1.4	1.3
Q31		1.6	2.1	1.8	1.8	1.8	1.5
Q32		2.2	1.7	1.6	2.2	1.8	1.5
Q33		1.8	2.1	2	2.1	1.8	2
Q34		1.8	2.1	1.9	2.4	2.2	2.5
Q35		3.6	3.2	3.4	3.6	3.5	3.5
Q36		2.3	2.4	2.6	2.3	2.8	2.5
Q37		1.6	2.1	2.2	1.9	2.1	2.8

18 Year Old Subjects

In the survey, question 5 through 27 were about their self and their feelings, 28 and 29 were about their friends, and 30 through 37 were what they believed their family and significant others felt. The eighteen year old subjects on average agreed to questions 5, 6, 7, 9, 11, 13, 15, 16, 17, 18, 19, 20, 30, 31, 32, 33, 34, 36, and 37. They disagreed to questions 12, 14, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 35. The average age reported on planning to get married was 7 years after college. The average age reported for planning on having children after college was 8.6 years.

19 Year Old Subjects

In the survey, question 5 through 27 were about their self and their feelings, 28 and 29 were about their friends, and 30 through 37 were what they believed their family and significant others felt. The nineteen year old subjects on average agreed to questions 5, 7, 9, 13, 15, 16, 17, 18, 19, 20, 30, 31, 32, 33, 34, 36, and 37. They disagreed to questions 6, 11, 12, 14, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 35. The average age reported on planning to get married was 5.6 years after college. The average age reported for planning on having children after college was 7.4 years. One subject reported already being married for six months and having a child who was three months old.

20 Year Old Subjects

In the survey, question 5 through 27 were about their self and their feelings, 28 and 29 were about their friends, and 30 through 37 were what they believed their family and significant others felt. The twenty year old subjects on average agreed to questions 5, 6, 7, 9, 11, 13, 15, 16, 17, 18, 19, 20, 29, 30, 31, 32, 33, 34, and 37. They disagreed to questions 12, 14, 21, 22, 23, 24, 25, 26, 27, 28, 35, and 36. The average age reported on

planning to get married was 4.9 years after college. The average age reported for planning on having children after college was 6.9 years.

21 Year Old Subjects

In the survey, question 5 through 27 were about their self and their feelings, 28 and 29 were about their friends, and 30 through 37 were what they believed their family and significant others felt. The twenty one year old subjects on average agreed to questions 5, 7, 9, 15, 16, 17, 18, 19, 20, 29, 30, 31, 32, 33, 34, 36, and 37. They disagreed to questions 6, 11, 12, 13, 14, 21, 22, 23, 24, 25, 26, 27, 28, and 35. The average age reported on planning to get married was 5.1 years after college. The average age reported for planning on having children after college was 6.8 years.

22 Year Old Subjects

In the survey, question 5 through 27 were about their self and their feelings, 28 and 29 were about their friends, and 30 through 37 were what they believed their family and significant others felt. The twenty two year old subjects on average agreed to questions 5, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 26, 28, 29, 30, 31, 32, 33, 34, 36, and 37. They disagreed to questions 6, 21, 22, 23, 25, 27, and 35. The average age reported on planning to get married was 4.7 years after college. The average age reported for planning on having children after college was 7.1 years.

23 Year Old Subjects

In the survey, question 5 through 27 were about their self and their feelings, 28 and 29 were about their friends, and 30 through 37 were what they believed their family and significant others felt. The twenty three year old subjects on average agreed to questions 5, 6, 7, 9, 12, 14, 15, 16, 18, 19, 20, 23, 24, 30, 31, 32, 33, 34, and 36. They

disagreed to questions 11, 13, 17, 21, 22, 25, 26, 27, 28, 29 and 35. The average age reported on planning to get married was 6 years after college. The average age reported for planning on having children after college was 11.5 years.

Complete Data

A total of 114 collegiate female athletes within the RMAC aged 18 to 23 completed the survey. The following figures indicate the percentage of respondents who answered strongly agree, agree, disagree, and strongly disagree to survey questions 6, 13, and 12.

Figure 1. I am self motivated to participate in athletics.

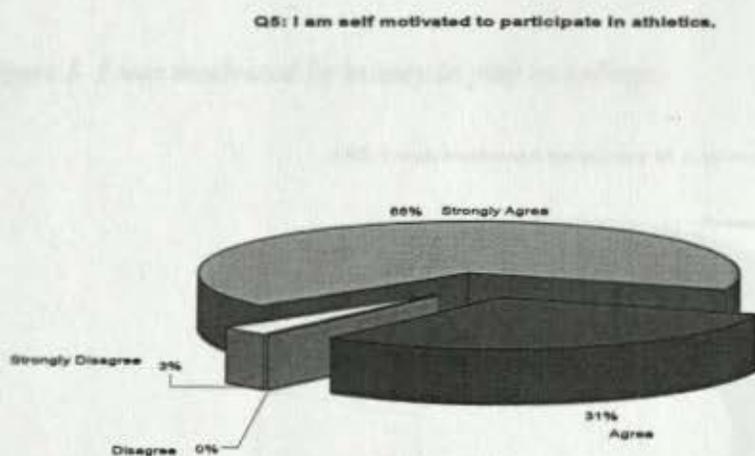


Figure 2. I was motivated by my coach to play in college.

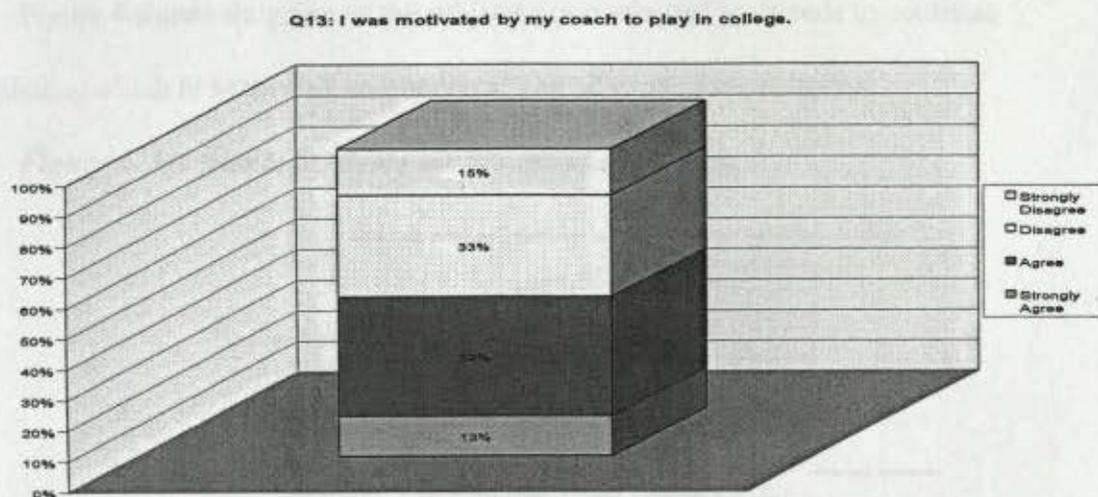
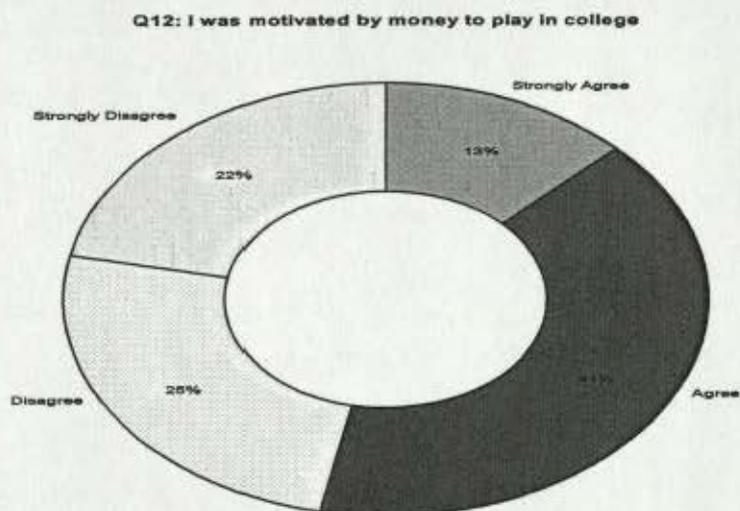


Figure 3. I was motivated by money to play in college.

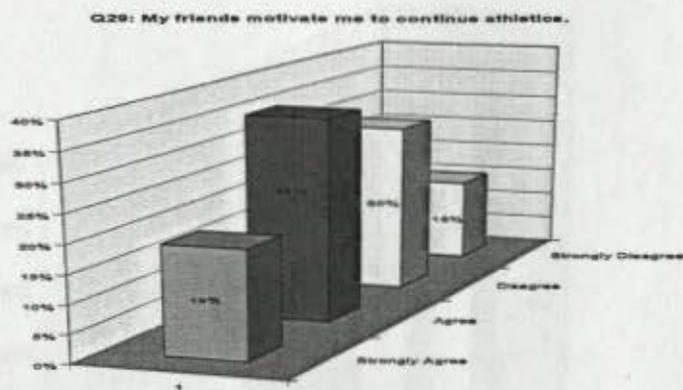


Reportedly, 66 percent of collegiate female athletes strongly agreed that they motivated themselves to participate in athletics. Surprisingly, 52% of subjects agreed to being motivated by their coach to play in college, leaving 48% who disagreed that their

coach was motivating. Of the subjects, 59, or 54% were also motivated by money in the form of scholarships or grants to play in college.

Figure 4 shows sixty one of the subjects are motivated by friends to continue athletics, which is 54% of all respondents. The other subjects disagreed.

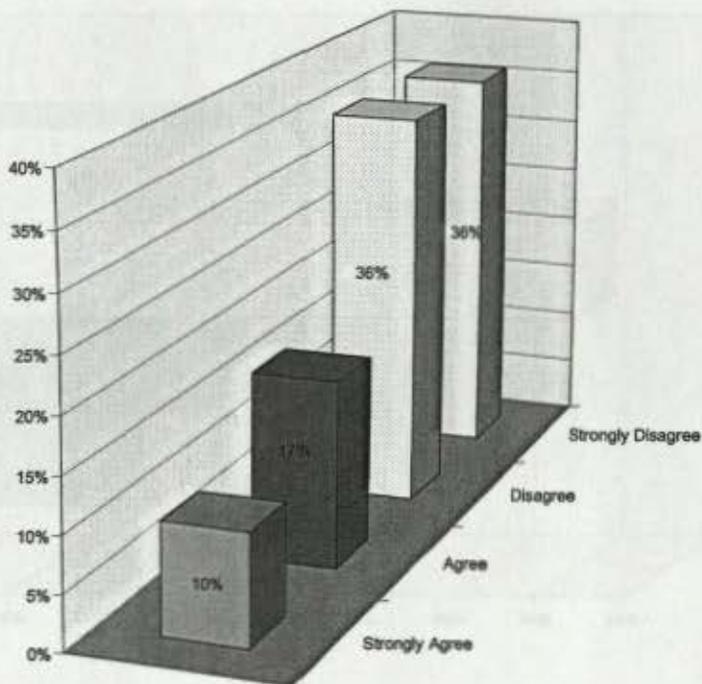
Figure 4. My friends motivate me to continue athletics.



Shown below in Figure 5, injury has only affected 30 subjects by decreasing their motivation. The other 72% reported disagree or strongly disagreeing that injury decreased their motivation.

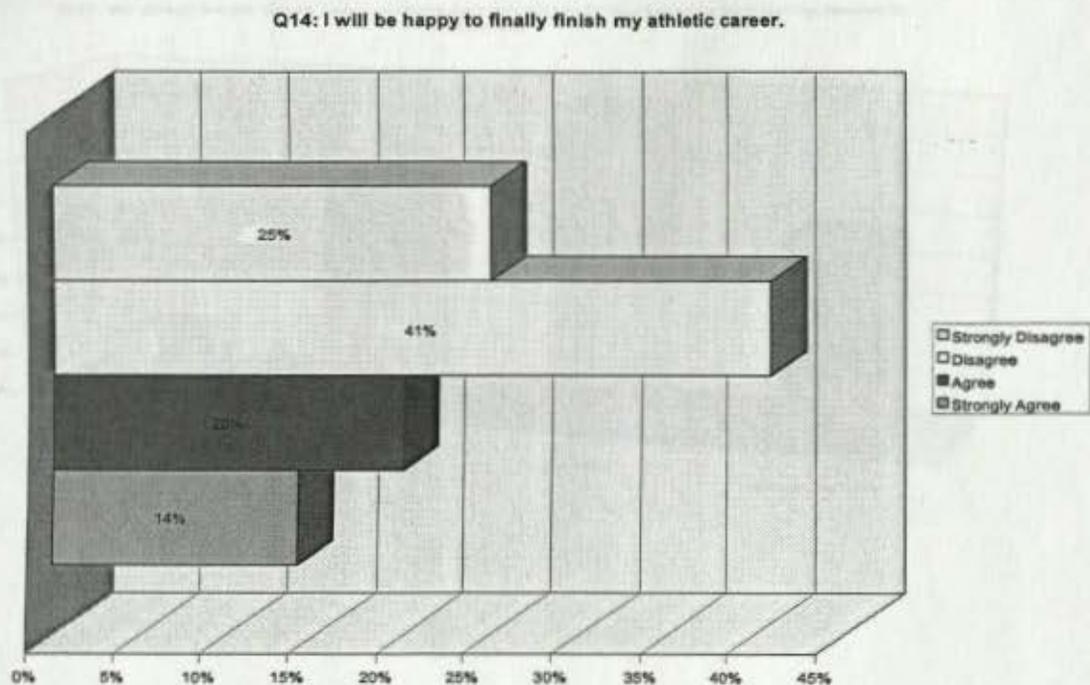
Figure 5. Injury has decreased my motivation to continue athletics.

Q26: Injury has decreased my motivation to compete in athletics.



A total of 73 subjects disagreed to the statement, "I will be happy to finally finish my athletic career." That was a total of 66% in the chart listed below, Figure 6. The other 34% agreed to the statement.

Figure 6. I will be happy to finally finish my athletic career.



Thirty-nine subjects or 35% agreed to the statement that their coach helps them to explore more opportunities in their sport, furthering their career in athletics. The other 65% disagreed to the statement shown by Figure 7.

Figure 7. My coach helps me explore opportunities.

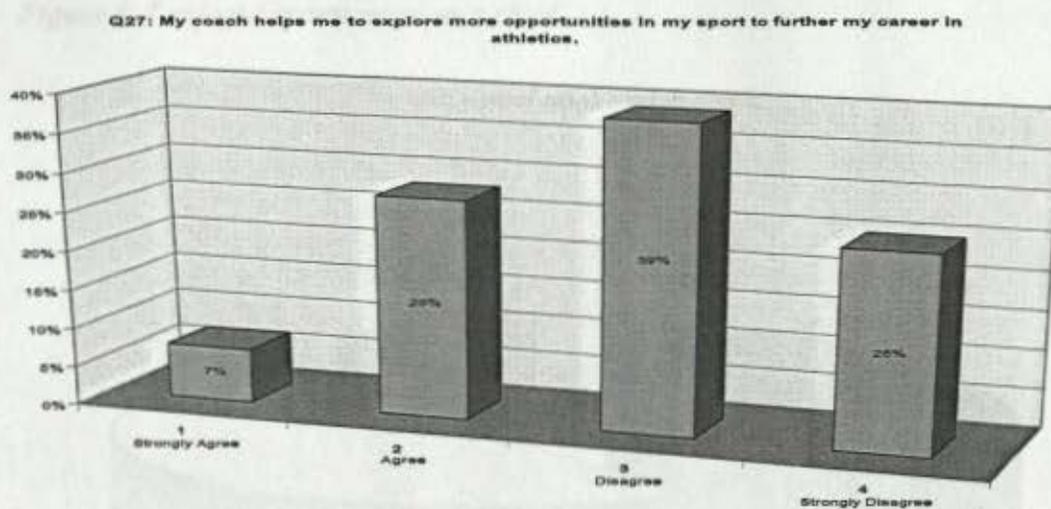


Figure 8. I would play my sport if I was my friend's coach.



Figures 8 and 9 illustrate the subjects response about athletics as a child. Of the respondents, sixty-five respondents, or 59% reported that they strongly disagreed or disagreed that they enjoyed sports more as a child. Only 31% or 34 of all subjects started playing sports as a child because their friends did.

Figure 8. I enjoyed sports more as a child.

Q6: I enjoyed sports more as a child.

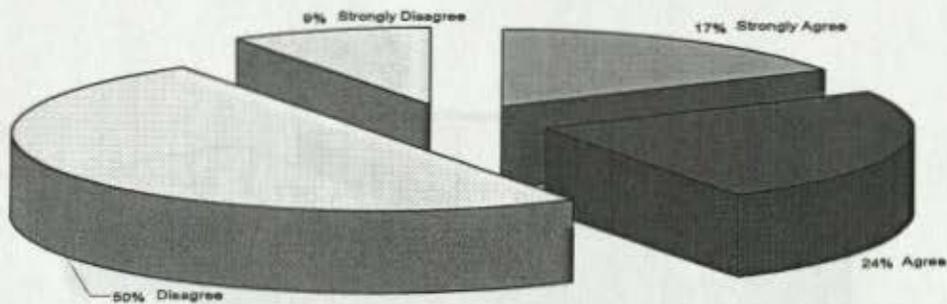


Figure 9. I started playing sports because my friends did.

Q28: I started playing sports because my friends did.

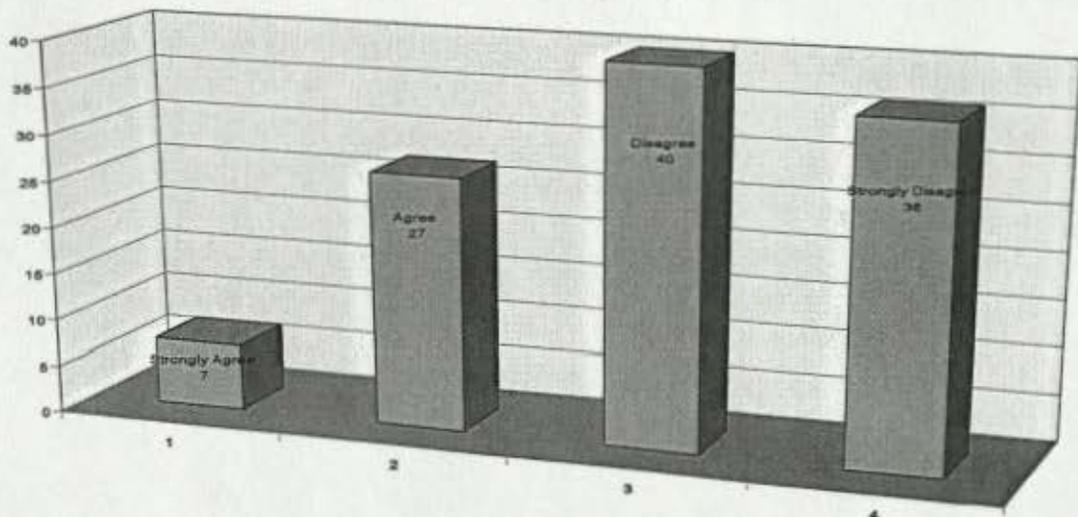


Figure 10 shows the subjects who reportedly do and do not have a life plan. Seventy percent of the female collegiate athletes in this study reportedly had a life plan for themselves. A life plan can be defined as a scheduled timeline of events to follow in the subjects' life. Figures 11, 12, 13, and 14 demonstrate the responses to scheduled events in the life plan. In the life plan 89 scheduled marriage, 85 scheduled children, 95 scheduled their career, and 90 reported that their career comes before family on their life plan.

Figure 10. I have a life plan.

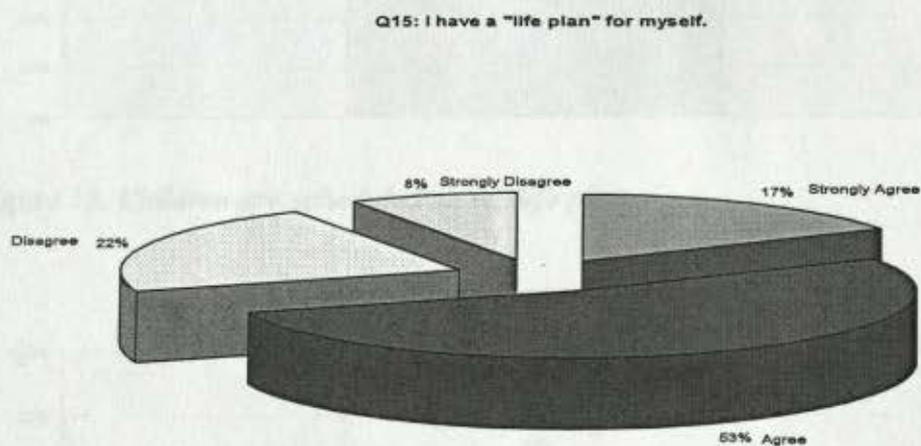


Figure 11. Marriage is scheduled on my life plan.

