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Hodges, Carolyn Virginia

COMPARISON OF RESPONSES OF BASKETBALL COACHES AND
PLAYERS TO SITUATION - RESPONSE SURVEY

The University of North Carolina at Greensboro

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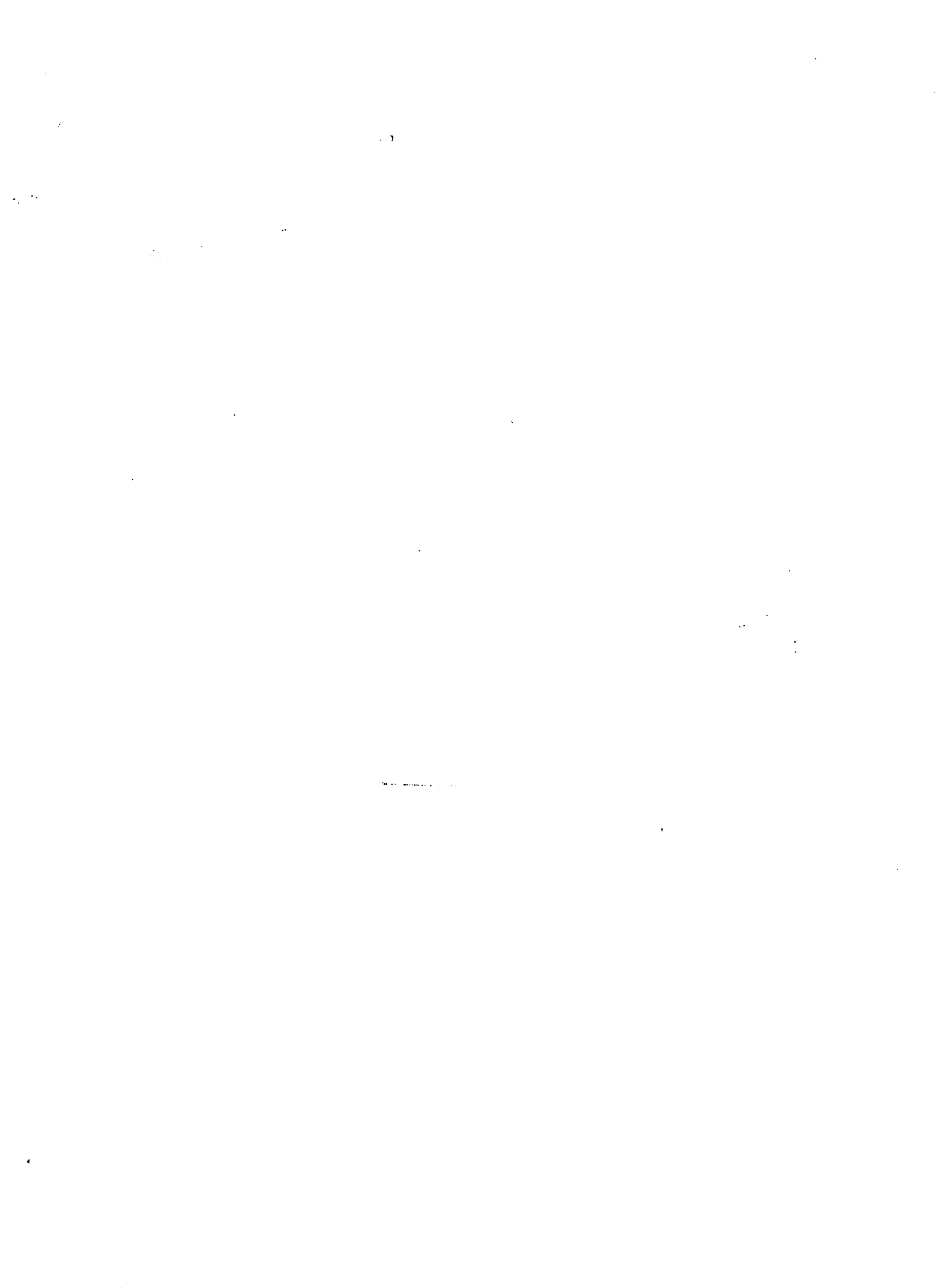
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COMPARISON OF RESPONSES OF BASKETBALL COACHES AND
PLAYERS TO SITUATION - RESPONSE SURVEY

by

Carolyn V. Hodges

A Dissertation submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
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of the Requirements for the Degree
Doctor of Education

Greensboro
1983

Approved by


Dissertation Adviser

APPROVAL

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro

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March 25 1983
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March 25 1983
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HODGES, CAROLYN V. Comparison of Basketball Coaches and Players to Situation-Response Survey. (1983)
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This study investigated the attitudes of coaches and players toward decisions made and actions taken by coaches during the conduct of intercollegiate basketball programs. A basketball situation-response scale was developed for coaches, then modified for players, to determine whether there were differences among Division I, II, and III coaches and players. Further, the investigation sought to determine whether or not variations in the intensity of the competitive setting would elicit different responses from coaches and players. The inventories were administered to 71 head coaches and 175 female athletes. Content validity was assumed on the basis of judges' critiques of sampling adequacy.

The results of factor analyses suggested that both coaches and players responded differently when the intensity of the situation increased.

Three item discrimination techniques were utilized to analyze item discriminating power. The discriminant analysis produced a 10-item scale for coaches and an 18-item scale for players which could be used for future study.

A .46 reliability coefficient (analysis of variance) was obtained for the HBS-R, CF - form A. Analysis of the remaining forms produced very low reliability coefficients. Estimates of internal consistency (ANOVA) produced coefficients ranging from .95 to .98 indicating a high degree of item reliability.

A one-way ANOVA used to compare coaches' responses produced no differences among the three different divisions.

However, significant differences were noted between Division I and III players on form A and Division I and II players on form B.

The t-test technique was used to compare scale scores of coaches and their respective teams. No significant differences between groups were noted. Discrepancy scores computed between responses of coaches and their respective players reflected homogeneity among coaches and players.

Item-by-item percentage of agreement between coaches and respective players was determined by an analysis of zero discrepancy scores. Division III players demonstrated more instances of agreement with coaches and seemed to be affected less by increases in intensity than did players from other divisions.

ACKNOWLEDGEMENTS

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In recognition of their appreciation for higher education and years of encouragement, this document is dedicated to my parents, Clarence M. Hodges, Sr. (deceased) and Bedie W. Hodges.

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CHAPTER I

INTRODUCTION

The coach is a decision-maker. The mentor makes decisions regarding team membership, the duties of each group member, acceptable behavior of team members, appropriate dress, selection of coaching assistants, practice methods, strategies to be used, starting line-ups, substitutes, and training rules. The degree of involvement of those about whom and for whom decisions are made (i.e., the players) varies from situation to situation. Regardless of the amount of input afforded players in the decision-making process, players become actively involved in critically analyzing decisions that the coach makes. And rightfully so, since they have a vested interest in the ramifications of those decisions. Therefore, there are numerous sources of potential conflict between players and coaches in their daily interactions. Most of the differences in opinion are not serious and acceptable compromises are formulated or the players simply accept the authority of the coach. However, there are instances when divergencies of opinion or interests can lead to disagreements or more serious clashes between players and coaches or among players. It is reasonable to assume that if possible sources of dissension could be identified, appropriate steps could be taken to avoid

undesirable conflict, to improve communications and to enhance understanding of the goals and interests of both coach and player. It is with this purpose in mind that this study was undertaken.

The Problem

The broad purpose of this study was to construct parallel forms of a situation-response instrument to identify and compare the attitudes of coaches and players toward decisions made and actions taken by coaches during the conduct of intercollegiate basketball programs. The inquiry further sought to identify differences in attitudes among Division I, II, and III basketball coaches and players. More specifically the research sought to answer the following questions:

1. Are there significant differences in expressed attitudes among Division I, II, and III coaches?
2. Are there significant differences in expressed attitudes among Division I, II, and III basketball players?
3. Are there significant discrepancies between how a coach indicates he/she would react and how players believe their coach should react to stated situations?
 - a. Are the coach's responses significantly different from the responses of the players on their teams as a unit?
 - b. How different are the coach's responses when compared with the responses of each player on the coach's team?

