

Running Head: ATHLETIC WITHDRAWAL

Locus of Control and Satisfaction in Making the Decision to Withdraw from Division III

Athletics

Dwayne Guenther

Hanover College

## **Abstract**

Sports participation can have positive psychological effects such as increased self-esteem and confidence, but what happens when participation in sport is prematurely ended? Numerous studies look at the benefits of participation, particularly in secondary school, but few look at the effects of how premature withdrawal from NCAA Division III athletics can impact various psychological domains. A survey was conducted among a sample (N = 32) of former Division III athletes at a small Midwestern college. Two questionnaires were created to assess “Reasons for Withdrawal” and “Quality of Life after the Withdrawal Decision.” The goal was to survey former athletes to learn how these students perceived their overall life satisfaction before and after the decision was made to withdraw. It was believed athletes who withdrew for internal reasons (i.e., reasons perceived to occur within the participants themselves) would show increases in overall life satisfaction and specific domains (e.g., confidence and self-esteem). In contrast, athletes withdrawing for external reasons (i.e., reasons perceived to come from outside the participants) would show decreases in overall life satisfaction and specific domains. Although the Reasons for Withdrawal survey did not reliably distinguish participants’ locus of control, analyses indicated two items expressing an external locus of control correlated with one’s later dissatisfaction. That is, participants who withdrew because a job took too much time or because they had too many outside pressures, showed decreases in overall life satisfaction. Otherwise, participants predominantly displayed an increase in overall life satisfaction.

## **Locus of Control and Satisfaction in Making the Decision to Withdraw from Division III Athletics**

Participating in sports is meant to entertain us, teach discipline, engage us, and in many cases improve us, but sometimes these intended positive effects of sports can take a downward spiral when the pressures involved with sport become too much. This downward spiral can be due to factors external to us, such as outside pressures and/or influences from family and friends or it can be due to factors internal to us such as the loss of enjoyment for participating in your sport. After all, being a student is a tough task for many in itself but when combining athletics and academics it can be very hard to manage your time and excel in both. Balance between dedication towards a team and dedication to academic work takes effort. This difficulty in balance can lead to many pressures especially from friends, family, and loved ones. Such stress may lead to withdrawal from sport participation as is so often the case. A study done by Clough & Traill (1992), estimated the yearly dropout rate in competitive youth sport to be 35% worldwide. This can lead to many problems on and off the athletic playing field while an athlete continues to participate in their particular sport. It is knowing when enough is enough that is difficult to decide because sports are meant to teach athletes to stick through the adversity. Also we are taught that participation in sport is a good thing because as many studies have shown, participation in competitive sport can have benefits such as higher levels of confidence, self-esteem, perceived body image, and even academic achievement Richman and Shaffer (2000), Curry, Rehm, and Bernuth (1997), Kirkcaldy, Shepard, and Siefen (2002), and Chamber (1991) (See Table 1).

### **Benefits of Sport Participation**

**Table 1.** *Previous research on the positive benefits of sport participation.*

Richman and Shaffer (2000)	Measured 220 female athletes perceptions of their body image, physical competence, and gender identity effects on self-esteem	<b>Similar to similar research on males, found females participating in sport to have higher self-esteem.</b>
Curry, Rehm, and Bernuth (1997)	Measured 41 male and 45 female university athletes and 44 male and 40 female non university athletes to determine if participation in sport influenced ones self-perceptions	<b>Found athletes to perceive them selves as more competent in athletics, romance, and social acceptance</b>
Kirkcaldy, Shepard, and Siefen (2002)	Measured 988 German adolescents and the relationship between participation in endurance sport and self-reports of image, physical health, and psychological health.	<b>Found sport participation was significantly related to score of physical and psychological well-being.</b>
Chamber (1991)	Measured athletic participation and its effects on academic achievement within a sample of elementary school students	<b>Found that when combined with school service and leadership activities, athletic participation can increase academic achievement.</b>

