Brian Small

Adams State College

Master's Thesis

An Analysis of Sportsmanship Scores Among Rocky Mountain Athletic Conference Coaches

An Analysis of Sportsmanship Scores Among Rocky Mountain Athletic Conference Coaches

Abstract

An Analysis of Sportsmanship Scores Between Rocky

Mountain Athletic Conference Coaches

Brian Small

2003

This study investigated the sportsmanship attitudes of coaches across the Rocky Mountain Athletic Conference (RMAC). Data analysis looked for significant differences between the mean scores of various demographics including gender, age, experience, title or position, gender of the team being coached and type of sport (contact or non-contact) coached. Subjects of the research (N=97) were RMAC coaches with various backgrounds, representing different sports. These participants were asked to complete the McMahan Sportsmanship Attitude Scale, a survey consisting of 21 hypothetical sports related situations.

Data was collected via the mail, as surveys were sent to 294 coaches across the RMAC. These surveys included demographic information and were then returned to Adams State College. The return rate was 36% (107 returned surveys). Ten surveys were eliminated due to being incomplete.

Analysis indicated that there was a statistical difference between the sportsmanship scores of the means of age groups, head coaches, assistant coaches and graduate assistants and coaches who coach contact and non-contact sports ($p<.05$). There was no statistical difference between the means of men and women, groups of varying years of experience and the gender of the teams that are coached ($p>.05$). Thus, this research concluded that sportsmanship in the RMAC does vary based on important demographics.

Dedication

For Julia,

As Julia's beauty, grace, and passion for learning and improving the world has inspired me to do my part, I now understand that it is possible to make the world a better place and do what you love, all at the same time. My only hope is that she never stops helping me learn more about the world and being a good person.

An Analysis of Sportsmanship Scores Among Rocky Mountain Athletic Conference Coaches

Acknowledgement

The author would like to thank, with the utmost gratitude, the members of the thesis committee, Dr. J. Geiser, Professor C. Young, Dr. T. Robinson and Dr. T. McNeilsmith, who assisted with every aspect of the production of this research with incredible patience.

The author would also like to express his gratitude and appreciation to Dr. B. Rubin of Tufts University and Professor S. Matyas of Syracuse University for their help with statistical analysis.

The author would like to express his gratitude to his grandparents, for providing endless amounts of financial and emotional support throughout the entire process.

Finally, the author would like to thank his friends, particularly Jay and Liz (for providing a home to work) and Shelby, Zach, Bob, Becky, Katherine and Chris Day for their valuable encouragement and support.

An Analysis of Sportsmanship Scores Among Rocky Mountain Athletic Conference Coaches

Table of Contents

VI. Appendix

List of Tables in Text

An Analysis of Sportsmanship Scores Among Rocky Mountain Athletic Conference Coaches

I. Introduction

Statement of Problem

Prompted by observations in the athletic departments of many schools, this research was dedicated to finding a cause and a reason for athletic related deviance. Specifically, this research evaluated the sportsmanship of NCAA Division II coaches around the Rocky Mountain Athletic Conference (RMAC). And while sportsmanship, as a form of social deviance, is not a concept that can be completely defined via one study, this project intended to identify one possible underlying cause.

Alfred Bandura created the modern concepts of what is now known as social learning theory (Boeree, 1998). Bandura's research was fairly straightforward. Essentially, Bandura believed that people are inclined to learn by observation. His theories of observational learning emphasize the importance of positive role models.

Currently, the amount of negative press that athletes get on account of their behavior is shocking. Specifically, the amount of fear exhibited by women as a result of sexual aggression is extremely unfavorable. While there was little research indicating specific figures, Stanley Eizen, a professor at the University of Colorado made note of no fewer than 112-college athletes charged with sexual assault or issues of domestic violence in 1995 and 1996. Eitzen (1999) quotes his colleague, Jeff Benedict,

> "Professional athletes have, as a result of their profession, undergone a socialization process which, in addition to stripping away virtually all off-the-field accountability, churns out an image of women as sexually compliant." (p. 52)

It is critical for researchers to continue to study possible causes of all athletic deviance, both on and off the field of play, at every level. Children are very susceptible at developmental stages, but continue to model negative behavior well into adulthood (Boeree, 1998). Having now looked at the way coaches responded to a sportsmanship inventory at this intermediate stage of athletics, it has identified issues to address.

Purpose of the Study

It is critical to look at the social behavior (in terms of sportsmanship) of coaches as they serve as the primary role models for student athletes (Gough, 1997). It is important to realize, based on complimentary research (Boeree, 1998; Gough 1997), that if coaches score low in sportsmanship evaluations, perhaps, by providing social examples that potentially encourage negative behavior, they will encourage athletic or social deviance. This research has analyzed this point, and may aid in the evaluation of RMAC coaches as role models.

While it is not possible to directly accuse coaches of being the only cause for sexual aggressive or ethically defunct athletes, perhaps coaches who lack in the practice of sportsmanship are providing mixed messages to their student athletes. Essentially, Bandura would suggest that coaches who encourage players to cheat, cheat themselves, or make poor ethical decisions are potentially allowing athletes to incorporate the same unethical behaviors in other aspects of their lives. Bandura suggests that people base their behaviors on their observations of authority figures. They then adapt their own behaviors based on these initial observations. There is no reason that this theory would not apply to athletes observing the behavior of their coaches.

Obviously, coaches are not the only influence on athletes. Yet it is important to appreciate the influence that coaches have on their athletes (regardless of the level of competition):

> "When it comes to talking about character, especially about building character, few expressions come to mind as quickly as the time-honored 'sports builds character.'" Gough continues, "I've often said that athletic coaches shaped my character as profoundly as anyone else – with the exception of my parents, of course, and a minister." (Gough, 1997, p. 29)

Unfortunately, there has been little research done on the sportsmanship of coaches. Bandura's research has been used for many other applications, but not frequently applied to sports. This research has attempted to take things one step farther, offering, in the researcher's opinion, a possible tool to evaluate their staffs.

The McMahan Sportsmanship Attitude Scale (in it's modern form, originally used for research in 1995 by a graduate student at the University of Southern Mississippi) measured levels of sportsmanship among coaches. Originally used to measure lower level youth educators and coaches around the Oklahoma City area (Gillentine, 1995), this research incorporated a similar design with a different population. Statistical data about the McMahan Sportsmanship Attitude Scale is provided in the Instrumentation and Internal and External Validity section.

Thus, the purpose of this research was to administer a survey to coaches to determine if they are providing examples of positive sportsmanship (via their scores on a sportsmanship attitude scale) for their morally susceptible athletes (according to Bandura's theories of social learning).

Hypotheses

Since there is very little initial data or research preformed previously in the field to work with, forming hypotheses was difficult. Gillentine's research (1995) found that there was no difference between sportsmanship of males and female in the public school systems, nor was there any conclusive evidence or results in any other pretest hypotheses. Gillentine (1995) found no statistical difference between levels of sportsmanship in coaches participating in different levels of completion, coaching experience, educational values, type of sports coached and gender of the sport coached ($p>.05$). Researchers concluded that it was possible that this research may have reached the same conclusion and formulated the appropriate hypotheses.

Thus, due to the nature of the study, and the fact that there are very limited amounts of research conducted previously in the same field (using the McMahan Sportsmanship Survey) the research adopted the following null hypotheses:

I. There will be no statistical difference between the sportsmanship scores of men and women.
II. There will be no statistical difference between the sportsmanship scores of coaches of different ages.
III. There will be no statistical difference between the sportsmanship scores of coaches with varying degrees of experience in the field of coaching.
IV. There will be no statistical difference between the sportsmanship scores of head coaches, assistant coaches or graduate assistant coaches.
V. There will be no statistical difference between the sportsmanship scores of coaches who coach teams of different genders or coed teams.
VI. There will be no statistical difference between the sportsmanship scores of coaches who coach contact sports and coach non-contact sports.

All data gathered was analyzed for statistical differences using the 1997 SR-1 version of Microsoft Excel's statistical package for analysis of variance (ANOVA).

Delimitations and Limitations

This project was delimited to the following:

- A sample of 294 subjects from the RMAC schools.
- All participants were coaches of NCAA Division II athletic teams.
- Surveys were sent to coaches from every team of every sport active and recognized by the RMAC present at each institution.
- The McMahan Sportsmanship Attitude Scale determined the measurement of sportsmanship.
- Six demographic questions asked the subjects for information regarding their gender, age, years of experience, gender of their teams, their title and position with the team and the type of sport coached (contact or non-contact).

Researchers expected a significant amount of resistance to this type of research. Questioning the sportsmanship of coaches was a rather sensitive issue. Besides the fairly obvious expectation and limitation that coaches might not have been completely honest in their responses, it is fair to suggest that some coaches may have been too offended to return the surveys. In order to combat this, the research a thorough disclaimer and release form (See Appendix). The release form included a promise not to release the name of the participant and a check to assure that the participants are over 18 years of age. The release form (as well as the design of the rest of the research) was approved by the ASC Human Subject Committee (See Appendix).

The research was also limited by geography. As only RMAC schools participated, the scope of the research was limited to what is often referred to as the Midwest and

Southwest United States. While it is entirely possible that this sample may represent a sample taken from anywhere across the country, further research should take a more diverse geographic sample.

Due to the time of year, not all of the coaches were available to participate. As the research was administered in September, summer vacations, recruiting and early season practices limited data collection. However, no time of year would have been any more convenient. All year long teams are in the midst of practicing, while others would be in their off-seasons. While it is difficult to say which teams and coaches were affected the most due to the time of year, it is possible that there were issues with representation.

Furthermore, any testing in the mail is immediately subject to lower response rates than desirable. Not only did it take a greater degree of time, but it was also entirely possible that some surveys did not make it to their destination due to the continuously changing department offices for coaches. One department notified researchers of one envelope addressed to a coach that had left the department at some point in the last year. Even though surveys were delivered with return envelopes and clear instructions, some coaches may have discarded the survey.

Due to consistent department turnover, internal politics and the difficulty of reaching sports information directors for new contact lists, the research was limited by the researcher's inability to get the most updated coaching lists for teams and schools across the RMAC. The endless revolving door of coaches for some sports, the fact that not every graduate assistant is listed for teams and websites are not always updated for the most relevant contact information, might have also contributed to a less the 100% accurate mailing list.

Finally, there was a bit of concern regarding the fact that the test has never been administered at this level of competition. Regardless of this fact, there was no apparent reason for this survey not working at any level of competition, as the philosophy of concepts relating to sportsmanship should not change. Researchers considered the fact that averages and standard deviations might vary.

Definition of Terms

Contact Sports – A sport that involves physical contact between players within the confines of the rules on a play by play, game by game or series by series basis.

Character (In Terms of Sports) – The positive personality trait that incorporates honesty, making positive ethical decisions and making sportsman-like decisions on a consistent basis.

Ethics (In Terms of Sports) – A series of ideas, practices and cultural norms that dictate the moral and socially acceptable way to behave on the field of play.

Interpersonal Theory of Personality – "[Revolving] around the importance of social processes, [interpersonal theory of personality] states that the study of personality is the study of interpersonal relations between people." (Alderman, 1974, p. 117)

Moral Reasoning – "The ability, to question, and to discuss an issue and all of its collateral fibers and to understand the ramifications of all possible moral actions." (Gillentine, 1995, p. 6)

Personality – "The more or less stable and enduring organization of a person's character, temperament, intellect, and physique, which determines his unique adjustment to the environment." (Alderman, 1974, p. 111)

Self Control (In Terms of Sports) – The ability for a player to stay within all of the rules and confines of the event while maintaining a level temper regardless of the conclusion or current events on the field of play.

Social Learning Theory – "By extracting the rules underlying the molding style of behavior, people generated new behavior patterns in a similar style but go beyond what they have seen or heard." (Boeree, 1998)

Sport – An activity requiring the use of physical and mental prowess or skills in a competitive nature and organized fashion.

Sportsmanship – "The act of participating in sport related events in a fair and consistent manner with respect for the rules, individuals involved, and in the true spirit of the game." (Gillentine, 1995, p. 6)

II. Review of Literature

Introduction to Sportsmanship

Before moving on to specific issues, previous research and current events that pertain to this research, it would behoove the researcher to clarify a bit of the terminology and topics.

Regarding sportsmanship, the concept is very difficult to define or label. Not unlike ethics, there are clearly varying degrees and levels. Plainly, there is no simple way to define positive or negative sportsmanship, as values will vary from reader to reader.

With all of the variations in sports, the different rules, and the different levels of competition, the importance of sportsmanship cannot be understated. However, it is a general misconception that sportsmanship is an "either-or extreme" (Gough, 1997, p. 7). The fact of the matter is that athletes can play by the rules, and still be sportsman-like or unsportsman like, ethical or unethical, etc. The varying degrees of this concept are endless, which, in part, makes the topic so difficult to measure accurately.

Most importantly, though, this research was not intended to accuse any demographic of being morally corrupt, angelic or otherwise. Looking for statistical differences in means serves only as a way to identify the differences in the coaching styles between various demographics, not point the finger of blame or reward certain parties. This would be extremely counterproductive to the research process.

Influential Bodies of Work

Three bodies of work greatly influenced the research that was conducted. Additional research supplemented these pieces and added depth to the preparation.

