

1983

A comparison of perception of ethical conduct in competitive athletics

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A comparison of perception of ethical conduct in competitive athletics

Abstract

Athletics and competition within the United States have been present for many years. Men have had organized competition at the collegiate level since the turn of the century when the National Collegiate Association For Athletics, (NCAA), was founded in 1905. The NCAA started out with a 13-school membership. On the other hand, the first time women had an opportunity to compete in a national collegiate tournament was in 1941 in golf. Prior to this, participation by women was at the intramural, recreational level and even in these programs and events their involvement was minimal and confined to only a limited number of activities. The women's program has now grown to the point at which it is not uncommon for women to participate at the high school, collegiate and even the professional level. The Association of Intercollegiate Athletics for Women, (AIAW), is the governing body for female collegiate athletics. The Association sponsors 12 different sports and 20 national championships.

A COMPARISON OF PERCEPTION OF ETHICAL CONDUCT
IN COMPETITIVE ATHLETICS

A Research Paper
Presented to
the Department of Educational Administration
and Counseling
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Deborah Fay Turnball
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Entitled: A Comparison of Perception of Ethical Conduct In
Competitive Athletics

has been approved as meeting the research paper requirement
for the Degree of Master of Arts in Education.

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CHAPTER I
THE PROBLEM

Introduction

Athletics and competition within the United States have been present for many years. Men have had organized competition at the collegiate level since the turn of the century when the National Collegiate Association For Athletics, (NCAA), was founded in 1905. The NCAA started out with a 13-school membership. On the other hand, the first time women had an opportunity to compete in a national collegiate tournament was in 1941 in golf. Prior to this, participation by women was at the intramural, recreational level and even in these programs and events their involvement was minimal and confined to only a limited number of activities. The women's program has now grown to the point at which it is not uncommon for women to participate at the high school, collegiate and even the professional level. The Association of Intercollegiate Athletics for Women, (AIAW), is the governing body for female collegiate athletics. The Association sponsors 12 different sports and 20 national championships.

The AIAW was organized in 1971 with the philosophy of

being a student-oriented, educationally based program. The AIAW moved toward achievement of this goal by having students participate in planning and structuring of the organization itself. The AIAW supported the belief that the athlete should be viewed primarily as a student and that athletics should be organized to enhance academic achievement. The organization overtly endorsed the concept that coaches were to be recognized primarily as teachers who demonstrated good sportsmanship for their athletes.

Because of this philosophy, the AIAW established a Code of Ethics for players, coaches, officials and spectators. (See Appendix A.) The Code was to be used to encourage conduct resulting in the promotion of dignity in sports. The AIAW fostered the belief that athletics should provide ways for the participant to grow emotionally, socially and intellectually.

The NCAA, the professional counterpart for men's athletics, was originally organized to serve in an advisory and consultative capacity. Even though the NCAA established basic policies and principles for colleges and universities to follow, there was no attempt to enforce these policies for nearly a half century. (See Appendix B.) It was not until 1953 that the NCAA voted to become a regulatory organization, not merely an advisory one, and they immediately placed one university on probation and reprimanded another university. According to Shea and Weiman (1967), this action

marked the beginning of enforcing the NCAA Principles. However, even today the NCAA seems more concerned in administering financial aid, recruiting and post season contests than the Principles of Ethical Conduct.

Today's society has moved toward encouraging aggression. As Katherine Ley (1974) theorized, society no longer values competition simply for the sake of competition, but values success in competition and achievement more than ethics. Has this attitude from society been a force so strong that the AIAW is now struggling to practice its original beliefs? Mary Littlewood (1979), softball and volleyball coach at Arizona State University, states that she has seen a change in female athletes over the last two or three years. She believes this change represents a negative, irresponsible type of behavior. She contends that changing society, and the inability to handle advantages offered by Title IX of the Educational Amendments Act (Saturday Review, 1978) of 1972 have combined to lead this behavior. Title IX allows the collegiate women's programs the same government benefits and opportunities as the men's programs.

There seems to be a lot more pressure on athletes than on non-athletes at the college level. This pressure consists of maintaining grades at a designated minimum standard, performing at a level equivalent to that expected from a paid athlete (if on scholarship), participating in many hours of practice a week, and following the coaches'

orders even when the order might not follow your beliefs or values.

Literature has reflected the importance of the individual's knowing and understanding his/her values and beliefs. (Laflin, Dodder, Wilkerson, 1979). After knowing and understanding their values and beliefs, the individual must understand what behavior goes with these values and beliefs. An effective guidance program could help the individual explore his/her values and beliefs, and how to move with them. It could also help the individual select a post-graduate institution that fosters and promotes values and beliefs compatible to those held by the individual. The counselor's task of assisting a student in selecting an appropriate college or university would be much easier if the counselor were aware of college athletes' perceptions of sportsmanship, and the emphasis of the various collegiate athletic programs.

Statement of Problem

The problem being addressed in this paper is: "What are the perceptions of male and female university athletes toward ethical conduct and sportsmanship in athletic events?" Do female athletes perceive ethical conduct and sportsmanship differently than male athletes? Is it possible that males, having been organized in athletics longer than the females, might have developed perceptions that are different from those developed by the females?

The survey was structured to show the perceptions of the male and female intercollegiate athletes. The survey was designed to consist of ten situations based on real life incidents in athletic events. The surveyed college athletes were asked to rate each incident according to whether they approved or disapproved of the action taken. The survey was administered to 120 University of Northern Iowa athletes during the spring semester of 1981.

Importance of Study

The study was designed to determine the perceptions of collegiate athletes toward sportsmanship and ethical conduct. This information is essential for the high school counselor to know and understand in order to counsel high school students wishing to participate in a collegiate athletic program. Without this information, it would be difficult for counselors to adequately prepare high school students for college competition.

Assumptions

There are two basic assumptions that must be considered in this paper. One deals with the philosophy adopted by the AIAW when the organization was initially founded; the other involves the philosophy presently being practiced by the NCAA. The first assumption is that the AIAW presently emphasizes the same philosophy and beliefs upon which the program was founded. The second assumption is that the NCAA does not place as much

emphasis on ethical conduct and sportsmanship.

Limitations of Study

The study was centered around student athletes at the University of Northern Iowa (UNI) in 1981. UNI, at the time of the study, had an enrollment of 10,000 students. According to NCAA criteria, this enrollment placed UNI into the Division II category. Division I schools are those with larger enrollments, such as the University of Iowa. At the other end of the NCAA spectrum are the Division III schools, or those with an enrollment of under 10,000 students. The extent of monies expended for athletics at a Division I school is considerably more than that expended at a Division III level. The number of athletes participating, and the number of scholarships awarded is also greater at Division I schools.

The study is limited in its ability to generalize due to the fact that only Division II athletes were included in the sample.

Another limitation is that only Iowa collegiate athletes were surveyed. It may very well be that different states and different regions place different emphasis on collegiate sports.

