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BEHAVIOR OF THE ADMINISTRATION OF INTER-
COLLEGIATE ATHLETICS.

The Ohio State University, Ph.D., 1970
Education, physical

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A STUDY OF THE ATTITUDES AFFECTING THE
BEHAVIOR OF THE ADMINISTRATION OF
INTERCOLLEGIATE ATHLETICS

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
David Michael Hutter, Bsed., Msed.

* * * * * *

The Ohio State University
1970

Approved by

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Adviser
School of Physical Education
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CHAPTER I

NATURE AND PURPOSE OF THE STUDY

Introduction

Intercollegiate athletics occupy a prominent place in the program of higher education in the typical college or university. Institutions of higher education in the United States have a commonality in the sense that the majority of them support an athletic team of some nature. It has been stated that this commonality (athletics) is historically and presently an expression of the kind of academic communities we have. ¹ Dr. Cady goes a step further by implying that intercollegiate athletics came naturally, growing like a plant out of the soil of the academic community. ²

The athletic program is a powerful force in our society, especially among college alumni. Is this powerful force contributing to the education of our students? Is it accomplishing the objectives purported? More specifically, are the attitudes of administrators toward intercollegiate athletics consistent with policy and practice?


²Ibid., p. 213.
Has the administration of successful athletic programs been warped by a history of an overzealous desire for winning teams?

During the past century intercollegiate athletics have developed from an informal beginning to a highly organized and complex undertaking. From the earliest intercollegiate competition, during the 1850's when an upsurge of interest in boat racing occurred, student interest and participation in athletics has been the primary force promoting athletics in colleges and universities. However, faculty members at the institutions which fielded an athletic team in the late 1800's deplored the manner in which the athletic program was being administered by the students. The faculty was in favor of the abolishment of intercollegiate athletics, but the students insisted that a program of intercollegiate athletics be provided. Eventually, therefore, the faculty gained control over the administration of intercollegiate athletics.

This movement developed during the period 1880 to 1890. Various approaches and methods of faculty control occurred. Harvard was one of the earliest institutions to develop control of intercollegiate athletics under the jurisdiction of the faculty. In 1882 three faculty members composed a committee to study intercollegiate athletics.

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athletics at Harvard. This followed faculty complaints concerning students missing too much school because of athletic contests. 4

This movement of control of intercollegiate athletics within the organization and administration of the university can be historically shown to be a correct step. As Cady has stated:

As I have suggested to you, I reject the notion that intercollegiate athletic competition is, in itself, fundamentally academic. On the other hand, I think we can show, historically, that athletics belong right in the center of the other kind of thing that a university or college, that a student body, that is a community of scholars, that an academic community. 5 (sic)

Participants, coaches, administrators, medical personnel, spectators, and those associated with communications media are becoming increasingly involved in the total program of intercollegiate athletics. All have a role to perform, and all make an important contribution to the success of the intercollegiate athletic program. However, many have not taken this role seriously.

Both administration and faculty members have been guilty of tendering sports only a surface appraisal. Many have remained aloof from this anti-cultural and anti-academic show. Consequently, competitive sports, although accepted in theory, have been rejected by those whose guidance and direction should have been forthcoming. Athletics was left to seek its own destiny. The impelling


force of victory has driven it to power and prestige. Neither men nor institutions can survive the impacts of unbridled power and prestige, without the direction, guidance and courage of a responsible leadership. 6

However, it is primarily the responsibility of the faculty, administration, and coaches to control, evaluate, and improve the intercollegiate athletic program. The success and continued improvement of the intercollegiate athletic program is dependent upon these people, who are, by virtue of their close contact with participants, in the best position to deal with the program. Those responsible for the administration of intercollegiate athletics will not have continued improvement unless their purposes are directed toward this goal. The definition of purpose as seen by the administrator is a most important factor. Manning M. Patillo believes that:

The principle underlying this policy is that the essential difference between a good athletic program and a bad athletic program is a difference in purpose. The Association is firmly convinced that the mere curbing of flagrant athletic abuses does not get at the heart of the problem. Only a fundamental change in the purpose of athletics in a large number of institutions will result in a genuine solution. Since colleges and universities exist for educational purposes, intercollegiate athletics should be judged on the basis of its educational value. 7


M. M. Pattillo has suggested that administrators of intercollegiate sport must examine their basic beliefs and values concerning athletic administration. This implies more than a cursory change. To change values or to have our purposes determined by basic attitudes requires a strong conviction. For, as Ade Christenson has stated:

Leaders who are charged with the responsibility of educational administration have come to fear the consequences of honesty in sports. They reason that the honest man will retain his principles, but the determined and irresistible bidder will be the winner. And men in athletics have come to fear defeat.  

One of the modern day leaders of a very expansive and expensive intercollegiate athletic program has stated that athletic administrators "have not created any image of educational leadership. We have no common or united front, no common standards, no pertinent goals of objectives which we dedicate ourselves to support."  

However, the vast majority of college administrators must believe that intercollegiate athletics contribute to the educational development of the

8 Christenson, The Verdict, p. 70.

student-athlete, otherwise, these administrators would eliminate varsity sports. 10

In order to most effectively control and improve the inter-collegiate sports program, an evaluation of the manner in which the present program is administered is needed. Although much has been written concerning the intercollegiate athletic program, there is still a need to evaluate the degree to which expressed values and objectives of intercollegiate sport are being realized.

The Middle States Association of Colleges and Secondary Schools has stated that:

Actual practice, of course, must be consistent with announced objectives and policies. The athletic program should be designed specifically to achieve its declared aims, and should be adequate in scope, variety, opportunity for the individual, staff, and facilities to fulfill them. Its impact on the individual student must therefore be demonstrably constructive, never exploitative for the benefit of the institution, the alumni, or the public. 11

However, Ronald B. Thompson, an evaluator of programs of higher education has indicated that:

Unfortunately, there is a wide gap between our traditional ideals of honesty and integrity and the basic patterns


of conduct we both practice and condone. There has been widespread reporting of the decline of ethical standards among public officials those in business, and those in other walks of life. Even though there are, for example, accusations of fee splitting among doctors; even though three-fourths of the employees of one chain store firm confessed to stealing cash or merchandise, still the public will not condone or tolerate even the appearance of evil in college athletic programs.\footnote{Ronald B. Thompson, "A Challenge to Integrity," National Association of Collegiate Directors of Athletics. Proceedings of the First National Convention (Chicago, Ill., 1966), p. 25.}

Therefore, it has been said that the values and attitudes of administrators are of primary significance in establishing and maintaining the educational validity of the intercollegiate athletic program.\footnote{Middle States, "Criteria," p. 1.}

**Statement of the Problem**

The primary purpose of this study is to determine relationships, if any, between expressed beliefs and attitudes of those associated with the organization and administration of intercollegiate athletics and the policies and practices in effect in their respective institutions. A secondary purpose of this study is to develop techniques and instruments which could be used by administrators when evaluating, analyzing, and appraising their own situation concerning the decision making process as it affects the organization and administration of intercollegiate athletics. More specifically, the purpose of
this study is: (1) to examine, compare, analyze, and report expected practices by the chief administrative officer, faculty representative, and members of the athletic staff; and (2) to examine, compare, analyze, and report existing practices in the conduct of intercollegiate athletics in selected four-year colleges and universities in the state of Ohio. This is being attempted in order that areas of agreement and disagreement concerning attitudes and practices may be pointed out between institutions and levels of administration within institutions.

Significance of the Problem

There is a dearth of research that has been conducted which has attempted to study the behavior of administrators responsible for the intercollegiate athletic program.\(^{14}\) Also, there seems to be a lag between the purported goals and objectives of the administration of intercollegiate athletics and the policies and procedures in practice in many of our colleges and universities. Studies by Savage, Ryan, Nixon, Losee, Healey, Gross, and Sanford have

indicated that what exists and what is desired in the administration of athletic programs are not always the same entities.\textsuperscript{15}

Many values and outcomes of an athletic experience are purported to have a desirable effect on all associated with an intercollegiate program. This study will attempt to reveal discrepancies or similarities between avowed practices in the administration of intercollegiate sport and actual practices and policies in effect. This is being attempted so that a clearer picture of the true values of athletics


and the outcomes derived by the participant may be made more apparent.

It is hoped that this study will have practical value:

1. Indicating the relationship between beliefs and attitudes, and behavior.

2. In redefining the role of administrative leadership in the administration of the program of intercollegiate athletics.

3. As a self-evaluating tool for the assessment of the nature of administration of intercollegiate athletics.

Scope and Limitations of the Problem

This study is to be limited to four-year colleges and universities in the state of Ohio. Close approximation to the investigator, time, and finance were the factors which influenced the selection of the institutions of higher education to be studied. Personal acquaintance with personnel involved in the administration of intercollegiate sport in Ohio also swayed the decision to focus on Ohio colleges and universities.

This study will be limited to those four-year colleges and universities that sponsor at least two intercollegiate sports. There are a total of forty (40) colleges that meet this stipulation.

This study will be confined to an examination of the attitudes and policies and practices in effect in the male program of
intercollegiate athletics. An examination of attitudes and behavior concerning athletic administration in colleges and universities will be focused in the following conferences and categories of classification:

Conference Affiliation:

<table>
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<th>Count</th>
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<tr>
<td>Mid-American Conference</td>
<td>5</td>
</tr>
<tr>
<td>Ohio Athletic Conference</td>
<td>14</td>
</tr>
<tr>
<td>Big Ten</td>
<td>1</td>
</tr>
<tr>
<td>Mid-Ohio Conference</td>
<td>6</td>
</tr>
<tr>
<td>Missouri Valley Athletic Conference</td>
<td>1</td>
</tr>
<tr>
<td>Presidents Athletic Conference</td>
<td>2</td>
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<tr>
<td>Independent</td>
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Financial Support:

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Student Population of

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<th>Count</th>
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<td>6</td>
</tr>
<tr>
<td>1,000 - 2,000</td>
<td>12</td>
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<tr>
<td>2,000 - 4,000</td>
<td>11</td>
</tr>
<tr>
<td>4,000 - 6,000</td>
<td>3</td>
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<tr>
<td>6,000 - 8,000</td>
<td>2</td>
</tr>
<tr>
<td>8,000 - 10,000</td>
<td>1</td>
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<tr>
<td>over 10,000</td>
<td>5</td>
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This study was limited to (a) a study of stated beliefs and attitudes of those associated with the organization and administration of intercollegiate athletics, and (b) the survey of policies and practices in effect.

The items in the attitude and practices surveys will be
related to the following areas in the administration of intercollegiate athletics:

1. Organization and administration
2. Objectives
3. Policies
4. Program
5. Finance
6. Staff
7. Scheduling
8. Financial aid
9. Recruitment
10. Medical
11. Facilities and equipment

Basic Assumptions

This study is based upon the following principles drawn from the field of social psychology:

1. It is assumed that the attitudes of personnel involved in the administration of intercollegiate athletic programs can be measured.  

2. Attitudes may be placed along a linear continuum; that is, it is assumed that attitudes are distributed fairly normally.

3. The expressed attitudes of personnel involved in the

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administration of intercollegiate athletic programs are valid indicators of how he will react in a given situation. 18

4. The expressed attitudes of personnel involved in the administration of intercollegiate athletic programs are not necessarily predictors of overt behavior. 19

Hypotheses

1. There will be no significant relationship between the expressed attitudes of personnel responsible for the organization and administration of intercollegiate athletics and policies and practices in effect.

2. There will be no significant differences between the attitudes of presidents, faculty representatives, athletic directors and coaches concerning the conduct of intercollegiate sport.

Definition of Terms

**Athletic administration.** The process of managing or conducting a program of intercollegiate sport through constructive leadership behavior.

**Administrative behavior.** Administrative behavior is the


manner in which the administrator completes his administrative tasks.

**Administrator.** An administrator is an individual responsible for the organization and administration of intercollegiate athletics. The administrator in this study will include the president, faculty representative, athletic director, and coach of the institution of higher education.

**Attitude.** The concept "Attitude" will be used here to denote the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about the administration of intercollegiate athletics.²⁰

**Attitude Scale.** An attitude scale is an attitude-measuring instrument that provides a method of obtaining an assessment of the degree of effect that administrators may associate with the administration of intercollegiate athletics.²¹

**Belief.** Belief pertains to all of those statements relating to the administration of intercollegiate athletics that the administrator agrees with or accepts.²²

²⁰Ibid., pp. 6-7.


²²Ibid., p. 10.
Intercollegiate athletics. Sports competition between teams representing different colleges.

Leadership behavior. Leadership behavior pertains to the particular acts in which a leader engages in the administration of his organization.

Opinion. The concept opinion will here mean a verbal expression of attitude toward athletic administration. Opinions will be used as the means for measuring attitudes. 23

Summary

This chapter has been an attempt to set the stage for the development of this study. The attitudes of administrators toward intercollegiate athletics are to be examined in relation to actual administrative practices in existence. Terms unique to this study have been defined so that a proper interpretation of the study may be possible. A review of the literature focusing on administrative behavior and the implications for athletic administration seem pertinent at this point.

23 Thurstone, Measurement of Attitude, p. 7.
CHAPTER II

LEADERSHIP AND DECISION-MAKING

It has been said that leadership, like a catalyst, is an essential ingredient in the accomplishment of stated objectives. The fact that leadership is necessary for goal attainment may be true. However, the nature of the leader is an important factor in effective leadership. What are the leader's goals? How are his values structured? How does he view his role? These are questions asked about people in leadership positions.

Historians tell us of many leaders in the past who possessed leadership qualities. Modern terminology speaks of this quality as charisma. Thousands, yes millions, followed them and accomplished certain goals. Some of these leaders were despicable, some questionable, and still others will live in the hearts of men forever.

Let us examine some of the important facets of leadership including policy formulation and the significance of decision-making theory, embracing: types, phases, dimensions, and models of decision-making.
Leadership.

Leadership is a phenomenon of ambiguous meaning. Perhaps this stems from the fact that there seems to be no close agreement on the significance of leadership theory. For purposes of this study, the definition of a leader, as espoused by Fiedler, will be a point of reference. Fiedler defines a leader as:

... the individual in the group given the task of directing and coordinating task-relevant group activities or who, in the absence of a designated leader, carries the primary responsibility for performing these functions in the group.

After reviewing experimental literature dealing with leadership, Stogdill suggests that leadership is not a common trait in man. Leadership is a function of a matrix of man, group, and organizational or situational factors in interaction. Leadership is manifested in individuals, but only by virtue of their interaction with other persons, concepts, and situations. Therefore, Stogdill indicates leadership must be studied in relation to people, and as an aspect of organizational objectives and structures.


Beginning with man, Ostrander and Dethy report that "the individual educational leader must develop his own value system and his own philosophy of education." This value system is a function of three phenomenon: the individual, the total environment, and time.

Commencing with the individual, Ostrander and Dethy state:

Values are functions of the individual. Each person brings his own hereditary and environmental self to the process of the perception of values in the society in which the individual lives, works, and plays. He makes his own choice of components for his personal value system. In spite of the societal pressures toward conformity people do make choices on the basis of individual preferences—that is, in accordance with their own value systems.

Concerning the relationship of individual values and the environment, Ostrander and Dethy feel that:

Values are functions of the total environment. The values one chooses for guideposts depend upon the mores of the family and the community into which the individual was born, of the family and community which have been his during his youth, and upon the family and community which he now calls his own.

In the fullest sense the community includes the nation and, increasingly, the entire planet upon which we reside.

Likewise, "Values are functions of time. The individual

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5Ibid., p. 6.

6Ibid., p. 6-7.
grows in his value choices in accordance with his maturation. The concept of values then has a bearing on the administrative behavior of leaders in an administrative role. Perhaps in a society dominated by matters of an economic nature, many of our values are also influenced by the economics of the situation. Selznick has stated that:

The task of building values into social structure is not necessarily consistent, especially in early stages, with rules of administration based on economic premises. Only after key choices have been made and related policies firmly established can criteria of efficient administration play a significant role.®

However, even though society's emphasis on economic matters is such a great influence on the administrative behavior of a leader, there are other factors which must be considered first. Among these are goals or values. Selznick indicates that:

Although every effective policy requires sustaining social conditions, the urgency of this need varies greatly. It is most important when aims are not well defined, when external direction is not easily imposed or easily maintained, when fluid situations require constant adaptation, and when goals or values are vulnerable to corruption. This openendedness, we have argued earlier, generates the key problems of institutional leadership. Among these is the defense of institutional integrity—the persistence of an organization's distinct values, competence, and role. 9

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®Ibid., p. 7.


9Ibid., p. 119.
Selznick goes on to point out that an institution may be influenced by such outside forces, but the ability to overcome this influence is based on integrity of the institution. This integrity is based on the values of the personnel who are leaders in the institution or organization. When values disintegrate so does organizational integrity.

The integrity of an institution may be threatened, regardless of its own inner strength, if sufficiently great force is applied to it. But in diagnosis we are mainly concerned with points of special inner weaknesses. From that standpoint we may say that institutional integrity is characteristically vulnerable when values are tenuous or insecure. ¹⁰

However, it seems to be a fact that leadership is influenced by the nature of the organization and society. If this is true and it is also true that the integrity of organizations become threatened by having an insecure value system, the administrator must have the ability to live with the ambiguities created by such situations. The effective leader must be able to incorporate ambiguities created by an insecure value system and societal pressures at the level of policy formulation and implementation. ¹¹

Policy formulation then involves a moral factor, for the

¹⁰Ibid., p. 119-120.

leader must confront the issue of a decision with the concepts of objectives and values in mind. Lane, et al., state that:

In formulating policy, the leader must squarely face decisions about means, aims, and values; in this respect leadership is ultimately a moral concern. However, while all leaders are responsible for policy, the influence which a particular leader has over the policy of his organization varies. The leader is charged with the responsibility for both establishing the abstract goals of the organization and specifying the more specific working policies that guide the organization in its daily operation. 12

In setting organizational goals, leadership must consider conditions that have already determined what the organization can do and also what it must do. In light of the area of administration of intercollegiate athletics, leaders charged with the responsibility of administration must consider their ability to promote the "inherent goals" of athletics and in general the goals of athletics. The problem seems to be the definition of these "inherent goals." What are they? Selznick implies a lack of direction may cause confusion, particularly when the setting of goals rests within the individual.