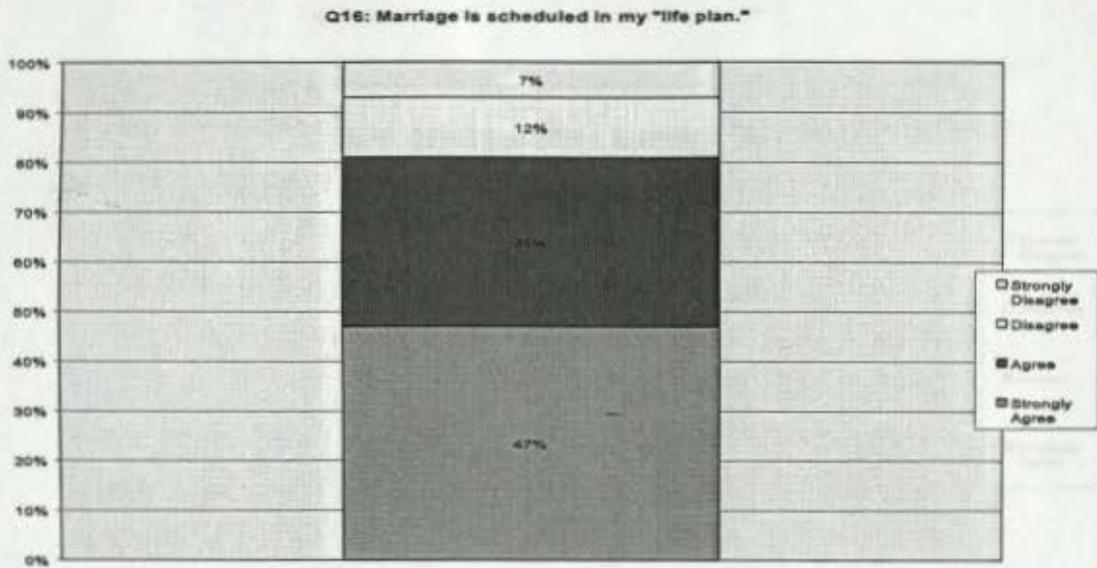


Figure 12. Children are scheduled on my life plan.

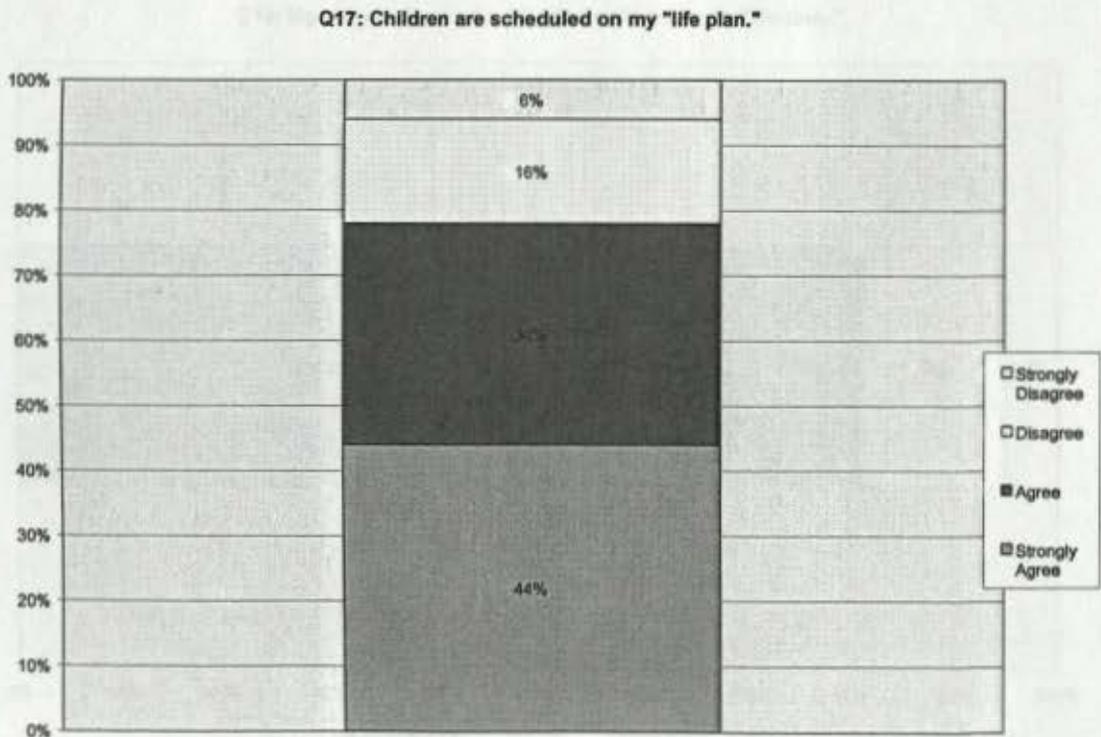


Figure 13. Career is scheduled on my life plan.

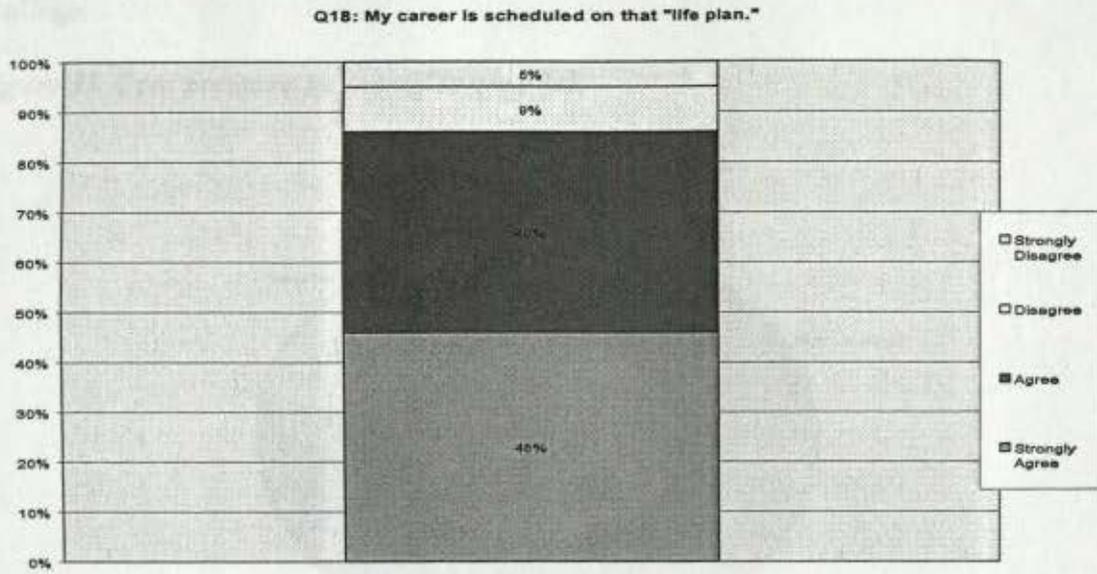
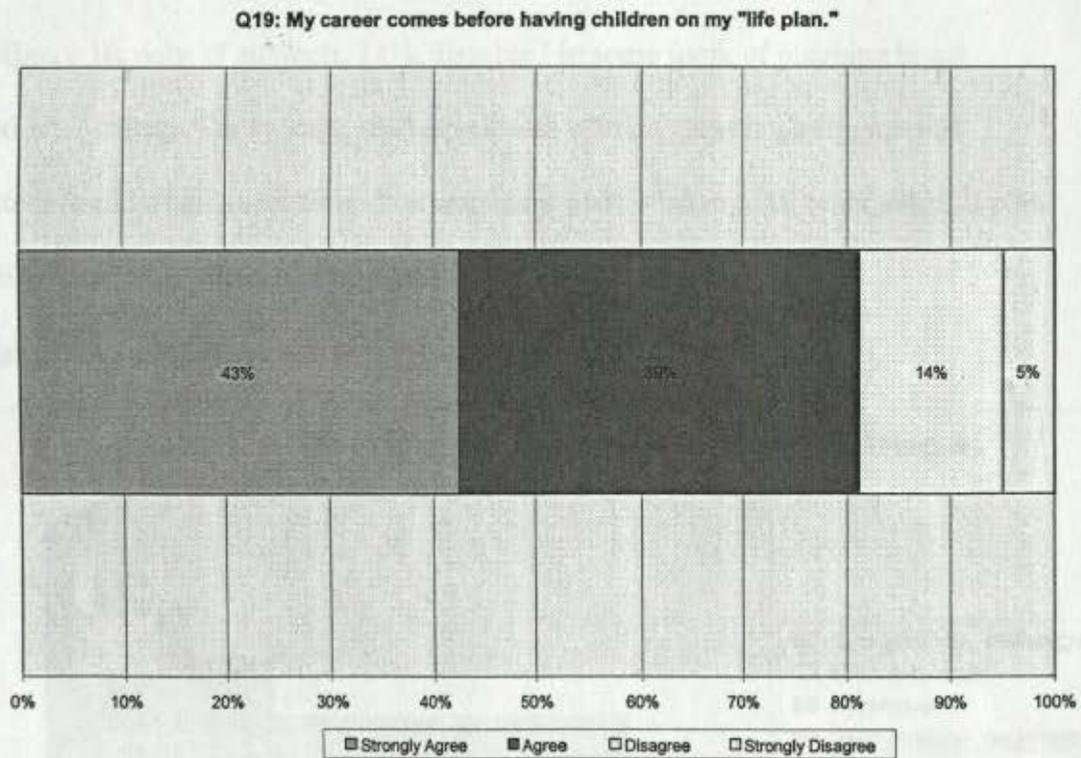
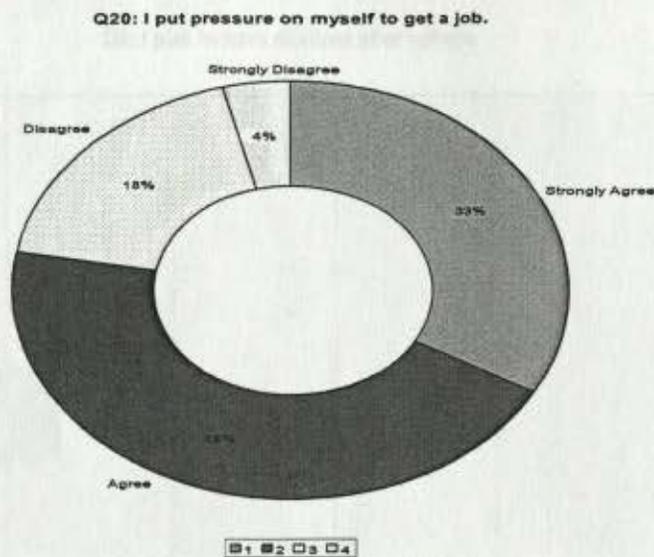


Figure 14. My career comes before starting a family.



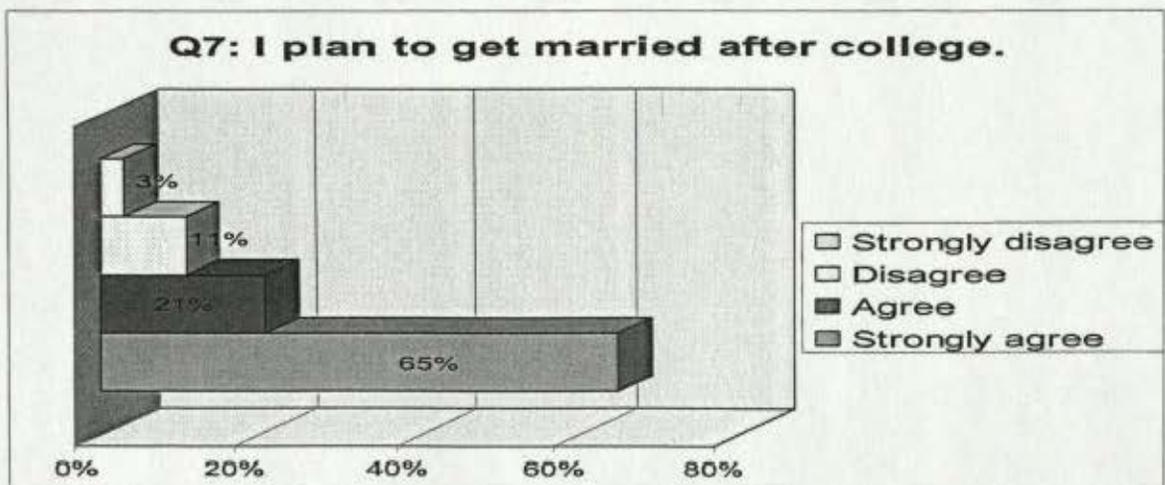
Another 78% percent (Figure 15) of subjects put pressure on themselves to get a job after college.

Figure 15. I put pressure on myself to get a job.



In figure 16, only 15 subjects, 14%, disagreed in some form, of planning to get married after college. On average, the respondents who do plan on getting married estimate five and a half years from their responses on this survey. All other subjects plan on getting married within this time frame.

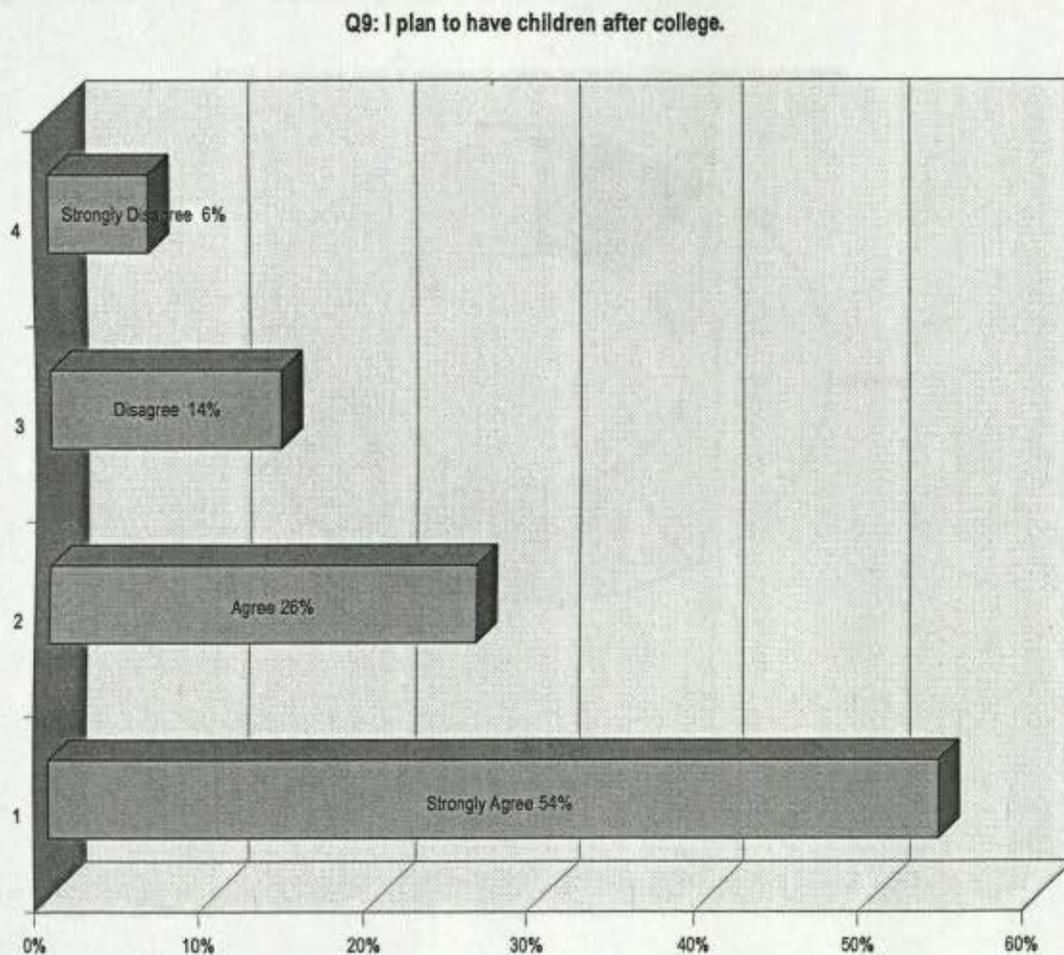
Figure 16. I plan to get married after college.



Also, 80 percent of the subjects plan on having children after college (Figure 17).

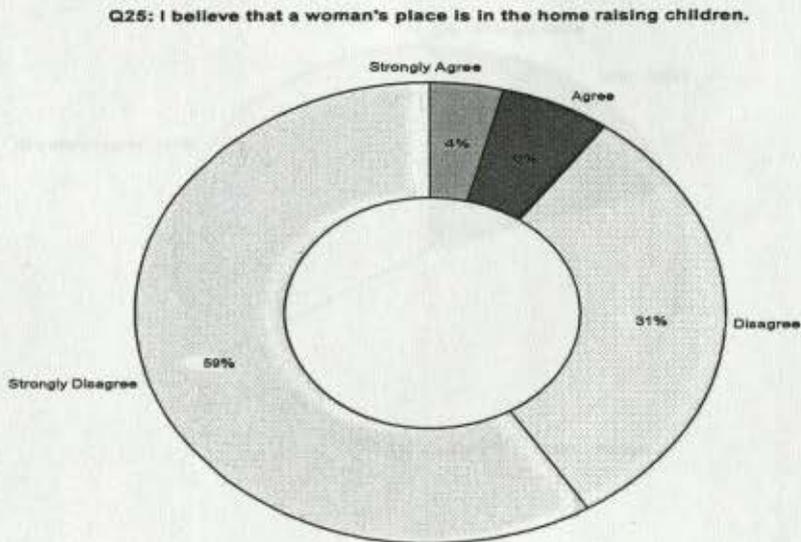
They also estimated having children in seven and a half years.

Figure 17. I plan to have children after college.



In Figure 18, 90% disagree or strongly disagree a woman's place is in the home raising children. However in Figure 17, it shows that 80% of the subjects plan on having children.

Figure 18. I believe a woman's place is in the home.



Only 22 subjects agree to feeling outside or peer pressure to get married. Of those who disagree, 46% disagree and 34% strongly disagree (Figure 19).

Figure 19. I feel pressure to get married.

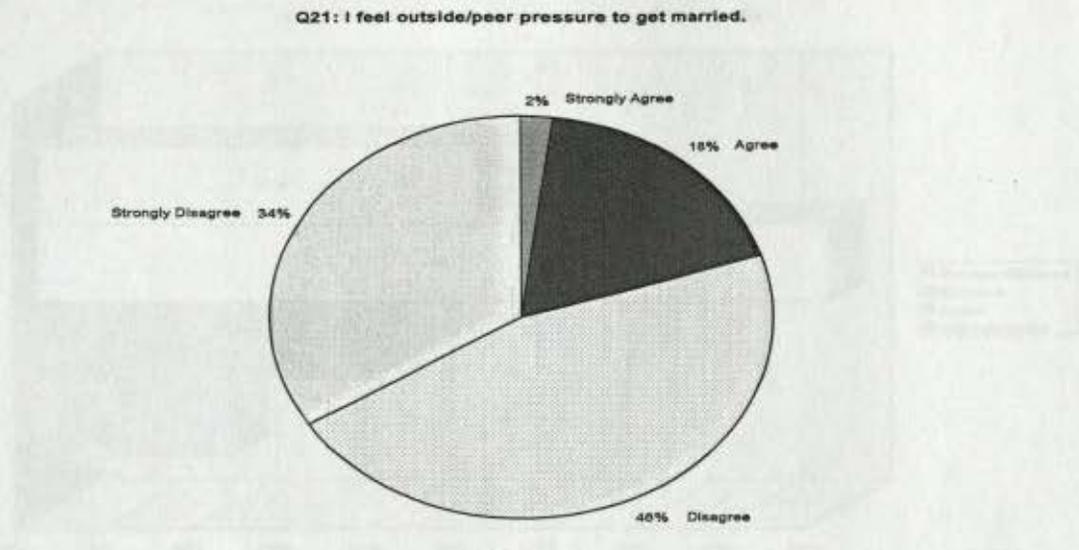
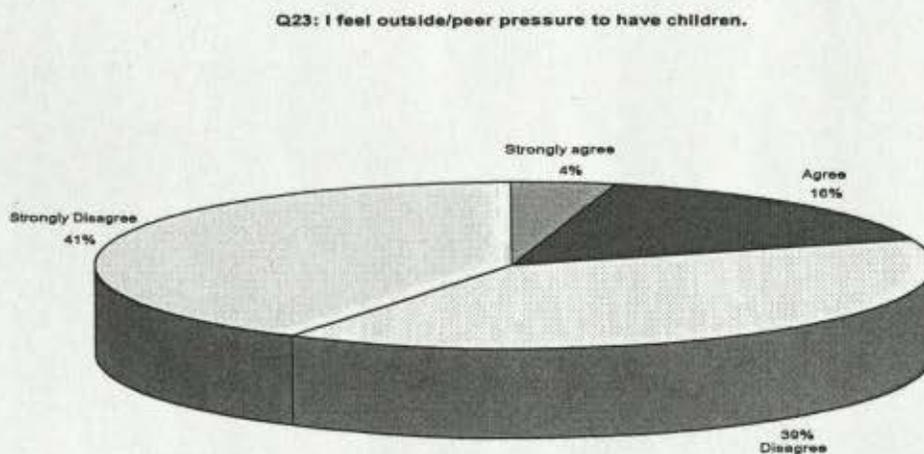


Figure 20 shows a similar 20% of subjects feel outside pressure to have children. Thirty-nine percent disagree, while 41% strongly disagree.