Definition of Terms

In regard to athletics, everyone has his/her own idea of what makes up ethical conduct and what constitutes sportsmanship. Because these phrases can elicit a wide variety

of individual meanings, it is necessary that there be no confusion over definitions. The NCAA's Principles of Ethical Conduct has five sections explaining to the athlete what he can and cannot do. The AIAW's Code of Ethics has 28 statements for the athlete to follow. For the purpose of this paper, the following definitions will apply.

1. Attitudes: The relationships between a person and specific aspects of his/her environment. Here the environment is an athletic event. Everybody has an attitude toward the things around them.
2. Behavior: The reaction to a stimulus from the environment that is based on feelings, beliefs, and values. One reacts to everything.
3. Fair Play: The concept that everyone involved is playing by the same rules and there is no attempt to disregard any of the rules.
4. Sportsmanship: The acceptance of rules of fair play, losing without complaining or winning without boasting.
5. The Spirit of the Game: The idea that the contest is played by the rules and most skilled players win. It is a friendly contest in which sportsmanship is shown.
6. Ethical Code: The behavior in which the individual demonstrates the ability to distinguish what is proper as set down by codes and rules of the organization(s).

Chapter II will review literature and how it is related to this study. This includes looking more closely at the NCAA and AIAW philosophies, and at other research done

in the areas of sportsmanship and ethical conduct in athletics.

CHAPTER II

REVIEW OF LITERATURE

As was stated in Chapter I the problem being addressed is to determine the perceptions of male and female collegiate athletes toward sportsmanship and ethical conduct. A further objective is to determine whether male and female athletes differ significantly in their perceptions of sportsmanship and ethical conduct. Chapter II will contain a review of literature germane to the problem area. Included will be information related to the Association of Inter-collegiate Athletics for Women (AIAW) and the National Collegiate Athletics Association (NCAA) to their philosophies, research in areas related to athletics - aggression, winning and losing, fair play, and research in the areas of ethical conduct and sportsmanship.

In 1954 the National Educational Policies Commission (1974) stated, ". . .that participation in athletics contributes to health, happiness, physical skill, emotional maturity, social competence and moral values of the individual." (p. 100) It has been a consistent belief among supporters of athletics that a person is better equipped for the competitiveness of the real world after participating in

athletics. These qualities are, in fact desirable according to Wilkerson and Dodder (1979). If athletics indeed really help to develop these qualities in an individual, then it would appear desirable for sports to be supported and encouraged in colleges and universities.

History and Philosophy of The NCAA

The NCAA for men was established in 1905. Shea and Wieman (1967) state that the object of the organization was to regulate and supervise male college athletics in the United States. According to the Principles of Conduct (1967), athletics were to be maintained on an ethical plane in keeping with the dignity and high purposes of education. This included high standards of personal honor, eligibility and fair play. The ten principles set up to help govern athletics were:

1. Principle of Amateurism and Student Participation.
2. Principle of Institutional Control and Responsibility.
3. Principle of Sound Academic Standards.
4. Principles of Governing Financial Aid.
5. Principle Governing Recruiting.
6. Principles of Ethical Conduct.
7. Principle Governing Competition in Postseason and Noncollegiate Contests.
8. Principles Governing Playing and Practice Seasons.
9. Principles Governing the Eligibility of Student-Athletes.
10. Principle Governing Personnel and Squad Limitations.

Of these ten principles, only one has to do with ethical conduct, number six. Even in the five parts that

constitute principle six, there is little reference to fair play and sportsmanship. With the emphasis being in organizing and running an intercollegiate program, little emphasis is placed on sportsmanship and ethical conduct within an athletic event.

It wasn't until 1953 (Shea and Wieman, 1967) that the NCAA voted to enforce their principles and penalize the college(s) for breaking the rules. Before this time the NCAA had never voted to discipline any college or university for misconduct. Since 1953 colleges and universities have with increasing frequency been placed on probation for breaking one rule or another. This leads one to believe that the NCAA officials are beginning to see the necessity to enforce their rules.

The NCAA over the years has tried to keep up with the trends in society by revising their Principles of Conduct twice since they were first written. Wilkerson and Dodder (1979), state seven functions of sport in society and they believe the NCAA offers:

1. Emotional release
2. Affirm notion of identity
3. Social control
4. Socialization
5. Social change
6. Collection conscience
7. Success

Thomas and Niland (1980), believe the NCAA rules are for the best interest of the student athletes. They also state that the NCAA has more to offer than the AIAW because of the

number of sports offered and the number of post season tournaments.

History and Philosophy of The AIAW

The women's program, under the administration of the AIAW, was established in 1971, on the philosophy of fair play and good sportsmanship in an educational setting. This philosophy was set down through the AIAW's Code of Ethics for players and coaches. There are 28 statements in the Code of Ethics for Players, including the following:

1. Willfully abide by the spirit of the rules as well as the letter of the rules throughout all games and practices.
2. Uphold all standards and regulations expected of participants.
3. Treat all players, officials and coaches with respect and courtesy.
4. Accept victory or defeat without undue emotion.
5. Respect the achievements of the opponent.
6. Expect fans to treat officials, coaches and players with respect.
7. Keep the importance of winning in perspective with regard to other objectives.
8. Respect the accomplishments of one's teammates.
9. Value one's personal integrity.
10. Respect differing points of view.
(pages 36-37) for complete list see Appendix A.

The AIAW looked at sports as an opportunity to develop one's potential as a skilled performer. Sports provide a way in which each individual may know herself and grow emotionally, socially and intellectually. As one can determine from the ten statements above, the AIAW has put in writing more emphasis on ethical behavior in relation to

playing than did the NCAA. This could possibly be the difference between the two programs, AIAW and NCAA.

Even though no reported incidents of enforcing the AIAW Code of Ethics were found, this does not mean infractions have not taken place.

Perceptions of Sportsmanship

In Ruth Tandy and Joyce Laflin's (1973) examination of aggression in sports, they developed two possible theories for why aggression is present in competition. They saw sports as a way to relieve the tension and stress of modern life. Tandy and Laflin say that there are three specific needs for everyone: identification, stimulation, and achievement. All three of these needs are served by an aggressive drive. Tandy and Laflin proposed two possible behavior model theories:

Theory #1

Aggression is instinctive.
Society is predisposed of aggression.
Sports serve as a catharsis.

Theory #2

Aggression is learned.
Sports teach aggression
Sports contribute to a violent society. (p. 19)

Behavior in sports depends on how participants and coaches view these theories. If one believes behavior is learned, then it follows that behavior is changeable. If a

program is leaning toward being overly aggressive and violent, then one could assume that the emphasis could be changed so that eventually the program would be one of fair play and good sportsmanship.