However, as we move to areas where self-determination becomes increasingly important--where "initiative" must be exercised--the setting of goals loses its innocence. In particular, if leadership acts as if it had no creative role in the formulation of ends, when in fact the situation demands such a role, it will fail, leaving a history of uncontrolled opportunistic adaptation behind it. 13

12 Ibid., p. 307.
13 Selznick, Leadership in Administration, p. 74-75.
When leadership is influenced by external sources (community) and internal sources (avowed goals), it must be decided in which direction to bend. Certainly the emphasis upon winning must be weighed against established educational goals of intercollegiate athletics. Lane, et al., indicate that:

In policy formulation and decision-making, the leader has a dual responsibility—responsibility to the public, and responsibility for the welfare of the internal operations. This somewhat jaundiced aspect of leadership is a source of considerable strain. For maintenance of the internal organization frequently requires some sacrifice to outside pressure groups, while external demands ordinarily deflect much of the leader's attention from the organization's long-range course of action. The leader must decide on the amount of internal control over policy and procedures which will be sacrificed for external and internal support.¹⁴

Essentially, organizational policies or goals are abstractions of organizational behavior. Therefore, policies formulated by the administrative leadership of intercollegiate athletics are in essence abstractions of the administrative behavior of that leadership. It should be noted that this concept is not in agreement with the notion that policies are behavior itself, or that policies are official statements regardless of their relation to organizational behavior.¹⁵

Policies or procedures of an organization are truer indicators

¹⁴Lane, Foundations of Educational Administration, p. 308.

of organizational behavior. For Katz and Kahn have stated:

An organizational policy is an abstraction or generalization about organizational behavior, at a level which has structural implications for the organizations. Such generalizations can be made retrospectively, as recognitions of existing practice; the more interesting process, however, is policy-making, the making of general statements of what organizational behavior shall be. The making of policy in this sense is at once a category of decision-making, an aspect of organizational change, and perhaps the most significant expression of leadership. 16

Administrative behavior, or leadership behavior, in the administration of intercollegiate athletics may then be analyzed in terms of policy formulation and the application of policy to solve or meet immediate problems.

Decision-Making

In one way or another, in our complex and changing world, administrators and institutions are constantly accepting or rejecting new courses of action or maintaining or disregarding old courses. In essence, they are making decisions. Various labels are applied to decisions or actions taken by administrators. Routine decisions may be termed "yes" or "no" decisions. Financial decisions need more study deliberations. Policy decisions may be termed ways and means decisions. Whereas, the combination of all of the above, or a unique situation, may be termed problem decisions. 17

16 Ibid., p. 298.
Decision making in any organization attempts to coordinate the efforts of the group toward the attainment of the goals of the organization. Millet states that:

Decision-making in an organization seeks to evoke motivations and inducements on the part of individuals and groups to participate in a common enterprise: to accept the goals of the enterprise, to identify themselves with these goals, and to seek their achievement.¹⁸

What is meant by decision-making? Morris defines a decision as "a conceptualization of a choice situation, whether in the form of a mental image or an explicit model."¹⁹ He feels that all decision-making involves the simplification of reality.²⁰ Decision-making is the central and continual business of every organization because, as Kepner has stated, "A 'decision' is always a choice between various ways of getting a particular thing done or end accomplished."²¹

As Alexis and Wilson have indicated:

Decision-making approaches have developed along two major lines: (1) Management-science research, and (2)


²⁰Ibid.

studies of organizational decision-making. Work in management science gives prominence to formal quantita
tive models in solving organizational problems. Organizational decision-making approaches are concerned with the problem-solving processes of individuals and of organizations, and with group-decision processes. 22

Corson has stated that decision-making is a group process.

Within the past two decades, students of administra

tion have recognized that the process of decision-making is at the heart of the administration of any enterprise. Moreover, their analyses have demonstrated that decisions are not in practice individual, authoritarian actions. Decisions result from the interaction of individuals and groups, the general administration or institutional "climate of opinion," the various attitudes which those persons involved in the process hold, and the environment in which the enterprise operates. 23

The purpose of decision-making is then to bring about de-
sired goals. Since the process of decision-making includes human factors, man must be considered at the center of the decision pro-
cess. With this thought in mind, Hutchinson has stated that:

While the followers of the human relations philosophy viewed man as a social animal, and Taylor's disciples con-
sidered man to be primarily an economic being, a group of contemporary theorists see man as a rational problem-
solver and decision-maker. Man, in their opinion, plays several concurrent roles, and he constantly balances these roles when he makes decisions. Each decision man makes is an attempt to minimize pain and to maximize pleasure.

22Marcus Alexis and Charles Z. Wilson, Organizational De-

Thus, to say these theorists, in order to understand man, we must consider him within the context of his total environment.  

Types of Decisions

Decision-making is a common element of all administrative processes. Deciding when, how, what, and who is an essential task administrators must perform. Alexis and Wilson have identified the following six elements common to all decisions:

1. the state of nature
2. the decision-maker
3. the goals or ends to be served
4. the relevant alternatives and the set of actions from which a choice will be made
5. a relation that produces a preference ordering alternatives
6. the choice itself, the selection of one or some combination of alternatives.

These elements of decisions are common to all types of decisions. Morris classifies decisions from an outcome perspective as follows:

1. Investment and operating decisions
2. Organizational level
3. Degree of pressure
4. One-time and repetitive decisions
5. Magnitude of possible results
6. Feasibility and optimization decisions
7. Possible anticipation
8. Analytical possibilities


25 Alexis and Wilson, Organizational, p. 149.

While Morris's classification of decisions is directed at real and concrete situations, Taylor has categorized decisions at a more abstract level. Millet states this classification and cites examples of each, as follows:

First, there are policy decisions. These are the decisions which commit an organization as a whole and determine its primary objectives. Secondly, there are allocative decisions. Decisions which determine the resources of man, materials, facilities, equipment, and financing fall in this category. Thirdly, there are coordination decisions, which have to do with the integration of the organizational part of an enterprise. 27

Katz and Kahn further classify decisions as to the impact they have on an organization. They feel that decision-making takes place in various dimensions.

Decision-making can be considered in terms of three basic dimensions: the level of general or abstractions of the decision; the amount of internal and external organizational space affected by the decision; and the length of time for which the decision will hold. 28

From this classification of various types of decisions, we can proceed to the categorization of a decision. Decision-making can be rational or irrational. 29 In the administration of higher education

27 Millet, Academic Community, pp. 21-22.


29 Roald F. Campbell, John E. Corbally, and John A. Ramseyer, Introduction to Educational Administration (Boston, Allyn and Bacon, Inc., 1962), p. 139.
it will be assumed that decision-making is rational. Even though decisions made will be rational, a further classification is necessary.

Going back to our division between routine and novel decisions, decisions may be classified as programmed or non-programmed.

Most decisions lie somewhere on the continuum between these two poles. Decisions are said to be programmed to the extent that they are repetitive and routine and a definite procedure has been worked out for handling them. Decisions are characterized as non-programmed to the extent which they are novel, unstructured, and consequential. 30

Further expansion of our discussion of decision-making forces us to identify programmed and non-programmed more clearly.

This is done by defining decisions as closed or open.

We have designated one kind of framework as closed to describe the classical situation where a decision-maker faces a known set of alternatives and selects a course of action by a rational process. The second general type of framework, designated as open, often incorporates adaptive or learning features. This particular kind of framework takes a more complex view of the decision process than does the closed type. The act of choice spans many dimensions of behavior, the rational as well as non-rational aspects. 31

However, before embarking on a discussion of decision-making in an open model, several assumptions concerning decision-making in general must be made. Kepner and Tregoe list the following basic concepts of problem analysis, or decision-making:

1. The problem analyzer has an expected standard of

30 Alexis and Wilson, Organizational, p. 222.
31 Ibid., p. 148.
performance, a "should" against which to compare actual performance.

2. A problem is a deviation from a standard of performance.

3. A deviation from standard must be precisely identified, located, and described.

4. There is always something distinguishing that which has been affected by the cause from that which is not.

5. The cause of a problem is always a change that has taken place through some distinctive feature, mechanism, or condition to produce a new, unwanted effect.

6. The possible causes of a deviation are deduced from the relevant changes found in analyzing the problem.

7. The most likely cause of a deviation is one that exactly explains all the facts in the specification of the problem.

Phases

Decision-making may be examined by looking at the various phases or steps taken prior to making a decision. This section will attempt to review a number of models used in the decision-making process. These models will depict why the term decision-making process is appropriate when discussing the theory of decision-making. It will be evident that the making of a decision is definitely a process. The process of arriving at a sound decision is important in determining the quality of the decision. Likert states that:

We are coming to recognize with increasing clarity that the capacity of an organization to function well depends both upon the quality of its decision-making process and upon the adequacy and accuracy of the information used. Sound

decisions require accurate information about relevant dimensions of the problem as well as correct interpretations of that information. If the information available for decision-making is inaccurate or is incorrectly interpreted, the diagnostic decisions are likely to be in error and the action taken, inappropriate. 33

Beginning with abstract terms to define the decision-making process, Simon has suggested three phases into which the decision-making process can be divided.

The first phase is **intelligence**, a survey of the economic, technical, political, and social environment of action. The second phase is **design**, the development or invention of various possible courses of action. The third phase is **choice**, the selection of a particular course of action from among alternatives. 34

Corson simplifies the decision-making process into three general steps: the definition of the issue and the investigation necessary to understand it; the consideration of the alternate possibilities and the consequences of each; and, finally, the choice or action to be followed. 35

Expanding the steps of the decision-making process and thereby making more explicit the task at each step in the process


34 Millet, *Academic Community*, p. 22.

35 Corson, *Governance*, p. 47.
leads us to the following sequence of operations for the decision-maker:

1. Choose the objective; specify its dimension and value.
2. Isolate all of the variables that are pertinent to the attainment of the objective value, i.e., the relevant independent variables.
3. Develop the relationships that exist between the independent variables.
4. Distinguish controllable variables (which can be part of the strategy) from non-controllable variables (classifying the latter as either states of nature or competitive strategies).
5. Develop forecasts and predictions for the non-controllable variables, which should be treated as states of nature. Those variables which have (rational) intelligence behind them must be treated separately by game theoretic methods.
6. Determine whether or not the forecasts and predictions are based on stable processes. This determination can be intuitive but powerful methods of statistical quality control and available to assist.
7. Develop the function that relates the independent variables to the dependent objective variable.
8. State the restrictions that limit the possible values of controllable variables.
9. Choose those values of the controllable variables (i.e., that strategy) which promise to maximize the degree of attainment of the objective within the limits set by the restrictions. 36

Even though these stages in the process of making a decision may make the actual decision easier and more accurate, there are other factors to consider that affect the process of decision making.

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These stages in the process of reaching a decision are affected by (a) the nature of the problem, (b) the organizational context, (c) the basic personality characteristics of the policy maker, and (d) the cognitive limitations of human beings stemming both from situational and personality factors. 37

Because of these human factors, decisions may be actually made by a number of methods excluding the well-defined process described above. Case describes five ways in which decisions are made as follows:

First, there is the strong-arm method of getting a decision. Unfortunately, some leaders, and some groups use this method at times. The leader may be so sure of himself, of his knowledge of the issue involved and of how it must be directed, that he uses every means to force the decision of the group, and influences the members to decide his way.

Second, many group decisions are faulty and not carefully thought out because the discussions on the matter have taken so much time or ideas unrelated to the issue at hand, are interpolated. As a result, members of the group make hasty decisions, just to close the discussion, in order to go home to their own personal responsibilities.

Third, decisions may be made before numbers of the group have thoroughly investigated the matter. Their thinking is confused. They make a decision and then afterwards question it. Often, the wrong emotions are aroused and, when this happens, the issue is clouded.

Fourth, some leaders and members of groups gain decisions through the use of flattery, cajolery, and just plain bribery.

Fifth, some decisions are arrived at by compromise. 38

38 Case, How to Reach Group Decisions, pp. 16, 17, 18.
Decision Making Models

Kepner and Tregoe indicate that when making the best decision it will involve a sequence of procedures based on the following seven concepts:

1. The objectives of a decision must be established first.
2. The objectives are classified as to importance.
3. Alternative actions are developed.
4. The alternatives are evaluated against the established objectives.
5. The choice of the alternative best able to achieve all the objectives represents the tentative decision.
6. The tentative decision is explored for future possible adverse consequences.
7. The effects of the final decision are controlled by taking other actions to prevent possible adverse consequences from becoming problems, and by making sure the actions decided on are carried out. 39

A model which emphasizes openness is presented by Alexis and Wilson. They emphasize three periods in the process as follows:

Period 1: The individual starts out with an idealized goal structure. He defines one or more action goals as a first approximation to the "ideal goal" in the structure. The action goals may be considered as representative of the decision maker's aspiration level.

Period 2: The individual engages in search activity and defines a limited number of outcomes and alternatives. He does not attempt to establish the relations rigorously. His analysis proceeds from loosely defined rules of approximations. The alternatives discovered establish a starting point for further search toward a solution.

39 Kepner and Tregoe, Rational Manager, pp. 48, 49, 50.
Period 3: Search among the limited alternatives is undertaken to find a satisfactory solution, as contrasted with an optimal one. 40

In the closed system, decisions are very often predetermined or the decision maker has all of the facts related to the decision situation. He knows or must know all the answers. This is not the case in the open system. Alexis and Wilson state that:

Contrary to the assumptions of closed decision models, the open model does not assume that the decision maker can recognize all goals and feasible alternatives. A more realistic view of his capabilities is emphasized. He is viewed as a complex mixture of many elements, including his culture, his personality, and his aspirations. 41

The open decision model relies to a great deal on the integrity and human relations ability of the decision maker. The ability to work with people in analyzing the choice situations is important for the open model to function effectively. Commenting on the worth of the open decision model, Alexis and Wilson state:

The open decision model, too has limitations. The main limitation (rather serious at this point) is the difficulty of discovering and measuring attributes of complex choice situations. On the other hand, open decision models add realism to the decision-making framework. The human capacities of the decision maker are given some measure of recognition. Open decision models offer a richer explanation of human decision-making framework; the dynamics of choices are introduced. Finally, open decision models allow consideration of the totality of forces--

40 Alexis and Wilson, Organizational, p. 160.

41 Alexis and Wilson, Organizational, p. 158.
external and internal to the decision maker— influencing the decision. 42

Group Decision Making

Foremost in the research of group decision making is the work of Rensis Likert. His work is probably the most extreme and most theoretical statement of the position that good decision making is simply good group action. Likert indicates that group management is the best kind of management, and therefore, the task of management is to assure participation by the group. Group participation becomes the best way to a good decision. In his view, problem solving is the coordinated gathering of data and the integration of it within the group. Decision making is the selection of a choice by consensus. Therefore, there are no techniques of problem solving or decision making, only better ways of working as group members. 43

The structure of group decisions is overlapping from one level in the organization to another. Likert states:

Participative group management, in contrast, uses an overlapping group form of structure with each work group linked to the rest of the organization by means of persons who are members of more than one group. These individuals who hold overlapping group memberships are called "linking pins." The interaction and decision making rely heavily on group processes. Interaction occurs, also,

42 Ibid., p. 162.

43 Kepner and Tregoe, Rational Manager, p. 250.
of course, between individuals, both between superiors and subordinates and among subordinates. At each hierarchical level, however, all subordinates in a work group who are affected by the outcome of a decision are involved in it. 44

Even though the group is involved in the decision making process, the superior is still responsible for the decision.

It is essential that the group method of decision making and supervision not be confused with committees which never reach decisions or with "wishy-washy," "common denominator" sort of committee about which the superior can say, "Well, the group made this decision, and I couldn't do a thing about it." Quite the contrary! . . . The superior is accountable for all executions, and for the results. 45

The characteristics of open-decision models are exemplified by Likert's model.

Because group decision making involves individuals, personalities will be involved. Personalities are all different, implying differences of opinion regarding decisions. Katz and Kahn list the following predisposing psychological assets in the thought process of decision making:

1. Determination of thought by Position and Social Space.
2. Identification with Outside Reference Groups.
3. Projection of Attitudes and Values.
4. Global or undifferentiated thinking.
5. Dichotomized thinking.
7. Oversimplified Notions of Causation. 46

44 Likert, Human Organization, p. 50.
Among the important personality dimensions of decision making are:

(1) their orientation to power versus their ideological orientation, (2) their emotionality versus their objectivity, (3) their creativity versus their conventional common sense, and (4) their action orientation versus their contemplative qualities. 47

Decentralized or group decision making is a phenomenon that will be commonplace in the future. Technology and an increased interest of the members of an organization may be reasons for this thought. Hutchinson indicates that:

Decentralized decision making will spread in the future, primarily because computerized control systems will allow greater amounts of authority to be delegated with minimal risk of loss. 48

However, the larger the organizations, decisions become more and more removed from the people. Decisions will be diffused throughout the organization, but responsibility must be centralized in one authority. To attain coordination there should be man-to-man responsibility through the organization, from one group to another. 49


Summary

Leadership is a complex trait of man determined by the interaction of environmental conditions and the individual's personality. This interaction determines the value system of the individual. The value system of the individual, in turn, influences the individual's policy formulation and decision-making function. Policy formulation and decision-making determine the goals of the organization and the manner in which these goals are attained.