Figure 20. I feel pressure to have children.



Shown in Figure 21, thirty-three of the subjects feel outside or peer pressure to continue sports. A total of 70% either disagree or strongly disagree.

Figure 21. I feel pressure to continue sports.

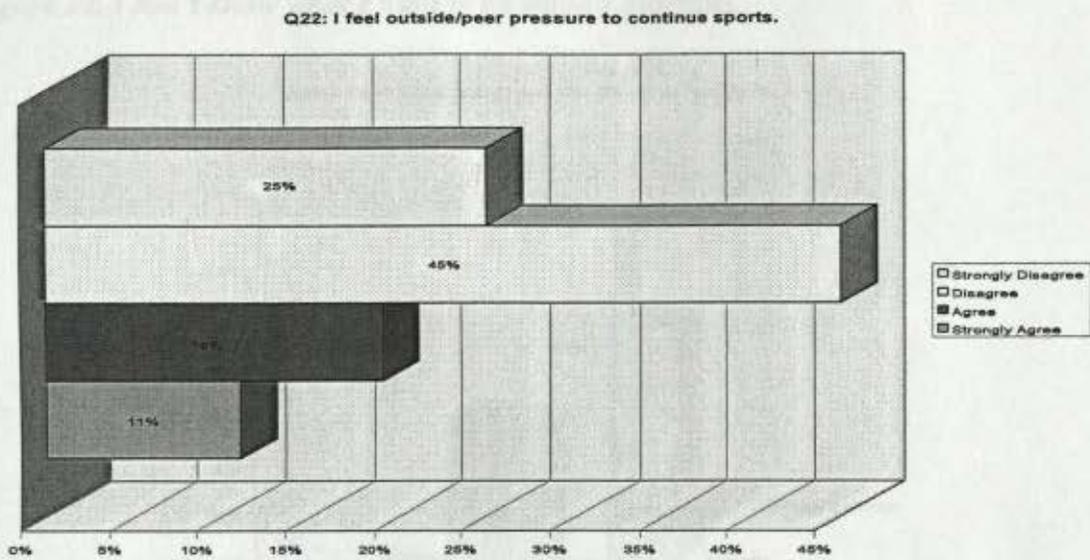
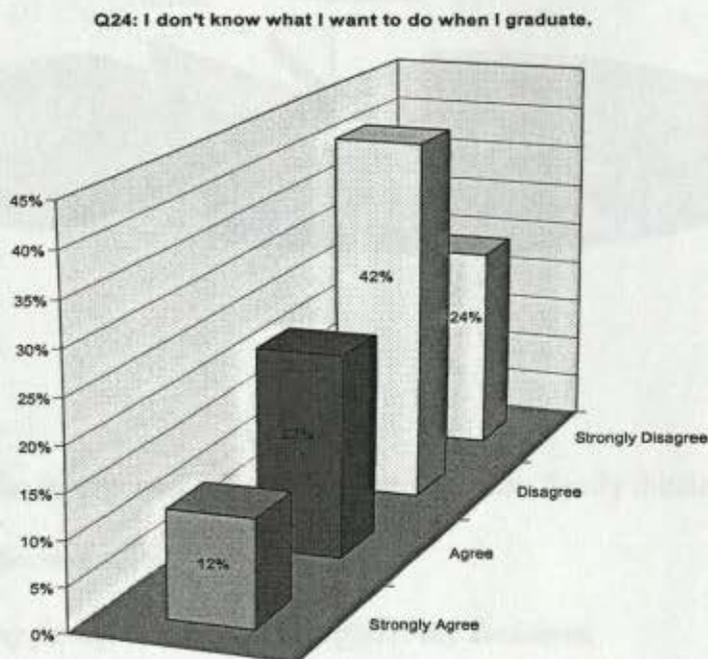


Figure 22 demonstrates the 35% of subjects that do not know what they want to do when they graduate. The majority of 65% disagreed that they didn't know what they wanted to do when they graduated.

Figure 22. I don't know what I want to do when I graduate.



Family motivated 92% of the subjects to go to college (Figure 23).

Figure 23. My family motivated me to go to college.

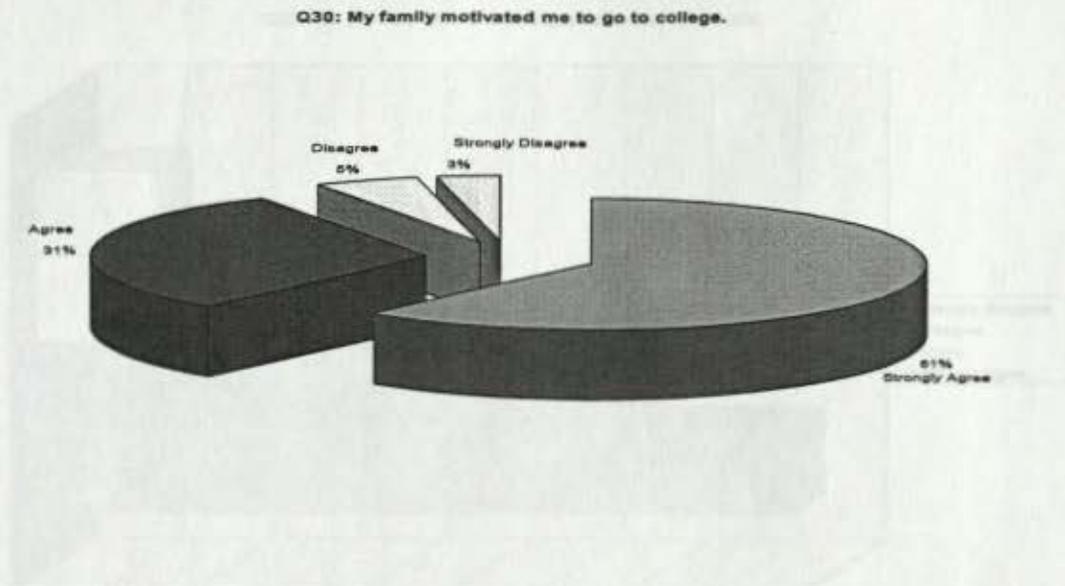
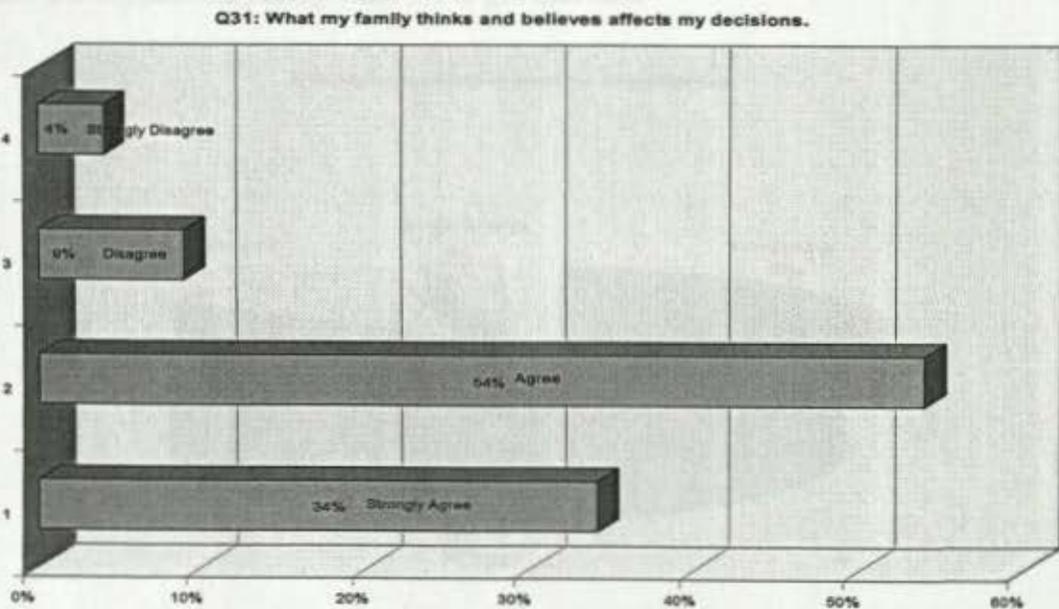


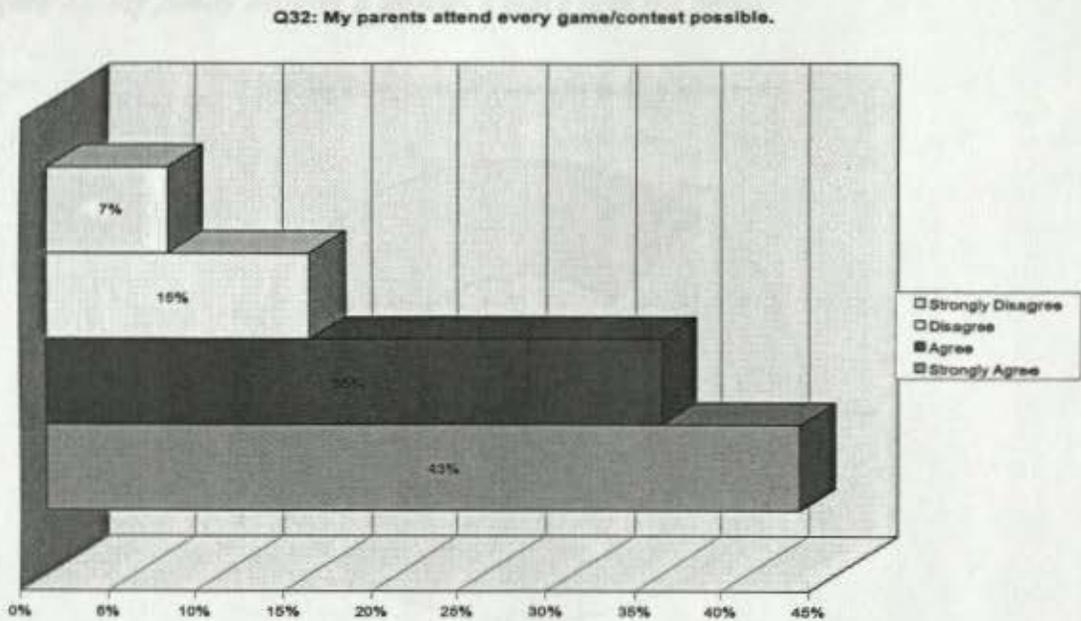
Figure 24 shows the 96 reported subjects that say what their family thinks and believes affects their decisions.

Figure 24. What my family thinks/believes affects my decisions.



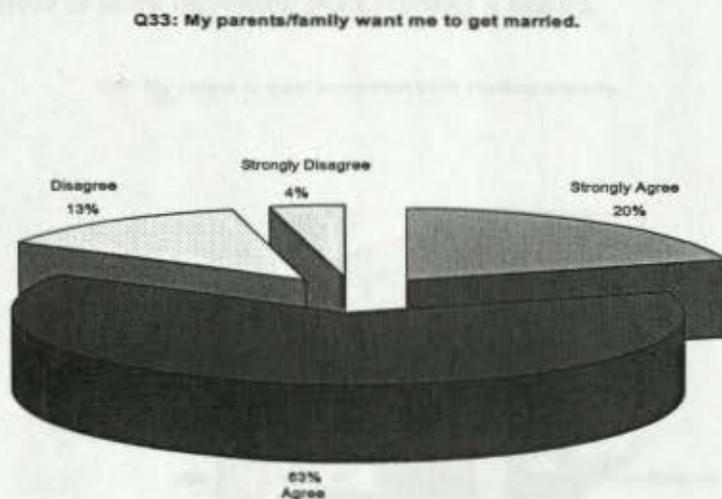
In Figure 25, a mere 22% disagreed that their parents attended every game possible.

Figure 25. My parents attend every game possible.



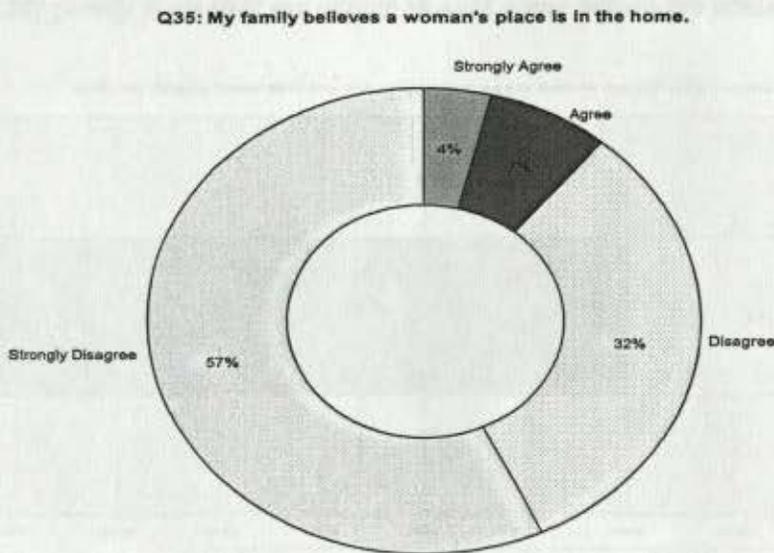
The statement, "My parents/family wants me to get married" returned results showing that 17% or 18 subjects disagreed in Figure 26. The other 83% agreed to the statement.

Figure 26. My parents/family want me to get married.



A total of 11% strongly agreed or agreed that their family feels a woman's place is in the home (Figure 27). A total of 57% strongly disagreed and 32% disagreed.

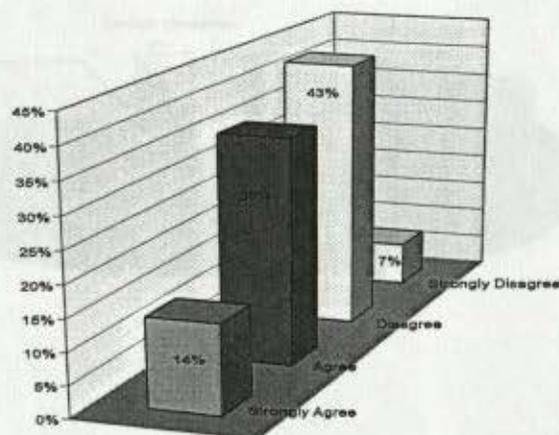
Figure 27. My family believes a woman's place is in the home.



In Figure 28, an even fifty percent reported agreeing to their career is more important than starting a family.

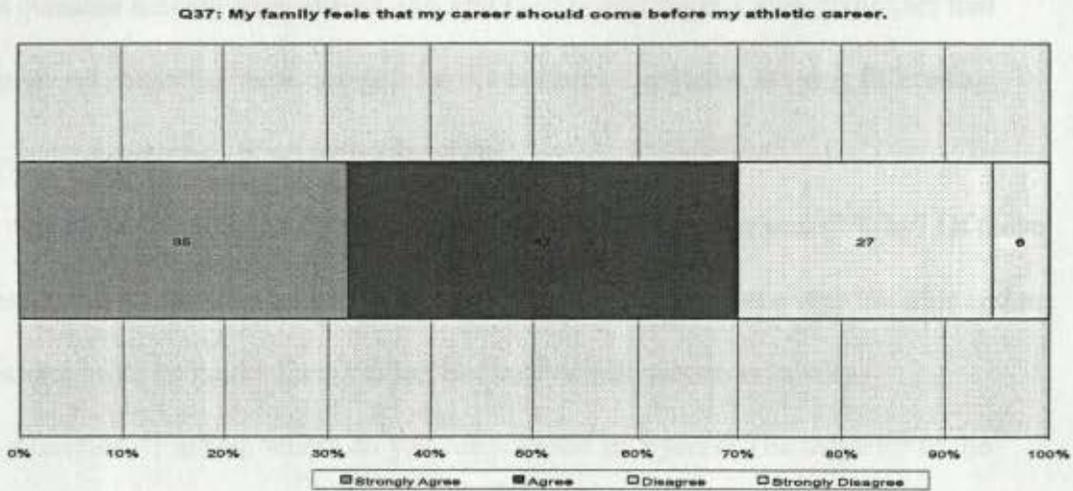
Figure 28. My career is more important than starting a family.

Q36: My career is more important than starting a family.



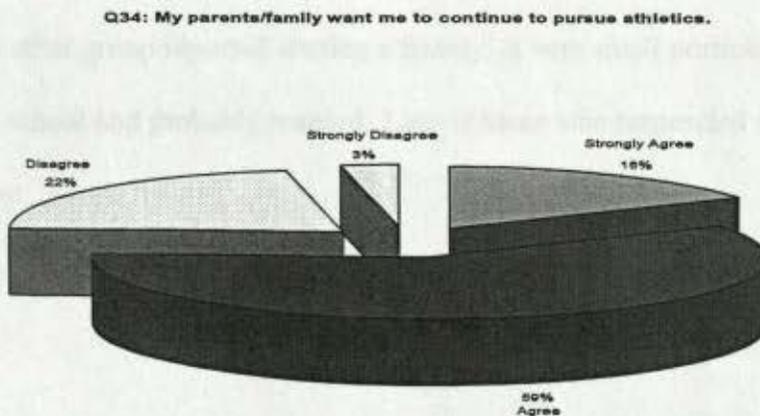
Shown above in Figure 29, the subjects also agreed to the idea that their family feels their career should come before their athletic career. Only 33 of the subjects disagreed or strongly disagreed.

Figure 29. My family feels that my career should come before my athletic career.



In Figure 30, seventy-five percent of subjects believe their parents/family want them to continue to pursue athletics. The other 25% do not believe their family wants them to continue athletics.

Figure 30. My parents want me to continue to pursue athletics.



Question 38 asked: when did you begin playing sports. The most frequent responses were 28 said age 5, 13 said age 4, 12 said junior high, followed by 11 at age 7. There were various other responses but these responses were most frequent in that order.

Question 39 asked: what motivates you in sports? In life? The emergent themes for this question include competition, me, and God in that order. Other responses that were frequently reported were competition for success, happiness, staying fit/healthy, family, and achievement in no particular order.

Question 40 asked: has your motivation decreased over the years? Why? Of those who responded 45 said No, and 55 responded Yes. The reasons were very variable and no conclusions could be made. Each subject had individual opinion as to why.

Question 41 asked: where do you see yourself in 5 years? The majority of the respondents said work, for a total of 40 responses. Another group of 23 stated they would still be in school in 5 years. A group of 32 stated that they saw themselves working but married. Other various responses were also reported.

Question 42 asked: where do you see yourself in 10 years? A majority of subjects reported being in a career, married, with children. Another group reported being married with a career. Another group reported starting a family. A very small portion said they would still be in school and probably married. Lots of those who responded said they see themselves happy.

Chapter 5

Conclusion/Discussion

Introduction

Females first competed in athletics unofficially during the time of the Spartans when the men competed at the Olympics. The women were not allowed to officially compete but had secret competitions anyway. Once the Spartans decide that having strong women produced strong children then competition in the Olympics for females was added with time.

In the U.S. women's rights had to fight yet another battle. First it was just for freedom of speech, to vote, to have a voice in the United States. As the progression of women's rights continued, females took on the challenge of becoming men's equals and soon wanted to compete on the same playing fields they did. The Title IX movement was widely known because it made it possible for women to play sports but it didn't really begin or end there. Title IX was a reform that said that no person on the basis of sex should be excluded from any right of any other person. However, since this point in history women have been challenging themselves athletically and academically at colleges across the country. Women are now on the heels of men breaking records and have progressed at a faster rate than their male counterparts in the world of athletics.