Katherine Ley (1974) indicates that society does not simply value competition, but values success through competition. Society is moving toward the trend of valuing achievement rather than ethics in competition, reports Ley. "No means too extreme to achieve the goal of winning", (p. 30) is the way Joyce Mills (1979) states it. She also observes that the obsession to be number ONE is the cause of the downward trend in athletics.

The concepts upon which sports are based have changed considerably over the years according to H. Greenwald and R. Williams (1978). Sport no longer consists of player-controlled games, but instead sports have become big business. According to George H. Safe (1978), the participants are no longer skilled athletes, but workers under strict discipline. Athletes are machines used to reach the goals (winning) of the organization (college). Fun and joy are irrelevant to the main purpose of sports.

One can observe by watching professional sports that the high standard of sportsmanship no longer exists, say C. Bryan and R. Harten (1976). There are more and more fights in baseball and football games. Violent outbursts on the tennis court are occurring more frequently, an example

being the behavior of John McEnroe at the 1982 Wimbledon Lawn Tennis Tournament. Has this loss of sportsmanship filtered into the college level or even into the high school level? Are we beyond the point where an honest player will step forward and admit to the official that a call should not have been in his favor? In the 1977 Lawn Tennis Championships at Wimbledon, Chris Evert corrected the umpire on a call that gave her the point. She lost the point and went on to lose the championship. This kind of honesty exemplifies the high standards upon which the AIAW was founded.

Related Research

One research project attempted to map out the psychological dimensions of sportsmanship by analyzing the AIAW's Code of Ethics. Walter Kroll (1976) administered his survey to college athletes and found that there was the presence of six differences in attitudes toward play between males and females. These differences ranged from fairness of play to importance of success, from an expectation of courtesy to an expectaton for maximum effort, and from an attempt to abide by the spirit of the rules to an emphasis of striving for excellence. These differences, according to Knoll, were linked to traditional sex stereotypes of achievement and success motives for males, and expressive and more social motives for females. Males emphasize the success factor. Females emphasize the importance of fairness. These differences of success factor versus importance of fairness are what the

AIAW is trying to maintain. The females in the survey emphasized what the AIAW's program purports to be based upon.

Robert M. Birrenkott (1976) administered the Haskins-Hartman Action Choice Test for Competitive Sports Situations. The survey was designed to measure knowledge and attitudes about sportsmanship situations. Birrenkott's results showed that women scored significantly higher than males, indicating a more ethical sportsmanship attitude. He also discovered that his results were lower than those acquired in the early 1970's using the same testing instrument. The instrument consisted of 20 items and was in two forms. The instrument was based on the assumption knowledge precedes attitude formation. So knowledge of sportsmanship situations should help to develop an attitude toward that situation.

"Fair play - the players' views", was the name of a survey conducted by Professor K. Heinila (1970) in Finland, Sweden and England. The athletes questioned were male football (soccer) players, ranging from 15 to 18 years old and numbering 1100. There were five factors that emerged; toughness, priority of team interest, dishonesty, emotional outburst and eye-for-eye response. Results showed older players gave priority to the interest of their team and younger players gave priority to a spirit of fair play. The professional players accepted more roughness, more dishonesty and more expression of anger than did amateur athletes.

The philosophy under which the athlete played in high school may not be the same as that under which they will play in college. Playing under a philosophical approach requiring the player to change his/her values could result in an emotionally traumatic situation for the individual.

In this chapter, research was presented to show the possibility that ethical conduct and sportsmanship have changed over the years. In the next chapter the design of the study will be presented.

CHAPTER III

DESIGN OF THE STUDY

In this paper an attempt was made to determine the perceptions of male and female collegiate athletes toward sportsmanship and ethical conduct. This chapter will consist of the design of the study and will present information related to subjects, instrument, data collection, and analysis of the data.

Subjects

The subjects were students at a middle-sized university located in the Midwest, University of Northern Iowa, in the spring of 1981. They ranged from freshmen to seniors. A total of 120 subjects were surveyed, 60 males and 60 females. There were 15 males and 15 females in each year of college. The sports participated in by the subjects were: basketball, baseball, softball, volleyball, football, track and field, swimming, golf, tennis, gymnastics and field hockey. Several athletes participated in more than one sport. Each sport was represented by the same percentage of its participants. There were vast differences in the number of years of athletic experience among the participants, ranging from one year to ten years.

The Research Instrument

In order to determine the perceptions of the

athletes toward sportsmanship, an instrument in the form of a questionnaire was developed. In designing the instrument, it was first necessary to determine what aspects of sportsmanship and ethical conduct were to be included. The areas covered were; respect for officials and opponents, fairness in playing, respect for the rules, and honesty. These aspects gave the researcher a broad range in which to determine the athletes' perceptions.

The next step in developing the instrument was to create situations that would illustrate respect for officials, opponents, and rules, fairness in playing, and honesty. These situations needed to be as realistic as possible. In regard to this, all situations used in the instrument were authentic incidents within different athletic events. Two examples of situations used in the questionnaire are:

"During a tennis match a line judge calls a shot out. The player disagrees with the call, goes over to the judge and starts yelling at him and calling him names. How do you feel toward the player's behavior?"

"Coach Davis, in disagreement with the official's call approaches the official and taps him on the shoulder. Do you feel this is appropriate behavior for a coach?"

Since the situations are based on real experiences, it should not be difficult for the athletes to place themselves within these situations. In this way it is possible for the athlete to rate his/her feelings and thoughts. The athlete

was asked to place him/herself in each situation. Then they were to express their thoughts, attitudes and values toward sportsmanship and ethical conduct. (For complete survey see Appendix C.)

The survey consisted of ten situations in which the individual is asked to rate his/her attitudes toward what happened in each incident. The method for expressing subjects' thoughts was on a seven point scale and space was provided for written comments. The range of the scale was, 1-strongly approve to 7-strongly disapprove.

Collection of Data

Two lists were made, one of all male, and one of all female athletes on campus. From these two lists students were chosen by selecting each third name on the list. Sixty athletes were selected from each list, for a total of 120 athletes.

The questionnaire was then mailed to each selected student via campus mail. The athlete was asked to fill out the questionnaire and mail it back to the researcher through the campus mail. The number of questionnaires returned totaled 59, of this number 26 males (43%) responded and 33 females (57%) responded. Unfortunately, the questionnaires returned were not equally representative of the four classes. For the males there were; 5 freshmen, 6 sophomores, 9 juniors and 6 seniors who responded. For the females there were 12 freshmen, 8 sophomores, 9 juniors and 4 seniors who responded.

Analysis of Data

To determine the perceptions of the male and female athletes and to compare the perceptions of the two groups, it was necessary to find a common figure to use. It was decided that a mean score for each item for each group would be used. The mean score of the female group was then compared to the mean score of the male group. A significant variance was considered to be 1.000 or above between the two mean scores.

This chapter dealt with the survey, design of the instrument, the subjects used, the method of data collection and how the data will be analyzed. The next chapter will deal with the results.

