

Motivations for Atlantic Coast Conference's International College Athletes to Compete

Rong Hua

A thesis submitted to the faculty of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Master of Sport Administration in the Department of Exercise and Sport Science.

Chapel Hill
2013

Approved By:

Richard Southall, PhD

Edgar Shields, PhD

Deborah Southall, MA

ABSTRACT

RONG HUA: Motivations for Atlantic Coast Conference's International College Athletes to Compete
(Under the direction of Richard Southall)

This study explores international ACC athletes' motivations to compete, and provide additional insights into how motivations vary according to demographic variables. All the international college athletes at ACC institutions will be asked to do a survey to answer some demographic questions and rate the importance of some items that may or may not be contributed to motivations for ACC international athletes participated in collegiate sports in the US. The data collected by the survey is analyzed to assess if there are significant differences in motivational factors means based on demographic variables. The findings of this study will not only help coaches and administrators better understand international college athletes' academic and athletic experiences in the United States, but will also contribute to our understanding of which factors may result in increased levels of international college athletes' satisfaction.

Keywords: ACC, international college athlete, motivation

TABLE OF CONTENTS

LIST OF TABLES.....	vi
---------------------	----

CHAPTER

I. INTRODUCTION.....1

Statement of Problem.....	2
Purpose of the Study.....	3
Significance of the Study.....	3
Research Question.....	3
Limitations.....	4
Delimitations.....	4
Definition of Terms.....	5

CHAPTER

II. REVIEW OF LITERATURE.....6

Atlantic Coast Conference College Athletes.....	6
Recruitment.....	7
Motivational Factors.....	10
Academic Factors.....	10
Athletic Factors.....	11
Social Factors.....	13
Influence of Others.....	14

Others	15
Long-Term Factors	16
CHAPTER	
III. METHODOLOGY.....	18
Research Setting.....	18
Data Analysis	22
CHAPTER	
IV. RESULTS.....	23
Demographic Variables	23
Results of Research Questions.....	25
Assumptions of MANOVA	27
CHAPTER	
V. CONCLUSSION	31
Discussion.....	31
Implication	35
Limitation.....	36
Recommendations.....	36
APPENDICES.....	39
APPENDIX A.....	39
APPENDIX B	42
APPENDIX C	43
APPENDIX D.....	45
APPENDIX E	46

REFERENCES.....47

LIST OF TABLES

Table

1. Number of International Athletes at ACC Schools.....	19
2. Number of ACC International Athletes in Each Sport	19
3. Motivational Factors	21
4. What is your gender	24
5. Which type of athletic Grant-in-Aid, if any, are you receiving?	24
6. In what sport do you participate in as a NCAA athlete?	25
7. Means of Motivational Items	26
8. Group Means for Motivational Factors.....	27
9. Nationality.....	28

CHAPTER I

INTRODUCTION

As intercollegiate athletics in the United States continues to become more and more competitive, athletes from around the world continue to come to America to compete. Recent statistics from the National Collegiate Athletic Association (NCAA) show that more than 17,000 college athletes from countries outside of the United States compete for NCAA member institutions (Zgonc, 2010). Many of these new faces helped their teams win conference or national championships.

In 2000, just over 3,500 NCAA athletes who come from overseas competed in Division I athletics. A decade later, well over 10,000 of them were participating in Division-I athletics, comprising 6.2 percent of all athletes in the NCAA (Zgonc, 2010). Between 2000 and 2010, the percentage of male and female international student-athletes has increased from 1.8 to 4%, and 1.5 to 4.5%, respectively. In certain sports (i.e. tennis, skiing, squash, and ice hockey) the percent of foreign college athletes is over 20 percent (Zgonc, 2010). Meanwhile, the percentage of international basketball student-athletes has doubled in Division I and II between 1999-2000 and 2009-2010 (Zgonc, 2010).

Often, international college athletes come from different cultural backgrounds, which can impact their outlook on college athletics. For example, domestic students viewed sport more as a competition, while international students participate in sports to show their abilities (Popp, Hums, & Greenwell, 2009). Not all perspectives differ

between international and domestic college athletes, however, international students similar to many US students may also view college sport as a means of receiving a higher education degree, while also engaging in high-level athletic competition (Berry 1999; Garant-Jones, Koo, Kim, Andrew, & Hardin, 2009).

Statement of The Problem

As a result of the dramatic growth in the number of international NCAA athletes, as well as their particularly high concentration in certain sports, it brought more interests to understand these athletes' motivations. Meanwhile, coaches who recruited internationally have different perceptions regarding the recruitment of international student-athletes based on their gender, sports, division, and institutional type (Ridinger, & Pastore, 2001). In order to help these coaches bring more talents to their schools, there is a strong need for them to know motivations for foreign athletes. Also with the desire to help their international athletes succeed, athletic administrators expect to learn motivations for them to compete.

While existing research on college sport athlete migration has focused on NCAA Division-I athletes as a whole, many NCAA universities and conference have different characteristics (e.g. location, number of sports, academic rankings, etc.) or educational missions that can affect international students' decisions (Popp et al., 2009). One such NCAA Division I conference is the Atlantic Coast Conference (ACC). Guided by similar mission statements, ACC member universities share similar educational and athletic missions. With this in mind, the present research will explore international ACC athletes' motivations to compete. Also, a runner from Kenya and a volleyball player from Brazil can have different reasons to compete for an NCAA school. So there are other factors can

impact international athletes motivations to compete, for example, Popp et al.'s (2009) study found that nationalities of foreign athletes could differ their views on purpose of sport. Another goal for this study is to investigate how motivations differ based on gender, nationality, team, financial aid status and GPA.

Purpose of The Study

The purpose of this study is to examine the motivations of international athletes competing in US intercollegiate athletics, in order to determine whether there are significant differences in motivations based upon gender, nationality, team, financial aid status and GPA.

Significance of The Study

Most often, international athletes who compete in the NCAA are among the best in their country. This study can explore the motivations of ACC international athletes to compete in the United States. It is very beneficial to coaches and athletic staff. Knowing why athletes chose to compete in NCAA can provide insights for coaches and athletic administrators in modifying recruiting strategies. This in turn can enhance international athletes' experiences and contribute to the effectiveness of the athletic department.

Additionally, this study can offer insights for future discussions on international athletes' eligibility issues. Since the NCAA's definition of amateurism may not be the standard in other countries, there may be confusion about NCAA bylaws and global amateurism (Pinegar, 2010). In recent years, NCAA rules were put in place to address the issue of older and more mature international athletes and make specific changes to its Bylaws in order to control this group of college athletes. This study can examine international athlete's knowledge of NCAA rules before they travelled to the US. Thus,

the result of this study can provide some suggestions for further modifications of NCAA regulations and legislations.

Research Questions

1. What are the main participation motivations of international ACC athletes?
2. Are there significant differences in motivations based upon gender, nationality, team, financial aid status and GPA?

Limitations

The main limitation is the mobility of this study's population. International NCAA athletes in the ACC change every year. Each year, seniors graduate, while new students enroll. As a result each incoming cohort's motivations may differ from the previous academic period. In addition, not all sample sub-groups may have similar motivations.

In addition, sports in which international student-athletes compete in the ACC are limited. Certain sports, with a larger number of international participants, are more popular than others. However, one of the purposes for this study is to know about whether the motivation differs from each sport, comparisons will be made between every sport. Therefore, the number of international participants for those less popular sports can be too small to adequately represent all the populations.

Delimitations

This study will only be conducted in the Atlantic Coast Conference. The ACC international college athletes are not representative of the entire population in NCAA Division I conferences.

Definition of Terms

Atlantic Coast Conference (ACC) – A collegiate athletic conference in the United States.