Stanley Eitzen's, *Fair and Foul* is a comprehensive look at the paradox behind various aspects of sport. In chapter four, Eitzen (1999) makes the following statement about the moral development of athletes:

> "[Athletes] received special treatment that exempts them from following the rules that others must follow. This results in a sense of entitlement – a sense that they can take anything they want without asking… According to Jeff Benedict, no fewer then 112 college athletes were charged with sexual assault on incidents of domestic violence during 1995 and 1996." Eitzen continues by attempting to sum up his conclusions. "That is, athletes (not all, but many) learn bad sportsmanship and engage in various forms of cheating to gain an edge over opponents." (p. 51)

With that having been said, the question becomes, are coaches truly an influential part of the ethical learning process? More importantly, if they are, what kind of example are they providing?

Prof. Russell Wayne Gough's collection of ethical ideas called *Character is Everything: Promoting Ethical Excellence in Sports* (1997), attempts to answer this question.

> "When it comes to talking about character, especially about building character, few expressions come to mind as quickly as the time-honored 'sports builds character.'" Gough continues, "I've often said that athletic coaches shaped my character as profoundly as anyone else – with the exception of my parents, of course, and a minister." (p. 29)

After pointing out that coaches are indeed one of the biggest influences in the lives of young people, Gough offers a solution to the problem of poor ethics and the lack of sportsmanship in the form of a 3-point checklist and a series of tools to help both athletes and coaches. While there is no empirical data that proves the effectiveness of this checklist, Gough has used these techniques while teaching at Pepperdine University and addressing other coaches to the acclaim of his peers. In his work, Gough suggests that coaches have to ask themselves and their players important questions. Using specific examples, Gough forces athletes and coaches to think about their actions on and off the field of play. Consistently considering how and if their actions serve as examples of poor athlete attitude or sportsmanship, athletes and coaches are forced to self evaluate. Some of these questions and ideas are particularly helpful and might provide a constructive debriefing upon the ultimate completion of the research:

> "1. *Is it against the rules?*
> The rules of the game?
> Of my league or conference?
> Of my association or federation?
> Of my school?
> Of law?
> 2. *Is it fair to everyone involved?*
> To my opponents?
> To my team?
> To game officials?
> To fans?
> To my schools?
> To myself?
> 3. *Would my ethical role models do it?*
> Who are my ethical role models?
> How would they feel about me if I did it?
> How would I feel about them if they did it?
> Do I have time to get their advice first?
> Do I have the courage to do what they would do?" (Gough, 1997, p. 94)

Previous research entitled *A Comparison of the Sportsmanship Attitudes and/or Moral reasoning of Interscholastic Coaches,* authored by John Andrew Gillentine, also made a significant impact on this research. By providing a measurement standard by which research can measure levels of sportsmanship, based on the work of Dr, Rosemary McMahan (McMahan, 1978), Gillenitne, completed in 1995 as part of Gillentine's doctorate work, evaluated the ethics of high school level coaches around the Oklahoma area.

Gillentine's work is fairly groundbreaking. There have been very few recognized inventories or applications involving sportsmanship, previous to his study. However, Gillentine's research did not yield very many statistical results. Most of Gillentine null hypothesis were accepted. And while this is no less important than finding actual results, it left multiple questions about the application of the McMahan Sportsmanship Survey. This research modeled the basic design of Gillentine's research while changing the population, the distribution method, and the hypotheses.

As mentioned before, the idea that athletes would pick up behavior from coaches, modify and adapt their behavior, and then act in a similar fashion, is nothing new. Alfred Bandura was the patron of observational learning (Boeree, 1998) and might be inclined to agree with the work of Gillentine, Gough and Eitzen, in the opinion of this researcher. However, it is equally as important to note that social modeling of positive behavior is equally as possible if the proper environment is created (Boeree,1998).

Examples of Modern Sportsmanship Issues

Further research helped identify possible motives while stressing and clarifying the general importance of the research topic.

While it may serve as a sad statement on society, there was a multitude of deviants to choose from as classic examples of negative role models, coaches or otherwise. For example, a classic sports deviant in recent history is Steve Howe, the Major League Baseball (MLB) player. Howe, a baseball player in the eighties, received a lifetime ban from baseball seven times for various drug-related crimes ("Steve Howe," n.d.). Yet, every time, Howe was allowed to come back to baseball.

The entire process seems unfair to Howe, the fans and the administration. Yet, because Howe was a left-handed reliever (a rare commodity), in the opinion of this researcher, he received special treatment. By the definitions of role model behavior provided by Gough (Gough, 1997), each time Howe was allowed back into MLB, the administration of baseball was providing a negative role model of sportsmanship for anyone who was involved in the baseball world. Observing and possibly adapting the behavior themselves, as Bandura's research suggests (Boeree, 1998), some impressionable observers might have been greatly influenced by Howe's behavior and the administration's special treatment.

Understanding that administration (particularly coaches) play a large role in what their players' lives, one athlete in particular, gaining significant press recently, was determined to be at particularly high risk. Lebron James is perhaps the highest regarded athlete to go directly from high school to the National Basketball Association (NBA) since Kevin Garnett, Moses Malone or Kobe Bryant. His story unfolding as the research process continued, James was suspended from playing high school ball for accepting vintage classic throwback jerseys at the point when initial research was being gathered. However, James was soon allowed to participate in sports again, only missing a few

events for his infractions (Easterbrook, 2003) after a governing body cleared James of responsibility ("James Must Miss One More," 2003).

While James did nothing wrong, according to the most recent ruling, Bandura might point out the obvious aspects of negative role modeling involved in the case. By allowing James to play (without clearing 100% of his responsibility and guilt in the matter), those observing, emulating and adapting the behavior might act in a similar nature, taking merchandise regardless of the ethical gray area that it involves.

However, it is in the opinion of the researcher, as illustrated by the large numbers of articles presented recently regarding the economic impact of both athletes, that despite the large amounts of psychological data, or the ethical questions, the Howe and James cases are also about financial gains. With James' high school basketball trading card going for hundreds of dollars (LeBron James Trading-Card Page, 2003), high school games being shown on Pay-Per-View television and unauthorized, unauthentic knock-off jerseys being sold on eBay (Rovell, 2003), or the sheer lack of left handed relief pitchers like Howe, not every decision that the administration makes will be based on the merits of ethics.

The Sporting News ran an article ranking athletic departments in 1999. The best athletic department was judged in a few major categories including fan support, academics and race relations, among other traits ("Ranking the Athletic Departments," 1999). However, in the three short years since the release of the survey, quite a few of the top 25 schools had been investigated for shady dealings, problems with their recruiting and scandals. Georgia and UCLA may still be among the best (ranked in the top ten in 1999), but their need for money and victory proves another poor example of sportsmanship role model behavior. The money, fame and success of the overall

program served to be more important than the ethical decisions that the programs made to reach this level of success.

One source considered this ethical debate and morally susceptible society to be a generational problem ("Survey Documents Decade of Moral Deterioration," 2002). Multiple sources provided reliable data indicating that high school ethics were on a decline across the board (Person, 2002; "Survey Documents Decade of Moral Deterioration," 2002). Test scores indicated that negative behavior was the same for girls and boys as well as athletes and non-athletes ("Survey Documents Decade of Moral Deterioration," 2002). Yet, the media does not seem to dwell on this point of equality of unethical behavior across every field. However, the media often focuses on sports and, at times, unfairly singles out athletes as being worse or more dangerous then others as portrayed by Person (2002) and in the graphic story portrayed by Neimark (n.d.).

Due to the intimidating stature and often times physical superiority of athletes, some of the excess amounts of attention that athletes receive might be justified. In "Out of Bounds: The Truth About Athletes and Rape," a student recounts her own fear of athletes based on case studies from one of the many incidences of violence that occur (Neimark, n.d.). From the phraseology and fear of the word rape, to the frightening way the team mentality follows over into gang assaults, the article illustrated what the majority of the world thinks about athletes and crime (regardless of the fact that a generation seemed to be affected).

At the point of this project's completion, this topic has never been illustrated better than with Kobe Bryant, the National Basketball Association's (NBA) poster child, currently up on sexual assault charges in Colorado. While very little of the case has been addressed thus far (the majority of reporters providing speculation as to the actual events

which will be addressed later in court), the sporting world is shocked by Bryant, who appeared to be one of the most intelligent and sophisticated basketball players in the NBA (knowing multiple languages and commonly involved with charity work). Bryant's legal issues clearly illustrate that no matter what the intelligence or reputation of the athlete the public will often fear and despise them due to their sheer intimidating stature as illustrated by Neimark (n.d.).

Coaches and Sportsmanship

As mentioned before, it would be entirely ignorant to accuse coaches of being the only significant influence on athletes. Clearly parents can also spread negative sportsmanship examples in their role modeling ("Center for Sports Parenting," n.d.). And at every level of competition, there are a great deal of parental issues with which to deal. However, it is the actions of coaches, as Gough observed, that is the primary concern because it is not beyond the control of administrators. And over the course of the research process, there were timely current events that illustrated multiple types of sports and social deviance among coaches and the actions administration took to rectify them. These current events will be discussed shortly.

The classic coaching example of poor sportsmanship and deviance is Bob Knight, the former head coach of the University of Indiana Hoosier men's basketball program. While generally considered one of the greatest basketball coaches of all time, Knight has been known to commit violent acts of a verbal and the physical nature. Accused of making physical contact with a player during a game, engaging in antics involving chair throwing, verbally abusing the press and making statements detrimental to his employers, Knight has constantly been accused of providing his fair share of poor behavior.

It should be noted, however, that Knight's poor sportsmanship, as discussed briefly, has never come into conflict with the rules of the game. Nor has Knight's ethical shortcomings proved to be detrimental to his performance. Ranked fourth on the all-time wins list with a lifetime record of 804 wins and 311 loses, Knight is also one of the few coaches to have won three NCAA National Championships in 1976, 1981 and 1987 ("Biography: Knight, 'Bobby'," 2002). And it should be noted that Indiana University reaped the continued rewards of Knight's success. His 'win at any cost' mentality, regardless of his ethical shortcomings, has proved to be very financially rewarding to both Knight and the University who employed him

However, the question remains, is Knight providing a positive example to his athletes and or observers? The University of Indiana (in time) believed he did not, and released Knight from his position in 2000 for conduct they deemed unbecoming of a head coach. While the sports world questioned the value of the decision, Myles Brand, the president of the University of Indiana, was rewarded two years later by becoming the president of the NCAA ("Indiana's Brand Named NCAA President," 2002). This was a move that some considered a return for his for his ethical courage, helping to dispatch Knight.

This personnel move seemed to prompt a recent revelation in the standards that administrations hold their coaches too over the past eight years. And as one conflict began, there was a domino effect across the NCAA over the past year alone (as recounted by CBS News):

> "Mike Price... was fired May 3 as Alabama's coach after he reportedly visited a topless bar and a woman billed about $1,000 worth of room service to his hotel room the next morning.
>
> Larry Eustachy resigned as Iowa State's basketball coach on May 5, one week after publication of photographs showing him partying at an apartment in Columbia, Mo., after Iowa State's Jan. 21 loss.
>
> Jim Harrick Jr., son of former Georgia head coach Jim Harrick, was fired in March after an academic fraud scandal. His father resigned later that month but probably would have been forced out." ("UWash Coach Out," 2003)

In the last in this rash of scandals, Rick Neuheisel, football coach of the University of Washington Huskies football program, was fired after revealing he had wagered on the NCAA Final Four in an office pool. A common occurrence in most offices, Neuheisel fought his release, claiming that there was nothing unethical about the act, regardless of the NCAA's strict rules prohibiting any sort of gambling.

Yet, it is the high moral ground that the President of the University of Washington took has set an interesting standard:

> "[Barbara Hedges, the University of Washington Athletic Director] said she took the action 'with deep regret,' but that Neuheisel's actions and his initial denial required her to act.
>
> 'Rick's actions have left me little choice and have seriously undermined his ability to remain as head football coach at the university,' she said.
>
> Neuheisel said in an interview Wednesday night with KING-TV that he had been dismissed.
>
> 'This is a sad night for me because I've poured a lot of myself into this job — and it was a great job,' Neuheisel said." (UWash Coach Out, 2003)

Of course, the elimination of unsportsman like conduct does not ensure popularity. However, Knight received his biggest media push after leaving University of

Indiana. Even as the bad press for Bryant is a shot to his personal character, it is the opinion of this researcher that it has almost ensured higher ratings for the NBA at the start of the upcoming 2003 season.

Some organizations have been rewarded for their ethical play. The Olympics received some of the highest ratings in the history of hockey ("Best hockey Ratings," 2002). Some suggest that the increase in ratings was due to the absence of fighting in the Olympics, a highly controversial issue (within the confines of the rules).

Conclusion

While there are many factors that unfairly portray student-athlete deviance as worse than that of other deviance, administrators must, for the sake of changing this unfair perception, consistently evaluate the character of their employees and the people who surround their student-athletes.

As an evaluation tool, the McMahan Sportsmanship survey can be very useful to administration. McMahan (1978) and Gillentine (1995) briefly mentioned and implied this purpose for their research. However, it is of the opinion of this researcher that further research can focus on translating the statistical differences between means into relationship equations that may be used in human resources to determining the sportsmanship of coaches from just their demographic information.

At the least, this research sheds light on questions to ask athletic coaches. Do coaches address ethical issues, such as those posed in the McMahan Sportsmanship survey with their team? How do coaches expect their athletes to act in these situations or others of a similar nature? Is the coach providing valuable sportsmanship goals, representing the institution appropriately and building the moral character of the athletes?