CHAPTER IV
THE FINDINGS
RESULTS AND DISCUSSION

The study was an attempt to determine the perceptions of sportsmanship of college athletes. This chapter will show the results of the survey developed and completed by the researcher and will compare results between male and female athletes. This comparison will help to determine if there are any differences between the perceptions of the male athlete and the perceptions of the female athlete.

Results of Total Group

The tabulation of the results was achieved by determining how the total female and total male population answered each question. This was accomplished by averaging the point values of the rating scale as they corresponded to how each respondent answered each question. The averages for each item were then compared by sex. The results of the tabulation of the total groups were averaged to find a mean score. These mean scores are shown in Table I.

TABLE I
UNIVERSITY ATHLETES' PERCEPTIONS OF SPORTSMANSHIP
MEAN SCORES FOR TOTAL GROUPS

Questions	Males = 26	Females = 33	Difference
	Males	Females	
1	4.3	4.8	.5
2	6.8	6.9	.1
3	6.3	6.9	.6
4	5.3	4.5	.8
5	5.8	6.6	.8
6	2.3	1.8	.5
7	5.6	6.8	1.2*
8	4.0	3.1	.9
9	4.0	2.8	1.2*
10	4.7	6.2	1.5*

*Significant difference over 1.0

In analyzing the results, one sees that as total groups the male and female responses are similar on all questions except for items #7, 9 and 10. In these questions there was a significant difference of over 1.0 in the mean scores. A significant difference is a difference of 1.0 or greater between two independent scores.

In looking at Tables II and III one can see in item #7 the females more strongly disapproved of the coach's techniques (6.8) than the males did (5.6). These techniques included to do "anything" they can to win. The same was true in items #10 regarding player's behavior of throwing

elbows, name calling, pushing, etc.. The females disapproved (6.2) and the males were more neutral (4.7). Item 9 dealt with honesty by a player in which he tells the official that he touched the ball last. Here the females approved (2.8) to the males (4.0) in being honest with official's calls.

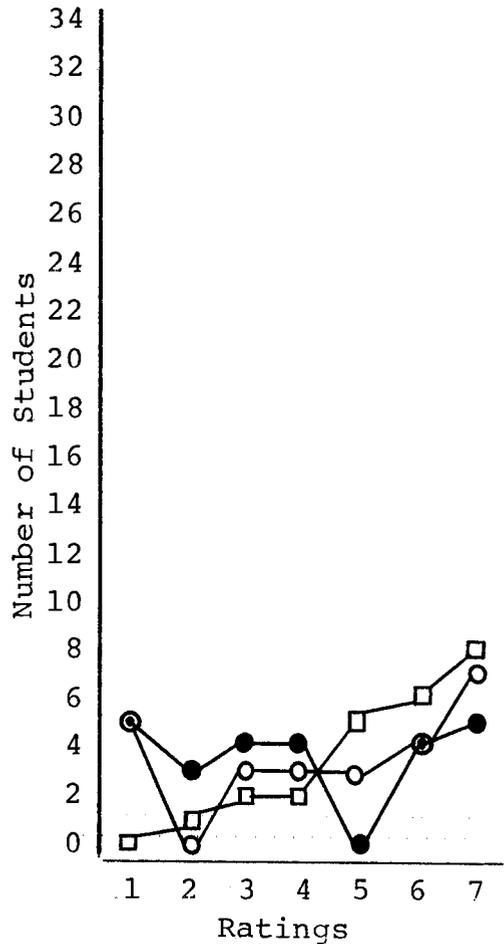
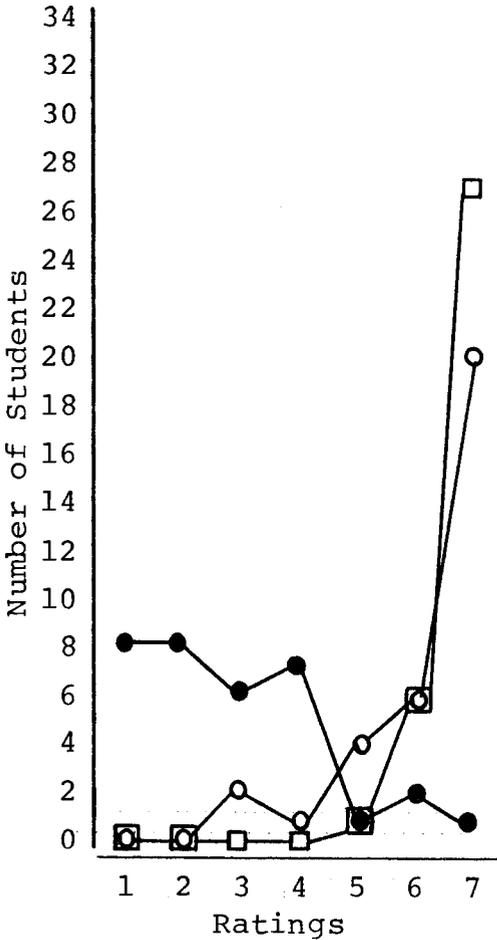
DISTRIBUTION OF RESPONSES OF MALES AND FEMALES
 RAW SCORE DATA FOR QUESTIONS #7, 9, 10
 (RATINGS FROM THE QUESTIONNAIRE)

TABLE II

TABLE III

Females N = 33

Males N = 26



Question #7 = □
 Question #9 = ●
 Question #10 = ○

The females show a more tolerant attitude toward coaches' behavior than the AIAW's Code of Ethics might allow. Coaches' behavior is spelled out in the Code and the AIAW would not approve of such behavior as is exhibited in items 1 and 8. According to the Code, coaches are to be good examples of sportsmanship. This was not shown by the coach in item 8 in which he is described as grabbing the opponent so that she can not play. As it was, the females' mean score was 3.1 and the males' was 4.0, disapproving more than the females. Item 1 also dealt with the coaches' behavior in relation to approaching the official and touching him. Here the females' mean score was 4.8, showing a stronger disapproval than in item 8 and the males' mean score was 4.3 showing that the two did not differ significantly.

The females were not sure of how they stood on honesty by a player. In item 4, in which the ball player was reportedly tagged between first and second base, then was called safe by the umpire, the females scored 4.5 indicating neutrality to the idea that the player should tell the umpire that she was tagged. The males scored 5.3, showing a tendency to disapprove of the idea of reporting the error to the umpire. Females approved more of the idea of telling the official the truth about who touched the ball last before it went out of bounds than did the male sample. This was the case in item 9, in which the females scored 2.8, indicating a tendency to approve of telling the official.

In this item the males scored 4.0, indicating a neutral stand on whether to tell the official who touched the ball. Tables IV and V show the distribution of ratings for items 4 and 9 for both the male and female groups.

