SPORTSMANSHIP ATTITUDES HELD BY KANSAS HIGH SCHOOL JUNIOR AND SENIOR BOYS

A Thesis Presented to the Department of Health, Physical Education and Recreation Kansas State Teachers College, Emporia

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by

Myron Ray Rogers August 1968

Approved for the Major Department

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Approved for the Graduate Council

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CHAPTER I

DEFINITION OF THE PROBLEM

I. STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the attitudes toward sportsmanship as held by high school junior and senior boys, as measured by a questionnaire containing certain situations occurring in sports. Specifically this was an investigation to gain insight into:

- Sportsmanship attitudes held by high school boys having experiences in competition in varsity athletics.
- Sportsmanship attitudes held by high school boys not having experiences in varsity athletics.
- 3. A comparison of the sportsmanship attitudes of the two groups.

II. ASSUMPTIONS

For many years it has been assumed that participation in athletics contributes to the development of sportsmanship due to the fact that athletics presents situations which involve the ethical judgement of participants. Behavior in a given sports situation is designated as sportsmanlike or unsportsmanlike by the society in which the behavior occurs. The same act that may be deemed sportsmanlike in one society may be judged unsportsmanlike in another society. Cultural judgement of sportsmanlike behavior may change with the mores of society or from one geographic location to another.

Because there is no static definition of sportsmanship, it is very difficult to measure the qualities of sportsmanship. Nevertheless there is a basic code of ethics underlying all athletic competition. In the measurement of these sportsmanship attitudes we can perhaps be the most accurate if we measure attitudes toward this underlying code of ethics as found in certain sports situations.

III, IMPORTANCE OF THE STUDY

One of the stated objectives of athletics is that "games, athletics and aquatics should seek development of the vital organs, insure functional skills of leisure time, stimulate play and set high standards of behavior."¹ While this is a very broad objective, this study was primarily concerned with the part of the objective that states "to set high standards of behavior."

¹Jesse F. Williams, <u>Principles</u> of <u>Physical Education</u> (Philadelphia: W. B. Saunder Company, 1957), p. 243.

If the final portion of the objective is to be accomplished, there must be knowledge gained in regard to the sportsmanship attitudes of adolescent boys. By comparing the attitudes of the boys with no athletic experience against the boys with athletic experience, it may be discovered if the final portion of the objective is being fulfilled. The value of athletics can thus be measured as contributing more or less to the objective than a learning situation that may take place in the classroom.

IV. SCOPE AND LIMITATIONS OF THE STUDY

The study included a survey of five hundred sixty Kansas high school junior and senior boys enrolled during the 1967-68 school term. The schools included sixteen of the 455 high schools in the state. A sampling of four schools from each of the four groups of classification was acquired. The range in school enrollment varied from seventy to two thousand one hundred students.

The study had several limitations. First, it included only five hundred sixty Kansas high school junior and senior boys. Secondly, the boys were enrolled in only sixteen Kansas public high schools, thus the parochial high schools were not represented. A third limitation

was that no consideration was given to the social or economic position of the boys in the sample group.

V. DEFINITION OF TERMS

<u>Varsity athlete</u>. The term refers to a Kansas high school junior or senior boy who has had two or more years experience in varsity football, basketball, track, golf or wrestling prior to the 1967-68 school year.

<u>Non-athlete</u>. The term refers to a Kansas high school junior or senior boy who has not participated in varsity athletics since entering the ninth grade.

<u>Sportsmanship</u>. Defined as "fair, courteous relations and the graceful acceptance of results."² Applied to athletic terms this means participation in honest athletic rivalry against an opponent who is at full strength and the graceful acceptance of all rules and officials' decisions.

<u>Code of ethics</u>. Defined as "the principles of conduct governing an individual or group."³ Used in reference to athletic individuals or groups.

²Webster's Seventh Collegiate Dictionary (Springfield, Mass.: G. and C. Merriam, 1963), p. 846. ³Ibid., p. 285.

CHAPTER II

REVIEW OF THE LITERATURE

I. PREVIOUS RESEARCH

Review of Research

Several studies have been directed at sportsmanship and attitudes. Review of research also reveals various methods, procedures and findings.

Haskins⁴ after studying the term sportsmanship found that it defies exact definitions due to our ever changing society. She tried to find a way to measure sportsmanship and finally decided the best way would be to use some type of problem solving test that would require an individual's ethical judgement in certain stated critical sports situations.

Haskins compiled 123 questions using the critical incident technique to problem solving. The questions were presented to a jury of three men and two women physical educators. The jury, using the criteria of 60 to 80 per cent agreement, selected sixty questions as acceptable to measure sportsmanship attitudes. After further review of the questions, Haskins made two, twenty-question

⁴Mary Jane Haskins, "Problem Solving Test for Sportsmanship," <u>Research Quarterly</u>, (December, 1960), pp. 601-606.

sportsmanship tests. The tests were then administered to one hundred twenty men and eighty women students selected to see if this type of sportsmanship test could be used.

From the findings, Haskins made the following conclusions:

- 1. Sportsmanship tests of this type can be used to measure attitude behavior.
- 2. Students that had experience in physical education activity and athletics seem to have a higher standard of behavior.
- 3. Knowledge and intelligence help sportsmanship by enabling participants to understand the rules and regulations of the contest or game.

Several studies have been conducted that deal with sportsmanship behavior at the elementary and junior high school grade levels. The earliest study found dealing with sportsmanship attitudes was by Hartshorne and May.⁵ They found, by the use of an attitude questionnaire, that the attitudes of a large number of fifth, sixth, seventh and eighth grade pupils in several New York schools grew progressively worse as the pupils advanced to the upper grades in school.

McAfee⁶ while teaching at Monroe Junior High School in Inglewood, California, performed a study with a group

⁵H. Hartshorne and M. A. May, <u>Studies in Deceit</u> (New York: Macmillian, 1928), (Mimeographed.)