Now there is a new barrier that women face. There is a lack of opportunities for women to compete after their colleges careers end. The researcher believes that because of this barrier there may be a loss of motivation as women age, more specifically collegiate female athletes. If there were more opportunities for collegiate female athletes

post collegiate, there may be a way to further motivate females to continue to participate in athletics.

The purpose of the research study was to ask and find out: Do collegiate female athletes in the RMAC lose motivation for participation in athletics and what are the factors that play a role in the loss of motivation within the collegiate female athletes of the RMAC? The researcher evaluated this by developing a survey and getting it validated by having multiple professionals in the field examine and validate the survey. The survey was distributed through the internet to all of the females at schools in the RMAC.

Findings

Based on the collection, analyzing the data, the evaluation of the data was best represented by age group categories. Sport specific data was not very conclusive or evenly distributed so it may have skewed the representation of data. The intent of the research was not to evaluate the subjects by age but it was an emergent factor. Below you will find the researchers discussion of the findings.

18 Year Old Subjects

The eighteen year old subjects agreed to questions such as they motivate themselves to participate in athletics, they enjoyed sports more as a child, they plan to get married after college, plan to have children, they plan to continue playing competitively after college, they are motivated by their coach in college, they have a life plan with children, marriage, career before family, and feel pressure from themselves to get a job. The researcher thinks this could be because they are still so young. This could be because they still feel motivated by their coach because coaches tend to focus on the younger players as they come in. Also the fact that they plan on continuing to play after they

graduate may be due to age. As they get older, more tired, and sore they may change their minds about that but this is really just an assumption at this point.

They reported enjoying sports more as a child and this could be because of the new competitive level of college is harder than they have ever faced. They also reported that their parents motivated them to go to college. As they get older they may be more motivated to go to college to better themselves. They also agreed that their family still wants them to pursue athletics and this may be because they only think about the college realm of sports. The question is will their family be as supportive as they get closer to graduating. They reported that their family believes that their career should come before both athletic careers and starting a family.

The eighteen year old subjects reported that they were not motivated by money to play in college. This could be due to the fact that there wasn't any scholarship to give the youngest of the athletes. They also reported that they are not going to be happy to finally finish their athletic careers. Because their careers are still so young this could change as they age, have injury, or possibly disagree with their coach at some point in their career. They reported not feeling peer pressure for anything from continuing sports to having children. This may be because they feel it is so far away that they have yet to really think or discuss it with anyone. They don't believe a woman's place is in the home. However, they apparently know what they want to do when they graduate. With their academic careers only in the second semester, things could change once they get more experience in the field. They also reported not being affected by injury in regard to their motivation. They also reported that they neither started playing because of their friends nor are motivated by their friends.

19 Year Old Subjects

They reported being self motivated. They also stated that they plan to get married and have children after college. Also it was reported that their coach was motivating to them. This could be because they are well connected to their coach at this point. This group also agreed to the fact that they will be happy to finish their athletic careers which could be because they have had trials and tribulations or have goals that they are working toward. They also reported having a life plan with marriage, children, and career before family. They also put pressure on themselves to get a job. They state that their career is more important than starting a family and career is more important than their athletic careers.

Family motivates this group to go to college. The researcher believes that family may motivate this group because it is such an achievement in this day and age. Their family beliefs affect their decisions probably because they are close to their families. Moreover, the results showed that their parents attended every game possible.

The subjects disagreed that they enjoyed sports more as a child. They also disagreed that they would continue playing sports after college. This may be because they have no desire to as they continue their college career. This could also be because there is no opportunity for them to continue after college. They also disagreed that they were motivated by money which could be because again there is no or little scholarship money for younger athletes. They are also not happy to finish their athletic careers. This is probably because they are still so young and don't feel any aches or pains of playing sports. They do not feel peer pressure to get married, have children, or continue sports. This is probably because they are so young that their focus is more on finishing school

and exploring their options. They do not agree that a woman's place is in the home. The researcher believes this is because the athletes are highly motivated individuals who plan to get a career as they are achievement oriented. The families also don't believe this which correlates with what their families think affects their beliefs. They also have not experienced lack of motivation due to injury. This variable could be due to several factors such as the motivation from parents and coach or they haven't experienced injury. They also reported their coach did not help them explore opportunities to further their career. They did not start playing sports because of friends nor are they motivated by friends. This could be because their friends do not play sports.

20 Year Old Subjects

Again this group reported being self motivated. This could possibly be a trait of all athletes. This group also plans to get married after college and have children after college. This group enjoyed sports more as a child. However, they did not begin playing because of friends; but, they are motivated by friends to continue athletics. This may be because as teams develop so does a sense of family and support. At this age they are the core of most teams. This group does plan on continuing after college competitively. They are in the heart of their careers and probably have high hopes of what is to follow. The coach motivates this group to play.

This group has a life plan that includes children, career before family, and marriage. The researcher thinks that all females try to plan out their life in order to set goals and achieve them in a timely manner. This group also puts pressure on themselves to get a job.

This group is also motivated by family to go to college. Their families' beliefs affect their decisions, they want them to pursue athletics, want them to get married, and still attend every contest possible. This may show that at this age the families are very close and are part of these individuals' lives. The parents support really shows through in the athletes' motivation. The family does however feel that career should come before athletic career. The researcher thinks this is just a parent's fear for children to be successful and happy.

The subjects reported that the family does not feel a woman's place is in the home or that a career is more important than starting a family. The researcher thinks this is where the transition of becoming a girl to a caretaker might begin. There starts a realization that "I will have children and someone has to take care of them." This thought may rationalize females' beliefs that caretaking is their job and they put their own careers aside.

The subjects report that their coach does not help them explore more opportunities in their sport. This may be because coaches themselves are unaware of what possibilities are or the fact that there are none. The subjects also reported that injury has not decreased their motivation. The subjects may have a great support system which helps to keep their motivation up. They are not happy to finally finish their athletic careers, yet their coaches do not help them explore opportunities. There are other motivations for this group to play sports as they are not motivated by money. Money may not be as big an incentive to motivate as people often believe.

The subjects report knowing what they want to do when they graduate. Also that they do not feel outside pressure to get married, have children, or pursue athletics. This

shows that their peers are really just guiding them and not pushing them in any one direction.

21 Year Old Subjects

This group also reports being self motivated which is a characteristic of athletes. This group also plans on getting married after college as well as having children after college.

The life plan with marriage, children, career before children were all agreed to with this group. The researcher believes that this is just a natural part of life as we plan to achieve certain points in life. Athletes are also goal setters which may be part of why they set times for these benchmarks. This group of subject similarly puts pressure on themselves to get a job. Having a job is another part of life that people understand must take place and if you are not part of that norm than it may cause stress.

This group is also motivated by family to go to college. Their families' beliefs affect their decisions, they want them to pursue athletics, want them to get married, and still attend every contest possible. This shows that at this age the families are very close and are part of these individuals' lives. The parents' support really shows through in the athletes' motivation. The family does however feel that career should come before athletic career. The researcher believes this is just a parent's fear for children to be successful and happy. Friends also motivate these individuals to continue athletics.

The subjects reported that the family does not feel a woman's place is in the home. This could just be a factor of being raised by a mother of modern times who worked and raised children. The subjects did report that family beliefs affected their

decisions. This group reported that they did not enjoy sports more as a child. This could be because they got to experience more with age.

The subjects report that their coach does not help them explore more opportunities in their sport. This may be because maybe coaches themselves are unaware of what possibilities are or the fact that there are none. The subjects also reported that injury has not decreased their motivation. The subjects may have a great support system which helps to keep their motivation up. They are not happy to finally finish their athletic careers, yet their coaches do not help them explore opportunities. There are other motivations for this group to play sports as they are not motivated by money. Money may not be as big as an incentive to motivate as people often believe. This group reported they were not motivated by their coach to play in college. The researcher believes this could be due to the fact that as athletes' age the coach feels that they know the routine of the program and focus their time and energy on younger athletes. This could lead to a loss of motivation if coaches forget about their older athletes who also need some kind of motivational inspiration from their coaches.

22 Year Old Subjects

These subjects reported that they were self motivated. They also reported that they plan to get married and have children after college. They also plan to continue playing competitively after college. This is probably because they realize what their sport has brought to their life. This group admits being motivated by money to play in college. This is probably because they had to earn the money through their performance. They did report that their coach motivated them. However, this group reported they will be happy to finally finish their athletic career. This may be because they are older and tired of the

pain and training that go along with athletics. It may be because they feel their career has come to a culmination or that they have achieved all they can.

This group has a life plan with marriage, children, and career before family. They feel pressure to get a job from themselves. The pressure to get a job is fairly natural as now they have completed their education and how are they going support themselves. This group, however, does not know what they want to do when they graduate. Most athletes in this age group are at the point of graduation and now they are not so sure what to do. The researcher finds this interesting yet very truthful because this is a new part of life that they might not be ready for. This group who is happy for their career to end also says that injury has decreased their motivation to compete in athletics. This could be because they lost a starting spot due to injury.

This group did begin playing sports because their friends did and their friends motivate them to continue athletics. This could mean that they depend more on their friends now that they are growing up than their coach or their families.

Their families did motivate them to go to college. Their families thoughts and beliefs affect their decisions. Their families still attend every game possible. This means that the athletes in this study from beginning to end are very connected to their families. The subjects also report that their family wants them to get married and to pursue their athletic careers. This shows that the families fully support the athletes in all of their ventures currently and to follow. But the subjects report that their career is more important than starting a family and that their family thinks their career should come before their athletic career. This shows that priorities of the female collegiate athlete have changed. They are more focused on getting a solid career than starting a family.

The family does not believe a woman's place is in the home. The researcher believes this is a trend of modern living. The coach still at this group does not help the athlete explore more opportunities to further the athletes' career in athletics. This group also reported that they did not believe that a woman's place was in the home. They also put their career ahead of starting a family. The researcher thinks this could be because the subjects want to establish themselves. On a good note the subjects do not feel pressure to get married, to have children, or to continue sports. Why isn't there any pressure on these females to continue athletics? If there was pressure maybe the subjects would think about continuing their career. The biggest issue is still how many athletes have an opportunity to continue competing?

23 Year Old Subjects

This group was self motivated to participate in athletics. They plan to get married after college and have children after college. They have gone so far through college at this point it might be the only option to have children after college. Because they were athletes it probably wasn't much of an option to have children while in college with all of the responsibilities they already have.

This group agrees that they were motivated by money to play in college. They also agreed that they will be happy to finally finish their athletic careers. The researcher believes this could be because of their age. Sometimes scholarships and recruiting work in waves, whether it be position specific or age specific. Some years coaches need to replace several players and other years only a few. Because of this pattern scholarship dollars may get tied up in waves of student athletes. This group was the oldest of the athletes to complete the survey and maybe they are just tired of competition.

This group also agreed that they have a life plan that includes marriage and a career that comes before children. This group also feels pressure from themselves to get a job. This is a reoccurring trend for all of the age groups so the researcher believes this could be a common belief of how the progression of life is suppose to go. This was the only group that agreed to the statement feeling peer pressure to have children. This again could be due to the age of the subjects. Society puts certain pressures on females at a given point to fulfill their natural duties to become a mother. This group also agreed that they don't know what they want to do when they graduate. It is easy sometimes to say one will do something but when the time comes and finding the job that one wants may be harder than perceived in the beginning.

This group still agrees that their family motivated them to go to college. Also what their family thinks and believes affects their decision. Their parents want them to get married. Finally this group also said that their family attends every game possible. This leads to the conclusion that athletes and sports bring families closer together. This also shows that collegiate female athletes and their parents are close if their beliefs are the same.

This group disagreed to the statement that they plan to continue playing competitively after college. This could be because they are getting old and feeling aches and pains of the sport. Or it could possibly be because there is no avenue for these athletes to continue playing competitively as we identified earlier in this paper that there are limited opportunities including golf, track and field, basketball, and softball. Many division II athletes may not be talented enough or get the exposure in order to go professional in these fields either.

This group also disagreed that they were motivated by their coach. The researcher believes that coaches lose focus on older athletes as they also recognize that their careers are coming to an end. Additionally, this group disagreed that they were de-motivated by injury. This is relatively beneficial to the athlete that they could make it through their career without having injury or being affected by injury. Finally, they disagreed that their coach helped them to explore more opportunities to further their career in athletics. This leads the researcher to believe that the limited opportunities are definitely a factor.

This group disagreed that children were scheduled on their life plan. Whether they chose to not have children at all or have not thought about having children this group was the only group to disagree. Moreover, this group disagreed that a woman's place was in the home and disagreed that their family believed a woman's place was in the home.

This group disagreed that they started playing sports because their friends did and disagreed that their friends motivated them to continue sports. This is surprising considering the athletes made it through a complete career that their friends wouldn't be motivating in some form or another.

This group disagreed to feeling peer pressure to get married, have children or continue sports. At this point it may be hard to influence these individuals so putting pressure on them may not be something their peers choose to do.

At the age of 22 and 23, these individuals are faced with graduation, the decisions of life, and choosing where their path will next lead them.

Implications

This survey shows that the female collegiate athletes do agree on many levels no matter what their age. In the survey, question 5 through 27 were about their self and their

feelings, 28 and 29 were about their friends, and 30 through 37 were what they believed their family and significant others felt. The questions they all agreed on were 5, 7, 9, 16, 18, 19, 20, 30, 31, 32, 33, and 34. They all disagreed to question 21, 22, 23, 25, 27, and 35. For a complete list of the questions see Appendix A. Some of the positive factors that came out of this study are that all of the collegiate athletes are very close to their families, enough that they still follow their parents' beliefs. The female athletes also did not feel pressured to get married. They all reported being self motivated to play.

Some negative things to come out were the fact that coaches are not helping to explore options for the athletes to continue. If those involved with female athletics are not helping to expand and improve the leagues that are available to females then no one will. Also the older athletes are not motivated by their coach; that leads the researcher to believe that coaches are starting to get lazy and not make an effort to motivate players. These coaches are not trying new techniques and maybe they are just forgetting about older athletes thinking that money should be motivating enough. A coach needs to be there and have something to say to athletes when they need a boost.

What needs to happen is more people need to start supporting and expanding opportunities for collegiate female athletes to continuing something that they love. Coaches need to reevaluate if they really desire to coach or if it is just a job. Career opportunities in sport need to be developed as the females in this study put career before starting a family. The culture and community need to start recognizing female athletes and the potential they possess to development into a entertainment possibility.

Recommendations

Recommendations for future studies would include possibly comparing female to male athletes as far as motivation. It would also be beneficial to expand the study to include athletes from a Division I school to do a comparison and see if the mind sets are different. Division I athletes are typically more inclined to continue sports because of ability, exposure, and money.

If the researcher was to do this research again then it would be wise to use an already validated survey to evaluate motivational factors. While some important issues were addressed it may have missed some factors that may be important. Also because of the range of subjects that was projected to reach it would be beneficial to shorten the survey. Another piece that could have been eliminated was the qualitative answers because they seemed very problematic for the large amount of participants.

Conclusion

This study aimed to address: Do collegiate female athletes in the RMAC lose motivation for participation in athletics and what are the factors that play a role in the loss of motivation within the collegiate female athletes of the RMAC? To answer these two questions the researcher says yes females in the RMAC do lose motivation to participate in athletics because getting a job and career become their number one priority. The researcher thought that maybe they would feel more social pressure to get married and have children but that was not the case. It does seem that their coaches have lost touch with the athletes and that may be another factor effecting why women don't continue. The female athletes on all levels have not been able to explore their options for post collegiate play. The main factors here are that women are happy to end their athletic

career, the feel self pressure to get a job, it becomes their number one priority to get a job, they don't know what their options of continuing sports are, and their coach no longer motivates them. These factors are very detrimental to any athlete who participates anywhere. Coaches and athletes alike need to address these issues if we ever hope to expand the world of women's athletics.

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Appendices

Appendix A: Review Board Approval

Appendix A

Internal Review Board Approval

Date: April 13, 2011

To: Kim Baker

Chairperson, MIT Human Subjects Institutional Review Board

EB 503

From: Elizabeth Boyd, 100-011-7529

Master's student

Fitness Performance and Physical Education

Expected Report for Approval for Use of Human Subjects for a Project Entitled: *24-Hour-a-Day Peer-to-Peer Women's Athletics*

(a) Dr. Martin Chubb, 507-7401, AMU, Ph.D. in Ed.

(b) No incentives will be used to conduct this study. Alex Schmitt, ASC, Web Manager, will be showing me where his program is hosted. The survey will be using 387-7401. The athletic director or person who is administratively will be involved by contacting the female athletes at their schools. I will speak with each of them to give them appropriate information, which includes asking all females to participate and providing them the web address at which to access the questionnaire.

(c) *Motivational Factors in Women's Athletics*. This is a graduate thesis topic.

(d) *Significance of the research*: The objectives of this research are to influence those female athletes who are not participating in a sport. If I am able to find the female(s) that are not participating then I believe it would help to keep female athletes motivated for a longer period of time. This means athletes could continue competing and collegiate athletics if they were motivated. There are no risks in doing the survey. The benefits are possibly making some information and increased knowledge about female athletes' participation experiences.

(e) *Methods of reporting*: The product of this study is a questionnaire regarding the individual's opinion of the questions provided. The questionnaire will be sent to each school and the athletes will answer the questionnaire, complete the questionnaire, and be done. I will then email the questionnaire and the data regarding the questionnaire will be processed and I will try and make conclusions regarding the data. There is a possibility of not participating for this study if all participants participate.

(f) *Confidentiality issues*: Using the program to create the questionnaire forms will not be provided, however, we will record names, age, and location and a variety of athletes. The names of the individuals will not be released at any point.

(g) *Consent and Assent*: Consent is required for the study for the participants to know why they are taking the survey. The assent form for this study is to inform the female athletes. The information regarding the participants to be interviewed are the data on a voluntary participation and the

Date: April 3, 2007

To: Kim Kelso
Chairperson, ASC Human Subjects Institutional Review Board
ES 303

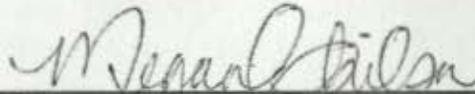
From: Heather Boyd, 720-352-7579
Masters student
Human Performance and Physical Education

Subject: Expedited Request for Approval for Use of Human Subjects for a Project
Entitled: Motivational Factors in Women's Athletics

- (a) Dr. Megan Chilson, 587-7408, ASC Plachy Hall
- (b) No assistants will be used to conduct this study. Mark Schoenecker, ASC Web Manager, will be allowing me to use his program to produce the survey to be taken, 587-7696. The athletic directors or senior women's administrators will be involved by contacting the female athletes at their school. I will speak with each of them to give them appropriate instructions, which include asking all females to participate and forwarding them the web address at which to access the questionnaire.
- (c) Motivational Factors in Women's Athletics. This is a graduate thesis project.
- (d) Objectives of the research. The objectives of this research are to indicate those factors which motivate females to compete in athletics. If I am able to find the factor(s) that motivate females then I believe it would help to keep female athletes motivated for a longer period of time. Thus, female athletes could continue competing past collegiate athletics if they were motivated. There are no risks in taking the survey. The benefits are possibly prolonging female athletics and increased knowledge about female athletes' participation motivation.
- (e) Methods of procedure. The method of this study is a questionnaire regarding the individual's opinion of the questions provided. The questionnaire will be set up online and the subjects will access the questionnaire, complete the questionnaire, and be done. I will then close the questionnaire and the data regarding the questionnaire will be processed and I will try and make conclusions regarding the data. There is a possibility of 864 participants for this study if all participants participate.
- (f) Protection measures. Using the program to format the questionnaire names will not be recorded, however, we will record school, age, and sport to get a variety of athletes. The names of the individuals will not be released at any point.
- (g) Consent and Assent. Consent is necessary for this study for the participants to know why they are taking the survey. The appropriate age for this study is collegiate female athletes. The information important for the subjects to be informed are that this is a voluntary participation and the

information collected will be used to analyze motivational factors of female athletes.

- (h) Changes. If any changes are made to the study I will promptly bring changes to the attention of the Human Subjects Review Board. This includes changes to methods or procedures different from those described above or any unexpected consequence adversely affecting the subjects.



4/30/07

Name and Signature of Departmental Chair or Appropriate Person



4-26-07

Name and Signature of IRB Chair

Date

Motivational Factors in Women's Athletics
CONSENT FORM

RESEARCHER:

Heather Boyd

M.A. student, Department of Human Performance and Physical Education

ADAMS STATE COLLEGE

(719)-587-7401

DESCRIPTION:

I, Heather Boyd, am a student of the Department of Human Performance and Physical Education at Adams State College. I am interested in collecting information regarding the motivation of female athletes as they age. The purpose is to see if there are underlying factors that lead to a decrease in motivation as one ages through quantitative and qualitative data. This information is important to coaches who work with female athletes at all levels of competition.