Decision-making attempts to coordinate the efforts of the group toward the attainment of the goals of the organization. There are many types of decisions. As the decision-making process is developing, there are many similar phases through which the process progresses. Decisions in an open system, with decisions being decentralized, seem to be most effective in promoting organizational goals. Leadership seems to function most effectively in an open model with group decision-making being commonplace.
CHAPTER III

ATHLETIC ADMINISTRATION

Historical Aspects of Athletic Administration

During the later part of the eighteenth century and early phase of the nineteenth century, athletics were characterized by an almost complete absence of organization as we know it today. Students were the primary motivating force behind college athletics. Shea and Wieman state that:

Students brought to the campus with them the games they played in their communities and engaged in them whenever time permitted. Part of the scene of student life on every campus consisted of the sports and games which were common to the students' experiences in earlier years. The natural desire for competition evolved into the organization of class games and intramural athletic contests. As this process multiplied on neighboring campuses, the development of interinstitutional contests was a natural extension of competition.

As students were the force behind the introduction of athletics to the college campus, so were students directly responsible for the

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formal organization of intercollegiate athletics. This being the case, what was the attitude of the faculty toward intercollegiate athletics? Savage summarizes the feelings of faculty during these times as follows:

The attitude of faculties may be summarized as on the whole tolerant of undergraduate pastimes, except when they become either rowdy or dangerous to life or college property.

During the greater portion of the nineteenth century this same attitude of the academicians prevailed. Who continued to control intercollegiate athletics? The students.

However, it has been suggested by Savage that the year 1880 be taken as the dividing line between the earlier, informal period of college sports and the rise of highly organized intercollegiate athletics. Savage states:

Up to about 1880 neither training nor coaching in American college athletics had become specialized. Training tables were unknown; uniforms were of the simplest. What coaching existed was done by members of faculties, by graduates, and by those under graduates whose schools had provided them with sufficient experience to justify their being chosen for the work and its responsibilities. Management appears to have been entirely in the hands of undergraduates.

\(^3\)Ibid., p. 6.

\(^4\)Savage, American College Athletics, p. 5.

\(^5\)Ibid., p. 21.
After 1880 this situation began to change. Most pertinent of these changes to this study is that management shifted from under-graduates to alumni, coaches, and eventually the faculty. Brubacher and Rudy state that:

After 1880, all this began to change. Training was intensified and elaborated. Coaching became a paid profession, and a highly technical and specialized one at that. Equipment costs mounted rapidly. Alumni came to play a large role in the management of the teams.6

The disappointing factor is that the attitudes of most faculties toward athletics appears to have not been opposition but tolerance. As Savage indicated, there was a lack of comprehension of the implications of athletics and the failure to foresee the development that athletics were to enjoy.7 Shea and Wieman add emphasis to the concept that the faculty overlooked a good chance to use to advantage the values inherent in a program of intercollegiate athletics by stating:

It might justifiably be stated that it was at this point that college faculties and administrations lost a favorable opportunity. Rather than recognize the educational values inherent in the natural play activities of students which are realized when provided with competent educational leadership and properly controlled, education persisted in the philosophy of the past and preferred to ignore this aspect of student life. Perhaps this factor was largely responsible for the absence of effective control during


7Savage, American College Athletics, p. 22.
much of the first half of the twentieth century and for the existence of many of today's problems in intercollegiate athletics.  

While the faculty members maintained an attitude of laissez-faire, the alumni moved in and took control of athletics across the land. Consequently, the administration of athletics by undergraduates began to fade. Savage indicates that, "from the point of view of the extravagances into which their administration had fallen, their loss of power is not to be regretted." Financial demands had a bearing on the dominance of athletics at this time. The cost to support an intercollegiate athletic program had risen rapidly. The alumni were the principle sources of financial support for athletics. With this financial support they were in a position to secure a dominating position in the sports program.

After 1900 the faculties began to command a stronger position in the control of intercollegiate athletics. The educational administrators realized the lack of effectiveness of a conservative approach to athletics and insisted on sharing in the control of athletics. Shea and Wieman report that, "Most institutions added

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8 Shea and Wieman, Administrative Policies, p. 6.
9 Savage, American College Athletics, p. 24.
10 Brubacher and Rudy, Higher Education in Transition, p. 131.
members to their boards in control of athletics. "11

Savage suggests that faculty control began to assert itself in the following manner:

In the first place, the advancement of coaches or teachers of physical training to faculty appointment or directorships of physical education at a number of institutions led to a natural feeling on the part of less favored colleagues at other colleges that their work should be similarly dignified. To this conviction the interchange of sentiments at meetings of conferences and other bodies and the strength manifested by various groups and associations lent force. In the West, especially, the number of conferences and associations increased rapidly after 1906, owing to emulation of the Intercollegiate Conference and its success, and the power of the National Collegiate Athletic Association grew steadily because of the injection of a kind of crusading spirit directed to the spreading of the gospel of "faculty control."12

During and after the faculty began to assert some influence in the control of intercollegiate athletics, many conferences and associations began to develop, further increasing the regulation of intercollegiate athletics.

In 1929, when Savage made his comprehensive study of intercollegiate sports for the Carnegie Foundation, he reported that the inclusion of faculty control and conference regulation had by no means eliminated the conditions of commercialism and overemphasis. Two follow-up studies to the 1929 Savage report confirmed that the

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11 Shea and Wieman, Administrative Policies, p. 10.
12 Savage, American College Athletics, p. 31.
conditions of commercialism and overemphasis still existed. 13

It was not true that a situation of commercialism and overemphasis was to continue. College administration did do something about the situation. A report by the North Central Association summarizes some of the characteristics present in some of the better colleges and universities twenty years after the 1929 Savage study.

1. First, they are all noted for academic excellence.
2. Second, they treat intercollegiate athletics as a part of their physical education program; contests with other institutions are not something set apart from the central work of educating students.
3. Third, they regard the cost of athletics as a proper charge against their educational budgets.
4. Fourth, since the athletic programs of these institutions are carefully designed to maximize the educational value of athletics, it is desirable that as many students as possible participate in athletics.
5. Fifth, the athletic staffs are bona fide faculty members, selected for their professional ability as teachers of physical education.
6. Sixth, these institutions do not define success as winning at all costs in "big-time" athletics. 14


Perhaps to get a modern look at the control of intercollegiate athletics, we should look at the current attitudes toward the role of athletics in education and the administration of intercollegiate athletics.

Role of Athletics in Higher Education - Administrative Implications

Before embarking on a discussion of the implications of administering a program of intercollegiate athletics in an educational setting, consideration should be given to the problem areas manifested by intercollegiate athletics. The manner in which these problem areas may be programmed in an educational setting need review. Likewise, the implications of educational objectives in the administration of intercollegiate athletics must be examined.

Problem areas manifested by intercollegiate athletics center around the enigmas created by conducting intercollegiate athletics for entertainment and financial reasons at the expense of the participant.

Dr. Edwin Cady, addressing himself to the first issue, entertainment, states:

I suppose one of the issues that has to be considered, I know it was raised in some of your sessions previously, is that one actual function of intercollegiate athletics is entertainment, public entertainment. A cruder but more direct word for it is "show biz." Big time intercollegiate athletics is in show biz. But is that a sufficient justification? I think to raise the question is to answer it. We all know what show biz means. We all know what would
happen if we attempted to focus our activities, and justify them, on show biz. 15

By providing a program of intercollegiate athletics based on a purpose of entertainment, administrators have found it difficult to administer athletics from an educational viewpoint. In a report by the North Central Accrediting Association dealing with characteristics of athletics they state that:

The destructive tradition of athletics as business enterprise and public entertainment has become so deeply imbedded in the very fabric of many institutions, particularly those engaged in "big-time" athletics, that some of the officers of such institutions hardly know how to extricate themselves from their present circumstances and make a fresh start in the field of athletics. 16

James Hawes commenting on the enigma of entertainment states that the problem is further complicated by the fact that the successful athletic program receives more support from the student body than success in any intellectual or other effort on the campus. 17

The second problem is created when financial purposes are put before educational in the conduct of intercollegiate athletics. One of the most serious charges made against athletics is that they

15 EdwIn Cady, "Athletic Objectives - A Continuing Educational Philosophy," Proceedings of Fourth Annual Convention, National Association of Collegiate Directors of Athletics (June 23, 24, 25


include an economic factor, which is contrary to educational ideals. 18

MacKenzie indicates some further irregularities in the conduct of intercollegiate athletics in the following quote:

Serious attention should be focused upon conducting athletics in a rational and ethical way. Unfortunately, some of the practices are neither educational nor honest. Schools and colleges can hardly afford to ignore an anomaly in their midst. It appears, however, that irregularities in athletics have been ignored, accepted, or excused for many years. Some of these irregularities are outright payment of salaries to college athletes, proselytizing, "fixing" a contest, play calling by coaches instead of by players, undemocratic emphasis on participation by only a few highly skilled athletes, lavish parties for alumni and representatives of publicity media, contest and practice schedules that are disruptive to study, exorbitant expenditures for "scouting" opponents, hiring unqualified officials, providing inferior equipment, making unnecessary expenditures for "training tables," incompetent and inadequate health service, unwarranted eligibility regulations, and lavish, unstandardized awards. 19

S. M. Marco states that if these conditions "are permitted to continue, universities with large intercollegiate athletic programs will inevitably be powerless to perform an important educational obligation." 20

18 Ibid., p. 85.


The last problem area is concerned with the individual athlete. Ronald B. Thompson addresses himself to three problems associated with the athlete. The first of these considers the values that the athletic program is instilling in the participant.

Let us consider the first dilemma facing the interested public. Shall this public composed of mothers, fathers, brothers, sisters, neighbors, and friends rally round the athletic programs defending and supporting them at the risk of finding that they have been really supporting a program which breeds contempt for honesty, and for the rules of sportsmanship? Will they find they have been supporting a program from which athletes are graduated into the business and professional world with a warped outlook on life, with the idea that cheating is the way to get along and make progress? On the other hand, shall this interested public forsake the athletic programs and let them fail by default?

How can we maintain a high level of interest and support on the part of the public and at the same time convince them that we are doing all for the good of the boys and for old alma mater? In relation to our own academic public on each of our own campuses, how can we earn, deserve, attain, and retain the respect of fellow faculty members.21

A second area of controversy concerning the student-athlete centers around recruitment and is revealed by Dr. Thompson as follows:

There is upon every college and team the pressure to win and consequently, to make every effort to obtain the best players possible; at the same time, that colleges must avoid the practices of disruptible proselytizing.

We are all familiar with the old charges leveled against the schools: accusations of unfair recruiting, subsidizing athletes, setting up easy courses for them, waiving admission requirements, failing to maintain scholastic standards, and programs, and in general, for setting the athlete apart from other students. Another facet of the dilemma facing the colleges involves financial and personal commitments. Practically every department of athletics in our colleges and universities has developed, or inherited, a physical plant and appending personnel of such magnitude that the financial challenge is too great for even the most resourceful director of athletics. 22

The third area of controversy dealing with the individual participant and the educational focus of athletic administration is stated by Dr. Thompson as follows:

The third dilemma to which I should like to call your attention concerns the individual players. How can we first attract these good players to the school, then build up their confidence, discipline their bodies, motivate them to win, and still develop in each of them a well-rounded personality, mold desirable character traits, and, when necessary, help them financially through school, and all the while keep them academically respectable? And some people envy the Director of Athletics or the head coach his job? 23

These problem areas are of such magnitude and depth that there is no easy solution, or definite remedy. There is a possibility that these problems and others included, may be less pronounced if the program of intercollegiate athletics were conducted within an educational setting, with educational goals as a guiding light.

22Ibid., p. 28.
23Ibid., p. 28.
MacKenzie, in describing the place of intercollegiate athletics in higher education, has indicated that:

Two steps should be taken simultaneously to increase the educational value of instruction in physical education and athletic competition. First, the instructional program should be recognized with more substantial subject matter so that students are challenged. Then it would be unlikely that coaches would neglect their teaching duties. Second, athletics should be carefully examined, and the program changed to reduce the emphasis on winning. Then it will be possible for coaches to become less emotionally involved.  

Many other notable authors and associations have indicated that intercollegiate athletics should be in the program of higher education but within an educational setting. The Northwest Association of Secondary and Higher Schools indicates that "if formal programs of intercollegiate and intramural athletics are conducted, they shall be a part of the total educational programs of the institution."  

The North Central Association goes a step further by indicating in their policy statement that the conduct of intercollegiate athletics be consistent with the educational objectives of the particular institution.

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Institutions of higher education will be expected to conduct their intercollegiate athletic programs in a fashion consistent with the overall educational objectives on each campus. The North Central Association looks to the professional accrediting agencies for close and detailed examination of the professional fields. In a similar manner the North Central Association will look to the appropriate national and regional athletic associations and conferences for the detailed supervision of intercollegiate programs. However, the North Central Association does not abrogate its right to make any investigations of intercollegiate athletic policies or practices in higher institutions which it feels are necessary or desirable, and to take appropriate action as a consequence of its investigations.\(^{26}\)

The American Association for Health, Physical Education, and Recreation has indicated that the program of intercollegiate athletics is an integral phase of the curriculum of higher education. The Association states:

We certainly do not endorse the philosophy that intercollegiate athletics is an appendage of the university curriculum, but rather we believe it to be an integral part of it and in complete consonance with the entire institutional process. It is agreed generally that education seeks to develop skills, understandings, knowledge, attitudes, and appreciations which will help the individual live more effectively in a complex society such as ours. As a part of this general development we would include intercollegiate athletics.\(^{27}\)


While it is obvious that these professional and accrediting associations would indorse a program of intercollegiate athletics within an educational context, an association representing a group that has at times been hostile to athletics recommends a program of athletics directly related to the educational purposes of the institution. The American Association of University Professors published the following policy statement on intercollegiate athletics:

The athletic program of an institution of higher education should be of a kind that contributes directly to the educational purposes of the institution.\(^{28}\)

The fact that the program of intercollegiate athletics is to be based on the values that are basic to a sound educational program implies many concepts. Among these is that athletics must be available to all students. This in turn implies that the program of intercollegiate athletics includes the entire spectrum of sports at all levels of ability.\(^{29}\)

What are these values inherent in intercollegiate athletics that contribute to the educational program of the institution. Perhaps to answer this question a look at the objectives would be pertinent. The views of athletic directors as to the objectives of intercollegiate athletics seem to reflect the educational values in intercollegiate

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\(^{28}\) American Association of University Professors, Bulletin (Spring, 1955), pp. 99-100.

\(^{29}\) Athletic Administration in Colleges and Universities, p. 16.
athletics. The objectives of intercollegiate athletics as espoused by athletic directors are as follows:

To complement and supplement the goals of general education and those of local schools and colleges

To place the welfare of the participant above any other consideration

To carry forth the intercollegiate athletic program under the guidance of a strong faculty committee on athletics

To provide qualified professional educators who are specialists in the area of athletics and who meet the same standards of competence as other members of the faculty

To provide continuous medical supervision of all aspects of the intercollegiate athletic program

To provide facilities and equipment for the program of intercollegiate athletics which conform to all aspects of the official rules of the game, optimum health and safety factors, and are sufficient in number and kind to provide a diversified program of sports activities for all students

To provide academic supervision of all participants of the intercollegiate program

To provide officiating of such quality that the contest is played under conditions which will ensure the educational outcomes implicit in the rules and in the best traditions of the game

To provide a continuous program of school-community relations designed to emphasize the educational, health, social, and recreational values of competitive sports as integral parts of the educational program.  

\[30\] Ibid., p. 18, 19, 20.
What then are the implications of intercollegiate athletics in an educational setting, with educational goals, for the administration of the program? Without administration with an educational commitment values such as cooperation, leadership, and courage are lost. Likewise, self-reliance, self-discipline, development of individual initiative, and sacrifice of selfish aims will not be realized from the intercollegiate athletic program.

At least one author feels that the situation is so depressing that perhaps it cannot be corrected. Ade Christenson states that he is:

convinced personally, that no school that produces a consistent winner is simon-pure in its administration of athletics. And few schools that lose can claim this distinction—they merely have not been able to make their intrigue pay off. Some schools, with moderate programs, may appear angelic by comparison with the big show, but their appearance is deceiving, for they too, are masters of the cover up.\footnote{\textit{Ade Christenson, The Verdict of the Scoreboard} (New York: American Press, 1958), p. 126.}

Ronald B. Thompson, an administrator, presents two reactions that administrators may elicit in the wake of a program of intercollegiate athletics that is not compatible with educational objectives. First is that:

\begin{quote}
We are all aware of these conditions, but our reactions to social attitudes are interesting and worth a moment's consideration. There are, in general, two responses to
\end{quote}
an awareness of corrupt behavioral patterns. The first is the reaction of shocked innocence in which we exonerate ourselves with self-righteous indignation. This attitude immediately sets up scapegoat, diverts attention from ourselves, separates all men into two exclusive classes—the good and the bad, while failing to recognize that there is so much good in the worst of us and so much bad in the best of us that it ill behooves any of us to judge the rest of us. 32

Secondly he states that:

The other extreme attitude to be avoided in reaction to corrupt action patterns is cynical complacency. Of course, exploitation and corruption are always with us. Certainly, we can always find a society in the world today or a notion of people in history with lower ethical standards than ours. Colleges and universities and athletic teams can likewise assume the attitude of shocked innocence or cynical complacency but neither position will justify imperfections in our own patterns of behavior. 33

The leadership of intercollegiate athletics must be motivated and stimulated by a commitment to a program dedicated to educational goals. Over three decades ago W. L. Hughes stated that:

It is clear that a more courageous administration is needed than has hitherto prevailed. Our program must become positive and constructive. Instead of repressing and restricting we must encourage and promote. We need to plan what to do rather than what not to do. 34


33 Ibid.

The NAIA gives a more recent and more practical solution for the administrator:

Athletic Directors should state and cause to be stated the program philosophy and objectives for his institution. Public commitment often serves as strong incentive to practice your philosophy in daily work.³⁵

Getting even further to the root of the problem, the NAIA suggests that administrators and coaches evaluate their own philosophies and actions regularly to insure that they represent the finest ideals of education.³⁶

In summary, it may be stated that the administration of athletics should be carried out in a manner such that the educational aims of the institution will be fulfilled. The administrators concerned with the conduct of intercollegiate athletics must have the principles and practices of his program consistent with the broad educational purposes of the institution and in the highest ethical and moral standards of intercollegiate athletics.