### **Internal versus External Locus of Control**

Although sport participation has many positive effects and is even shown to increase academics when mixed with school service and leadership activities, Chambers (1991). Tackling the responsibilities of a student-athlete at a highly renowned Division III liberal arts college can be very difficult and many students must face the decision between career goals and athletic goals. When participation in a sport becomes too overwhelming it is hard however for a student to make the decision to withdraw. At some

point student-athletes need to put themselves first and decide if withdrawal from a sport would benefit them or not. It is my goal to help determine when withdrawal would be beneficial and I believe this can be determined based upon one's locus of control (LOC, external vs. internal). Rotter (1971) defined this concept of LOC as follows: People range from a primarily internal LOC (people feel they are responsible for what happens to them) to a primarily external LOC (people who feel their lives are controlled by luck, fate, or other people). Results found that having a more internal LOC was healthier than an external LOC but finding a balance between the two types of LOC is most beneficial to one's psychological well-being. Based upon Rotter's previous research it is my belief that athletes choosing to withdraw from sport due to internal reasons (e.g. felt they weren't able to competitively compete anymore) will feel increases in overall life satisfaction and increased ratings of satisfaction in specific domains such as happiness, confidence, and/or self-esteem.

Accordingly, I believe those choosing to withdraw for external reasons will have decreases or no change in overall life satisfaction and decreases or no change in satisfaction of specific domains. This can be seen in a study done by Anderson, Hattie, and Hamilton (2005). They investigated the relationship between locus of control, motivation, and academic achievement in three different types of schools. Four observational scales were used, known as the I-SEE I (Internality), I-SEE SC (Self Concept), I-SEE PO (Powerful Other) and I-SEE C (Chance). The I-SEE scales were used to investigate these relationships looking into environment (discipline and structure of school setting) and personality (internal locus of control, balanced locus of control, and external locus of control people) and its effects of the four domains of internality, self

concept, powerful other, and chance. The results are relevant to my belief that withdrawal from sport when feeling overloaded will result in satisfaction because it was found that moderate levels of locus of control and self-efficacy appear to be more adaptive or more willing to change and accept certain school settings to achieve motivation and academic achievement than either extremely high or low level participants. This study seems to show that a medium level of internal control and self-efficacy appears to be the most effective opposed to strong internal or external feelings. I feel this helps explain my belief that choosing to withdraw from athletics due to internal or external reasons are going to lead to changes in ones levels of motivation and self efficacy because the ridding of these external or internal pressures will help participants work towards a medium level of control.

### **Making the Decision to Withdraw**

In Division III athletics it is very unlikely that an athlete will ever be able to pursue a professional career in a particular sport but it is very likely that a graduate of a highly academic Division III will pursue a professional career requiring academic success. It is my goal to determine when continuing athletic participation, which can potentially lead to many stressors and outside pressures, becomes an obstacle to one's future goals. It is my belief that when a student-athlete becomes dissatisfied with their lives in the athletic world that they will personally benefit to withdraw from that particular sport.

Previous research done by Butcher, Lindner, & Johns (2002) examined 10<sup>th</sup>-grade youth in North America who had participated in a ten-year longitudinal study starting when they were in the first grade. Once they had reached the tenth grade, participants

where given a Sports Participation Profile where students listed all competitive sports in which they had participated since Grade 1, as well as the grades during which they competed. For each sport listed, the participants reported whether they were still competing in that sport or they had withdrawn from that particular sport. The study used data gathered from 2,272 participants. For each dropped sport, participation details were obtained to classify participants into four different groups based on drop out type. These details included number of years competed, type of competition, length of season in months, and average number of hours per week spent in training and/or competition. The information was used to divide the dropouts into Lindner et al.'s (1991) four types of athletes: 1) “samplers” withdrew after one year or less in the sport, 2) “low level participants” were those who withdrew after more than one year with participation at low frequency and duration, 3) “high level participants” were those who withdrew after more than one year with participation at high frequency and duration, and 4) “elite participants” were those who withdrew after participation at provincial or national representative level. To check the accuracy of the information on program type and level of involvement, the students were also asked to specify the league or program in which they competed. Information on other sports participants were involved in at the time of withdrawal was also requested. They also used a “Reasons for Withdrawal Questionnaire” to measure the participant’s reasons for withdrawal. This measurement occurred in two ways: 1) students rated 12 potential dropout reasons derived from research done by Gould (1987); Weiss & Petlichkoff (1989) as cited in Butcher, Linder, and Johns (2002) on 7-point Likert scales (7 denoted strongest agreement), and 2) an open-ended question asked for the main reason for withdrawal from a particular sport.

