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How Romantic Relationships Impact Athletic Performance in Student-Athletes in Higher Education; A Regression Analysis

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HOW ROMANTIC RELATIONSHIPS IMPACT ATHLETIC PERFORMANCE IN STUDENT-ATHLETES IN HIGHER EDUCATION: A REGRESSION ANALYSIS

by

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The purpose of this quantitative regression analysis was to examine the association between romantic relationships and athletic performance of student athletes at a private Catholic university in South Texas.

Student-athletes are under a lot of pressure with high expectations. Research has shown how a student-athlete's performance is crucial for keeping their scholarship (Gord, 2018). These studies also illustrate how relationships can influence athletic performance such as family relationships; the relationship with their coaches, teammates, and friends; or their romantic relationships (Bolter & Weiss, 2012; Moll et al., 2010; Sager & Lavallee, 2010). The current body of literature also show the importance athletic performance and how external variables such as the different types of relationships can affect it. If athletic performance is a determining factor for maintaining an athletic scholarship and a relationship can alter performance, then use of this literature attempts to help aid the research questions in this study by showing the relationship between romantic relationships and student-athlete performance.

This study examined the association between romantic relationships and athletic performance of student-athletes at a private Catholic university in South Texas. The variables measured in this study included gender, sport, grade, and partner athlete status to examine if they

were predictors to a student-athlete's Satisfaction with Performance. Sternberg's triangular love theory passion component (1986) and Chelladuari and Riemer's (1997) Athlete Satisfaction Questionnaire were used to measure these relationships.

The study's results showed that the association between romantic relationships and athletic performance are significant, but there was no significance with the predicting variables gender, sport, grade level, and partner athlete status. The study's findings fill a research gap in the literature as there is little to no research examining the association between romantic relationships and athletic performance (Muzika, 2018). The study's findings may not be generalizable for all student-athletes, but they do present that there is a significant correlation between romantic relationships and athletic performance.

TABLE OF CONTENTS

TABLE OF CONTENTS—Continued

TABLE OF CONTENTS—Continued

TABLE OF CONTENTS—Continued

TABLE OF CONTENTS—Continued

APPENDICES

LIST OF TABLES

LIST OF TABLES—Continued

LIST OF FIGURES

Figure Page

Chapter 1: Introduction to the Study

Background of the Problem

The overwhelming life of an athlete can be difficult when juggling the full-time demands of their sport and academics (Brougham et al., 2009; Kimball, 2007; Muzika, 2018). Other pressures that can affect an athlete may also come varying distractions either good or bad. With the pressures and the demands of being in school, athletes are also expected to maintain interpersonal, parental, or romantic relationships (Watson & Kissinger, 2007). An external distraction such as a romantic relationship can distract an athlete from focusing on school and their sport (Edger, 2012). An athlete who chooses to have a romantic relationship outside of their sport run the risk of impacting their athletic performance (Muzika, 2018). Studies note the importance athletes place on the interpersonal support that comes from their partners (Bengtsson & Johnson, 2012; Muzika, 2018). Campbell et al. (2016) examined the influence of romantic relationships on athlete performance. They reported that athletes' athletic performance was better when they were in love, showing a positive influence of the relationship. This also conveyed those athletes used their partner as a motivation to achieve a high performance in their sport (Muzika, 2018). Other studies showed that a romantic relationship can also have a negative impact on an athlete' athletic performance. Kjormo and Halvari (2002) reported that conflict within the relationship as well as the lack of quality time to spend with their romantic partner led to a lower athletic performance.

Current research has studied the link between varying relationships and athletic performance, but this research only focused on the effects of relationships with coaches, family, teammates, and friends. Donohue et al. (2007) examined the influence of coaches, family, and peers on an athlete's athletic performance proving that each type of relationship can influence

athletic performance. For instance, research studies on the coach-athlete relationship shows that a coach's feedback and support can influence athletic performance (Bolter & Weiss, 2013; Langan et al., 2013; Smith, 2006; Smith et al., 2006). Research also shows that he family-athlete relationship can influence athletic performance due to parental expectations (Appleton et al., 2010; Sager & Lavallee, 2010). Furthermore, the teammate-athlete relationship's effect on athletic performance is dependent on the athlete's interactions with teammates and the strength of interpersonal relationships with teammates (Moll, et al., 2010; Pugh, et al., 2000). Lastly, the friend-athlete relationship affects athletic performance due to an athlete's lack of time to spend with friends. These types of relationships are identified as key as they can affect athletic performance as well as lead to an athlete's burnout (Kjormo & Halvari, 2002). Since the experiences in one domain of an athlete's life can influence or affect other domains, the need to examine the link between romantic relationships and athletic performance was needed to better understand the impact romantic relationships have on student-athletes who are also in college (Campbell, et al., 2016; Iso-Ahola, 1995; Jowett & Cramer, 2009; Muzika, 2018).

The reason for focusing on college student-athletes was due to the high stakes of college athletics. In 2018, the National Collegiate Athletic Association (NCAA) generated over $10 billion in revenue (Daniels, 2018). In 2019, the NCAA generated $867 million from its television and marketing rights. This amount does not include tournaments, championships, investments, sales and services, and contributors (Gough, 2020). Top tier athletic programs such as The Ohio State had $160 million in revenue yearly (Desai, 2018). College athletics are essentially a market for universities to generate revenue as well as a platform for student-athletes to showcase their talents. Not only do student-athletes benefit from receiving a college education by participating in university athletic programs, but universities also benefit from a student-athlete's athletic

performance by generating funding for their operations (Epstein & Anderson, 2016). While schools and athletes need each another, it remains that student-athletes are the primary driving force of college athletics. In addition to athletic performance, college athletes must also remain in compliance with any contracts that bind them to their school (Epstein & Anderson, 2016). In short, being a college athlete is a full-time job, and there are consequences for not performing well.

Introduction to the Problem

Relationships can influence a student-athlete's athletic performance either positively or negatively. Within the current literature, there is a clear research gap were the influence of romantic relationships on a college student-athlete's athletic performance is examined (Muzika, 2018). This gap allows one to question and examine the influence or impact a romantic relationship has on college student-athletes' athletic performance. It is inevitable that athletes, especially in college, may have a romantic relationship. As current research shows, there is a risk of varying relationships influencing or impacting student-athlete athletic performance (Muzika, 2018; Watson & Kissinger, 2007). Therefore, it stands to reason that romantic relationships can also influence or impact athletic performance. It is important to examine the influence or impact of romantic relationships on athletic performance as there are many facets of student-athletes' daily existence and the space they occupy at their college that are not examined through the lens of romantic relationships.

Athletic Scholarship

Athletes who attend college as a student-athlete are under a contractual relationship with the NCAA and their school (Epstein & Anderson, 2016). This contract, in the form of a scholarship, holds student-athletes accountable for their education and athletic performance

while they obtain their education. Players are responsible for maintaining both their academic and physical eligibility to keep their scholarship. A lapse in either could result in the loss of their scholarship (Epstein & Anderson, 2016; Gord, 2018). As a romantic relationship is a type of relationship that could distract an athlete from focusing on their sport and school, there is the potential that a romantic relationship could negatively impact a student-athlete's athletic scholarship eligibility (Edger, 2012). As current research notes the negative and positive influence of different types of relationships on student-athlete athletic performance, it is important to also examine how a romantic relationship can impact student-athletes' athletic performance.

Performance in Academics

Student-athletes face many academic pressures to maintain their athletic scholarship eligibility (Gord, 2018; Perry, 2020). They are expected to attend class regularly in addition to their practices and meetings (Chimbaru, 2018). Under NCAA regulations, student-athletes must be enrolled in a certain number of credit hours (NCAA, 2020). Student-athletes must also maintain a certain grade point average to remain eligible (Perry, 2020). If an external distraction such as a romantic relationship distracts an athlete from their academics, the opportunity exists for this relationship to negatively impact the student-athlete's scholastic performance. This negative influence could also place the student-athlete at risk of losing their athletic scholarship by not meeting their contractual obligations (Edger, 2012; Gord, 2018).

Performance in Sport

The expectations college athletic programs place on student-athletes can be overwhelming (Carr & Davidson, 2017). Student-athletes often spend roughly 30 hours a week juggling meetings, workouts, practice, treatment, game days, and traveling (Brown, 2014; Carr &

Davidson, 2017). These expectations are exhausting in addition to the physical demands each sport requires of each student-athlete (Perry, 2020). Add to that, student-athletes are expected to perform at a high-level of intensity each practice and game (Chimbaru, 2018). Given the competitive nature of college athletics, the goal is to always win. With the emphasis on winning, coaches are going to favor student-athletes who are always performing well (Gord, 2018; Perry, 2020). Knowing this expectation, performance is important to a student-athlete, and they do not want to create any issues with their coach or have problems with their scholarship (Gord, 2018; Perry, 2020).

In all, we can see how critical performance is to a student-athlete. As with other relationships that can positively or negatively influence student-athlete athletic performance, it stands to reason that a romantic relationship can also positively or negatively influence a student-athlete's athletic performance. If a student-athlete's athletic performance shifts in either direction, an academic scholarship can either be kept or lost. A positive increase in performance solidifies a student-athlete's academic scholarship, while a negative decrease in performance can dissolve their contractual agreement with the NCAA and their school.

Research Gap

Current research on the influence of relationships on athletic performance were conducted on married, international, adolescent, or professional/Olympic athletes (Bolter & Weiss, 2013; Campbell et al., 2016; Jowett & Cramer, 2009). Most studies focus on other relationships and not romantic ones. There is very little research on the influence of romantic relationships on student-athlete athletic performance at the collegiate level (Muzika, 2018). Since research has shown that a relationship can positively or negative influence athletic performance, then it stands to reason that a romantic relationship can also positively or negatively impact

athletic performance (Campbell et al., 2016), Therefore, it is important to understand the impact a romantic relationship has on student-athletes' athletic performance.