- c. Item-by-item, what is the percentage of agreement between coach and player responses?
4. If significant differences in expressed attitudes are identified in what categories do the discrepancies occur?
5. Do variations in intensities of the competitive settings as described in paired situations elicit significantly different responses?

The coaches' scale focused upon coaches' responses to typical intercollegiate basketball situations. The players' scale, which included identical problems, focused upon players' opinions as to how their coach should react to each set of circumstances.

Definitions

Attitude. "A relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner" (Rokeach, 1967, p. 530).

Hodges Basketball Situation-Response Survey--Coach Form.

A situation-response scale developed for the purpose of measuring attitudes toward decisions made and actions taken by basketball coaches by asking them what they would do in a variety of specific situations.

Hodges Basketball Situation-Response Survey--Player Form.

A situation-response scale developed for the purpose of measuring attitudes toward decisions made and actions taken by basketball coaches by asking players how they think their

coach should act in a variety of specific situations (those which were included in the coaches' scale).

Opinion. Expressed attitudes (Remmers, 1972).

Situation-response. A type of attitude scale item in which a situation is specifically described and five alternative responses are given. Responses represent different degrees of attitude toward a situation. The subject selects the response which best indicates what he or she would do if faced with the situation (Dailey, 1978).

Assumptions

In conceptualizing this study, the investigator accepted the following assumptions:

1. Attitudes can be measured.
2. Attitudes toward decisions made and actions taken by basketball coaches can be measured by a collection of situation-response statements.
3. Coaches participating as subjects respond as they would actually behave in the stated situation.
4. Players participating as subjects respond as they believe their coaches should behave in the stated situation.
5. The range of choices provided in the situation-response items encompasses the subject's real preferences.
6. Judgments obtained in the ranking of responses by the jury of judges reflect expertise and experience with respect to decisions made and actions taken by basketball coaches.

Significance

Opportunities in women's intercollegiate basketball programs have proliferated in the past few years. The natural development of competitive athletics for women and the advent of Title IX of the Educational Amendments Act of 1972 have resulted in a rapid expansion of women's intercollegiate athletic programs. Hutchison (1976) suggested that at one time women physical educators were relatively united in their feeling about the conduct of intercollegiate programs. However, in many institutions, programs reflecting the widely supported Division of Girls and Women's Sports' (currently the National Association of Girls and Women in Sport) philosophy, "a girl for every sport and a sport for every girl" gradually have been replaced by highly selective and fiercely competitive programs. Differences are also evidenced by varying institutional philosophies which range from the support of a few sports with the major objective of achieving national prominence to an emphasis upon a broad-based program. In addition, extreme differences of opinion are expressed by coaches who uphold the principles of "pure" (non-scholarship) athletics and those who extol the values of scholarship programs. These discrepancies were apparent during debates at the 1979-1982 Association for Intercollegiate Athletics for Women (AIAW) Delegates Assemblies.

Notable changes have also occurred in women's inter-collegiate basketball programs during the past 12 years. The first national collegiate basketball tournament for women was an invitational one held at Westchester State College in Pennsylvania in 1970. National competition continued for three years on an invitational basis. For the fourth year of the decade, AIAW organized its competitive classifications into two divisions (small and large colleges) with a national championship for each division. This pattern was followed until AIAW's decision to expand the competitive structure of the 1979-80 school year to three divisions and three national championships.

At this stage of development in women's intercollegiate basketball programs, it would be interesting to identify and compare the attitudes of coaches and participants engaged in competition. Existing instruments by Sisley (1973), Dahmer (1974), and Hutchison (1976) were not appropriate for this investigation. Sisley's (1973) scale had a reliability coefficient of .597; however, its content which included several different sports is too general for use in the suggested research project. Dahmer's (1974) instrument, a revision of the Sisley scale, was designed for high school students. The Hutchison (1976) scale was designed for use with both coaches and players. However, the low reliability coefficient (.374) reported for the sample used in her study negates the possibility of its use in the proposed investigation.

Therefore, there was a need to develop an instrument with higher validity and reliability to measure the attitudes of coaches and female basketball players to answer the questions set forth in this study. The development of a statistically sound tool in this area of measurement would also provide an adequate criterion for the determination of concurrent validity of future scales of this nature.

Scope

The basketball situation-response survey was designed to identify and compare attitudes of AIAW Region II coaches and players toward decisions made and actions taken regarding competitive basketball programs. Parallel forms (coaches and players) were constructed for use in the study. The scale situations encompassed a wide range of decision-making responsibilities of intercollegiate basketball coaches.

Nine experienced intercollegiate basketball coaches (excluding AIAW Region II coaches) representing the three AIAW divisions were asked to evaluate the original form of the coaches' scale. The revised scale was administered to coaches of women's intercollegiate basketball teams in AIAW Region II (Kentucky, North Carolina, South Carolina, Tennessee, and Virginia). These scores were used to establish the reliability and validity of the scale. Items in the scale were also reworded to elicit responses from women intercollegiate basketball players. The player form of the scale was administered to seven Division I teams, seven Division II and eight Division III teams in AIAW Region II.

The second phase of the study involved statistical comparisons of the responses of selected basketball coaches and their players. These groups, consisting of a coach and the players on that team, were selected on the basis of availability at the end of the school year. The data were collected in May and June, 1980.

CHAPTER II

REVIEW OF RELATED LITERATURE

This literature review is presented in two major categories. The first section addresses attitude definition. It also summarizes the relationship of attitudes to beliefs, opinions, and values, as well as the relationship of attitude to behavior. The second major section examines the objective measurement of attitudes utilizing the situation-response (S-R) technique. Subcategories within this section include attitudes in physical education and athletics, attitudes towards athletic aggression, and other S-R studies.

Attitude

Definitions

Theoreticians have struggled for more than a century to adequately define the term "attitude". Droba (1933), after reviewing thirty definitions of the term, concluded that attitude "is based on a series of experiences with respect to the object which have been molded into a totality that is too complex and too intimate to understand" (p. 451). Allport (1935) lamented that attitudes "are measured more successfully than they are defined" (p.9). This frustration was reiterated 37 years later by Dawes (1972). Carlson (1956) suggested that "there is wide agreement that 'attitudes' are complex, in that they are composed of a number of components, characteristics, or dimensions" (p. 256).

Despite recognized complexities, psychologists and sociologists have persisted in attempts to describe this elusive concept. The result has been a plethora of diverse definitions. It is not the intent of this survey to present an exhaustive review of various definitions of the term attitude. However, the following sources provide analyses and summaries of numerous definitions: Symonds (1927), Droba (1933), Allport (1935), Nelson (1939), Shaw and Wright (1967), Dawes (1972), and Baron, Byrne and Griffitt (1974). In addition, unpublished studies by Burnstine (1966) and Zelfer (1971) conducted at the University of North Carolina at Greensboro include a variety of definitions on this ubiquitous term.

Three definitions which seemingly set the stage for many subsequent descriptions of the term attitude were proposed by Thurstone (1928), Bogardus (1931), and Allport (1935).

the sum total of a man's inclination and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats, and convictions about any specified topic.
(Thurstone, 1928, p. 531)

An attitude is a tendency to act toward or against something in the environment which becomes thereby a positive or negative value. (Bogardus, 1931, p. 62)

An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.
(Allport, 1935, p. 8)

Lemon (1973) referred to attitude as a pot pourri term which each investigator has been able to tailor to suit his own purposes.

As early as 1935, however, Allport was able to identify 'preparation or readiness for response' as a common thread permeating the definitions which he analyzed. 'Tendency to act' was identified by Droba (1933) as a type of attitude definition expounded by Faris (1928), Bogardus (1931), Bain (1930), Likert (1932), Pace (1950), and Remmers (1972).

Definitions which appeared in the sixties and seventies were basically expansions of older descriptions. For example, Bem (1970) wrote:

Attitudes are likes and dislikes. They are our affinities for and our aversions to situations, objects, persons, groups, or any other identifiable aspects of our environment, including abstract ideas and social policies. (p. 14)

The tendency to evaluate an object in positive or negative terms as part of the definition of attitude was supported by Katz (1960), Collins (1970), Elms (1972), Dawes (1972), Insko and Schopler (1972) and was based upon earlier concepts of Bogardus (1931), Faris (1928), Thurstone (1928), Droba (1933), and Symonds (1927).