⁶Robert McAfee, "Sportsmanship Attitudes of Sixth, Seventh, and Eighth Grade Boys," <u>Research Quarterly</u>, (March, 1955), p. 120.

of 857 sixth, seventh and eighth grade boys. Using a twenty-item Sportsmanship Preference Record Test and readministering the test after six months, McAfee found that the sportsmanship attitudes of the boys grew progressively worse from the sixth to the eighth grades. After a retest for reliability on the test produced a reliability coefficient of .80, McAfee reached the conclusion that the sportsmanship objectives were not being accomplished as they should be at this grade level.

There have been two more recent studies that are contradictory to the findings of Hartshorne and May and McAfee. Seymour⁷ conducted a study to see if participation or non-participation by elementary school age boys in little league baseball would affect their sportsmanship attitudes. Using 114 boys who participated in little league baseball in Atlanta, Georgia, and a sample group of boys who did not participate, Seymour used a series of separate classification tests to reach these conclusions:

- 1. There was very little change in behavior of participants in little league baseball.
- 2. There was no evidence of decline in sportsmanship attitudes due to participation in little league baseball.
- 3. The participants in little league baseball had more desirable personality traits as rated by their teachers.

7Emery Seymour, "Behavior Characteristics of Participants and Non-Participants in Little League Baseball," Research Quarterly, (October, 1956), pp. 338-346.

- 4. The participants in little league baseball had a higher level of social acceptance as rated by their teachers and peer groups.
 5. There was no indication of any desirable or
- 5. There was no indication of any desirable or undesirable characteristics being developed by participation in little league baseball.

Another study by Bouyer⁸ investigated how the reading of twelve short sports stories to elementary school pupils will influence their sportsmanship attitudes. Using 213 fourth, fifth and sixth graders from two Oakland, California, elementary schools and dividing them into an experimental group that were read twelve short sports stories and a control group that did not hear the stories, Bouyer makes these comparisons of the two groups:

Group	Chron. Age	<u>Mental Age</u>	<u>I.Q.</u>
Experimental	130.3	137.0	105.1
Control	128.3	137.0	106.7
Difference	Í.9	0.0	1.6

After the conclusion of the readings to the experimental group and the administration of a sportsmanship test to both groups, Bouyer reached these conclusions:

1. The reading of sports stories had little effect on sportsmanship attitudes.

⁸George Bouyer, "Children's Concepts of Sportsmanship in the Fourth, Fifth and Sixth Grades," <u>Research</u> <u>Quarterly</u>, (October, 1963), pp. 282-287.

- 2. Play activities and literature are secondary in the formation of sportsmanship attitudes.
- 3. Play activities and stories do very little to build sportsmanship.
- 4. Children that have a limited background in formation of values will have poorer sportsmanship attitudes.
- 5. The classroom teacher is in a good position to help develop the proper values and sportsmanship.
- 6. Thirty-two pupils picked at random from the test group all gave similar definitions of sportsmanship when asked to define the term.

In attempting to explain the attitudes of parents, teachers and administrators toward elementary school competitive athletics, Scott⁹ investigates attitudes. Using a questionnaire for each different group and canvassing 1,099 people in the three groups, Scott reaches these findings in regard to parents, teachers and administrators attitudes toward elementary school competitive athletics:

- 1. The majority of the three populations are in favor of competitive sports at the elementary level.
- 2. Parents are more favorable to elementary competitive sports than are the administrators.
- There is a wide range of opinion on whether there should be elementary school competitive athletics.
 4. Men are more favorable than women to elementary
- 4. Men are more favorable than women to elementary school athletic competition.
- 5. Men with athletic experience favor elementary competitive athletics more than men without athletic experience.

⁹Phobe Martha Scott, "Attitudes Toward Athletic Competition in Elementary Schools," <u>Research</u> Quarterly, (March, 1953), pp. 352-361.

Briddulph¹⁰ conducted a survey to investigate what effect athletic participation has on the personal and social adjustment of high school boys. Briddulph used 461 sophomore and junior boys from two Salt Lake City, Utah, high schools as his subjects. Placing the boys into an athletically superior and low group by the use of the California Classification Test, he then administered a test for personal adjustment and a test for social adjustment. Results of the tests led Briddulph to these conclusions:

- 1. The superior athletic group showed a greater score on the personal adjustment test.
- 2. The superior athletic group did not show a greater score on the social adjustment test.
- 3. The superior athletic group made higher grades and possessed a two and one half point higher average on I. Q. Tests.
- 4. Athletic achievement is a big factor in the personal adjustment of a high school boy. Every attempt should be made to help all boys participate in athletics of some nature.

Several studies concerning the sportsmanship attitudes of college youth have been conducted in recent years. Kistler¹¹ of Louisiana State University conducted a study

¹⁰Lowell G. Briddulph, "Athletic Achievement and the Personal and Social Adjustment of High School Boys," <u>Research Quarterly</u>, (March, 1954), pp. 1-7.

¹¹ Joy W. Kistler, "Attitudes Expressed About Behavior as Demonstrated in Certain Specific Situations Occurring in Sports," <u>College Physical Education Proceedings</u>, 1957, p. 55.

in his basic physical education classes by the use of a sports questionnaire based on the critical incident technique. Three hundred freshman and sophomore men and one hundred fourteen women were asked if they approved of behavior of participants as described in ten specific sports situations. They were also asked why they approved or disapproved in each instance. The individuals were further instructed that in most instances the behavior represented practices employed for the purpose of gaining an advantage and that in most cases the behavior violated the spirit of rules for that particular sport, if not the actual rules themselves.

Based on the analysis of data secured from the random sampling the following generalizations could be made:

- 1. Approximately one-third of the men approved of actual deception to gain an advantage over an opponent.
- 2. More than one-half the men approved of the practice of taking advantage of an official when it would benefit him or be to his own advantage.
- 3. Sixty per cent of the men approved of deliberately breaking the rules when it appears something might be "salvaged" out of a bad situation by so doing.
- 4. About one-third of the men approved of "putting" the pressure" on the official by booing or razzing him.
- 5. Twenty-three per cent of the men did not think it improper to boo a player attempting to shoot a free throw in basketball.
- 6. Three-fourths of the men approved of tactics designed to throw a player off his game if this could be accomplished.