The 12 derived reasons, in order of popularity were “other sports took too much time,” “needed time for studying,” “took job, giving less time,” “did not enjoy it anymore,” “was not good enough,” “too much pressure to perform well,” “parents discouraged them from continuing,” “too expensive,” “injury played a role,” “coach was the reason,” “no longer an opportunity,” and “wanted to spend more time on non-sport activities.” Their findings suggested withdrawal reasons differed amongst the four different dropout types whereas elite athletes tended to withdraw from team sport for the reasons of “too much pressure to perform well”, “injury”, “needing extra time to study”, and “disliking the coach.” “Took a job” and “wanting time for other non-sport or sport activities” were strong reasons for the “high” and “low level participants,” while “samplers” felt poor perceived competence to be large reasons for withdrawal.

Guillet, Sarrazin, & Carpenter (1998) proposed three different theories as to why athletes make the decision to withdraw from sport. One proposed theory was the Perceived Ability Theory. This theory states that adherence to a particular sport is explained by satisfaction derived from achievement and competence that the participant experiences. The participant of a particular sport is likely to drop out if such needs are not being met by the sport. Also, they proposed the Burnout Theory, stating that chronic stress sometimes occurs forcing the athlete to drop out due to the feeling that the demands upon them exceed their capacities to meet those demands. The research also suggests some athletes decide to withdraw from sport due to more social and psychological reasons leading to the Developmental Theory of withdrawal. The Developmental Theory indicates social and psychological changes occur sometimes leading to new interests taking away from previous interests. This is a developmental

theory because it is saying as we get older our interests change (e.g., most boys don't like girls when they are young but fall in love when they get older). It seems these different theories are proposing that there are internal types of reasons to withdraw from sport and external types of reasons. Internal reasons were defined as reasons occurring within the participants themselves, disregarding outside interference. Six internal reasons for withdrawal were used "I did not enjoy playing my sport anymore," "I felt I was not good enough to competitively compete," "injuries plagued me causing me to feel I should discontinue participation," "I did not like the coach," "I felt there was no longer an opportunity for me to advance in my sport," and "I wanted to spend more time on non-sport activities". External reasons will be those coming from outside sources of pressure and/or influence (e.g., other people, work demands, etc...). Seven external reasons for withdrawal were used "I needed to withdraw because another sport or sports I took priority over the sport I withdrew from," "I had to devote more time to studying," "I took a job giving me less time," "I had too many outside pressures to perform well," "My parents discouraged me from continuing," "The sport became too expensive to continue participation," and "Doctors told me I should discontinue my participation due to injury."

### **Current Study**

In opposition of previous research done by Butcher, Linder, and Johns (2002), I have instead chosen to divide up participants based upon their level of team involvement or contribution at the collegiate level (high level vs low level) and their reasons for dropping out (internal vs. external reasons). To determine this, a series of questions have been arranged such as amount of playing time received (high or low) and amount of contribution to the teams effort (high or low). Also, because of previous research done by

Guillet, Sarrazin, & Carpenter (1998) it is anticipated that these theories will help my current study classify participants of my study into the different groups of external reasons for withdrawal and internal reasons for withdrawal. In my current research, I have also agreed that internal reasons for withdrawal will lead to greater levels of satisfaction in their decisions to withdraw. My questionnaire was devised to determine whether participant's decision was internally (low perceived competence, did not enjoy anymore, wanted to spend time on other activities) or externally (job, parents, school work) attributed.

Based upon previous research done by Rotter (1971), participants who drop out due to external reasons are expected to report decreases or no change in overall life satisfaction along with decreases or no change in the specific domains (academic performance, motivations, self-esteem, happiness, confidence, determination, discipline, optimism, body image, and involvement other sport or non-sport activities). Participants dropping out due to internal reasons are expected to report increases in overall life satisfaction along with increases in satisfaction of specific domains in their lives.

These previous studies, coupled with my own withdrawal decision, has led me to want to study how factors reported as leading to the decision to withdraw from a competitive team sport may correspond to subsequent satisfaction with that decision. Previous research tends to look into the benefits of participating in sport or the reasons in which athletes choose to withdraw and what behavioral and psychological changes lead to this. The present study is intended to seek the behavioral and psychological changes that occur after the decision is made to see what types of effects such a decision can have on ones self perceptions in specific domains their overall life satisfaction.

## **Method**

### *Participants*

Participants consisted of volunteers who had withdrawn from athletics at a small Mid-Western Division III college. Data was gathered from 32 participants consisting of males (n=27) and females (n=5) between the ages of 18 and 22. Any former athletes were included; regardless of the college sport they played and withdrew from.