I will be using female athletes of all sports, age 18 or older at all schools in the Rocky Mountain Athletic Conference (RMAC).

You are being asked to participate in the study because you have been identified as an individual who competed in the 2006-2007 athletic year at an RMAC school. If you decide to participate, you will be asked to fill out a simple questionnaire that addresses your perception of motivation in sports and future plans.

EXCLUSION CRITERIA:

Enlistment into the study is restricted to women (female athletes) who competed in the 2006-2007 athletic year at the RMAC College/Universities.

RISKS AND BENEFITS:

The collective results of this study may benefit individuals who coach, train, and work with female athletes. It may also be beneficial to female athletes through identifying factors that may be de-motivating. Identifying de-motivational factors may lead to lower drop out rates in female athletics as well as keeping female athletes active in competitive careers after their collegiate careers end. At this point there are no foreseeable risks in this study.

VOLUNTARY NATURE OF PARTICIPATION:

You may withdraw from the research study at any time since your participation is entirely voluntary. If you decide not to participate, there will be no penalty or loss of benefits to you to which you are otherwise entitled. If you decide to participate, you may discontinue at a later date without penalty or loss of benefits to you to which you are otherwise entitled.

CONFIDENTIALITY:

Any information obtained about you from the research including answers to questionnaires, or history will be kept strictly confidential. Although information requested is of public nature, individuals will not be personally identified from the data derived from this study or be used in reports, presentations, and publications. You will

never be individually identified. After the data is processed the results from this study will be destroyed.

NEW INFORMATION:

Any new information obtained during the course of the research that may affect your willingness to continue participation in the study will be provided to you.

SIGNATURE:

Your signature below means that you have freely agreed to participate in this research study. You should consent only if you have read the previous or it has been read to you and you understand its contents. If you have any questions pertaining to the research, you may contact me, Heather Boyd, at (719)-587-7401. If you have any questions about your rights as a research subject please contact the Office of Dr. Megan Chilson in Human Performance and Physical Education at 719-587-7408.

Signature _____

Date _____

A copy of this consent form can be printed for you to keep.

Appendix C

Complete Survey Questions

Improving Survey Results

1. How do you rate the quality of the survey questions?
2. How do you rate the clarity of the survey questions?
3. How do you rate the length of the survey questions?
4. How do you rate the relevance of the survey questions?

5. How do you rate the overall quality of the survey?
6. How do you rate the overall clarity of the survey?
7. How do you rate the overall length of the survey?
8. How do you rate the overall relevance of the survey?

9. How do you rate the overall quality of the survey questions?
10. How do you rate the overall clarity of the survey questions?
11. How do you rate the overall length of the survey questions?
12. How do you rate the overall relevance of the survey questions?

13. How do you rate the overall quality of the survey questions?
14. How do you rate the overall clarity of the survey questions?
15. How do you rate the overall length of the survey questions?
16. How do you rate the overall relevance of the survey questions?

17. How do you rate the overall quality of the survey questions?
18. How do you rate the overall clarity of the survey questions?
19. How do you rate the overall length of the survey questions?
20. How do you rate the overall relevance of the survey questions?

21. How do you rate the overall quality of the survey questions?
22. How do you rate the overall clarity of the survey questions?
23. How do you rate the overall length of the survey questions?
24. How do you rate the overall relevance of the survey questions?

Zoomerang Survey Results

Motivaton & Future Plans
Questionnaire
Response Status: Completes
Filter: No filter applied
Apr 17, 2007 2:24 PM PST

By clicking submit on the bottom of this survey you voluntarily consent to take this survey and have received the informed consent. *This survey is 2 pages long.

1. Please enter your College/University name *This will be used for data purposes only. Your school will not be identified in this study.

110 Responses

2. Age

110 Responses

3. Sport

110 Responses

4. Status (Active or Red Shirt)

110 Responses

Please rate the following statements as they relate to you. One (1) Strongly Agree with the statement, (2) Agree, (3) Disagree, (4) Strongly Disagree.

MYSELF

5. I motivate myself to participate in athletics.

1	73	66%
2	34	31%
3	0	0%
4	3	3%
Total	110	100%

6. I enjoyed sports more as a child.

1	19	17%
2	26	24%
3	55	50%
4	10	9%
Total	110	100%

7. I plan to get married after college.

1	72	65%
2	23	21%
3	12	11%
4	3	3%
Total	110	100%

8. If yes, then in how many years do you plan to get married? Indicate if you are already married.

101 Responses

9. I plan to have children after college.

	1	59	54%
	2	29	26%
	3	15	14%
	4	7	6%
Total		110	100%

10. If yes, then in how many years do you plan to have children? Indicate if you already have children.

98 Responses

11. I plan to continue playing competitively after college.

	1	12	11%
	2	39	35%
	3	41	37%
	4	18	16%
Total		110	100%

12. I was motivated by money to play in college. (Scholarships, grants, etc.)

	1	14	13%
	2	45	41%
	3	27	25%
	4	24	22%
Total		110	100%

13. I was motivated by my coach to play in college.

1	14	13%
2	43	39%
3	36	33%
4	17	15%
Total	110	100%

14. I will be happy to finally finish my athletic career.

1	15	14%
2	22	20%
3	45	41%
4	28	25%
Total	110	100%

15. I have a "life plan" for myself. Life plan is a scheduled timeline of events to follow in my life.

1	19	17%
2	58	53%
3	24	22%
4	9	8%
Total	110	100%

16. Marriage is scheduled in my "life plan".

1	52	47%
2	37	34%
3	13	12%
4	8	7%
Total	110	100%

17. Children are scheduled on my life plan.

	1	48	44%
	2	37	34%
	3	18	16%
	4	7	6%
Total		110	100%

18. My career is scheduled on that "life plan."

	1	51	46%
	2	44	40%
	3	10	9%
	4	5	5%
Total		110	100%

19. My career before having children on my "life plan."

	1	47	43%
	2	43	39%
	3	15	14%
	4	5	5%
Total		110	100%

20. I put pressure on myself to get a job.

	1	36	33%
	2	50	45%
	3	20	18%
	4	4	4%
Total		110	100%

21. I feel outside/peer pressure to get married.

	1	2	2%
	2	20	18%
	3	51	46%
	4	37	34%
Total		110	100%

22. I feel outside/peer pressure to continue sports.

	1	12	11%
	2	21	19%
	3	50	45%
	4	27	25%
Total		110	100%

23. I feel outside/peer pressure to have children.

	1	4	4%
	2	18	16%
	3	43	39%
	4	45	41%
Total		110	100%

24. I don't know what I want to do when I graduate.

	1	13	12%
	2	25	23%
	3	46	42%
	4	26	24%
Total		110	100%

25. I believe that a woman's place is in the home raising children.

	1	4	4%
	2	7	6%
	3	34	31%
	4	65	59%
Total		110	100%

26. Injury has decreased my motivation to compete in athletics.

	1	11	10%
	2	19	17%
	3	40	36%
	4	40	36%
Total		110	100%

27. My coach helps me to explore more opportunities in my sport to further my career in athletics.

	1	8	7%
	2	31	28%
	3	43	39%
	4	28	25%
Total		110	100%

FRIENDS

28. I started playing sports because my friends did.

	1	7	6%
	2	27	25%
	3	40	36%

	4	36	33%
Total		110	100%

29. My friends motivate me to continue athletics.

	1	21	19%
	2	40	36%
	3	33	30%
	4	16	15%
Total		110	100%

FAMILY/SIGNIFICANT OTHER (1)Strongly Agree
(2)Agree (3)Disagree (4)Strongly Disagree

30. My family (parents/siblings) motivated me to go to college.

	1	67	61%
	2	34	31%
	3	6	5%
	4	3	3%
Total		110	100%

31. What my family thinks and believes affects my decisions.

	1	37	34%
	2	59	54%
	3	10	9%
	4	4	4%
Total		110	100%

32. My parents attended every game/contest possible.

	1	47	43%
	2	39	35%
	3	16	15%
	4	8	7%
Total		110	100%

33. My parents/family want me to get married.

	1	22	20%
	2	70	64%
	3	14	13%
	4	4	4%
Total		110	100%

34. My parents/family want me to continue to pursue athletics.

	1	18	16%
	2	65	59%
	3	24	22%
	4	3	3%
Total		110	100%

35. My family feels a woman's place is in the home.

	1	4	4%
	2	8	7%
	3	35	32%
	4	63	57%
Total		110	100%

36. My career is more important than starting a family.

	1	15	14%
	2	40	36%
	3	47	43%
	4	8	7%
Total		110	100%

37. My family feels my career should come before my athletic career.

	1	35	32%
	2	42	38%
	3	27	25%
	4	6	5%
Total		110	100%

SHORT ANSWER

38. When did you begin playing sports?

110 Responses

39. What motivates you in sports? In life?

110 Responses

40. Has your motivation decreased over the years? Why?

110 Responses

41. Where do you see yourself in 5 years?

110 Responses

42. Where do you see yourself in 10 years?

110 Responses

Appendix D

Survey Responses to Questions 1-19

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q8b	Q9	Q10	Q10 ^b	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
ASC	18	WS	A	2	3	3	6		4	10		4	4	2	1	2	4	4	2	2
CCU	18	WB	A	1	3	1	6		1	7		2	2	2	3	2	1	1	1	1
		B																		
CCU	18	WS	A	2	1	1	6.5		1			2	4	3	4	4	2	2	2	2
CSC	18	T&F	A	2	3	1	3.5		1	7.5		3	3	2	3	2	1	1	1	1
CSM	18	SB	A	1	3	1	5		1	10		2	3	4	4	3	2	2	1	1
CSM	18	T&F	A	2	1	1			3			3	4	3	2	2	2	3	2	2
CSM	18	WB	A	1	3	1	8		1	3		1	2	2	4	2	1	1	1	3
		B																		
CSM	18	S	A	1	2	1	6		1	8		3	4	3	3	2	2	2	2	2
CSM	18	T&F	A	1	2	1	10		1	10		3	3	3	4	2	1	2	1	2
CSM	18	T&F	RS	1	3	1	7		2	10		4	4	4	3	3	2	2	1	1
CSM	18	SB	A	1	3	1	8		1	10		2	2	2	4	4	3	3	3	3
CSM	18	SB	A	1	1	1	10		2	11		3	4	4	3	3	2	2	2	2
FLC	18	CC	A	1	4	1	5		1	10		1	4	3	3	2	1	1	1	2
FLC	18	VB	A	2	4	2	10		2	15		3	2	2	3	3	1	1	3	1
MSC	18	SB	A	1	2	1	7		1			2	1	1	2	1	1	1	1	1
MSC	18	VB	A	2	1	1	4.5		1	8		2	1	1	1	1	1	1	1	1
UNK	18	VB	A	1	4	1	6		1	8		2	3	1	3	1	1	1	1	2
UNK	18	VB	A	2	2	1	6		1	2		4	2	2	1	1	1	1	1	1
ASC	19	WS	A	1	2	2	7		3			2	3	2	3	2	3	3	2	2
ASC	19	WS	A	2	3	2	5		3			3	2	2	3	4	2	3	1	1
ASC	19	WS	A	2	3	1	4		1	8		3	2	2	3	2	1	1	1	2
CCU	19	WS	A	1	3	1	6		2	8		2	3	3	4	2	2	2	1	1
CCU	19	WB	A	2	1	1	4		1	0.3		4	2	2	3	3	3	3	3	3
		B																		
CCU	19	WS	A	2	2	1			1	0.1		4	3	4	2	2	1	1	1	1
CCU	19	WS	A	2	1	2	4		2	5		4	2	3	1	3	2	2	2	2
CCU	19	VB	A	4	4	3	5		3	2		4	2	3	1	3	4	2	4	4
CCU	19	VB	A	1	4	1	5		3	9		2	4	2	3	3	1	1	1	3
CCU	19	VB	A	2	3	1			1	0.3		3	2	3	2	2	1	1	2	2
CSC	19	VB	A	1	2	1	4		1	2.5		2	2	2	2	2	1	1	1	1
CSC	19	T&F	A	4	2	4	6		4	15		3	2	4	1	2	2	2	4	4
CSC	19	T&F	A	2	1	1	2.5		1			3	1	3	1	2	1	1	2	3
CSM	19	VB	A	1	3	1	7		1	10		3	2	4	3	2	1	1	3	4
CSM	19	WS	A	2	2	2	6		2	8		2	2	3	3	2	3	3	1	2
CSM	19	WS	A	1	2	2	5		2	5		2	3	3	3	3	2	2	3	3
CSM	19	WS	A	1	3	1	8		1	4		3	3	2	4	2	1	1	3	2
CSM	19	WS	A	1	3	2			2	28		2	1	2	3	3	3	3	3	3
CSM	19	VB	A	1	3	2	5		2	8		2	2	2	3	2	3	3	2	2
CSU	19	WB	A	2	2	3			3			2	2	2	3	2	2	2	2	2
		-P																		
FLC	19	VB	A	2	3	1	12		1	12		3	1	4	3	3	1	1	2	3
FLC	19	WB	A	1	3	1	6.5		1	9		2	3	3	4	1	1	1	1	1
		B																		
FLC	19	SB	A	1	3	4			4			4	4	2	3	4	4	3	1	1
FLC	19	WB	A	1	3	1			1	10		1	2	3	4	2	1	1	1	1
		B																		
MSC	19	SB	A	2	3	3			3			3	3	3	2	3	4	4	4	1
MSC	19	SB	RS	1	3	1	4		1	6		1	2	1	4	1	1	1	1	1

MSC	19	VB	A	1	2	1	5.5	1	6.5	3	1	1	1	1	1	1	1	1
NMH	19	WS	RS	2	3	2		0.5	2	0.3	3	2	1	3	2	1	1	2
U																		
UNK	19	VB		1	3	2	6	2	7	2	4	3	3	2	2	2	2	3
UNK	19	VB	A	2	3	1		1		2	3	3	3	2	1	1	1	2
UNK	19	VB	A	1	2	2	5.5	2	6.5	3	2	2	2	2	3	3	3	2
ASC	20	G	A	1	1	1	6	1	10	2	2	1	2	1	1	1	1	1
ASC	20	G	A	2	2	2	5	2	6	2	2	2	3	2	2	2	2	2
CCU	20	WS	A	2	1	1	1.5	4	5.5	4	3	4	1	3	2	2	2	2
CCU	20	VB	A	1	3	1	4	2	6	2	4	3	4	3	1	2	2	2
CSC	20	T&F	RS	1	3	1	5	1	3	3	4	1	3	1	1	1	1	2
CSC	20	VB	A	1	3	1	2	2	5	1	1	1	3	2	1	1	1	1
CSC	20	VB	A	1	2	2	7	2	12	2	1	2	4	3	1	1	2	1
CSM	20	CC	A	1	1	3	10	3	10	3	4	4	1	2	3	3	2	1
CSM	20	WS	A	1	3	1	3.5	1	0.1	2	4	2	2	2	2	2	2	2
CSM	20	WS	A	1	2	2		3		1	4	3	4	3	3	3	2	1
CSM	20	T&F	A	2	4	2	10	2	15	1	4	2	4	4	4	4	4	4
/																		
CC																		
CSM	20	T&F	A	1	3	1	5	1	10	3	4	1	3	2	2	2	2	2
/CC																		
CSM	20	SB	A	2	3	1	3.5	1	6.5	4	4	3	3	1	1	1	1	2
CSM	20	WS	A	2	1	2	15	1	17	2	3	3	4	4	4	4	2	2
CSU	20	WS	A	1	1	1	3.5	1	4.5	2	2	2	4	2	2	2	2	2
-P																		
CSU	20	VB	A	1	3	1	3	1	0.1	3	2	2	3	2	1	1	1	1
-P																		
CSU	20	WS	A	1	3	1	2	1	4	3	4	2	4	3	1	1	3	3
-P																		
FLC	20	VB	A	1	2	1	5.5	1	8.5	3	2	2	3	2	2	1	1	2
FLC	20	VB	A	1	3	1	5	2	9	2	2	2	3	1	1	1	1	1
FLC	20	VB	A	1	2	1	5	2	8	2	2	2	4	4	2	2	2	2
FLC	20	VB	A	4	2	3	4	4	8	2	2	2	2	4	3	3	4	4
FLC	20	VB	A	1	3	1		1	0.1	1	2	3	3	3	2	2	2	3
FLC	20	WB	A	1	3	1	4	1	6	4	4	3	4	2	1	1	2	2
B																		
FLC	20	VB	A	1	4	1	3	1		1	2	2	4	2	1	1	1	1
NMH	20	WS	A	1	2	1	4	1	5.5	3	2	2	4	1	1	1	2	2
U																		
UNK	20	VB	A	1	2	1	5	1	7	2	2	2	2	2	1	1	1	2
UNK	20	S	A	1	1	3		3		3	3	1	3	2	2	2	2	1
UNK	20	S	A	1	3	1	3	2	8	2	2	4	4	1	1	1	1	1
ASC	21	WS	A	1	3	1	7	1	9	3	3	4	3	1	1	1	1	1
ASC	21	WS	A	2	1	4		4		4	1	4	1	1	1	4	1	1
CCU	21	VB	A	1	4	1	3	2	5	3	2	1	3	1	1	2	1	1
CCU	21	VB	A	2	1	1	3	1	4	1	3	4	3	2	2	2	2	2
CSC	21	T&F	A	2	3	1		1		3	4	3	3	2	1	1	1	2
CSC	21	T&F	A	1	4	1	1	1		4	3	3	4	2	1	1	1	3
CSC	21	T&F	A	1	1	3		2	3	3	1	1	3	1	3	3	1	1
CSM	21	WB	A	2	1	1	4	1	6	3	2	3	1	2	2	2	3	3
B																		
CSM	21	S	A	1	3	2	10	2	15	2	4	2	3	2	3	3	2	2
CSM	21	S	A	1	4	1	6	1	7	4	4	4	4	2	2	2	2	1

Appendix E

Survey Responses to Questions 20-35

Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35
2	4	3	4	2	4	3	4	4	4	2	3	2	3	3	4
3	4	4	4	3	3	4	2	4	4	1	2	1	1	1	3
2	4	3	4	1	3	4	3	4	2	2	2	2	2	2	3
2	4	3	4	3	3	3	3	2	3	2	2	3	1	2	3
1	1	2	3	4	4	4	4	4	3	3	2	3	2	2	4
2	4	2	3	3	4	2	3	3	2	2	2	3	2	2	4
2	4	4	3	2	4	4	1	4	3						
2	3	1	2	2	3	2	3	4	3	1	1	4	2	1	4
2	3	3	3	3	4	3	2	2	2	2	2	1	2	2	4
2	4	4	4	3	4	3	3	4	4	2	2	2	3	3	3
1	4	4	4	3	4	4	2	4	3	1	2	4	2	2	4
3	3	2	3	1	3	3	3	3	1	1	1	2	1	1	2
2	4	3	4	3	4	2	3	2	3	2	2	1	1	2	4
3	4	3	4	3	4	3	3	3	3	1	1	1	2	2	4
2	4	4	4	1	4	2	2	4	3	1	1	4	1	2	4
2	3	1	3	4	4	3	3	1	1	1	1	2	2	2	3
3	4	4	4	3	2	4	3	3	4	1	1	1	2	1	4
1	2	1	2	4	4	2	3	4	1	1	1	1	1	1	4
2	3	2	4	2	4	4	3	3	2	2	2	2	3	2	4
1	2	3	3	3	4	3	3	4	2	2	2	2	2	3	4
2	3	3	3	2	4	4	3	3	3	1	1	2	3	3	4
1	3	3	3	4	3	3	3	2	3	2	2	1	2	2	3
3	4	1	4	2	3	1	2	1	2	3	3	2	2	2	4
3	3	2	3	4	4	2	4	4	3	1	2	1	1	3	4
2	3	1	3	4	4	2	4	4	4	1	3	1	2	3	4
4	3	1	2	2	1	1	1	2	2	2	4	4	4	4	1
1	3	4	4	3	3	3	2	2	4	1	2	3	2	3	2
2	3	3	3	2	2	3	4	3	3	2	1	1	1	2	2
1	4	3	4	3	3	3	2	4	2	1	1	1	1	1	3
3	1	1	1	1	1	1	1	1	1	4	4	3	3	3	1
3	4	2	3	4	3	2	3	4	2	2	2	3	2	3	3
2	4	3	4	3	3	3	3	4	2	2	2	1	2	2	3
2	3	2	3	3	4	3	3	2	2	2	2	2	2	2	3
2	3	3	3	2	4	3	4	3	2	2	3	1	2	2	3
2	3	4	3	3	3	3	3	3	2	1	2	2	2	2	4
2	3	3	3	3	3	3	2	3	2	1	1	2	2	2	3
2	3	3	2	3	4	3	3	2	2	2	2	2	2	2	4
2	4	2	4	3	3	3	4	3	2	2	2	3	2	2	3
2	2	3	3	3	4	3	3	3	3	1	1	1	1	1	1
2	4	4	4	3	4	4	4	4	3	3	2	2	2	2	4
1	4	4	4	3	4	1	4	4	4	1	4	3	3	3	4
3	3	3	3	2	2	4	2	4	4	1	2	1	1	1	2
1	3	3	4	3	4	4	3	3	2	1	2	1	3	2	4
1	3	2	3	4	4	2	2	3	2	1	2	1	1	2	4
1	3	2	2	4	4	3	1	4	4	1	1	1	2	1	3
3	4	4	4	4	2	4	2	2	4	1	1	1	2	1	4
2	3	3	3	3	3	3	2	3	3	3	2	2	2	2	4
1	4	4	4	4	4	3	2	4	3	3	2	1	2	2	4