- 7. Three-fourths of the women indicated it was not their responsibility to tell the official in volleyball that they touched the net undetected.
- 8. One-fourth of the women believed it sportsmanlike to make so much noise that the football team on offense could not hear the signals.
- 9. Athletes have a poorer attitude about sportsmanship as defined in this study than those who have not participated in varsity athletics at the high school level.

Another study employing a different testing technique seems to support Kistler's findings. Booth¹² used the Minnesota Multiphasic Personality Inventory (M.M.P.I.) to compare the attitudes of: 1) Freshman and upper class athletes and non-athletes. 2) Freshman and varsity athletes who participated in only team sports as compared to freshman and varsity athletes who participated in only individual sports. Using a Grinnell college sample group that consisted of sixty-three freshman and seventy-eight varsity athletes and seventy-one freshman and seventy-four upper class non-athletes, Booth reaches these conclusions:

- 1. As measured by the M.M.P.I. the attitudes of the athletes were significantly worse than the non-athletes.
- 2. The attitudes of the athletes who participated in individual sports was significantly better than the athletes who participated in team sports.
- 3. The attitudes of the athletes in varsity team sports was significantly worse than the freshman athletes in team sports.

12E. G. Booth, "Personality Traits of Athletes as Measured by the M.M.P.I.," <u>Research</u> <u>Quarterly</u>, (May, 1958), pp. 127-138. Bowers¹³ conducted a survey similar to Kistler's. Using a basic physical education class at Louisiana State University, Bowers divided the class into a group with at least one year of varsity participation at the high school level and another group with no athletic experience at the high school varsity level. He then administered a ten item questionnaire using the critical incident technique and gave the test group the choice of responding if the action was highly desirable, desirable, undesirable, highly undesirable or no opinion. An analysis of the sportsmanship attitudes of these 119 freshman men reveals the following:

- 1. Sixty-seven per cent of the students rated faking a football injury to stop the clock as undesirable or highly undesirable.
- 2. Eighty-seven per cent of the men felt that admitting when asked by an official in a basketball game that he deflected a pass out of bounds was highly desirable or a desirable act.
- 3. Only nine per cent of the men rated not counting a penalty stroke for improving the lie of a golf ball when rules call for it as highly desirable or undesirable.
- 4. Eighty-nine per cent of the men felt that reporting a mistake in a golf score even though it disqualified them from a tournament victory was highly desirable or desirable.
- 5. Sixty-six per cent of those questioned rated throwing high and inside at a batter in order to move him away from the plate as being highly desirable or desirable.

13Louis E. Bowers, "An Investigation of Sportsmanship Attitudes Held by Adolescent Boys," (Psychology Research Paper, L. S. U., Baton Rouge, Louisiana, January, 1964).

- 6. Thirty-two per cent designated refraining from palming a basketball in a game even though the referee could not detect it as being undesirable or highly undesirable.
 7. Reactions from the two test groups showed no
- 7. Reactions from the two test groups showed no appreciable difference in the attitudes of the group with or of the group without varsity athletic experience.

Pearson¹⁴ tested for sportsmanship attitudes in state and denominational colleges and the difference in attitudes of athletes and non-athletes in these schools. The athletic test group was composed of seventy-eight athletes and thirteen coaches in the state colleges and sixty athletes and twelve coaches in the denominational colleges. The group of non-athletes was taken from three upper division men and women physical education classes in each school tested.

Using a twenty question "Action-Choice Test for Competitive Sports Situations," with a retest reliability computed at .93, Pearson reached these conclusions:

- 1. Denominational colleges do not promote sportsmanlike attitudes in basketball players any more than state colleges.
- 2. There was no significant relationship between sportsmanlike attitudes and number of years of varsity experience.
- 3. There was no significant relationship between the sportsmanship attitudes of players and those of their own coach.

14Donald C. Pearson, "Attitudes of Athletes of State and Denominational Colleges Toward Sportsmanship," (unpublished Doctoral thesis, The University of Arkansas, Fayetteville, 1966).

- 4. There was no significant difference in the sportsmanship attitudes expressed by non-athletes attending either a state or denominational college.
- 5. No significant difference in sportsmanlike attitudes was found between athletes or non-athletes.
- 6. The female non-athletes had a much better attitude toward sportsmanship than the male non-athletes.

II. SUMMARY

Relation of the Proposed Study to the Previous Research

The implications of the previous research show that some studies indicated a problem in sportsmanship attitudes of boys. Previous research in six of the studies cited indicates a very small problem in the sportsmanship attitudes of elementary and adolescent age boys. Four studies cited, however, indicated that a sportsmanship problem does exist among elementary and adolescent age boys.

Previous research available, comparing the sportsmanship attitudes of the athletes and non-athletes, indicates in five studies that no significant sportsmanship problem exists. Three of the studies, however, indicated that the athletic experience group possessed significantly poorer sportsmanship attitudes than the group without athletic experience.

By using similar methods and procedures as revealed in the review of research, enough information was obtained to measure the sportsmanship attitudes of Kansas high school junior and senior boys in order to determine if the Kansas sampling possesses a positive or negative attitude in regard to sportsmanship.

CHAPTER III

PROCEDURE

I. INTRODUCTION

The purpose of this study was to investigate the attitude toward sportsmanship as held by high school junior and senior boys as measured by certain situations occurring in sports. For this purpose a questionnaire was formulated and distributed to sixteen Kansas high schools. The schools represented in the survey were chosen from four geographic areas running north and south with one school from each class--AA, A, B and EB-representing each area. The football or basketball coaches at these schools administered the questionnaire.