The ACC sanctions competition in twenty-five sports in Division I of the National Collegiate Athletic Association for its twelve member universities. (Atlantic Coast Conference, n.d.a)

Financial Aid – Financial Aid is funds provided to student-athletes from various sources to pay or assist in paying their cost of education at the institution. (NCAA, 2011a)

Full Grant-in-Aid – A full Grant-in-Aid is financial aid that consists of tuition and fees, room and board, and required course-related books. (NCAA, 2011b)

International NCAA Athlete – NCAA athletes who have completed any portion of their secondary education in a non-United States educational system. (National Collegiate Athletic Association, 2010)

National Collegiate Athletic Association (NCAA) – A voluntary organization through which the nation's colleges and universities govern their athletics programs. It is comprised of institutions, conferences, organizations and individuals committed to the best interests, education and athletics participation of student-athletes. (NCAA, n.d.)

Non-Resident Alien – A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. (Baylor University, n.d.)

CHAPTER II

REVIEW OF LITERATURE

Atlantic Coast Conference College Athletes

The Atlantic Coast Conference (ACC) is one member conference of NCAA. It was founded on May 8, 1953 (ACC, n.d.b). Currently, it has twelve member universities and colleges, which are research targets for this study. The future membership won't be counted into my study. It provides championships in twenty-five sports and shares the value of maximizing educational and athletic opportunities for its college athletes (ACC, n.d.c).

“The 12 ACC members are best-known institutions in the country and all located along the Atlantic Ocean Coast. They not only are banded together in an effort to flex their collective athletics muscle, but also take advantage of all athletic relationships to build and foster international relationships in academic domain. They use some approaches to enhance their academic opportunities and explore the scope to international affairs, including some collaborative study-abroad programs.” (McKindra, 2006)

From the information on all the schools' athletic department websites, there are 386 college athletes, whose nationalities are not USA, enrolled at ACC universities (180 males and 206 females) for the 2012-2013 academic year, percentages similar to those found throughout NCAA Division I (NCAA, 2010). The number of athletes varies from university to university, with Florida State University having the most (n = 66), while

Georgia Institute of Technology has the least (n =19). The ACC's foreign college athletes participate in 16 sports, including such well-known sports as basketball and field hockey, but also a less-well-known sport – fencing. Tennis has the most college athletes from foreign countries, but track and field, and soccer also have many international athletes.

With the increasing number of international NCAA athletes, there has been an increasing amount of research on their motives, migration patterns and attitudes (Love & Kim, 2011; Popp, 2006). Since motivators for international NCAA athletes' participation may be related to other aspect of their lives, the literature review will start with an overview of how international NCAA athletes recruited and why they motivated, then it will take a look at some previous research on these motivational factors and what to expect in the future.

International Recruitment

Coaches always seek athletically talented players, since such players are a vital component of a team's success. Sometimes, successful recruiting can help teams win championships, boost donations and receive increased resources (Trendafilova, Hardin, & Kim, 2010). Bale (1991) noted modern sport is a global phenomenon, as is recruiting. The recruitment of international college athletes began with the recruitment of some Canadian field and track athletes in early years of the 20th century (Garant-Jones et al., 2009). Since then, international college athletes have become an integral part of many US intercollegiate sports. Between 1940 and 1970, only eight NCAA men's singles champions in tennis came from out of this country. But in the past three decades much has changed, with half of the top 125 singles players in Division-I now being foreigners (Wilson, & Wolverton, 2008). In another sport, (men's soccer) UC-Santa Barbara was 2-

17 in the year of 1999. In 2005, coach Tim Vom Steeg began to recruit players from New Zealand, Ghana, Canada, England, Jamaica, Ireland, and Mexico. In 2006, UC-Santa Barbara won the NCAA Division I national championship with a starting lineup that was nearly half international players (Wilson, & Wolverton, 2008).

Institutions recruit international athletes for two main reasons: their athletic ability and their rich cultural experiences (Kontaxakis, 2011). Most international athletes have experiences in a club-oriented system, which is often more competitive than US scholastic sports (Asher, 1994). For example, the European sport system is a pyramid structure with promotions and relegations (European Commission, 1999). A club, which is at the bottom level, can qualify for a championship on a national or international level by winning promotion. However, it can also be relegated, if it finishes in a league's lower tier. This open system gives European athletes more chances to compete at higher level, and gain international experience (European Commission, 1999).

Also some of them represent the top level of that sport in their home nations, and competed in the international games for their home countries at their young ages (European Commission, 1999). For example, the triangle European sport system allows national sport federations cooperate and organize international competitions among various sports (European Commission, 1999). In the London Olympics, a total of 59 current or former college athletes of NCAA, NAIA, or NJCAA institutions won an Olympic medal (Lewis, 2012). Increased maturity levels from such athletic experiences can bring confidence to their domestic peers and enhance team performance (Ridinger, & Pastore, 2000).

In addition, NCAA coaches recruit athletes from other countries, because they cannot find enough elite domestic athletes (Wilson, & Wolverton, 2008). In hopes of winning, coaches fill out their rosters with the most competitive athletes they can find. But the supply of high quality college athletes differs from state to state. Some states have less population from which to draw elite athletes. This variance in the athlete supply and the demand curve forces coaches to go abroad in search of athletic talent (Kontaxakis, 2011). Since more elite American players in golf, tennis and soccer are turning pro after high school, this results in less domestic talent (Wilson, & Wolverton, 2008). These factors have let more international college athletes competing in NCAA sports.

Another reason why many coaches are recruiting international athletes is because their turnover ratio is very low (Garant-Jones et al., 2009), which means not many athletes leaving school early or dropping out. International athletes are also less savvy about recruiting. They don't have predetermined ideas about which schools are final destinations, so they come in with blank slate and judge things more objectively (Hosick, 2009). While high caliber domestic athletes may be heavily recruited by a number of schools, and they have much tied up in the prestige of the name of the school (Hosick, 2009).

As recruiting has become more competitive, many schools pursue the same select athletes. Even though a school may spend a lot of money and time recruiting select athletes, there is no guarantee these athletes will all commit to one school. It has become common for a top athlete to keep schools in the dark about his/her plans (Garant-Jones et al., 2009).

In this environment it takes less resources to recruit a top overseas athlete. Just e-mails may bring a good international athlete to an American university. Some coaches have now begun to travel overseas and use international scouting services to find athletes from other countries (Wilson, & Wolverton, 2008). In addition the Internet has made these athletes easier to find and contact.

Finally, the growth of international and domestic sports academies has allowed athletes of other countries to come to the United States at younger ages (Wilson, & Wolverton, 2008). All of these outside resources can be very helpful to small schools, which don't have the same financial resources as big programs (Hosick, 2009).

Motivational Factors

Coaches are eager to bring more talents to the US competing for them, in order to win championships. But if international athletes want to experience US college life, they will encounter many cultural differences including language, food, customs, and social patterns. Therefore, they must be motivated to come to the US.

Academic Factor. There have been several studies on international college athletes' motivations seeking for NCAA athletic opportunities (Bale, 1987; 1991; Garant-Jones et al., 2009; Love & Kim, 2011; Popp, 2006; Weston, 2006). Obtaining a college degree is an important motivation for many international athletes to compete (Stidwell, 1986). Most international NCAA athletes tend to be grateful for the chance to earn a college degree (Bale, 1991). In a club system, most of them found it difficult to train while holding down a full-time job or attending school (Rubingh, & Broeke, 1998). In addition, selection mechanisms for higher education in some foreign countries are very strict. The opportunities for students to go to college are often very limited (Bale, 1991).

Within this context, Bale (1991) found international athletes to be highly motivated to seek overseas alternatives to earn a college degree.

The presence of these motivational factors has been supported by more current research (Popp, 2006; Ridinger, & Pastore, 2000). Exploring international student-athletes' adjustment to American colleges and universities, Ridinger and Pastore (2000) developed factors associated with international athletes' adjustment. Comparing international athletes to two sub-groups: international students and domestic college athletes, they found international NCAA athletes tended to put more priority on their academics. Ridinger and Pastore (2000) referred to this priority on academics as a personal dimension for international NCAA athletes. Further, Popp (2006) found international NCAA athletes place a higher importance on academic achievement than their peers.