³⁵"Statement of Philosophy, Objectives, and Relationships of Philosophy to Practice," National Association of Intercollegiate Athletics, p. 3 (Mimeographed)

³⁶Ibid.
Thoughts on the Administration of Intercollegiate Athletics

It is a commonly held viewpoint among reputable administrators and associations that the control of athletics in the second half of the twentieth century should be the responsibility of the educational institutions. In a policy statement similar to others given by accrediting associations, the Middle States Association states that:

While organizational details will vary with local conditions, firm control of the athletics program and staff in any good plan will be vested in the institution itself. The faculty will be responsible for the determination of policies and procedures, under the basic considerations established by the trustees, as it is for any other part of the educational program. The chief executive officer will have ultimate responsibility for the execution and enforcement.

Theorists and practitioners agree with this statement as noticed by the following statement by Shea and Wieman:

The control of athletics should be held absolutely and completely by those directly responsible for the institution. Specifically, the chief administrative officer is ultimately responsible for the wholesome conduct of intercollegiate athletics in his institution.

The president of a college represents the highest level of

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38 Shea and Wieman, Administrative Policies, p. 59.
administrative control in the institution, excepting the board of trustees. It is therefore assumed that the president should represent the basic control of intercollegiate athletics. However, the athletic director should be the administrator responsible for interpretation and implementation of athletic programs. The next level in the administration of intercollegiate athletics would necessarily be the faculty. College athletic directors feel much the same when they report:

The president of the college represents the basic control. The athletic director should have direct and strong communication with the president in order to interpret and implement programs. Faculty committees, faculty representatives, and others should assist in the athletic program rather than assume full control and administration.  

If an athletic program is to be an integral phase in the program of higher education, it should be administered in a manner similar to other programs within the institution. This implies that the athletic director should be responsible to higher levels of administration in the same manner as chairmen of other departments.  

An interesting concept is where should students fit into the administration of intercollegiate athletics? It is evident on all college campuses that students are becoming more and more involved in the

39 Athletic Administration in Colleges and Universities, p. 17.

40 Ibid., p. 23.
decision making process of matters related to their education. With this point in mind it is recommended that students be members of committees or councils concerned with the administration of intercollegiate athletics. Athletic directors assert this feeling also by reference to the following statement:

Students should become involved in the administration of athletics by working on athletic committees and assuming positions such as student director of athletics, where a student works directly with the athletic director and reports regularly to the student council. 41

Those responsible for athletic administration--students, athletic directors, faculty, and presidents are in a precarious situation. Administrators of college athletic programs have become too highly influenced by the thought of victory versus defeat. At the same time a commitment to education and values permeates the actions of the administrator. This is not to say that victory and education are incompatible. Intercollegiate athletics become a non-educational function when the concept of victory is achieved without the use of educational means. Christenson states that:

Men who direct and administer our college athletic programs have become obsessed with the thought of survival, based on the record posted on the scoreboard. There are grounds for their fears. Victory has become a must. 42

41Ibid.
42Christenson, Verdict, p. 31.
Christenson goes a step further by stating:

Athletic administration is beset with fears. The lack of security, the uncertainty of tenure, the shortage of justice, the temptation of dishonesty, can all exert a heavy toll on men who choose to lead. With these difficulties, we can find few to lead. Where there is no direction there can be no program. 43

Reflecting upon this last comment leads us to believe that the quality of administration rests within the individual in those administrative roles as student, faculty, athletic director, and president. Marcus L. Plant, commenting on the place of intercollegiate athletics in higher education states that:

I hold that any task can be carried out successfully, regardless of organizational arrangements, if the right people for that job are put to work at it. Conversely, if the wrong people for that task are attempting to carry it out, the inevitable result will be failure and discredit, no matter how well conceived the organizational arrangements may be. Thus the suitability of the men who are going to be given the job is crucial. 44

What is the faculty's role in the administration of intercollegiate athletics? Does the faculty have a role? Marcus L. Plant indicates that the faculty has control of intercollegiate athletics in the following manner:

If the faculty (a) controls the standards for admission of students to the institution, (b) sets the academic standards

43Ibid., p. 173.
of eligibility for competition in intercollegiate athletics, and (c) exercises complete autonomy in grading the students in their academic work, no student will ever participate in intercollegiate athletics without having the full assent of the faculty with respect to those aspects of his college life with which the faculty is most concerned and in which the faculty is most expert. 45

Perhaps the faculty needs no additional control. With the concepts of control mentioned above in mind, Plant goes on to state that:

... it is hard to see how the administration or the athletic staff could take the athletic program outside the bounds of the intellectual and educational program of the institution. The faculty can ensure that the young men on the athletic team will establish themselves as students before they prove themselves as athletes. Perhaps this is as much control as a faculty should ask. 46

Frank N. Gardner, defining the "place of intercollegiate athletics in higher education," calls for more control by the faculty in the conduct of intercollegiate sport. 47 The accrediting associations support Gardner by asking for faculty control of intercollegiate sport. 48

No answer is being sought for the question, "what is the role of the faculty in the administration of intercollegiate sport?" Rather, 


46Ibid., p. 8.


it was the aim of the above discussion to point out that a difference does exist as to the roles. The roles of the president and athletic director are somewhat more defined, but they are also, to a certain extent, vague. There has been much research of a descriptive nature concerning the administration of intercollegiate athletics. The purpose of this study is to examine the behavior of the athletic director, president, faculty representative, and coach in view of their attitudes concerning the administration of intercollegiate athletics. However, a brief review of pertinent research does seem indicated at this point.

Research Studies Related to the Problem

There is a dearth of literature related to the study of attitudes toward intercollegiate athletic administration and their relationship to policies and practices in existence in athletic administration. Much of the literature contains studies of a descriptive and survey nature of administrative policies and practices. Few studies have attempted to interpret administrative behavior in the conduct of intercollegiate athletics. Speath, in a study of administrative research in physical education and athletics, reported few studies from 1940-1965 that focused on the problem of administrative behavior.49

She states that:

Administrative research in physical education and athletics has been directed primarily toward gathering information for the solution of immediate or localized problems. In the sample or research reviewed in this investigation, there is very little evidence of a contribution to a scientific body of knowledge about administration as a basis for professional preparation and practice. 50

A review of the studies that have been conducted reveals the following sampling of the various descriptive studies concerning the administration of intercollegiate athletics.

In 1936, Degroat completed a study of athletic directors in which an attempt was made to determine appropriate standards for the conduct of intercollegiate athletics. 51

Healey, in 1953, studied the administrative practices in athletics in Midwestern colleges, and postulated the following conclusions:

1. The majority of the 119 colleges in the Midwest include athletics within the educational structure.
2. The 119 colleges seem to have direct administrative control for athletics.
3. Data on contracts and tenure indicate a uniform education standard for coaches and academic faculty. 52

50Ibid.


Gross and Lorbeck, in an article answering the question, "Are Intercollegiate Athletics Worthwhile?" implied that the quality of administrative and coaching personnel was a major determinant of a good intercollegiate athletic program. They stated that:

Apparently, intercollegiate athletics are not inherently good or inherently bad; the guidance of undergraduate varsity athletes must be placed in the hands of coaches who are educators and understand the purpose of intercollegiate athletics in a college program. 53

A study directly related to the problem under investigation but focused on the secondary school level, reports that the correlation between attitude scores toward interscholastic athletics and related behavior is very low. 54 A significant conclusion of Keye's study was that:

Administrators of athletic programs are, in general, employing practices that are more consistent with accepted professional principles than was the case in former years. Some of these practices include: (1) more extensive application of democratic procedures, (2) more extensive communication with the public concerning various aspects of athletic administration, (3) further delegation of responsibility, (4) placing greater stress upon the teaching ability of coaches, (5) expanding the athletic program to include more activities and more participants, (6) accounting for athletic funds in a more businesslike


manner, (7) scheduling athletic contests in a manner that minimizes the amount of interference with other phases of the school program, and (8) providing more adequately for the health and welfare of athletes. 55

Sanford in a descriptive survey of existing and desired practices in the conduct of intercollegiate athletics in North Carolina colleges summarized his findings by stating:

One detects (1) that intercollegiate programs generally seemed to be conducted on a somewhat higher ethical plane than formerly, (2) that they were better organized and more efficiently operated, (3) that more highly specialized and better trained individuals in the person of athletic directors, coaches and trainers were usually available; (4) that attempts were being made to establish better rapport between athletic departments and the general administration and faculty of the institution, coupled with a more sincere effort to justify athletics on educational grounds and to adhere to educational goals generally, (5) that, generally speaking, athletes were more readily accepted as a regular part of the life of the college instead of being separated from the rest of the student body, (6) that there were noticeable improvements in academic requirements and eligibility standards for athletes, and (7) that rules and regulations regarding recruiting and subsidization appeared to be more realistic and enforceable. 56

A study by Stan Marshall illustrates an interesting point related to the concept of athletics being within physical education and therefore within an educational context. They report that forty-five per cent of the respondents (athletic directors) feel that athletics and

55Ibid., p. 220.

physical education will be administered under separate departments in twenty years. Likewise, if they (athletic directors) were asked to respond to an organization of physical education and athletics by their president, forty-six per cent would recommend the intercollegiate athletic program be organized as a separate and autonomous department from physical education. 57

Numerous other studies of a descriptive nature have been conducted. It was the purpose of this review of related research to indicate the major focus of this research, not to present results and conclusions. It seems that this would be fruitless in light of the purpose of this study.

With this review of significant literature in mind, the investigator endeavored to determine the relationship between practice and attitude. The formulation of measuring instruments to determine practices and attitudes was the next step in the investigative process. The following chapter is devoted to the development of the research instruments.

57 Stan Marshall, "Athletic Director's Survey," National Association of College Directors of Athletics Quarterly II (Fall, 1967), pp. 18-20
CHAPTER IV

PROCEDURES AND DESIGN OF THE STUDY

Attitude Measurement

The concept, attitude, has been defined as the sum total of an administrator's inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats, and convictions about the administration of intercollegiate athletics! It would be of value to review briefly other definitions of the concept. Likert mentions that the definitions of attitude cluster about two main conceptions: "first, that attitudes are dispositions toward overt action; second, that they are verbal substitutes for overt action."¹ Supporting this statement, Shaw and Wright state that:

Attitude entails an existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides and directs the overt behavior of the individual.²

An attitude toward a psychological concept is not an inflexible

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and rigid element within the personality of the individual. Attitudes are subject to change. The number of attitudes and the type of attitude of an individual depends on the stimuli to which the individual is subjected. ³

Likert goes on to state:

But since it is possible to group stimuli in almost any conceivable manner and to classify and subclassify them indefinitely, it is strictly true that the number of attitudes which any given person possesses is almost infinite. ⁴

An attitude may then be considered as not only the disposition of the individual, but his particular psychological makeup and his life history as well. ⁵

At this point an illustration is presented to add clarity to the discussion of attitude. The National Collegiate Athletic Association recommends that "Member institutions should provide housing for student-athletes in the same manner as for non-athletes and should not provide 'athletic dormitories' or similar specialized housing arrangements for athletes." ⁶ This recommendation is an attempt to develop uniform attitudes through NCAA guidance. It is an attitude


⁴Ibid., p. 7.

⁵Ibid., p. 37.

of the NCAA executive council. There are instances where individual colleges oppose this policy by having separate housing for student-athletes. These colleges have formulated an attitude concerning housing of student-athletes peculiar to their particular psychological makeup and history.

Shaw and Wright list the following characteristics of attitudes:

1. Attitudes are based upon evaluative concepts regarding characteristics of the referent object and give rise to motivated behavior.
2. Attitudes are construed as varying in quality and intensity (or strength) on a continuum from positive through neutral to negative.
3. Attitudes are learned, rather than being innate or a result of constitutional development and maturation.
4. Attitudes have specific social referents, or specific classes thereof.
5. Attitudes possess varying degrees of interrelatedness to one another.
6. Attitudes are relatively stable and enduring.  

If it can be assumed that the above-mentioned definition of attitude is acceptable, then one can construct a basic premise for this study. Such a statement would be expressed as follows: Attitudes are true indicators of behavior. Consistent with this statement it can be said that an attitude will be followed by an action indicated in the attitude. However, it is a fact that this is only relatively true. A discrepancy between the two (attitudes and

7 Shaw, Scales, pp. 4-9.
behavior) exists in almost every case. \(^8\) Likert emphasizes this point by stating that in attitude measurement "we are dealing with verbal behavior and claim nothing more than the importance of the verbal reactions."\(^9\)

For example, if institutions oppose the NCAA's attitude concerning housing of student-athletes, they would verbally express this opposing attitude. Also, their behavior would be such as to have separate housing for student-athletes. However, if their attitude were consistent with NCAA recommended policy, this behavior would be such as to provide housing for student-athletes in the same manner as for all students.

Shaw and Wright "consider an attitude to be an evaluative reaction based upon evaluative concepts which are closely related to other cognitions and overt behavior."\(^10\) An attitude then is a concept which implies the type of relationship between the individual and his environment.\(^11\) The environment being considered as an influencing force and in which overt behavior occurs.


\(^10\)Shaw, Scales, pp. 2-3.

\(^11\)Ibid., p. 4.
The attitude of those approving NCAA recommendations concerning housing of student-athletes may be determined by the conference affiliation of the institution. The pressure on winning and the desire for conveniences for athletes may be so great that separate housing is needed for student-athletes. Successful recruitment of the student-athlete may be determined by the availability of separate housing. The dominance of a winning environment may necessitate special housing for student-athletes.

Green indicates that an attitude is a latent variable, rather than an observable variable. The concept, attitude, is used to describe the consistency of different responses to stimuli of the same general class.\(^12\)

The attitude toward the housing of student-athletes may be consistent with NCAA policy or opposed to NCAA policy. Likewise, all degrees of attitude between agreement or opposition may be valid.

The problem of measuring attitudes begins with the specification of the attitude variable being measured. Measurement should be limited to the variable under examination. A further restriction is that the attitude variable should be stated so that an individual can

speak of the variable in terms of "more" or "less."\textsuperscript{13}

Green indicates that the content of an attitude is determined by the responses which constitute the variable.\textsuperscript{14} In this study the attitude variable under consideration is the administration of intercollegiate athletics. Responses refer to the concepts of:

1. Organization and administration
2. Objectives
3. Policies
4. Program
5. Finance
6. Staff
7. Scheduling
8. Financial Aid
9. Recruitment
10. Medical
11. Facilities and Equipment

These concepts are all inherent factors in the administration of intercollegiate athletics. Likert mentions that:

In many cases it would seem reasonable to conclude that since our daily behavior in these areas is largely

\textsuperscript{13}Thurston, Measurement of Attitude, pp. 11-12.

\textsuperscript{14}Green, "Attitude Measurement," p. 36.
verbal, the verbal responses would be valid indices of other habits. 15

Therefore, the verbal responses of administrators on the attitude scale used in this study would be a valid indicator of his habits in the administration of intercollegiate athletics.

It is pointed out by Thurston and Chave that:

The measurement of attitudes expressed by a man's opinions does not necessarily mean the prediction of what he will do. If his expressed opinions and his actions are inconsistent, that does not concern us now, because we are not setting out to predict overt conduct. We shall assume that it is of interest to know what people say that they believe even if their conduct turns out to be inconsistent with their professed opinions. Even if they are intentionally distorting their attitudes, we are measuring at least the attitude which they are trying to make people believe that they have. 16

This is a major factor in this study. The relationship between attitudes and behavior will be the object of this examination.

Plan of the Study

For this study the investigator chose to survey a representative and characteristic sample of colleges and universities in an endeavor to determine the relationship between attitudes and practices in the administration of intercollegiate athletics. The sample chosen was the colleges and universities in the state of Ohio.


16Thurstone, Measurement of Attitude, p. 9.
Over a period of time research instruments were developed for the purpose of measuring attitudes toward the administration of intercollegiate athletics and determining actual practices in existence in the administration of intercollegiate athletics. Once the questionnaires had been mailed, completed by the respondent, and returned, data was then organized and analyzed according to appropriate analytical procedures.

Type of Study

Because the problem entailed the determination of the relationship between attitudes versus practices in existence in the administration of intercollegiate athletics, the descriptive type of research seemed appropriate. Also, since the study was intended to be cross-sectional and was concerned with data to be gathered from a relatively large sample of subjects, the survey method was the most desirable and practical method to be utilized.

With reference to the type of study mentioned above, Best defines it as follows:

Descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. 17

Referring to the survey method of research, he states:

The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of cases. It is essentially cross-sectional. 18

Developing the Research Instruments

The development of the research instruments included the following steps: the attitude scale, rationale for the design of the study, design of the attitude scale, population sample studied, and the catalog of practices.