1	4	1	4	2	4	4	3	2	3	1	2	1	3	1	4
1	3	1	3	4	4	4	2	2	1	1	1	1	2	2	4
2	3	2	3	3	4	3	2	3	2	1	2	2	2	2	3
3	2	4	3	4	4	3	4	3	3	1	1	1	1	3	4
2	2	2	2	2	4	4	3	2	2	3	1	2	2	2	4
1	4	2	4	4	4	1	3	4	4	4	4	2	2	2	4
2	3	2	3	3	4	4	2	3	1	1	1	1	2	1	3
4	4	4	4	2	4	4	1	4	3	1	3	1	3	1	4
3	2	2	2	3	3	1	4	3	3	2	3	2	2	1	3
2	4	4	4	2	4	4	2	4	2	2	2	1	3	2	4
1	2	3	2	1	4	3	4	4	2	1	2	1	2	2	4
2	4	3	1	4	4	2	3	4	4	1	2	1	2	2	4
2	2	3	2	2	3	3	3	2	2	2	2	2	2	2	3
1	3	3	3	3	4	4	4	4	2	4	1	1	1	3	4
2	2	3	2	1	4	2	4	4	1	1	3	2	2	2	4
1	3	3	4	2	2	4	2	3	3	2	1	3	2	2	4
2	4	4	4	3	3	2	4	2	2	1	2	1	2	2	3
2	3	2	3	1	3	4	3	3	1	1	1	1	3	1	4
4	4	3	4	4	4	4	2	4	2	1	2	2	2	2	3
2	4	4	4	4	4	4	4	4	4	2	2	2	2	2	3
2	4	4	4	4	4	4	4	4	4	2	2	2	2	2	3
2	3	1	2	1	3	4	2	3	2	1	2	2	2	2	3
3	3	2	2	2	1	1	2	1	1	4	3	4	4	3	1
2	3	4	4	3	3	4	2	3	3	1	2	2	2	2	3
3	4	4	4	4	4	4	1	4	1	2	1	1	2	2	4
1	4	3	4	3	4	4	3	1	2	1	2	1	1	2	4
2	2	3	3	3	2	4	3	3	2	1	1	1	1	2	2
1	2	3	3	2	4	4	2	3	2	1	2	3	2	3	2
2	2	3	2	4	4	1	4	4	1	1	2	1	2	2	4
1	3	3	3	4	1	4	4	4	2	1	1	2	1	2	4
3	4	4	4	3	4	2	4	4	4	2	1	2	1	3	4
1	2	4	1	4	4	1	4	3	1	2	2	1	1	4	4
1	3	3	4	4	3	4	3	3	3	1	2	3	2	2	3
1	3	3	4	3	3	3	4	4	3	2	1	2	2	3	4
3	2	3	3	3	4	3	3	3	2	2	2	2	2	3	4
3	4	4	4	4	4	4	2	1	4	4	4	2	3	3	4
1	4	2	4	4	4	4	1	2	1	1	1	3	4	2	4
2	3	2	3	2	3	3	4	3	3	2	2	2	2	3	3
1	2	3	2	3	4	3	2	2	1	1	1	3	2	2	3
1	3	4	4	3	4	4	2	2	3	1	1	4	2	1	4
1	1	3	2	4	4	3	2	2	2	2	2	2	2	2	3
2	3	3	3	3	3	3	2	3	2	1	2	1	2	2	4
2	2	1	2	1	4	4	4	4	3	1	1	1	1	1	4
3	4	4	4	2	2	4	3	3	1	1	2	2	2	2	2
2	3	2	4	4	4	4	3	3	2	1	2	2	3	2	4
2	3	1	3	2	3	2	3	2	1	1	1	4	2	2	3
1	3	3	2	3	3	3	4	2	2	1	1	2	2	2	3
3	3	3	4	3	3	3	3	3	3	2	3	2	2	2	3
4	2	2	2	1	1	1	3	1	4	4	4	2	2	2	3
1	3	3	3	3	4	4	2	3	1	2	2	2	2	2	4
1	2	3	3	3	4	4	4	2	2	1	1	1	2	3	4

1	3	4	4	3	4	4	3	4	4	1	3	4	4	4	4
2	4	3	4	2	4	4	4	3	3	1	2	1	2	2	4
1	3	2	3	4	4	3	3	2	3	1	2	1	1	2	4
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2	3	3	4	2	3	4	3	3	2	1	2	1	2	3	3
2	4	3	4	1	4	1	2	1	2	1	1	1	1	2	3
1	3	2	3	3	4	1	3	3	1	2	2	3	2	2	4
1	2	3	3	3	3	3	1	2	2	2	2	2	2	2	4
2	3	3	3	2	3	3	2	3	3	2	2	2	2	3	3
3	3	3	3	2	3	3	4	3	2	2	2	3	2	2	3
2	4	3	3	1	4	2	3	2	1	1	2	1	2	2	4
1	2	3	2	3	4	3	2	2	3	1	1	3	2	2	4
2	3	4	2	1	4	2	3	2	2	1	2	2	2	3	4
1	3	4	4	2	4	4	4	4	3	2	1	2	2	3	4
2	2	3	1	3	4	1	4	4	4	1	1	2	2	2	4
1	4	4	3	1	4	4	2	4	4	1	2	1	3	2	4

Appendix F

Survey Responses to Questions 36-37

Q36	Q37
1	1
3	1
3	1
2	2
3	2
2	2
2	2
2	2
4	2
1	1
3	1
3	1
1	1
2	1
3	2
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1	4
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1	2
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2	2

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3	4
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1	2
2	1
3	2
3	3
3	2
2	2
3	1
4	3
2	2
3	3
3	2
2	2
3	3
2	3
3	3

Q5	Q6	Q7	Q8	Q8b	Q9	Q10	Q10b	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
2	3	3	6		4	10		4	4	2	1	2	4	4	2
1	3	1	6		1	7		2	2	2	3	2	1	1	1
2	1	1	6.5		1			2	4	3	4	4	2	2	2
2	3	1	3.5		1	7.5		3	3	2	3	2	1	1	1
1	3	1	5		1	10		2	3	4	4	3	2	2	1
2	1	1			3			3	4	3	2	2	2	3	2
1	3	1	8		1	3		1	2	2	4	2	1	1	1
1	2	1	6		1	8		3	4	3	3	2	2	2	2
1	2	1	10		1	10		3	3	3	4	2	1	2	1
1	3	1	7		2	10		4	4	4	3	3	2	2	1
1	3	1	8		1	10		2	2	2	4	4	3	3	3
1	1	1	10		2	11		3	4	4	3	3	2	2	2
1	4	1	5		1	10		1	4	3	3	2	1	1	1
2	4	2	10		2	15		3	2	2	3	3	1	1	3
1	2	1	7		1			2	1	1	2	1	1	1	1
			4												
2	1	1	.5		1	8		2	1	1	1	1	1	1	1
1	4	1	6		1	8		2	3	1	3	1	1	1	1
2	2	1	6		1	2		4	2	2	1	1	1	1	1
1	3	1	6.9	###	1	8.6	####	2.6	2.9	2.4	2.8	2.2	1.6	1.7	1.5

Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33
2	2	4	3	4	2	4	3	4	4	4	2	3	2	3
1	3	4	4	4	3	3	4	2	4	4	1	2	1	1
2	2	4	3	4	1	3	4	3	4	2	2	2	2	2
1	2	4	3	4	3	3	3	3	2	3	2	2	3	1
1	1	1	2	3	4	4	4	4	4	3	3	2	3	2
2	2	4	2	3	3	4	2	3	3	2	2	2	3	2
3	2	4	4	3	2	4	4	1	4	3				
2	2	3	1	2	2	3	2	3	4	3	1	1	4	2
2	2	3	3	3	3	4	3	2	2	2	2	2	1	2
1	2	4	4	4	3	4	3	3	4	4	2	2	2	3
3	1	4	4	4	3	4	4	2	4	3	1	2	4	2
2	3	3	2	3	1	3	3	3	3	1	1	1	2	1
2	2	4	3	4	3	4	2	3	2	3	2	2	1	1
1	3	4	3	4	3	4	3	3	3	3	1	1	1	2
1	2	4	4	4	1	4	2	2	4	3	1	1	4	1
1	2	3	1	3	4	4	3	3	1	1	1	1	2	2
2	3	4	4	4	3	2	4	3	3	4	1	1	1	2
1	1	2	1	2	4	4	2	3	4	1	1	1	1	1
1.7	2.1	3.5	2.8	3.4	2.7	3.6	3.1	2.8	3.3	2.7	1.5	1.6	2.2	1.8

Q34	Q35	Q36	Q37
3	4	1	1
1	3	3	1
2	3	3	1
2	3	2	2
2	4	3	2
2	4	2	2

1	4	2	2
2	4	2	2
3	3	4	2
2	4	1	1
1	2	3	1
2	4	3	1
2	4	1	1
2	4	2	1
2	3	3	2
1	4	1	4
1	4	3	1
1.8	3.6	2.3	1.6

Q5	Q6	Q7	Q8	Q8b	Q9	Q10	Q10b	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
1	2	2	7		3			2	3	2	3	2	3	3	2
2	3	2	5		3			3	2	2	3	4	2	3	1
2	3	1	4		1	8		3	2	2	3	2	1	1	1
1	3	1	6		2	8		2	3	3	4	2	2	2	1
2	1	1	4		1	0.25		4	2	2	3	3	3	3	3
2	2	1			1	0.1		4	3	4	2	2	1	1	1
2	1	2	4		2	5		4	2	3	1	3	2	2	2
4	4	3	5		3	2		4	2	3	1	3	4	2	4
1	4	1	5		3	9		2	4	2	3	3	1	1	1
2	3	1			1	0.25		3	2	3	2	2	1	1	2
1	2	1	4		1	2.5		2	2	2	2	2	1	1	1
4	2	4	6		4	15		3	2	4	1	2	2	2	4
2	1	1	2.5		1			3	1	3	1	2	1	1	2
1	3	1	7		1	10		3	2	4	3	2	1	1	3
2	2	2	6		2	8		2	2	3	3	2	3	3	1
1	2	2	5		2	5		2	3	3	3	3	2	2	3
1	3	1	8		1	4		3	3	2	4	2	1	1	3
1	3	2			2	28		2	1	2	3	3	3	3	3
1	3	2	5		2	8		2	2	2	3	2	3	3	2
2	2	3			3			2	2	2	3	2	2	2	2
2	3	1	12		1	12		3	1	4	3	3	1	1	2
1	3	1	6.5		1	9		2	3	3	4	1	1	1	1
1	3	4			4			4	4	2	3	4	4	3	1
1	3	1			1	10		1	2	3	4	2	1	1	1
2	3	3			3			3	3	3	2	3	4	4	4
1	3	1	4		1	6		1	2	1	4	1	1	1	1
1	2	1	5.5		1	6.5		3	1	1	1	1	1	1	1
2	3	2		0.5	2		0.25	3	2	1	3	2	1	1	1
1	3	2	6		2	7		2	4	3	3	2	2	2	2
2	3	1			1			2	3	3	3	2	1	1	1
1	2	2	5.5		2	6.5		3	2	2	2	2	3	3	3
2	3	2	5.6	0.5	2	7.4	0.25	2.6	2.3	2.5	2.7	2.3	1.9	1.8	1.9

Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33
2	2	3	2	4	2	4	4	3	3	2	2	2	2	3
1	1	2	3	3	3	4	3	3	4	2	2	2	2	2
2	2	3	3	3	2	4	4	3	3	3	1	1	2	3
1	1	3	3	3	4	3	3	3	2	3	2	2	1	2
3	3	4	1	4	2	3	1	2	1	2	3	3	2	2
1	3	3	2	3	4	4	2	4	4	3	1	2	1	1
2	2	3	1	3	4	4	2	4	4	4	1	3	1	2
4	4	3	1	2	2	1	1	1	2	2	2	4	4	4
3	1	3	4	4	3	3	3	2	2	4	1	2	3	2
2	2	3	3	3	2	2	3	4	3	3	2	1	1	1
1	1	4	3	4	3	3	3	2	4	2	1	1	1	1
4	3	1	1	1	1	1	1	1	1	1	4	4	3	3
3	3	4	2	3	4	3	2	3	4	2	2	2	3	2
4	2	4	3	4	3	3	3	3	4	2	2	2	1	2
2	2	3	2	3	3	4	3	3	2	2	2	2	2	2
3	2	3	3	3	2	4	3	4	3	2	2	3	1	2
2	2	3	4	3	3	3	3	3	3	2	1	2	2	2

3	2	3	3	3	3	3	3	2	3	2	1	1	2	2
2	2	3	3	2	3	4	3	3	2	2	2	2	2	2
2	2	4	2	4	3	3	3	4	3	2	2	2	3	2
3	2	2	3	3	3	4	3	3	3	3	1	1	1	1
1	2	4	4	4	3	4	4	4	4	3	3	2	2	2
1	1	4	4	4	3	4	1	4	4	4	1	4	3	3
1	3	3	3	3	2	2	4	2	4	4	1	2	1	1
1	1	3	3	4	3	4	4	3	3	2	1	2	1	3
1	1	3	2	3	4	4	2	2	3	2	1	2	1	1
1	1	3	2	2	4	4	3	1	4	4	1	1	1	2
2	3	4	4	4	4	2	4	2	2	4	1	1	1	2
3	2	3	3	3	3	3	3	2	3	3	3	2	2	2
2	1	4	4	4	4	4	3	2	4	3	3	2	1	2
2	1	4	1	4	2	4	4	3	2	3	1	2	1	3

2.1 1.9 3.2 2.6 3.2 2.9 3.3 2.8 2.7 3 2.6 1.7 2.1 1.7 2.1

Q34 Q35 Q36 Q37

2	4	2	2
3	4	1	2
3	4	2	3
2	3	2	3
2	4	4	2
3	4	3	1
3	4	2	1
4	1	3	1
3	2	3	3
2	2	3	2
1	3	3	2
3	1	2	3
3	3	3	3
2	3	3	3
2	3	2	2
2	3	3	2
2	4	2	1
2	3	2	1
2	4	3	2
2	3	2	2
1	1	1	1
2	4	2	4
3	4	1	4
1	2	3	1
2	4	1	2
2	4	3	1
1	3	2	1
1	4	3	3
2	4	3	3
2	4	2	2
1	4	2	2

2.1 3.2 2.4 2.1

Appendix I

20 Year Old Subjects Responses

[The page contains a large table with multiple columns and rows of data, which is extremely faint and illegible. The text is mostly mirrored bleed-through from the reverse side of the page.]

Q5	Q6	Q7	Q8	Q8b	Q9	Q10	Q10b	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
1	1	1	6		1	10		2	2	1	2	1	1	1	1
2	2	2	5		2	6		2	2	2	3	2	2	2	2
2	1	1	1.5		4	5.5		4	3	4	1	3	2	2	2
1	3	1	4		2	6		2	4	3	4	3	1	2	2
1	3	1	5		1	3		3	4	1	3	1	1	1	1
1	3	1	2		2	5		1	1	1	3	2	1	1	1
1	2	2	7		2	12		2	1	2	4	3	1	1	2
1	1	3	10		3	10		3	4	4	1	2	3	3	2
1	3	1	3.5		1	0.1		2	4	2	2	2	2	2	2
1	2	2		---	3			1	4	3	4	3	3	3	2
2	4	2	10		2	15		1	4	2	4	4	4	4	4
1	3	1	5		1	10		3	4	1	3	2	2	2	2
2	3	1	3.5		1	6.5		4	4	3	3	1	1	1	1
2	1	2	15		1	17		2	3	3	4	4	4	4	2
1	1	1	3.5		1	4.5		2	2	2	4	2	2	2	2
1	3	1	3		1	0.1		3	2	2	3	2	1	1	1
1	3	1	2		1	4		3	4	2	4	3	1	1	3
1	2	1	5.5		1	8.5		3	2	2	3	2	2	1	1
1	3	1	5		2	9		2	2	2	3	1	1	1	1
1	2	1	5		2	8		2	2	2	4	4	2	2	2
4	2	3	4		4	8		2	2	2	2	4	3	3	4
1	3	1			1	0.1		1	2	3	3	3	2	2	2
1	3	1	4		1	6		4	4	3	4	2	1	1	2
1	4	1	3		1			1	2	2	4	2	1	1	1
1	2	1	4		1	5.5		3	2	2	4	1	1	1	2
1	2	1	5		1	7		2	2	2	2	2	1	1	1
1	1	3			3			3	3	1	3	2	2	2	2
1	3	1	3		2	8		2	2	4	4	1	1	1	1
1.3	2.4	1.4	5	###	1.7	7	###	2.3	2.8	2.3	3.1	2.3	1.8	1.8	1.8

Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
1	1	3	1	3	4	4	4	2	2	1	1	1	1
2	2	3	2	3	3	4	3	2	3	2	1	2	2
2	3	2	4	3	4	4	3	4	3	3	1	1	1
2	2	2	2	2	2	4	4	3	2	2	3	1	2
2	1	4	2	4	4	4	1	3	4	4			
1	2	3	2	3	3	4	4	2	3	1	1	1	1
1	4	4	4	4	2	4	4	1	4	3	1	3	1
1	3	2	2	2	3	3	1	4	3	3	2	3	2
2	2	4	4	4	2	4	4	2	4	2	2	2	1
1	1	2	3	2	1	4	3	4	4	2	1	2	1
4	2	4	3	1	4	4	2	3	4	2	1	2	1
2	2	2	3	2	2	3	3	3	2	2	1	2	2
2	1	3	3	3	3	4	4	4	2	4	1	1	1
2	2	2	3	2	1	4	2	4	4	1	1	3	2

2	1	3	3	4	2	2	4	2	3	3	2	1	3
1	2	4	4	4	3	3	2	4	2	2	1	2	1
3	2	3	2	3	1	3	4	3	3	1	1	1	1
2	4	4	3	4	4	4	3	2	4	2	1	2	2
1	2	4	4	4	4	4	4	4	4	4	2	2	2
2	2	3	1	2	1	3	4	2	3	2	1	2	2
4	3	3	2	2	2	1	1	2	1	1	4	3	4
3	2	3	4	4	3	3	4	2	3	3	1	2	2
2	3	4	4	4	4	4	4	1	4	1	2	1	1
1	1	4	3	4	3	4	4	3	1	2	1	2	1
2	2	2	3	3	3	2	4	3	3	2	1	1	1
2	1	2	3	3	2	3	2	3	3	2	1	1	2
1	2	2	3	2	4	4	2	2	2	1	1	2	3
1	1	3	3	3	4	1	4	4	1	1	1	2	1
1.9	2	3	2.9	3	2.8	3.4	3.1	2.8	2.9	2.1	1.4	1.78	1.6

Q33 Q34 Q35 Q36 Q37

2	2	4	1	1
2	2	3	2	2
1	3	4	3	4
2	2	4	3	2

2	1	3	2	3
3	1	4	1	1
2	1	3	3	2
3	2	4	2	3
2	2	4	1	1
2	2	4	2	1
2	2	3	3	1
1	3	4	2	2
2	2	4	2	1
2	2	4	3	2
2	2	3	2	1
3	1	4	3	3
2	1	3	3	2
2	2	3	2	2
2	2	3	3	2
4	3	1	3	4
2	2	3	3	3
2	2	4	4	4
1	2	4	3	3
1	2	2	4	3
2	3	2	3	1
2	2	4	3	3
2	2	4	3	3