Remmers (1972) defined attitude as "an affectively toned idea or group of ideas predisposing the organism to action with reference to specific attitude objects" (p. 3). Several writers include three response components in their definitions of attitude. For example, Wagner (1969) stated:

An attitude is composed of affective, cognitive, and behavioral components that correspond, respectively, to one's evaluations of knowledge of, and predisposition to act toward the object of the attitude. (p. 3)

Similarly, Zimbardo and Ebbesen (1970) described the three attitude components in the following way:

The affective component consists of a person's evaluation of, liking of, or emotional response to some object or person. The cognitive component involves the person's overt behavior directed toward the object or person. The behavioral component involves the person's overt behavior directed toward the object or person. (p. 7)

Sampson (1971), Secord and Backman (1964), Katz (1960), Katz and Stotland (1959), and Rosenberg et al. (1960) supported the three-component notion of affective, cognitive, and behavioral components of attitude.

For the purpose of this study the following definition was accepted: "An attitude is a relatively enduring organization of beliefs about an object or situation predisposing one to respond in some preferential manner" (Rokeach, 1966-67, P. 530). This definition was selected partially on the basis of Rokeach's own reasoning that (a) an attitude may focus upon a situation, which is a particularly appropriate premise for this study; and (b) to state that an attitude is enduring or relatively stable, suggests that the attitude will, when activated, influence behavior toward the situation across attitude objects or influence behavior toward attitude objects across situations. In addition, this definition was accepted in several other studies utilizing the situation-response technique, namely: Dailey (1978), Hutchison (1976), and Sisley (1973).

Relationship of Attitudes, Beliefs, Values, and Opinions

The meaning of the concept attitude as distinct from the meanings of similar constructs of belief, value, and

opinion is often confusing since there has been a tendency to use these terms loosely and frequently interchangeably. Therefore many writers have felt compelled to differentiate among these concepts as well as demonstrate their inter-relationships.

Shaw and Wright (1967) stated that belief "emphasizes some level of acceptance of a proposition regarding the characteristics of an object or event" (p. 4). These writers also pointed out that beliefs become attitudes when they are accompanied by affective components. Rokeach (1968) who incorporated beliefs as an integral part of his definition of attitude, stressed that beliefs furnish a basis for interpretation of and response to one's environment. Cooper and McGaugh (1969) added that "belief connotes an attitude which involves or identifies the subject deeply with the object" (p. 26). Therefore the individual uses belief to predict future behavior. Fernandez (1977) who referred to attitude as a "package of beliefs", also noted that both attitudes and beliefs have affective as well as cognitive components.

Conversely, Baron, Byrne, and Griffitt (1974) and Tedeschi and Lindskold (1976) distinguished between the two concepts by insisting that attitudes involve affective responses but beliefs lack affective components. Despite the controversy surrounding the presence or absence of an affective component within the belief construct, writers tend to agree that an individual's attitude toward an object can

be fairly accurately predicted from the knowledge of the individual's beliefs about the attitude object (Ajzen & Fishbein, 1969).

Fernandez (1977) summarized the belief-attitude relationship by stating that "based on beliefs, attitudes focus our experience or learning by predisposing us to interpret and then respond to an object or situation in a preferential manner: (p. 283). He continued that "if attitudes are based on beliefs, their ultimate sources are values" (Fernandez, 1977, p. 283); thus he contended that attitudes are rooted in values. Likewise Tedeschi and Lindskold (1976) referred to attitude as "a belief combined with a relevant value" (p. 187).

The term value is often loosely used. However, according to Cooper and McGaugh (1969) it is always related to the attitude construct. These authors presented value as "an attitude which is dominated by the individual's interpretation of the stimulus object's worth to him in light of his goals" (p. 30) which in turn gives direction to the individual's behavior.

Shaw and Wright (1967) pointed out that the term value has been carelessly used in social psychology literature as though it were synonymous with the term attitude. To further complicate the problem, definitions of the term value are scarce and imprecise.

English and English (1958) defined value as "degree of worth ascribed to an object or activity" (p. 576).

Therefore, according to Shaw and Wright, the term attitude would include the affective reactions which characterize the valuing process.

Bogardus (1942) contended that attitude has meaning only as it relates to a value, referring to attitudes as counterparts of value. Faris (1931), noting that it was difficult to demonstrate a causal relationship between attitude and value as Thomas and Znaniecki (1927) had suggested, stated that attitudes and values were two aspects of the same experience.

Sundberg (1977) postulated that beliefs and values are considered less superficial than attitudes and opinions. Rokeach (1968) summarized these relationships in a hierarchial manner by stating that an adult probably has "hundreds of thousands of beliefs, thousands of attitudes, but only dozens of values" (p. 129).

Attitudes, values, beliefs, and opinions are described in many different ways by theorists. An interesting classification scheme was presented by Abelson (1968). He suggested that people have "opinion molecules" composed of beliefs, attitudes and a perception that there are others who have similar ideas; more concisely stated, opinion molecules contain "a fact, a feeling, and a following" (Abelson, 1968, p. 27).

Typical descriptions of opinion include "verbal expression of attitude" (Thurstone, 1928, p. 531); "verbalized

expression of attitudes" (Pace, 1950, p. 412); verbal expression of some belief, attitude, or value, (Rokeach, 1968, p. 125); "expressed attitudes" (Remmers, 1972, p. 7).

Some writers use the terms attitude and opinion synonymously, with both relating to a predisposition to action. "Thus conceived, one can have an unexpressed opinion; if it is expressed, it may be taken as one's opinion or as evidence regarding one's attitude" (McNemar, 1946, p. 290). Bogardus (1931) cautions that opinion "is often a dogmatic assertion based on slight knowledge and representing no real investigation" (p. 54). He further warned that an individual should state opinion with caution.

Pace (1939) questioned the almost uniform use of opinions as appropriate indicators of attitude. Based on his assumption that opinions were not the best indicators of attitude, he constructed a different type of instrument, one which asked the person what he would do in a specific situation. By this attempt to assess attitudes more subtly, Pace thought it might be possible to obtain more valid results.

Summarizing the attitude-opinion relationship, Sundberg (1977) noted that the two terms were similar enough to be used interchangeably, but custom has led to the 'opinion poll' technique, in which the person is asked to respond to a single issue, rather than to several items on a scale. He also suggested that "opinions are thought to be less emotionally tinged and more objective than attitudes, and they relate more

often to knowledge and facts than do attitudes" (p. 193).

Relationship of Attitudes and Behavior

The most prevalent assumption regarding the relationship between attitudes and behavior is that attitudes are determiners of behavior. This assumption has been so compelling that it prompted several writers to include the behavior correlate as part of their definition of the concept attitude. However, in his review of numerous studies of attitude-behavior consistency, Wicker (1969) concluded that there was very little evidence to support a relationship between verbal attitudes and overt behaviors. Similarly, Tedeschi and Lindskold (1976) emphasized that there was no one-to-one relationship between a person's verbal attitude and subsequent behavior. In fact, after perusing Wicker (1969) and Fishbein and Ajzen's (1972) reviews of attitude-behavior studies, there is a temptation to conclude that behaviors and attitudes are largely unrelated.

The classic study which began to cast doubt on the widely accepted assumption that attitudes and behaviors were related was conducted by LaPiere (1934). He accompanied a Chinese couple on an automobile tour of the United States. In their 251 stops at hotels and restaurants, only once were they denied service. Later LaPiere wrote letters to the proprietors of those businesses and asked them if they would accept Chinese as guests in their establishments. Approximately 90 per cent of the 128 respondents said that they would not serve Chinese.

This verbal response was made in spite of the fact that each had previously accepted a Chinese couple as guests. Clearly in this situation the proprietors' overt actions were unrelated to their verbally assessed attitudes.

Similar results were obtained by other investigators. Kutner et al. (1952) found that overt behavior (serving dinner to mixed parties of blacks and whites) was not related to verbal responses (accepting telephone reservations for the same group).

In 1969 Wrightsman demonstrated an inconsistency between positive attitudes toward law and order as reflected by support of 1968 presidential candidate, George Wallace, and the tendency to obey one particular law, the display of a tax sticker on motor vehicles. In addition, Wicker (1971) observed that respondents' verbal attitudes toward church were not significantly related to church-related behaviors of attendance, contributions, etc.