Context of the Study

The expectations college athletics places on student-athletes are huge (Carr & Davidson, 2017). Student-athlete's time is dedicated to daily practice, competition day, traveling, workouts, meetings, and treatments in addition to holding a full class load attached to homework and studying (Carr & Davidson, 2017). A student-athlete spends about 30 hours per week dedicated to their sport. This estimate does not include time for academics and a social life (Brown, 2014). In addition to these demands, college athletes are under constant pressure from their university.as student-athletes have a contractual-relationship with their school that leaves them as a third-party beneficiary between their school and the NCAA (Epstein & Anderson, 2016). That contractual relationship between an athlete and their university requires that both their academic and physical eligibility are maintained (Epstein & Anderson, 2016). Due to these high demands, student-athletes can experience performance related stress that affects both their academics and their athletic performance (Muzika, 2018). Performance-related stress can negatively affect a student-athlete's athletic performance (Howard-Hamilton & Sina, 2001; Muzika, 2018; Watson, 2005). Athletes who have a drop in their athletic performance on the field and their academic performance in the classroom breach their scholarship contract because they failed to hold up their end contract (Epstein & Anderson, 2016). With balancing these demands, college student-athletes experience these performance-related stresses along with other pressures that can also affect their athletic performance and academics (Benford, 2007; Muzika, 2018).

Studies have shown the impacts relationships may have on athletic performance, but very few on the impact that romantic relationships have (Donohue et al., 2007). The phenomenon of

romantic relationships impacting college athletic performance is one that is not addressed by current literature. While there are many studies that focus on varying types of relationships, the gap that exists with the lack of studies on romantic relationships illustrates a need as research does point to the possible influence of an athlete's romantic relationship on their athletic performance. Studies state that a relationship can impact athletic performance, but I do not see literature on romantic relationships and their impact on student-athlete athlete performance. The purpose of this study is to better understand the association between romantic relationships and student-athlete athletic performance.

Purpose of the Study

The purpose of this quantitative regression analysis was to test the association between romantic relationships to athletic performance while controlling for gender, sport, grade, and partner athlete status of student athletes at a private catholic university in South Texas. Using Sternberg's (1986) triangular love theory, this study's independent variable was the student-athlete's romantic relationship. This study's dependent variable was the athlete's satisfaction with their individual performance as measured in Chelladurai and Riemer's (1998) Athlete Satisfaction Questionnaire (ASQ). Predicting variables in this study were the type of sport an athlete participates in, an athlete's gender, an athlete's grade level, and whether the athlete's partner was also an athlete (partner athlete status).

Research Questions

This study sought to answer the following research questions:

1. Does a romantic relationship have an impact on college athletic performance?
2. Is there a difference between team vs individual sport athletes who are in a romantic relationship?

3. Does gender have an impact on student-athlete performance who are in a romantic relationship?
4. Does grade level have an impact on student-athlete performance?
5. Does having a romantic partner who is a student-athlete also impact performance?

Null Hypotheses

This quantitative regression analysis examined the effect of romantic relationships on athletic performance. During the regression analysis, the following null hypotheses were tested:

1. A romantic relationship will not have an impact on college athletic performance.
2. There is not a difference between team vs individual sport student-athletes who are in a romantic relationship.
3. Gender does not have an impact on student-athlete performance who are in a romantic relationship.
4. Grade level does not have an impact on athletic performance.
5. Having a romantic partner who is also a student-athlete does not impact athletic performance.

Theoretical Framework

Defining a romantic relationship and the theory that serves as a foundation for this study is important as well as explaining the lens through which athletic performance is examined within the parameters of this study.

Romantic Relationships

This study viewed a romantic relationship as one who has a relationship with someone else with the presence of passion. Passion is defined as the romance, physical attraction, and sexual arousal that leads to a romantic relationship (Raj, 2013). The reason for passion's

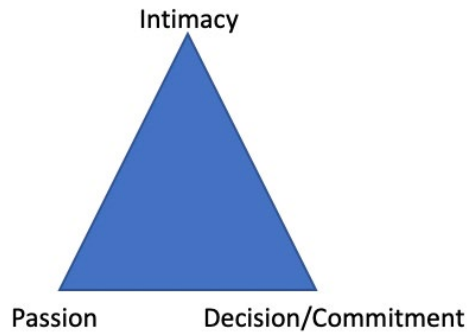
importance is that it is the main component that makes a relationship romantic. The key component that separates a romantic relationship from other relationships is passion (Sternberg, 1986). Sexual arousal is also key in distinguishing whether a relationship is romantic and loving or simply loving (Raj, 2013; Sternberg, 1986). It is the passion component that contains the sexual feelings one has for another that differentiates the love between mother, father, sibling, and friend from that of a romantic partner (1986). This differentiation has helped researchers distinguish between romantic relationships and other types of relationships.

Sternberg's Triangular Love Theory

Sternberg's triangular love theory helps differentiate the types of relationships that exist like such as the relationship with one's parents, the relationship with one's best friend, or the relationship with one's girlfriend or boyfriend. Sternberg (1986) breaks down love into three components: intimacy, passion, and decision/commitment. Figure 1 shows Sternberg's triangular love theory. Sternberg labels intimacy as the top vertex of the triangle, passion is located at the left-side vertex, and decision/commitment is located at the right-side vertex (1986).

Figure 1

Sternberg's Triangular Love Theory

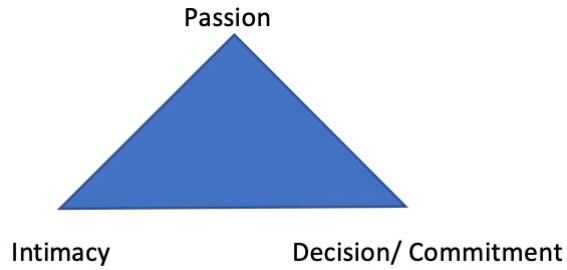


All three components comprise the three parts of Sternberg's survey with each containing questions pertaining to their respective component. Depending on the survey question responses from each component, the triangle's shape is affected. There are eight types of love identified by Sternberg (1986) within his triangular love theory.

Figure 2 shows Stenberg's (1986) romantic love triangle. When a relationship is characterized as romantic, the passion vertex has a greater angle than the intimacy and decision/commitment vertices.

Figure 2

Sternberg's Romantic Love Triangle



Note. Passion is illustrated with a greater angle signifying a romantic relationship.

For the purposes of this study, only the passion component from the survey was used. Sternberg gave permission to not only use his survey, but Sternberg also approved of only using the passion component. Doing so would only provide a score for the passion component. As this study focused only on romantic relationships, it only needed the score for passion. The other two components of the scale were not needed for this study.

Measuring Performance

Measuring an athlete's true athletic performance and comparing it to other sports is a difficult task to accomplish. For example, how could one compare swimming to lacrosse or football to tennis? Therefore, the athletes in this study evaluated their individual performance

based on their own satisfaction. Athletic performance was determined by whether an athlete was satisfied with their performance or not (Hirsch, 2019). Chelladurai and Riemer (1997) developed the ASQ based on their classification of athlete satisfaction. One of the facets of the ASQ is individual performance that comprises questions pertaining to whether an athlete is satisfied with their performance (1997). By using the ASQ, athletes had the ability to assess their individual athletic performance from their perspective measured by their own satisfaction.

This study used both Sternberg's triangular love theory survey and Chelladurai and Riemer's ASQ as the instruments to measure the influence romantic relationships have on student-athlete athletic performance.

Definition of Terms

Athletic Divisions. Athletics in college are divided into Divisions; I, II, and III. Division I is the highest and Division III is the lowest. The divisions are separated by factors such as funding, scholarships, and size. An in-depth explanation is provided in Chapter 2.

NCAA. NCAA is an acronym for the National Collegiate Athletic Association. NCAA is the organization that gives athletes the chance to play their desired sport in college while earning a degree. NCAA is used throughout this study.

Platonic Relationships. This term is used throughout this study to refer to relationships that are not romantic such as relationships one may have with their parents, with their family, with their friends, with their coaches, with their teammates, and so forth.

Romantic Relationships. This term is used throughout this study to explain a relationship that includes the love and passion for someone else. Different than a platonic relationship, a person who is in a romantic relationship can call their partner their girlfriend/boyfriend, husband/wife, and so forth.

Brief Overview of the Research Design

This quantitative study used regression analysis to measure the association between romantic relationships and athletic performance. Regression analyses were used for predicting the influence of one variable on another variable (Howell, 2017). Romantic relationship and athlete performance served as the primary variables with romantic relationship as the independent variable and athletic performance as the dependent variable. The variables sport, gender, grade level, and partner athlete status were used as predicting variables to measure if there was a relationship with athlete performance. To help measure this, Sternberg's (1986) triangular love theory survey and Chelladurai and Riemer's (1997) ASQ were used as the instruments to show the correlations amongst the variables.

Setting of the Study

The setting of this study was a small private Catholic university located in San Antonio, Texas. The study only focused on National Collegiate Athletic Association (NCAA) athletics.

Significance of the Study

The significance of this study was to add to the body of research by measuring romantic relationships and their influence on athletic performance. This study attempted to provide valuable information to those involved in college athletics. By better understanding college athletes, it is possible to better understand what college athletes go through and face while competing.

Summary

Research has pointed out the association between relationships and athletic performance. Studies, however, have focused only on platonic relationships such as family, friends, teammates, and coaches. Studies also included athletes who are married, international,

adolescents, or professional. This study examined the relationship between romantic relationships and college student-athlete athletic performance. In addition, predictors such as gender, sport, grade level, and partner athlete status were examined to see if they also influence athletic performance. Sternberg's triangular love theory (1986) and Chelladuari and Riemer's (1997) ASQ were used to measure the relationship in this study. Completion of this study added to the body of research and helped fill a research gap by showing the association between romantic relationships and student-athlete athletic performance.

Chapter 2: Literature Review

The purpose of this quantitative regression analysis was to measure the association of romantic relationships and student-athlete athletic performance. Prior research focused on platonic relationships impacting athletic performance, but very studies have focused on romantic relationships and student-athletes. Studies that focused on romantic relationships and student-athletes focused on adolescents, international students, or professional athletes and not college student-athletes. Therefore, there is a research gap where romantic relationships and college student-athletes are the primary focus. A review of the literature was conducted to point out key points such as the life of an athlete, the effects relationships can have on an athlete, the understanding of athletic performance through satisfaction, and the difference between the NCAA athletic divisions.