Athletics Factor. Many factors related to athletics can be important for international athletes. Just as coaches like to recruit talented athlete, young players also prefer to play in the best facility and enjoy the best training and coaching. Bale (1991) found international athletes wanted to come the United States because many times they didn't have great training facilities and medical staff, when compared to US colleges. Simply put, perceived shortcomings at home make international athletes open to exploring opportunities in the US. The superior athletic facilities and medical services provided within many US college athletic departments are attractive (Bale, 1991). Meanwhile, the traditional sport club system in some European countries, with emphasis on social integration, discourages potentially good athletes who get caught up in socializing during workouts rather than hard training (Rubingh, & Broeke, 1998).

Later, some research found the availability of athletic Grant-in-Aids (GIAs) is another reason many international athletes identified as why they came to the United States (Garant-Jones et al., 2009). When athletes from impoverished countries learn they can earn a college degree and compete at a high level athletically – all while not having to paying any fees, many cannot believe such a system exists (Garant-Jones et al., 2009).

Additionally, the attraction of an athletic GIA was mentioned in the typology of migrant labors developed by Love and Kim (2011), who noted while professional soccer players in Europe can earn quite large salaries, NCAA rules prevent collegiate athletes from being paid. Even though there is a large difference between economic rewards for international athletes in US colleges and professional soccer, Love and Kim (2011) still found GIAs motivated international athletes to come to the United States. For many athletes, collegiate sport in the US has less financial risk than attempting to compete at a high level in their home country (Love, & Kim, 2011).

In addition to financial incentives, research also examined the role a coach has in recruiting international athletes to US college athletic programs. Ridinger and Pastore (2000) noted a strong interpersonal relationship between international athletes and coaches and teammates, and faculty plays a key role in their participation decision.

Another important factor is communication between foreign coaches and American college coaches (Wilson, & Wolverson, 2008). This helps athletes in the overseas become informed about the United States intercollegiate system. It is not uncommon for US college coaches from major universities to fly to other countries in order to recruit the athletes there (Wilson, & Wolverson, 2008). If an American coach has some contacts in that foreign country, it is easier for them to persuade athletes to consider

their program. An example of the importance of having contacts is the cross-country coach at the University of Texas at El Paso (UTEP). The coach, a gold medalist for Kenya in the 1988 Olympic Games, is well known in his native country, which is also famous for good runners. As a result of his connection in Kenya, he has been able to attract young runners from Kenya (Wilson, 2008).

Further, Ridinger and Pastore (2000) found athletes' expectations about a program are closely related to their decisions to participate in US collegiate sports. To a degree, the Internet has given athletes who have never been to the US more information about US college athletic programs. Also, some top foreign sport officials now tour colleges in the United State to gather information and help determine where they should direct their country's top athletes. If these officials develop a favorable impression of a program, it's more likely top athletes from that country will choose a particular US college athletics program (Wilson, & Wolverton, 2008).

Social Factor. Social motivational factors are also important for international athletes to join the United States collegiate sports according to many studies (Garant-Jones et al., 2009; Love, & Kim, 2011; Popp, Love, Kim, & Hums, 2010; Ridinger, & Pastore, 2000). Besides the desire to enhance their academic and athletic abilities, athletes also want to specifically enhance their English proficiency. Love and Kim (2011) noted the importance place upon gaining English language proficiency by foreign athletes whose native language is not English. These non-English-speaking athletes found if they can learn English, it will be easier for them to get a job in the future in their home countries (Love, & Kim, 2011).

Another social factor is defined as cultural distance, which refers to differences

between the US college culture and the culture that international athletes grew up with (Ridinger, & Pastore, 2000). Love and Kim (2011) identified the strong desire some international athletes from Europe had in experiencing American culture. When they are young, many of these athletes may have often already lived or competed in the United States. As a result, engaging in the US culture is an important motivator for this group of athletes. To capture these life experiences, Popp et al. (2010) revised Ridinger and Pastore's model (2000), adjusting it for international college athletes' desire for independence. In his new model, Love and Kim (2011) added the desire of international athletes to grow up by getting out on one's own.

Influence of Others. In Popp et al.'s (2010) revised model, the influence of others was identified as a critical motivating factor. Specifically, family support was identified as affecting international college athletes' decision to participate the NCAA (Popp et al., 2010). For international students, who do not play sport in colleges and universities, the family support is the most important concern (Popp et al., 2010). In addition, contact with extended family members is one of the greatest concerns for international students (Parr, Bradley, & Bingi, 1992). This is also true for international college athletes. In Popp et al.'s (2010) research, several participants expressed the decision to study and compete overseas is made by their parents first, then by themselves. Athletes coming from other countries have family members, living or studying in the US, who may encourage them to compete in US collegiate athletics (Wilson, & Wolverton, 2008).

Not only can families motivate athletes to come to the US, but peer influence can also be a factor in foreign athletes coming to the US (Popp et al., 2010). For example, in

1997 the University of Minnesota recruited a Mexican gymnastic champion as a freshman, and this athlete helped MINNESOTA won the NCAA national championship for the first time (Wilson, & Wolverton, 2008). After she graduated, another gymnast from Mexico joined the team. University coaches and administrators understand recruiting one well-known player from a country can result in friends, athletes and students from that country coming to their university (Wilson, & Wolverton, 2008). In 2008 professor Matt Mitten, director of Marquette University's National Sports Law Institute noted, "Recruiting foreign athlete may well help attract non-athlete students from the same country" (Wilson & Wolverton, 2008).

Other Factors. While Garant-Jones et al. (2009) identified four motivational factors: (a) academic, (b) athletic, (c) social/environmental factor, and (d) influence of others, she tried to figure out which motivational factor was the most important to international NCAA athletes. In her study, each motivational factor is broken into several aspects. For example, athletic motivations include coaches, training facilities, past championships, and level of competition. And, Garant-Jones et al.'s study (2009) supported previous research that international college athletes are highly motivated by academic and athletic factors, including GIAs and quality of training facilities. In addition, social/environmental factors were key motivators of international NCAA athletes.

Garant-Jones (2009) also found a university's reputation, both academically and athletically, was a factor in international athletes choice of NCAA institution to attend. As American universities continue to develop as international brands, more international athletes are becoming aware of US universities. With the global reach of television and

the Internet, universities that are on television (e.g. ESPN, etc.) stand out and get known by more international athletes.

Long-Term Concern Factors. While Garant-Jones et al.'s (2009) study examined a number of motivators for international NCAA athletes to compete in the US, there are additional factors that while not significant in her research that deserve examination. One growing trend, identified by Love and Kim (2011), is international athletes tend to make decisions to achieve long-term goals. Because the uncertainty of the future, foreign athlete cannot guarantee they can be successful at a professional level. Therefore, they look for a place that can emphasis on them as a whole person and help them become well round. That's why international athletes place more importance on the school services, not just with athletic and academics but also with arts, technology and other interests (Hosick, 2009).

Love and Kim (2011) identified these international athletes as migrants and placed them into two categories, settler and returnee, based on the international college athletes' future plan. Settlers are those athletes who plan to remain in the US after completing their collegiate career. This group of athletes seeks opportunities to find jobs, go to graduate school, or continue their professional career after graduation from American colleges and universities. In contrast to settlers, returnees plan to return to their original countries immediately after their undergraduate athletic career. They have desire to return their own countries for the future athletic development (Love, & Kim, 2011).

Although these two categories are completely different, the attitudes of athletes may shift during their time as collegiate athletes. Few international athletes have specific plans before they come to the US (Love, & Kim, 2011). No matter whether they plan to

settle or return, international athletes tend to value the future more and were more likely to set long-term goals instead of short ones (Love, & Kim, 2011).

While many studies have analyzed factors that influence international college athletes' decision to come to the US, few have examined if these factors differ based upon such factors as gender, nationality, type of sport and GPA. Unruh, Unruh, Moorman, and Seshadri (2005) found domestic college athletes in low profile sports had lower levels of satisfaction than international athletes, but they determined level of competition (e.g. NCAA division) did not influence level of satisfaction.