By answering these questions and ultimately making the concerted effort to improve the athletic department, administration will find that benefits far outweigh the cost. Creating a positive coaching environment will help retain high quality coaches and athletes. This positive behavior would also reduce the chances of scandal (such as Knight's or Bryant's), negative press and other conflicts. Establishing ethical expectations may even raise the level of the department's competition. In their research both Gough (1997) and Bandura (Boeree, 1998) pointed out that the skill sets of athletes would be more advanced if consistent ethical standards and expectations were established. In other words, if the athlete does not have to stop and consider the ethical ramifications for their action, and are prepared to make ethical decisions before entering competition, they are not subject to the hesitation that comes with decision making. Gough (1997) points out that this creates confidence, ultimately helping the athlete peruse his or her destiny.

It is a hypothetical impossibility to eliminate every issue regarding sportsmanship and athletics from a department. Often times, issues are brought in from other sources, such as parents or other teams. However, as administrators, if evaluated closely, athletic departments across the country, at every level of competition, might strive to improving the character of their athletes and staff.

III. Methodology

Setting and Population

The setting of the study was the Rocky Mountain Athletic Conference (RMAC). Containing schools spread out from the plains of Kansas to the mountains of New Mexico, the geographic range would commonly be referred to as the Midwest and Southwest. Comprised of 14 different institutions (Appendix, Figure A), specifically, the setting incorporated the athletic programs of each of these RMAC schools.

The demographics of the RMAC are extremely diverse. While no current data is available for specific figures (as the coaches lists for the entire RMAC were in a state of transition during research), the population consists of many different age groups with varying degrees of experience in the field. Female coaches are commonly outnumbered in their departments by a ratio of approximately 2:1.

Before distributing the survey via mail, the return rate was estimated between 10-15% of the 294 coaches by the researchers after discussing the project with administration and advisors. The actual return rate was approximately 35%, as researchers received 107 surveys back within the three-week limit presented in the instructions.

Demographics are discussed specifically in the data analysis section.

Procedures

The best method of presenting the subjects with the survey was by mail. At one point, researchers considered distributing the survey through the athletic directors of each school. With the help of Dr. Jeff Geiser, the Adams State College Athletic Director, each

department would have been able to distribute the survey at department meetings. This method was refined to the conventional mail approach when considering the affect of social desirability. Presenting ethical questions to coaches in front of their superiors might have caused coaches to respond with significantly different results.

The survey was distributed via mail in the last week of August. As this was the case, it was received approximately the same time that school started for the fall semester of 2003. This was intentionally planned due to the fact that it is the time of year where the maximum coaches might be available and in their main offices.

A letter was sent to all of the athletic directors of the RMAC from the researcher and Dr. Geiser requesting them to encourage their staff to participate and return the surveys (Appendix, G & H). They were sent a sample of the surveys and given contact information to get in touch with the researcher as well as Dr. Geiser.

Envelopes were sent out containing a letter from Dr. Geiser encouraging participation, a copy of the McMahan Sportsmanship Survey, a demographics questionnaire, an informed consent sheet and a series of instructions (Appendix, I & J). A self-addressed return envelope was also included so that athletic departments did not have to cover the cost of postage. Instructions informed the participants of when the survey should be returned and contact information if there were any questions. A debriefing was also offered to the participants if they were interested, upon request.

The majority of the surveys were returned within two weeks of the original mailing. Professor Cindy Young gathered the surveys and detached the informed consent in order to ensure that research remained completely anonymous and confidential, as promised in the informed consent. In the last week of September, the surveys were sent (without the informed consent sheets) to the researcher for immediate analysis and

evaluation. Data was scored and the surveys were numbered and saved. The informed consent sheets were also saved.

Debriefings and a copy of thesis were distributed after the thesis defense was completed.

Research Design and the Treatment of Data

The following is a brief explanation of how the McMahan Sportsmanship Attitude Scale was developed, as related by Gillentine (1995):

> "A questionnaire consisting of 130 sports scenarios including baseball, basketball, football, golf and tennis, was developed by the investigator and the faculty at the University of Tennessee. Of these items, half reflected a positive sportsmanship behavior and the remainder reflected negative behavior. This questionnaire was then administered to one hundred and four university students for item analysis. Through this process the number of items was reduced to 80. The remaining items were randomly assigned odd and even numbers and divided into two forms. The separate forms were again administered to university students. An Analysis of reliability produced a result or r = .64, which is considered questionable by experts in the area of test construction. In an attempt to improve the reliability of the instrument as additional universal category was established bringing the total number of items to 100.
>
> These 100 items were analyzed and rated for inclusion by a panel of experts. Only those statements receiving as 80% approval were selected. From this group, 67 items were identified for inclusion in the Scale. At this time, 12 items were randomly assigned to four constructs as sportsmanlike qualities. The selected qualities were courteous, honesty, fair play, and self-control. These constructs were most frequently identified by 125 high school students as those qualities they felt most closely defined sportsmanship.
>
> A Likert-type scale was employed to record responses to each of the items. The Numerical value of the scale was as follows:
>
> (SA) Strongly Agree - 5
> (A) Agree - 4
> (U) Undecided - 3
> (D) Disagree - 2
> (SD) Strongly Disagree - 1" (p. 18)

The McMahan Sportsmanship Survey has since been divided into two forms of equal measure of sportsmanship, statistically. Each form consists of 21 different questions. Form A was sent to 142 participants selected at random using Microsoft Excel. Form B was sent to the remaining 142 subjects. The first student to use this two form system and develop it was C.P. Urbanus (1981). Mathematical assessment of the forms revealed that there was no significant difference between the two forms (.05 level of significance), and that the distribution of the test in this way was justified as an additional method of ensuring reliability and consistency (Gillentine, 1995, p. 20).

Once the McMahan test had been administered and returned, the data was analyzed in the method that Gillentine (1995) describes in his study:

> "Positively constructed statements were assigned the following numerical value: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1. Statements constructed in to reflect a negative situation were scored with a reversed numerical value: Strongly Agree = 1, Agree = 2, Undecided = 3, Disagree = 4, Strongly Disagree = 5. The converted numerical response to each situation was totaled to form the raw score of each scale. The range of possible scores for each form was 21-105. Low scores indicating a low or negative sportsmanship attitude and higher scores reflect a positive or higher level of sportsmanship." (p. 26)

Data was analyzed using Microsoft Excel 1997 SR-1 and the ANOVA functions. Specifically, data was analyzed for statistical differences between the means of the following categories, organized by hypothesis.

I. Sportsmanship scores of men and women.

II. Sportsmanship scores of coaches 21-25 years old, 26-30 years old, 31-35 years old and > or equal to 36 years old.

III. Sportsmanship scores of coaches with < or equal to 5 years of experience, 6-10 years of experience, 11-15 years of experience and > or equal to 16 years of experience.

IV. Sportsmanship scores of head coaches, assistant coaches and other coaches.

V. Sportsmanship scores of coaches that coach teams composed of men, coaches that coach teams composed of women and coaches that coach coed teams.

VI. Sportsmanship scores of coaches that coach contact sports and coaches that coach non-contact sports.

Instrumentation and Internal and External Validity

No special instruments were needed other than the McMahan Sportsmanship Attitude Scale and a computer that appropriately measured the data via Microsoft Excel. ACTIVSTATs 2000-2001 was used for graphic analysis. However, these graphs were deemed less comprehensive and clear than their Microsoft Excel equivalents by the researcher. Thus, only the Excel graphs were used in the production of the research.

The McMahan Sportsmanship Attitude Scale was developed originally by Dr. Rosemary McMahan at the University of Tennessee as a method of measuring sportsmanship in high school level athletics in 1978. The test has since been modified for a wider range of use. Permission to use the McMahan Sportsmanship Attitude Scale was received via email, directly from Dr. McMahan. Dr. McMahan was contacted via the office of the Provost and Alumni Relations at the University of Tennessee, Knoxville (Appendix, F).

In terms of internal validity, one of the biggest concerns regarding this study was that the McMahan Sportsmanship Attitude Scale was never originally intended to measure sportsmanship at a college level. However, researchers for this project and the advisors believed that sportsmanship, as a theoretical concept, was the same, regardless

of level. All of the principles of sportsmanship should generically apply to college athletics, just as it would to lower levels of education and sports participation.

Another issue regarding internal validity involved some of the questions that the McMahan Sportsmanship Scale posed to the participants. There are a few questions that were fairly ambiguous, presented difficult sports related terms or posed impossible hypothetical situations. For minutia-oriented participants, the survey was at times confusing.

Due to social desirability, it is likely that some of the participants did not answer the questions with 100% honesty. Because of the nature of the survey, it is entirely possible that coaches would not want to portray themselves as unethical or immoral. Thus, regardless of the fact that the survey was given with both positive and negative sportsmanship questions, was conducted in a private setting and the participants were promised complete confidentiality, it is fair to say that some coaches may have still attempted to sway the results.

The largest issue of external validity involved the inability of the researcher to attend every administration of the survey. Thus, inconsistencies in the location, duration of the survey and environment might contribute to issues regarding external validity. Standard instructions reduced the risk, however, there was no way to assure that coaches were not influenced, distracted by their environment or otherwise. Unfortunately, though, it was the only affordable and realistic option.

IV. Results

Demographics

Research investigated the sportsmanship of participants by having them complete demographic information followed by the McMahon Sportsmanship Attitude Scale (Appendix, K, L & M). Data was returned to the researchers via mail, compiled and analyzed for differences between means with ANOVA analysis.

A total of 284 subjects were sent surveys. Of the 284, 31 surveys were for coaches at Adams State College and were delivered via interoffice mail directly to the coaches' mailboxes. All other surveys were sent out via regular mail over the last week of August.

A total of 107 surveys were returned (36% return rate). However, only 97 surveys were usable for data analysis. Two surveys were eliminated due to the lack of informed consent. Eight surveys were eliminated due to incomplete responses via unanswered questions.

The surveys were sent to the researcher, after the informed consent was removed and saved, in the last week of September, over one month after they were mailed from Adams State College in accordance to the instructions presented on the surveys.

Of the 97 returned (and completed) surveys, 68 respondents were men and 29 were women (Appendix, Figure B.1). This figure is representative of the approximately 2:1 ratio of male to female coaches in RMAC departments. The ages of the participants were broken down into the four categories, 21-25, 26-30, 30-35 and > or equal to 36 and participants were divided 21, 25, 20 and 31, respectively (Appendix, Figure B.2). Years of experience were divided into the following categories, > or equal to 5, 6-10, 11-15 and

> or equal to 16 years. Since division II is considered by many as an introductory level coaching job, the demographics broke down 46, 27, 12 and 12, respectively (Appendix, Figure B.3). Of the 97 participants, 45 identified themselves as head coaches, 39 subjects identified themselves as assistant coaches, 14 identified themselves as graduate assistants and a single participant indicated having multiple positions on different teams. However, for statistical analysis purposes, the one coach who identified himself as having more than one job will be grouped together with the graduate assistants under the category of 'other' during analysis (Appendix, Figure B.4). This figure does not represent the population, as there are more assistant coaches and graduate assistant coaches then head coaches in each department. However, assistant coaches and graduate assistant coaches frequently move and change positions and could have not received the survey via mail. Of the 97 participants, 47 primarily coach male athletes, 40 primarily coach female athletes and 10 identified themselves as coaching both male and female coaches (Appendix, Figure B.5). After the researcher identified the sports the participants coached as contact or non-contact, 58 coaches identified themselves as instructing contact sports and 39 identified themselves as a coach of a non-contact sport (Appendix, Figure B.6).

The McMahan Sportsmanship survey yielded the following statistical results. Form A (n=45) produced a mean of 80.71 (SD=10.18) and form B (n=52) produced a mean of 80.10 (SD= 7.86). Statistical analysis at an alpha level of .05 determined that there was no statistical difference between the mean scores of form A and form B ($F(1, 95)=.112$) ($p>.05$).

The mean of both forms (N=97) was 80.38 (SD=8.97).

Analysis of Hypotheses

A total of six hypotheses were presented for research. All of the hypotheses were tested using ANOVA analysis to determine if statistical differences existed between group means.

Hypothesis I stated that there would be no statistical difference between the sportsmanship scores of men in comparison to the sportsmanship scores of women.

Table I

ANOVA Statistical Analysis by Gender

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Men	68	5413	79.60	90.03
Women	29	2384	82.21	55.46

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	137.849	1	137.849	1.727	0.192	3.941
Within Groups	7585.038	95	79.843			
Total	7722.887	96				

ANOVA analysis has revealed that there was no significant difference ($F(1,95)=1.727$) between the two groups ($p>.05$) (Table I). Therefore the null hypothesis was accepted.

Hypothesis II stated that there would be no statistical differences between coaches of different ages. Based on the breakdown of demographics, the groups were divided into four groups, 21-25, 26-30, 31-35 and > or equal to 36 years old.

Table II

ANOVA Statistical Analysis by Age

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
21-25 YO	21	1665	79.29	43.21
26-30 YO	25	1945	77.80	93.58
31-35 YO	20	1551	77.55	99.00
> or = to 36 YO	31	2636	85.03	56.97

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	1022.683	3	340.894	4.732	0.004	2.703
Within Groups	6700.203	93	72.045			
Total	7722.887	96				

ANOVA analysis has revealed that there was a significant difference ($F(3,93)=4.732$) between the four groups ($p<.05$) (Table II). Therefore the null hypothesis was rejected.