2	1.96	3.4	2.6	2.22
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Appendix J

21 Year Old Subjects Responses

Q5	Q6	Q7	Q8	Q8b	Q9	Q10	Q10b	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
1	3	1	7		1	9		3	3	4	3	1	1	1	1	1
2	1	4			4			4	1	4	1	1	1	4	1	1
1	4	1	3		2	5		3	2	1	3	1	1	2	1	1
2	1	1	3		1	4		1	3	4	3	2	2	2	2	2
2	3	1			1			3	4	3	3	2	1	1	1	2
1	4	1	1		1			4	3	3	4	2	1	1	1	3
1	1	3			2	3		3	1	1	3	1	3	3	1	1
2	1	1	4		1	6		3	2	3	1	2	2	2	3	3
1	3	2	10		2	15		2	4	2	3	2	3	3	2	2
1	4	1	6		1	7		4	4	4	4	2	2	2	2	1
1	4	4	5		3			2	4	2	3	3	2	3	1	1
1	3	1	5		1	2		2	3	3	4	2	1	1	1	1
2	3	1	4		1	0.2		4	3	2	2	2	1	1	2	1
1	3	1	10		1	11		4	1	2	3	3	2	2	2	2
1	3	3			3			2	2	2	3	3	2	2	1	2
1	2	1	5		1	7		2	3	3	2	2	1	1	2	2
1	3	2	6		2	9		3	2	3	2	2	2	2	2	1
2	3	2	5		2	7.5		3	3	2	3	2	2	2	2	2
4	2	4	4		4	6		2	2	3	1	2	4	4	4	4
1	3	1	4		1	6		3	3	2	4	2	1	1	1	1
1	2	2	5		2	8		4	2	3	2	1	2	2	1	2
1	3	1	5		3	9		4	2	1	2	2	4	4	1	1
1	3	3	5		2	7		1	3	3	4	3	1	1	2	1

1.4 2.7 1.8 5.1 ### 1.8 6.8 ### 2.9 2.6 2.6 2.7 2 1.8 2 1.6 1.7

Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34
3	4	4	4	3	4	2	4	4	2	1	1	2	1	3
1	2	4	1	4	4	1	4	3	1	2	2	1	1	4
1	3	3	4	4	3	4	3	3	3	1	2	3	2	2
1	3	3	4	3	3	3	4	4	3	2	1	2	2	3
3	2	3	3	3	4	3	3	3	2	2	2	2	2	3
3	4	4	4	4	4	2	1	4	4	4	4	2	3	3
1	4	2	4	4	4	4	1	2	1	1	1	3	4	2
2	3	2	3	2	3	3	4	3	3	2	2	2	2	3
1	2	3	2	3	4	3	2	2	1	1	1	3	2	2
1	3	4	4	3	4	4	2	2	3	1	1	4	2	1
1	1	3	2	4	4	3	2	2	2					
2	3	3	3	3	3	3	2	3	2	1	2	1	2	2
2	2	1	2	1	4	4	4	4	3	1	1	1	1	1
3	4	4	4	2	2	4	3	3	1	1	2	2	2	2
2	3	2	4	4	4	4	3	3	2	1	2	2	3	2
2	3	1	3	2	3	2	3	2	1	1	1	4	2	2
1	3	3	2	3	3	3	4	2	2	1	1	2	2	2
3	3	3	4	3	3	3	3	3	3	2	3	2	2	2
4	2	2	2	1	1	1	3	1	4					
1	3	3	3	3	4	4	2	3	1	2	2	2	2	2
1	2	3	3	3	4	4	4	2	1	1	1	1	2	3
1	3	4	4	3	4	4	4	3	4	1	3	4	4	4

2	4	3	4	2	4	4	4	3	3	1	2	1	2	2
1.8	2.9	2.9	3.2	2.9	3.5	3.1	3	2.8	2.3	1.4	1.8	2.2	2.1	2.4

Q35	Q36	Q37
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4	3	3
---	---	---

4	1	1
---	---	---

3	2	2
---	---	---

4	4	2
---	---	---

4	2	2
---	---	---

4	3	2
---	---	---

4	1	1
---	---	---

3	4	3
---	---	---

3	2	1
---	---	---

4	1	1
---	---	---

3	3	2
---	---	---

4	2	2
---	---	---

2	3	3
---	---	---

4	3	2
---	---	---

3	4	1
---	---	---

3	2	1
---	---	---

3	2	3
---	---	---

4	2	3
---	---	---

4	2	1
---	---	---

4	2	2
---	---	---

4	1	2
---	---	---

3.6	2.3	1.9
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Q5	Q6	Q7	Q8	Q8b	Q9	Q10	Q10b	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
1	2	1	1		1	8		1	1	3	1	1	1	1	1	1
1	3	1	2.5		3			3	2	3	2	3	2	2	1	2
2	3	1	2		1	5.5		3	2	3	2	3	2	2	2	3
1	3	1	1		1	3		3	2	1	2	2	1	1	1	1
2	3	1	5		1	10		1	4	2	3	2	2	2	2	1
1	1	1	5		1	6		2	3	2	2	2	1	1	1	1
1	3	1			1	3		3	2	2	3	2	2	2	2	3
1	2	2	10		2	10		2	3	4	2	2	2	3	2	2
1	3	3	9		3	9		2	1	3	4	3	2	2	2	1
1	3	2	6.5		1	9		3	2	2	1	1	2	2	2	3

1.2 2.6 1.4 4.7 ### 1.5 7.1 ### 2.3 2.2 2.5 2.2 2.1 1.7 1.8 1.6 1.8

Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34
1	3	2	3	4	4	3	3	2	3	1	2	1	1	2
4	3	3	3	4	3	1	3	3	3	1	2	1	2	2
2	3	3	4	2	3	4	3	3	2	1	2	1	2	3
2	4	3	4	1	4	1	2	1	2	1	1	1	1	2
1	3	2	3	3	4	1	3	3	1	2	2	3	2	2
1	2	3	3	3	3	3	1	2	2	2	2	2	2	2
2	3	3	3	2	3	3	2	3	3	2	2	2	2	3
3	3	3	3	2	3	3	4	3	2	2	2	3	2	2
2	4	3	3	1	4	2	3	2	1	1	2	1	2	2
1	2	3	2	3	4	3	2	2	3	1	1	3	2	2

1.9 3 2.8 3.1 2.5 3.5 2.4 2.6 2.4 2.2 1.4 1.8 1.8 1.8 2.2

Q35	Q36	Q37
4	2	1
3	3	2
3	3	3
3	3	2
4	2	2
4	3	1
3	4	3
3	2	2
4	3	3
4	3	2

3.5 2.8 2.1

Q5	Q6	Q7	Q8	Q8b	Q9	Q10	Q10b	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
1	3	2	10		2	20		3	2	2	3	4	3	3	2	2
1	3	1	2		1	3		2	4	4	4	2	1	1	1	1
2	2	1			4			3	1	3	2	2	1	4	1	1
1	1	3			3			3	3	4	1	2	4	3	1	1

1.3 2.3 1.8 6 ### 2.5 12 ### 2.8 2.5 3.3 2.5 2.5 2.3 2.8 1.3 1.3

Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34
2	3	4	2	1	4	2	3	2	2	1	2	2	2	3
1	3	4	4	2	4	4	4	4	3	2	1	2	2	3
2	2	3	1	3	4	1	4	4	4	1	1	1	1	2
1	4	4	3	1	4	4	2	4	4	1	2	1	3	2

1.5 3 3.8 2.5 1.8 4 2.8 3.3 3.5 3.3 1.3 1.5 1.5 2 2.5

Q35	Q36	Q37
4	2	2
2	3	3
4	2	3
4	3	3

3.5 2.5 2.8

Appendix M

Answers to Question #38

1. $2x^2 + 3x - 4$
2. $5x^2 - 7x + 1$
3. $3x^2 - 2x + 6$
4. $4x^2 + 11x - 3$
5. $6x^2 - 9x + 2$
6. $7x^2 - 5x + 8$
7. $8x^2 - 4x + 1$
8. $9x^2 - 6x + 5$
9. $10x^2 - 7x + 4$
10. $11x^2 - 8x + 3$
11. $12x^2 - 9x + 2$
12. $13x^2 - 10x + 1$
13. $14x^2 - 11x + 0$
14. $15x^2 - 12x + -1$
15. $16x^2 - 13x + -2$
16. $17x^2 - 14x + -3$
17. $18x^2 - 15x + -4$
18. $19x^2 - 16x + -5$
19. $20x^2 - 17x + -6$
20. $21x^2 - 18x + -7$
21. $22x^2 - 19x + -8$
22. $23x^2 - 20x + -9$
23. $24x^2 - 21x + -10$
24. $25x^2 - 22x + -11$
25. $26x^2 - 23x + -12$
26. $27x^2 - 24x + -13$
27. $28x^2 - 25x + -14$
28. $29x^2 - 26x + -15$
29. $30x^2 - 27x + -16$
30. $31x^2 - 28x + -17$
31. $32x^2 - 29x + -18$
32. $33x^2 - 30x + -19$
33. $34x^2 - 31x + -20$
34. $35x^2 - 32x + -21$
35. $36x^2 - 33x + -22$
36. $37x^2 - 34x + -23$
37. $38x^2 - 35x + -24$
38. $39x^2 - 36x + -25$
39. $40x^2 - 37x + -26$
40. $41x^2 - 38x + -27$
41. $42x^2 - 39x + -28$
42. $43x^2 - 40x + -29$
43. $44x^2 - 41x + -30$
44. $45x^2 - 42x + -31$
45. $46x^2 - 43x + -32$
46. $47x^2 - 44x + -33$
47. $48x^2 - 45x + -34$
48. $49x^2 - 46x + -35$
49. $50x^2 - 47x + -36$
50. $51x^2 - 48x + -37$
51. $52x^2 - 49x + -38$
52. $53x^2 - 50x + -39$
53. $54x^2 - 51x + -40$
54. $55x^2 - 52x + -41$
55. $56x^2 - 53x + -42$
56. $57x^2 - 54x + -43$
57. $58x^2 - 55x + -44$
58. $59x^2 - 56x + -45$
59. $60x^2 - 57x + -46$
60. $61x^2 - 58x + -47$
61. $62x^2 - 59x + -48$
62. $63x^2 - 60x + -49$
63. $64x^2 - 61x + -50$
64. $65x^2 - 62x + -51$
65. $66x^2 - 63x + -52$
66. $67x^2 - 64x + -53$
67. $68x^2 - 65x + -54$
68. $69x^2 - 66x + -55$
69. $70x^2 - 67x + -56$
70. $71x^2 - 68x + -57$
71. $72x^2 - 69x + -58$
72. $73x^2 - 70x + -59$
73. $74x^2 - 71x + -60$
74. $75x^2 - 72x + -61$
75. $76x^2 - 73x + -62$
76. $77x^2 - 74x + -63$
77. $78x^2 - 75x + -64$
78. $79x^2 - 76x + -65$
79. $80x^2 - 77x + -66$
80. $81x^2 - 78x + -67$
81. $82x^2 - 79x + -68$
82. $83x^2 - 80x + -69$
83. $84x^2 - 81x + -70$
84. $85x^2 - 82x + -71$
85. $86x^2 - 83x + -72$
86. $87x^2 - 84x + -73$
87. $88x^2 - 85x + -74$
88. $89x^2 - 86x + -75$
89. $90x^2 - 87x + -76$
90. $91x^2 - 88x + -77$
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Question 38: When did you begin playing sports?

- age 5
- First grade.
- When I could walk.
- 5th grade
- I began in junior high
- 3 years old
- competitively in kindergarten
- 1st grade
- Freshman year of high school
- 3 years old
- 2nd grade
- Freshman year of high school, but i danced, skied and did gymnastics until then, starting at age 3
- In the seventh grade.
- when I was about 4 years old
- 3rd grade
- when i was 12
- 3rd grade
- In kindergarten
- age 5
- When I was four years old.
- I began playing sports at the age of 5 I began playing soccer at the age of 12
- Second grade
- 5 years old
- I started playing sports when I was 5.
- 7th grade- first competitively
- Kindergarten
- In 4th grade.
- When i was in the 6th grade
- 5yrs old
- age 5
- First Grade
- About 4
- 6 years old
- competitively, about age 5 (swimming)
- when I was about 7
- 7th grade
- I started in 3rd grade
- when i was like 5... Tee ball
- 5th grade
- 5 yrs old
- age 5
- I started playing volleyball when I was in 6th grade....so thats about 9 years.
- My older brother played soccer so my parents put me in soccer too. I started in 7th grade.
- in grade school
- Age 5
- Nine years ago
- Seventh Grade (12 years old)
- When I was 5 years old.

- When I was five years old
- when i was 4 years old
- when I was 12
- In 8th grade
- 7 years old
- sports at school 5th grade i played for the park district since i was 5 years old
- When I was 7
- When I was 5. I didn't start playing competitively until High School.
- In high school
- In high school I began competing in cross-country and track. I began soccer and karate when I was in elementary school! I joined the cross-country team at my university in my 3rd year.
- Becuase I loved being active
- 4th grade
- I began gymnastics at age 3 and from then on I was hooked!
- In third grade which would have made me 8 years old
- 11 years old
- At about the age of 10
- Age 4
- I began playing sports when I was about 5 or 6 I believe.
- 6th grade
- In elementary school
- 2nd grade
- 7th grade
- When I was around 7 years old
- 5th grade
- 3 years old
- When I was 4 years old.
- I began playing soccer at the age of 7.
- age 4
- very young, age 4.
- I was about 3
- I first started competitive gymnastics when I was 4 years old.
- 5th or 6th grade
- at the age of 5
- Elementary School... around second or third grade
- I've played in recreational leagues in multiple sports since I was 4 or 5. Began swimming competitively when I was 11.
- At 16
- age 5
- elementary school
- I played Pee Wee sports as soon as I could walk, but balls and other sports equipment were always around and helped me develop motor skills as a baby.
- In 7th grade
- as soon as i was able to...5 years old
- I played t-ball when I was about 5.
- the youngest age you can start. Probably 4
- I started playing soccer and softball when I was 4yrs old.
- 7 years old
- in 4th grade
- 5 grade
- when i was three ;)

- I began playing when I could walk with my older siblings but when I was 4 I started playing in real games.
- age 9
- As early as 3 years old.
- Elementary School
- At age 5 I started t-ball.
- at about age 5
- Grade school
- Around 13-14
- 3rd grade
- When I was 6
- At the age of 5.
- I started playing soccer when I was five years old.

Question 39: What motivates you in sports? In life?

- Competition, Drive, Progress
- To prove I can do better than what people think.
- The competition, the team, family, friends, GOD
- Friends Family
- I get my motivation from within, to be a good person and to make a difference in this world. Being active in sports helps me feel worthy of appreciation.
- sports keep me in shape so im not fat, life i want to be successful and happy
- Sports: staying in shape, feeling good, competing/winning, teammates. Life: strive for success, goals for future, feeling of accomplishment...
- myself, my family, my friends
- I am my own motivation. I set high standards for myself and being disappointed in myself is my biggest motivation to uphold the standards.
- The competition
- Sports are fun and make life more enjoyable and make me less stressed about school and life. And I like being competitive
- The people who count on me, and my will to get better
- My family and staying in shape. To make my life better and make my childrens lives better.
- To have the feeling of accomplishment and success
- my friends, family, God, and myself
- Myself, to always get better
- being looked at as a role model
- To be the best that I can be.
- self respect
- For sports, it is the sense of knowing that I am a good athlete and the sense of control that a game of soccer gives you. In life it is myself and my family, because my family are my number one fans.
- challenge wanting to be the best
- In sports, an obligation to my commitment to play, and to play with the talent God has given me. In life, the love and grace of the Lord Jesus Christ.
- God, Family, friends
- In sports I am motivated by the social aspect of it all, money, passion, and doing something consistently. In life I am motivated by passion and the love of something. I am also motivated by money and always be able to do something.
- 1. Christ 2. Love of the Game 3. Self 4. Family
- Sports-how much fun it is and seeing hard work pay off. Life-wanting to live a good life
- My family. My faith... My desire to do the best I can with the talents that God has given me.
- The want to compete and work for something that has a pay off, the want to win and be successful
- knowing that i can do whatever i set my mind on, and that i was given an opportunity to do something that not everyone is given
- to be the best i can be
- Success. When you're good its just more fun.
- Desire and drive to improve myself, my skills, and to attain new levels of play
- My teammates, my set goals
- enjoyment, stress release, excelling, achievements, friendships, being active and in shape
- bettering myself, having fun
- to become better and to earn my playing minutes. in life, to get the career that I want.
- success
- i love too play basketball. I have goals in life to have fun and love the career and i have every intention of doing that
- success and happiness
- determination and having fun participating.....competition

- Family, friends
- myself, and my goals
- The money that my volleyball scholarship gives me motivated me in high school. What motivates me now in college is to continue being a starter and to advance myself and my team with recognition and winning more games than the previous year. What motivates me in life is thoughts of the future. I know that if I don't work hard now that I will have a hard life in the future being a woman. The more intelligent I am the better off in life I will be. Also getting a degree, a masters, and possibly a PhD will help to advance my career. Once I have a successful career I can, if I find the right man, start a family and never worry about giving my child or my family everything that it deserves. I also will not have to worry what would happen financially if things did not work out between my potential husband and I.
- I enjoy playing and staying fit. In life my family motivates me.
- I enjoy playing and I would rather play than not. My family and friends.
- The competitiveness in sports. Being able to live up to your dream in life.
- When I achieve something.
- Good Question; myself
- My family, my drive that I can do anything I put my mind to. Even if it takes time and effort. I want to succeed.
- The chance to succeed in different ways than most people.
- God, friends, and fun
- My love for the game. My God and my friends
- To get a college degree and to finish playing throughout college
- The love and competition, and in life my family.
- I search for happiness in life. sports isn't what always brings me happiness, so I don't always participate in sports.
- Competition and doing well and continuing to improve in my sport motivates me to keep doing it. Having fun in life motivates me to keep doing things I love.
- I love it. The end.
- In sports, good health motivates me. My life is motivated by its potential to help others.
- Pursuing happiness. I am motivated if I am having fun. I want to serve a purpose beyond myself. I want to contribute to the lives of others.
- The drive to want to do well and having support from my friend and family
- I like playing. I am motivated to do things I like.
- They make me feel good about myself and give me a chance to meet some of the best people I have met in my life.
- The competitiveness is great! I love the feeling when you get a good kill or amazing dig! The scholarship is a great addition too!
- The excitement of the game. The thrill of it.
- success, physical activity, enjoyment for the game
- I want to be the best in everything, I am extremely competitive. I want the highest score on every test, I am self motivated.
- The rush of the game and the intensity that there is in the competition. I also love the game so just playing it is so much fun to me to keep pursuing it. My life is motivated by sister really she is my role model and she has made me who I am.
- Strive for perfection, and the fascination with the strategy and concepts of not only technique but skills as well. I motivate myself because I am confident in my skill
- The competition and the hard work you put in to achieve your goals
- Beliefs and my goals
- Being successful and being part of a group/team that is successful and has fun
- Competition, having fun, being fit, having a plan and being prepared, teamwork, overcoming trials
- I'm competitive. I enjoy being active.
- joy for sports
- My desire to be the best I can be and the feeling you receive when you achieve those long term goals that you have been working on.
- I feel healthy/good about myself when I am playing soccer. Soccer helps me release any stress I might have built up during the day. In life I am motivated by my family, friends, and things I am passionate about.
- Results, outcomes. In sports I know my body will look good. In life, money is always a large factor!
- My love of the game and desire to eventually coach.

- God
 - I love to perform, to get in front of a crowd and show what I can do. I want to be happy with whatever I'm doing and so I strive to do the best and be the best that I can be.
 - competitiveness
 - winning.
 - Happiness
 - I love to compete, and I like the feeling of accomplishment when I achieve something really difficult.
 - Health, happiness
 - my own competitiveness, my teammates, my friends and family, my own goals and dreams
 - my family and love for the game, and my faith, family, and friends motivate me in life
 - Being active, having fun, making friends, being competitive, and just being able to contribute my God given abilities to help a team.
 - I motivate myself in sports and my family motivates me in my life
 - having people treat me like I'm important in attaining their own goals
 - I love the game I play, and it helps me pay for school.
 - Sports- Team and friends. Life- family and myself
 - I think my teammates motivate me in sports. In life, my boyfriend and future career motivate me.
 - Winning and getting ahead
 - succeeding and proving others wrong!
 - competition, love for the game. Not to fail.
 - the thrill of competition motivates me. in life success motivates me.
 - The competition and feeling of success when it goes well. Also the fact that it helps me stay fit
 - I excelled beyond those I was playing with at the time. Coaches took extra time to work with me individually.
- Life--family, boyfriend, abilities I have, areas I do well in, skills I have
- My family and friends
 - To be happy and healthy
 - To be the best that I can be.
 - my competitive spirit
 - My talent, myself
 - self achievement and doing the best I can, to overcome others expectations
 - It is a good way to stay fit and socialize
 - feeling of accomplishment
 - I set goals for myself and will not give up until I achieve them. I also strive to always do my best.
 - the pursuit of achievement, making my parents proud, feeling a sense of accomplishment, to stay active and motivated everyday.
 - To have fun and focus on what's at hand.