DISTRIBUTION OF RESPONSES OF MALES AND FEMALES
 RAW SCORE DATA FOR QUESTIONS #4 AND 9
 (RATINGS FROM THE QUESTIONNAIRE)

TABLE IV

Females N = 33

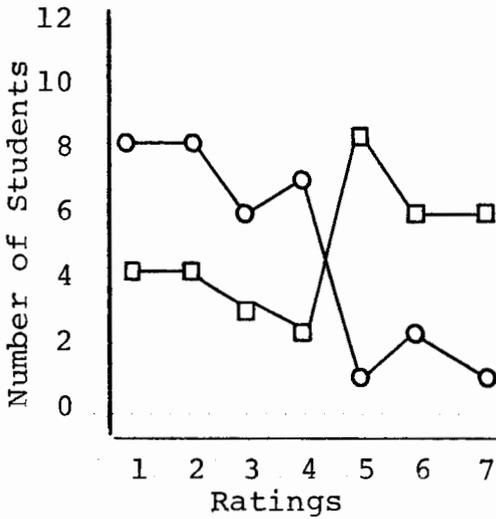
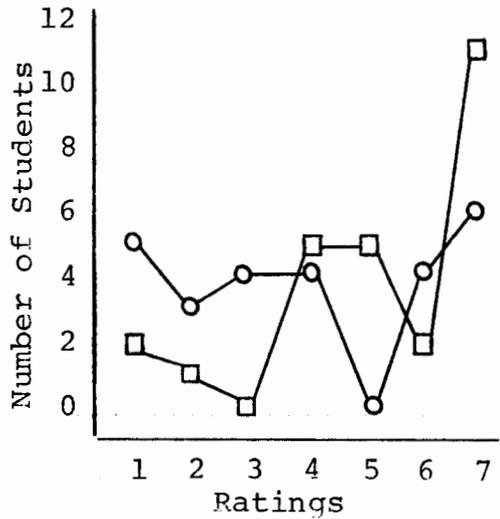


TABLE V

Males N = 26



Question #4 = □
 Question #9 = ○

TABLE VI

UNIVERSITY ATHLETES' PERCEPTIONS OF SPORTSMANSHIP
 MEAN SCORES FOR MALE AND FEMALE GROUPS: BY CLASSES

Question N =	Freshmen		Sophomore		Junior		Senior	
	M	F	M	F	M	F	M	F
1	3.4	4.0	4.0	5.6	4.0	4.7	5.8	6.0
2	6.8	6.8	6.7	7.0	6.9	6.8	6.7	7.0
3	6.0	6.9	5.3	7.0	6.9	6.9	6.8	6.8
4	6.6	4.2	6.0	4.3	4.0	4.1	5.5	6.5
5	6.4	6.8	4.0	6.8	6.3	6.6	6.5	5.5
6	1.4	1.3	3.5	2.0	1.6	2.6	2.8	1.3
7	6.2	6.8	5.0	6.6	5.9	6.8	5.3	7.0
8	4.6	3.8	5.7	1.0	3.3	3.7	3.8	3.8
9	3.8	2.5	6.2	2.6	2.6	2.7	4.3	4.5
10	6.2	5.6	3.2	6.5	5.2	6.6	4.0	7.0

M = Males F = Females

Freshmen Results

The freshmen sample displayed very little variance on most of the questions (See Table VI). The widest spread between males and females appeared in the area of honesty. Item 4 indicated the largest difference in mean scores, with a mean of 6.6 for males compared to a mean of 4.2 for females, giving a 2.4 differential. The males strongly disapproved of admitting they were tagged. Whereas, the females remained neutral toward the idea. In relation to honesty in telling who touched the ball last (item 9), again the females approved more of being honest (2.5) than did the males (3.8). Over all, there was no significant

difference (greater than 1.0 between the mean scores) between the males and the females, except for the items 4 and 9.

Sophomore Results

Unlike the freshmen, the sophomores varied significantly on almost every item (See Table VI). The only item the two groups (male and female) agreed on was item 2. They both strongly disapproved of this type of action (a player decking his opponent). When it came to player's behavior, (item 3 - yelling at the official) the females were stricter (more disapproving) than were the males. In item 3 the females averaged 7.0 while the males averaged 5.3, indicating a more lenient attitude for the males. The same was true in item 5 in which the females scored 6.5 and the males scored 4.0. This question involved a player that refused to shake hands after the game. As far as players' techniques during play, again the females disapproved 6.5 and the males approved 3.2 in item 10, where a player threw elbows, called the opponents names and put his hands in his face.

The sophomore females also showed a stronger emphasis on honesty than did males. This was brought out in items 4 and 9. The female scores were 4.3 and 2.6 respectively and the male scores were 6.0 and 6.2 respectively. These scores indicate that the male sample disapproved of honesty within an athletic event when it came to reporting an error to the official.

DISTRIBUTION OF RESPONSES FOR MALES AND FEMALES
RAW SCORE DATA FOR QUESTIONS #4 AND 9

TABLE VII

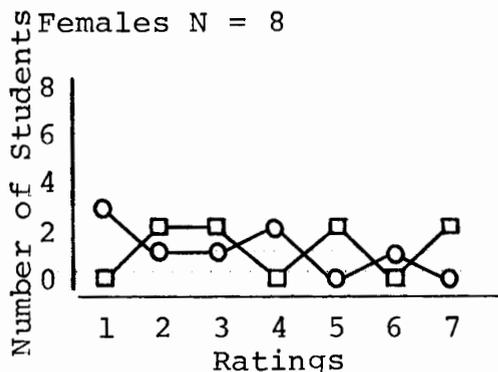
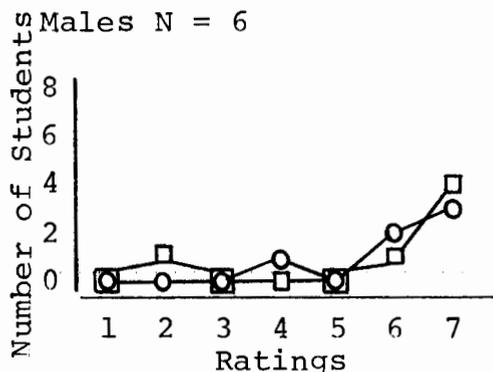


TABLE VIII



Question #4 = □
Question #9 = ○

Regarding the coach's behavior of touching an official, again the females disapproved more and thought the coach should be penalized for it. They scored 5.6 on item 1, compared to 4.0 for the males. In item 7 the findings were similar, a mean of 6.6 for the females and 5.0 for the males. This question involved the coaches technique of instructing players to do "anything" to win. Item 8 dealt with penalizing a coach for his/her actions of grabbing an opponent so she can't play. The females approved of penalizing, with a mean of 1.0 and the males disapproved with a mean of 5.7.