Table III

Matrix of Relationships for Significant Differences Between Age Groups

	21-25	26-30	31-35	> or = 36
21-25	X	NO	NO	YES
26-30	NO	X	NO	YES
31-35	NO	NO	X	YES
> or = 36	YES	YES	YES	X

Further post hoc analysis between the individual groups (Appendix, Figure C) has revealed that there is a significant difference between the > or equal to 36 age group and every other group ($p<.05$). However, there was no other significant difference between the other groups ($p>.05$) (Table III). Specifically, the > or equal to36 age group mean of

85.03 is significantly greater then 79.29, 77.80 and 77.55, the means of the other categories.

Hypothesis III proposed that there would be no statistical difference between the sportsmanship scores of coaches with various amounts of work experience. The groups were divided into four groups, < or equal to 5 years, 6-10, 11-15 and > or equal to 16 years of experience.

Table IV

ANOVA Statistical Analysis by Years of Experience

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
< or = to 5 Y XP	46	3682	80.04	79.20
6-10 Y XP	27	2092	77.48	86.87
11-15 Y XP	12	1021	85.08	31.90
> or = to 16 Y XP	12	1002	83.50	85.00

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	614.316	3	204.772	2.679	0.051	2.703
Within Groups	7108.570	93	76.436			
Total	7722.887	96				

ANOVA analysis has revealed that there was no significant difference ($F(3,93)=2.679$) between the four groups ($p>.05$) (Table IV). Therefore, the null hypothesis was accepted. However with a value of $p=.051$, it is possible that a significant difference may exist between the 11-15 year group and the 6-10 year group.

Hypothesis IV proposed that there was no statistical difference between the sportsmanship scores of coaches who coach men, women and coed teams.

Table V

ANOVA Statistical Analysis by Gender of their Team

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Males Coached	47	3692	78.55	103.86
Females Coached	40	3257	81.43	57.43
Coed Coached	10	848	84.80	34.40

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	395.895	2	197.947	2.540	0.084	3.093
Within Groups	7326.992	94	77.947			
Total	7722.887	96				

ANOVA analysis has revealed that there was no significant difference ($F(2,94)=2.540$) between the three groups ($p>.05$) (Table V). Therefore the null hypothesis was accepted.

Hypothesis V proposed that there was no significant difference between the sportsmanship scores of coaches holding different titles.

Table VI

ANOVA Statistical Analysis by Position Held on Team

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Head Coach	43	3635	84.53	53.25
Assistant Coach	39	3015	77.31	80.27
Graduate Assistant or Other	15	1147	76.47	78.27

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	1340.148	2	670.074	9.868	0.0001	3.093
Within Groups	6382.739	94	67.901			
Total	7722.887	96				

ANOVA analysis has revealed that there was a significant difference ($F(2,94)=9.868$) between the three groups ($p<.05$) (Table VI). Therefore the null hypothesis was rejected.

Table VII

Matrix of Relationships for Significant Differences Between Positions

	Head Coach	Assistant Coach	Grad Assistant or Other
Head Coach	X	YES	YES
Assistant Coach	YES	X	NO
Grad Assistant or Other	YES	NO	X

Further post hoc analysis between the individual groups (Appendix, Figure D) has revealed that there is a significant difference between head coaches and each of the other groups ($p>.05$). However, there are no other significant difference between the other groups ($p<.05$) (Table VII). Specifically, the head coaches' mean score of 84.53 is significantly greater then 77.31 and 76.47, the mean scores of the other categories.

Hypothesis VI proposed that there was no statistical difference between the sportsmanship scores of coaches of contact and non-contact teams.

Table VIII

ANOVA Statistical Analysis of Contact and Non-Contact Coaches

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Contact	58	4538	78.24	88.08
Non Contact	39	3259	83.56	53.73

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	660.676	1	660.676	8.887	0.004	3.941
Within Groups	7062.210	95	74.339			
Total	7722.887	96				

ANOVA analysis has revealed that there was significant difference ($F(1,95)=8.887$) between the two groups ($p<.05$) (Table VIII). Therefore, the null hypothesis was rejected. The mean score of non-contact sport coaches, 83.56, was significantly greater then the mean score of contact sport coaches, 78.24.

V. Discussion

Discussion of Results

The result of this research, in regards to the testing of sportsmanship in both male and female coaches (hypothesis I), is consistent with previous usages of the McMahan Sportsmanship Attitude Scale. Previous applications have yielded no statistical differences between men and women (Gillentine, 1995).

In a social context setting, this research is a positive sign that women's athletics have reached an equal standing to men's athletics (at least in terms of a sportsmanship context). As a result of pre-Title IX athletics, women's sports have often been accused of being held to different performance standards than that of their male counterparts (Eitzen, 1999).

Hypothesis III and IV, concerning the years of experience coaches possess in the field of athletics and the gender of athletes coached, yielded similar results, confirming the null hypothesis, posting no significant differences. These results are also consistent with previous applications of the McMahan Sportsmanship Attitude Survey, which found no statistical significance (Gillentine, 1995).

Again, in terms of the gender of teams coached, hypothesis IV may be considered a positive result in the continuing battle for equality in gender related athletic issues. Equality between the ways coaches treat their teams, regardless of the sex of the teams, is a critical step in progressing athletics (Eitzen, 1999).

Hypothesis II yielded the most interesting results, rejecting the null hypothesis. After breaking down the age groups into four groups, analyzing their means and filtering the data through ANOVA, it would seem that there is only a slight difference in scores

between the youngest coaches and coaches between the age of 21-35. However, the mean of respondents > or equal to 36 years of age was significantly larger than every other demographic category (Table III). The means of each category show a slightly skewed 'U' relationship, as the youngest coaches seem to have higher sportsmanship then those between 26 and 36. Sportsmanship scores spike as the age of the subject increases at or over 36 (Appendix, Figure E). Previous applications of the McMahan Sportsmanship Attitude Scale, used in a similar research format, have not tested for a significant difference between age and sportsmanship scores at other competitive levels. Reasons for the difference in the means between the age groups addressed in hypothesis II are difficult to determine at this point because no data exists regarding the mean sportsmanship scores of coaches at the elementary, high school, NAIA, DIII or DI level of competition.

Research also indicated that the null hypothesis V, concerning the sportsmanship scores of coaches by their position and title, could be rejected. There is a significant difference between the scores of head coaches and all of the other categories of coaches. Specifically, the mean score of head coaches are significantly higher than those of every other coaching position. Assistant coaches are slightly higher than 'others' (Table VII).

Conclusions about hypothesis V are interesting in their relation to hypothesis II. It seems that as head coaches would tend to be older, it makes sense that head coaches and coaches, mostly over or equal to the age of 36 would share high sportsmanship scores. This hypothetical theory devised by the researchers regarding age might also be related to years of experience (hypothesis III) as coaches with > or equal to 11 years of experience have higher (but not significantly different) sportsmanship scores. However

this is only an assumption made by the researchers as no previous studies can provide complimentary research in order to confirm or deny the assumption.

Hypothesis VI's null hypothesis can also be rejected. There is a significant difference between the mean scores of contact and non-contact coaches. Apparently, according to results, coaches of contact sports have posted statistically significant lower sportsmanship scores than coaches of non-contact sports. Previous applications of the McMahan Sportsmanship Survey, used in a similar research format, have not tested for a significant difference between coaches of contact and non-contact sports and sportsmanship scores at lower competitive levels. However, this might be explained, at least in part by research conducted by Buss (1961, Mintah (1999) and Lemieux (n.d.), who discuss the ways that contact sports affect the performance of the athletes. While their research does not identify specific issues in sportsmanship, they do address the difference in athletes engaging in contact and non-contact sports. Generally they found, individually, that athletic performance decreases as the aggression of the athlete might cause him or her to lose focus on the competition. And while this is generally acknowledged as a hypothesis regarding strictly performance in athletic play, there is no reason, in the opinion of the researcher, that upon further research, a similar hypothesis can be formed regarding sportsmanship.

Suggestions for Further Research

While the research has clearly revealed significant statistical results, both confirming and denying various hypotheses, the following suggestions have been considered for future research in the field.

Results of this research have been extremely close in regards to determining statistical significance. Concerning hypotheses III and IV, there would have been a statistical difference if the researcher had used a p value of .10 instead of .05. While this clearly raises the chances of type one error, it shows that significant statistical differences could indeed be possible. This might reveal further relationships or a possible statistical significance between such categories as age and the years of experience in the field of sports.

Regarding the statistical difference found between age groups as a part of hypothesis II, previous research (Gillentine, 1995) has implied, but not analyzed, the differences between age groups at a less significant level of competition (such as high school athletics). While further research is necessary to confirm the absence of possible variables that might also affect age in relation to sportsmanship scores, theoretically, it is the opinion of the researcher that there is the potential for the development of theory. It is entirely possible, that the severity of the 'U' curve might be lessened by a decreased level of competition, resulting in no statistical difference between the 21-35 year olds and > or equal to 36 years old demographic (Appendix, Figure E). However, this is purely speculation on the part of the researcher, as future research must be done to confirm the possibility of the existence of such a relationship.

In order to determine if the data researched here is representative of the entire country, future research should take a greater geographic scope. An NCAA DII research project that samples every school might be more expensive and more difficult to coordinate, but yield more reliable results.

While the data in no way corrupted by the existence of only one coach that holds more than one position with multiple teams, it was not the intention of the researcher to

have to group this result with graduate assistants in order to create a new category, 'other.' If research is continued in the future, it is highly recommended by the researcher, that the demographics survey be changed in its content. It should be revised in a manner similar to the last demographics question, where the survey asks the participant to check off the sport in which they best identify themselves. This would clarify and prevent any ambiguity from occurring again in the future.

While this research is not particularly difficult to score, future applications of the McMahan Sportsmanship Survey should be moved to the internet. Simple HTML could be used to create a website where everything from informed consent to the survey itself could be accessed and calculated. Simple data analysis software could process and score the survey without error. This would greatly reduce the human element of scoring error and may reduce some issues of social desirability, encouraging honest responses in a completely anonymous fashion. This would also greatly cut down on the cost of the research, eliminating many (but not all) aspects of the mailings and copying.

In general, the McMahan survey needs to be updated and revised for a few reasons. First, some of the terminology is too specific for coaches who do not actively participate or have a working knowledge in every sport. A few of the surveys that were not completed (and thus had to be removed before statistical analysis) had notes with question marks next to specific questions or terms. For instance, in question three on form B, the term 'trapped' (in the context of baseball) was identified as unclear on a few occasions.

Secondly, for those who are very familiar with sports, some of the questions pose impossible situations. For instance, question seven on Form B poses a situation where a player can stop the clock in basketball by questioning an official. This cannot happen at

any level of basketball that the researcher is aware of, and would normally result in a technical foul. Other questions that were realistically impossible prevented some subjects' ability to complete the survey.

Conclusion

Based on the research presented here, it has been determined that there is a significant difference in the mean sportsmanship scores of coaches of different ages, coaches of different titles and of contact and non-contact sports ($p<.05$). This means, that while we can not predict with total confidence the ethical stature of a coach, administration can now have a better idea of the sportsmanship of their staff. It is the opinion of the researcher that this might serve helpful in evaluations, and eventually, after further refinement, hiring strategies. This research may also help administration determine which athletes in their department are most at risk for adapting the negative behavior of their coaches. There was no statistical difference between the means of men and women, groups of varying years of experience and the gender of the teams that are coached ($p>.05$).

Further research can help determine if this result is restricted only to the RMAC. However, it is safe to assume that level of completion has some impact on the results. Further research could also identify a relationship between the demographic variables (such as age, experience and coaches title).

VI. Appendix

Figure A

Schools of the Rocky Mountain Athletic Conference

The following schools compose the Rocky Mountain Athletic Conference (RMAC) at the time of the production of the research. Since the summer of 2003, University of Southern Colorado has changed their name.

Chadron St.	Metro St. College	CU – Colorado Springs
Univ. of Nebraska-Kearney	Regis Univ.	Mesa St. College
Fort Hays St.	Colorado Christian Univ.	Adams St. College
Fort Lewis College	Colorado School of Mines	Univ. of Southern Colorado
Univ. of New Mexico Highlands		Western St. College

Figure B.1

Gender Demographics

This chart illustrates the demographic breakdown of the 97 responses by gender.