Life of an Athlete

Being a college athlete is certainly a great opportunity, but it entails much more than simply wearing a jersey, getting athletic gear, and obtaining a free education. The NCAA makes it known that playing a sport in college is privilege, however, the primary goal is for a student-athlete to earn a degree and have a successful career after school (NCAA, 2020). Some may say that college athletes have it easy and are spoiled. While others suggest student-athletes should be paid as a college athlete undergoes many physical and mental demands. College athletes are always expected to perform at a high level and maintain academic eligibility to avoid they loss of their scholarships (Gord, 2018; Perry, 2020). An athletic scholarship is not guarantee and can be terminated at the end of the award period if an athlete becomes ineligible or does not meet performance expectations (NCAA, 2020; Soraino & Kerr, 2020). Since there is great pressure in

obtaining and keeping an athletic scholarship, it is no wonder that a variable such as a romantic relationship can place a student-athlete at risk of losing their academic scholarship.

Statistics of Getting an Athletic Scholarship

Many boys and girls dream of playing sports in college or even professionally after high school (NCAA, 2020; Ross Hawley, 2019). Of the eight million high school athletes in the United States, only 495,000 will compete at an NCAA school (NCAA, 2020). Of those, about150,000 will receive an athletic scholarship at either a Division I or Division II school (NCAA, 2020; Soraino & Kerr, 2020). At first glance, these seem to be large numbers. Percentage wise, however, these numbers comprise only 1% to 2% of total undergraduate students who obtain a bachelor's degree (Soraino & Kerr, 2020). Receiving an athletic scholarship is not only rare, but a challenge. This challenge is also only one facet on the long list of things that comprise the life of a student-athlete. While receiving an athletic scholarship certainly calls for celebration, it is only the beginning of a larger journey for a student-athlete. Maintaining this dream also means that they must take care of their obligations on the field and in the classroom (Gord, 2018).

Performance in the Classroom and on the Field

Student-athletes are experience a lot of academic pressure and must maintain their eligibility (Gord, 2018; Perry, 2020). Student-athletes are expected to maintain a certain grade point average (GPA) to compete, but GPA is not the only requirement to maintain their eligibility (Gord, 2018; Perry, 2020). Student-athletes must also take a minimum number of credit hours per year and show progress toward earning their degree to stay in regulation with the NCAA eligibility requirements (NCAA, 2020). Course attendance is mandatory for student-athletes and is frequently checked by their coaches and academic advisors (Chimbaru, 2018).

Just because it is game day or an away game calls for traveling, assignments, quizzes, and exams are still expected to be completed on the assigned due date (Chimbaru, 2018). This means a student-athlete may have to do schoolwork on the road in a bus or in the hotel room while away for competition. It is important to keep in mind that any fault with NCAA eligibility can result in loss of scholarship (Gord, 2018).

Aside classroom performance, college athletics expect a lot from a student-athlete (Carr & Davidson, 2017). From the sports side of things, student-athletes must attend workouts, meetings, practices, treatments, and game days that can include traveling (Carr & Davidson, 2017). A day in the life of a student-athlete typically starts with a 6:45 a.m. workout and ends at roughly 10:00 p.m. after homework (Chimbaru, 2018). Everything in between may include multiple classes, meetings, practices, treatment, homework, and some time to eat (Chimbaru, 2018). Student-athletes spend roughly 30 hours a week just with their sport. This precludes their academic demands (Brown, 2014). Aside these expectations, the physical demands of a student-athlete are also very high and places additional stress on an athlete's athletic performance (Perry, 2020). A student-athlete is expected to always be on their top performance. A high level of intensity is expected not only when it is time to compete, but also during practices (Chimbaru, 2018). College coaches are going to favor the athlete who is going to help them build and win. Knowing this, athletes push themselves to their physical limit to avoid any bad relations with their coach or anything that could jeopardize their scholarship (Gord, 2018; Perry, 2020).

Athletes and Relationships

Literature has pointed out how outside relationships can influence an athlete. Whether it is the parents who add stress, the coaches who put pressure to win, the teammates who uplift each other, it has been noticed that relationships impact athlete performance in some way (Bolter

& Weiss, 2012; Moll, et al., 2010; Sager & Lavallee, 2010). When looking at a student-athlete, there are some natural relationships such as that with their parents, their coaches, their teammates, and even their peers. It is important to understand these relationships and the influence they have to better understand how it is possible for a romantic relationship to influence athletic performance. If platonic relationships are known to have an impact on athletic performance, it stands to reason that a romantic relationship could also influence athletic performance.

Teammates and Friends

An athlete's teammates are typically the ones they spend the most time with as they are with each other during practice and competition, throughout the school day, and even outside of school and sport. In most cases, making friends outside one's sport is difficult. Kjormo and Halvari (2002) note how Olympic athletes lack time with others outside of sport due to the high demands of their sport. Other demands such as time management, training, practice, and competition are all a part of an athlete's daily life (Kjormo & Halvari, 2002). These shared demands are what form an athlete's relationship with their teammates. This relationship allows for a cohesion to be built that, in turn, can influence athletic performance (Aoyagi et al., 2008). Cohesion between an athlete and their teammates is important and can influence athletic performance (Aoyagi et al., 2008; Moll, et al., 2010). If a teammate provides a positive influence, it can encourage an athlete to do better. If a teammate begins to perform poorly, that can also influence the student-athlete (Moll, et al., 2010; Pugh et al., 2000). Pugh et. al (2000), found that the support from teammates can influence an athlete to do better. The support that stems from the student-athlete and teammate relationship is crucial because if needs and expectations are met on both sides, then performance is better (Moll, et al. 2010). An athlete's

relationship with their teammates is important because both parties are experiencing the same demands. Essentially, they are there to support each other whether it is at practice, during training, or during competition. This relationship points out how support and cohesion between a student-athlete and their teammates is important to how one may perform.

Coach

An athlete's relationship with their coach is similar to that with their teammates. Although a coach may not be enduring the same demands an athlete does, the coach is the one leading them. Training, practice, and competition are all led by the coaches. In an article on the role of a sports coach, Pugh et al. (2000) write about how the coach is an instructor, a mentor, a facilitator, a motivator, and a supporter of their athletes. Coaches help assist an athlete with reaching their full potential. Coaches provide encouragement, and they are responsible for guiding an athlete's life and chosen sport (Pugh et al., 2000). Therefore, praise or reinforcement from a coach is important in shaping an athlete's behaviors (Bolter & Weiss, 2012). Not only is an athlete's behavior in sport important, but a coach's behaviors can shape an athlete's satisfaction with their athletic performance (Ignacio III, et al., 2017). In a study done by Pugh et al (2000), athletes noted that when a coach's behaviors are negative, then an athlete may think they are doing well. Yet, coaches' behaviors that emphasized strictly winning could increase athletic performance (Bolter & Weiss, 2012). Ignacio III et al. (2017) found that an athlete's satisfaction with their sport derives from the relationship with their coach. Ignacio III et al. (2017) conclude that the better the relationship is between a student-athlete and their coach, the more satisfied the student-athlete is with their performance. A study by Jowett and Nezlek (2011) discussed that the more time an athlete spent with their coach correlated with the level of satisfaction the athlete had for their sport. Like a relationship with a teammate, support and

cohesion from a coach is important to the student-athlete and is an influence on their athletic performance (Aoyagi et al., 2008; Jowett & Nezlek, 2011).

Family

An athlete's relationship with their family is a huge influence on their performance. Once an athlete departs from their teammates and coach, family tends to be the one relationship they rely on. An athlete may come across many teammates and coaches in their career, but their family remains constant. An athlete may fear failing in their sport because of their parent's reaction (Sager & Lavallee, 2010). Pugh et. al (2000), noticed that reactions from parents such as yelling can put pressure on an athlete causing them to not perform well. Pugh et. al (2000), also found that athletes would rather get yelled at by their coach than their parents due to the severity. Negative reactions such as yelling from parents can negatively impact an athlete's performance (Sager & Lavallee, 2010). Positive reactions from parents such as happiness have been shown to have a strong effect on an athlete (Donohue, et al., 2007). Donohue et al. (2007) reported that athletes put their family's contribution to their performance at the same level as their coaches and teammates. No matter the reaction, fear, or pressure, the relationship between an athlete and their family can contribute to their performance (Donohue et al., 2007; Pugh et al., 2000; Sager & Lavallee, 2010).

Romantic

Although there is a research gap on romantic relationships and their influence on student-athlete athletic performance, there are two important studies that pertain to romantic relationships impacting athletes. Campbell et al. (2016) conducted a study on romantic relationships impacting Olympic athletes framed around Sternberg's Triangular Theory of Love. The study comprised 20 Olympic athletes (19 male, 1 female) from countries around the world

within a range of sports (Campbell et al., 2016). Campbell et al. (2016) found that 15 of the study's participants felt that their performance was better when they were in love. Athletes reported that they could handle athletic pressure as they had someone supporting them, had extra time to train since they had help at home, and that having someone in the crowd helped them perform better (Campbell et al., 2016). Five participants in the study were unsure about a romantic relationship affecting their performance. Campbell et al. (2016) noted that these athletes felt they became a better athlete over the years and would continue to do so with or without a partner. These five athletes also felt that their training had increased over time, and that their performance was not due to having a partner (Campbell et al., 2016).

In another study, Hirokazu (2017) looked at the effect of romantic relationships on collegiate athletes but focused on gender differences. Hirokazu's (2017) study had 205 participants comprising 86 males and 119 female athletes. The study showed that males experienced a positive influence from their romantic relationship on their sports life (Hirokazu, 2017). Hirokazu (2017) also found that athletes who had romantic partners did experience better well-being, and there was not a negative influence on the athletes' sports life from the romantic relationship conveying the importance of romantic partners.

Although these studies examine romantic relationships on athlete performance, there are some limitations that exist. Campbell et al. (2016), may be framed around Sternberg's Triangular Theory of Love, but it was conducted on Olympic athletes who are considered professionals. Professional athletes differ from college athletes as they are not in school, may be paid, and obtain sponsors and endorsements. In addition, a small sample of 20 was used and 19 of the participants were male. As for Hirokazu's (2017) study, it may have focused on college athletes, but the study was conducted in Japan. College athletics in Japan differ from those in the United

States. Cultural differences also exist and may not be comparable to a college athlete in the United States. What is important, however, is that both studies do point out that a romantic relationship can influence an athlete's athletic performance.