On the other hand, several researchers have provided evidence that attitudes and behaviors are correlated under certain circumstances. DeFleur and Westie (1958) noted that racial prejudice in whites as measured by a verbal attitude scale was significantly related to willingness to be photographed with blacks. Kiesler et al. (1969) suggested the "known group method" for validating attitude scales provided evidence supporting a consistent relationship between attitude and behavior. Fishbein and Ajzen (1972) asserted that there is a complex relation between attitudes and behavior. Rejecting the negative conclusion regarding the attitude-behavior-relationship,

investigators such as Fishbein (1967), Rokeach (1968), Wicker (1971), and Rokeach and Kliejunas (1972) have encouraged researchers to determine conditions which affect the attitude-behavior construct and to incorporate these variables in related research.

Some of the following factors have been identified as possible variables in the attitude-behavior relationship:

- (a) situational variables (Warner and DeFleur, 1969);
- (b) similarities of situations in which verbal and behavioral responses are obtained (Wicker, 1969);
- (c) social constraints (Warner and DeFleur, 1969);
- (d) individuals involved in the collection of data (Wicker, 1969);
- (e) normative beliefs (Fishbein, 1967);
- (f) motivation to comply with norms (Fishbein, 1967);
- (g) the setting (laboratory versus field survey) (Kelman, 1974);
- (h) the need for social approval (Ajzen and Fishbein, 1969);
- (i) The $A_O A_S$ construct, i.e., attitude-toward-object combined with attitude-toward-situation (Rokeach & Kliejunas, 1972); and
- (j) the sanctioning of significant others (Kelman, 1974).

In summary, stubborn intuition regarding the assumption that a relationship must exist between attitudes and behavior

provoked continued research efforts and a re-analysis of the entire problem. Subsequent approaches have included improvements in research design and data collection methodology, as well as the inclusion of other factors which affect the attitude-behavior construct. Kelman (1974) summarized the relationship as follows:

attitude is not an entity that can be separated - functionally or temporally - from the flow of action, but is an integral part of action. Attitude and action are linked in a continuing reciprocal process, each generating the other in an endless chain. Action is the ground on which attitudes are formed, tested, modified and abandoned.
(p. 316)

Objective Measurement

Attitude Measurement

Various methods have been used to assess attitudes. Attitude assessment formats have included observation of spontaneous behaviors, surveys or interview technique, questionnaires, and attitude scales. The impreciseness of the first three techniques and the need for objective instruments that could be administered to large groups led to the development of the latter technique, attitude scaling.

Objective attitude measurement consists of the assessment of individuals' responses to a set of situations. The situations are usually a series of statements (items) about the attitude object, to which the individual responds on the basis of beliefs, values, opinions, or feelings. There are, of course, no 'correct' answers. The value assigned to an individual's response to a given item is called an item score, and the quantitative data derived from the item scores represent a

relative position along a unidimensional attitude continuum. Therefore, attitude scales are believed to be technically superior to qualitative techniques (Edwards & Porter, 1970; Pace, 1939).

Situation-Response Scales

In response to the need for objective measures in attitude assessment, a number of scaling methods have evolved such as equal-appearing intervals (Thurston, 1928), Likert-type scale (Likert, 1932), situation-response (Rosander, 1937; Pace, 1939), Guttman scalogram (Guttman, 1944), Q-Sort (Stephenson, 1953), and semantic differential (Osgood, Suci, & Tannenbaum, 1957). Each has its own advantages, disadvantages, and appropriateness in various measurement situations. However, this discussion will be limited to the situation-response technique.

Rosander (1937) developed a situation-response instrument to investigate attitudes toward social equality of black and whites. He contended that responses which were statements of behavior would be better predictors of behavior than statements of opinion. However, he emphasized the need to further investigate his hypothesis.

Proceeding on the assumption that opinions might not be the best indicators of attitude, Pace (1939) developed a situation-response scale to which subjects responded on the basis of what they would do in a variety of situations rather than on the basis of what they believed about the attitude-object.

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His scale, designed to measure general social-political-economic liberalism or conservatism consisted of a series of specifically described situations, each of which was followed by a list of ways a person might act in those situations. The responses represented varying degrees of attitude concerning the situation.

Pace (1939) contended that the situation-response technique provides more valid results because attitudes are measured in a more subtle manner; subjects are less likely to develop a response set; and vagueness, as well as generality of statements, is reduced.

Situation-response scales measuring attitudes in physical education and athletics. A number of studies utilizing the S-R technique have been conducted to measure attitudes toward physical education and athletics. McAfee (1955) constructed a 20-item situation-response scale to measure sportsmanship attitudes of sixth, seventh, and eighth grade boys. In 1956 Mayshark employed the situation-response technique to prepare a 120-item, health and safety attitude scale for seventh graders. A problem-solving test of sportsmanship, consisting of two equivalent forms of S-R items, was reported by Haskins in 1960. In the same year, Moawad (1960) constructed a series of situation-response items to measure the attitudes of high school sophomore boys toward physical education. Items retained for the scale each possessed an average intercorrelation of judges' rankings of at least .40. Reliability based on the split halves method was found

to be .915. Meyne (1964) developed a S-R scale to measure the attitudes of male physical education majors toward the physical education profession. Items which discriminated at the .05 level of confidence were retained for the scale. Reliability for the final form of the Meyne scale obtained by the Spearman-Brown prophecy formula was .766.

During the decade of the seventies, three S-R studies in the area of athletics were conducted. Sisley (1973) constructed a scale to measure the attitudes of women coaches toward the conduct of intercollegiate athletics. Items possessing .50 or above average intercorrelation of judges rankings were retained for use in the scale. A reliability coefficient of .597 determined by the Spearman-Brown prophecy formula was reported for the 50-item scale which covered several different sports. Content validity was assumed.

Dahmer (1974) adapted the Sisley scale in order to measure the attitudes of women coaches toward the conduct of interscholastic athletics. Her population consisted of women high school coaches in the state of Illinois. By revising the Sisley scale, Hutchison (1976) designed a study to measure attitudes of coaches of women's intercollegiate basketball teams and female intercollegiate basketball players toward the conduct of intercollegiate basketball for women. After items were evaluated by the judges, those which reflected agreement of the judges at the .01 level of significance were included in the final scale. The resulting 30-item scale was administered

to 134 basketball players and 14 coaches. The scale reliability for the given sample was .374 obtained by using the split-halves method of the subsequent application of the Spearman-Brown prophecy formula. Content validity was accepted.

Situation-response scales measuring athletic aggression.

Radford and Gowan (1970) investigated sex differences as they pertain to self-reported feelings about games, sports, and other activities. Eighty-five male and 113 female college physical education majors participated in the study. The researchers concluded that for the given sample both male and females possess more negative attitudes toward activities which encourage overt aggressiveness and highly competitive behavior than toward activities that are low in aggressiveness or competitiveness. In addition, females demonstrated a greater tendency to have negative feelings toward aggressive activities and positive feelings about nonaggressive activities than did the male subjects.

Collis (1972) reported a pilot study in which a S-R scale designed to measure athletic aggression was constructed in order to ultimately answer the following questions: (a) how important is winning to a group or an individual; (b) what measures are they prepared to take in order to achieve success; and (c) how much are these aggressive attitudes related to success in any given sport. Collis found that differences between the mean score of sport groups was minimal. However, within the

different age groups, significant differences were apparent in extra-legal tendencies as the result of participation in sport.

Other situation-response studies. In 1971, Zelfer developed a S-R scale designed to measure attitudes of freshman and sophomore college women toward birth defects. On the preliminary judges' study an intercorrelation of .700 was required to retain items. On the final judges' rankings, items were retained only if the average judges' intercorrelations were .850 or better. Validity coefficient of .920 was obtained for the final scale by averaging the item coefficient or correlation for the 30 items. A reliability coefficient of .807 was reported following the test-retest procedure.

The most recent study utilizing the S-R technique was conducted by Dailey (1978). The purpose of the Dailey study was to develop and validate a self-administered, situation-specific assertion scale for collegiate male and female athletes. Items possessing a .700 average intercorrelation coefficient of the judges' rankings were retained for the final scale. The average intercorrelation for the 24 accepted items was .839. Six filler items were added to produce a 30-item scale. The Daily Assertion Scale (DAS), The college Self-Expression Scale, teammates' evaluations of a subject's assertiveness, and the coach's assessment of the athlete's assertiveness were compared. The DAS was established as having content and concurrent validity.