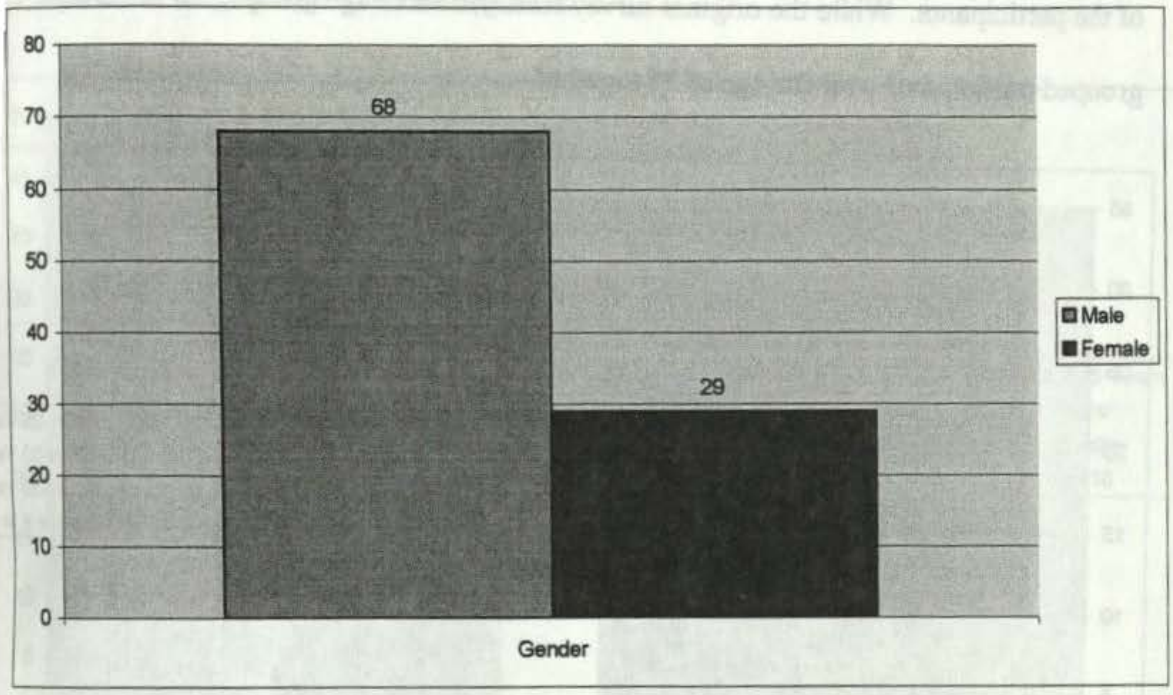


Figure B.2

Age Demographics

This chart illustrates the demographic breakdown of the 97 responses by the age of the participants. While the original survey included more age groups, the researcher grouped participants over the age of 35 together.

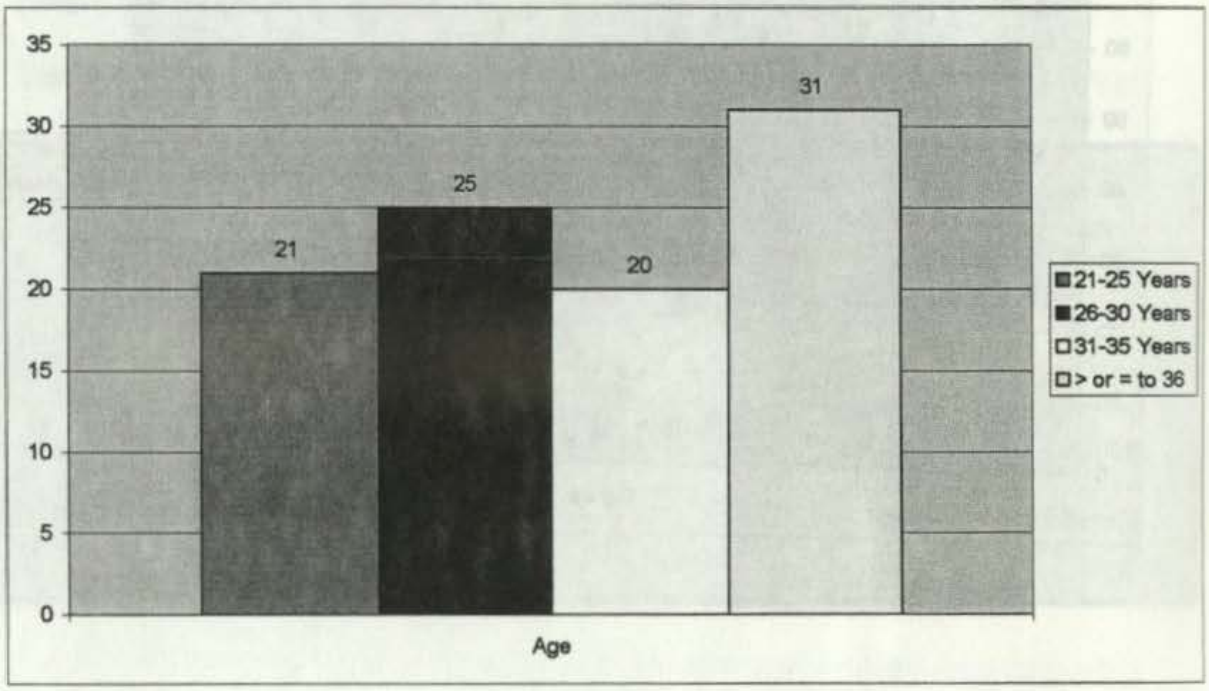


Figure B.3

Coaching Experience Demographics

This chart illustrates the demographic breakdown of the 97 responses by the years of experience they have in the coaching field.

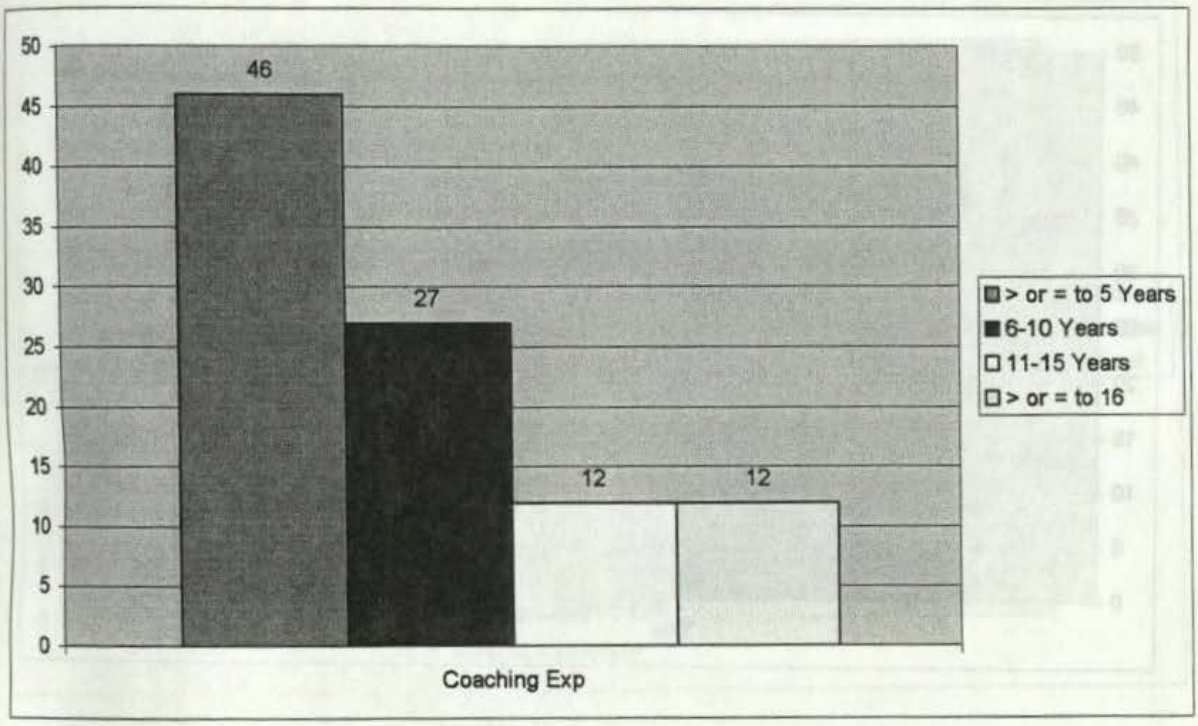


Figure B.4

Title Demographics

This chart illustrates the demographic breakdown of the 97 responses by their titles and the positions they hold on each of their respective teams.

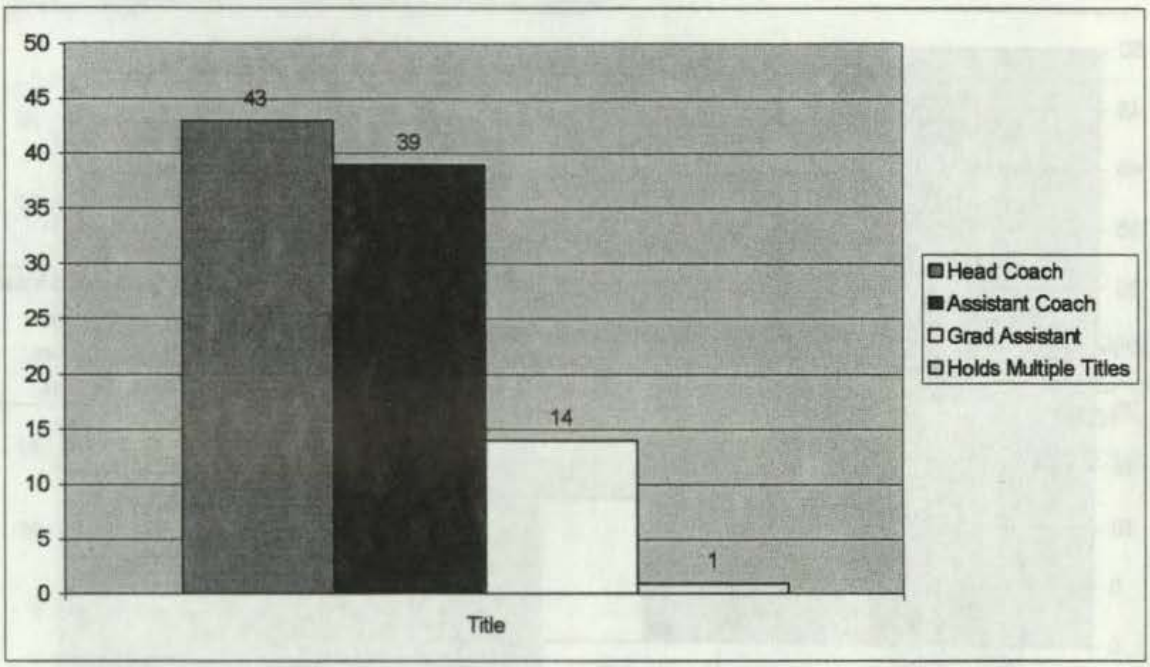


Figure B.5

Gender Coached Demographics

This chart illustrates the demographic breakdown of the 97 responses by the gender of their athletes.

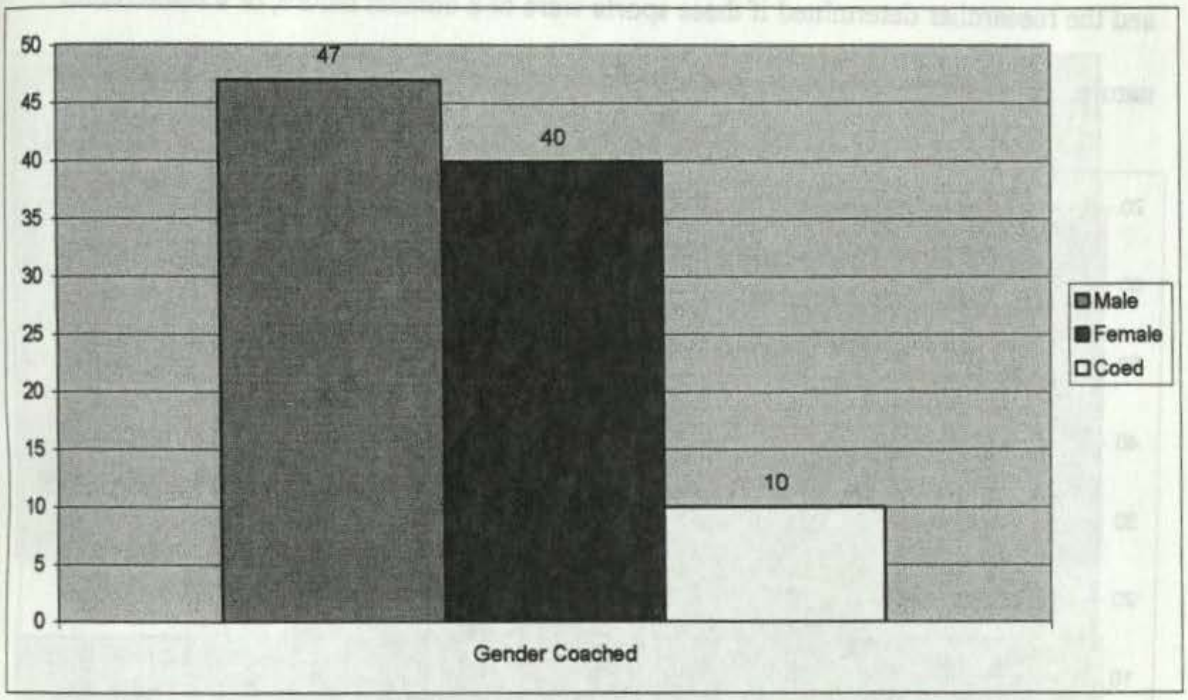


Figure B.6

Contact Versus Non-Contact Demographics

This chart illustrates the demographic breakdown of the 97 responses by the types of sports they coach. The coaches selected their sports form a list on the initial survey and the researcher determined if these sports were of a contact nature, or a non-contact nature.