II. SUBJECTS

The subjects used in this study were five hundred sixty junior and senior boys enrolled in sixteen Kansas public high schools. In the eight class AA and A schools surveyed, a sampling of fifty boys was used. From this group of fifty boys, the twenty-five athletes had competed in at least two years of varsity athletics and the twentyfive non-athletes had no varsity athletic experiences since entering the ninth grade, except for the required physical education classes. The range in enrollment of the schools used in this classification was from 2,100 to 269 students in the upper three grades. In the eight class B and BB schools used in this study a sampling of twenty junior and senior boys was used because of the small number of students in the schools. From this group of twenty, ten were athletes and ten were non-athletes. The range in enrollment of these schools was from two hundred six to seventy students in the upper three grades. The test sampling included two hundred eighty boys classed as athletes because of their participation in varsity athletics and two hundred eighty boys classes as nonathletes because they were not participating in varsity athletics at the high school level. The non-athletes were selected from the following areas of typical student enrollment: English, social studies or mathematics classes or study hall.

III. TESTING DEVICE

A questionnaire containing ten critical incidents occurring in sports was formulated using the critical incident technique. This technique was devised originally by Haskins¹⁵ and modified and used by Bowers¹⁶ and

15_{Haskins}, op. cit.

16 Bowers, op. cit.

Pearson¹⁷ in their respective studies. The test questions involved situations occurring in sports that hinged on rule infractions or situations that would help gain an advantage over an opponent. These situations included incidents in the seven sports of football, basketball, track, golf, tennis, wrestling and baseball.

In order to disguise the exact purpose of the test, the title given the questionnaire was: "Survey of Behavior Occurring in Various Sports Situations." The decision for each question required the use of each individual's ethical judgement. The individual had the choice of judging each specific situation as highly acceptable, acceptable, highly unacceptable or give a no opinion response. The test results for each of the subjects were tabulated to find the total number of responses in each area for each of the ten questions.

IV. TESTING PROCEDURES

On January 2, 1968, a letter was sent to the head football or basketball coaches of the sixteen Kansas high schools chosen to take part in the survey. The participating coach was asked to administer the test questionnaire to a specified number of junior and senior boys in the school

17_{Pearson}, op. cit.

depending upon the school classification. A definition of the term athlete and non-athlete as established by this study was stated for the purpose of clarification. The coaches were asked to reply within one week by returning the enclosed pre-addressed post card. Thirteen schools replied affirmatively within one week and three alternate schools chosen replied affirmatively the following week.

By the middle of January, 1968, packets containing the directions and the proper number of questionnaires were sent to each of the participating schools. An enclosed pre-addressed and postage paid label was enclosed in each packet to be used to return the packet. By early February, 1968, all the packets were returned and results of the questions tabulated.

V. TREATMENT OF DATA

The treatment of data involved computing the frequency and percentages of responses in each of the categories of highly acceptable, acceptable, highly unacceptable and no opinion for each question for each group and for the total sample. Further, computation of a chi square test was made for each test item to find out if a significant difference exists between the responses of the group with varsity athletic experience and the group with no varsity athletic experience. Following is the chi square formula as outlined by Jarrett.¹⁸

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$$x^2 = \frac{(fo-fe)^2}{fe}$$

fo = frequency of occurrence of observed facts fe = expected frequency of occurrence on same hypothesis

^{18&}lt;sub>Henry</sub> E. Jarrett, <u>Statistics in Psychology and</u> <u>Education</u> (New York: David McKay Company, Inc., 1958), pp. 253-254.

CHAPTER IV

PRESENTATION OF DATA

I. INTRODUCTION

The purpose of this study was to investigate the attitude toward sportsmanship as held by high school junior and senior boys, as measured by a questionnaire containing certain situations occurring in sports. More specifically this was an investigation to gain insight into the sportsmanship attitudes held by high school boys having experiences in competition in varsity athletics; the sportsmanship attitudes held by boys not having experiences in varsity athletics; a comparison of the sportsmanship attitudes of the two groups.

There was a statistical analysis computed in studying the comparitive differences of high school athletes and non-athletes attitudes toward sportsmanship. This statistical method was chi square as outlined by Jarrett.¹⁹

A ten question questionnaire provided the necessary data for the comparisons.

19_{Ibid}., pp. 253-257.

II. ANALYSIS BY GROUP OF THE FOUR CLASSIFICATIONS OF KANSAS HIGH SCHOOLS

In a study such as this one it is common to first announce that the null hypothesis is being tested. Through such a device as the null hypothesis the researcher is bound to state that no difference exists between groups. If a significant difference is reached, the null hypothesis can be rejected. But if the difference is not significant, the null hypothesis can be retained.

For an analysis of this section the sample population was placed into two groups: athletes and non-athletes. The two groups were further divided into the four groups used for school classification by the Kansas State Activities Association during the 1967-68 school year. Tables I, II, III, and IV show the results of the questionnaire tabulated by population for each school classification. Each question of the questionnaire in the four groups of classification was subjected to the chi square formula and afforded the investigator the evidence for the findings illustrated on Table V.

Following is a discussion of the findings on Table V as revealed by each question in each separate area of classification.