However, convergent and discriminant validity were not established. On the basis of an analysis of variance the reliability of the DAS was reported as .409 and the items were considered internally consistent with a correlation coefficient of .941.

CHAPTER III

PROCEDURES

The purpose of this study was to construct parallel forms of a situation-response instrument to identify and compare the attitudes of coaches and players toward decisions made and actions taken by coaches during the conduct of intercollegiate basketball programs. The steps pursued in the conduct of this research are presented in three major parts: (a) construction of the instrument, (b) administration of the instrument to coaches and players, and (c) statistical analysis of the data.

Construction of Instrument

The development of the Hodges Basketball Situation-Response Survey, Coach Form (HBS-RS, CF) and the Hodges Basketball Situation-Response Survey, Player Form (HBS-RS, PF) closely followed the recommendations related to the use of human subjects specified in the American Psychological Association's Standards for Educational and Psychological Tests and Manuals. The self-administered surveys were designed for use with coaches of women's collegiate basketball teams and women collegiate basketball players.

Selection of a Technique

The situation-response technique of scale construction developed by Pace (1929) was utilized since it (a) accommodates a number of situational variables related to intercollegiate

basketball programs, (b) encourages subjects to personalize the circumstances, (c) is action-oriented, (d) is situation specific, (e) is readily adaptable to decisions frequently made by coaches, (f) is objective rather than projective, (g) minimizes response set, and (h) is easily scored. In addition, it is readily adaptable to decision making situations frequently faced by coaches.

Item Construction

The first task in item construction was to identify subcategories or decision-making areas in which the coach is involved. The following content areas were explored in the development of the scale items: athletics in education, leadership, financing, public relations, general philosophy of coaching, ethics, sportsmanship, coaching techniques, team selection, scheduling, rules, officiating, recruiting, scholarships, health and safety, player-coach relations, player-player relations, substitution practices, strategy, miscellaneous administrative concerns.

Ideas for situations and choices were generated from personal observations and experiences, review of coaches' manuals, conversations with coaches and former members of regional and state AIAW Ethics and Eligibility committees, requests from coaches and players for spontaneous responses to situation-specific questions, and an analysis of areas investigated by Hutchison (1976), Dahmer (1974), Sisley (1973), and Haskins (1960).

A number of items were revisions of items from the Hutchison scale.

Items on the coaches' scale included situational statements of behavior. Each statement was followed by five possible responses which provided a range of reactions to the specific situation from very favorable to very unfavorable. These choices reflected varying degrees of attitude toward a situation. An attempt was made to provide (a) a least desirable response, (b) a second least desirable response, (c) a neutral response, (d) a second most desirable response, and (e) a most desirable response. Sixty-two items for form A were thus constructed. An additional 62 items for form B were designed by varying the intensity of the stated competitive situation. Consequently, behaviors described in form B items were set in a more intense competitive environment than identical behaviors described in form A items. As the items were constructed, an attempt was made to make statements clear and concise, to avoid ambiguity, and to use debatable issues as recommended by Wang (1932).

Item Evaluation

Once the subareas were identified and the items formulated and informally analyzed by colleagues, a formal evaluation procedure was initiated to determine which items would constitute the revised scale to be administered to coaches and players. Twelve experienced basketball coaches were sent explanatory letters and informed consent forms (see Appendix A)

to complete if they were willing to evaluate the 124 items (62 items each on form A and form B) on the coaches' survey. These individuals were selected on the basis of the following criteria:

1. currently a coach of a women's collegiate basketball team
2. a minimum of four years' coaching experience
3. representation from each of the three AIAW competitive divisions
4. representation from scholarship and nonscholarship programs
5. previous participation in a regional or national tournament

Nine of the 12 individuals contacted responded. Eight coaches consented to serve as judges and one coach refused. The coaches' survey and detailed instructions (see Appendix B) for evaluating the items were mailed to the eight individuals who responded affirmatively. Each judge was asked to evaluate each item (the situation and its alternative responses) as essential (E), appropriate (A), or inappropriate (I) for the study of attitudes toward decisions made and actions taken by collegiate basketball coaches.

The judges were also requested to rank the responses to each situation from the most desirable to the least desirable behavior for the situation described by assigning a value of five to the most desirable response, four to the second most

desirable, three to the third most desirable, two to the fourth most desirable, and one to the least desirable response. If they were unable to rank the choices on a 5-4-3-2-1 scale, they were allowed to assign identical values to two or more responses which they believed were equally desirable or undesirable. The judges were directed to rank alternatives on the basis of desirability of described behaviors rather than on the basis of their personal reaction to the situation.

One judge who had agreed to participate did not respond, one judge failed to follow instructions, and a third judge's form arrived too late for inclusion in the analysis. The final panel of five judges consisted of Mariuna Morrison, Salisbury State; Billie Moore, University of California-Los Angeles; Sue Stahl, Ursinus College; Jane Rosenkranz, Springfield College; and Robert Francis, University of Charleston, (West Virginia). The judges represented all three AIAW competitive divisions (one from Division I and two each from Divisions II and III) as well as scholarship and non-scholarship programs.

Item Retention

Items which met the following criteria were retained in the scale and submitted to additional statistical analyses:

1. Each item must be rated essential (E) or appropriate (A) by at least three of the judges.
2. The five alternative responses from each judge must include three different rankings with at least one

rank below three and one rank above three.

3. The averaged judges' rankings for the alternatives of each item must have a range of at least three ranks.
4. The standard intercorrelations of the response rankings for each item must be .670 or above.
5. Each item in form A as well as its counterpart in form B must meet each stated criterion.

In order to obtain the standard intercorrelation of each item (criterion 4), the judges' rankings were correlated, using the rank difference correlation technique. The Statistical Analysis System (SAS) Program CORR SPEARMAN was used to determine the intercorrelations for all possible combinations of judges. The Spearman Rho coefficients thus obtained were converted to z transformation coefficients (z'), then averaged. The averaged z transformation coefficients were reconverted to correlation coefficients (r) using the Table of z' Values for R (p. 421) in Edwards (1970). The correlation coefficients ("coefficients of concordance" or "standard intercorrelations") thus obtained reflected an item-by-item degree of agreement among judges. In addition, the z' coefficient for each item in form A and its counterpart in form B were averaged, then reconverted to correlation coefficients in order to retain four items which met the .67 intercorrelation criterion in one form but fell slightly below the standard in the other form. The averaging technique allowed the retention of a few additional items without lowering the intercorrelation standard for the entire test.

Since each item, considered individually and with its counterpart in the parallel form, was required to meet each of the stated criteria, the resulting scale consisted of 22 items each for form A and form B. Eight filler items were added to the scale to produce a 30-item, situation-response instrument with parallel forms to compare the attitudes of coaches and players toward the conduct of women's intercollegiate basketball programs.

In order to determine the interjudge reliability, the \underline{z}' values of each form respectively were averaged, then converted to a correlation coefficient (\underline{r}) using Edwards (1968) Table of \underline{z}' Values for R. (p. 421). The interjudge reliability coefficients thus obtained were $\underline{r} = .865$ for form A and $\underline{r} = .831$ for form B. In addition, when the \underline{z}' values of form A and form B items were combined, averaged, and converted to a correlation coefficient following the procedure described above, the resulting reliability coefficient for forms A and B combined was $\underline{r} = .876$.

Final Weightings

Scoring of a situation-response items typically involves a 5-point scale with 5 as the most desirable response through 1 as the least desirable response. Final weightings of each response for each item meeting the above criteria were determined by averaging the judges' rankings of each response. These values are presented in Appendix C.

Players' Scale

The 30 scale items were reworded for players. The items were designed so that a player would be asked to respond to identical situations, but from a perspective of how she thought her coach should respond to each situation. Response weightings used for the coaches' scale were also assigned to the players' scale.

Administration of Instrument to Coaches and Players

Selection of Subjects

AIAW Region II basketball coaches (113) were asked to participate in the second phase of the study. The divisional breakdown was 28 schools from Division I, 47 schools from Division II, and 38 schools from Division III. In addition, 11 coaches from each division were asked to administer the players' form to each of their team members. These teams were selected on the basis of their availability at the end of the school year.