### *Recruitment*

Participants were recruited through flyers posted on campus along with a sign up sheet posted on the psychology department bulletin board. Greek Representatives from five fraternities were asked to recruit at their weekly chapter meetings. The representatives then distributed survey packets directly to all those meeting the criteria for the study and were willing to participate. Individual dinner meetings were scheduled with four sororities on campus. After dinner an announcement was made describing the studies purpose and all who apply were asked to participate. The possibility of extra credit in psychology courses for participation in the study was also announced at the dinner and chapter meetings and made evident on the sign up sheet.

### *Materials*

Materials included a consent form (See Appendix A) and a demographics page (See Appendix B). To determine one's level of perceived satisfaction in different domains of their lives and their overall life satisfaction after the decision to withdraw has been made, a "Satisfaction with Decision Questionnaire" was devised. The goal of the questionnaire was for participants to rate increases or decreases in specific domains of their lives and overall life satisfaction after the decision was made to withdraw from

competitive sport. Eleven items were used to determine participant's perceived satisfaction. They were asked to rate each domain according to whether their satisfaction 1) increased; 2) decreased; or 3) stayed the same. Two open-ended questions were used (See Appendix D) to determine participant's overall life satisfaction before and after their decision to withdraw. The two open-ended questions were based on Pavot, Diener, & Suh's (1998) study on life satisfaction. A "Reason for Athletic Withdrawal Questionnaire" was also devised to determine whether participants chose to withdraw for external or internal reasons (See Appendix C). This scale was based on Butcher, Lindner, & Johns (2002) listing of withdrawal reasons. Thirteen reasons were used in total, 7 which were presumed to entail an external LOC and 6 which were presumed to entail an internal LOC. Participants rated the reasons on a 7-point Likert scale (1= not a reason at all and 7= strongly a reason). Lastly, the questionnaire asked for participant main reason for withdrawal, as well as any other reasons that were not listed. Envelopes were also provided in each packet to facilitate mailing back to the investigator.

### *Procedure*

After consent was obtained, participants were asked to complete these surveys: A "Reason for Athletic Withdrawal Questionnaire", a "Satisfaction with Decision Questionnaire" (See Appendix C and Appendix D), and a demographics form. Participants then mailed back the completed questionnaires in a provided envelope via college campus mail boxes. Surveys were coded for anonymity. The "Reasons for Athletic Withdrawal Questionnaire" was then used to categorize participants based upon their reasoning to withdraw (internal reasons, external reasons, or both). The categorization was based on the number of internal reasons versus external reasons for

withdrawal (See Table 2). It was presumed these items would identify participants tendencies towards internal versus external LOC.

**Table 2.** *External versus internal reasons for withdrawal.*

<b>External LOC Reasons for Withdrawal</b>	<b>Internal LOC Reasons for Withdrawal</b>
<ol style="list-style-type: none"> <li>1. I needed to withdraw because another sport or sports took priority over the sport I withdrew from.</li> <li>2. I had to devote more time to studying.</li> <li>3. I took a job giving me less time.</li> <li>4. I had too many outside pressures to perform well.</li> <li>5. My parents discouraged me from continuing.</li> <li>6. The sport became too expensive to continue participation.</li> <li>7. Doctors told me I should discontinue my participation due to injury.</li> </ol>	<ol style="list-style-type: none"> <li>1. I did not enjoy playing my sport anymore.</li> <li>2. I felt that I was not good enough to competitively compete.</li> <li>3. Injuries plagued me causing me to feel I should discontinue participation.</li> <li>4. I did not like the coach.</li> <li>5. I felt there was no longer an opportunity for me to advance in my sport.</li> <li>6. I wanted to spend more time on non-sport activities.</li> </ol>

## **Results**

Participants were 32 former student-athletes at a small Division III liberal arts college, who had withdrawn from their sport prior to their final semester. Ages ranged from 18-22 years. Sports withdrawn from included baseball, basketball, football, golf, tennis, and soccer. Initial reliability analysis was run to determine reliability of external and internal reasons for withdrawal in the Athletic Withdrawal survey. Reliability was not found ( $\alpha = .43$ ). It is my assumption that reliability was not found to distinguish internal reasons for withdrawal versus external reasons for withdrawal due to the phrasing of some of the questions. Specific problem questions were “I needed to withdraw because another sport or sports took priority over the sport I withdrew from,” “I

had to devote more time to studying,” “I took a job giving me less time,” and “I had too many outside pressures to perform well.” Although these questions are referring to external forces influencing the decision to withdraw, it seems by using “I” in the phrasing of the questions, participants could have perceived them as internally based. Avoiding “I” in the phrasing of the questions could have more clearly established internal and external reasons for withdrawal.