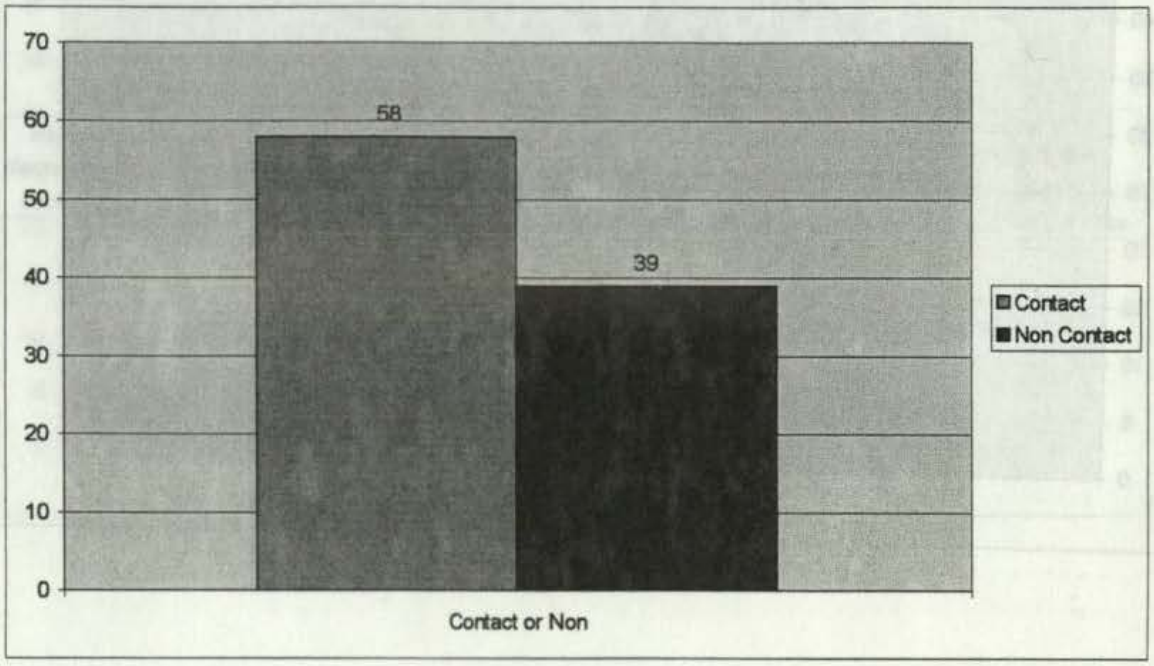


Figure C

ANOVA Analysis of Individual Age Groups

The following ANOVA tests have determined which ages have significant differences between their means.

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
21-25 YO	21	1665	79.29	43.21
26-30 YO	25	1945	77.80	93.58

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	25.193	1	25.193	0.356	0.554	4.062
Within Groups	3110.286	44	70.688			
Total	3135.478	45				

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
26-30 YO	25	1945	77.80	93.58
31-35 YO	20	1551	77.55	99.00

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.694	1	0.694	0.007	0.933	4.067
Within Groups	4126.950	43	95.976			
Total	4127.644	44				

Figure C – Continued

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
31-35 YO	20	1551	77.55	99.00
>=36 YO	31	2636	85.03	56.97

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	680.592	1	680.592	9.290	0.004	4.038
Within Groups	3589.918	49	73.264			
Total	4270.510	50				

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
31-35 YO	20	1551	77.55	99.00
21-25 YO	21	1665	79.29	43.21

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	30.862	1	30.862	0.438	0.512	4.091
Within Groups	2745.236	39	70.391			
Total	2776.098	40				

Figure C – Continued

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
21-25 YO	21	1665	79.29	43.21
>=36 YO	31	2636	85.03	56.97

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	413.420	1	413.420	8.033	0.007	4.034
Within Groups	2573.253	50	51.465			
Total	2986.673	51				

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
26-30 YO	25	1945	77.80	93.58
>=36 YO	31	2636	85.03	56.97

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	723.872	1	723.872	9.884	0.003	4.020
Within Groups	3954.968	54	73.240			
Total	4678.839	55				

Figure D

ANOVA Analysis of Individual Titles

The following ANOVA tests have determined which positions have significant differences between their means.

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Head Coach	43	3635	84.53	53.25
Assistant Coach	39	3015	77.31	80.27

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	1068.214	1	1068.214	16.164	0.0001	3.960
Within Groups	5287.005	80	66.088			
Total	6355.220	81				

Anova: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Assistant Coach	39	3015	77.31	80.27
Graduate Assistant or Other	15	1147	76.47	78.27

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	7.663	1	7.663	0.096	0.758	4.027
Within Groups	4146.041	52	79.732			
Total	4153.704	53				

Figure D- Continued

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Graduate Assistant or Other	15	1147	76.47	78.27
Head Coach	43	3635	84.53	53.25

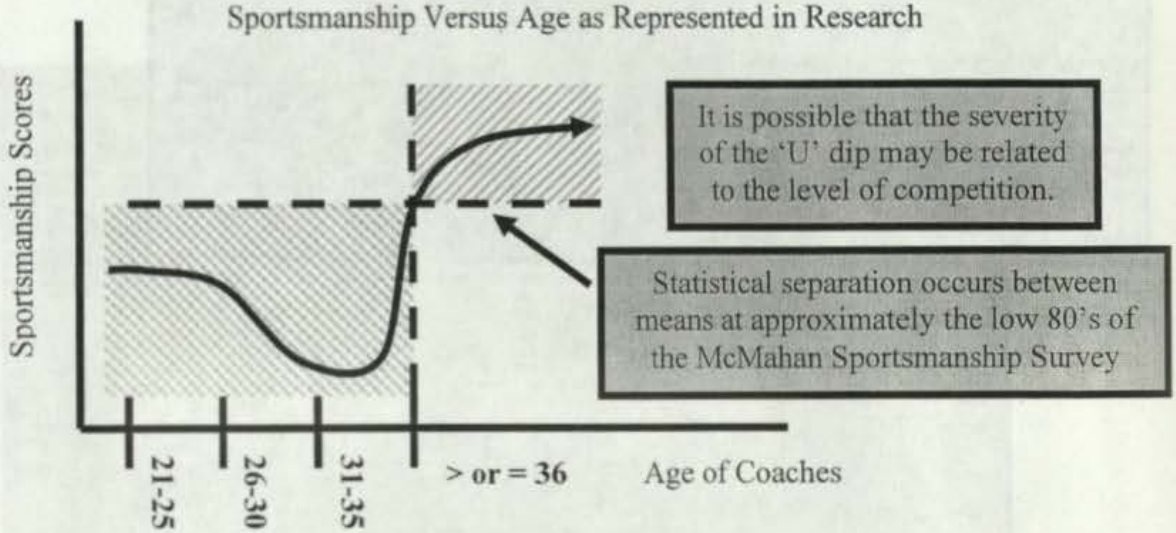
ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	723.914	1	723.914	12.165	0.001	4.013
Within Groups	3332.431	56	59.508			
Total	4056.345	57				

Figure E

Sportsmanship Versus Age as Represented in Research

The following table represents the relationship between the ages of survey participants and McMahan Sportsmanship Survey scores.



An Analysis of Sportsmanship Scores Between Rocky Mountain Athletic Conference Coaches

Permission for Use of Survey

The following is a portion of the communications between the researcher and Dr. McMahan, which confirms that permission to use the original survey was granted in June of 2003.

YAHOO! Mail

Print - Close Window

Date: Tue, 10 Jun 2003 17:01:14 -0700 (PDT)
From: "Brian Small" <mamasmalls@yahoo.com>
Subject: Permission to Use Your Study
To: rmcm98@mindspring.com

Dr. McMahan,

This email is to confirm that you have received notification and granted me permission to use your 1978 Mcmahan Sportsmanship Attitude Scale for my own study.

I'm very happy to be writing this email to reiterate our conversation over the phone. Just to let you know, I'll be putting a copy of this email inside the final thesis. Thank you so much for your help. Please send a copy of your new residence so that I can send you a copy of the final project upon its conclusion (no later then December).

Enjoy your new home and good luck,

Brian Small

YAHOO! Mail

Print - Close Window

From: "Rosemary McMahan" <rmcm98@mindspring.com>
To: "Brian Small" <mamasmalls@yahoo.com>
Subject: Re: Permission to Use Your Study
Date: Wed, 11 Jun 2003 07:33:14 -0400

Brian - I would be happy for you to use my Sportsmanship Attitude Scale in your study. Hope you have a good response, and I will look forward to receiving a copy of your project.

Thank you for your interest.

Rosemary McMahan

ADAMS STATE COLLEGE
GRIZZLIES
ALAMOSA, COLORADO 81102
Intercollegiate Athletics
PH: (719) 587-7401
FAX: (719) 587-7276

Dear RMAC Coach,

I am serving as advisor to one of our graduate students. His name is Brian Small. He is completing his Master's thesis and we would like to ask for your assistance. I realize you are extremely busy but your participation will only take a small amount of your time.

Mr. Small is conducting research regarding sportsmanship in college athletics. It is important for the RMAC to constantly evaluate the character of their coaches. Determining their level of commitment is critical to maintaining the image we portray as leaders in Division II athletics.

Please be assured that the confidentiality and anonymity of you and your staff will be protected throughout the entire process.

Your time and efforts are greatly appreciated. Should you be interested we would be more that willing to share any significant results of this research with you as we strive to make the RMAC the best the NCAA has to offer.

If you have any questions or concerns about participating in this thesis project please do not hesitate to contact me.

Sincerely,

Dr. Jeff Geiser
Athletic Director
Department Chair of EPLS & HPE
Adams State College

ADAMS STATE COLLEGE
GRIZZLIES
LAMOSA, COLORADO 81102
ercollegiate Athletics
PH: (719) 587-7401
FAX: (719) 587-7276

Dear RMAC Athletic Director,

I am serving as advisor to one of our graduate students. His name is Brian Small. He is completing his Master's thesis and we would like to ask for your assistance. I realize that your coaching staff is extremely busy but would appreciate a small amount of their time.

Mr. Small is conducting research regarding sportsmanship in college athletics. It is important for the RMAC to constantly evaluate the character of their coaches. Determining their level of commitment is critical to maintaining the image we portray as leaders in Division II athletics. Your coaches should have recently received a survey in this field. Please encourage them to complete this survey and return it to Mr. Small.

Please be assured that the confidentiality and anonymity of you and your staff will be protected throughout the entire process.

Your time and efforts are greatly appreciated. Should you or your coaches be interested we would be more that willing to share any significant results of this research with you as we strive to make the RMAC the best the NCAA has to offer.

If you have any questions or concerns about your coaches participating in this thesis project please do not hesitate to contact me.

Sincerely,

Dr. Jeff Geiser
Athletic Director
Department Chair of EPLS & HPE
Adams State College

Please follow the instructions below to complete this survey regarding sportsmanship. PLEASE COMPLETE THIS SURVEY IN ITS ENTIRETY AND RETURN IT TO ADAMS STATE WITHIN A WEEK OF RECEIVING IT.

- The following survey is a critical step in the master's thesis project of a student at Adams State College. It intends to measure sportsmanship in the Rocky Mountain Athletic Conference.

- In the envelope you just opened, there is a packet including these instructions, a consent form, a demographic information survey and a copy of the McMahan Sportsmanship Attitude Scale stapled together. A self-addressed, stamped envelope has been provided.

- Please make sure to read this entire instruction sheet and then sign the attached consent form BEFORE starting to fill out the demographic information and attached survey.

- Fill out the demographic information in its entirety before moving on to the rest of the survey.

- Please make sure to read the entire survey thoroughly. Please complete the survey in its entirety.

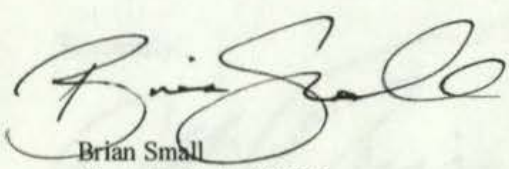
- Once you begin the survey, please select an answer from the right column that best illustrates your opinion of the situation stated on the left. Answer each question as best you can, without conferring with other coaches.

- When the entire survey has been completed, please stick the entire packet into the return envelope. Seal the envelope and send it back to Adams State College via the self-addressed stamped envelope. PLEASE RETURN THE COMPLETED SURVEY TO ADAMS STATE WITHIN A WEEK OF RECEIVING IT.

- A copy of the results will be available through your athletic director or via Adams State College once the research is completed. If you have any questions, the researcher can be reached via cell phone (860.798.0746).

Again, thank you for your continued cooperation and participation in this research. I appreciate your time. Please remember that your confidentiality and anonymity will be ensured throughout the entire process.

Sincerely,



Brian Small
Graduate Student EPLS
Athletic Department
Adams State College

Informed Consent Form

I, _____, agree to participate in a research project for the Health Physical Education and Recreation Masters' Thesis Project of a student at Adams State College.

The research is being conducted to in order to find the differences in sportsmanship attitude scores between different types of coaches around the Rocky Mountain Athletic Conference.

I understand that I am being asked to fill out a survey, and that I can stop filling it out at any time without prejudice. I also understand that I will not be put at any physical risk at any time.

Throughout the course of the survey my anonymity and confidentiality is guaranteed. I understand that the information I provide will be used for research purposes only, and that my name will not be identified anywhere in the research.

I understand that I can ask the researcher any additional questions I may have regarding the survey, and that a debriefing session will be provided upon request.