Distribution and Administration of the Scales

Informed consent forms, revised surveys, and directions were sent to AIAW Region II coaches. They were asked to complete the informed consent before self-administering the situation-response surveys. Those coaches who also received players' surveys were requested to have their players complete the informed consent forms and to administer the survey to their players. The surveys were distributed in April, 1980. A total of 71 surveys were returned by the coaches.

This return included 18 coaches from Division I, 29 coaches from Division II, and 24 coaches from Division III. Seven Division I, seven Division II, and eight Division III teams returned surveys. This distribution included 69 Division I, 54 Division II, and 52 Division III players. A total of 175 players participated in the study.

Responses were recorded directly on the scale to minimize errors. Form A and form B scores (22 items each) were tabulated separately.

Debriefing procedures were conducted following data collection. Form letters were sent to all participants informing them of the intended purpose of the study and thanking them for their participation.

Analysis of Results

Descriptive Statistics

A statistical analysis provided the mean, standard deviation, range, variance, and standard error of the scores on the HBS-RS, CF and HBS-RS, PF.

Content Validity

Validity refers to the degree to which a test measures what it is intended to measure (Safrit, 1973). An attempt was made to establish that the HBS-RS, CF measures what it purports to measure on the basis of content validity. No attempt was made to demonstrate concurrent validity since there were no adequately valid criterion measures available.

The determination of content validity was dependent upon (a) the identification of important elements of the universe of "decisions made and actions taken by coaches of women's collegiate basketball teams" and (b) the judgment of experts evaluating each item as essential (E), appropriate (A), or inappropriate (I). In addition, three preliminary judges were asked to critically analyze the content and structure of the items.

Factor Analysis

The HBS-RS, CF and HBS-RS, PF data were analysed by a general linear model principal axis and varimax rotation factor analysis. The factor analysis (a data reduction technique) was used to identify the underlying patterns of relationships which permeated the HBS-R scales. That is, it was utilized to factor the matrix of intercorrelated variables into its basic dimensions. According to Rummel (1970), dimensions which evolve "are a concise embodiment of the data variation in the original matrix" (p.29) and this could be used in place of the entire scale (22 variables in this case).

The varimax rotation was used in addition to the principal axis method. Despite the fact that the principal factors matrix and its loadings account for the common variance of the scale scores, they frequently do not provide the most meaningful structures. In other words, an attempt was made to find the best or simplest way to view the variables.

The factor analytic procedure generated the following statistics for forms A and B of the coaches' and players' inventories: (a) means and standard deviations of each item, (b) an item intercorrelation matrix, (c) prior estimates of communality, (d) eigenvalues, (e) proportions and cumulative proportions of the variance for the eigenvalues, (f) final estimates of communality, (g) an unrotated factor pattern, (h) a varimax rotation factor pattern, (i) an interfactor correlation matrix, and (j) the proportional contribution of each rotated factor to common variance.

A minimum eigenvalue (amount of variability each factor retains) of 1.00 was required for factor retention. Since each variable is assigned one unit of variability in preparation for the factor analysis, it is a widely accepted practice to drop factors whose variability drops below 1.0 since those factors would be keeping less variability than would be explained by any one variable.

A correlation coefficient of .50 was accepted as the criterion of significance for a factor loading. Factor loadings reflect the extent of each variable's contribution to each factor. Therefore it was necessary for a variable to contribute 25% (.50 squared) of its variability to a factor in order for it to be considered a significant part of that factor.

Item Discrimination

Spearman rank difference correlations, item analyses, and discriminant function analyses were computed to assess item

discrimination. The Statistical Package for the Social Sciences (SPSS) Programs NONPAR, CORR, CROSSTABS, and DISCRIMINANT, respectively, were used for the calculations. Martens' (1977) development of the Sport Competition Anxiety Test served as a guideline for this section.

In order to calculate correlation coefficients, form A item scores were compared with form A subtotal scale scores for each respondent who answered all items. Similarly form B item scores were correlated with form B subtotal scores. The Spearman correlation technique was utilized since the item data which were generated from a choice of five discrete responses were not normally distributed. The Spearman correlation coefficient (ρ) criteria for acceptance were a significance level of .05 and an index of discrimination of .20. (Ebel, 1979, p. 267).

The item analyses were calculated according to Magnusson's (1967) method of estimating the product-moment correlation between item scores and test scores. The estimates were based upon a comparison of the differences between extreme groups (upper and lower 27% of the total score distribution of form A and form B for coaches and for players). More specifically, the statistical comparison was made between the 27% having the highest scale scores who chose the highest ranked item response with the 27% having the lowest scale scores who also selected the highest ranked item response. The numerical values thus obtained for the upper and lower groups were plotted on the nomograph (Appendix E) to estimate the correlation between

item scores and scale scores. The acceptable index of discrimination criterion was set at .20 which is consistent with standards presented by Ebel (1965, p. 364). The elusive nature of attitude assessment was the major factor in the acceptance of a .20 item discrimination criterion.

A third statistical analysis, a discriminant function analysis was computed between the two extremes (upper and lower 33%) in order to assess the discrimination power of each item. Items which were included in the stepwise procedure were considered acceptable.

Reliability

The analysis of variance technique which required only one administration of the inventory was used to assess the reliability of the scale. The SAS Program ANOVA was utilized for this analysis.

Individual variance. Procedures outlined by Kerlinger (1973, pp. 448-451) were followed to calculate the variance between individuals (V_{ind}) and the residual or error variance (V_e). The following formula was used to calculate the reliability coefficient as reflected by individual variance.

$$r_{tt} = \frac{V_{ind} - V_e}{V_{ind}}$$

Internal consistency. The internal consistency of the scales was analyzed to determine the degree to which the items on the HBS-RS, CF were interrelated as well as the degree to which items on the HBS-RS, PF were interrelated.

An analysis of variance among items was used to estimate the consistency of the scales. ANOVA procedures for determining scale reliability suggested by Safrit (1973) were used in accordance with the following formula:

$$r_{tt} = \frac{V_{\text{items}} - V_e}{V_{\text{items}}}$$

Differences Between Groups

A one-way analysis of variance utilizing the SPSS Program ANOVA was computed to determine whether attitudes toward decisions made and actions taken by coaches during the conduct of women's intercollegiate basketball programs as measured by HBS-RS, CF differed among coaches from Division I, II, and III. The ANOVA program was also utilized to determine whether attitudes toward decisions made and actions taken by coaches as measured by HBS-RS, PF differed among players from Divisions I, II, and III. Analyses were performed on both form A and form B of the coaches' and players' scales. Scheffé's S Test for groups of unequal size, the most conservative post hoc test, was performed, when applicable, to delineate the areas of significant differences.

Discrepancy Scores

To determine whether there were significant discrepancies between how coaches indicate they would react and how players believe their coaches should react, the following procedures were used:

1. To analyze the differences between each coach's responses and the responses to respective team members as a group, the

following t -test formula was applied:

$$t = \frac{\bar{X}_c - \bar{X}_t}{\sqrt{\left(\frac{\sum X^2_c}{n_c} + \frac{\sum X^2_t}{n_t} - 2 \right) \left(\frac{n_c}{n_c} + \frac{n_t}{n_c} \right)}}$$

Twenty-two coaches and their respective teams were compared. Computed t 's thus obtained were compared to a tabled t , $P = .025$ for a two-tailed test.

2. To compare each coach's response with each of his or her team member's responses, discrepancy scores were computed by finding the item-by-item difference between the coach's and respective player's scores. Absolute values rather than signed differences were recorded. The values were added and mean discrepancy scores for each coach and the respective players were calculated.

3. To determine the item-by-item percentage of agreement between coaches and their respective team members, instances of identical item responses by coach and respective players were tabulated and labeled zero discrepancy scores. The total number of zero discrepancy scores for each item on form A and each item on form B for the teams in each competitive division was divided by the number of players in that division who responded to the item to which the respective coach had responded. The average number of zero discrepancy scores for each item was determined for all players across divisions. The resulting percentages reflected the percentage of agreement between coaches and respective players for each team.