My hypothesis was that participants who dropped out due to external reasons were going to report decreases or no change in overall life satisfaction along with decreases or no change in the specific domains listed in Satisfaction with decision survey. Participants who dropped out due to internal reasons were going to report increases in overall life satisfaction along with increases in satisfaction of specific domains. Due to lack of reliability in external and internal reasons for withdrawal correlational analyses were run to identify any correlations between questions assumed to be internal or external reasons for withdrawal and increases or decreases with overall life satisfaction after the decision. There was a significant correlation between questions 3, “I took a job giving me less time”  $r(32) = -.40, p < .05$  and question 6 “I had too many outside pressures to perform well”  $r(32) = -.397, p < .05$  where participants choosing to withdraw for these reasons reported declines in overall life satisfaction. This correlation was relevant to my hypothesis that participants withdrawing for external reason would report declines in overall life satisfactions. An additional correlation was found which indicated that overall participants found increases in overall life satisfaction after making the decision to withdraw, regardless of reasons for withdrawal ( $r(32) = .46, p < .05$ ).

Unfortunately, no reliability was found in external and internal reasons for withdrawal in the Athletic Withdrawal Survey. It was however interesting to see there was a correlation between I took a job giving me less time and I had too many outside pressures to perform well where those participants choosing to withdraw for these reasons showed declines in overall life satisfaction. This was an interesting correlation and with some re-phrasing of questions it is assumed reliability could have been found, strengthening the results of the correlation and possibly finding more correlation between reasons for withdrawal and satisfaction with life after the decision. Also interestingly enough, participants withdrawing for any reason showed increases in overall life satisfaction after choosing to withdraw from college athletics.

### **Discussion**

Due to the lack of reliability within my “Reason for Withdrawal Questionnaire,” I feel future research should go in the direction of determining whether participants display either an internal or external LOC. Due to the difficulties in establishing reliability between external and internal reasons for withdrawal, I feel it would be a good idea to simply give participants a locus of control test to assess their locus of control. The LOC score could then be correlated with their rated satisfaction with the decision to withdraw.

Based upon past research on internal vs. external locus of control it was my belief that participants withdrawing from sport for internal reasons would report greater overall life satisfaction as well as greater domain specific satisfaction. Participants withdrawing from sport for external reasons were expected to report decreased overall life satisfaction and decreased domain-specific satisfaction. Findings partially supported these hypotheses. Participants who reported they withdrew due to two external reasons (they

took a job giving them less time or because they had too many outside pressures to perform well), showed decreases in overall life satisfaction. Participant's withdrawing for any other reason (that is, regardless of LOC) reported increases in overall life satisfaction after their decision to withdraw. There are a couple of different ways this can be interpreted. One possibility is that participants somehow self-reflected, so that only those who were happy with their decision to withdraw participated in this study. It is likely that participants who were not happy with their decision would be much less inclined to want to speak of their decision because they felt it was a bad one. Another possible interpretation can be seen through the cognitive dissonance theory. Leon Festinger created the Cognitive Dissonance Theory, opposing all previous psychological behaviorist work. In his own words, he quickly sums up this quite complex theory: "If you change a person's behavior, his thoughts and feelings will change to minimize the dissonance," Groenveld (1999, p.1). This would mean that people really might have not been happy with their decision, but they might have reported positive satisfaction about the decisions to lower the amount of dissonance they felt after making the decision to withdraw.

It seems one main limitation of this study were the small number of participants. In such a small sample, it is unclear whether a variety of actions were reported. If there was self-reflection, a small sample might be skewed. Future research might want to look into setting up the surveys via the internet to get more participants. It would be much more convenient because I think many rejected the study due to the hassle of mailing back the surveys.

Also future research might want to look into other realms of athletes such as Division I or II athletes to see if they share the same type of increase in overall life satisfaction after making the decision to withdraw. It would seem to me that they might feel unsatisfied with their decision due the loss of scholarship.