TABLE I

CLASS AA - TABULATION SHEET

	A	ΤH	LETE	S	NOI	N - A	THLI	ETES
Ques.	Highly Acc.	Acc.	Highly Unacc.	No Opinion	Highly Acc.	Acc.	Highly Unacc.	No Opinion
1.	7	57	27	9	0	60	31	9
2.	1	3	93	3	0	1	96	3
3.	13	53	25	9	3	59	26	12
4.	11	33	47	9	3	25	59	13
5.	7	12	70	11	3	1 4	76	7
6.	7	40	49	4	3	25	55	17
7.	19	42	37	2	5	50	24	2 1
8.	33	59	8	0	24	56	16	4
9.	11	31	52	6	3	38	43	16
10.	35	48	15	2	24	48	15	13
Totals	ո 144	378	423	55	68	376	կկշ	115
11.	Junior	s-68	Senior	s- 32	Juni or:	s-72	Senior	s-28
12.	Total	Athle	tes - 10	00	Total 1	Non-A	thletes	- 100

TABLE II

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CLASS	A	_	TABULATION	SHEET
•				

e	A	тн	LETE	S	NO	N - A	THLI	ETES
Ques.	Highly Acc.	Acc.	Highly Unacc.	No Opinion	Highly Acc.	Acc.	Highly Unacc.	No Opinion
1.	10	62	27	l	5	48	3 5	12
[°] 2.	1	2	92	5	0	5	86	9
3.	9	59	24	8	2	54	36	8
4.	9	41	38	12	6	34	42	18
5.	1	12	80	7	2	20	67	11
6.	13	40	37	10	6	2 9	57	8
7.	25	42	26	7	13	44	2 9	14
8.	31	57	11	1	22	53	18	7
9.	8	30	56	6	7	2 5	53	15
10.	34	56	10	0	17	45	27	11
Totals	141 141	401	401	57	80	357	450	113
11.	Junior	s-23	Seniora	s-77	Junior	s-30	Senior	s-70
12.	Total .	Athle	tos - 10	00	Total	Non-A	thletes	- 100

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TABLE IT I

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CLASS B - TABULATION SHEET

<u></u>	A	тн	LETE	S	NO	N - A	THL	ETES
Ques.	Highly Acc.	Acc.	Highly Unacc.	No Opinion	Highly Acc.	Acc.	Highly Unacc.	No Opinion
1.	1	27	10	2	0	18	18	4
2.	2	1	36	1	0	0	цо	0
3.	4	17	13	6	1	24	21	4
4.	7	21	10	2	2	7	26	5
5.	1	3	32	Ц	0	3	33	Ц
6.	5	17	13	5	1	10	27	2
7.	7	13	15	5	0	13	22	5
8.	14	21	3	2	6	24	7	3
9.	5	14	18	3	0	24	20	6
10.	2 0	17	1	2	6	16	ւկ	4
Totals	s 66	151	151	32	16	119	228	37
11.	Junior	s-25	Seniors	- 15	Junior	s-22 S	Seniors	-18
12.	Total	Athle	tes - 40)	Total	Non-A	thletes	- 40

TABLE IV

CLASS BB - TABULATION SHEET

	A	THI	LETE	S	NOI	N - A	THL	ETES
Ques.	Highly Acc.	Acc.	Highly Unacc.	No Opinion	Highly Acc.	Acc.	Highly Unacc.	No Opinion
1.	1	2 5	9	5	0	20	18	2
2.	0	0	3 8	2	0	3	36	1
3.	4	21	24	1	5	15	15	5
Ц.	9	16	11	4	2	17	18	3
5.	2	7	30	l	Ц	3	32	1
6.	4	18	17	l	2	12	23	3
7.	11	18	10	l	ц	18	16	2
8.	19	18	1	2	6	25	7	2
9.	2	14	21	3	2	16	19	3
10.	18	22	0	0	6	21	9	ц
Totals	3 70	159	151	20	31	150	19 3	26
11.	Juniors	s -1 3	Seniors	s-27	Juni or:	s-20	Senior	s-20
12.	Total A	Athlei	tes - 40)	Total 1	Non-At	thletes	- 40

TABLE V

CHI SQUARE ANALYSIS OF THE FOUR CLASSIFICATIONS OF KANSAS HIGH SCHOOLS

Question	AA	A	В	BB
1.	7.32	13.72**	5.74	5.82
2.	2.04	3.62	5.22	3.40
3.	6.60	7.06	4.34	3.80
4.	7.72	2.64	16.88**	6.28
5.	2.86	2.18	1.00	2.32
6.	13.44**	9.12*	10.58*	3.76
7.	27.36**	6.28	8,32#	4.96
8.	8.16*	8.00*	5.20	12.54**
9.	10.66#	4.44	6.10	.22
10.	10.10*	25.58**	19.48#*	19.02**

*To be significant at the .05 level with 3df=7.82 **To be significant at the .01 level with 3df=11.35

<u>Class AA High School</u>. When the class AA high schools' responses were subjected to the chi square formula, a figure not significant was obtained on questions 1 through 5. To be significant at the .05 level, a figure of 7.82 was required and to be significant at the .01 level, a figure of 11.35 was required with the degrees of freedom (df) equal to three. Questions 6 and 7 were highly significant at the .01 level with an obtained return of 13.44 and 27.36 respectively. Questions 8, 9, and 10 were significant at the .05 level--all being over the 7.82 required for significance at this level.

<u>Class A High School</u>. In the class A high schools subjected to the questionnaire and the chi square formula for comparison of each group, a non-significant figure was obtained on questions 2, 3, 4, 5, 7 and 9. This is better than the previous group. Questions 1 and 10 were 13.72 and 25.58 respectively and were highly significant at the .01 level being over the 11.35 figure required for significance. Questions 6 and 8 were significant at the .05 level being over the 7.82 figure necessary for significance.

<u>Class B High School</u>. When the class B high schools were subjected to the chi square formula, a non-significant figure was obtained on questions 1, 2, 3, 5, 8 and 9. This is somewhat equal to the class A group and better than the class AA group. Two questions were highly significant at the .01 level, these being questions 4 and 10 which showed figures of 16.88 and 19.48, both over the significant figure at this level of 11.35. Questions 6 and 7 were significant at the .05 level, both being over the 7.82 figure necessary for significance at this level.

<u>Class BB High School</u>. When the class BB high schools were subjected to the chi square formula, a nonsignificant figure was obtained for all the questions except questions 8 and 10 which were highly significant at the .01 level. The 12.54 and 19.02 figures respectively were over the 11.35 figure necessary for significance.