The Attitude Scale

Prior to developing the attitude scale data was solicited from various professional associations and societies, accrediting bodies, educational associations, and athletic conferences and associations dealing with stated principles, policies, and standards regarding the administration of intercollegiate athletics. 19 This data consisted of statements regarding the organization and administration of intercollegiate athletics. Additional statements were gleaned from the professional literature dealing with the administration of intercollegiate athletics in institutions of higher education. There were

18 Ibid., p. 107.

19 See Appendix A for a list of such sources.
194 original statements. These statements were then edited according to the following criteria:

1. Avoid statements that refer to the past rather than to the present.
2. Avoid statements that are factual or capable of being interpreted as factual.
3. Avoid statements that may be interpreted in more than one way.
4. Avoid statements that are irrelevant to the psychological object under consideration.
5. Avoid statements that are likely to be endorsed by almost everyone or by almost no one.
6. Select statements that are believed to cover the entire range of the affective scale of interest.
7. Keep the language of the statements simple, clear, and direct.
8. Statements should be short, rarely exceeding twenty words.
9. Each statement should contain only one complete thought.
10. Statements containing universals such as all, always, none, and never often introduce ambiguity and should be avoided.
11. Words such as only, just, merely, and others of a similar nature should be used with care and moderation in writing statements.
12. Whenever possible, statements should be in the form of simple sentences rather than in the form of compound or complex sentences.
13. Avoid the use of words that may not be understood by those who are to be given the complete scale.
14. Avoid the use of double negatives.  

After reviewing the 194 statements, 112 statements were selected which, in the mind of the investigator, satisfied the criteria stated above. Fifty-nine (59) of the items were favorable concepts in the administration of intercollegiate athletics, while fifty-three (53) of these were unfavorable concepts in the administration of sport, as

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viewed by the investigator. This was done so that statements pertaining to the psychological object under examination (administration of intercollegiate athletics) would cover range of the continuum from favorable to unfavorable. The 112 attitudinal items were judged favorable on the basis of whether they were consistent with the principles espoused by the various professional associations and societies, accrediting bodies, educational associations, athletic conferences and associations, and related literature. They were judged unfavorable if they were opposed to those principles.

This is an initial step in the method of attitude scale construction known as the scale-discrimination technique. The scale-discrimination technique is a method of attitude scale construction that utilizes the Thurstone and Likert methods of attitude scale design.

This method is based on the assumption that:

A combination of scaling and item analysis procedures would enable one to select a relatively small set of attitude statements from a larger number of available statements such that the set selected would also have a good chance of meeting the requirements of a Guttman scale.

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21 See Appendix B for a list of such statements.

22 Edwards, *Attitude Scale Construction*.


24 Likert, "Measurement of Attitudes."

Rationale for the Design of the Study

The scale-discrimination technique was utilized in the construction of the attitude scale because of its ability to incorporate the advantages of the Thurstone, Likert, and Guttman procedures. Edwards and Kilpatrick claim the following advantages of the scale-discrimination technique for attitude-scale design:

The method of scale construction described in this paper has been called the scale-discrimination method because it makes use of Thurston's scaling procedure and retains Likert's procedure for evaluating the discriminatory power of the individual items. Furthermore, the items selected by the scale-discrimination method have been shown, in the case described, to yield satisfactory coefficients or reproducibility and to meet the requirements of Guttman's scale analysis. The scale-discrimination method is essentially a synthesis of the methods of item evaluation of Thurstone, Likert, and Guttman. It also possesses certain advantages which are not present in any of these methods considered separately.

The scale-discrimination method, for example, eliminates the least discriminating items in a large sample, which Thurston's method alone fails to do. The unsolved problem in the Thurstone procedure is to select from within each scale interval the most discriminating items. Items within any one scale interval may show a high degree of variability with respect to a measure of discrimination.

Thus, when selecting items by Thurstone's technique alone, we have no basis for making a choice between items with comparable scale and Q values, and yet these items are not equally valuable in the measurement of attitude. By having available some measure of the discriminatory power of the items, the choice becomes objective as well as advantageous as far as the scale itself is concerned.

The advantage of the scale-discrimination method over the Guttman procedure lies essentially in the fact that we have provided an objective basis for the selection of a set
of items which are then tested for scalability. It may happen that the scale-discrimination method will not always yield a set of items with a satisfactory coefficient of reproducibility. But this is not an objection to the technique any more than the fact that not always will a set of intuitively selected items scale. Rather, it seems that the scale-discrimination method offers greater assurance of scalability than any intuitive technique such as applied by Guttman. Furthermore, the set of items selected by the scale-discrimination technique provides a wider range of content than do the intuitive Guttman items. In the scale-discrimination method, we obtain items which are not essentially multiple phrasings of the same question as is often true when the selection of a set of items to be tested for scalability is left to the experience of the investigator.

Design of the Attitude Scale

Of the 112 items, 59 were favorable and 53 were unfavorable. These 112 items related to the administration of intercollegiate athletics were also selected such that approximately five (5) to ten (10) items related to the following areas of athletic administration were included:

1. Organization
2. Objectives
3. Policies
4. Program
5. Finance
6. Eligibility

These statements were then sent to seventy-nine (79) doctoral students in the areas of physical education and educational administration at The Ohio State University. Thirty-six (36) of these students were in the area of educational administration and the remaining forty-three (43) students were in the area of physical education.

Table 1, page 81, depicts the number of students responding and the areas of major and secondary concentration. Forty-six (46) responses were received; forty (40) were usable for analysis, for a percentage of 58 and 51 respectively.

The graduate students were asked to indicate the degree to which each item was a favorable or unfavorable concept in the administration of intercollegiate athletics. The students sorted each of the 112 items into one of eleven (11) categories ranging from favorable to unfavorable.
TABLE 1
GRADUATE STUDENT RESPONSE

<table>
<thead>
<tr>
<th>Major Area of Study</th>
<th>Number</th>
<th>Per Cent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>Educational administration</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>None indicated</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Health education</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Teacher education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Vocational-technical education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Area of Study</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None indicated</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Educational administration</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Teacher education</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Physiology</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Curriculum-supervision</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Higher education</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Political science</td>
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<td>4</td>
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<tr>
<td>Health education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student personnel</td>
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<td>1</td>
</tr>
<tr>
<td>Business organization</td>
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<td>1</td>
</tr>
<tr>
<td>Economics</td>
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</tr>
<tr>
<td>Physical medicine</td>
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<td>1</td>
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<tr>
<td>Physiology</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>96</td>
</tr>
</tbody>
</table>

3 of the 43 were received after compiling data
3 were received incomplete
46 received questionnaires

This is an initial phase of the Thurstone method of attitude scale design. Response (a-c) represented a favorable concept, (d-h) represented neutral concepts, while (i-k) represented
unfavorable concepts in the minds of the graduate students responding.
(See Appendix B)

According to Edwards, "The 11-point scale then becomes the psychological continuum on which the statements have been judged and all that is required is that some typical value be found for the distribution of judgments obtained for each statement." 27

Following the precedent set by Thurstone and Chave, 28 the median was utilized as the average value of the distribution of judgments. This average value (median) is known as the scale value. The interquartile range was used as a measure of the variability of the distribution of judgments. This again follows the precedent set by Thurstone and Chave. The scale values and Q-value for each of the 112 statements were computed. The scale value (median) and Q-value (interquartile range) were computed according to the procedure described by Edwards. 29

The Q-value and scale values of each statement were then plotted in a two-way table, with the scale values being plotted on the horizontal axis and the Q-values on the vertical axis. The median of the Q-values was then computed and a line was drawn horizontally

---


28 Thurstone, *Measurement of Attitude*

through the two-way table at the median Q-value. The median Q-value was 2.86. In the scale discrimination technique described by Edwards, all statements with Q-values above this line are rejected and all those below retained for further analysis. However, there was a lack of statements having a Q-value below the median from a scale value of 2.9 to 8.7. To overcome this problem, statements were selected on the basis of their scale values so that the scale values of the statements of the psychological continuum (intercollegiate athletics) were relatively equally spaced, and that the Q-values were relatively small. This follows the procedure recommended by Thurstone. In those cases where two or more Q-values corresponded to the same scale value, the statement with the smallest Q-value was selected. Based on this method of selection, thirty-nine of the original 112 statements were selected for further study.

This set of thirty-nine statements consisted of items ranging from very favorable to very unfavorable. The scale values had a range of 1.21 to 10.75. The median scale value for these thirty-nine was 5.65, their mean Q-value was 2.89. The Q-values had a range of 0.53 to 5.77. The mean and standard deviation of the scale

\[ \text{Ibid., p. 211.} \]

\[ \text{Ibid., p. 92.} \]
values were 5.52 and 2.69, respectively. The standard error of the mean was 0.55, with a p.e. \( \text{mdn} = 0.358 \). The p.e. \( \text{mdn} \) is an estimate of the reliability of the attitude questionnaire. It should be noted that this is just a preliminary estimate of the reliability. The final estimate of the reliability will follow the administration of the final form of the questionnaire.

One explanation for a low reliability at this point is the characteristics of the population sampled. The graduate students may not have had adequate experience in the administration of intercollegiate athletics, and therefore lacked the knowledge to interpret the concepts in light of the psychological continuum. However, it should be pointed out that correlations as high as .99 have been reported for scale values obtained independently from two groups with as few as fifteen judges in each group.\(^{32}\)

Twelve of the statements with high Q-values were revised in an attempt to eliminate some of the obvious ambiguity of these statements. The resulting forty (40) statements were sent to the president, faculty representative, athletic director, and randomly selected coach at colleges and universities in Indiana. (See Appendix C for a list of colleges asked to respond and items on the questionnaire.)

The forty (40) statements were put in the form of a Likert

\(^{32}\text{Ibid. , pp. 94-95.}\)
scale. Subjects were asked to indicate their agreement or disagreement to each of the forty (40) statements. The five categories of response were strongly agree, agree, undecided, disagree, strongly disagree.

The responses of the subjects were scored with weights of +2 through -2 being assigned to the five response categories. These weights were assigned to the response categories so that the largest weight was always given to the response category that indicates the most favorable attitude. The direction of the weights for each was determined from the location of the scale value of the statement on the Thurstone continuum. For each subject a total score was obtained.

A high score indicated a more favorable attitude in the administration of intercollegiate athletics than a low score. Theoretically, the scores could range from +80 to -80. Actually, the range was 56 to 9.

The mean score and standard deviation of the responses received from the personnel in Indiana colleges was 29.36 and 7.97, respectively. The standard error of the mean was 1.00, the p.e. mean = 0.67.

Sixty-three responses were received from the 129 questionnaires sent to Indiana colleges for a 48.8 per cent of returns. The scores were ranked from highest to lowest. The high and low 25 per
cent of the subjects in terms of total scores on the set of statements were determined for purposes of item analysis. For each of the forty (4) statements a distribution was obtained showing the frequency for each response category for the high and low groups. Table 2, page 87, illustrates such a distribution for item 19.

Following the precedent set by Edwards and Kilpatrick, the response categories of statements were dichotomized. The rule followed to dichotomize response categories was to draw a line between response categories, as shown in Table 2, page 87, so as to minimize the total number of subjects in the low group above the line and the number of subjects in the high group below the line. For example, in item 19, Table 2, page 87, the line would be drawn between category 2 and 1. This gives two subjects in the low group above the line and three subjects in the high group below the line. In the same manner the response categories for all other statements were dichotomized.

For each statement, a coefficient that represents the discriminating power of the statement was computed. The phi-coefficient was utilized as the discriminating index. Table 3, page 88, contains the phi-coefficients of each statement.

---

33 Edwards, Attitude Scale Construction, p. 213.
34 Ibid., p. 214.
**TABLE 2**

**THE DISTRIBUTION OF RESPONSES TO ATTITUDE STATEMENT 19 FOR A LOW GROUP AND A HIGH GROUP**

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Weights</th>
<th>Low f</th>
<th>High f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>-1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>-2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
The statements were then plotted in a two-way table in which the original scale values were on the horizontal axis and the values of the phi-coefficient on the vertical axis. Following the recommendation
of Edwards, the eleven (11) interval Thurstone continuum was divided into half-scale intervals. Fourteen of these intervals contained statements. The sixteen statements with the highest phi-coefficient from the fourteen intervals were selected for the final form of the attitude scale.

The mean scale value of the sixteen statements was 5.09; the mean Q value was 3.02. The phi-coefficients for the sixteen statements ranged from 0.19 to 0.74, with a mean value of 0.45, and a standard deviation of 0.20.

Reliability of the final scale was established by the use of the split-half correlation coefficient for the eight even items with the eight odd items. The split half correlation coefficient was 0.83. In order to correct this correlation of the sixteen items for length, the Spearman-Brown Prophecy formula was applied. The correlation coefficient for the sixteen items when corrected for length was 0.90. The sixty-three responses received from Indiana colleges were utilized to compute the split-half correlation coefficient.

This final form of the attitude scale was then sent to the presidents, athletic directors, faculty representatives, and randomly selected coaches of the colleges and universities in Ohio. (See Appendix D for a list of colleges and items on the scale.)


**Population Sample Studied**

Forty letters were sent to presidents of colleges or universities in Ohio asking the willingness of the members of his staff concerned with athletic administration (president, faculty representative, athletic director, coach) to participate in this study. An invitation to participate was also sent to one college in Michigan, for a total of forty-one invitations. Ten forms were received which indicated that the college was not willing to participate. Therefore, thirty-one (31) colleges (all in Ohio) comprised the population sample to be studied.

**The Catalog of Practices**

The purpose of the catalog of practices was to collect data regarding the administrative policies and practices that were in effect in the respective colleges or universities. The data collected by means of the catalog of practices would provide information necessary for making a comparison between the beliefs and attitudes of the respondents and the policies and practices in effect in their college or university.

After finalizing the form and content of the attitude scale, items for the catalog of practices were constructed that were related to the items in the attitude scale. They were related in terms of content and psychological construction under consideration. Items were
related to the following areas of athletic administration:

1. Organization and administration
2. Recruitment
3. Publicity
4. Admission
5. Eligibility
6. Program
7. Financial aid
8. Scheduling
9. Finance

In order that the comparison between attitudes and the corresponding policies and practices could be made as posed in the statement of the research problem, the five responses that accompanied each inventory item were scaled to correspond with the continua represented in the attitude scale. To achieve this scaling the catalog of practices was sent to a jury of athletic directors in thirty randomly selected colleges and universities in Pennsylvania. This jury rated the five choices beneath each item from 1 through 5, one being the most favorable practice and five being the least favorable.

This rating was utilized to compute the score achieved on actual practices followed in the administration of intercollegiate

36See Appendix E for a list of such items, and colleges in Pennsylvania.
athletics in Ohio colleges, the population studied. A high score indicated favorable practices, while a low score indicated unfavorable practices.
CHAPTER V

ANALYSIS AND INTERPRETATION

OF THE DATA

This chapter is presented in three segments. The first section is devoted to an analysis of the data relative to the construction of the attitude scale. The second portion is devoted to the analysis and interpretation of the attitude questionnaire data for treating the hypothesis that "there will be no significant differences between the attitudes of presidents, faculty representatives, athletic directors and coaches concerning the administration of intercollegiate sport." The third segment is devoted to the analysis and interpretation of the questionnaire data for testing the hypothesis that "there will be no significant differences between the expressed attitudes of personnel responsible for the administration of intercollegiate athletics and policies and procedures in effect in the administration of intercollegiate sport."

Data Relative to the Attitude Scale Construction

These data included the responses of ninety-five or 78 per cent, of the presidents, faculty representatives, athletic directors and coaches in thirty-one Ohio colleges to the attitude scale. The
ninety-five responses to the attitude scale included twenty-two presidents, twenty-three faculty representatives, twenty-seven athletic directors, and twenty-three randomly selected coaches. Coaches were not selected on the basis of the sport they coached.

See Table 4 below for a summary of responses received on the attitude scale.

TABLE 4
SUMMARY OF RESPONSES RECEIVED ON ATTITUDE SCALE

<table>
<thead>
<tr>
<th>Position</th>
<th>Sent</th>
<th>Received</th>
<th>Per Cent</th>
<th>Mean</th>
<th>SD**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>31</td>
<td>22</td>
<td>71</td>
<td>12.86</td>
<td>3.85</td>
</tr>
<tr>
<td>Faculty Representatives</td>
<td>28*</td>
<td>23</td>
<td>82</td>
<td>15.22</td>
<td>6.34</td>
</tr>
<tr>
<td>Athletic Directors</td>
<td>31</td>
<td>27</td>
<td>87</td>
<td>12.26</td>
<td>4.86</td>
</tr>
<tr>
<td>Coaches</td>
<td>31</td>
<td>23</td>
<td>74</td>
<td>10.91</td>
<td>3.94</td>
</tr>
<tr>
<td>Totals</td>
<td>121</td>
<td>95</td>
<td>78</td>
<td>12.79</td>
<td>4.98</td>
</tr>
</tbody>
</table>

Colleges represented = 31

*A discrepancy exists because at three institutions the athletic director also served as the faculty representative, therefore only one questionnaire was sent to that individual.

**Standard Deviation
The Attitude Scale Data

The responses of the subjects were scored with weights of +2 through -2 being assigned to the five response categories: strongly agree, agree, undecided, disagree, strongly disagree. These weights were assigned to the response categories so that the largest weight was always given to the response category that indicates the most favorable attitude. The direction of the weights for each item was determined from the location of the scale value of the statement on the Thurstone continuum. For each subject a total score was obtained.

An analysis of the attitude scores revealed that the gross mean score was 12.79, with a standard deviation of 4.98. Further analysis indicated that the mean scores and standard deviation, respectively, by administrative positions were as follows: presidents, 12.86 and 3.85; faculty representatives, 15.22 and 6.34; athletic directors, 12.26 and 4.86; and coaches 10.91 and 3.94. The standard error of the gross mean was computed to be 0.51. The probability is 0.95, therefore, that the mean of 12.79 does not miss the total sample mean by more than +2.54; and the probability is .05 that the 12.79 does miss the sample mean by more than +2.54.

The scores could range from -32 to +32. The actual range was 1 to 26, or 25, with 1 being the lowest score and 26 being the highest. The ranges in individual attitude scores, by position, were
as follows: presidents, 3 to 18; faculty representatives, 3 to 26; athletic directors, 1 to 25; and coaches, 2 to 16. Thus, the coaches' scores showed the least range, 14 points, while the athletic directors had the greatest range, 24 points.