Making the decision to prematurely withdraw from college athletics is a very tough decision to make. Although it may seem like the right decision it is difficult to know whether you will feel satisfied with your decision or not in the future. Also, it is difficult to determine how your decision will affect the ones around you. Will they perceive you different? Will they look down upon you as a quitter? It is important for society to understand that time management of a student-athlete is very hard and sometimes it may just be in the best interest of the student-athlete to withdraw from their sport to have greater life satisfaction. After all, shouldn't those around us want us to be as satisfied as possible? Again, the decision is a difficult one but it seems sometimes withdrawal from team sports is beneficial to the individual themselves. Outside pressures need to be aware of this and support those who feel withdrawal from competitive sport is necessary. The decision itself is hard enough and it seems beneficial to try and understand when such a decision would lead to greater satisfaction.

## APPENDIX A: INFORMED CONSENT

You will be asked to fill out a demographic form and two different surveys. The first survey will ask questions about your decision to withdraw from Division III athletics. The second survey deals with the impact of this decision. The forms should take about 20-30 minutes, followed by a short debriefing of the study's purpose. After completing the surveys they can either be mailed back to the researcher or handed back personally. Extra credit is possible through psychology department courses at the instructor's discretion. It will be your responsibility as the participant to determine if extra credit is viable and you may seek the researcher for proof of participation. Please do not feel obligated to answer any questions you do not feel comfortable asking.

I state that I voluntarily agree to participate in a research experiment being conducted by Dwayne Guenther at Hanover College.

I understand that my responses will not contain my name and therefore no one will be able to identify my personal responses. In addition, I understand that my answers may be used with answers given by other participants to draw inferences concerning the research hypothesis.

I understand that I may withdraw from the experiment at any time if I feel it is necessary and I will not be penalized.

Print Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_ / \_\_ / \_\_\_\_

APPENDIX B: DEMOGRAPHICS

1. Age \_\_\_\_ 2. Gender \_\_\_\_
3. Primary sport participated in and withdrawn from \_\_\_\_\_
4. Any other sports participated in and withdrawn from \_\_\_\_\_
5. List other sports (if any) involved in at time of decision to withdraw that you have not withdrawn from \_\_\_\_\_
6. Length of time played primary sport. Years \_\_\_\_, Months \_\_\_\_
7. Year in college when I withdrew from my primary sport (Circle One):  
Freshmen      Sophomore      Junior      Senior
8. Amount of playing time I received (Please Check). If not applicable to your sport please leave blank:  
A lot of time \_\_\_\_      Moderate amount of time \_\_\_\_      A small amount of time \_\_\_\_
9. Amount I contributed to the overall team's success (Please Check):  
Significant contribution \_\_\_\_      Moderate contribution \_\_\_\_      Small contribution \_\_\_\_
10. Amount of time I dedicated to the sport outside of mandatory practice (Please Check)  
A lot (10 or more hours per/wk) \_\_\_\_      Moderate (4-9 hours per/wk) \_\_\_\_      Small (3 or less hours per/wk) \_\_\_\_
11. My level of skill compared to my teammates and opponents when played.  
a) Better than most \_\_\_\_ b) Better than some \_\_\_\_ c) Worse than some \_\_\_\_  
d) Worse than most \_\_\_\_
12. Any awards or special recognition given to you during participation in the sport?  
(Please list) \_\_\_\_\_  
\_\_\_\_\_

## APPENDIX C: ATHLETIC WITHDRAWAL SURVEY

Please circle an answer for questions 1-12 with regards to why you made the decision to withdraw on a scale of 1-7. Question 13 is an open-ended question which you should feel free to write as much as you want.

Not a reason at all    1       2       3       4       5       6       7    Strongly a reason

1.) I needed to withdraw because another sport or sports took priority over the sport I withdrew from.

1       2       3       4       5       6       7

2.) I had to devote more time to studying.

1       2       3       4       5       6       7

3.) I took a job giving me less time.

1       2       3       4       5       6       7

4.) I did not enjoy playing my sport anymore.

1       2       3       4       5       6       7

5.) I felt that I was not good enough to competitively compete.

1       2       3       4       5       6       7

6.) I had too many outside pressures to perform well.

1       2       3       4       5       6       7

7.) My parents discouraged me from continuing.