> IIT. ANALYSIS BY CHI SQUARE OF THE TOTAL KANSAS HIGH SCHOOL SAMPLE GROUP

The analysis process for the total sample population was to place into two groups, athletes and non-athletes, the total population sampling as illustrated on Table VI. Each question of the questionnaire was subjected to the chi square formula which afforded the investigator the evidence for the findings illustrated on Table VII. Table VII shows a listing of the ten questions and the

TABLE VI

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FINAL TABULATION OF TEST SAMPLINGS OF THE ATHLETIC AND NON-ATHLETIC EXPERIENCED KANSAS HIGH SCHOOL GROUP

	A	тн	БΕТΕ	S	N O	N - A	THLI	ETES
Ques.	Highly Acc.	Acc.	Highly Unacc.	No Opinion	Highly Acc.	Acc.	Highly Unacc.	No Opi ni on
<i>"</i> l.	19	171	73	17	5	146	102	27
2.	4	6	259	11	0	9	258	13
3.	30	150	76	24	11	142	98	29
4.	36	111	106	27	13	83	145	39
5.	11	34	212	23	9	40	208	23
6.	29	115	116	20	12	76	162	30
7.	62	115	88	15	22	125	91	42
8.	97	155	23	5	58	158	48	16
9.	26	89	147	18	12	93	135	40
10.	107	143	26	4	53	130	65	32
Totals	421	1089	1126	164	195	1002	1312	291
11.	Junior	·s-129	Senio	rs-151	Juni or	·s-144	Senio	rs-136
12.	Total	Athle	tes - 21	80	Total	Non-A	thletes	- 280

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TABLE VII

THE CHI SQUARE ANALYSIS SHOWING THE SIGNIFICANT DIFFERENCES IN THE ATTITUDE QUESTIONNAIRE RESPONSES OF THE KANSAS HIGH SCHOOL ATHLETES AS COMPARED TO THE KANSAS HIGH SCHOOL NON-ATHLETES

Question	Total
1.	17.22**
2.	5.16
3.	12.06**
ц.	11.16*
5.	. 68
6.	24.26**
7.	32.18 **
8.	24 •46**
9.	14.08**
10.	57.28**

*To be significant at the .05 level with 3df=7.82 **To be significant at the .01 level with 3df=11.35

significant differences found in the total sampling of all two hundred eighty athletes as compared to all two hundred eighty non-athletes.

The results of the comparison reveals a nonsignificant figure was obtained on only two of the ten questions of the total sampling. These questions numbered 2 and 5 were concerned with improving the lie of the golf ball while not adding a penalty stroke and "booing" an opponent while attempting a free throw during a basketball game. Neither group tended to rate this action as acceptable. Since these are overt acts that society generally judges as unsportsmanlike, then the non-significant reaction seems logical.

On one of the remaining eight questions the frequence of responses of the athletic and non-athletic experienced groups differed at the .05 level of significance. Question 4 was concerned with faking an injury during a football game, when your team has no timeouts, so the clock will stop and a substitution can be made. The athletic experience group tended to think this was acceptable. While faking an injury is a violation of the rules in football, it is a very difficult and somewhat impossible action to detect.

The frequency of responses on the remaining seven questions-1, 3, 6, 7, 8, 9 and 10--all differed at the .01 level of significance. The athletic experience group

tended to rate all of these following actions as more acceptable than did the non-athletic experience group.

 Stalling in a wrestling match after gaining a lead against a superior opponent.

2. Using stalling tactics to upset an opponent during a tennis match.

3. Pretending to tag second base in order to speed your throw to first so that your team can get more double plays in baseball.

4. Intentionally fumbling the football into the end zone on fourth down in hopes your team will recover for a touchdown in football.

5. Intentionally fouling an opponent going in for a layup during a basketball game.

6. "Boxing" an opponent in during a race in track, so that your teammate can win the race.

7. Intentionally bouncing the ball off your opponent's leg in basketball when trapped so that your team may retain the basketball and play it in bounds.

Of these seven questions only question number 1, which had to do with stalling in wrestling, is a clear cut rule violation. The other six questions--numbers 3, 6, 7, 8, 9 and 10--are "borderline" rule infractions or situations that hinge on gaining an advantage over an opponent. The tendency in the responses of the athletic experience group seems to be interpreted as "good strategy" by the individual wishing to do so.

Further examination of the data on Table V reveals the frequency of responses in the different classes of schools to be of interest. The class AA schools reveal a significant difference at the .01 level on questions 6 and 7 and at the .05 level of significance on questions 8, 9 and 10. The class A schools differed at the .05 level of significance on questions 6 and 8 and at the .01 level of significance on questions 1 and 10. The class B schools likewise differed on four questions, two at the .05 level of significance and two at the .01 level of significance. In the class B group, questions 6 and 7 show a significance at the .05 level and questions 4 and 10 at the .01 level. The class BB group differed on only two questions and both at the .01 level of significance, these being questions 8 and 10.

The chi square figures would be non-significant on five of the responses in the class AA group, six in the class A and class B group and eight in the class BB group. The larger the school the more significant the differences in responses seemed to be at the .05 and .01 level of significance.

IV. ANALYSIS BY PERCENTAGES OF THE TOTAL KANSAS HIGH SCHOOL SAMPLE GROUP

An analysis of the sportsmanship attitude responses of the 560 subjects to the ten sports situations reveals the following percentages to be of particular interest:

1. Sixty-one per cent of the subjects believe it highly acceptable or acceptable to stall in a wrestling match.

 Only three per cent of the subjects believe it highly acceptable or acceptable to improve your lie in the rough in a golf match.

3. Fifty-nine per cent of the subjects believe it highly acceptable or acceptable to "rattle" your opponent in a tennis match by using stalling tactics.

4. Forty-two per cent of the subjects believe it highly acceptable or acceptable to fake an injury in football to stop the clock in case there were no time outs left.

5. Only seventeen per cent of the subjects believed it highly acceptable or acceptable to "boo" an opponent shooting a free throw in basketball.