Reliability

The reliability of the attitude scale administered to the population sample was determined by the Kruder-Richardson Formula 21. The reliability coefficient estimate was 0.95. The ninety-five responses to the attitude scale from the presidents, faculty representatives, athletic directors, and coaches were utilized to compute the coefficient, or estimate of reliability.

Homogeneity

The coefficient of reproducibility was computed from the ninety-five responses from presidents, athletic directors, faculty representatives, and coaches in Ohio colleges. The coefficient of reproducibility is also assumed to represent the degree to which the set of attitudinal items is a uni-dimensional scale. The coefficient of reproducibility was 0.82.

Validity

The attitude scale was assumed to have intrinsic validity based on the assumption of scale design. The scale construction
technique involved the procedures of equal-appearing interval judging and item analysis. The basis for assuming intrinsic validity was as follows:

1. The framework utilized for the development of the item pool enabled the selection of a sample of items from the universe of content, intercollegiate athletic administration.

2. The method of judging the items in equal-appearing intervals enabled the pool of items to be aligned along a continuum, from very favorable to very unfavorable.

3. The method of selecting items on the basis of inter-quartile range eliminated the most ambiguous items from the pool of items.

4. The utilization of the phi coefficient was effective in selecting items that discriminate between the low and high scoring groups.

Interpretation

In summarizing the analysis of the data pertinent to the attitude scale, it seems that the sixteen items have proven to be reliable. The reliability coefficient of 0.90 obtained from a preliminary sample of subjects (Indiana Group) seems consistent with the coefficient of 0.95 obtained from the subjects included in the research study (Ohio Group).
The coefficient of reproducibility of 0.82, while not meeting the requirements of a Guttman scale (0.90 is needed), is within a range close enough to consider homogeneity of the scale. Therefore, it is reasonable to believe that the scale measures attitude toward the administration of intercollegiate athletics.

Even though the validity was not established by the usual means, it was made acceptable by the intrinsic property of the scale. It is interesting to note that no similar type of attitude scale has been established prior to this study; consequently, a comparison against a criterion measure could not be made. It should be kept in mind that a reliable test is also a valid measure of some function. Thus, the reliability coefficient of 0.95 has an index of reliability of 0.97. This implies that the attitude scale correlates 0.97 with the true measure of itself. This true measure of itself is the criterion. It is acknowledged that the attitude scale may be theoretically valid, however, and show little correlation with anything else.

Data Relative to the Second Hypothesis

The hypothesis that there were no significant differences between the attitudes of presidents, faculty representatives, athletic directors, and coaches concerning the administration of intercollegiate sport will now be examined. The analysis of variance test
(F test)\textsuperscript{1} was utilized to determine if there were any significant differences between the attitudes of the four administrative groups. An F of 3.63 was computed. See Table 5, page 100. This was significant at the .05 level of confidence. The null hypothesis was rejected. This implied that there are differences between the attitudes of presidents, faculty representatives, athletic directors, and coaches concerning the administration of intercollegiate sport. Further analysis by utilization of the t-test,\textsuperscript{2} indicated that the attitudes of faculty representatives differed significantly from coaches. A t of 3.27 was computed, which is significant at the .05 level of confidence. Other values of t and the F value are included in Table 6, page 100. No other significant differences were noted after application of the t-test.

It is assumed in the analysis of variance test that there is homogeneity of variances. After applying a modification of the F-test,\textsuperscript{3} to evaluate the homogeneity of variances, an F of 2.01 was computed. This was not significant at the .05 level of confidence. This implies that the variances of the four groups do not differ significantly, so that the analysis of variance test is applicable.

\begin{itemize}
  \item \textsuperscript{1}Henry E. Garrett, Statistics in Psychology and Education (New York: David McKay Company, Inc., 1966), p. 280.
  \item \textsuperscript{2}Ibid., p. 285.
  \item \textsuperscript{3}Ibid., p. 286.
\end{itemize}
Further analyses were made in an attempt to determine the influence of certain experiential factors upon the attitudes of the respondents. Certain relationships were established in this attempt to locate experiential characteristics that were associated with significantly different scores.

**TABLE 5**

ANALYSIS OF VARIANCE BETWEEN GROUPS SURVEYED

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>Variation</th>
<th>SDw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among means</td>
<td>3</td>
<td>223</td>
<td>74.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>91</td>
<td>1861</td>
<td>20.45</td>
<td>4.522</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>2084</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F = 3.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 6**

ANALYSIS OF VARIANCE BETWEEN SPECIFIC GROUPS SURVEYED

<table>
<thead>
<tr>
<th>Groups Compared</th>
<th>t obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents-Faculty Representatives</td>
<td>1.76</td>
</tr>
<tr>
<td>Presidents-Athletic Directors</td>
<td>0.47</td>
</tr>
<tr>
<td>Presidents-Coaches</td>
<td>1.46</td>
</tr>
<tr>
<td>Faculty Representatives-Athletic Directors</td>
<td>2.31</td>
</tr>
<tr>
<td>Faculty Representatives-Coaches</td>
<td>3.27*</td>
</tr>
<tr>
<td>Athletic Directors-Coaches</td>
<td>1.05</td>
</tr>
<tr>
<td>F = 3.63</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level of confidence
The relationship of scores on the attitude scale and highest academic degrees attained revealed the acceptance of the null hypothesis. The calculated $X^2$ of 2.13 was not significant at the .05 level of confidence. In essence, this means that the score attained on the attitude scale is independent of the degree attained. See Table 7, page 102. A high score was tabulated at 13 or above, while a low score was considered to be 12 or below. The mean of 12.79 was utilized as the point of dichotomy in terms of high and low score.

The relationship of score attained on the attitude scale and professional affiliation of institution was also analyzed. An institution was classified in terms of professional affiliation, as being NCAA-U, NCAA-C, or NAIA. Again a score was considered high if it was 13 or above, or low if 12 or below. The calculated $X^2$ of 2.34 was not significant at the .05 level of confidence. This led to the acceptance of the null hypothesis. This implied that the score attained on the attitude scale was independent of the professional affiliation of the institution. See Table 8, page 102.

The relationship of score attained on the attitude scale and the status of the athletic conference was analyzed. Again the score on the attitude scale was dichotomized, high and low. The respondents were also classified as the status of the conference in which the athletic teams of their institution competed. Those schools affiliated with the Big Ten, Mid-American and Missouri Valley conferences
### TABLE 7

RELATIONSHIP OF SCORE ON ATTITUDE SCALE AND DEGREE ATTAINED

<table>
<thead>
<tr>
<th></th>
<th>PhD</th>
<th>Ms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>27</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>Low</td>
<td>12</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>43</td>
<td>82**</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.13^* \]

*Not significant at .05 level of confidence.

**Does not equal 95 because some responses were not recorded in terms of degree attained.

### TABLE 8

RELATIONSHIP OF SCORE ON ATTITUDE SCALE AND PROFESSIONAL AFFILIATION OF INSTITUTION

<table>
<thead>
<tr>
<th></th>
<th>NCAA-U</th>
<th>NCAA-C</th>
<th>NAIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>9</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Low</td>
<td>11</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>53</td>
<td>22</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.34^* \]

*Not significant at .05 level of confidence
were classified as major. Those affiliated with the Ohio, Mid-Ohio, and President's conference were classified as small. Those institutions not affiliated with an athletic conference were classified as independent. The chi-square was again utilized as the statistic to evaluate the significance of the relationship. A $X^2$ of 16.12 was computed. This was significant well beyond the .01 level of confidence, implying that there is a relationship of the conference affiliation and the fact that the individual scores high or low on the attitude scale. See Table 9, page 104.

The relationship of score attained on the attitude scale and the number of years of experience revealed no significant differences. The respondents were placed into two groups, high or low, by the criteria previously outlined above. They were also classified as to the length of time, in years, they occupied their present position as a president, faculty representative, athletic director, or coach. The $X^2$ of 3.23 was not significant at the .05 level of confidence, indicating that length of service and ability to score high or low on the attitude scale are unrelated or independent. See Table 10, page 104.

The type of institution and whether an individual scored high or low were examined for their independence. Scores were again dichotomized according to the procedure described above. Respondents were also classified as to whether or not the institution was public, private, or church supported. A $X^2$ of 9.34 was obtained.
### TABLE 9

**RELATIONSHIP OF SCORE ON ATTITUDE AND STATUS OF CONFERENCE**

<table>
<thead>
<tr>
<th></th>
<th>Major</th>
<th>Small</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>9</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>42</td>
<td>19</td>
</tr>
</tbody>
</table>

\[ X^2 = 16.12^* \]

*Significant at .05 level of confidence

### TABLE 10

**RELATIONSHIP OF SCORE ON ATTITUDE AND EXPERIENCE**

<table>
<thead>
<tr>
<th>Years</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16+</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>10</td>
<td>15</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Low</td>
<td>22</td>
<td>15</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>30</td>
<td>19</td>
<td>13</td>
</tr>
</tbody>
</table>

\[ X^2 = 3.23^* \]

*Not significant at .05 level of confidence*
This was significant at the .05 level of confidence. It, therefore, may be assumed that institutional type and score obtained are not independent, but are, in fact, related. See Table 11, page 106.

**Interpretation**

In summarizing the analysis of the attitude data, it seems that certain postulations can be made regarding the relationship of the attitudes of the respondents and the effects of various experiential factors upon their attitudes.

The hypothesis that "there will be no significant differences between the attitudes of presidents, faculty representatives, athletic directors, and coaches concerning the administration of intercollegiate sport" was rejected on two counts. That is, there is a difference between the attitudes of presidents, faculty representatives, athletic directors, and coaches concerning the administration of intercollegiate sports as measured by analysis of variance. Also, this discrepancy in attitude existed between the faculty representatives and athletic coaches as measured by the critical ratio. The mean score of 15.22 for the faculty representatives was significantly higher (at the 5 per cent level) than that of the coaches. Other positions surveyed showed no discrepancy in attitude.

Certain experiential characteristics were found to be associated with the score being recorded as high, 13 and above, or low,
TABLE 11

RELATIONSHIP OF SCORE ON ATTITUDE SCALE
AND TYPE OF INSTITUTION

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>8</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Low</td>
<td>9</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>12</td>
<td>66</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 9.34^* \]

*Significant at .05 level of confidence

12 and below. The fact that an individual scored high or low seemed to be related to the following experiential factors:

(1) status of conference

(2) type of institution.

The conference affiliation of the institution from which the subjects were selected tended to have a relatedness to the attitude scores of the subjects as indicated by the \( \chi^2 \) distribution. Also, the type of institution from which the subjects were selected tended to have a relatedness to the attitude scores of the subjects as indicated by the chi-square distribution.

The fact that an individual scored high or low seemed to be independent of the following facts:

(1) professional affiliation of the institution
Data Related to the First Hypothesis

This phase of the analysis will be centered around a discussion of the hypothesis that "there will be no significant differences between the expressed attitudes of personnel responsible for the administration of intercollegiate athletics and policies and procedures in effect."
Practice Inventory Data

The practice inventory was a questionnaire seeking the actual administrative practice followed in the administration of intercollegiate athletics. There were thirteen statements on the inventory. Twelve of the statements had a choice of five responses, while the thirteenth had a choice of three responses. The responses were weighted one through five or one through three as in the case of the thirteenth statement, five being ascribed to the most favorable administrative practice and one being assigned to the least favorable. These weights were determined by a panel of judges that included the athletic directors of Pennsylvania institutions of higher education.

This made a total of sixty-three points possible. The actual range was 42.0 to 56.0, or 14.0 points. The mean score on the practice inventory was 51.89. The standard deviation was 2.12. The standard error of the mean was 0.41. These facts were computed upon the receipt of twenty-seven, or 87 per cent, of the questionnaires, sent to thirty-one Ohio colleges. The questionnaires were completed by the athletic directors. They were sent the questionnaire at least ten days after the investigator received the completed attitude scale.

The attitude scores of the personnel at an institution were averaged (mean) and correlated (Pearson-Product) with the practice score of that institution. It should be noted that a criterion of at least three attitude scores from an institution were utilized to correlate
with a practice score. Because this criterion was not met by the twenty-seven schools completing a practice inventory, only nineteen pairs of scores were utilized in the analysis. This meant that there were at least nineteen institutions that had at least three attitude scores and a score on the practice inventory.

The correlation coefficient of 0.49 was computed. This was significant at the .05 level of confidence. This led to a rejection of the null hypothesis, and an acceptance of the fact that there is a degree of relationship between attitudes and practice, when the attitudes of the personnel are viewed collectively.

However, when the values of the attitude scores of presidents, faculty representatives, athletic directors, and coaches are correlated by groups with the practice score of the institution, no significant relationship is found. Table 12, page 110, illustrates the correlation coefficients of the attitude scores of the presidents, faculty representatives, athletic directors, and coaches with the practice inventory of the institution.

To further explore the correlation of the score on the attitude scale and the practice inventory between each of the four groups, the significance between the difference between r's was tested. Using the procedure described by Garrett, 4 there were no

4Garrett, *Statistics*
**TABLE 12**
CORRELATION OF ATTITUDE SCORES AND PRACTICE INVENTORY

<table>
<thead>
<tr>
<th>Group</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>0.02</td>
</tr>
<tr>
<td>Faculty Representatives</td>
<td>0.25</td>
</tr>
<tr>
<td>Athletic Directors</td>
<td>0.01</td>
</tr>
<tr>
<td>Coaches</td>
<td>0.11</td>
</tr>
</tbody>
</table>

**TABLE 13**
CRITICAL RATIOS OF COMPARISON OF GROUPS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents - Faculty Representatives</td>
<td>0.71</td>
</tr>
<tr>
<td>Presidents - Athletic Directors</td>
<td>0.03</td>
</tr>
<tr>
<td>Presidents - Coaches</td>
<td>0.26</td>
</tr>
<tr>
<td>Faculty Representatives - Athletic Directors</td>
<td>0.78</td>
</tr>
<tr>
<td>Faculty Representatives - Coaches</td>
<td>0.45</td>
</tr>
<tr>
<td>Coaches - Athletic Directors</td>
<td>0.30</td>
</tr>
</tbody>
</table>
significant differences found between the correlation coefficients of any of the groups when they were compared with each other.

Table 13, page 110, depicts the resulting critical ration when the correlation coefficients of any two groups are compared.

Interpretation

The hypothesis that "there will be no significant relationship between the expressed attitudes of personnel responsible for the administration of intercollegiate athletics and policies and procedures in effect" was accepted on the basis of the significance of the r test. The relationship of the attitude scale and the practice inventory in each of the groups surveyed was such that no significant relationships were found when the significance of the r's were tested. It may be assumed that the attitudes of personnel responsible for the conduct of intercollegiate athletics are unrelated to the particular practice in existence for that institution. For instance, the attitudes of the presidents are not related to the administrative practice in existence in his institution.

Who then, or perhaps what, influences the policies and practices in existence in the administration of intercollegiate athletics? Whose attitudes predominate? Does any particular group have a significant relationship between attitude and practice concerning the administration of intercollegiate sport? Evidently, none of
the four groups in this study qualify.

It should also be pointed out that there were no significant differences between the correlation coefficients of the four groups on the attitude scale and practice inventory. In effect, it would be inappropriate to assume that the relationship between attitude scale and practice inventory is higher for any of the four groups—presidents, faculty representatives, athletic directors, or coaches.

However, when the attitudes of the administrative and coaching personnel are viewed collectively, there is a significant relationship between the attitude scale and practice inventory. This leads to a rejection of the null hypothesis, and an acceptance of the premise that there is a significant relationship between the attitudes of the personnel when viewed collectively and policies and practices in effect in the administration of intercollegiate athletics. This may be evidence to support the concept that the group members are more influential in formulating the policies and procedures governing the particular group, than is any particular group member, i.e., athletic directors or coaches.
CHAPTER VI

SUMMARY, LIMITATIONS, CONCLUSIONS, RECOMMENDATIONS

Summary

The primary purpose of this study was to determine relationships, if any, between expressed attitudes of those associated with the administration of intercollegiate athletics and the practices in effect in their respective institutions. A secondary purpose of this study was to develop techniques and instruments which could be utilized by administrators when evaluating their own situation concerning the administration of intercollegiate athletics.

Two basic hypotheses were proposed. The first was that "there will be no significant relationship between the expressed attitudes of personnel responsible for the administration of intercollegiate athletics and policies and practices in effect." The second was that "there will be no significant differences between the attitudes of presidents, faculty representatives, athletic directors, and coaches concerning the conduct of intercollegiate sport."

A review of relevant literature has revealed that the value system of the individual influences his policy formulation and decision-
making function. It was found that the attitudes or values of an administrator may be measured by verbal reactions. It has been stated (see Chapter IV) that these verbal reactions may be indicative of actions that follow. Also that, administrative decisions will be made that are consistent with attitudes or values held by the administrator.

The literature has indicated that the administration of intercollegiate athletics should be such that the educational aims of the institution will be fulfilled. Administrators should have the principles and practices of the athletic program consistent with the broad educational goals of the institution. Likewise, the program should be in concert with the highest ethical and moral standards of the administrator's conscience and intercollegiate athletics.

In an attempt to prove or disprove these assumptions, an attitude scale was developed utilizing the scale-discrimination technique proposed by Edwards. Its purpose was to measure the attitudes of administrators toward the administration of intercollegiate sport. Sixteen statements were included in the attitude scale. Responses to the items were of the Likert variety. The attitude scale had a coefficient of reliability of 0.95. The uni-dimensionality or coefficient of reproducibility of the scale was estimated to be 0.82. The attitude scale was assumed to possess intrinsic validity.