Athletic Performance Through Satisfaction

When referencing an athlete's athletic performance, one can look at their stats, accomplishments, wins, rewards, etc. to judge whether an athlete performed well or not. What is difficult about this data is when we use it to compare athletes to each other or use to compare athletes to each other from different sports. For example, how do a football player's tackles compare to a basketball player's assists? How can we say one truly performed better than the other? How do we know one performed well or not? Chelladurai and Riemer (1997) created the ASQ that allows us to measure performance based on the athlete's own satisfaction. Athlete satisfaction is associated with individual performance (Chelladurai & Riemer, 1997). This questionnaire can be used to measure athletic performance equally across the board no matter the sport or athlete.

Chelladurai and Riemer (1997) define athlete satisfaction as "a positive affective state resulting from a complex evaluation of the structures, processes, and outcomes associated with athletic experiences" (p. 135). An athlete's experience in their sport allows them to determine whether they are satisfied with their individual performance (Chelladurai & Riemer, 1997; Hirsch, 2019). Research shows that athlete satisfaction and performance are not only linked to the individual, but can also be linked to other variables such as feedback and a support system (Aoyagi et al., 2008; Chelladurai & Riemer, 1997; Ignacio III et al., 2017). The link between athlete satisfaction and performance to both feedback and a support system is critical to point out

because it shows how influences from all types of relationships can have an impact on athletic performance.

Support and feedback from both coaches and teammates have been positively associated with an athlete's satisfaction with their performance (Ignacio III et al., 2017; Jowett & Nezlek, 2012). Chelladurai and Riemer (1998) found that an athlete's satisfaction with performance can be based on their teammates and coach. Hirsch (2019) points out that it is important for an athlete to be treated fairly from both their teammates and their coach to be satisfied. Aoyagi et al. (2008), also point out that athletes who have a stronger relationship with their teammates and coaches have higher levels of satisfaction. Since studies have shown that relationships with coaches and teammates are correlated with athlete performance, it stands to reason that there is an association between an athlete who is in a romantic relationship and their satisfaction with performance (Aoyagi et al., 2008; Chelladurai & Riemer, 1997; Chelladurai & Riemer, 1998; Hirsch, 2019; Ignacio III et al., 2017; Jowett & Nezlek, 2012).

Athletic Divisions

The National Collegiate Athletic Association (NCAA) categorizes colleges that belong to their organization into three divisions. They are Division I, Division II, and Division III (NCAA, 2020). These divisions are differentiated by a set of guidelines created by the NCAA. These guidelines include variables such as the number of teams a collage has, the varying team sizes, the size of the college's student body, the college's financial support, and the college's athletic budget (Berkman, 2021; NCAA, 2020).

What separates Division I from Division II and Division III are the larger athletic budget, the advanced facilities, and the number of athletic scholarships (Berkman, 2021). There are nearly 350 colleges in Division I that field more than 6,000 athletic teams and provide an

opportunity to 170,000 student-athletes yearly (NCAA, 2020). Some of the differences of Division I universities from other divisions are that they must have at least 14 sport teams (seven for men and seven for women or six for men and eight for men), can guarantee a certain audience size, and can give full ride scholarships to their athletes (Berkman, 2021;). Division I schools hold the most media time, generally bring in the most revenue, and hold the largest athletic budgets that allows for them to offer the greatest number of scholarships (NCAA, 2020).

Division II universities are similar to Division I schools but have fewer sports for both men and women. They can only give partial scholarships to their athletes (Berkman, 2021). A partial scholarship means that the athletes are funded by a mix of athletic scholarships, academic aid, and grants (NCAA, 2020). The big difference between Division I and II universities is that Division II universities do not have the financial resources to put into their athletic program. Division II universities may also choose not to place a lot of financial emphasis on their athletic program (NCAA, 2020).

Although Division III universities comprise 466 universities and over 195,000 students making them the largest division in the NCAA, they do not offer any scholarship or financial aid to their athletes (NCAA, 2020). Athletes in Division III programs are only eligible for academic scholarships (Berkman, 2021). Due to this, many Division III athletes are extremely passionate and choose to continue playing for the love of the game (NCAA, 2020).

Summary

Being a student-athlete comes with a lot of pressure and expectations. Research has shown how performance from a student-athlete is crucial to keeping their athletic scholarship (Gord, 2018). Studies have also helped show how relationships can influence athletic performance. These include relationships with family, coaches, teammates and friends, or

romantic partners (Bolter & Weiss, 2012; Moll et al., 2010; Sager & Lavallee, 2010). Literature also conveys the importance of athletic performance to an athlete and how an external variable such as a relationship can influence it. If performance is a determining factor for maintaining a scholarship and a relationship can alter performance, then it stands to reason that a romantic relationship can influence athletic performance. The use of this literature helps aid the research questions in this study supporting the association between a romantic relationship and student-athlete performance.

Chapter 3: Methodology

Though research on relationships influencing an athlete's athletic performance exist, there is a research gap on the influence romantic relationships have on student-athlete athletic performance (Campbell et al., 2016; Donohue et al., 2007). This study bridged this research gap by measuring association between romantic relationships and student-athlete athletic performance. Regression analysis was used to answer the primary research question: does a romantic relationship influence student-athlete athletic performance? In addition, other variables such as gender, grade level, type of sport, and partner athlete status were used to further examine this association.

Research Design

The purpose of this quantitative regression analysis is to examine whether romantic relationships are a predictor to athlete satisfaction with their athletic performance. Regression analyses were used for predicting one variable from another (Howell, 2017). The two primary variables in this study were the student-athletes' athletic performance and their romantic relationships. Satisfaction with performance was the dependent variable and romantic relationships was the independent variable (Howell, 2017). A dependent variable is an attribute that is dependent on the independent variable, while the independent variable influences an outcome (Creswell, 2014). To answer the research question(s) in this study, the researcher is examined whether a romantic relationship had an influence on a student-athletes' athletic performance.

This study also used several controlling variables including the participants' gender, their grade, the type of sport they participated in, and their partners athlete status. These predictors were used to examine if they had an influence on student-athlete athletic performance and

romantic relationships. These controlling variables were also used to answer this study's research questions.

Setting

The setting of this study was a small private Catholic university, in San Antonio, Texas. This site was chosen due to the researcher's direct access to the population. Surveys were distributed to the student-athletes at the university via their school email with a link to the survey. The research site is a Division I school and under the National Collegiate Athletic Association (NCAA). This is the study's targeted setting.

Participants

The study's participants were student-athletes who are currently a part of a NCAA sports team. Participants were from any sport and gender. The researcher did not focus on any one gender or sport to ensure that all athletes and sports were represented.

Research Instruments & Strategies

This study used two different instruments. The first instrument was Chelladurai and Riemer's ASQ that asked participants questions about their individual performance (1997). The passion component from Sternberg's (1986) triangular love theory was also used. Both instruments were combined to form a 23-question survey to collect participant data (see Appendices A, B, and C). The demographics section of the instrument was to gain information from the participants that helped answer the research questions and serve as additional variables (see Appendix A). Chelladurai and Riemer's ASQ was picked to measure the participants' student-athlete performance levels (1997). Collecting an athlete's performance is difficult, and the ASQ allows the participants to rate their performance based on their own satisfaction (see Appendix B). Sternberg's (1986) triangular love theory allowed the researcher to gain

information about the participants' relationship status (see Appendix C). Sternberg granted permission to only use the passion component of his theory for this study. The passion component allowed the researcher to focus on romantic relationships to better measure whether an association between romantic relationships and student-athlete athletic performance exists (Sternberg, 1986).

Demographics

The demographic portion of the survey comprised the participants' age, gender, grade, sport, and whether the participant's partner is also an athlete. The intent of these demographic questions was to collect data about the participants that would serve in answering the study's research questions (see Appendix A).

Performance

Measuring the participants' performance was conducted using Chelladurai and Riemer's (1997) ASQ. The ASQ comprises 15 subscales that measure athlete satisfaction totaling 56 questions (Chelladurai & Riemer, 1997). Measuring an athlete's true performance and comparing it across different sports like golf to baseball would be a difficult task. The ASQ allows the researcher to only survey the participants individual performance based on their own satisfaction (Chelladurai & Riemer, 1997). Therefore, only the individual performance subscale containing three questions was used. The three questions are on a 7-point Likert Scale (1 = Not at all satisfied, 4 = Moderately satisfied, 7 = Extremely satisfied) and pertained to the athlete's satisfaction with their performance, with their season, and their skills (Chelladurai & Riemer, 1997). Previous studies and researchers have pulled certain subscales from the ASQ to accommodate the purpose of those studies, thereby validating that not all ASQ subscales are needed for reliability (Hirsch, 2019; Robertson, 2017). By using the ASQ's individual

performance subscale, this study aimed to measure athlete performance from the participants' own satisfaction. This, in turn, was used to measure the association with romantic relationships (see Appendix B).

Romantic Relationship

Sternberg's triangular love theory (1986) provides a scale that was used to measure the participants' relationship. The scale comprises three components: intimacy, passion, and commitment. Each component has 15 questions for a total of 45 questions. Since passion is the key component that separates a romantic relationship from a platonic one (Raj, 2013; Sternberg, 1986), only the passion component of the triangular love theory's scale was used. Sternberg granted approval to only use the passion component for this study (see Appendix E). The passion component has 15 questions on a 9-point Likert Scale (1= Not at all, 5= Moderately, 9= Extremely) that measures the participant's partner as someone they adore, are happy with, like physical contact with, would rather be with rather than someone else, etc. (Sternberg, 1986). Using the passion component of Sternberg's triangular love theory's scale helped show the correlation between romantic relationships and their influence on athletic performance (see Appendix C).

Protection of Human Subjects and Ethical Considerations

Prior to data collection, this study underwent and received approval from the University of the Incarnate Word's Institutional Review Board. The participants were informed of the study and its purpose. Participants were also told that they do not have to participate and may opt out at any time. Although demographic questions were asked, the participants' names were not needed for this study and all data collected would be anonymous and confidential. All surveys were password protected and kept in a file that only the researcher had access to.