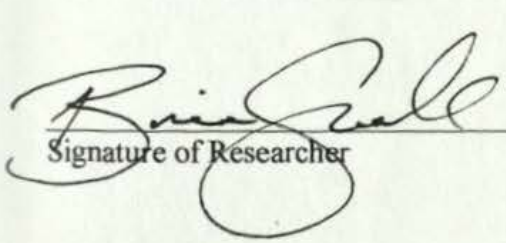
Finally, I understand that should I be interested in reading the results of the research, I can request a copy from my athletic director or the researcher. Please send all requests to the following address:

Brian Small
Adams State College
Sports Information Department
Plachy Hall
Alamosa, Colo. 81102

(860) 798.0746
briansmall@excite.com

_____

Signature of Participant Date



8/01/03

Signature of Researcher Date

Demographic Information

Thank you for agreeing to participate in the following thesis project regarding sportsmanship in coaching.

All of the information in this study will remain confidential and anonymous. You may withdraw from the survey at any time without prejudice.

Please fill out the following information before completing the attached survey.

1. Gender:

____ Male ____ Female

2. Age:

____ 21-25 ____ 26-30 ____ 31-35
____ 36-40 ____ 41-45 ____ 46-50
____ 51-55 ____ 56-60 ____ 61-65
____ 66+

3. Years of College Coaching Experience:

____ Less then 5
____ 6-10 ____ 11-15 ____ 16-20
____ 21-25 ____ 26-30 ____ 31-35
____ 36-40 ____ 41+

4. What Gender Do You Primarily Coach:

____ Male ____ Female ____ Coed

5. What Title Do You Currently Hold With Your Team:

____ Head coach ____ Assistant coach
____ Graduate Assistant ____ I have more than one position with different teams

6. Sports Affiliation
Please identify the sport you primarily affiliate yourself with (check only one):

____ Football ____ Wrestling ____ Track / Cross Country
____ Golf ____ Basketball ____ Swimming
____ Soccer ____ Softball ____ Baseball
____ Tennis ____ Volleyball ____ (Indicate other)

McMahan Sportsmanship Attitude Scale
Form A

Please match your opinion (on the right) with the sports related situation on the left.

SA – Strongly Agree
A – Agree
U – Undecided
D – Disagree
SD – Strongly Disagree

1.	After striking out, the player threw his/her bat towards the dugout.	*SA*	*A*	*U*	*D*	*SD*
2.	A runner was called out when he/she admitted that he/she did not touch second base.	*SA*	*A*	*U*	*D*	*SD*
3.	The left fielder told the umpire that a ball hit by an opposing batter was fair.	*SA*	*A*	*U*	*D*	*SD*
4.	The first baseman told the umpire that his/her foot left the bag before the ball was caught.	*SA*	*A*	*U*	*D*	*SD*
5.	A basketball player told the official that he/she touched the ball as it went out of bounds.	*SA*	*A*	*U*	*D*	*SD*
6.	A basketball player moved quietly toward the bench when he/she fouled out of the game.	*SA*	*A*	*U*	*D*	*SD*
7.	A basketball player admitted touching the rim in a controversial goal-tending call.	*SA*	*A*	*U*	*D*	*SD*
8.	A guard continually tagged his/her opponent in order to distract him/her.	*SA*	*A*	*U*	*D*	*SD*
9.	A football player threw his/her helmet to the ground following a penalty.	*SA*	*A*	*U*	*D*	*SD*
10.	A defensive back admitted to the official that he/she hit an opposing split end before the split end attempted to catch the pass.	*SA*	*A*	*U*	*D*	*SD*

McMahan Sportsmanship Attitude Scale
Form A – Cont.

Please match your opinion (on the right) with the sports related situation on the left.

SA – Strongly Agree
A – Agree
U – Undecided
D – Disagree
SD – Strongly Disagree

11.	A football player told the official that he/she stepped out of bounds on an apparent touchdown run.	*SA*	*A*	*U*	*D*	*SD*
12.	With no time-outs remaining, the quarterback on the losing team faked an injury in order to stop the clock.	*SA*	*A*	*U*	*D*	*SD*
13.	A group of golfers recorded their score before leaving the green.	*SA*	*A*	*U*	*D*	*SD*
14.	A golfer displayed no emotion after missing a short put.	*SA*	*A*	*U*	*D*	*SD*
15.	While searching for a lost ball, a golfer refuses to wave the group behind to pass.	*SA*	*A*	*U*	*D*	*SD*
16.	On a match point, a tennis player called a ball good which hit close to the line. This call gave the match to the opponent.	*SA*	*A*	*U*	*D*	*SD*
17.	In a game of doubles, a tennis player blamed his/her partner for the loss.	*SA*	*A*	*U*	*D*	*SD*
18.	A tennis player lost a point by telling his/her opponent that he/she committed a foot fault.	*SA*	*A*	*U*	*D*	*SD*
19.	A tennis player congratulated his/her opponent when the opponent made an exceptional return.	*SA*	*A*	*U*	*D*	*SD*
20.	A player attempted to trip an opponent when the referee was not looking.	*SA*	*A*	*U*	*D*	*SD*
21.	A coach congratulated an opposing player for his/her fine effort in the game.	*SA*	*A*	*U*	*D*	*SD*

McMahan Sportsmanship Attitude Scale
Form B

Please match your opinion (on the right) with the sports related situation on the left.

SA – Strongly Agree
A – Agree
U – Undecided
D – Disagree
SD – Strongly Disagree

1.	When running into home, the base runner pushed the catcher off balance in an effort to make him/her drop the ball.	***SA***	***A***	***U***	***D***	***SD***
2.	A baseball player blamed the sun for his/her error in the field.	***SA***	***A***	***U***	***D***	***SD***
3.	A player told the umpire that he/she trapped a fly ball hit by an opponent.	***SA***	***A***	***U***	***D***	***SD***
4.	Players in the dugout heckled the opposing pitcher.	***SA***	***A***	***U***	***D***	***SD***
5.	In order to distract the opposing pitcher, a batter faked something in his/her eye. The umpire called time out.	***SA***	***A***	***U***	***D***	***SD***
6.	A member of the home basketball team told the official that the shot that apparently won the game was released after the buzzer sounded.	***SA***	***A***	***U***	***D***	***SD***
7.	A basketball player questioned an official about a previous call in order to stop the clock.	***SA***	***A***	***U***	***D***	***SD***
8.	Following a very close basketball game, opposing teams shook hands as they left the court.	***SA***	***A***	***U***	***D***	***SD***
9.	Football players refused to shake hands at the end of the game.	***SA***	***A***	***U***	***D***	***SD***
10.	A football player grabbed a facemask in order to get the opposing player down.	***SA***	***A***	***U***	***D***	***SD***

McMahan Sportsmanship Attitude Scale
Form B – Cont.

Please match your opinion (on the right) with the sports related situation on the left.

SA – Strongly Agree
A – Agree
U – Undecided
D – Disagree
SD – Strongly Disagree

11.	A football player threw dirt in the opposing player's eyes just as the ball was snapped.	***SA***	***A***	***U***	***D***	***SD***
12.	A golfer stood very quietly as his/her opponent analyzed his /her putting strategy.	***SA***	***A***	***U***	***D***	***SD***
13.	A golfer helped an opponent search for a lost golf ball.	***SA***	***A***	***U***	***D***	***SD***
14.	When placing his/her ball on the green to putt, a golfer moved the ball closer to the hole than it was originally.	***SA***	***A***	***U***	***D***	***SD***
15.	A tennis player insisted on replaying a point when his/her opponent fell during a rally.	***SA***	***A***	***U***	***D***	***SD***
16.	A tennis player admitted losing the match because he/she played poorly.	***SA***	***A***	***U***	***D***	***SD***
17.	A tennis player asked to replay a point which the opponent lost due to a wind gust.	***SA***	***A***	***U***	***D***	***SD***
18.	In order to distract the opponent, a tennis player took excessive time in serving the ball.	***SA***	***A***	***U***	***D***	***SD***
19.	A tennis player told his/her opponent he/she hit the net with the racket, thus giving a point to the opponent.	***SA***	***A***	***U***	***D***	***SD***
20.	The player displayed an even temper throughout the heated contest.	***SA***	***A***	***U***	***D***	***SD***
21.	A player blamed his/her loss on poor officiating.	***SA***	***A***	***U***	***D***	***SD***

Prof. Kelso,

I just got back from my vacation and would like to resubmit these items for your approval. If there are any questions, please call (7670).

I appreciate you time and look forward to hearing from you.

Brian Small

Thanks,
Brian

Brian,
Looks fine. Just a few suggestions on wording.

Adams State College

Date: 4/8/03

To: Dr. Kim Kelso
Chairperson, ASC Human Subjects Institutional Review Board ES 309

From: Brian Small
719.587.7670
Graduate Student EPLS
Assistant Sports Information Director
Athletic Department

Subject: Request for Expedited Approval for the Use of Human Subjects for a Project

Entitled:

A COMPARISON OF THE SPORTSMANSHIP ATTITUDES OF COLLEGE COACHES

(a) Brian Small

Home
719.587.7670
Adams State Box #0317
Alamosa, Colorado 81102

Work
719.587.7259
Adams State Sports Information Dept.
Athletic Department
Plachy Hall
Alamosa, Colorado 81102

Thesis Committee
T. L. Robinson, Ph.D
719.587.7663

(b) Due to the nature of the study I will be unable to attend everywhere the test is administered. Thus, while I will administer here in Alamosa, proxies will be asked to aid me in the distribution of the tests at participating schools.

With the help of Dr. Jeff Geiser, I plan on making out a series of letters asking for the assistance of the athletic directors at the participating schools. These athletic directors will serve as proxies, following detailed instructions prepared and distributed with the surveys.

(c) The research title of the masters thesis I am composing is as follows:

A COMPARISON OF THE SPORTSMANSHIP ATTITUDES OF COLLEGE COACHES

(d) The purpose of the study is to find an underlying cause for the apparently high rate of social deviance amongst student-athletes. While there is little research indicating specific figures, Stanley Eizen, a professor at the University of Colorado makes note of no fewer than 112 college athletes charged with sexual

assault or issues of domestic violence in 1995 and 1996 in his book Fair and Foul: Beyond the Myths and Paradoxes of Sports. Quoting his colleague, Jeff Benedict,

"Professional athletes have, as a result of their profession, undergone a socialization process which, in addition to stripping away virtually all off-the-field accountability, churns out an image of women as sexually complaint."

According to Alfred Bandura, learning is a process of observing. Behavior is dictated by what we witness and our actions are extensions of these observations. Thus, it is important to identify if coaches are providing a positive or negative example in regards to sportsmanship on the field of play.

This study should help identify some of the potential pitfalls or problem areas which need addressing by the administration. Are coaches contributing to the bad behavior of athletes by being poor role models?

In this case there is very little risk involved. It is safe to say that the survey poses no threat to subject health.

(e) The procedure is fairly simple. Athletic directors from RMAC schools will serve as proxies for administration. They will receive instructions asking the department to meet as a group, hand out the survey, take approximately 15 minutes to administer the test and then send the surveys back via a self addressed envelope included with the instructions.

As you can clearly see, it is fairly impossible for the subjects to injure themselves at any time during this project. The 15-minute time is a rough estimate based upon previous data and is more or less flexible. There are no screening problems.

The subject will not necessarily be deceived at any time. However, the purpose of the study will not be discussed at any time before the test is taken in order to assure honest responses. Subjects who are more aware of the fact that the test is meant to measure ethics, are more likely not to select only ethical responses.

Subjects will retain their anonymity and confidentiality to assure honest responses. The release form will ensure that the subjects are of legal age and are aware of the confidentiality of the project. The consent form will be distributed and collected before the administration of the test so that signatures cannot be connected to a specific survey.

(f) No conventional precautions will be taken. As long as the instructions for the athletic directors are in depth and all the materials are provided, there are no physical or mental precautions necessary.

(g) Due to the fact that the survey will be taken under the strict promise that the researchers will not release the identity of the participant, there must be a consent form. This consent form will consist of a guarantee for non-disclosure.

The participant will be asked to sign confirming that the participant is older then 18, promises to be honest and understands that their names will not be released as a result of the study.

(h) If any of the above needs to be changed in the course of this study, I will inform the IRB board without delay or any ill effects to subjects.

Brian Small 04/15/03

Brian Small ***Date***
Graduate Student EPLS

4/17/03

Dr. J. Geiser ***Date***
Department Chair

6-4-03

Dr. K. Kelso ***Date***
IRB Chair

Tracey L Robinson 4-17-03

Dr. T. L Robinson ***Date***
Thesis Committee

Adams State College

Date: 4/25/03

To: Dr. Kim Kelso
Chairperson, ASC Human Subjects Institutional Review Board ES 309

From: Brian Small
719.587.7670
Graduate Student EPLS
Assistant Sports Information Director
Athletic Department

Subject: Request for Expedited Approval for the Use of Human Subjects for a Project
NOTIFICATION OF METHOD CHANGE (H)

Entitled:

A COMPARISON OF THE SPORTSMANSHIP ATTITUDES OF COLLEGE COACHES

(a) Brian Small

Home
719.587.7670
Adams State Box #0317
Alamosa, Colorado 81102

Work
719.587.7259
Adams State Sports Information Dept.
Athletic Department
Plachy Hall
Alamosa, Colorado 81102

Thesis Committee
T. L. Robinson, Ph.D
719.587.7663

(H) Due to the recommendation of my thesis committee, I have been forced to make a few very basic changes in the administration of the McMahan Sportsmanship Attitude Scale. Instead of distributing the survey to athletic directors, individual surveys will be sent to coaches in the Rocky Mountain Athletic Conference directly.