The subjects of this study were twenty-two presidents, twenty-three faculty representatives, twenty-seven athletic directors
and twenty-three coaches from thirty-one Ohio colleges. This represented 78 per cent of the 121 individuals to whom the questionnaires were distributed. All the subjects were asked to react to an attitude questionnaire seeking their view concerning the administration of intercollegiate sport. The athletic directors were asked to indicate the administrative practice presently in existence concerning the administration of intercollegiate athletics in their institution.

Limitations

The following limitations reduce the applicability of the findings of this study. These limitations were considered in determining the conclusions and recommendations.

1. The sample was not selected at random which limits generalizations of the findings to subjects who participated in this study.

2. The limited number of subjects may not have been enough to indicate a valid index of reliability, homogeneity, or validity.

3. It has been stated that "replication of important findings is essential before definitive conclusions may be reached."¹ Replication has not been attempted in this study.

4. The research instruments are open to question. The statistical validity of the attitude scale has yet to be proven.

5. The fact that the attitude scale and the practice inventory do not correspond directly in terms of verbiage may cast doubt on the statistical evaluations and the validity of the study. However, intrinsic validity is assumed in both the attitude scale and practice inventory.

6. It is possible that the attitude scale consisted of various subscales.

Conclusions

The conclusions are summarized and reported as they relate to the stated hypothesis.

Hypothesis

There will be no significant differences between the attitudes of presidents, faculty representatives, athletic directors and coaches concerning the conduct of intercollegiate sport.

The analysis of variance test resulted in a computed $F$ which was significant at the .05 level of confidence. This led to a rejection of the null-hypothesis, implying that there are differences between the attitudes of presidents, faculty representatives, athletic directors,
and coaches concerning the administration of intercollegiate athletics.

Further analysis of each group by use of the t-test indicated significant differences in attitude between the faculty representatives and coaches. Other groups, when compared, showed no significant differences in attitude.

Selected experiential factors were also tested for their relationship to the attitude scores. Chi-square analysis indicated that if an individual scored high or low on the attitude scale this seemed to be related to the following experiential factors: (1) status of conference and (2) type of institution. The fact that an individual scored high or low seemed to be independent of the following facts: (1) professional affiliation of the institution, (2) highest degree attained, and (3) experience of personnel.

Hypothesis

There will be no significant relationship between the expressed attitudes of personnel responsible for the administration of intercollegiate athletics and policies and procedures in effect.

The correlation between the practice inventory and mean attitude score of an institution led to a rejection of the hypothesis, implying that there may be a degree of relationship between attitudes and practices, when attitudes are viewed collectively. However, when the correlations between attitude scores of each group and the practice
inventory were computed no significant relationships were noted. It was also found that there were no significant differences between the correlation coefficients of the four groups on the attitude scale and practice inventory.

Recommendations

As a result of this study the following actions are recommended:

1. Athletic administrators should analyze their own behavior in terms of their value system or attitudes.
2. This study was intended to be exploratory in nature. Validity of the attitude scale must be established statistically. Likewise, refinement of the practice inventory is needed so that there is no difficulty in correlating attitude scores and practice scores.
3. Larger samples of subjects are needed so that generalizations may be drawn that are applicable to a majority of the institutions of higher education conducting intercollegiate athletics.
4. The attitude scale needs to be analyzed for traces of sub-scales. Perhaps there are too many dimensions of the psychological concept - intercollegiate athletic administration, for one scale to be inclusive.
Dear Sir:

Word comes to me that your organization has supported a program of intercollegiate sport based on educational objectives. You, and the organization you represent, have made considerable progress in promoting and encouraging the development of educational values in collegiate athletics.

I, too, am interested in the educational values of athletics. Recently, I have become concerned with the compatibility of educational values and the administration of intercollegiate sport.

I would greatly appreciate receiving any published statements your organization has made concerning athletic standards, especially those advocated for your member institutions. It would also be of help to have your constitution.

I will gladly remit payment for any expenses you may incur in gathering and sending this information to me.

May I hear from you at your earliest convenience?

Sincerely,

David M. Hutter
Assistant Professor
Health and Physical Education

DMH:em
I. Accrediting Agencies

a. North Central Association of Colleges and Secondary Schools
b. Middle States Association of Colleges and Secondary Schools
c. New England Association of Colleges and Secondary Schools
d. Northwest Association of Secondary and Higher Schools
e. Southern Association of Colleges and Schools
f. National Commission on Accrediting
g. National Council for Accreditation of Teacher Education

II. Athletic Associations

a. Collegiate Commissioners Association
b. The National Collegiate Athletic Association
c. National Association of Intercollegiate Athletics

III. Athletic Conferences

a. Mid-American Athletic Conference
b. Mid-Ohio Conference
c. Ohio Athletic Conference
d. Central Collegiate Conference
e. Intercollegiate Conference of Faculty Representatives

IV. Educational Associations

a. National Education Association
b. Educational Policies Commission
c. American Association of Colleges for Teacher Education
d. Association for Higher Education
e. Association of Urban Universities
f. Association of American Colleges
V. Professional Associations and Societies

a. The American College Public Relations Association
b. American Association of University Professors
c. American Council on Education
d. National College Physical Education Association for Men
e. American Association for Health, Physical Education, and Recreation
f. The Carnegie Foundation for the Advancement of Teaching
January 12, 1970

Dear Fellow Graduate Student:

As a graduate student, you may be preparing to be an administrator in an institution of higher education. Eventually, you may be in a position to exert some influence in the conduct of intercollegiate athletics. Your attitudes toward intercollegiate sport will certainly influence your actions. You are being asked to participate in a preliminary study to determine the relationship between attitudes and actual practices and policies in effect.

I would appreciate your assistance in the formulation of a research instrument to indicate attitudes concerning the administration of intercollegiate sport. You are being asked to indicate the degree to which each of the following statements is a favorable or unfavorable concept in the administration of intercollegiate sport.

As a fellow student, your completion of this project will be of great help in the formulation of a valid attitude scale.

Please return the completed catalog in the enclosed self-addressed envelope at your earliest convenience.

Thank you very much for your assistance.

Sincerely,

David M. Hutter
Doctoral Student
The Ohio State University
A CATALOG OF ITEMS RELATED TO PERSONAL OPINIONS REGARDING THE ORGANIZATION AND ADMINISTRATION OF INTERCOLLEGIATE ATHLETICS

Directions:

As a graduate student you may be familiar with the techniques of attitude scale construction. Certainly, you are aware of the many steps involved in scale design. I am using the scale-discrimination technique described by Edwards.

Enclosed you will find "A Catalog of Items Related to Personal Opinions Regarding the Organization and Administration of Intercollegiate Athletics." Please circle the letter on the line below the numbered statement that indicates the degree of favorableness or unfavorableness of each item in the administration of intercollegiate sport.

Please read each item carefully and respond to all statements. Remember, you are judging the degree of favorableness or unfavorableness of each statement in the administration of intercollegiate sport. The letters a through k represent a continuum from very favorable at one extreme to neutral in the center, and on to very unfavorable at the other extreme.

For example:

A. Colleges should eliminate out-of-season practice in all sports.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>Neutral</td>
<td>Unfavorable</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

B. The athletic program should be completely supported by the college general fund.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>Neutral</td>
<td>Unfavorable</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Major area of study______________________________

Second area of concentration________________________
1. Institutions should develop machinery to enforce specific standards dealing with any problems which may be current in college athletic programs.

    a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

2. The high pressure recruiting of students by college athletics staffs and alumni through high school coaches should not be tolerated.

    a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

3. The university should have a person exclusively responsible for sports publicity.

    a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

4. An institution of higher education can have an educationally oriented athletic program and a program based on winning.

    a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

5. Athletics are needed in the program of higher education to provide those with gifted motor ability the chance to more nearly achieve optimum development of this ability.

    a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

6. Intercollegiate competition should lead to excellence in performance, a drive for achieving perfection, and pride in accomplishment.

    a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

7. All off-season practices in intercollegiate sports should be prohibited.

    a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE
8. Eligibility rules, beyond the fact that each player is a bona fide student and an amateur, should be eliminated.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

9. Bowl games and post season championship games should not be banned.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

10. Financial policies in athletics should be determined with profit in mind, not the welfare of the student.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

11. A complete statement of athletic accounts should be made annually.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

12. Financial support for athletics should be derived from gate receipts.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

13. Colleges should permit try-outs of high school athletes to display athletic prowess.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

14. College athletic stadia, field houses or other athletic facilities should not be denied for the use of all-star high school football or basketball games.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE
15. The best guide for selecting coaches is their academic grades in college.

FAVORABLE  NEUTRAL  UNFAVORABLE

16. Athletic coaches should be employed mainly upon the basis of their athletic skill and accomplishments as high school, college or professional players.

FAVORABLE  NEUTRAL  UNFAVORABLE

17. Tutors should not be provided by the athletic department to assist student-athletes in scholastic difficulty.

FAVORABLE  NEUTRAL  UNFAVORABLE

18. A team physician should be employed, either full-time or part-time whose duty is the care of institutional athletes.

FAVORABLE  NEUTRAL  UNFAVORABLE

19. The best guide for selecting coaches is to give attention to their ability to teach and then consider their coaching ability.

FAVORABLE  NEUTRAL  UNFAVORABLE

20. All recruiting of students, athletes or non-athletes, should be done in the same manner.

FAVORABLE  NEUTRAL  UNFAVORABLE

21. Students should be given more publicity for athletic accomplishments than for any other college activity.

FAVORABLE  NEUTRAL  UNFAVORABLE
22. Financial support for athletics should come from the general fund of the university.

FAVORABLE  NEUTRAL  UNFAVORABLE

23. All athletic training should be under the direct supervision of the director of student health services.

FAVORABLE  NEUTRAL  UNFAVORABLE

24. Scholarships should be withdrawn from students because of failure either to try out for athletics or to play on an athletic team.

FAVORABLE  NEUTRAL  UNFAVORABLE

25. Athletes should be expected to assume responsibilities common to all students.

FAVORABLE  NEUTRAL  UNFAVORABLE

26. Colleges should require that all scholarships and aid be approved by an authorized college official or by an appointed committee.

FAVORABLE  NEUTRAL  UNFAVORABLE

27. Intercollegiate athletic contests should be held only on the grounds of educational institutions.

FAVORABLE  NEUTRAL  UNFAVORABLE

28. Scholarships and grants-in-aid for athletes should not exist.

FAVORABLE  NEUTRAL  UNFAVORABLE
29. Sports schedules should be curtailed to a limited number of games and overlapping in the various major sports should be avoided.

Favorable Neutral Unfavorable

30. It is not necessary that the team physician should attend all athletic contests.

Favorable Neutral Unfavorable

31. A college or university should strive to maintain a good reputation for fine sportsmanship.

Favorable Neutral Unfavorable

32. Participants in athletics should not be subject to the eligibility standards in force for the general student body.

Favorable Neutral Unfavorable

33. Contests should be scheduled only between colleges which are comparable in educational program, size and standards of competition.

Favorable Neutral Unfavorable

34. The amount of grant to an athlete should not exceed the limits which are available to other students.

Favorable Neutral Unfavorable

35. A limited number of sports should be included in the athletic program in order that a higher quality of teams may be developed.

Favorable Neutral Unfavorable
36. Standards for admission to higher institutions should apply to the athlete and non-athlete alike.

FAVORABLE  NEUTRAL  UNFAVORABLE

37. To provide athletic experiences for all students more sports should be included in the athletic program.

FAVORABLE  NEUTRAL  UNFAVORABLE

38. Athletics should be included in the program of higher education only when they contribute to the achievement of established educational goals.

FAVORABLE  NEUTRAL  UNFAVORABLE

39. Representatives of alumni associations should determine the policies pertaining to the athletic program of the institution.

FAVORABLE  NEUTRAL  UNFAVORABLE

40. A faculty advisory committee on athletics should be appointed by the president to act in an advisory capacity in the shaping of athletic policy.

FAVORABLE  NEUTRAL  UNFAVORABLE

41. The athletic program should include only the sports that are of interest to the athletes.

FAVORABLE  NEUTRAL  UNFAVORABLE

42. The policies pertaining to the athletic program of the institution should be determined by the president.

FAVORABLE  NEUTRAL  UNFAVORABLE
43. Athletic teams should always travel by means of institutionally owned vehicles or bonded commercial vehicles.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

44. To provide athletic experiences for all students more teams in each sport should be available.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

45. Athletic policies should be determined by the Board of Trustees.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

46. The athletic program should include only the sports that are most popular with the students.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

47. The athletic director should act as a formulator of athletic policy.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

48. The record of athletic receipts and expenditures should be kept by a member of the institution's staff and reported only to the administrative and athletic staff.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE

49. The president of a college or university should ultimately be held responsible for the wholesome conduct of intercollegiate athletics.

a b c d e f g h i j k
FAVORABLE  NEUTRAL  UNFAVORABLE
50. The college should use athletic funds to finance medical services for the treatment of athletic injuries.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

51. Students should not be members of the policy formulation board or council dealing with intercollegiate sport.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

52. The university, not the athletic department, should provide insurance for adequate care and treatment of athletic injuries.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

53. All athletic funds should be handled by the treasurer of the alumni or athletic boosters club.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

54. Policies pertaining to athletics should not be considered a responsibility of the faculty.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

55. Spring football practice should not interfere with the participation of athletes in other sports.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

56. Coaches should be hired on the basis of their coaching records in former positions.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE
57. The president should assign the immediate responsibility for the organization and administration of athletics to the athletic director.

58. Athletic directors who are charged with the responsibility of educational administration have come to fear the consequences of honesty in sports.

59. Athletic contests should be engaged in only with other educational institutions.

60. Scheduled contests should be limited to one contest a week.

61. Scholarships should include expenses for tuition, fees, room, board, and an allowance for such items as laundry, books, and incidentals.

62. Recruitment is the basic problem of athletics.

63. All other phases of the program of higher education should be adequately provided for before money is spent for athletic facilities and equipment.
64. Sports that have "carry-over" value should not be included in the program of intercollegiate athletics.

a b c d e f g h i j k
FAVORABLE   NEUTRAL   UNFAVORABLE

65. A recruiter, with offers and secret deals to young men who are urged to play their way through a term of eligibility, is the curse of higher education.

a b c d e f g h i j k
FAVORABLE   NEUTRAL   UNFAVORABLE

66. The major reason for enlarging and improving athletic facilities should be to provide an opportunity for more students to have athletic experiences.

a b c d e f g h i j k
FAVORABLE   NEUTRAL   UNFAVORABLE

67. The athletic program should include only the sports that are most popular with the alumni.

a b c d e f g h i j k
FAVORABLE   NEUTRAL   UNFAVORABLE

68. Practice periods for athletic teams should not extend beyond the number of hours required for regular laboratory periods in other courses.

a b c d e f g h i j k
FAVORABLE   NEUTRAL   UNFAVORABLE

69. A high quality institution should not resort to athletic renown as a means of securing public support.

a b c d e f g h i j k
FAVORABLE   NEUTRAL   UNFAVORABLE

70. Every participant in athletic activity should have an adequate medical examination before participation, medical supervision during participation, and general care of his health at all times.

a b c d e f g h i j k
FAVORABLE   NEUTRAL   UNFAVORABLE
71. All athletic funds should be regarded as institutional funds and be handled by the college or university treasurer.

FAVORABLE    NEUTRAL    UNFAVORABLE

72. Coaches should not be retained and dismissed on their success in producing winning teams but on the basis of the contribution they might make to the education of students.

FAVORABLE    NEUTRAL    UNFAVORABLE

73. The tenure of coaches should be decided upon the basis of their ability to teach, work with the staff, gain respect of the student body and produce well-coached teams.

FAVORABLE    NEUTRAL    UNFAVORABLE

74. The health of the players should be uppermost in the minds of the coaches and college officials in everything they do regarding athletics.

FAVORABLE    NEUTRAL    UNFAVORABLE

75. Students should take the initiative in publicizing athletic accomplishments.

FAVORABLE    NEUTRAL    UNFAVORABLE

76. The coach's tenure should be based upon his ability to consistently develop winning teams.

FAVORABLE    NEUTRAL    UNFAVORABLE

77. Athletic contests should be scheduled with profit as the primary motive.

FAVORABLE    NEUTRAL    UNFAVORABLE
78. Transcripts and records of all prospective students should be processed through the college admissions office.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

79. The policies pertaining to the athletic program of the institution should be determined by an athletic committee or council.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

80. Undue recognition should not be given athletes in the way of excessive awards or special privileges not similarly given in other student extra-curricular activities.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

81. Participation in intercollegiate sports should be open to any regularly enrolled student.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

82. An advisory council should be organized by the president to assist him with the organization and administration of athletics.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

83. The opportunity to participate in athletics should be limited to those students who have superior athletic ability.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE

84. No student should be given preference in admission to college because he has athletic ability.

a b c d e f g h i j k
FAVORABLE NEUTRAL UNFAVORABLE
85. Athletic directors and coaches should be regarded as teachers, whether they teach any credit courses or not, and therefore hold the same status as academic faculty members.

FAVORABLE  NEUTRAL  UNFAVORABLE

86. The athlete should be given special privileges around the college.

FAVORABLE  NEUTRAL  UNFAVORABLE

87. Academic, and other eligibility standards, should be rigidly enforced.

FAVORABLE  NEUTRAL  UNFAVORABLE

88. Athletic department members should have professional status, tenure and salary comparable with other faculty members in similar rank throughout the college.

FAVORABLE  NEUTRAL  UNFAVORABLE

89. The opportunity for athletic participation should be provided for all students who are physically fit and interested.

FAVORABLE  NEUTRAL  UNFAVORABLE

90. The athlete has replaced the scholar as the most sought-after product of secondary education.

FAVORABLE  NEUTRAL  UNFAVORABLE

91. The institution should make every effort to provide adequate facilities and equipment for athletics, even if some other aspect of the program of higher education must remain inadequately equipped.