Data Collection

The individual performance subscale from the ASQ, the passion component from the triangular love theory's scale, and the demographic questions were combined forming one survey. The survey was created using SurveyMonkey that created a link used by participants to access the survey. Participants were contacted using their student email accounts. The email contained information about the researcher, the purpose of the study, and the link to the survey. The participants were informed about confidentiality and their right to participate or opt out of the survey at any time. The participants were given as much time as they needed to complete the survey. Upon completion, the surveys were kept in a password protected file. There was no need for labeling participants since the researcher was only looking at their responses.

Data Analysis

The study's data was analyzed using Statistical Package for the Social Science 27 (SPSS). All variables were labeled and checked for normalcy. A regression analysis was used to determine and measure the relationship between romantic relationships and athletic performance. Research question one was addressed using a simple linear regression and the rest of the research questions were addressed using multiple linear regression as there were other variables to control for.

Validity and Reliability

Chelladurai and Riemer's (1997) ASQ and Sternberg's triangular love theory's scale (1986) both serve as valid and reliable bodies of work in the world of research. Sternberg (1986) has been used to study how relationships impact love, sport, culture, friends, and family (Campbell et al., 2016; Madey & Rodger, 2009; Raj, 2013). Chelladurai and Riemer's work have been used to explore athlete satisfaction with team, coaches, or individual performance (Hirsch,

2019; Robertson, 2017). While only the individual performance subscale was used from the ASQ, other studies have demonstrated that not all the survey's subscales are needed for it to be reliably used (Hirsch, 2019; Robertson, 2017). In addition, not only was permission given to use the triangular love theory's scale, but Sternberg also approved and validated the use of only using the scale's passion component to accurately measure passion (see Appendix E). This study used all instruments in how they were intended to be used. This study did not alter any of the instruments in any way in accordance with how they were used in previous studies or with the permission from the creator. All demographic data collected is strictly intended to gain information from the participants to help address the research questions.

Summary

This study was guided by one overarching research question with additional sub-questions to measure the correlation between romantic relationships and student-athlete performance. Regression analysis was used to show the association between the two primary variables to predict whether the independent variable had any influence on the dependent variable (Creswell, 2014). Student-athlete performance will be the dependent variable and the romantic relationship will be the independent variable. Regression analysis was also used to examine whether other predictors had an influence on both student-athlete athletic performance and romantic relationships. Those predictors were age, gender, grade, type of sport, and relationship status. To accomplish this, the researcher combined two valid and reliable surveys in addition to demographic data questions that formed one instrument to collect data.

Chapter 4: Results

The purpose of this chapter is to present the results of this study. This chapter comprises a research design overview, a summary of the data collection process, an explanation of the exploratory factor analysis (EFA) process, and lastly the findings of each research question.

Research Design Overview

This study used regression analysis to examine whether romantic relationships had an influence on athletic performance. The researcher used a survey that collected college student-athletes' responses about their romantic relationships and their satisfaction with athletic performance to measure any association between the two. The researcher also used demographic questions to see if any other influences had an impact on the relationship between romantic relationships and athletic performance. The survey comprised 15 questions that comprise the passion component of Sternberg's triangular love theory (1986). The survey also included three questions from the ASQ (Chelladurai & Riemer, 1997) and five demographic questions.

Data Collection

The study's data was collected using a link to the survey sent to the participants' student email addresses. The researcher also provided all participants information about the study and their rights as participants such as opting out whenever they wished. SurveyMonkey was used to create the survey and collect the participants' responses.

Data Analysis

All data was analyzed using Statistical Package for the Social Science 27 (SPSS). All variables were labeled accordingly and checked for normalcy. A regression analysis was used to determine the relationship between romantic relationships and athletic performance. Research

question one was conducted using a simple linear regression and the rest of the research questions used multiple linear as there were other variables to control for.

Response Rate

The survey link was sent twice during the study's duration. The data collection period was one month spanning April 7, 2021, to May 7, 2021. Out of 500 student-athletes at the research site, 185 participants completed the survey. Of the 185 responses, 12 responses were removed as outliers as all answers were blanketed answers such as only answering 1 or 5 on the survey. Six responses were removed for not completing the survey. The total number of responses was 167. 167 responses were enough to satisfy a needed response rate of 108 as calculated using G*Power.

Factor Analysis and Cronbach's Alpha

An exploratory factor analysis and Cronbach's alpha was conducted on both instruments to reduce the number of items on each scale to run a regression analysis. These steps were completed under the consultation of the University of the Incarnate Word's senior research statistician, Dr. David Fike.

After conducting a factor analysis on Sternberg's (1986) passion component, two components were formed. Table 1 shows the rotated component matrix for the passion scale (Sternberg, 1986).

Table 1

Rotated Component Matrix for Passion Scale

	Component	
	1	2
I find ___ to be very personally attractive.	.808	
I especially like physical contact with ___.	.743	
Just seeing ___ excites me.	.699	
I find myself thinking about ___ frequently during the day.	.684	
My relationship with ___ is passionate.	.659	.402
I adore ___.	.632	.516
My relationship with ___ is very romantic.	.577	.357
When I see romantic movies and read romantic books, I think of ___.	.556	
I fantasize about ___.	.495	.317
There is nothing more important to me than my relationship with ___.		.835
I cannot imagine another person making me as happy as ___ does.	.340	.800
I cannot imagine life without ___.		.767
There is something almost “magical” about my relationship with ___.	.416	.699
I would rather be with ___ than with anyone else.	.456	.629
I idealize ___.	.384	.443

Note. Extraction method: Principal component analysis.

[a]Rotation method: Varimax with Kaiser normalization. [b]Rotation converged in three iterations.

After the passion component was rotated into two components, both components were then labeled PassionateAttractionOfPartner and PassionatePerceptionOfPartner. Attraction and

perception were used as a theme in relation to what the questions were asking. Once both components were created and labeled, the researcher made the decision to find the mean of both components allowing one variable to represent passion. This variable was used to run the regression analyses. After the mean of sums was conducted, Cronbach's alpha was performed for reliability and internal consistency (Cronk, 2008). The result of Cronbach's alpha was .827. Table 2 shows the result of Cronbach's alpha.

Table 2

Reliability Statistics for Passion

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.827	.836	2

The same steps were conducted for satisfaction with performance. After conducting a factor analysis on satisfaction with performance, one component was formed. Table 3 shows the component matrix for the items on the ASQ (Chelladuari & Riemer, 1997).

Table 3

Component Matrix for Satisfaction With Performance

	Component 1
I am satisfied with the improvement in my performance over the previous season.	.901
I am satisfied with the improvement in my skill level thus far.	.901
I am satisfied with the degree of which I have reached my performance goals during the season.	.847

Note. Extraction method: Principal component analysis.

[a]One component was extracted.

Once the items were rotated into one component, it was labeled as SatisfactionWithPerformance. Since there was only one component, the average of sums was not needed. A Cronbach's alpha was conducted for reliability and internal consistency (Cronk 2008) and reported .858. Table 4 displays the result of the Cronbach's alpha.

Table 4

Reliability Statistics for Satisfaction With Performance

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.858	.859	2

Demographics of the Study

The participants were asked to type their age in the survey. Doing so ensured that actual ages were collected rather than an ordinal range. Participants' ages ranged from 17 to 24 with a mean of age of 20.3 years. Table 5 shows the descriptive statistics for age.

Table 5

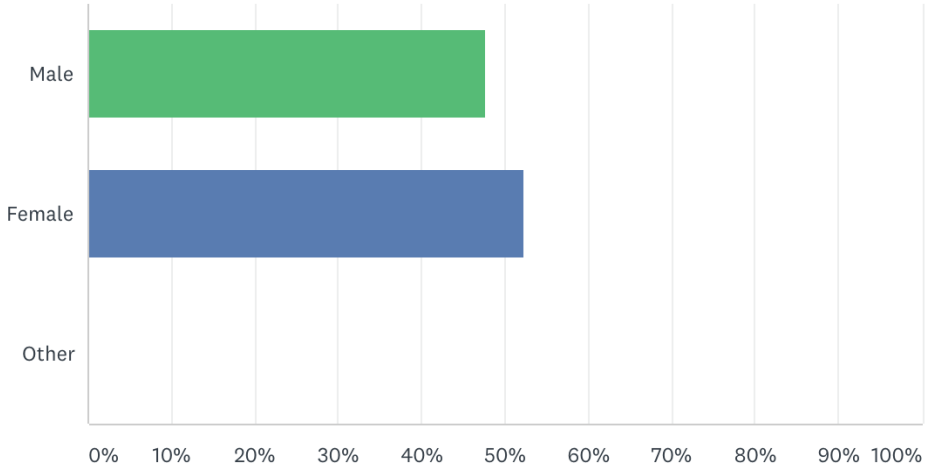
Descriptive Statistics for Age

	N	Range	Min	Max	Mean	SD
Age	167	7	17	24	20.26	1.448

The sample comprised 47.75% males and 52.25% females. The option other was available to participants who do not identify as either male or female. No participant chose other as a response to gender. The researcher decided to eliminate the other option before analyzing the data.

Figure 3

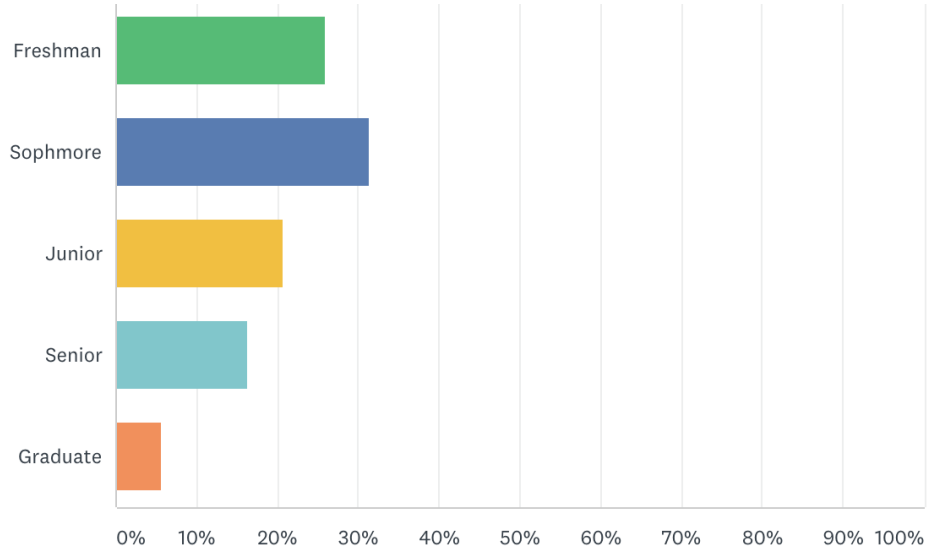
Distribution of Male and Female Respondents



Since this study looked at student-athletes who are in college, the grade classification ranged from freshman to graduate level. Freshmen were 25.84% of the participant sample. Sophomores had the highest percentage of the participant sample at 31.46%. Juniors were 20.79% of the participant sample. Seniors were16.29% of the participant sample. Graduates had the lowest percentage of the participant sample at 5.62%. Figure 4 displays the distribution of grade level for each of the participant grade levels.