DISTRIBUTION OF RESPONSES FOR MALES AND FEMALES
RAW SCORE DATA FOR QUESTIONS #7 AND 8

TABLE IX

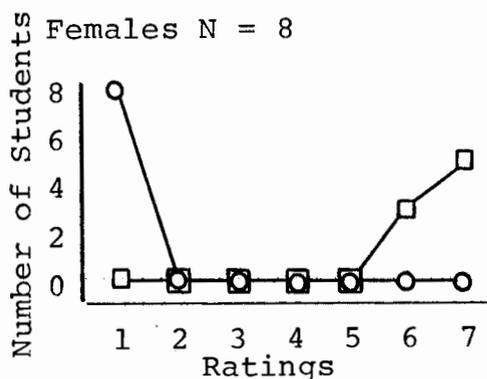
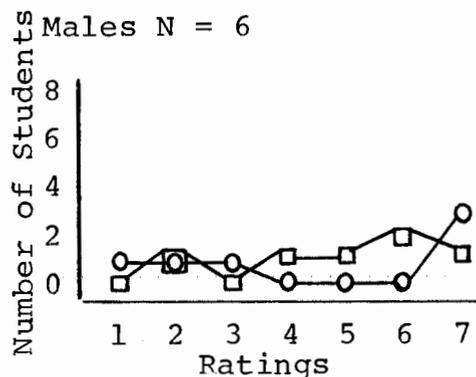


TABLE X



Question #7 = □
Question #8 = ○

Again the sophomore female athlete was more tolerant of the coaches' behavior (item 1) than were the sophomore males.

Junior Results

Again referring to Table VI, the junior athletes' mean scores indicated no significant differences between male and female groups. In those incidences in which the scores did vary, they were both on the same end of the scale, which shows a tendency to be thinking and feeling the same when in a competitive situation. For example, in item 6, which deals with removing a disruptive fan or spectator, the junior male group felt more strongly in favor of removing the fan than did the female group (1.6 for male and 2.6 for female). However, both groups thought the fan

should be removed from the game.

Senior Results

The seniors were more like the sophomores in that both classes varied on a number of items (See Table VI). The female athletes were still strong in their feelings toward player behavior as related to over-aggressiveness and following the rules. As shown in items 2, 3 and 10, the senior group had scores of 7.0, 6.8 and 7.0 respectively. The male athletes were stronger in support of player behavior in the incident in which he/she refused to shake hands after the event. In this item, number 5, males scored 6.5, while the females scored 5.5, indicating a stronger disapproval of the behavior. Males indicated an equal note of disapproval in item 3 in which the player calls the line judge names. Males averaged 6.8 on the scale. The males were also strong in disapproval in the incident of decking one's opponent, by responding to item number 2 with a 6.7 average. Regarding the removal of the spectator, the females approved of this action 1.3, more than the males 2.8. The males were more lenient toward the coach's techniques reflected in item 7, "do anything to win", than were the females. The females strongly disapproved with 7.0 average to the males 5.3 average.

Discussion

The results presented some perceptions that were

expected and some that were not. As a total group the females were more lenient of coaches' behavior than what the Code of Ethics states: "a coach should exemplify quality human characteristics at all times". (AIAW Handbook Directory, 1975-1976.) In items 1 and 8 the mean scores for the females were 4.8 and 3.1 respectively. One would expect a stronger disapproval (closer to 7) since neither item exhibits good sportsmanship.

Again, the freshmen female group was more lenient of coaches' behavior than what the Code of Ethics would permit. In item 1 the females' mean score was 4.0 which is a neutral score, not approving or disapproving of the coaches' behavior. The freshmen male athletes' mean score was 3.4, which is more lenient than the females. Would this be the first step toward being more lenient toward a player's behavior? Again one would expect a very strong disapproval if the females were following the AIAW's philosophy.

The junior class was the only one that did not indicate any significant differences between the male and female groups. The junior female group scores were closer to matching the AIAW Code of Ethics than any of the other classes.

The seniors showed a stronger indication that competitive athletics is no place for honesty and the belief that one would not be looked up to for being honest. This is in disagreement with number six of the Code of Ethics, willfully abide by the spirit of the rules. The female group also

followed the AIAW's Code and philosophy that you will win by following the rules and having good skills. This was based on the fact that the females scored 7.0 on item 7, "do anything to win".

As a whole, the female college athlete did not vary greatly from the male college athlete in their perceptions of ethical conduct and sportsmanship. This does not necessarily mean that the females' scores represented the AIAW's Code of Ethics and philosophy.

Chapter IV has presented the results of the questionnaire. The results were compared between the male and female athletes as a total group and by classes. This chapter also included a discussion of the results by the researcher.

Chapter V will include a summary of the research and recommendations for using the data.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In Chapter IV the results were presented and mean scores between male and female athletes were compared. This chapter will include a summary of the study, conclusions, and recommendations.

The Study

The study was an attempt to determine the perceptions of male and female college athletes toward ethical conduct and sportsmanship in an athletic event. The results of a questionnaire were compared to determine if there were any differences in thoughts and feelings between the male and female athletes. The differences, if any, were compared to results from previous studies.

Summary

This research project has represented an attempt to compare male and female collegiate athletes in their perceptions of sportsmanship and ethical conduct. The researcher believed that it was important to determine these perceptions so one could better understand the college athlete. In addition to the merit of understanding the college athlete in its own right, there would seem to be benefit in having high school students considering future participation in

college athletics become familiar with perceptions. These perceptions were determined by surveying college athletes with a questionnaire designed by the researcher because no instrument that was applicable could be found. After the surveys were gathered, (N=59) a mean score was calculated for both the total male group and total female group. Mean scores were also calculated by class. The results showed that the male and female athletes were not exceptionally different in their attitudes toward sportsmanship and ethical conduct. However, the females were not as lenient toward coaches' and players' behavior as the male athletes were. The females also thought one should be more honest in athletic events than the males did. With the exception of these two areas, the male and female athletes were close in their thoughts and feelings.

Over the years there have been few research projects regarding sportsmanship and ethical conduct. As was stated in Chapter II, Birrenkott's survey (1976) measured knowledge and attitudes about sportsmanship situations. His results showed that women had a more ethical sportsmanship attitude than did male athletes. But his results also showed a decrease of ethical attitudes for the females when compared with results of a study utilizing the same instrument in 1970. The present researcher is concerned with seeing if a decrease in ethical attitudes is a trend in college athletics.

In another research project (Walter Knoll, 1976), an attempt was made to analyze the AIAW's Code of Ethics. The results showed six differences between male and female collegiate athletes toward play. These differences ranged from fairness of play to importance of success, from an expectation to treat with courtesy to an expectation for maximum effort, and from an attempt to abide by the spirit of the rules to an emphasis of striving for excellence. These differences, according to Knoll, were linked to traditional sex stereotypes of achievement and success motives for males and expressive and more social motives for females. Males emphasized the success factor while females emphasized the importance of fairness.

In the present study research results indicated definite differences. They also indicated that the differences were great.