Because international athletes come from different backgrounds, play various sports, and make friends with all kinds people, it is important to explore how various socio-demographic variables may be related to their motivations. This research will explore the motivational factors of international athletes competing in US intercollegiate athletics and provide additional insights into how motivations vary according to demographic variables. These findings will not only help coaches and administrators better understand international college athletes' academic and athletic experiences in the United States, but will also contribute to our understanding of which factors may result in increased levels of satisfaction.

CHAPTER III

METHODOLOGY

The purpose of this study was to examine the motivations of Atlantic Coast Conference international athletes in order to determine whether there are significant differences in motivations based on chosen demographic variables. The specific research questions are: 1) What are the main motivations of international athletes to participate in collegiate sport in the ACC? 2) Are there significant differences in identified motivations based upon gender, nationality, team, and financial aid status?

Research Setting

This study's population consists of international athletes who spent any part of their secondary education outside the United States and are now attending and competing in varsity athletics at an Atlantic Coast Conference member school. In the year of 2012, there are 386 "non-resident" athletes in the Atlantic Coast Conference schools participated NCAA collegiate sports. But since some of them completed their secondary education within the United States, they will be omitted from the study population.

Table 1. *Number of International Athletes at ACC Schools*

	Male	Female	Total
Boston College	16	14	30
Clemson	12	18	30
Duke	13	20	33
FSU	31	35	66
GT	11	8	19
Maryland	13	16	29
NC St.	16	13	29
UMiami	11	22	33
UNC	14	19	33
UVA	15	16	31
VT	16	15	31
WF	11	10	21
Total	180	206	386

Table 2. *Number of ACC International Athletes in Each Sport*

	Male	Female	Total
Baseball	1	N/A	1
Basketball	14	11	25
Fencing	2	0	2
Field Hockey	N/A	30	30
Football	16	N/A	16
Golf	17	21	38
Ice Hockey	2	N/A	2
Lacrosse	4	2	6
Rowing	N/A	25	25
Sailing	1	N/A	1
Soccer	28	18	46
Softball	N/A	2	2
Swimming and Diving	18	16	34
Tennis	43	36	79
Track and field	34	35	69
Volleyball	10	N/A	10
Total	190	196	386

The lead “student-athlete development” administrator at each ACC member university athletic department were contacted to facilitate survey distribution and

collection. The email message, which includes the questionnaire and an informed consent statement that all subjects were asked to read and acknowledge their understanding of, was forwarded to subjects by each participating university.

This study has two parts in its questionnaire. The first part consists of demographic items, including gender, nationality, team, financial aid status, athletic and academic eligibility year in school, high school location, and GPA.

The second part will be items that may or may not be contributed to motivations for ACC international athletes participated in collegiate sports in the US Garant-Jones et al. (2009) ran an exploratory factor analysis to identify the underlying relationships between 52 variables in her questionnaire. It indicated 28 items whose loading scores were above 0.5, could be reduced to seven influencing factors: (1) Services, (2) Athletic, (3) Influence, (4) Environment, (5) Reputation, (6) Independence, and (7) Possible Financial Aid. So this study used these 28 items in the questionnaire. Participants would be asked to rate the importance of each item, which influenced their choice of coming to compete in the ACC, on a 7-point Likert scale ranging from “Not important at all” to “Extremely important”.

Table 3. *Motivational Factors*

Factor	Items
Factor 1 – SERVICE	<ul style="list-style-type: none"> • Closeness of athletic • Athletic therapy resources/Personal trainers • Information Technology operations • Academic advising opportunity • Workout facilities • Library Resources • Program of study at colleges • Campus dining and meal plan opportunities
Factor 2 – ATHLETIC	<ul style="list-style-type: none"> • Competition level of US athletics • Athletic facilities in the United States • NCAA college conference • Reputation of United States Coaches • Exposure to professional leagues • Sport season schedule • Chance to play year-round
Factor 3 – INFLUENCE	<ul style="list-style-type: none"> • Siblings’ experiences at US College • Your parents past success in athletics in US • Home country’s coach college experience
Factor 4 – ENVIRONMENTAL	<ul style="list-style-type: none"> • Location of US College • Size of city • Weather/Climate of City
Factor 5 – REPUTATION	<ul style="list-style-type: none"> • Academic reputation of college • Reputation of athletic department of college • Academic support for student-athletes • Current team members

**Factor 6 –
INDEPENDENCE**

- Possibility to leave parental influence at home
- Chance to gain independence from home

Factor 7 – Financial Aid

- Possibility of Grant-in-Aid
-

Data Analysis

The data collected by the survey would be analyzed by SPSS. Descriptive statistics are utilized to summarize the sample's demographic variables. In order to answer the first research question, influencing factor means would be calculated and ranked from the most important to the least important.

Five multivariate analyses of variance (MANOVA) would be performed to assess if there are significant differences in motivational factors means based on demographic variables. In each MANOVA test, group means on each motivational factor scores are dependent variables. In addition, subgroups under five demographic variables, including gender, nationality, team, financial aid status and GPA, are the independent variables.

CHAPTER IV

RESULTS

This study included 12 ACC schools for 2012-2013 Season. The enrollments for each school are ranging from approximately 4,775 to 32,201.

In the National University Academic Rankings from the US News and Words Report, 7 institutes are ranked as top 50 universities and colleges, and only one school is not in the top 100 (National University Rankings, n.d.).

Demographic Variables

There are 386 non-resident student-athletes were identified through every team roster. However, only 260 email addresses were made public. And 77 of them finished the survey, with a response rate of 30%. Among all the surveys collected back, 6 participants addressed that they attended high school in the United States, which weren't be counted as the objectives for this study. Thus, the sample size for this study is 71.

In total, 21 male and 50 female completed the questionnaire. And the sample was comprised of 21 freshmen, 22 sophomores, 16 juniors, 10 seniors, and 2 graduate students. The majority of them had full Athletic Grant-in-Aid (66%), and 15 student-athletes (21%) said they had partial Athletic Grant-in-Aid. The remaining nine students (13%) were identified as no Grant-in-Aid. But four of those non-athletic scholarship student-athletes had scholarships outside sports. Also, the average GPA of all the survey

participants is 3.25. The average age of all the subjects is about 20-year old, with a range from 18 to 25.

Table 4. *What is your gender?*

Gender	Frequency	Percent
Male	21	29.6%
Female	50	70.4%
Total	71	100%

Table 5. *Which type of athletic Grant-in-Aid, if any, are you receiving while participating at your current institution?*

Financial Aid Status	Frequency	Percent
Full Athletic Grant-in-Aid	47	66.2%
Partial Athletic Grant-in-Aid	15	21.1%
No Athletic Grant-in-Aid	9	12.7%
Total	71	100%

All the respondents are coming from 25 different countries. Most ACC international student-athletes come from United Kingdom (15%) and Canada (14%), followed by Germany (11%), Australia (7%), and New Zealand (6%). Eleven sports were identified for international student-athletes to participate. Almost half of them are competing in Track and Field, Tennis, Field Hockey, Swimming and Soccer.

Table 6. *In what sport do you participate in as a NCAA athlete?*

Sports	Frequency	Percent
Basketball	2	2.8
Field Hockey	9	12.7
Football	1	1.4
Golf	5	7.0
Rowing	5	7.0
Soccer	7	9.9
Softball	1	1.4
Swimming	8	11.3
Tennis	10	14.1
Track and Field	20	28.2
Volleyball	3	4.2
Total	71	100.0

Results of Research Questions

Descriptive statistics are used to answer the first research question. (See the Table 7) Among all the 28 items, the highest mean is the competition level of US athletics with a score of 6.23. The institution's academic reputation ($u=6.13$) and the reputation of athletic department of college ($u=5.95$) are also identified as important motivational items for ACC international college athletes to compete in the United States.