CHAPTER IV
ANALYSIS AND DISCUSSION OF DATA

The data analysis and discussion are presented in three major parts: (a) scale formulation, (b) administration of the instrument to coaches and players, and (c) scale response analysis.

Scale Formulation Analysis

For the purpose of this study, parallel forms of a situation-response instrument were constructed in order to identify and compare the attitudes of coaches and players toward decisions made and actions taken by coaches during the conduct of intercollegiate basketball programs for women. The original scale consisted of 62 items which were designed to determine how coaches thought they would respond to various situations relating to the women's collegiate competitive basketball setting. Form A of the scale consisted of moderately intense situations. Form B of the scale consisted of the same situations placed in a more highly competitive setting. Each item's responses consisted of five choices ranging from a least desirable choice to a most desirable one. Instructions specified that subjects select the response for each item which best represented what they would do if confronted with the situation.

Judges' evaluation . The original 124 items were submitted to a jury of five judges for the purpose of item evaluation and subsequent retention or rejection. The judges were requested to rate the items on their appropriateness for inclusion in the scale and on the basis of their desirability. If they were unable to rank the choices clearly on a 5-4-3-2-1 scale ranging from the most desirable (5) to the least desirable (1), they were allowed to assign identical values to two or more responses which they believed were equally desirable or undesirable.

Five criteria were established for the basis of retention of items:

1. items must be ranked by three of the five judges as essential (E) or appropriate (A);
2. item responses must include three different rankings with at least one rank above three and one rank below three;
3. the averaged judges rankings for each alternative must have a range of at least three ranks;
4. the standard intercorrelations of the judges' response rankings for each item must be .670 or above; and
5. all the preceding criteria must be met by each item in form A as well as by its counterpart in form B.

In form A one item (#28), involving cutting the team, failed to fulfill the requirements of the first criterion;

two additional items (#4, 20), involving coach-player relationships, failed to fulfill the requirements of the second criterion; and a fourth item (#23), a scholarship question, fell short of the expectations stated in the third criterion. All items in form B met the requirements of the first two criteria. However, two items in form B (#42, 62) related to housing and recruitment respectively, failed to meet the third criterion. (See Appendix C.)

In order to obtain the standard intercorrelation of each item (criterion 4), the judges' rankings were correlated, using the rank difference correlation technique. The Statistical Analysis System (SAS) Program CORR SPEARMAN was used to determine the intercorrelations for all possible combinations of judges. The Spearman Rho coefficients thus obtained were converted to z transformation coefficients (z'), then averaged. The averaged transformation coefficients were reconverted to correlation coefficients (r) using Edward (1970) Table of z' Values of R (p. 421). The correlation coefficients ("coefficients of concordance" or "standard intercorrelations") thus obtained reflected an item-by-item degree of agreement among judges. This procedure produced negative judges' intercorrelations for approximately 50% of the items. Negative intercorrelations appeared in 34 items in form A and 33 items in form B. Thirty of the negative intercorrelations occurred in pairs. For example item 3 in form A and item 3 in form B both produced

negative intercorrelations. Fourteen items (1-B, 9, 22, 31, 33, 34, 36, 37, 39, 40, 46, 53, 55, 56) which elicited negative judges' intercorrelations involved disciplinary actions. These items also crossed other categorical lines such as sportsmanship, team (or training) rules, player-coach and player-player interactions. Among the remaining items which produced negative intercorrelations, five (23, 24, 27, 59, 62-A) were related to scholarship and recruiting standards; three (12-B, 58, 60) were related to emphasis upon winning; two each involved academic concerns (42-A, 43), leadership opportunities (3, 49), substitution practices (41, 51), scheduling (25-A, 48), and team selection (28-A, 57); one each involved self-evaluation (10), strategy (29), team rules (14), player-player interactions (50), and player-coach relations (4-B).

The procedure described above also produced 13 positive but low ($r < .67$) intercorrelations which did not satisfy the fourth criterion. Five items (1, 4, 5, 19, 38) in form A and eight items (6, 8, 19, 28, 32, 38, 42, 45) in form B fell into this category. However, when form A and form B item z transformations coefficients (z') were averaged, then converted to coefficients of concordance, four items (5, 6, 8, 32) were recovered. That is, the combined coefficients of concordance were .67 or above. This information is summarized in Table 1. In addition, item 45 was deleted as the result of a typographical error in form A.

Table 1
Coefficients of Concordance

ITEM NUMBER		$\Sigma z'_A$	$\Sigma z'_B$	$\bar{X}z'_A$	$\bar{X}z'_B$	ΣA	ΣB	$\Sigma z'_A + \bar{X}z'_A$	$\Sigma z'_B + \bar{X}z'_B$	\bar{I}
Original	Revised									
1	25 filler	*(7.35)	** -	(.73)	-	(.63)	-	-	-	-
2	1	11.00	12.78	1.10	1.28	.80	.81	23.79	1.19	.83
3		-	-	-	-	-	-	-	-	-
4		7.38	-	.74	-	.63	-	-	-	-
5	22	6.43	9.64	.64	.96	.57	.75	16.07	.80	.67
6	19	11.37	7.66	1.14	.77	.81	.64	19.03	.95	.74
7	2	10.95	10.20	1.09	1.02	.80	.77	21.14	1.06	.78
8	20	10.64	7.28	1.06	.73	.79	.62	17.92	.90	.71
9		-	-	-	-	-	-	-	-	-
10		-	-	-	-	-	-	-	-	-
11	3	13.43	14.38	1.34	1.43	.87	.89	27.81	1.39	.88
12	26 filler	(11.15)	-	(1.11)	-	(.82)	-	-	-	-
13	4	18.70	18.60	1.87	1.86	.96	.95	37.30	1.87	.95
14		-	-	-	-	-	-	-	-	-
15	5	13.03	11.05	1.30	1.10	.86	.79	24.08	1.20	.84
16	6	15.44	9.51	1.54	.95	.91	.74	24.94	1.25	.85
17	7	18.93	9.69	1.89	.97	.96	.75	28.62	1.43	.89
18	8	18.70	17.78	1.87	1.78	.95	.96	36.48	1.82	.95
19	filler	(7.27)	(8.00)	(.73)	(.80)	(.62)	(.66)	(15.28)	(.76)	(.64)
20	9	14.39	9.04	1.44	.90	.89	.72	23.43	1.17	.83
21	10	9.57	10.01	.96	1.00	.74	.77	19.58	.98	.75
22		-	-	-	-	-	-	-	-	-
23	30 filler	-	-	-	-	-	-	-	-	-
24		-	-	-	-	-	-	-	-	-
25	27 filler	-	(9.92)	-	(.99)	-	(.76)	-	-	-
26	11	13.74	23.89	1.37	2.39	.88	.98	37.63	1.88	.95
27		-	-	-	-	-	-	-	-	-
28		-	(7.69)	-	(.77)	-	(.65)	-	-	-
29		-	-	-	-	-	-	-	-	-
30	12	13.65	13.52	1.37	1.35	.88	.88	27.17	1.36	.88
31		-	-	-	-	-	-	-	-	-
32	24	9.63	6.68	.96	.67	.75	.58	16.31	.82	.67
33		-	-	-	-	-	-	-	-	-
34		-	-	-	-	-	-	-	-	-
35	13	17.26	13.14	1.73	1.31	.94	.87	30.40	1.52	.91
36		-	-	-	-	-	-	-	-	-
37		-	-	-	-	-	-	-	-	-
38	23 filler	8.01	6.47	.80	.65	.66	.57	14.47	.72	.62
39		-	-	-	-	-	-	-	-	-
40		-	-	-	-	-	-	-	-	-
41		-	-	-	-	-	-	-	-	-
42	28 filler	-	7.23	-	.72	-	.62	-	-	-
43		-	-	-	-	-	-	-	-	-

* () filler items values omitted from mathematical calculation
 ** - = negative intercorrelation

Table 1 (cont'd.)