6. Forty-one per cent of the subjects believe it highly acceptable or acceptable to fake a tag of the base in baseball.

7. Fifty-eight per cent of the subjects believe it highly acceptable or acceptable to fumble the football into the end zone in hopes of recovering and scoring a touchdown on fourth down.

8. Eighty-four per cent of the subjects believe it highly acceptable or acceptable to foul a basketball player intentionally to prevent him from making a sure layup.

9. Thirty-nine per cent of the subjects believe it highly acceptable or acceptable to "box" an opponent in during a track race.

10. Seventy-seven per cent of the subjects believe it highly acceptable or acceptable to use your opponent in basketball by bouncing the ball off his leg in case he has you trapped in a corner and you cannot maneuver.

V. DISCUSSION

In discussing the results of this study it should be pointed out that no attempt was made to morally judge the responses of the athletes and the non-athletes since it was stated earlier that sportsmanship has no static definition. A definition of sportsmanship has been presented as the basis of the formulation of the attitude questionnaire and as a frame of reference to those not familiar with sports activities.

It is important to understand that the finding of a significant difference between the frequency of responses in a certain sports situation as a result of a chi square test does not necessarily imply that participation or non-participation in varsity athletics was the cause. The two groups involved not only differed in athletic participation, but also in religion, family economic background and physical education experiences as well as educational background. The difference being compared in this study, namely athletic competition participation or non-participation, is the most logical variable associated with sportsmanship attitude.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. INTRODUCTION

As stated in the beginning the purpose of this study was to investigate the attitudes toward sportsmanship as held by high school junior and senior boys as measured by a questionnaire containing certain critical situations occurring in sports. More specifically an attempt was made to gain insight into the sportsmanship attitudes held by high school boys having experiences in varsity athletics and those high school boys not having experiences in athletics, and further to compare the sportsmanship attitudes of the two groups.

A sample population of five-hundred sixty Kansas high school junior and senior boys were administered a questionnaire that involved responding to questions about critical situations that occur in sports. Two-hundred eighty of the sample population were identified in this study as athletes and two-hundred eighty were identified as non-athletes for the purpose of comparing the responses of each group. To insure an equal cross section of schools, the state was divided into four areas running north to south. One school represented each classification of school in each area. A total of sixteen Kansas high schools, four from each group of classification, participated in this study.

II. FINDINGS

From the chi square and percentage results of the response of the sample group, the following findings can be drawn in regard to the sportsmanship attitudes of Kansas high school junior and senior boys as defined by this study.

Neither group will partake in an overt action
 of unsportsmanlike behavior.

2. The sportsmanship attitudes of the total athletic experience group differed significantly from the attitudes of the non-athletic group in eight of the ten sports situations.

3. The sportsmanship attitudes of the athletic experience group differed more significantly in the larger schools than in the smaller schools.

4. The athletic experience group would have a greater tendency to approve of a contestant taking advantage of a "borderline" situation occurring in sports than the non-athletic experience group. 5. The larger the school the more likely the tendency to take advantage of the "borderline" situation occurring in sports by the athletic experience group.

6. As defined by this study the sportsmanship attitudes of the athletic experience group is significantly more negative than the group without athletic experience.

7. It is possible that varsity athletics as they are presently being conducted in our high schools do not contribute toward sportsmanship development.

III. CONCLUSIONS

The findings of this study may not appear alarming considering that the athletic experience group has been thrown into more situations in sports that required immediate action. Only one question that was a definite rule violation did this group judge as an acceptable act. That involved stalling in wrestling which is a very difficult violation to detect.

The finding that the responses were more significant in the athletic experience group in the larger schools can possibly be explained. The competition is keener and the coaches more experienced in the larger schools. In other words because of better coaching the athletes are better instructed in exploiting the weakness of their opponents within the letter of the rules.

IV. RECOMMENDATIONS

It is recommended that further investigation into the relationship of sportsmanship attitude responses in similar "real life" situations be made since sportsmanship is of little practical value after one's sports competition days are over unless it has a carry over value in other areas of life.

A second recommendation is that there should be further investigation of the sportsmanship attitudes of Kansas high school boys at various grade levels to see what relationship sportsmanship attitude has to maturity of the boy.

Thirdly, beings the sportsmanship attitudes of the athletic group was seemingly more negative in the larger schools, further study is recommended of the sportsmanship attitudes of either the coaches or the athletes in the larger schools as compared to the smaller schools. In other words why a more significant difference in the sportsmanship attitudes of the boys in the larger schools as compared to the sportsmanship attitudes of the boys in the smaller schools.

And a final recommendation would be to compare the sportsmanship attitudes of high school boys competing only in individual sports as compared to the sportsmanship

attitudes of high school boys competing only in team sports.

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APPENDIX

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Clay Center Community High School Clay Center, Kansas 67432

Dear

I am completing work on my masters degree in Physical Education at Kansas State Teachers College. I solicit your help in conducting a survey in your school of _______ junior and senior boys classed as athletes and _______ boys classed as non-athletes. The athletes must have competed in at least one varsity sport for a period of two years. Varsity sports include football, basketball, track, golf, wrestling or tennis. The nonathletes must be boys who have not competed in any varsity sports since entering the ninth grade. These non-athletes could be from any one of four areas of typical student enrollment, such as English, social studies, mathematics or study hall.

If you can take part in this survey, please check the enclosed post card and return it to me within a week. Upon receipt of the post card, I will send you a packet containing the fifty or twenty survey sheets to administer and a self addressed, postage paid return envelope. The test should take between fifteen and twenty minutes to administer.

Many thanks for your cooperation,

Mike Rogers

MR:bac

Enclosures

The following questionnaire can easily be administered in fifteen minutes. You may administer to one large group or smaller groups in your various classes or study halls. The questionnaire is intended generally to check the sportsmanship attitudes of junior and senior boys and more specifically to compare the attitudes of the athletes and the non-athletes.