Conclusions

There are of course some limitations to this study that should be examined. First, the athletes surveyed were from one area rather than from a national cross-section. Second, it was done at a Division II university and did not represent Division I and III colleges. Would the feelings and attitudes be stronger at a Division I college, such as the Big 10 universities, where there is a strong interest in athletics? Would feelings and attitudes be any less at a small private church college such as would be a member of

Division III? Athletics play a different part in each school's program. Because of this the part that the athlete plays is different.

In looking at the results one could conclude that the male and female athletes are not far apart in their thinking and feeling about sportsmanship. This of course, has not always been true, as stated earlier in this paper. What has caused this change? Has it been a sudden change or a gradual change over the years? Intercollegiate sports programs have changed drastically over the years; number of sports events have increased, number of participants have increased, skill levels have improved, fan participation is continually increasing, etc. One could see that with all these changes it might be difficult to participate with the same attitudes that one was taught (based on the AIAW philosophy). Is the AIAW leadership expecting too much from the female athlete? Are they teaching one philosophy, but in reality practicing another? Is the female athlete now participating more like the male athlete?

Secondly, the researcher concludes that the female athlete is playing with more intensity and more aggression. This intensity and aggression does not necessarily follow the philosophy upon which collegiate athletics for women was founded.

Assuming that the findings of the survey are universal, then the female athlete is competing more like the male

athlete in her perceptions and attitudes toward sportsmanship. This is contrary to what is upheld for the female athlete according to keeping the AIAW philosophy.

Recommendations

In regard to these findings, are we as counselors sending our high school female athletes into a situation for which they are unprepared?

The present study, bolstered by the results of previous studies, suggests that the perceptions and attitudes of players and coaches within college level athletics may be considerably different from those which are valued in the high school. Therefore, the following recommendations are made.

1. Small groups could be utilized to a great extent.

These groups could be made up of:

1. All female athletes.
2. Both male and female athletes.
3. Both female athletes and non-athletes.

By using these three types of groups the athlete would be able to get a variety of opinions. This should help individuals to understand sportsmanship and competition better so that they can formulate their own attitudes.

Within these groups there are several topics that could be discussed. These topics would cover all aspects of sportsmanship, including:

1. How honest should an athlete be?
2. Are rules there to follow to the letter?
3. Do you think athletes should be paid for playing through athletic scholarships?
4. What are your feelings on coaches' behavior?
5. Should the officials have total control and enforce all of the rules?
6. Should a coach be punished for his/her actions?
7. Would you perform an act against an opponent if asked to do so by your coach? If not, how would you tell your coach that you will not do it?
8. What part do you feel fans should play in athletics?
9. How would you feel if an opponent continually elbowed you? What, if any, actions would you take?
10. How do you feel about losing?

These discussions should help the individual pull his/her thoughts together about playing and sportsmanship. Without having their thoughts together, they would have some difficult times competing in college.

2. Visits to college athletic events could demonstrate to the athlete several aspects of intercollegiate sports. Visits could be arranged either through the counselor or the coach. It might mean watching the same event that they participate in, or just any collegiate event.

Some of the aspects of competition that the athlete might be looking for are:

1. Did the athletes seem to be playing with the same intensity as you do in high school?
2. Honesty: did you see any signs of an athlete being honest about a call?

3. Fan's behavior: did you approve of it?
4. Coaches' behavior: did he/she do anything that you weren't expecting and did you approve of it? Could you play for a coach that acted like that? Did it have any affect on his/her players?
5. Were there any obvious showing of intent to stretch or break the rules?
6. Were there any 'poor sports' on the losing team?

The experience of these visits could be used in small group discussions afterwards. Then the students could relate what they saw, and if they saw it differently or not.

3. A visit with female college athletes about their experiences in college competition could be of great benefit to the female high school athlete. By relating their experiences, either good or bad, they could give the high school athlete a close-up look at competition at the college level. College athletes could also relate their high school experiences to their college experiences for a comparison.

The college athletes could be presently playing or could have played several years ago. They could have either male or female coaches, so they could relate the differences, if any, between the two. Some may compete in more than one sport or be on athletic scholarship. They could also relate how it affects their studying and class work.

By talking with the athletes who competed several years ago, a comparison between then and now could be made. Covering areas such as how the athletes felt about competing,

the structure of the game, coaches' and players' behavior and respect for the rules could be helpful.

Through these experiences of talking with other athletes and coaches, the high school student athlete will be getting lots of opinions and facts about intercollegiate athletics. The individual can then decide if she would like to compete, if she could handle the pressure, and what, if any, things she would have to change about herself in order to participate, and how she views competition.

Counselors would not think of sending a student to college without the proper math classes. Certainly it is as important to ensure that athletes approach college with accurate knowledge regarding intercollegiate competition, and perceptions and attitudes which may prevail on the respective campuses.

It is part of the counselor's responsibility to prepare students for college or the world of work. Coaches prepare athletes in skills and knowledge of the game and rules, but do they prepare the athlete for the pressures and expectations that will be placed on them? The researcher has suggested several ways that counselors can help prepare the female high school athlete for competition in college.

APPENDIXES

APPENDIX A

CODE OF ETHICS FOR PLAYERS
FROM THE ASSOCIATION OF INTERCOLLEGIATE ATHLETICS FOR WOMEN

Ethical Considerations for the Player:

1. Maintain personal habits which enhance healthful living.
2. Objectively acknowledge one's own strengths and weaknesses--praise the strengths and help to strengthen weaknesses.
3. Value one's personal integrity.
4. Respect differing points of view.
5. Strive for the highest degree of excellence.
6. Willfully abide by the spirit of the rules as well as the letter of the rules throughout all games and practices.
7. Uphold all standards and regulations expected of participants.
8. Treat all players, officials and coaches with respect and courtesy.
9. Accept victory or defeat without undue emotion.
10. Graciously accept constructive criticism.
11. Respect and accept the decisions of the coach. When ethical decisions are questionable, the participant should direct her questions to the coach in private and follow appropriate channels to voice her concerns.
12. Be willing to train in order to achieve one's full potential.
13. Respect the achievements of the opponent.
14. Extend appreciation to those who have made the contest possible.

15. Be grateful for the opportunity afforded by the intercollegiate program and be willing to assist in program tasks as evidence of this gratefulness.
16. Assist in promoting positive relations among all participants who are striving to achieve athletic excellence.
17. Exhibit dignity in manner and dress when representing one's school both on and off the court or playing field.
18. Respect the accomplishments of one's teammates.
19. Expect fans to treat officials, coaches and players with respect.
20. Recognize and value the contribution of each team member.
21. Keep personal disagreements away from practices and contests.
22. Keep the importance of winning in perspective with regard to other objectives.
23. Contribute to the effort to make each practice a success.
24. Exert maximum effort in all games and practices.
25. Seek to know and understand one's teammates.
26. Place primary responsibility to the team rather than to self.
27. Refrain from partaking of drugs which would enhance performance or modify mood or behavior at any time during a season unless prescribed by a physician for medical purposes.
28. Refrain from partaking of alcoholic beverages while representing one's school.