Figure 4

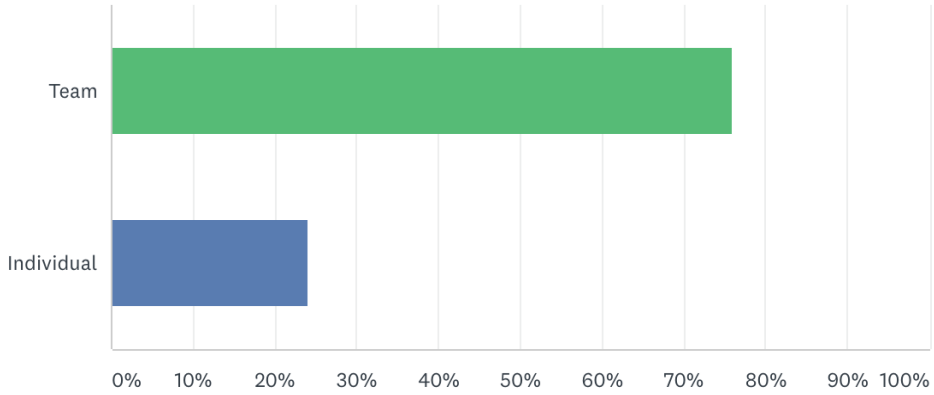
Distribution of Grade Level



One of the study's research questions asked whether a team or an individual sport showed any differences in athletic performance. The survey asked participants to check whether they participate in a team or an individual sport. Team sports comprised most of the participants' responses at 75.84%. The percentage of participants who participated in individual sports was 24.16%. Figure 5 shows the percentage of participants by the type of sport they participated in.

Figure 5

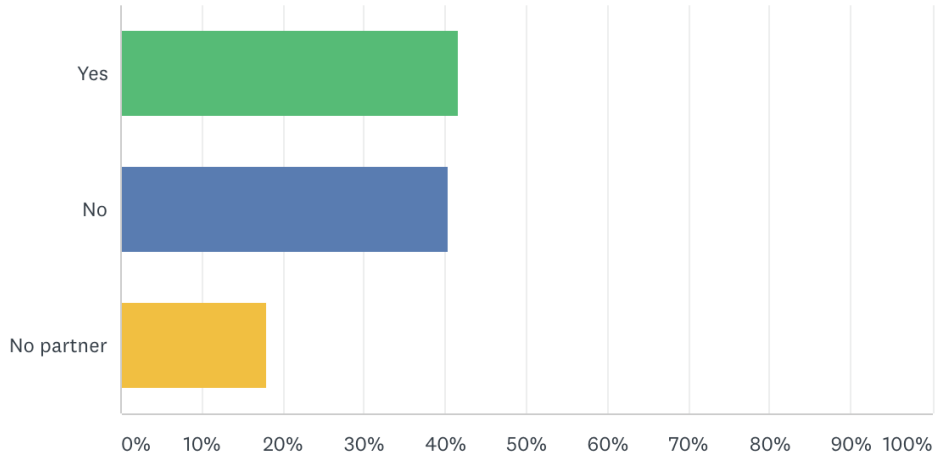
Distribution of Team vs. Individual Sport



Lastly, the researcher wanted to examine whether a romantic partner's status as an athlete or not showed any influence on athletic performance. Those whose partner was an athlete had a percentage of 41.57%. Those whose partner was not an athlete had a percentage of 40.45%. Those who did not have a partner had a percentage of 17.98%. Figure 6 shows the breakdown of participants by their partner's status.

Figure 6

Distribution of Partner Athlete Status



Results of Research Question 1

Does a romantic relationship have an impact on college athletic performance?

Null Hypothesis 1: A romantic relationship will not have an impact on college athletic performance.

This research question was answered with a simple linear regression analysis to determine if passion predicted satisfaction with performance. Table 6 displays the results of the simple linear regression. Table 7 shows the result of the ANOVA for passion and satisfaction with performance, and Table 8 provides the coefficients table for passion and satisfaction with performance.

Table 6

Regression Model Summary for Passion and Satisfaction With Performance

Model	*R*	*R* Square	Adjusted *r* Square	Std. Error Estimate
1	.245a	.060	.054	1.621

Note. Dependent variable: Satisfaction with performance.

[a]Predictors: (Constant), passion.

Table 7

ANOVA Table for Passion and Satisfaction With Performance

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	27.594	1	27.594	10.50	.001b
	Residual	433.615	165	2.628		
	Total	461.208	166			

Note. Dependent variable: Satisfaction with performance.

[a]Predictors: (Constant), passion.

Table 8

Coefficients Table for Regression for Passion and Satisfaction With Performance

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	*t*	Sig.
1	(Constant)	2.968	.466		6.368	<.001
	Passion	.246	.076	.245	3.240	.001

A simple linear regression was calculated predicting satisfaction with performance based on passion with a regression equation of PERFORMANCE = 2.96 + .246(PASSION). A significant regression was found (F (1,165) = 10.50, $p < .01$). Passion was a significant predictor of satisfaction with performance. The null hypothesis was rejected.

Results of Research Question 2

Is there a difference between team vs individual sports athletes who are in a romantic relationship?

Null Hypothesis: There is not a difference between team vs individual sport athletes who are in a romantic relationship.

This research question was answered using multiple linear regression analysis to determine if passion predicted satisfaction with performance after controlling for sport. Table 9 displays the results of the multiple linear regression. Table 10 shows the result of the ANOVA for sport and satisfaction with performance, and Table 11 provides the coefficients table for sport and satisfaction with performance.

Table 9

Regression Model Summary for Sport and Satisfaction With Performance

Model	*R*	*R* Square	Adjusted *r* Square	Std. Error Estimate
1	.245a	.060	.048	1.625

Note. Dependent variable: Satisfaction with performance.

[a]Predictors: (Constant); Is your sport team or individual; and passion.

Table 10

ANOVA Table for Sport and Satisfaction With Performance

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	27.639	2	13.820	5.227	.006b
	Residual	433.569	164	2.644		
	Total	461.208	166			

Note. Dependent Variable: Satisfaction with Performance.

[a]Predictors: (Constant); Is your sport team or individual; and passion.

Table 11

Coefficients Table for Regression for Sport and Satisfaction With Performance

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	*t*	Sig.
1	(Constant)	3.016	.594		5.077	<.001
	Passion	.246	.076	.245	3.230	.001
	Sport	-.038	.290	-.010	-.131	.896

A multiple regression was calculated to predict satisfaction with performance based on passion and sport with an equation of PERFORMANCE = 3.016 + .246(PASSION) - .038(SPORT). Passion remained the only significant variable (.001). Sport was not a significant predictor of satisfaction with performance. The null hypothesis was accepted.

Results of Research Question 3

Does gender have an impact on student-athlete performance who are in a romantic relationship?

Null Hypothesis: Gender does not have an impact on student-athlete performance who are in a romantic relationship.

This research question was answered using multiple linear regression analysis to determine if passion predicted satisfaction with performance after controlling for gender. Table 12 displays the results of the multiple linear regression. Table 13 show the result of the ANOVA for gender and satisfaction with performance, and Table 14 provides the coefficients table for gender and satisfaction with performance.

Table 12

Regression Model Summary for Gender and Satisfaction With Performance

Model	*R*	*R* Square	Adjusted *r* Square	Std. Error Estimate
1	.245a	.065	.053	1.621

Note. Dependent Variable: Satisfaction with performance.

[a]Predictors: (Constant); What best represents your gender (male or female); and passion.

Table 13

ANOVA Table for Gender and Satisfaction With Performance

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	29.821	2	14.910	5.668	.004b
	Residual	431.387	164	2.630		
	Total	461.208	166			

Note. Dependent Variable: Satisfaction with performance.

[a]Predictors: (Constant); What best represents your gender (male or female); and passion.

Table 14

Coefficients Table for Regression for Gender and Satisfaction With Performance

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	*t*	Sig.
1	(Constant)	2.634	.591		4.457	<.001
	Passion	.242	.076	.241	3.188	.002
	Gender	.232	.252	.070	.920	.359

A multiple regression was calculated to predict satisfaction with performance based on passion and gender with an equation of PERFORMANCE = 2.634 + .242(PASSION) + .232(GENDER). Passion remained the only significant variable (.002). Gender was not a significant predictor of satisfaction with performance. The null hypothesis was accepted.

Results of Research Question 4

Does grade level have an impact on student-athlete performance?

Null Hypothesis: Grade level does not have an impact on student-athlete performance.

This research question was answered using multiple linear regression analysis to determine if passion predicted satisfaction with performance after controlling for grade level. Grade level was a categorical variable and was dummy coded. Table 15 displays the results of the multiple linear regression. Table 16 shows the result of the ANOVA for grade and satisfaction with performance, and Table 17 provides the coefficients table for grade and satisfaction with performance.

Table 15

Regression Model Summary for Grade and Satisfaction With Performance

Model	*R*	*R* Square	Adjusted *r* Square	Std. Error Estimate
1	.267a	.071	.042	1.631

Note. Dependent variable: Satisfaction with performance.

[a]Predictors: (Constant), graduate, passion, junior, senior, and sophomore.