1       2       3       4       5       6       7

8.) The sport became too expensive to continue participation.

1       2       3       4       5       6       7

9.) Doctors told me I should discontinue my participation due to injury.

1      2      3      4      5      6      7

10.) Injuries plagued me causing me to feel I should discontinue participation.

1      2      3      4      5      6      7

11.) I did not like the coach.

1      2      3      4      5      6      7

12.) I felt there was no longer an opportunity for me to advance any further in my sport.

1      2      3      4      5      6      7

13.) I wanted to spend more time on non-sport activities.

1      2      3      4      5      6      7

14.) From those listed above, what was the main reason for your decision to withdraw?

---

---

15.) Were there any other reasons for your withdrawal other than those listed above?

---

---

APPENDIX D: SATISFACTION WITH DECISION SURVEY

Please rate the following items with regards to how they have changed since your decision to withdraw.

**1- Increased** (This area has shown significant improvement since my decision to withdraw from my sport).

**2- Decreased** (This area has significantly worsened since my decision to withdraw from my sport).

**3- Stayed the same** (This area has not improved or worsened since my decision to withdraw from my sport).

1.) My satisfaction with my academic performance has:    1       2       3

2.) My amount of motivation has:    1       2       3

3.) My self-esteem has:    1       2       3

4.) My happiness has:    1       2       3

5.) My confidence has:    1       2       3

6.) My amount of determination has: 1       2       3

7.) My amount of discipline has:    1       2       3

8.) My amount of optimism has:    1       2       3

9.) My perceived body image has:    1       2       3

10.) My involvement in other non-sport activities has:    1       2       3

11.) My involvement in other sport activities has:    1       2       3

On a 10-pt scale from 1 (completely dissatisfied) to 10 (completely satisfied) please rate the following.

12.) All things considered, how satisfied were you with your life as-a-whole when you were still involved in the sport?

1       2       3       4       5       6       7       8       9       10

13.) All things considered, how satisfied are you with your life as-a-whole now?

1       2       3       4       5       6       7       8       9       10

## References

- Anderson, Angelika; Hattie, John; Hamilton, Richard J. (2005). Locus of Control, Self-Efficacy, and Motivation in Different Schools: Is moderation the key to success? *Educational Psychology*, Vol 25(5), pp. 517-535.
- Butcher, Janice; Lindner, Koenraad J.; Johns, David P., (2002). Withdrawal from competitive youth sport: A retrospective ten-year study. *Journal of Sport Behavior*, Vol 25(2), pp. 145-163.
- Chambers, Sam T. (1991). Factors affecting elementary school students' participation in sports. *Elementary School Journal*, Vol 91(5), pp. 413-419.
- Curry, Lewis A.; Rehm, Michael; Bernuth, Chris (1997). Participation in NCAA Division I athletics: Self-perception differences in athletes and nonathletes. *College Student Journal*, Vol 31(1), pp. 96-103.
- Gould, D. (1987). Understanding attrition in children' sport, in D. Gould & M. R. Weiss (Eds.), *Advances in pediatric sport sciences*. pp. 61-85.
- Groenveld, J. *Totalism & Group Dynamics* (1999). Pp.1.  
[http://www.crl.com/~tzimon/General/cult\\_tot.html](http://www.crl.com/~tzimon/General/cult_tot.html).
- Guillet, E.; Sarrazin, Philippe; Carpenter, P. J. (2002). Predicting persistence or withdrawal in female handballers with social exchange theory. *International Journal of Psychology*, Vol 37(2), pp. 92-104.
- Kirkcaldy, B. D.; Shephard, R. J.; Siefen, R. G. (2002). The relationship between physical activity and self-image and problem behavior among adolescents. *Social Psychiatry and Psychiatric Epidemiology*, Vol 37(11), pp. 544-550.

Pavot, William; Diener, Ed; Suh, Eunkook. The Temporal Satisfaction With Life Scale. *Journal of Personality Assessment*, Vol 70(2), pp. 340-354.

Richman, Erin L.; Shaffer, David R 'If you let me play sports:' How might sport participation influence the self-esteem of adolescent females? (2000). *Psychology of Women Quarterly*, Vol 24(2), pp. 189-199.

Weiss, M. R., & Petlichkoff, L. M. (1989). Children's motivation for participation in and withdrawal from sport: Identifying the missing links. *Pediatric Exercise Science*, 1, 195-211.