APPENDIX B

PRINCIPLES FOR THE CONDUCT OF INTERCOLLEGIATE ATHLETICS
FROM THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Section 1. Principle of Amateurism and Student Participation. An amateur student-athlete is one who engages in a particular sport for the educational, physical, mental and social benefits he derives therefrom and to whom participation in that sport is an avocation.

Section 2. Principle of Institutional Control and Responsibility. The control and responsibility for the conduct of intercollegiate athletics shall be exercised by the institution itself and by the conference, if any, of which it is a member.

Section 3. Principle of Sound Academic Standards. A student-athlete shall not represent his institution in intercollegiate athletic competition unless:

- a) He has been admitted in accordance with the regular published entrance requirements of that institution;
- b) He is in good academic standing as determined by the faculty of that institution, in accordance with the standards applied to all students, and
- c) He is maintaining satisfactory progress toward a baccalaureat or equivalent degree as determined by the regulations of that institution.

Section 4. Principles Governing Financial Aid.

- a) Any student-athlete who receives financial assistance other than that administered by his institution shall not be eligible for intercollegiate competition except as provided in Constitution 3-1-(b), and except where:

- 1) Assistance is received from anyone upon whom the student-athlete is naturally or legally dependent; or
 - 2) Assistance is awarded solely on bases having no relationship to athletic ability; or
 - 3) Assistance is awarded through an established and continuing program to aid students, and the award is made on the basis of the recipient's past performance and overall record as measured by established criteria of which athletic participation shall not be the major criterion.
- b) Financial aid, including a grant-in-aid which carries with it a partial work requirement, may be awarded for any term (semester or quarter) during which a student-athlete is in regular attendance as an undergraduate.

Section 5. Principle Governing Recruiting. The recruiting of student-athletes shall be controlled by Bylaws enacted by the Association.

Section 6. Principles of Ethical Conduct.

- a) Individuals shall depart themselves with honesty and sportsmanship at all times so that intercollegiate athletics as a whole, their institutions and they, as individuals, shall represent the honor and dignity of fair play and the generally recognized high standards associated with wholesome competitive sports.
- b) Staff members of a member institution's athletic department shall not accept compensation or gratuities of any kind whatsoever, either directly or indirectly, for representing a professional sports organization.
- c) Staff members of member institutions and others serving on the Association's committees or acting as consultants shall not, directly or by implication, use the Association's name or their affiliation with the Association in the endorsement of products or services.

- d) Staff members of the athletic department of a member institution shall not knowingly participate, directly or indirectly, in the management, coaching, officiating, supervision, promotion or player selection of any all-star contest involving student-athletes which is not certified by the Association's Extra Events Committee.
- e) Staff members of the athletic department of a member institution shall not represent, directly or indirectly, a student-athlete in the marketing of his athletic ability or reputation to a professional sports team or professional sports organization and shall not receive compensation or gratuities of any kind, directly or indirectly, for such services.

Section 7. Principle Governing Competition in Postseason and Noncollegiate Sponsored Contests. Competition by member institutions in postseason contests, and in contests, meets and tournaments which are not sponsored, promoted, managed and controlled by a collegiate entity, shall conform to the provisions of this Constitution and to the rules or regulations prescribed by the Bylaws of the Association.

Section 8. Principles Governing Playing and Practice Seasons.

- a) Member institutions shall not schedule intercollegiate athletic contests in conjunction with professional sports contests or exhibitions.
- b) Organized practice and playing seasons in all sports may be controlled by Bylaws enacted by the Association.

Section 9. Principles Governing the Eligibility of Student Athletes. An institution shall not permit a student-athlete to represent it in intercollegiate athletic competition unless he meets the following requirements of eligibility:

- a) He must complete his seasons of participation within five calendar years from the beginning of the semester or quarter in which he first registered at a collegiate institution, time spent in the armed services, on official church missions or with recognized foreign aid services of the U.S. Government being excepted.

- b) He shall be denied his first year of inter-collegiate athletic competition if, following his graduation from high school and before his enrollment in college, he was a member of a squad which engaged in any all-star football or basketball contest which was not specifically approved by the appropriate state high school athletic association or, if interstate, by the National Federation of State High School Associations.

- c) He must not participate in any organized basketball competition except while representing his institution in intercollegiate competition in accordance with the permissible playing season.

Section 10. Principle Governing Personnel and Squad Limitations. The Bylaws of the Association may prescribe limitations as to the number of coaches a member institution may employ or otherwise utilize, the size of a squad in any sport and game scouting activities.

- 3) During a tennis match a line judge calls a shot out. The player disagrees with the call, goes over to the judge and starts yelling at him and calling him names. How do you feel toward the player's behavior?

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

- 4) On a play between second and first base, the second baseman tags the base runner. The umpire calls him safe. Do you think the base runner should admit he was tagged?

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

- 5) Upon the completion of a game, a player on the losing team throws his glove on the ground, then refuses to shake hands with the opponents. As a teammate how would you react to this behavior?

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

- 6) A fan is removed from the playing area on order from the official after he has interfered with the game by throwing a can on the court. Was the official correct in removing him?

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

- 7) Part of the coach's techniques is instructing his players to do "anything" they can to win. This means like: holding, tripping, pushing, throwing elbows, calling the opponents names, etc.. How do you feel toward the coach's technique?

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

- 8) A coach thinks a player from the opponents should have been called for a foul instead of her player. On the next time down the court the coach grabs that player and holds her so she cannot play the ball. The official calls a technical foul on the coach. Do you feel the technical foul was sufficient penalty for the coach's actions?

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

- 9) In going up for the rebound the ball is tapped out of bounds. The official calls it Blues' ball. A Blue player knowing that he touched the ball last tells the official. The official changes the call. As a teammate how do you feel toward his honesty?

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

- 10) In an attempt to intimidate an opponent the player; throws elbows, using excessive tagging, constantly talks to him - calling him names and puts his hands in his face when possible. Do you feel there is a place in athletics for this type of behavior?

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

April 26, 1981

Dear UNI Athlete,

I am a graduate student at UNI working on a masters degree in Secondary Guidance and Counseling. A thesis or research paper is required as part of the graduate program. In partial fulfillment of this requirement, I have designed a questionnaire based on situations in athletic events. The questionnaire will be distributed to both male and female intercollegiate athletes. I hope to use the results to compare male and female athletes attitudes toward sports initiated behavior.

Accurate evaluation of the completed questionnaire is directly related to the amount of data collected. This means that your answers are important. I am interested in your input and opinions.

Because I realize your time is valuable, the questionnaire was designed to take minimal time to complete. Please answer the questions carefully, fold the questionnaire in half, staple it together, and drop it in the campus mail.

Thank you in advance for your response.

Sincerely,

Deb Turnball

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