Table 16

ANOVA Table for Grade and Satisfaction With Performance

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	32.810	5	6.562	2.466	.035b
	Residual	428.398	161	2.661		
	Total	461.208	166			

Note. Dependent variable: Satisfaction with performance.

[a]Predictors: (Constant), graduate, passion, junior, senior, sophomore.

Table 17

Coefficients Table for Regression for Grade and Satisfaction With Performance

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	*t*	Sig.
1	(Constant)	2.975	.528		5.630	<.001
	Passion	.238	.077	.237	3.092	.002
	Sophomore	-.189	.341	-.053	-.554	.580
	Junior	.173	.376	.042	.460	.646
	Senior	.264	.396	.060	.667	.506
	Graduate	.233	.576	.033	.404	.687

A multiple regression was calculated to predict satisfaction with performance based on passion and grade level with an equation of PERFORMANCE = 2.975 + .238(PASSION) - .189(SOPHOMORE) + .173(JUNIOR) + .264(SENIOR) + .233(GRADUATE). Passion remained the only significant variable (.002). Grade level was not a significant predictor of satisfaction with performance. The null hypothesis was accepted.

Results of Research Question 5

Does having a romantic partner who is a student-athlete also impact performance?

Null Hypothesis: Having a romantic partner who is a student-athlete does not impact performance.

This research question was answered using multiple linear regression analysis to determine if passion predicted satisfaction with performance after controlling for whether student-athlete's partner was an athlete or not. The dichotomous variable partner athlete-status was dummy coded. Table 18 displays the results of the multiple linear regression. Table 19 shows the result of the ANOVA for partner athlete status and satisfaction with performance, and Table 20 provides the coefficients table for partner athlete status and satisfaction with performance.

Table 18

Regression Model Summary for Partner Athlete Status and Satisfaction With Performance

Model	*R*	*R* Square	Adjusted *r* Square	Std. Error Estimate
1	.270a	.073	.056	1.619

Note. Dependent variable: Satisfaction with performance.

[a]Predictors: (Constant), PartnerAthleteNO, passion, and PartnerAthleteYES.

Table 19

ANOVA Table for Partner Athlete Status and Satisfaction with Performance

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	33.697	3	11.232	4.283	.006b
	Residual	427.511	163	2.623		
	Total	461.208	166			

Note. Dependent variable: Satisfaction with performance.

[a]Predictors: (Constant), PartnerAthleteNO, passion, and PartnerAthleteYES.

Table 20

Coefficients Table for Regression for Partner Athlete Status and Satisfaction With Performance

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	*t*	Sig.
1	(Constant)	2.733	.491		5.571	<.001
	Passion	.208	.081	.207	2.564	.011
	Yes	.585	.387	.174	1.514	.132
	No	.505	.398	.150	1.268	.207

A multiple regression was calculated to predict satisfaction with performance based on passion and partner athlete status with an equation of PERFORMANCE = 2.733 + .208(PASSION) + .585(YES) + .505(NO). Passion remained the only significant variable (.011).

Partner athlete status was not a significant predictor of satisfaction with performance. The null hypothesis was accepted.

Additional Research Findings

The researcher conducted an additional multiple linear regression analysis this time choosing to use all predicting variables. This was done to see if any significance was present when all variables were used in the multiple linear regression. A multiple linear regression was conducted to determine if passion predicted satisfaction with performance after controlling for sport, gender, grade, and partner athlete status. Table 21 displays the results of the multiple linear regression. Table 22 shows the result of the ANOVA for sport, gender, grade level, and partner athlete status, and Table 23 provides the coefficients table for passion and sport, gender, grade level, and partner athlete status.

Table 21

Regression Model Summary for All Predictors and Satisfaction With Performance

Model	*R*	*R* Square	Adjusted *r* Square	Std. Error Estimate
1	.299a	.090	.037	1.635

Note. Dependent variable: Satisfaction with performance.

[a]Predictors: (Constant), PartnerAthleteNO; senior; Is your sport team or individual; What best represents your gender (male or female); junior; passion; graduate; sophomore; and PartnerAthleteNO.

Table 22

ANOVA Table for All Predictors and Satisfaction With Performance

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	41.285	9	4.587	1.715	.090b
	Residual	419.923	157	2.675		
	Total	461.208	166			

Note. Dependent variable: Satisfaction with performance.

[a]Predictors: (Constant), PartnerAthleteNO; senior; Is your sport team or individual; What best represents your gender (male or female); junior; passion; graduate; sophomore; and PartnerAthleteNO.

Table 23

Coefficients Table for Regression for All Predictors and Satisfaction With Performance

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	*t*	Sig.
1	(Constant)	2.627	.740		3.549	<.001
	Passion	.196	.083	.195	2.373	.019
	Sport	-.160	.303	-.042	-.529	.597
	Gender	.222	.260	.067	.852	.395
	Sophomore	-.187	.344	-.052	-.542	.588
	Junior	.176	.379	.043	.463	.644
	Senior	.300	.399	.068	.752	.453
	Graduate	.242	.589	.035	.411	.682
	Yes	.565	.369	.168	1.425	.156
	No	.501	.404	.149	1.240	.217

A multiple linear regression was calculated to predict satisfaction with performance based on passion and sport, gender, grade level, and the partner athlete status with an equation of PERFORMANCE = 2.627 + .196(PASSION) - .160(SPORT) + .222(GENDER) - .187(SOPHOMORE) + .176(JUNIOR) + .300(SENIOR) + .242(GRADUATE) + .565(YES) + .501(NO). Passion remained the only significant variable (.019). After controlling for all the

predictors at once no other variable was a significant predictor of satisfaction with performance. The null hypothesis was accepted.

Chapter 5: Discussion

This chapter discusses the study's conclusions, implications, limitations, and recommendations for future research.

Summary of the Study

Being a student-athlete comes with a lot of pressure and high expectations. Research has shown how a student-athlete's athletic performance is crucial for keeping their academic scholarship (Gord, 2018). Studies have also helped to point out how different types of relationships can influence athletic performance, whether they be familial relationships, relationships with their coaches, relationships with their teammates and friends, or their romantic relationships (Bolter & Weiss, 2012; Moll, et al., 2010; Sager & Lavallee, 2010). The current body of literature also conveys the importance of a student-athlete's athletic performance and how an external variable such as a relationship can alter that. If athletic performance is a determining factor for maintaining an academic scholarship and a relationship can alter performance, then the use of current literature aids and justifies this study's research questions by showing the correlation between a romantic relationship and student-athlete athletic performance.

This study examined the correlation between romantic relationships and student-athlete athletic performance at a private Catholic university in South Texas. The variables gender, sport, grade, and partner athlete status were examined to see if they were predictors to the variable Satisfaction with Performance. Both Sternberg's triangular love theory's passion component (1986) and Chelladuari and Riemer's (1997) ASQ were used to measure the type of relationship in this study.

Conclusions

Research Question 1

This study's first research question used a simple linear regression to predict Satisfaction with Performance based on the predictor variable passion. Satisfaction with Performance was the dependent variable and passion was the independent variable. A simple linear regression was calculated predicting Satisfaction with Performance based on passion with an equation of PERFORMANCE = 2.96 + .246(PASSION). A significant regression was found (F (1,165) = 10.50, $p < .01$). Passion is a significant predictor of Satisfaction with Performance. Therefore, the null hypothesis was rejected.

Research Question 2

For the second research question, a multiple linear regression was performed to predict Satisfaction with Performance based on the predictor variable of passion after controlling for sport to answer the second research question: Is there a difference between team vs individual sport athletes who are in a romantic relationship? A multiple regression was calculated to predict Satisfaction with Performance based on passion and sport with an equation of PERFORMANCE = 3.016 + .246(PASSION) - .038(SPORT). Passion remained the only significant variable (.001). After controlling for sport, sport was not a significant predictor of Satisfaction with Performance. The null hypothesis was accepted.

Research Question 3

For research question 3, a multiple linear regression was performed to predict Satisfaction with Performance based on the predictor variable of passion after controlling for gender. A multiple regression was calculated to predict Satisfaction with Performance based on passion and gender with an equation of PERFORMANCE = 2.634 + .242(PASSION) +

.232(GENDER). Passion remained the only significant variable (.002). After controlling for gender, gender was not a significant predictor of Satisfaction with Performance. The null hypothesis was accepted.

Research Question 4

A multiple linear regression was performed to predict Satisfaction with Performance based on the predictor variable of passion after controlling for grade to answer the fourth research question: Does student-athlete performance differ depending on grade level who are in a romantic relationship? A multiple regression was calculated to predict Satisfaction with Performance based on passion and grade level with an equation of PERFORMANCE = 2.975 + .238(PASSION) - .189(SOPHOMORE) + .173(JUNIOR) + .264(SENIOR) + .233(GRADUATE). Passion remained the only significant variable (.002). After controlling for grade level, grade was not a significant predictor of Satisfaction with Performance. The null hypothesis was accepted.

Research Question 5

A multiple linear regression was performed to predict Satisfaction with Performance based on the predictor variable of passion after controlling for partner athlete status to answer the fifth research question: Does having a romantic partner who is also an athlete, have an impact on student-athlete performance? A multiple regression was calculated to predict Satisfaction with Performance based on passion and partner athlete status with an equation of PERFORMANCE = 2.733 + .208(PASSION) + .585(YES) + .505(NO). Passion remained the only significant variable (.011). After controlling for partner athlete status, a partner's athletic status was not a significant predictor of Satisfaction with Performance. The null hypothesis was accepted.

Additional Research

An additional multiple linear regression was performed to predict Satisfaction with Performance based on the predictor variable of passion after controlling for all variables to see if there was any significance. The variables comprised passion, sport, gender, grade, and partners athlete status. A multiple linear regression was to predict Satisfaction with Performance based on passion and sport, gender, grade level, and the partner athlete status with an equation of PERFORMANCE = 2.627 + .196(PASSION) - .160(SPORT) + .222(GENDER) - .187(SOPHOMORE) + .176(JUNIOR) + .300(SENIOR) + .242(GRADUATE) + .565(YES) + .501(NO). Passion remained the only significant variable (.019) after controlling for all predictors simultaneously. All other variables were not significant predictors of Satisfaction with Performance. The null hypothesis was accepted.