Appendix O

Answers to Question #40

- 1. The first step is to identify the variables in the problem.
- 2. The second step is to identify the relationships between the variables.
- 3. The third step is to identify the constraints on the variables.
- 4. The fourth step is to identify the objective function.
- 5. The fifth step is to solve the problem.
- 6. The sixth step is to check the solution.
- 7. The seventh step is to interpret the solution.
- 8. The eighth step is to write the final answer.
- 9. The ninth step is to review the solution.
- 10. The tenth step is to conclude the solution.
- 11. The eleventh step is to summarize the solution.
- 12. The twelfth step is to present the solution.
- 13. The thirteenth step is to discuss the solution.
- 14. The fourteenth step is to evaluate the solution.
- 15. The fifteenth step is to compare the solution.
- 16. The sixteenth step is to contrast the solution.
- 17. The seventeenth step is to analyze the solution.
- 18. The eighteenth step is to synthesize the solution.
- 19. The nineteenth step is to create the solution.
- 20. The twentieth step is to evaluate the solution.
- 21. The twenty-first step is to compare the solution.
- 22. The twenty-second step is to contrast the solution.
- 23. The twenty-third step is to analyze the solution.
- 24. The twenty-fourth step is to synthesize the solution.
- 25. The twenty-fifth step is to create the solution.
- 26. The twenty-sixth step is to evaluate the solution.
- 27. The twenty-seventh step is to compare the solution.
- 28. The twenty-eighth step is to contrast the solution.
- 29. The twenty-ninth step is to analyze the solution.
- 30. The thirtieth step is to synthesize the solution.
- 31. The thirty-first step is to create the solution.
- 32. The thirty-second step is to evaluate the solution.
- 33. The thirty-third step is to compare the solution.
- 34. The thirty-fourth step is to contrast the solution.
- 35. The thirty-fifth step is to analyze the solution.
- 36. The thirty-sixth step is to synthesize the solution.
- 37. The thirty-seventh step is to create the solution.
- 38. The thirty-eighth step is to evaluate the solution.
- 39. The thirty-ninth step is to compare the solution.
- 40. The fortieth step is to contrast the solution.
- 41. The forty-first step is to analyze the solution.
- 42. The forty-second step is to synthesize the solution.
- 43. The forty-third step is to create the solution.
- 44. The forty-fourth step is to evaluate the solution.
- 45. The forty-fifth step is to compare the solution.
- 46. The forty-sixth step is to contrast the solution.
- 47. The forty-seventh step is to analyze the solution.
- 48. The forty-eighth step is to synthesize the solution.
- 49. The forty-ninth step is to create the solution.
- 50. The fiftieth step is to evaluate the solution.

Question 40: Has your motivation decreased over the years? Why?

- No.
- Yes, I have found other things I can further improve in.
- no
- Yes, but not much. Because of many put downs.
- No, not really.
- in sports yes, i was very serious about swimming before but in college i couldnt stand the coach so i quit and went back to track, which im not as good at so its harder to be motivated when i know ill never be on top the way i could have when i swam.
- Yes. Injuries, fatigue, being overwhelmed in school, lack of time, lack of social life, lack of sleep
- no
- A little, I burned out in high school, but not completely
- No
- Yes because school has required more time recently so there is less time for sports. Also, I get a lot less playing time now and its much more serious now too.
- No. It's increased.
- No it has not.
- sometimes... Part of me wants to be done and get on with my life but I love the game of softball and I know I will miss it when I'm done
- for sports yes, for life NO
- NO, because i am a very competitive person
- yes, my body is getting worn out
- Not really, I still want to be the best.
- no. i have a lot more riding on my athletic ability than i did before.
- Yes it has, and I think that it has a lot to do with changes within my life, and the fact that my focus has shifted off of soccer and onto my career and education.
- no it has not because I still need to do my best in order to thrive in my athletics and at my career
- In sports, yes. Because of injuries and continually increasing time commitment.
- Yes, knee surgery
- In life my motivations have stayed the same and I have found more things that I am passionate about. In sports though, my motivation to continue has decreased significantly. I played my freshman and sophomore years of college and will not play my junior or senior years because I feel that I had a "bad experience."
- I have not enjoyed our coach at all. She rips on a player and because of this soccer is no longer fun and I have lost all passion to play. I still love watching the sport but I hate playing it now.
- It has changed to be more for others- because of scholarship and more pressure as I entered college
- Yes-
- I think my motivation has decreased a little over the years just because more and more activities have been added to my schedule. So volleyball just doesn't seem as important to my future.
- A little bit because i get overwhelmed and very tired but i always make it
- no, am more motivated if anything, b/c collegiate athletics are a step up in competition
- only due to injury
- In sports, yes. I'm burning out. In career things its increased because I know what I want to do.
- No, despite bad and demotivational coaching
- no, my motivation has actually become stronger. It's something that I love to do, it's a great stress reliever and lets me escape from my hectic study schedule and have fun. I couldn't imagine my life without soccer
- no i do not think
- no
- no.
- ability has decrease.. skill has gone down
- No still going strong
- yeah... because it gets old after a while.
- no

- No
- not at all
- No, if anything my desire has increased. Since I have found my major I have become more excited and more focused on my future. I have been able to finely tune my "life plan" and been able to set of connections for future internships and future possible job opportunities.
- No I still enjoy playing and staying fit.
- No, I just seem to focus more on certain things in my life that are most important to me.
- No, I actually feel it has made me a more driven person.
- Just a little, because of pressure and failure.
- Yes, classes are hard.
- Yes because I have had some bad coaches and some other things in my life happen.
- No it has definitely increased
- with sports, yes because it hasn't been fun and politics have been too involved
- i don't think it has. If so just for a time and then it comes back stronger
- No because the longer i play the closer i am to finishing the sport in college and reaching my goal.
- No
- motivation has decreased because i've never had a good coach. i would rather learn how to do new things with my friends instead of being told exactly what i will do and at what effort and when i will do it.
- No.
- Injuries, coach doesn't motivate me to be better.
- No, because my world continues to grow and open my eyes to all that can be changed.
- No. I think i've become more motivated to make a difference in the world. I am constantly surrounded by others who encourage me to do more/better. And I put myself in situations that allow me to continue to grow.
- No, my motivation has changed and been focused onto different activities
- Yes, because I don't get playing time.
- My motivation has not decreased I would love continue to keep my foot in sports and coach!
- I believe so because I know that there is not a professional chance to play after college. Also my body is starting to feel older!
- No
- yes, more things to deal with in my life as a whole; school, work, social life
- No, Playing time is a motivator in college.
- It has in different sports because I used to be a huge basketball player and now my love is volleyball so it really hasn't decreased it has only changed to new sports and different level of competition.
- no
- No, I always want to get better
- no
- No, I am still just as motivated, if not more, than I was when I was younger
- a little bit. other things become more of a priority as opposed to when you were a child and that is all you had to do.
- Yes. Injuries, time to start a career and family.
- Yes, it is because I have no goal for playing and no fan there.
- No. I have had to work so hard to overcome injuries that I believe my motivation to overcome obstacles and still achieve greatness has increased.
- My motivation for my life goals has increased over the years because I want a good future for myself. Soccer motivation has decreased because after injuries and tough coaching situations, I realized that other things are more important.
- In soccer...yes...I am older and have more things on my plate such as paying bills
- I am getting older, so I will behappy to end my collegiate athletic career.
- slightly, it becomes wearing to play in college and deal with academics as well.
- No, if anything it has increased. As the years have gone by, I have met new people that continue to motivate me to do better. I see them having fun and doing well and I want that as well.
- yes, injury
- yes. Because of every day life.
- For sports yes because in college it was just too intense and not as much fun as it was in high school

and my younger years

- No, if anything, I believe it has increased
- no
- no, because there's always something that I want to achieve
- yeah, because i don't feel i've dealt with honest and trustworthy people
- The only time my motivation has ever decreases is the summer I tried to get ranked by the USTA. I put too much pressure on myself to do well and forgot that sports are supposed to be fun. After I realized that, I feel that my motivation has increased because I as long as I play to have fun and just do my best, I have no problem working hard to succeed.
- No, if anything I think it has increased because I know it's coming to an end.
- yes, because my coach has given me every reason to believe that i have nothing to work towards
- No, probably increased actually.
- no
- no not at all. Because I have bigger and better things to look forward to.
- no, I want the best for myself
- yes because life goals have changed and priorities have changed and my sports haven't gotten me anywhere
- no
- in sports yes because i can no longer compete in competitive athletics with players who are of an amazing caliber as i have before.
- Yes, ever since my neck fracture I have been very scared to go back to it.
- In sports yes. The last 2 years of my college play was horrible. I considered quitting because of the head coach. She was not a motivator and could not administer healthy criticism. Could not decide if she wanted to be our friend or our coach (she would tend to be a friend when she needed to be a coach and therefore the team lost some respect for her and she had decreasing influence over the team). I also do not see it appropriate to pull a graduating senior out of her senior game 15 min remaining when the individual was playing well to her ability (which was my experience this past year). Overall, I feel that the head coach began to doubt my playing abilities as a starter when in years previous she had told me how great of a player I was and how confident she felt when she had me on the field.
- yes a little. I got injured doing something I didn't need to be doing and it took a lot of time to get over.
- Decreased slightly due to pressures of school and work
- Yes, when younger sports were the main thing in my life but as I grew older more interests come into play.
- not necessarily, my body it just wearing down, but it doesn't stop my motivation to play
- Yes, people lack of dedication and ability to see outside there own wants and needs.
- no, probably only increased
- To a certain extent, swimming became less important as the need to focus on school and my future became my top priority
- yes, i was injured and am not as good as i used to be
- A little since it is harder to play due to my age and it being my last year.
- Yes, as more responsibility and stress has been added, the fun somewhat wears off and it feels more like a job than a passion or hobby.
- No, because i can only do what i can do.

Question 41: Where do you see yourself in 5 years?

- Working at IDEO
- In grad school.
- finishing college and getting my BSN.
- out of College and with a husband, working.
- I see myself pursuing my career with lots of good memories of track in my mind.
- graduate school
- In five years I will either be working in a career related to my education (engineering), or continuing school (grad school or med/vet school).
- in my career
- Working
- Starting a career
- I have no idea
- Married, in graduate school, preparing to be a physical therapist.
- In graduate/ medical school.
- graduating from Mesa State
- getting ready to graduate school, possibly married
- in the real world
- finishing up school
- Playing soccer in Europe
- police officer
- I see myself teaching in a high school, married, and coaching a high school soccer team.
- Still in school in the middle of earning my P.T degree
- In grad school or having a recently new job and possibly married.
- Working and maybe married?
- I plan on moving to Las Vegas, NV to pursue a career in teaching.
- I would like to be in a serious relationship getting my doctorate in psychology.
- I see myself being engaged, working in an Elementary School, and hopefully coaching volleyball
- I see myself married, hopefully with a position at a company or some place where I can begin my career.
- In a career with a well established house hold with my husband
- in med. school
- graduated with a job
- Peace Corps and grad school
- Enjoying and exploring life not as a student
- Graduate School
- in grad school
- either graduated, with a job or in my first year of grad school
- I see myself working for the company that I have always wanted to work at.
- i dont know
- Still in college getting my masters
- just getting out of college or still in college working on a higher degree.
- getting a job and thinking about family and marriage while continuing to stay active.
- In my chosen field of study
- teaching secondary education and being happily married

- I see myself a year into a career and starting on getting my PhD. The career that I have will probably be a stepping stone to the career that I really want. Also if I have met the right man

and it is the right time I would consider this the time that I would like to get engaged or possibly married.

- Graduating from college and starting a business.
- Graduating from college.
- Starting my career.
- Hopefully working and being able to support myself.
- Married in Lincoln @ Dental School
- I see myself teaching and being an Athletic Director at a college somewhere. After I finish Grad.

school.

- Beginning my career and maybe starting a family.
- married, working in ministry somewhere
- Married and working either as an athletic trainer or nurse. Maybe doing missions work. I am not really sure
- Married with a good secure job
- As a coach with a career
- in 5 years I will be a graduate of a masters program taking a year off to travel in europe or new zealand before settling down and finding a teaching position (high school math)
- Hopefully with a job, possibly married and still living in Colorado.
- pursuing a masters perhaps, married perhaps, still playing soccer/sports, a nice career.
- In med school
- I want to be a high school math teacher and coach. Perhaps I will be getting married and beginning my careers. I hope that I will have traveled around the world and had some interesting experiences. I will probably live in an apartment for the next few years.
- Working and starting a family
- I don't know
- I see myself settled down, starting a family and working as a coach, and in the health promotion field.
- Married, possibly children, happy and successful in my career
- Married with maybe a child and finding the right job
- out of school moving on toward a career and family
- Finished with my Masters working, and begining wook for a hospital.
- I truly have no idea where I will be in 5 years.
- Graduated with a Masters degree in Communications and either traveling or beginning a successful career
- playing rec volleyball, having a job and maybe traveling.
- hopefully in a good career
- Working either in Denver, CO as an accountant or working in San Diego, CA as an accountant
- Married with a career and maybe a child depending on the circumstances
- Finishing graduate school.
- I don't know.
- Graduating with my Ph.D, starting my own practice in Child Psychology and married.
- I see myself working for some sort of environmental protection agency, possibly considering settling down.
- Setting up my life...house...career
- Coaching volleyball, married.
- playing sand volleyball, possibly married, and well into my career
- I will be at Professional school, getting my degree as a Doctor of Optometry.
- married with one child and a steady job
- Working as RN
- Graduated from college, hopefully married and starting a family.
- Working as an engineer in industry, swimming part-time with a master's team, and playing recreational sports as time permits

- working
- in a career with a family
- hopefully married or with the person I'd like to marry
- Hopefully, I will have graduated from CUS-Pueblo's Hasan School of Business with my BSBA/MBA.
- In my career, starting to think about settling down with a family
- married just out of graduate school working and saving money in order to have a family
- Hopefully finished with grad school, have a good job, and in a relationship with a good man.
- working in travel of hotel industry and getting ready to settle down
- San Francisco California with my boyfriend starting a nursing career.
- in a great career
- hopefully working for a major company living with my future wife, but still no kids
- possibly married and starting a career I love.
- hopefully getting out of dental school and starting my business.
- Working at my current job maybe married.
- hopefully having done some traveling; engaged or married. I want to do work cross-culturally or in an innercity setting. Get experience outside of my American upbringing.
- Happily married, thinking about children, and having a career.
- Racing mountain and road bikes competitively and in a happy stable job and relationship.
- In a steady career and helping coach softball.
- with a career and a family
- Actively living life going with what ever I make out of myself.
- settled somewhere with my friends and family with a career
- Finishing up grad school
- in grad school
- I see myself as a successful business woman with a career pathway in place. Married with at least one child. I would love to still be playing on competitive leagues.
- I see myself married, settled into a career that I have wanted and worked towards my whole life.
- Hopefully out of New Mexico, with a good job that I enjoy doing

Appendix Q

Answer to Question #42

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Question 42: Where do you see yourself in 10 years?

- Married, healthy, happy, children
- In my career.
- working, married, raising a family
- With career and a family.
- I see myself with my own family, with a successful job, and a happy home.
- working in aerospace or mechanical engineering, married or with a serious boyfriend
- I will still be working, now higher up in the company. I will be married and have/starting to have children
- in my career
- At home with a family
- Starting a family
- Still no idea
- With kids, being a physical therapist.
- Married with a good job.
- have a family and doing a career that I enjoy doing
- raising a family and enjoying my career
- Married with children
- teaching, coaching, with a husband and family
- Having a job.
- detective
- I see myself with children and also with an advancement in my career and hopefully owning a home.
- graduated with my own practice. I also would like to start a family by then.
- Married and having a young family and doing whatever the Lord would have for me.
- married, family, working
- I see myself back in Colorado teaching in either the Jefferson County or Boulder County School Districts. I also see myself married by this time with kids but working even if it is part-time.
- Married, maybe kids with my own marriage and family counseling center.
- Married, having two-four kids, and staying at home with the kids until they get older and then I will start working again
- I see myself starting a family, probably staying at home to take care of my them.
- Married with a great career and a family (either 1 or 2 kids)
- just finishing med. school/internships
- married and thinking about starting a family--no job!
- working for an NGO in africa.
- Enjoying life through family, friends, work, and other recreational activities
- Have a stable career, married, and enjoying life before I decide to have children
- out of school, having a job, maybe starting a family
- in a successful career that interests me, involved in community events (like rec sports), possibly married (though it's not a big deal if I'm not)
- probably beginning to start a family
- i dont know
- Happy having a good life
- getting a doctorate degree or starting my career
- married, have a decent job, and raising a family
- possibly starting a family
- having children and continuing my career
- I see myself well established in my career, possibly married with a child.
- Starting my family and building my business. Being a soccer mom and traveling around the world.
- Married, with children, and have a career, playin whenever i can

- Happy, married with a family, and a great career.
 - Same, working and being able to support myself and maybe a family.
 - I will probably be starting a practice somewhere here in NE. I will still be married and now have kids.
 - I see myself with my successful career and a family to take care of and love.
 - With a family, career, house that I love.
 - married, with kids, having some involvement with ministry
-
- Still married and maybe kids. still working but I am not really sure
 - Married with 2 young kids and still in the same field that i was in before in terms of jobs.
 - married still being a coach with a career
 - in 10 years i will still be roaming about the country looking for happiness. i'm never satisfied.
 - Married, stable job, with kids, taken some travel opportunities.
 - i can't think that far ahead yet.
 - Still in med school - residency
 - I want to be starting a family...with a dog. Hopefully, I will be living in a safe, friendly suburb with good girlfriends and a supportive husband. I hope to jog/run daily with my newborn in a stroller.
 - Also don't know
 - I see myself married with maybe 2 kids and getting to share my love of sports with them!
 - older! still married, with children and still successful in my career and making adjustments within according to raising my kids
 - Same as before only with a job that I love
 - in a career and with a family in the works
 - Happily married with 2 kids,a dog,working part time.
 - Hopefully married with a good career.
 - Settled in a career, happy and starting a family
 - Family and a stable job.
 - good career, married, a couple kids
 - Same
 - Married and raising my children
 - Married with kids and working.
 - I don't know.
 - Still working in my practice, married and hopefully 2 kids.
 - In 10 years, I hope to be married with maybe a child or two! Hopefully I will have a stable job and have a home where I plan to stay for an extended time....preferably in colorado.
 - Working and just getteng married
 - same, mabe with kids.
 - the same as 5 years, expect probably with kids by then
 - I would like to see myself working in an eye clinic and possibly being married and thinking about having children.
 - married with complete family and steady job
 - working as an RN and going back to school.
 - Having a well established family... three or more kids, and a loving husband, and a career that allows me to spend a lot of time with them.
 - hopefully settling down to start a family, still working as an engineer, swimming still, and working out on a regular basis.
 - settled
 - in a career with a family
 - family, career, and some place in colorado
 - That is almost too far ahead for me. I believe that anything could happen.
 - Married with kids and working
 - raising my children and volunteering
 - Enjoying a new stage in life and hopefully starting a family.
 - married, still working, and with kids

- California, married and with a child.
- family with career
- same but maybe wit one kid, a girl hopefully :)
- top of my career, married, children
- having a family and successful career.
- Married with children working at my job
- Having a family; being able to bring them up in different cultures. Helping them fulfill their dreams while being able to pursue my own (but if mine need to be put on hold for a while that's fine...just as long as I get an opportunity to achieve what I wish as well).
- Still happily married, having kids and raising them while keeping a career.
- Racing mounitan and road bikes competativly and in a happy stable job and relationship. Considering possibly having children.
- Married, working, and raising children.
- with a career and a family
- Not the same place as five years, always progressing and changing.
- settled with a career and a family of my own
- Hopefully married and with a good job
- with a job
- I see myself as a top manager or CEO with kids and a husband that I love. Overall, a balanced life.
- I see myself settled into a job and married. Possibly closer to my career aspirations and having a strong, Loving marriage.
- I haven't thought that far ahead