While parents past success in the US athletics has the least impacts on international student-athletes, with an average importance scale at 1.89. The siblings' experience ($u=2.32$) and home country's coach experience ($u=2.48$) are also ranked very low to motivate international student-athletes to compete overseas.

Table 7. *Means of Motivational Items*

Motivational Items	Mini- mum	Maxi- mum	Mean	Std. Deviation
-Closeness of athletic facilities to campus	1	7	4.86	1.73
-Athletic therapy resources/Personal trainers	1	7	5.15	1.56
-Information technology operations	1	7	4.20	1.56
-Academic advising opportunity	1	7	5.07	1.54
-Workout facilities	3	7	5.86	1.13
-Library resources	2	7	4.44	1.34
-Program of study at colleges	3	7	5.80	1.23
-Campus dining and meal plan opportunities	1	7	4.35	1.71
-Competition level of US athletics	1	7	6.30	1.06
-Athletic facilities in the United States	1	7	5.82	1.39
-NCAA college conference	1	7	5.46	1.58
-Reputation of United States coaches	1	7	4.99	1.87
-Exposure to professional leagues	1	7	4.38	2.08
-Sport season schedule	1	7	4.48	1.87
-Chance to play year-round	1	7	4.65	1.97
-Siblings' experiences at US college	1	7	2.51	2.10
-Your parents past success in athletics in US	1	7	1.87	1.53
-Home country's coach college experience	1	7	2.66	1.84
-Location of US college	1	7	4.86	1.75
-Size of city	1	7	4.01	1.68
-Weather/Climate of city	1	7	5.11	1.67
-Academic reputation of college	3	7	5.96	1.19
-Reputation of athletic department of college	3	7	5.90	1.06
-Academic support for college-athletes	1	7	5.45	1.53
-Current team members	1	7	4.97	1.95
-Chance of leaving parental influence at home	1	7	3.37	1.93
-Chance to gain independence from home	1	7	4.17	2.01
-Possibility of Grant-in-Aid	1	7	5.48	1.88

Because Garant-Jones et al. (2009) did an exploratory factor analysis and found those 28 items fell under 7 factors. Therefore, the group mean of each factor was also calculated. The Reputation Factor became the one that motivates ACC international

college athletes the most ($u=5.61$). And the Scholarship Factor and Athletic Factor also have relatively large impacts on international college athletes' college decisions. But ACC international college athletes didn't view the Influence Factor and Independence Factor as important motivational factors for them to compete. Table 8 ranked all the Factors from the most important to the least important.

Table 8. *Group Means for Motivational Factors*

Motivational Factor	N	Minimum	Maximum	Mean	Std. Deviation
Service	71	2.63	6.88	4.9665	1.05
Athletic	71	1.00	7.00	5.1529	1.29
Influence	71	1.00	6.00	2.3474	1.57
Environmental	71	1.00	7.00	4.6620	1.42
Reputation	71	3.00	7.00	5.5704	1.02
Independence	71	1.00	7.00	3.7676	1.86
Scholarship	71	1.00	7.00	5.4789	1.87

Assumptions of MANOVA

The second research question is looking for whether there are significant differences in identified motivational factors based upon gender, nationality, team, financial-aid status and GPA. So in order to answer this question, five MANOVA tests were conducted through SPSS.

Dependent variables are all the same in every MANOVA test, which are group means of seven motivational factors. For the first MANOVA, gender is the independent variable, and the null hypothesis will be rejected at the level of 0.05. Because Wilks $\Lambda = 0.09$, p -value=0.530, it reveals gender doesn't have a significant effect on motivational factors.

In the second MANOVA test, all the countries collected from the surveys are broken into 5 geographic regions based on their continents. These regions are labeled as follows: North America (N=16), South America (N=2), Europe (N=41), Oceania (N=9), and Africa (N=3). (See Table 9) So international student-athletes' nationalities are independent variables. Through the results, it shows Wilks $\Lambda=0.641$, $p\text{-value}=0.44$. Thus, international student-athletes' nationalities have no significant effects on any motivational factors.

Table 9. *Nationality*

Geographic Regions	Countries
North America	Canada, Bermuda, Curacao, St. Kitts
South America	Brazil, Columbia,
Europe	Belgium, Denmark, England, France, Germany, Ireland, Norway, Russia, Scotland, Serbia, Slovenia, Spain, Sweden, The Netherlands, Turkey
Oceania	Australia, New Zealand
Africa	Kenya, Nigeria, South Africa

For the third MANOVA test, the sport that student-athletes played in the United States is served as the independent variable. Among collected samples, all the sports that international student-athletes participated in are listed as follows: Track and Field (N=17), Tennis (N=11), Field Hockey (N=7), Volleyball (N=2), Soccer (N=7), Others (Football and Softball, N=2).

Because Wilks $\Lambda=0.171$, $p\text{-value}<0.05$, there are significant differences between different sports players in motivational factors. Then the univariate F-test reveals that the Service Factor ($p\text{-value}=0.001$) and the Reputation Factor ($p\text{-value}<0.05$) are the two motivational factors that make different sports players have different motivational levels.

Since the independent variable has more than two levels, it is necessary to run a Tukey Post Hoc test to find out which specific sports are significantly different from each other. The results of the first Tukey Post Hoc test show Soccer players' mean score for the Service Factor is significantly different from the group means of Basketball players ($p\text{-value}=0.025$), Field Hockey athletes ($p\text{-value}=0.008$), Volleyball players ($p\text{-value}=0.025$) and the other sports players ($p\text{-value}=0.029$). And another Tukey Post Hoc test reveals the significant differences of the Reputation Factor existed between Field Hockey athletes and Soccer players ($p\text{-value}=0.038$) and Swimming athletes ($p\text{-value}=0.013$). The significant differences also existed between Volleyball athletes and Soccer players ($p\text{-value}=0.026$), Rowers ($p\text{-value}=0.037$) and Swimmers ($p\text{-value}=0.013$).

The fourth MANOVA test utilized the financial aid status as the independent variable. The results show Wilks $\Lambda=0.674$ and $p\text{-value}=0.029$, which is also less than 0.05. So it means the financial aid status makes a significant difference on international student-athletes' motivational levels for some motivational factors. And the univariate F-test shows the Scholarship Factor ($p\text{-value}=0.006$) is the only motivational factor that was affected by athlete's financial aid status. Because student-athletes' financial aid status has three levels, the Tukey Post Hoc test was conducted and found there were significant differences in Scholarship motivational levels between Full Athletic Grant-in-

Aid athletes and No Athletic Grant-in-Aid athletes (p -value=0.006), as well as between Partial Athletic Grant-in-Aid athletes and No Athletic Grant-in-Aid athletes (p -value=0.015). In other words, if students have Full or Partial Grant-in-Aid, they view the motivational factor of Scholarship more important than the students without any Grant-in-Aid.

The last MANOVA test is to assess if there are significant differences in motivational factors based on student-athletes' GPA. The grades are divided into three groups, which are labeled as A (GPA: 3.50-4.0), B (GPA: 3.0-3.49), and C (GPA: 2.5-2.99). As Wilks Λ =0.800, p -value=0.412, it can be told that no significant differences in every motivational factor based on ACC international student-athletes' grades.

CHAPTER V

CONCLUSION

Discussion

This study wants to find out the participating motivations for international student-athletes in the Atlantic Coast Conference and whether there are significant differences in motivations based upon gender, nationality, sports, financial-aid status and GPA. Some previous studies showed that international athletes could be less motivated by the competitiveness of university sport (Popp et al., 2009). However, in this study, the competition level of US athletics is the most important reason for international student-athletes to compete overseas. In the United States, collegiate sports often represent the highest level of athletic participation. Here, most foreign athletes compete in Track and Field, Tennis, Field Hockey and Swimming. The overall US competitiveness of these sports is at the top level of the world. Especially for the Track and Field athletes and Tennis players, they have really great chances to go pro in the United States and compete at the next elite level of their sports.