FAVORABLE  NEUTRAL  UNFAVORABLE
92. Coaches should be appointed by college administration in the same way as are all faculty members.

FAVORABLE  NEUTRAL  UNFAVORABLE

93. Financial aids should be available to student athletes only on the basis of "demonstrated academic ability."

FAVORABLE  NEUTRAL  UNFAVORABLE

94. If financial support is to be given to students, it should be based upon their financial need.

FAVORABLE  NEUTRAL  UNFAVORABLE

95. Institutions should, where possible, broaden the intercollegiate athletic program to include more boys as participants on one team or another.

FAVORABLE  NEUTRAL  UNFAVORABLE

96. No scholarship should be continued for any individual who does not maintain the academic standards set up by the institution.

FAVORABLE  NEUTRAL  UNFAVORABLE

97. Colleges should use outside organizations, booster clubs, or individuals for the purpose of recruiting athletes.

FAVORABLE  NEUTRAL  UNFAVORABLE

98. Athletic facilities should be given the same consideration as facilities for all other aspects of the educational program when determining the budget.

FAVORABLE  NEUTRAL  UNFAVORABLE
99. The initiation of correspondence with prospective students who are athletes by athletic officials, coaches, or secretaries or other employees of alumni associations for the purpose of recruiting should be forbidden.

FAVORABLE NEUTRAL UNFAVORABLE

100. No one should be denied student aid because he is an athlete.

FAVORABLE NEUTRAL UNFAVORABLE

101. Only men who are interested in the total development of the athlete and see athletics as an integral part of the whole educational program should be employed as coaches.

FAVORABLE NEUTRAL UNFAVORABLE

102. Complete information concerning financial assistance given to athletes should be made available to other institutions.

FAVORABLE NEUTRAL UNFAVORABLE

103. The responsibility for handling the athletic funds should be given to the students.

FAVORABLE NEUTRAL UNFAVORABLE

104. Athletic contests should be arranged with college and/or universities who consistently have stronger teams than your institution.

FAVORABLE NEUTRAL UNFAVORABLE

105. Athletes should be required to go to games by university/college arranged and supervised transportation; but, they should be allowed to return in any manner they may wish.

FAVORABLE NEUTRAL UNFAVORABLE
106. The president or some member of the institution's top level administrative staff should be responsible for keeping a record of athletic gate receipts and expenditures and present an itemized report to the Board of Regents.

FAVORABLE  NEUTRAL  UNFAVORABLE

107. All physical education activities, including intercollegiate athletics, should be centered in one department under one man designated as the director of physical education.

FAVORABLE  NEUTRAL  UNFAVORABLE

108. Athletes should be permitted to arrange for their own transportation to and from games.

FAVORABLE  NEUTRAL  UNFAVORABLE

109. The athletic schedule should consist of colleges and/or universities whose teams are consistently weaker than your institution.

FAVORABLE  NEUTRAL  UNFAVORABLE

110. Athletics should be located in a department separate from physical education.

FAVORABLE  NEUTRAL  UNFAVORABLE

111. The major purpose of having athletics in the program of higher education is to provide entertainment for the student body, alumni, and public.

FAVORABLE  NEUTRAL  UNFAVORABLE

112. There should be no restriction on the distance of travel.

FAVORABLE  NEUTRAL  UNFAVORABLE
APPENDIX C
LIST OF INDIANA COLLEGES RESPONDING TO
PRELIMINARY ATTITUDE SCALE

1. Anderson College
2. Ball State University
3. Bethel College
4. Butler University
5. Concordia Senior College
6. DePauw University
7. University of Evansville
8. Fort Wayne Bible College
9. Franklin College of Indiana
10. Goshen College
11. Grace College
12. Hanover College
13. Huntington College
14. Indiana Central College
15. Indiana State University
16. Indiana University
17. Manchester College
18. Marian College
19. Northwood of Indiana
20. University of Notre Dame
21. Purdue University
22. Purdue University, Calumet Campus
23. Rose Polytechnic Institute
24. St. Francis College
25. Saint Joseph's College
26. Taylor University
27. Tri-State College
28. Valparaiso University
29. Wabash College
Dear Sir,

As a member of an academic community dealing with the administration of intercollegiate sport, you are in the unique position to contribute significantly to the quality of intercollegiate sport.

I, too, am interested in increasing the quality of intercollegiate sport. Specifically, the attitudes of administrators toward the administration of intercollegiate sport and the actual policies and procedures in effect are of particular interest to me.

Therefore, I would like to have your assistance in completing the enclosed "Catalog of Beliefs." Your opinions will be kept strictly confidential and no reference will be made to you or your specific institution.

Your completion of the "Catalog of Beliefs" will provide the writer with data only you can provide. These beliefs being derived from your educational preparation, your related experience, and duties of your position.

Thank you very much for your time and cooperation with this project.

Sincerely,

David M. Hutter
Doctoral Student
The Ohio State University

Encl: "Catalog of Beliefs" and self-addressed, stamped envelope
A CATALOG OF ITEMS RELATED TO PERSONAL BELIEFS REGARDING THE ADMINISTRATION OF INTERCOLLEGIATE ATHLETICS

Directions:

Enclosed you will find "A Catalog of Items Related to Personal Beliefs Regarding the Administration of Intercollegiate Athletics." Please read each item carefully. To the right of each item there are five categories in which you may indicate your degree of agreement or disagreement with each of the statements. These categories are strongly agree, agree, undecided, disagree, strongly disagree. Please place a check mark ( ) in the category that corresponds with your feeling of agreement, disagreement, or neutrality.

Please read each item carefully and respond to all statements. Please return the completed "Catalog" in the enclosed, self-addressed envelope at your earliest convenience.

For example:

<table>
<thead>
<tr>
<th>A. Colleges should eliminate out-of-season practice in all sports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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<table>
<thead>
<tr>
<th>B. The athletic program should be completely supported by the college general fund.</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
PRELIMINARY INFORMATION

Please complete the following questions:

1. Please check administrative position you are presently functioning within.
   
   _____ A. Coach
   _____ B. Athletic Director
   _____ C. Faculty Representative
   _____ D. President

2. Number of years in this position ________.

3. Please state the highest academic degree attained ________.

4. Please check affiliation:
   1. _____ NCAA
   a. _____ University
      Division
   b. _____ College Division

   2. _____ NAIA
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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
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<td>2. Tutors should not be provided by the athletic department to assist athletes in scholastic difficulty.</td>
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<td>3. Athletic coaches should be employed mainly upon the basis of their athletic skill.</td>
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<td>4. The athletic director should act as a formulator of athletic policy.</td>
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<td>5. Colleges should permit try-outs of high school athletes to display athletic prowess.</td>
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<td>6. Recruitment of athletes should be curtailed.</td>
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<td>7. Athletics should be included in the program of higher education only when they contribute to the achievement of established educational goals.</td>
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<td>8. The athlete should be the most sought-after product of secondary education by athletic departments.</td>
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<td>9. Institutions should develop machinery to enforce specific standards dealing with any problems which may be current in college athletic programs.</td>
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<td>10. Standards for admission to higher institutions should apply to the athlete and non-athlete alike.</td>
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<td>12. Participants in athletics should not be subject to the eligibility standards in force for the general student body.</td>
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<td>13. Financial policies in athletics should be determined with profit in mind, not the welfare of the student.</td>
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<td>14. The athletic program should include sports that are of interest to the athletes.</td>
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<td>15. Athletic teams should be limited to one contest a week.</td>
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<td>16. The athletic program should include only the sports that are most popular with the students.</td>
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<td>18. The record of athletic receipts and expenditures should be reported only to the administrative and athletic officials.</td>
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<td>22.</td>
<td>Some member of the institution's top level administrative staff should make an itemized report of athletic receipts and expenditures to the board of Trustees.</td>
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<td>23.</td>
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27. The institution should make every effort to provide adequate facilities and equipment for athletics even if some other aspect of the program of higher education must remain inadequately equipped.

28. A college or university should strive to maintain a good reputation for fine sportsmanship.

29. Policies pertaining to athletics should not be considered a responsibility of the faculty.

30. The best guide for selecting coaches is their academic grades in college.

31. A complete statement of athletic accounts should be made annually.

32. More recognition, in the form of awards, should not be given athletes than students in other extra-curricular activities.

33. Post season championship games should not be banned.

34. Students should take the initiative in publicizing athletic accomplishments.

35. All athletic funds should be handled by the treasurer of the alumni or athletic boosters club.
36. Athletic contests should be engaged in only with educational institutions of similar size.

37. There should be no restriction on the distance of travel.

38. The tenure of coaches should be decided upon the basis of their ability to teach, work with the staff, gain respect of the student body and public, and produce well-coached teams.

39. All athletic training should be under the direct supervision of the director of student health services.

40. Students should be given more publicity for athletic accomplishments than for any other college activity.
APPENDIX D
| 2. Ashland College            | 17. Malone College                      |
| 4. Bluffton College           | 19. Miami University                    |
| 5. Capital University         | 20. Mount Union College                 |
| 6. Case Institute of Technology| 21. Muskingum College                   |
| 7. Cedarville College         | 22. Oberlin College                     |
| 8. Cleveland State University | 23. The Ohio State University           |
| 10. The Defiance College      | 25. Ohio Wesleyan University            |
| 11. Findley College           | 26. Otterbein College                   |
| 12. Heidelberg College        | 27. Rio Grande College                  |
| 13. Hiram College             | 28. The College of Steubenville         |
| 14. John Carroll University   | 29. Wilmington College                  |
| 15. Kent State University     | 30. The College of Wooster              |
| 31. Xavier University         |                                          |
March 25, 1970

Dear Sir,

As a member of an academic community dealing with the administration of intercollegiate sport, you are in the unique position to contribute significantly to the quality of intercollegiate sport.

I, too, am interested in increasing the quality of intercollegiate sport. Specifically, the attitudes of administrators toward the administration of intercollegiate sport and the actual policies and procedures in effect are of particular interest to me.

Approximately two months ago, members of your institution agreed to participate in a study of attitudes concerning the administration of intercollegiate athletics versus policies in existence. Therefore, I would like to have your assistance in completing the enclosed "Catalog of Beliefs." Your opinions will be kept strictly confidential and no reference will be made to you or your specific institution.

Your completion of the "Catalog of Beliefs" will provide the writer with data only you can provide. These beliefs are derived from your educational preparation, your related experiences, and duties of your position.

Thank you very much for your time and cooperation in this project.

Sincerely,

David M. Hutter  
Doctoral Student  
The Ohio State University

Encl: "Catalog of Beliefs" and self-addressed, stamped envelope
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Please read each item carefully and respond to all statements. Please return the completed "Catalog" in the enclosed, self-addressed envelope at your earliest convenience.

For example:

A. Colleges should eliminate out-of-season practice in all sports.

B. The athletic program should be completely supported by the college general fund.
PRELIMINARY INFORMATION

Please complete the following questions:

1. Please check administrative position you are presently functioning within.

   ____ A. Coach
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   ____ C. Faculty Representative
   ____ D. President

2. Number of years in this position ________.

3. Please state the highest academic degree attained ________.

4. Please check affiliation: 1. ______ NCAA

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   b. ______ College Division

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APPENDIX E
LIST OF COLLEGES IN PENNSYLVANIA ASKED TO
RATE CATALOG OF ADMINISTRATIVE PRACTICES
AND POLICIES PERTAINING TO
INTERCOLLEGIATE ATHLETICS

| 1. Albright College              | 16. Lafayette College             |
| 2. Allegheny College             | 17. Lebanon Valley College        |
| 3. Bloomsburg State College      | 18. Lincoln University            |
| 4. Bucknell University           | 19. Lycoming College              |
| 5. California State College      | 20. Moravian College              |
| 6. Cheney State College          | 21. P M C College                 |
| 7. Clarion State College         | 22. Pennsylvania State University |
| 8. Delaware Valley College       | 23. Philadelphia College of Textiles and Science |
| 10. Duquesne University          | 25. Shippensburg State College    |
| 11. Elizabeth College            | 26. Susquehanna University        |
| 12. Gannon College               | 27. Temple University             |
| 13. Grove City College           | 28. Ursinus College               |
| Pennsylvania                    |                                      |
| 15. King's College               | 30. Westminster College            |
11 March 1970

Dear Sir,

As a member of an academic community dealing with the administration of intercollegiate sport, you are in the unique position to contribute significantly to the quality of intercollegiate sport.

I, too, am interested in increasing the quality of intercollegiate sport. Specifically, the attitudes of administrators toward the administration of intercollegiate sport and the actual policies and procedures in effect are of particular interest to me.

Therefore, I would like to have your assistance in completing the enclosed "Catalog of Practices." Your opinions will be kept strictly confidential and no reference will be made to you or your specific institution. This information will be used as a guide for obtaining final data with another sample population.

Your completion of the "Catalog of Practices" will provide the writer with data only you can provide. These opinions being derived from your educational preparation, your related experience, and duties of your position.

Thank you very much for your time and cooperation with this project.

Sincerely,

David M. Hutter
Doctoral Student
The Ohio State University

Encl: "Catalog of Practices" and self-addressed, stamped envelope
A CATALOG OF ADMINISTRATIVE PRACTICES AND POLICIES PERTAINING TO ATHLETICS

Directions:

Following each of the statements listed are five practices or policies that may be in use in the administration of intercollegiate athletics.

Please indicate the most favorable practice through the least favorable practice by ordering each response category 1 through 5. A one (1) would indicate the most favorable, while a five (5) would indicate the least favorable practice.

For example:

A. In our college/university members of the athletic council or committee consist of

____ a. Faculty, administrators, athletic director, coaches, students, and alumni.

____ b. Faculty, athletic director, students.

____ c. Administrators, athletic director, coaches.

____ d. Faculty, athletic director, alumni, students.

____ e. Faculty, athletic director, alumni.
1. In our college/university, the policies pertaining to athletics are formulated by

_____ a. the athletic director.

_____ b. the board of trustees.

_____ c. an athletic board or committee consisting of representatives of the administrative staff, the athletic staff, the faculty, the student body, and the alumni.

_____ d. the president.

_____ e. an athletic board consisting of the president (or representative), faculty members, athletic director, coaches, and students.

2. In our college/university, the responsibility for the organization and administration of the athletic program is

_____ a. considered a responsibility of the faculty.

_____ b. shared by the administrative staff members with the athletic director responsible for coordinating the effort of the program.

_____ c. assumed entirely by the president.

_____ d. not clearly defined.

_____ e. delegated by the president to the athletic director.

3. In our college/university, the policy pertaining to the recruitment of athletes is as follows:

_____ a. done in the same manner as for other students.

_____ b. accomplished through the use of former athletes and high school coaches.

_____ c. accomplished with the aid of outside organizations or booster clubs.

_____ d. initiated by the athletic department, and completed by that department.
recruitment of prospective athletes does not exist on this campus.

4. In our college/university, athletics are publicized in the following manner:
   a. a student writes a regular column for the local press and/or reports sports items to the local sportswriters.
   b. a brochure is prepared and distributed to the local sportswriters and sportscasters.
   c. there is no definite plan for reporting sports or writing up sports items for local press.
   d. a member of the university staff prepares regular news releases for the local press.
   e. the local sportswriters and sportscasters contact the administrative and coaching staff, for sports news.

5. In our college/university, the policy pertaining to admission of student athletes is as follows:
   a. proceeds through the college admissions office, as all other student applications.
   b. given preference in admission to college because he has athletic ability.
   c. is based on NCAA tables.
   d. no consideration is given to the fact that he is an athlete.
   e. standards are lowered for athletes to insure admittance.

6. In our college/university, the policy pertaining to eligibility in athletics is as follows:
   a. academic requirements of the institution are rigidly enforced.
   b. the player is a bona fide student.
   c. the player is subject to the same requirements of the
general student.

d. dictated by the NCAA or NAIA.

e. conforms to the conference statutes.

7. In our college/university, sports are included in the athletic program on the basis of:

a. the interests of the athletes in the college.

b. the number and quality of coaches available to coach.

c. the sports that have the greatest spectator appeal.

d. the interest of the student body as a whole.

e. the sports which alumni groups request.

8. In our college/university, financial aid is authorized by:

a. the concerned coach.

b. athletic director.

c. financial aid director.

d. athletic council.

e. alumni.

9. In our college/university, coaches are employed mainly upon the basis of:

a. their ability to teach.

b. their athletic accomplishments in high school and/or college.

c. their philosophy toward athletics as an integral phase of the total educational program.

d. their coaching record in former positions.

e. procedures used for other members of the faculty.
10. In our college/university, the opponents for athletic teams are scheduled on the following basis:
   a. the amount of money that can be realized from playing an opponent.
   b. the possibilities of our team winning a greater portion of the games.
   c. the equality of ability of teams according to reputation and the nearness of the schools to each other.
   d. the prestige that can be attained by playing them regardless of who wins, or the travel distance involved.
   e. the equality in size of enrollment, the level of ability of teams as evidenced by past performances, and comparable education program.

11. In our college/university, the record of athletic receipts and expenditures is kept by:
   a. the president.
   b. the university treasurer.
   c. the treasurer of the athletic boosters organization.
   d. a member of the student body.
   e. the athletic director.

12. In our college/university, the opportunity for participation in athletics is available to:
   a. only those boys who are invited to try out for the team by the coaches.
   b. only those boys with superior athletic abilities are encouraged to strive for team membership.
   c. all boys are encouraged to become members of one or more squads with every effort being made to organize teams at the different ability levels.
d. all boys are encouraged to try out for the athletic teams with the understanding that they may be "cut" from the squad.

e. only those boys who have been recruited by the coach.

13. In our college/university, student-athletes' achievements are publicized:

a. more than

b. equally as

c. less than

accomplishments for any other college activity.
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