Coaches' addresses and assistant coaches will be found in the Adams State College 2003 Media Guides where information has been provided for every sports team by every RMAC school.

To encourage anonymity and confidentiality, I have taken further steps. An assurance to the confidentiality of the test will be posted on every form, including the McMahan Sportsmanship Attitude Scale (once permission is received from the publishers).

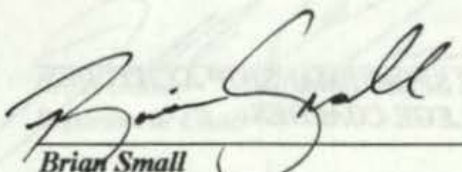
Additionally, Prof. Cindy Young (a member of the thesis committee) has agreed to serve as a clearinghouse for all of the returned surveys. She will sort the consent forms and pass on the data so that calculations can begin. This way, I

will be unable to identify a single participant, but will be able to find out who participated.

New instructions have been created to reduce validity issues and standardize the survey taking process. The instructions are virtually identical to the ones created for the athletic directors. A letter from Dr. Geiser encouraging the coaches' participation as well as a self-addressed, stamped envelope will also be provided.

This change will hopefully reduce my advisers concerns about the honesty of the participants when their bosses were administering the test.

Copies of the new materials are attached. Please contact me if you have any concerns.



Brian Small ***Date***
Graduate Student EPLS

References

Alderman, R.B. (1974). *Psychological Behavior in Sport*. Philadelphia: W.B. Saunders Company.

Bandura, A.J. (1977). *A Social Learning Theory*. Englewood Cliffs: Prentice Hall.

Best hockey Ratings Olympics or NHL since '80. (2002, February 26). Retrieved February, 23, 2003, from *The 2002 Olympics, Winter Games, Salt Lake City: Utah*: <http://olympics.hiasys/olympics_main/news/ap_olynewstv02262002.htm>.

Biography: Knight, 'Bobby' (Robert). (2002). Retrieved October, 1, 2003 from *Hickcocksports.com*: <http://www.hickoksports.com/biograph/knightbobby.shtml>.

Boeree, G. C. (1998). Personality Theories: Alfred Bandura. Retrieved February, 22, 2003 from *Personality Theories*: <http://www.ship.edu/~cgboeree/bandura.html>.

Buss, A.H. (1961). *The Psychology of Aggression*. New York: Wiley.

Center for Sports Parenting. (n.d.). Retrieved February, 23, 2003 from The Homepage for *SportsParenting.org*: <http://www.sportsparenting.org/csp/>.

Conn, J.H., Gerdes, D.A. (1998). Ethical Decision-Making: Issues and Applications to American Sport. *Physical Educator*, 55, 121-127.

Cox, R.H. (1985). *Sport Psychology: Concepts and Applications*. Dubuque: Wm. C. Brown Publishers.

Duda, J.D. ed. (1998). *Advances in Sport and Exercise Psychology Measurement*. Morgantown: Fitness Information Technology, Inc.

Easterbrook, G. (2003, February, 13). Lebron Gate. Retrieved February, 23, 2003, from *ESPN.com: Page 2*: <http://sports.espn.go.com/espn/print?id=1508284&type+page2Story>.

Eitzen S.D. (1999). *Fiar and Foul: Beyond the Myths and Paradoxes of Sport*. Lanham: Rowan and Littlefield Publishers, Inc.

Gillentine, J.A. (1995). *A Comparison of the Sportsmanship Attitudes and/or Moral Reasoning of Interscholastic Coaches*. Unpublished doctoral dissertation, University of Southern Mississippi.

Gough, R. (1997). *Character is Everything: Promoting Ethical Excellence in Sports*. Fort Worth: Harcourt Brace College Publishers.

Indiana's Brand Named NCAA President. (2002, November, 4). Retrieved October, 1, 2003, from *Higher Education and National Affairs American Council on Education*: < http://www.acenet.edu/hena/issues/2002/11-04-02/NCAA.cfm>.

James Must Miss One More Regular-Season Game. (2003, February, 23). Retrieved February, 23, 2003, from *ESPN.com: NBA*: <http://sports.espn.go.com/espn/print?id=1504308&type=news>.

Josephson M. (n.d.). A Training Program for Coaches on Ethics, Sportsmanship and Character-Building in Sports. *Character Counts: Pursuing Victory with Honor*. Retrieved February, 23, 2003 from <http://www.charactercounts.org/sports/Olympic/olympic-report-strategies.htm>.

Kohen, A. (1986). *No Contest: The Case Against Competition*. Boston: Houghton Miffin.

LeBron James Trading-Card Page. (2003). Retrieved February, 22, 2003 from StartCollecting.com: <http://store.yahoo.com/startcollecting/lebronjames.html>.

LaFountain, R.M. and Bartos, R.B. (2002). *Research and Statistics Made Meaningful: in Counseling and Student Affairs*. Australia: Brooks/Cole – Thompson Learning.

Lemieux, P., McKelvie, S.J., et al. (n.d.). Self-reported Hostile Aggression in Contact Athletes, No Contact Athletes and Non-athletes. *Athletic Insight: The Online Journal of Sports Psychology*. Retrieved February, 23 2003 from <http://www.athleticinsight.com/Vol4Iss3/SelfReportedAggression.htm>.

Loughead, T.M., Todd, M., et al. (2001). Hockey Coaches' and Players Perceptions of Aggression and the Aggressive Behavior of Players. *Journal of Sports Behavior* 24.

McMahan, R. (1978). *The Development of an Instrument for Assessing Sportsmanship Attitudes*. Unpublished doctoral dissertation, University of Tennessee, Knoxville.

Mesin, H.L. (1998). Here Below. *Scholastic Coach and Athletic Director*. 67, 8-11.

Mintah, J.K., Huddleston, S., et al. (1999). Justification of Aggressive Behavior in Contact and Semicontact Sports. Journal of Applied Social psychology. 29, 597-605.

Mintah, J.K. (n.d.). Your Anger Can Hurt Your Performance. Selfhelp Magazine. Retrieved February, 23, 2003 from <http://www.shpm.com/articles/sports/anger.html>.

Neimark, J. (n.d.). Out of Bounds: The Truth About Athletes and Rape. Retrieved February, 23, 2003 from *Interactive Theatre*: <http://www.interactivetheatre.org/resc/athletes.html>.

Kennedy, K. (1997, November, 10). Character Witness. [Review of the book *Character is Everything*]. *Sports Illustrated*, 34.

Person, J. (2002, October, 23). Survey of Youths Shows Ethics Slip. *The Washington Times*. Retrieved February, 23, 2003 from The Washington Times Online: <http://www.washtimes.com/culture/20021023-2439666.htm>.

Ranking the Athletic Departments, 1-122. (1999, September, 13). *The Sporting News*. 15.

Rovell, D. (2003, February, 3). Unauthorized Lebron James Jerseys a Hot Item on eBay. Retrieved February, 23, 2003 from *ESPN.com Sports Business*: <http://sports.espn.go.com/espn/print?id=1503468&type=story>.

School Sports Survey. (2000). *American Fitness*. 18, 43-47.

Sports Ethics Topics and Issues. (2003). Retrieved October, 1, 2003 from *The Sports Ethics Institute*: <http://www.sportsethicsinstitute.org/corked_bat_sets_off_ethics_debate.htm>.

Silva, J.M. and Weinberg, R.S. (1984). *Psychological Foundations of Sport*. Champaign, Ill.: Human Kinetics Publishers, Inc.

Survey Documents Decade of Moral Deterioration: Kids Today Are More Likely to Cheat, Steal and Lie then Kids 10 Years Ago. (2002). *Joseph Institute of Ethics*. 2002 Press Release and Data Summary. Retrieved February, 23, 2003 from the Joseph Online Institute: <http://www.josephsoninstitute.org/Survey2002/survey2002-pressrelease.htm>.

Steve Howe. (n.d.). *BaseballLibrary.com: The Stories behind the Stats*. Retrieved February, 23, 2003 from <http://www.pubdim.net/baseballlibrary/ballplayers/H/Howe_Steve.stm>.

The Exercise and Sport Psychology Division. (n.d.). Retrieved February 23, 2003 from *Temple University, Department of Exercise and Sports Psychology Home Page*: <http://www.temple.edu/education/kinesiology/old_site/sports_psych/page4.html>.

UWash Coach Out After Gambling. (2003, June, 12). Retrieved October, 1, 2003 from *CBSNews.com*: <http://www.cbsnews.com/stories/2003/06/12/national/main558376.shtml>.

Urbanus, C.P. (1981). *Role Conflict of Teacher-Coach: A Possibility of Conflicting Moral Values in Teaching and Coaching*. Unpublished Master's Thesis, Springfield College MA.

Williams, J.M. (2001). *Applied Sport Psychology: Personal Growth to Peak Performance 4th Edition*. Mountain View: Mayfield Publishing Company.

Vita

Brian Joshua Small

EDUCATIONAL BACKGROUND

ADAMS STATE COLLEGE
Alamosa, Colorado
Masters Degree in Health, Physical Education and Recreation, Dec. 2003
Emphasis in Sports Information and Administration

SYRACUSE UNIVERSITY
Syracuse, New York
Bachelor of Science Degree in Marketing Management, May 2002
Minor: Psychology

PROFESSIONAL EXPERIENCE

1999 – Summer — ROCKY HILL BOARD OF EDUCATION
Title One Math Program Instructor — Rocky Hill, Connecticut

- Assisted in the creation of the Title One Math Summer Program
- Instructed students under supervision of the board of education and professional educators

1999 – 2000 — SYRACUSE UNIVERSITY, DRUMLINS PUBLISHING
Sales — Syracuse, New York

- Member of the sales staff for Syracuse University's subsidiary publication company
- Assisted in the editing, printing and distribution of the '44 Things to Do in Syracuse' Brochure for Syracuse University Housing and Residence Life Department

2000 – 2002 — AHL AFFILIATE, SYRACUSE CRUNCH
Intern — Syracuse, New York

- Served as Syracuse University Box Office liaison, initiating new ticket sale voucher program
- Participated in season ticket sales effort
- Assisted in the production of game day program and yearbook
- Provided customer service support for game day staff
- Provided technological support for game day staff as sound engineer

2001 – 2002 SYRACUSE SPORTS RADIO 620, WHEN
Producer Syracuse, New York

- Produced live broadcasts for local professional and semi-professional teams via remote broadcasting
- Produced in-studio, live and interactive programming
- Produced syndicated and affiliate programs
- Produced promotions and clips for daily advertising and highlights

2002 – Fall SYRACUSE SPORTS PROPERTIES
Intern Syracuse, New York

- Assisted in the day-to-day operations of the Syracuse Sports Properties office
- Distributed and delivered programs to venders during game day production at the Syracuse University Carrier Dome
- Participated and organized the on field entertainment such as promotional games for corporate sponsors during Syracuse University Basketball and Lacrosse home games
- Assisted in the production of the Syracuse University Kids Club publication

2002 – Summer SKYHAWKS SPORTS CAMPS
Camp Director Middletown, Connecticut

- Responsible for over 50 five, six and seven year old campers for weekly camp sessions
- Instructed campers in introduction level sports skills and games
- Dealt with customer service, receiving and responding too parent comments and surveys

2002 – 2003 ADAMS STATE COLLEGE
Graduate Assistant / Instructor Alamosa, Colorado

- Instructed introductory level weight training classes for the ASC Athletic Department, developing the curriculum
- Served as Fitness Age technician, overseeing fitness testing for over 100 students as well as training other instructors

2002– 2003 ADAMS STATE COLLEGE, ATHLETIC DEPARTMENT
Assistant Sports Information Director Alamosa, Colorado

- Created and implemented a modern database for ASC's Athletic Home Town Media Program
- Responsible for the publication of various ASC sports publications such as game day programs, media guides, schedule cards, season previews, et al.
- Assisted in the solicitation of advertising for the 2002-2003 and 2003-2004 seasons

2002 - 2003 ADAMS STATE COLLEGE, PRODUCTION STAFF
Game Day Staff Alamosa, Colorado

- Acted as assistant game administrator for ASC softball and basketball, responsible for corporate interaction and other aspect of game day production
- Served as sound engineer, responsible for game day music production
- Served as the primary voice of the ASC Grizzlies, acting as the public address announcer for numerous sports pioneering the maiden broadcast on TEAMLINE

2003 – Current ROCKY HILL PARKS AND RECREATION DEPARTMENT
League Coordinator Rocky Hill, Connecticut

- Assisted in the coordination of over 200 five, six and seven year old participants in the MUNCHKIN soccer division
- Served as Rocky Hill representative and liaison in day-to-day dealings with Major League Soccer camp instructors
- Oversaw Saturday games as administrator responsible for medical emergencies, field inspection and referee scheduling
- Served as senior referee for 5th and 6th grade level games

PROFESSIONAL AFFILIATIONS AND CERTIFICATIONS

- 2002-2003 Member of CoSIDA
- Certified CPR / Red Cross
- Certified Clinician for National Youth Sports Coaches Association

PUBLICATIONS

Hometown Media Databases. (2003) WWW.CoSIDA.COM