Meanwhile, this study also suggested the academic reputation of college could be important for ACC international student-athletes, when they chose to study and play sports abroad. Although Bale (1987) suggested academic achievement is a critical motivation for many international student-athletes, the importance of the academic reputation has not been really addressed until Garant-Jones et al.'s study (2009). In this

study, most schools have good academic reputations. Also, the average GPA for all the survey participants is high, with a mean equals 3.25. So it is not surprising to find out the reputation of academic is very important for this group of student-athletes in this conference. When the debate on academic excellence becomes an issue among the NCAA division I schools, international student-athletes seem to place more priorities on their academics.

The college's athletic department reputation is also an important motivation. The new comers start to know more about the system and structure of the United States collegiate sports. And their more knowledge about the NCAA structure also reflected in the increasing importance placed on the NCAA college conference. So the fair and healthy competition environment within the conference and the great reputation of college's athletic department can both motivate athletes from foreign countries.

Although the Reputation Factor, which includes academic reputation, athletic department's reputation, academic support and current teammates, is ranked as the most important motivation for ACC international student-athletes in this study, it is interesting to find players of Swimming, Rowing and Soccer didn't rank this factor as high as athletes from other sports. In fact, they didn't give low scores for all the four motivational items under the Reputation Factor, but just for the academic support and current team members. One big reason could be they have many walk-on athletes from campus, especially for Rowing. And many of these athletes were not recruited from high school and didn't receive scholarships for playing sports. So they participated collegiate sports in order to enrich their college experience. Just as Popp et al.'s study (2009) identified international student-athletes were more participation and health benefits oriented than

their domestic peers. Meanwhile, they may not be aware of the importance of academic support provided to the student-athletes, since most foreign athletes in these three sports have high GPA (above 3.5). That's why they didn't view the current team members and academic support as important motivational reasons for them to compete in the United States.

Another big motivational factor will be the Scholarship Factor. The possibility of a scholarship is the main influencing factor in many previous studies. (Garant-Jones et al., 2009) It is also true in this study. And it indicates the financial aid status is the only independent variable that affects international student-athletes' motivational levels on the Scholarship Factor. Student-athletes who don't have scholarships view the Scholarship Factor less significant than their foreign peers with full or partial athletic Grant-in-Aid. It means if the student-athletes can get better education opportunities, they would love to give up the scholarship to chase for academic excellence. It's also interesting to find among the nine student-athletes without athletic scholarships, four of them have the scholarship provided from other departments. Therefore, this is another factor to support international student-athletes' priority on academics.

Not only the competition level of US athletics motivates foreign athletes to compete here, the Athletic Factor, which has a group mean above 5 in a 7 Likert scale, is also viewed as important for international athletes competing in the US. For example, the subjects ranked both the athletic facilities and NCAA college conferences as important motivations. Recent years, the construction of new facilities has boomed in the intercollegiate athletics (An Arms Race, n.d.). From the results of this study, great facilities played a moderate role to motivate international student-athletes participate in

their current institutions. And since this foreign group of athletes knew better about the intercollegiate athletics in the United States, they started to pay more attention on the NCAA conference that their schools affiliate to. They do not only want to play for a great sport program, but also would like to play at a more consistent level with competitive environment.

The Service Factor is also ranked highly amongst influencing factors. International student-athletes put much emphasis on all aspects of their college experience (Popp et al., 2009). At the same time, some significant differences were found between different sports players. Soccer players placed significantly less focus on the Service Factor than Basketball, Field Hockey and Volleyball players. It is well known that the Europe soccer market is really big. The owners of soccer clubs always invest a large amount of money on their professional development. So their services, such as the work out facility, technology operations, personal trainers and dining, should be really attractive for their player. Compared with the professional system, that's why international soccer athletes didn't find the Service Factor here to be motivated.

In addition, the Environment Factor is also somewhat important for international student-athletes. Maybe its influences are not as many as the Reputation Factor, the Scholarship Factor and the Athletic Factor, but it still has impact on ACC international student-athletes. Since the survey is anonymous, the number of participants in each school cannot be identified. But Florida State University has the most international student-athletes (N=66) in the ACC, there may be a potential relationship between the Environment Factor and the motivations for foreign student-athletes to compete in the US.

On the contrary, Neither the Influence of Others Factor nor the Independence Factor was recognized as reason for ACC international athletes to choose to compete in the United States. The reason for behind this might be most student-athletes are the first generation of their families that study and compete abroad. Their parents may not have any overseas competing experience or any affiliations with American universities as the domestic student-athletes' parents do. At the same time, most of international student-athletes come from Europe and grow up in a club system, so they have a lot of chances to compete at national levels. They might start to gain independence from childhood when they represented their home countries to compete overseas. And the earlier international experiences make them less motivated by the Influence Factor and the Independence Factor.

Implication

This study brought up many implications for coaches who want to bring in international student-athletes for their programs. Since the easiest way for international student-athletes to know about their future schools is through the Internet, the school's website or athletic department's web page can include some useful information for their recruits, for example, the ranking of school's academics and athletics, facilities around the campus and the local life. Moreover, coaches should let foreign athletes know more about extra services that colleges provide to student-athletes. Sometimes, these foreign young people may not be able to come to school for a visit, they could miss some important information, such as the chance to develop their personal leadership, the academic support and even career development opportunities.

Although the Scholarship Factor is still an important influencing factor to attract international student-athletes, it is not the only determinant in this study. More and more student-athletes realized they could receive many great services either from the athletic department or the campus-wide organizations, especially for the athletes who may not have any athletic Grant-in-Aid, they are much more motivated by other influencing factors.

Another important take away point is current impacts of intercollegiate athletics in the United States became larger in the worldwide than decades ago. This did not only reflect at the number of international student-athletes enrolled in American colleges, but also exemplified on the increasing knowledge and acceptance of the whole intercollegiate athletic system. The eligibility issues of international student-athletes have risen in the past few years. But if this regulation can be known by athletes from other countries earlier, they won't be turned away from participating in US collegiate athletics because of some inappropriate exposures to professional sports.

This study also gives athletic administrators some thoughts about the purpose of intercollegiate athletics. Nowadays, whether the education is still the primary focus of NCAA has been an ongoing debate. But the results from this study show that college's academic reputation and academic programs are both very important for international athletes to participate in the US collegiate sports. So from this viewpoint, the academic excellence is still a very important part of the intercollegiate athletics.

Limitation

The lack of literature in this field is one limitation for this study. Although more and more student-athletes from other countries appear on the US college sport fields, the

real research on this group of student-athletes is still limited. This number of international student-athletes may be small right now, but it may bring future impacts to the intercollegiate athletics in the United States.

Another limitation is the access to international student-athletes. During the study, couple schools have their own department policy that makes their student's email addresses not public. And the policy also regulates their school staff cannot send out the outside surveys to their students. This makes the actual accesses to international student-athletes in the Atlantic Coast Conference very limited. So even the response rate is about 30%, the number of the whole survey participants is still relatively small.

Because of the limitation to reach out to all the student-athletes in the Atlantic Coast Conference, this made the sample of this study not representative enough. For example, certain sports and certain countries didn't have any representatives in the study, but they can be found on the athletic department's website.

A third limitation of this study is the gender ratio gap between the population and the sample is relatively large. The population's gender ratio is about even. But the female participants in the survey are over twice of the male participants. This disparity can be affective the results of this study. Here, the MANOVA results show that there is no significant difference between female and male student-athletes of their motivational levels on influencing factors. But the results can be different if the proportion of male athletes is larger, especially with some male athletes from sports like basketball and football.

Recommendations

During the study, athletic administrators in the Student-Athlete Development office of each school are contacted to assist this study. Some of them have their own database, which includes all the email addresses of international student-athletes in their school. This is a great suggestion for every school. A database of international student-athletes, which has their nationalities, graduation rate and some other demographic data, will be helpful for the future management. It will also be great to know which conference or school has the most foreign athletes, and whether there are specific reasons for this popularity. So athletic administrators can use this database to keep tracking of their alumni all over the world.