Discussion

The purpose of this quantitative regression analysis was to examine the association between romantic relationships and athletic performance controlling for gender, sport, grade, and partner athlete status for student-athletes at a private Catholic university in South Texas.
The results of this study showed that there is a significant correlation between romantic relationships and athletic performance. There was no significant correlation between romantic relationships and athletic performance with the predicting variables, gender, sport, grade level, and partner athlete status. While all variables aside passion were not significant predictors, additional testing solidified that the passion remained the only significant variable throughout the study.

This regression analysis provides a foundation for this area of study. These findings may not be generalizable for all student-athletes, but they do present convey the significant

correlation between romantic relationships and athletic performance. While this study is not exhaustive, it does fill some of the research gap within this field of study.

Implications of the Study

Being that this study was at a small private Catholic university and is not generalizable to the entire student-athlete population, the findings do provide information on the association between romantic relationships and their impact on student-athlete athletic performance. Regardless of the findings, whether significant or not, this study provides information on a topic with little research focus (Muzika, 2018). Studies have pointed out that relationships can impact athletic performance, but very few on romantic relationships their influence on athletic performance (Donohue et al., 2007).

This study also provides a foundation for an area of study that can now be progressed through more investigation. As other studies have only focused on relationships such as coach, parent, teammate, or Olympic level athletes (Campbell et al., 2016: Donohue et al., 2007), this study gives insight on college student-athletes. Being that this study showed that there is a relationship between romantic relationships and satisfaction with performance, this allows for discussion to begin as well as the opportunity for other studies at different settings or on larger populations. This study can assist future research by bridging the gap between romantic relationships and athletic performance in college athletics. In turn, this information can also prove invaluable to universities, coaches, family, and even the student-athletes.

Limitations of the Study

It is important to address some of the limitations of this study. First, this study was conducted at one school with a small student-athlete population in San Antonio Texas. Although athletic teams are the same size per team at other universities, this sample does not fully

represent the larger student-athlete population across the nation or world. For example, the setting of this study would not be an accurate representation of student-athletes at a public university in other US states. Secondly, the possibility that the participants may have been scared to answer the performance questions. Although the participants were informed that all responses were only accessed by the researcher and no names were asked, they could be scared to answer honestly about performance since that is a serious measure in college athletics. Also, the survey on performance was answered through the student-athlete's own perception. Could an athlete have performed well, but they reported it as poor or vice versa? The perception of satisfaction on one's performance could vary amongst each athlete.

Lastly, the quantitative approach in this study could also be a limitation. Participants were confined to answering the questions in the survey and were not given an opportunity to explain their reasonings or perception of satisfaction with performance.

Recommendations for Future Research

There are several recommendations for future research on this study. One is to conduct a similar study on a larger sample size of student-athletes. Although G*Power recommended 108 participants and 165 responses were received, the university has about 500 student-athletes on campus. If this study was reciprocated at the same university, maybe obtaining half or more than half of the total student-athlete population could provide more information. Also, this study was conducted at a small private university and may not be able to speak to all student-athletes across the nation. Future research can consider using public universities, a combination of both public and private, or just more universities in general instead of only one. Research could even dive into differences among public and private universities. A study could potentially be conducted on a specific city or region to gather more responses that could be more generalizable.

Secondly, a study could present a pre-season and post-season approach. This could potentially provide more information on the student-athletes satisfaction of performance by allowing for a whole season of their sport to take place to evaluate their performance pre-season and post-season. Aside satisfaction, a pre-season and post-season analysis could allow for changes in relationship responses over time that could show a difference in satisfaction with performance. Also, the duration of this study could also be extended. This would provide adequate time for the participants to respond at the time of their respective season. For example, this study was conducted later in the school year. A few of the participants were already completed with their season or had to remember their most recent season when answering the survey questions.

Finally, future research could provide a qualitative approach to dig deeper into what student-athletes feel and have to say about their performance and romantic relationship. It would also allow the participants to explain both their relationship and satisfaction with performance in depth. Being that this could limit the number of participants, another recommendation would be a mixed-method approach. This would allow for the distribution of a survey and in-depth interviews that could provide information that could potentially provide more insight into and speak for the student-athlete population.

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Appendices

Appendix A:
Survey Instrument

Demographics

1. What is your age?

input/type age in

2. What best represents your gender?
- Male
- Female
- Other

3. What grade level do you classify as?
- Freshman
- Sophomore
- Junior
- Senior
- Graduate

4. Is your sport; team or individual?
- Team
- Individual

5. Is your partner a student-athlete too?
- Yes
- No
- Either

Appendix B**:**
Survey Instrument

Athlete Satisfaction Questionnaire (ASQ; Chelladurai and Riemer 1998)
Individual Performance Subscale

These questions assess your satisfaction with your individual performance. They are intended to be answered truthfully. Your answers will be kept confidential, only the researcher will have access to them.

Please answer from 1-7, indicating your satisfaction with your individual performance.

1	2	3	4	5	6	7
Not at all satisfied			Moderately satisfied			Extremely Satisfied

I am satisfied with...

1. The degree of which I have reached my performance goals during the season.
2. The improvement in my performance over the previous season.
3. The improvement in my skill level thus far.

Appendix C:
Survey Instrument

Sternberg's Triangular Love Scale (Sternberg, 1986)
Passion Component

Read each of the following statements, filling in the blank spaces with the name of the person you share a romantic relationship with. Please be honest with your answers. Your responses will be kept confidential, only the researcher will have access to them.

Please answer from 1-9, indicating the level of passion you have for your partner.

1	2	3	4	5	6	7	8	9
Not at all				Moderately				Extremely

1. Just seeing _____ excites me.
2. I find myself thinking about _____ frequently during the day.
3. My relationship with _____ is very romantic.
4. I find _____ to be very personally attractive.
5. I idealize _____.
6. I cannot imagine another person making me as happy as _____ does.
7. I would rather be with _____ than with anyone else.
8. There is nothing more important to me than my relationship with _____.
9. I especially like physical contact with _____.
10. There is something almost "magical" about my relationship with _____.
11. I adore _____.
12. I cannot imagine life without _____.
13. My relationship with _____ is passionate.
14. When I see romantic movies and read romantic books, I think of _____.

15. I fantasize about _____.

Appendix D:
Institutional Review Board Approval

UNIVERSITY OF THE INCARNATE WORD

March 3, 2021

To: Heriberto Chacon

From: University of the Incarnate Word Institutional Review Board, FWA00009201

Heriberto:

Your request to conduct the study titled How romantic relationships impact athlete performance in student-athletes in higher education; A regression analysis was approved by exempt review on 03/03/2021. Your IRB approval number is 21-03-001. You have approval to conduct this study through 3/3/2022.

The stamped informed consent document is uploaded to the Correspondence section in the Research Ethics Review system. Please use only the stamped version of the informed consent document.

Please keep in mind the following responsibilities of the Principal Investigator:

1. Conducting the study only according to the protocol approved by the IRB.
2. Submitting any changes to the protocol and/or consent documents to the IRB for review and approval prior to the implementation of the changes. Use the **IRB Amendment Request** form.
3. Ensuring that only persons formally approved by the IRB enroll subjects.
4. Reporting immediately to the IRB any severe adverse reaction or serious problem, whether anticipated or unanticipated.
5. Reporting immediately to the IRB the death of a subject, regardless of the cause.
6. Reporting promptly to the IRB any significant findings that become known in the course of the research that might affect the willingness of the subjects to participate in the study or, once enrolled, to continue to take part.
7. Timely submission of an annual status report (for exempt studies) or a request for continuing review (for expedited and full Board studies). Use either the **IRB Study Status Update** or **IRB Continuing Review Request** form.
8. Completion and maintenance of an active (non-expired) CITI human subjects training certificate.
9. Timely notification of a project's completion. Use the **IRB Closure** form.

Approval may be suspended or terminated if there is evidence of a) noncompliance with federal regulations or university policy or b) any aberration from the current, approved protocol.

If you need any assistance, please contact the UIW IRB representative for your college/school or the Office of Research Development.

Sincerely,

Mary Jo Bilicek
Research Compliance Coordinator
University of the Incarnate Word
(210) 805-3565
bilicek@uiwtx.edu

Appendix E:
Permission from Dr. Sternberg to use the Passion component of the Triangle of Love Theory Survey

Email received: 8/3/2020 2:19pm

Yes, you have permission. Best, Bob

Robert J. Sternberg

Professor of Human Development,
Cornell University
Honorary Professor of Psychology,
University of Heidelberg, Germany

Appendix F:
Approval from UIW's Athletic Director to use the student-athletes for study

Email received: 2/10/2020 12:22pm

Dr. Stein,

I support this request.

Thanks!

-Richard

Richard Duran
Athletic Director
UIW Athletics
Office: (210) 283-6968
Twitter: @UIW_Duran

Appendix G:
Informed Consent

Dear Sir or Madam,

You are invited to participate in a research study about romantic relationships impacting athlete performance here at the University of the Incarnate Word. The information obtained from this survey will be used to help answer the research questions in the study. Filling out this short, 23-question survey will take about 3 minutes. Your participation is completely voluntary and you may decline to take this survey if you choose. Please note there is no direct benefit that will accrue to you from taking this survey; however, your participation will contribute greatly to completing a dissertation.

Things you should know-
Your responses to this survey will be anonymous and the research findings from the data collected will be reported in aggregate form. Since I am not collecting any personally identifying information from you, your responses will not be linked back to you.

Taking the survey-
Completing and submitting this survey represents informed consent to participate in the research study. You may choose to opt out of the study at any time. To do so, you may refuse to complete the survey. To take the survey, please click on the link below and follow the directions. This survey will be available for your response until May 7, 2021. https://www.surveymonkey.com/r/XF7PPKB. If you have questions at any time about the study or survey, you may contact me Justin Chacon at hchacon@uiwtx.edu.

For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to obtain information or offer input, contact the UIW Institutional Review Board (IRB) at (210) 805-3036. This research and survey tool has been approved by the UIW IRB.

Thank you in advance for your time.

Sincerely,
Heriberto Justin Chacon, PhD Candidate

UIW IRB Approved
Date Approved: 3/3/2021
IRB Approval # 21-03-001