Therefore, as you administer the questionnaire, follow these simple instructions:

1. Tell the boys to read the directions carefully and that the questions require ethical judgement.

2. Have the athletes circle YES on question number twelve. Remember the athletes are presently or have been a member of a varsity football, basketball, track, wrestling, golf or tennis team this past year. You should have boys in this class.

3. Have the non-athletes circle NO on question number twelve. Remember these are boys who have not been a member of a varsity athlete team for at least a couple of years or since the ninth grade. You should have boys in this class. If they have gone out for a sport or sports and quit, they are non-athletes.

Please return the questionnaire in a week or ten days. Just paste the enclosed label and postage over the old label and postage. The packet was sent at third class rates, but must be returned at first class rates. The copy marked extra is for you to take and keep if you please. If you want a copy of a summation of the thesis due next summer, please send a note in the packet.

Many, many thanks for your time and effort. If I can ever be of help to you, let me know.

Thanks again,

Mike Rogers Clay Center Community High School Clay Center, Kansas 67432

COMMENTS:

A. Survey of Behavior Occurring in Various Sports Situations

Directions

The following ten incidents may occur in various sports. You are to place yourself in the situation described and then mark one of the four alternatives that best reflect your feeling in regard to the situation. Place an X in the space of the alternative you prefer for each question.

1. You are engaged in a wrestling match with a superior opponent. You fortunately gain a 2-0 advantage early in the match. It is the intent of the rules in wrestling to prevent stalling, but if you can stall the remaining time, the match will be yours. So you fake holds and use other stalling tactics to consume time to enable you to win the match. How would you judge your actions?

Highly Acceptable ______ Highly Unacceptable _____ Acceptable _____ No Opinion _____

2. You are participating in an important golf match. You drive your ball into the rough. The rules state "that the ball cannot be moved in the rough without adding a stroke penalty." Unknowing to your opponent and since he is out of sight, you contend the rough hasn't been cut recently and you decide to improve the lie of the ball so that you can get a good second shot. You do not add the stroke penalty to your score. How would you judge your action?

 Highly Acceptable
 Acceptable

 Highly Unacceptable
 No Opinion

3. You are participating in a tennis match for the city championship. You lost the first set by a score of 6-3. You realize that by using delaying tactics such as tieing your shoe, or stopping to wipe the perspiration off your face, you can throw your opponent off his game. By using these tactics to irritate your opponent, you win the ł

next two sets and the match. How would you judge your actions?

Highly	Acceptable	Acceptable	
Highly	Unacceptable	No Opinion	
- · ·		-	

4. You are participating in a championship football game and the score is 14-13 in favor of your opponents. With fifteen seconds remaining in the game, your team has the ball on your opponent's ten yard line, fourth down and goal to go to score and no time outs left. You fake an injury knowing that the rules state that the clock must stop, and you must leave the field for at least one play. This enables your field goal kicker to enter the game and kick a field goal. Your team wins 16-14. How would you judge your actions?

Highly Acceptable ______ Highly Unacceptable _____ Acceptable _____ No Opinion _____

5. You are a spectator at a basketball game with your school's biggest rival. You participate in "booing" the rival's players everytime one of them attempts a free throw. You do this so the opponents will get rattled and miss the free throw thus giving your team a better chance to win. How would you judge your action?

Highly Acceptable Highly Unacceptable Acceptable _____ No Opinion _____

6. You are a second baseman on a baseball team. According to the rules you must step on or tag the base before throwing to first base for a double play. This tag forces the runner out going from first to second base. You have developed a technique that is very hard for the umpire to detect, where you pretend to touch second base, before you throw to first. This "pretend" tag speeds your throw to first base enabling your team to get more double plays each season. How would you judge your action?

Highly Acceptable_____ Highly Unacceptable_____ Acceptable _____ No Opinion _____

7. Your team is behind 7-6 and has the football on your opponent's three yard line, fourth down, goal to go with

just a few minutes remaining to play. You carry the football and get hit just a few feet short of the goal. Before the referee's whistle blows the ball dead, you intentionally fumble the ball into the end zone in hopes that a team mate will recover the fumble for a touchdown. How would you judge your action?

Highly Acceptable _____ Highly Unacceptable _____

Acceptable _____ No Opinion _____

8. During a close basketball game your opponents steal the ball and have you outnumbered two on one at their end of the court. To prevent your opponents from scoring an almost certain field goal, you intentionally foul one of them before the shot so they will have only one free throw attempt and your team will be in a better position to rebound. How would you judge your action?

Highly Acceptable ______ Highly Unacceptable _____ Acceptable _____ No Opinion _____

9. "Boxing" an opponent in track is keeping him hemmed in so he cannot run his usual race. During a 440 yard race you realize that you cannot win so you decide to help your teammate win the race. You take an early lead in the race and get in position to "box" in your teammate's biggest threat. You speed up and slow down thus not letting the runner run his usual race. When he does pass you, he is forced to pass in an outside lane. This enables your teammate to win the race. How would you judge your action?

Highly Acceptable _____ Highly Unacceptable _____ Acceptable _____ No Opinion _____

10. You are playing in a close basketball game for the regional title. Your team is behind one point with ten seconds left to play in the game. You dribble the ball into a corner and get trapped. To prevent having a jump ball called because of the five-second rule, you intentionally throw the ball against the opponent's leg and the ball goes out of bounds off your opponent. The official awards your team the ball out of bounds. Your team quickly sets up an out of bounds play and scores

a basket thus waction?	vinning the tit]	.e. How wo	ould you j	udge your
Highly Acceptat Highly Unaccept	ble table		Acceptabl No Opinio	ə n
ll. Please cir	rcle the grade y	ou are pre	sently in	school.
	Junior		Senior	
12. Are you presently or have you been a member of a varsity team this year? Circle one.				
	Yes		No	
If yes, circle participate.	the varsity spo	ort or spor	rts in whi	ch you
Football	Basketball	Track	Golf	Wrestling
Tennis				

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