Also, research about this topic can be conducted in other conferences and Divisions. All the schools in this study have very good academic reputations. But ACC international student-athletes' academic priorities can be different from the international student-athletes in other conferences. Therefore, it will be really interested to do similar research in other Division I conferences. Also, the mission statement in Division II is different from Division I, so the motivations for international student-athletes in the Division II can be different as well. And the student-athletes in the Division III don't receive any athletic scholarship. Their motivations to participate in college sports should be different from the international student-athletes in other Divisions.

Additionally, in order to know more about international student-athletes' experiences, it will be interested to conduct some follow up studies about their satisfaction. Those studies will show whether they are satisfied with their competing and study experience in the United States. These studies. And it will also help coaches to do the recruiting of next generation of athletes from foreign countries.

APPENDICES

APPENDIX A:

Atlantic Coast Conference (ACC) International College Athletes' Motivations to Compete Questionnaire

Please provide answers to the information below:

--What is your gender?

Male Female

--What is your home country? _____

--Did you attend your entire secondary education (middle school and high school) in the US prior entering American colleges and universities?

Yes NO

If yes, how many years have you been in the US.?

--In what sport do you participate as a NCAA athlete? _____

--Which type of athletic Grant-in-Aid, if any, are you receiving while participating at your current institution?

Full Grant-in-Aid Partial Grant-in-Aid No Athletic GIA

--What is your age? _____

--Which athletic eligibility year are you participating in?

Freshman Sophomore Junior Senior Other

--Which academic eligibility year are you participating in?

Freshman Sophomore Junior Senior Other

--What is your approximate cumulative Grade Point Average (GPA)?

Please rate the importance of each item listed below which influenced your choice of coming to play at your current institution. Circle the appropriate rating.

Not important at all

Extremely important

1 2 3 4 5 6 7

Factor 1 – Service

- Closeness of athletic facilities to campus
- Athletic therapy resources/Personal trainers
- Information technology operations
- Academic advising opportunity
- Workout facilities
- Library resources
- Program of study at colleges
- Campus dining and meal plan opportunities

Factor 2 – Athletic

- Competition level of US athletics
- Athletic facilities in the United States
- NCAA college conference
- Reputation of United States coaches
- Exposure to professional leagues
- Sport season schedule
- Chance to play year-round

Factor 3 – Influence

- Siblings' experiences at US College
- Your parents past success in athletics in US
- Home country's coach college experience

Factor 4 – Environmental

- Location of US College
- Size of city
- Weather/Climate of city

Factor 5 – Reputation

- Academic reputation of college
- Reputation of athletic department of college
- Academic support for student-athletes
- Current team members

Factor 6 – Independence

Chance of leaving parental influence at home

Chance to gain independence from home

Factor 7 – Grant-in-Aid

Possibility of Grant-In-Aid

APPENDIX B:

Recruiting Letter A

Dear Director of Student-Athlete Development,

My name is Rong Hua (DanDan) and I am a graduate student in the Sports Administration program at the University of North Carolina at Chapel Hill. I am currently conducting research for my master's thesis project, which examines the motivations for international student-athletes at all ACC institutions to compete, and I would like to request your help. **Your assistance will not require much time.**

Here is how I can use your help:

1. Forward an email with a link to an electronic survey to international student-athletes at your school.

I will send you the survey link, including the list of international student-athletes at your school. Surveys should not take participants longer than 20 minutes to complete. Distribution and collection should not last more than three weeks. I will be glad to share the deidentified results of my study with you once I am finished.

Please send me a return e-mail with your name, office phone number, and school so that I can contact you with further details. If you have any questions, you can contact me at rhua@live.unc.edu or via phone at 716-548-3410 (cell) or 919-843-2306 (office).

Thank you so much for your time and consideration.

Sincerely,

Rong Hua (DanDan)
Master's Candidate
The University of North Carolina at Chapel Hill

APPENDIX C:

Recruiting Letter B

Dear Director of Student-Athlete Development,

A few days ago, I spoke to you regarding the research I am conducting at the University of North Carolina-Chapel Hill examining the motivations of international student-athletes at all ACC institutions to compete. It is hoped this study will open the door to important and intriguing findings regarding the student-athletes with which you work so hard to assist. Thank you so much for your willingness to assist with this research project.

Here is e-mail below, including an introduction of this study and a link to the online survey. There is also a list of all international student-athletes at your institution attached in this e-mail. So you can send out the below e-mail to all the student-athletes on the list.

In approximately one week, I will send you another e-mail in which I will thank student-athletes for completing the survey and ask those who have not completed the survey to please try to do so. Please forward that note via e-mail to all student-athletes on the list.

I would like to sincerely thank you again for your assistance in this data collection. I know you are quite busy and I am very grateful that you have taken time out of your schedule to help with this project.

If you have any questions or would like to know the results of our study, please feel free to e-mail me at rhua@email.unc.edu or call me at 919-843-2306 (office) or 716-548-3410 (cell).

Sincerely,

Rong Hua (DanDan)
Master's Candidate
The University of North Carolina at Chapel Hill

Subject: ACC International Student-Athletes' Motivations for Competing Survey

Dear International ACC Student-Athlete:

I hope you are well.

Below is a link to an online survey, through which I hope to gather information about ACC international student-athletes' reasons for wanting to compete in US intercollegiate athletics. The information collected will help ACC coaches and administrators better respond to your wants, needs and desires. There are no known risks for your participation in this research study, and while the data will – most likely not benefit you directly – it may be helpful to the next generation of international college athletes. Your responses

will be anonymous and stored electronically (without individual identifiers) at the University of North Carolina at Chapel Hill. The survey will take less than 20 minutes to complete.

Individuals from the University of North Carolina at Chapel Hill's Department of Exercise and Sport Science, and the Institutional Review Board (IRB) may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed.

Taking part in this study is voluntary. You may skip any question for any reason. By clicking the link below, you acknowledge: **"I have read this study description and agree to participate,"**

(Click link below)

https://unc.qualtrics.com/SE/?SID=SV_0jRdcXmAe3VeGxv

If you have any questions, concerns, or complaints about the research study, please contact researcher Rong Hua at (716) 548-3410 or Dr. Richard Michael Southall at (919) 962-3507.

Sincerely,

Rong Hua (DanDan)
Master's Candidate
The University of North Carolina at Chapel Hill

APPENDIX D:

Recruiting Letter to Student-Athletes

Dear International ACC Student-Athlete:

I hope you are well.

Below is a link to an online survey, through which I hope to gather information about ACC international student-athletes' reasons for wanting to compete in US intercollegiate athletics. The information collected will help ACC coaches and administrators better respond to your wants, needs and desires. There are no known risks for your participation in this research study, and while the data will – most likely not benefit you directly – it may be helpful to the next generation of international college athletes. Your responses will be anonymous and stored electronically (without individual identifiers) at the University of North Carolina at Chapel Hill. The survey will take less than 20 minutes to complete.

Individuals from the University of North Carolina at Chapel Hill's Department of Exercise and Sport Science, and the Institutional Review Board (IRB) may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed.

Taking part in this study is voluntary. You may skip any question for any reason. By clicking the link below, you acknowledge: **"I have read this study description and agree to participate,"**

(Click link below)

https://unc.qualtrics.com/SE/?SID=SV_0jRdcXmAe3VeGxv

If you have any questions, concerns, or complaints about the research study, please contact researcher Rong Hua at (716) 548-3410 or Dr. Richard Michael Southall at (919) 962-3507.

Sincerely,

Rong Hua (DanDan)
Master's Candidate
The University of North Carolina at Chapel Hill

APPENDIX E:

Following Letter

Dear Associate Athletic Director,

Thank you so much for your help with my research project. I hope this is not adding too much to your plate.

Here is a friendly reminder below reminding student-athletes to complete their surveys. If you can forward the below message via e-mail to your student-athlete list, that would be great.

I have attached your student-athlete list and a link of the survey.

Please let me know if you are having any questions.

Again, thank you so much for your help with this project.

Sincerely,

Rong Hua (DanDan)
Master's Candidate
The University of North Carolina at Chapel Hill

Dear Student-Athlete,

Recently, you were sent a survey regarding motivations for international college athletes to compete in the Atlantic Coast Conference. The information collected from this survey will provide important details for researchers examining college athletics today.

If you have already completed this survey, thank you very much for your time. We sincerely appreciate your effort.

If you have not yet completed this survey, we ask that you please consider doing so at your earliest convenience. And you should be able to find the link of survey here. (https://unc.qualtrics.com/SE/?SID=SV_0jRdcXmAe3VeGxy)

Thank you so much for your participation with this important research.

Sincerely,

Rong Hua (DanDan)
Master's Candidate
The University of North Carolina at Chapel Hill

REFERENCES

- Asher, K. K. (1994). Multi-cultural cultivation. *Coaching Volleyball*, 18-23.
- Atlantic Coast Conference. (n.d.a). Tradition. *Atlantic Coast Conference Website*. Retrieved from <http://www.theacc.com/this-is/tradition.html>
- Atlantic Coast Conference. (n.d.b). About the ACC. *Atlantic Coast Conference Website*. Retrieved from <http://www.theacc.com/this-is/acc-this-is.html>
- Atlantic Coast Conference. (n.d.c). ACC Mission Statement. *Atlantic Coast Conference Website*. Retrieved from <http://www.theacc.com/this-is/mission.html>
- Bale, J. J. (1987). Alien student-athletes in American higher education: locational decision making and sojourn abroad. *Physical Education Review*, 10(2), 81-93.
- Bale, J. J. (1991). *The brawn drain: foreign student-athletes in American universities*. Urbana, (Ill.); United States: University of Illinois Press.
- Baylor University. (n.d.). *Institutional Research and Testing, Glossary of Terms*, Waco, Texas, Retrieved from <http://www.baylor.edu/irt/index.php?id=76636>
- Berry, J. R. (1999). Foreign student-athletes and their motives for attending North Carolina NCAA Division I institutions: Unpublished master's thesis. University of North Carolina at Chapel Hill.
- European Commission. (1999). *The European Model of Sport*. Brussels, Belgium. Retrieved from http://ec.europa.eu/sport/documents/library/doc248_en.pdf
- Garant-Jones, S., Koo, G. Y., Kim, S., Andrew D.P.S., & Hardin, R. (2009). Motivations of international student-athletes to participate in intercollegiate athletics. *Journal of Contemporary Athletics* 3, 295-314.
- Hosick, M. B. (2009). Distant Allure. *NCAA Champion Magazine*, 09 Summer 53-59.
- Kontaxakis, E. (2011). *Experiences that impact the recruitment and retention of international (non-native speaker of English) student-athletes in NCAA Division Institutions* (Doctoral dissertation). Indiana State University, Terre Haute, Indiana.
- Knight Commission on Intercollegiate Athletics. (n.d.). *Construction in college sports: an arms race?* Retrieved from <http://www.knightcommission.org/collegesports101/chapter-4>
- Love, A., & Kim, S. (2011). Sport Labor Migration and Collegiate Sport in the United States: A Typology of Migrant Athletes. *Journal Of Issues In Intercollegiate Athletics*, 90-104.

- Lewis, T. (2012, August 13). *Nearly 60 Medals Won by U.S. Track & Field Collegians at London Olympics*. Retrieved from <http://www.ustfccca.org/2012/08/featured/nearly-60-medals-won-by-u-s-track-field-collegians-at-london-olympics>
- McKindra, L. (2006, March 13). ACC takes worldwide approach to academic programs. *The NCAA News*. Retrieved from <http://fs.ncaa.org/Docs/NCAANewsArchive/2006/Briefly+in+the+News/briefly+in+the+news+-+3-13-06+ncaa+news.html>
- National Collegiate Athletic Association. (2011a). Financial Aid. *2011-12 NCAA Division I Manual* (pp. 192). Indianapolis, IN: NCAA.
- National Collegiate Athletic Association. (2011b). Financial Aid, *2011-12 NCAA Division I Manual* (pp. 193). Indianapolis, IN: NCAA.
- National Collegiate Athletic Association. (n.d.). *About the NCAA*. Retrieved from <http://ncaa.org/wps/wcm/connect/public/ncaa/about+the+ncaa>
- National Collegiate Athletic Association. (2010). *Guide to International academic standards for athletics eligibility*. Indianapolis, IN: NCAA.
- Parr, G., Bradley, L., & Bingi, R. (1992). Concerns and feelings of international students. *Journal of College Student Development*, 33, 20-25.
- Pinegar, A. (2010). The Need for a Global Amateurism Standard: International Student-Athlete Issues and Controversies. *Indiana Journal of Global Legal Studies*. 17(2), 343-365.
- Popp, N. (2006, September). *International student-athlete adjustment to U.S. universities: Testing the Ridinger and Pastore adjustment model*. Paper presented at the 14th European Association of Sport Management Congress, Nicosia, Cyprus.
- Popp, N., Hums, M. A., & Greenwell, T. (2009). Do International Student-Athletes View the Purpose of Sport Differently than United States Student-Athletes at NCAA Division I Universities?. *Journal Of Issues In Intercollegiate Athletics*, 93-110.
- Popp, N., Love, A. W., Kim, S., & Hums, M. A. (2010). Cross-Cultural Adjustments and International Collegiate Athletes. *Journal Of Intercollegiate Sport*, 3(1), 163-181.
- Rachel Bachman, Tennis' Tricky Melting Pot, *The Oregonian*, Apr. 27th, 2006, at C1.
- Ridinger, L. L., & Pastore, D. L. (2000). A proposed framework to identify factors associated with international student-athlete adjustment to college. *International Journal Of Sport Management*, 1(1), 4-24.

- Ridinger, L. L., & Pastore, D. L. (2001). Coaches perceptions of recruiting international student-athletes. *ICHPER -- SD Journal*, 37(1), 18-25.
- Rubingh, B., & Broeke, A. (1998). The European sport club system. In L.P. Masteralexis, C. A. Barr, & M.A Hums (Eds.), *Principles and practice of sport management* (pp. 195-207). Gaithersburg, MD: Aspen Publishers.
- Stidwill, H. F. (1986). Motives toward track and field competition of foreign and domestic grant-in-aid student-athletes in NCAA Division I colleges and universities.
- Trendafilova, S., Hardin, R., & Seungmo, K. (2010). Satisfaction Among International Student-Athletes Who Participate in the National Collegiate Athletic Association. *Journal Of Intercollegiate Sport*, 3(2), 348-365.
- Unruh, S., Unruh, N., Moorman, M., & Seshadri, S. (2005). Collegiate Student-Athletes' Satisfaction With Athletic Trainers. *Journal Of Athletic Training*, 40(1), 52.
- U.S. News & World Report. (n.d.). *National University Rankings*. Retrieved from <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities>
- Weston, M. A. (2006). Internationalization in College Sports: Issues in Recruiting, Amateurism, and Scope. *Willamette Law Review*, 42(4), 829-860.
- Wilson, R. (2008, January 11). A Texas Team Loads Up on All-American Talent, With No Americans, *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/A-Texas-Team-Loads-Up-on/13085>
- Wilson, R., & Wolverton, B. (2008, January 11). The new face of college sports. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/The-New-Face-of-College-Sports/34246>
- Zgonc, E. (2010). 1999-00—2000-10 *NCAA student-athlete ethnicity report*. Indianapolis, IN: National Collegiate Athletic Association. Retrieved from <http://www.ncaapublications.com/p-4214-student-athlete-ethnicity-2009-10-ncaa-student-athlete-ethnicity-report.aspx>