ITEM NUMBER		\bar{z}'_A	\bar{z}'_B	\bar{x}'_A	\bar{x}'_B	\bar{r}_A	\bar{r}_B	$\bar{z}'_A + \bar{x}'_A$	$\bar{z}'_A + \bar{x}'_A$	\bar{r}
Original	Revised							\bar{z}'_B	\bar{z}'_B	
44	14	11.85	10.06	1.18	1.01	.83	.77	21.91	1.10	.80
45		*	(4.13)	-	(.41)	-	(.39)	-	-	-
46		-	-	-	-	-	-	-	-	-
47	15	18.70	11.63	1.87	1.16	.95	.82	30.33	1.52	.91
48		-	-	-	-	-	-	-	-	-
49		-	-	-	-	-	-	-	-	-
50		-	-	-	-	-	-	-	-	-
51		-	-	-	-	-	-	-	-	-
52	16	11.87	10.99	1.19	1.09	.81	.80	22.79	1.14	.81
53		-	-	-	-	-	-	-	-	-
54	17	10.13	13.97	1.01	1.40	.77	.89	24.10	1.21	.84
55		-	-	-	-	-	-	-	-	-
56		-	-	-	-	-	-	-	-	-
57		-	-	-	-	-	-	-	-	-
58		-	-	-	-	-	-	-	-	-
59		-	-	-	-	-	-	-	-	-
60		-	-	-	-	-	-	-	-	-
61	18	9.78	11.25	.98	1.13	.75	.85	21.03	1.05	.78
62	29 filler	-	9.64	-	.96	-	.75	-	-	-
22-item total				28.92	26.27				28.44	
22-item \bar{x}				1.31	1.19	(.97)	(.83)		1.29	.86

* Item contained typographical error

As mandated by the fifth criterion, only those items which met criteria 1-4 in both form A and form B were retained. The resulting scale consisted of 30 items, 22 of which met all stated criteria, and eight of which were filler items.

Interjudge Reliability

In order to determine the interjudge reliability, the z' values of each form respectively were averaged, then converted to a correlation coefficient (r) using Edwards' (1970) Table of z' Values for R (p. 421). The interjudge reliability coefficients thus obtained were $r = .87$ for form A and $r = .83$ for form B. In addition, the z' values of form A and form B items were combined, averaged, and converted to a correlation coefficient following the procedure described above. The resulting reliability coefficient for forms A and B combined was $r = .88$. These interjudge reliability coefficients are considered acceptable arbitrary standards of reliability.

Response Weightings

Response weightings for each item choice were determined by averaging the judges' rankings of each response. These data are presented in Appendix C. Individual scale scores were determined by adding the weightings of the responses chosen by the subject.

Players' Scale

A player scale was also constructed by rewording the 30 scale items so that players could respond to the same

situations but from the perspective of how each thought her coach should respond to the stated situations. Response weightings used for the coaches' scale were also assigned to the players' scale.

Administration of Instrument to Coaches and Players

Seventy-one or 63% of the coaches contacted including 18 from Division I, 29 from Division II and 24 from Division III participated in the study. Eleven coaches from each division were asked to administer the player form to their teams. Responses were received from seven Division I (64%), seven Division II (64%), and eight (73%) Division III teams. A total of 175 female student-athletes participated in the study including 69 from Division I, 54 from Division II, and 52 from Division III. Item response frequencies for coaches and players are presented in Appendix D.

Scale Response Analysis

Descriptive Data

Table 2 summarizes the descriptive data which resulted from the administration of form A and form B of the HBS-RS, CF. As previously stated 71 surveys were returned by coaches. However, 23 (32.4% of the coaches either omitted responses to items or checked two or more responses, nullifying the use of any data from those forms. Seventeen (23.9%) committed similar errors on form B (see Table 3). For the 48 respondents on form A the mean was 93.40 and the standard deviation 4.78. The range of 18.6 (102.00 high score and

TABLE 2
 Descriptive Statistics--Coaches Form
 DESCRIPTIVE STATISTICS - COACHES FORM A

Division	N	Mean Score	Standard Deviation	Variance	Standard Error	Minimum Score	Maximum Score
I	12	95.83	3.19	10.20	0.92	90.40	100.60
II	18	92.58	5.45	29.69	1.28	83.40	101.60
III	18	92.60	4.62	21.39	1.09	86.60	101.00
Total	48	93.40	4.78	22.88	0.69	83.40	102.00
Missing Cases	23 (32.4%)						

DESCRIPTIVE STATISTICS - COACHES FORM B

Division	N	Mean Score	Standard Deviation	Variance	Standard Error	Minimum Score	Maximum Score
I	13	91.22	2.72	7.41	0.76	87.20	95.00
II	20	90.53	4.00	16.03	0.90	84.40	98.60
III	21	88.46	4.67	21.84	1.02	79.80	97.20
Total	54	89.89	4.13	17.07	0.56	79.80	98.60
Missing Cases	17 (23.9%)						

TABLE 3
Omitted or Multiple Item Responses

FORM A				FORM B			
Omissions or Multiple Responses				Omissions or Multiple Responses			
Item #	Coach	Player	Total	Item #	Coach	Player	Total
1				1	1	2	3
2				2	1	2	3
3	1		1	3			
4				4	1		1
5	4	2	6	5	2	3	5
6	1		1	6	1		1
7	5	5	10	7	2	3	5
8	2		2	8	1		1
9	2	11	13	9	2	11	13
10	11	12	23	10	10	13	23
11		1	1	11		2	2
12	1	2	3	12	1	2	3
13	1		1	13	1		1
14	2	2	4	14	2	2	4
15	3	6	9	15	3	5	8
16				16		1	1
17		1	1	17		2	2
18	3	8	11	18	2	8	10
19	2	1	3	19	1	1	2
20	3	6	9	20	3	6	9
22	2		2	22	1		1
24				24	1		1

83.40 low score) on form A was narrow and probably adversely affected subsequent computations. The lower end of the scoring range (26.8 possible minimum score) was not used. The scores were grouped tightly at the higher end of the potential scoring continuum (positively skewed). Within the narrow range described, the coaches were a relatively homogenous group. The divisional breakdown of the descriptive data is also presented in Table 2.

For the 54 respondents on form B of the HBS-RS, CF the mean score was 89.89 and the standard deviation was 4.13. The range scores for the coaches on form B (18.8) was also very narrow (98.60 high score to 79.80 low score) when compared to the possible extreme scores (101.8 maximum to 28.6 minimum). These scores were also positively skewed and tightly clustered at the higher end of the scale, suggesting very positive attitudes toward decisions made and actions taken by coaches during the conduct of intercollegiate basketball programs as measured by the HBS-R, CF forms A and B. Regardless of the intensity of the situations, positive attitudes were expressed.

The descriptive data resulting from the administration of the HBS-R, PF to players of Division I, II, and III teams from AIAW Region II are presented in Table 4. One hundred thirty-five of the 175 players (77.15) surveyed completed form A properly. For those 135 respondents the mean score was 90.77 and the standard deviation 4.31. The range of scores was 25.4.

Table 4
 Descriptive Statistics--Players Form
 DESCRIPTIVE STATISTICS - PLAYERS FORM A

Division	N	Mean	Standard Deviation	Standard Error	Variance	Minimum Score	Maximum Score
I	44	92.05	3.62	0.55	13.11	80.20	98.60
II	45	90.66	4.96	0.74	24.64	74.20	99.60
III	46	89.63	3.98	0.59	15.84	79.00	98.40
Total	135	90.77	4.31	0.37	18.61	74.20	99.60
Missing Cases	40 (29.63%)						

DESCRIPTIVE STATISTICS - PLAYERS FORM B

Division	N	Mean	Standard Deviation	Standard Error	Variance	Minimum Score	Maximum Score
I	45	87.79	3.71	0.55	13.78	80.00	95.80
II	45	85.58	4.57	0.68	20.89	75.00	94.60
III	46	86.23	3.92	0.58	15.35	76.60	92.60
Total	136	86.53	4.16	0.36	17.28	75.00	95.80
Missing Cases	39 (28.68%)						

On form B, 136 players completed the inventory accurately. The mean score was 86.53; the range 20.6 and the standard deviation 4.16. The distribution of scores on both form A and form B produced positively skewed, leptokurtic curves. These factors indicate that the players as a group were homogeneous in nature. The clustering of scores at the high end of the scale indicates that the players demonstrated very positive attitudes as measured by the HBS-R, PF.

Seven items were the focus of omissions or multiple responses by both coaches and players. One of those items (18) was related to academic eligibility; another (20) concerned officiating; five items (5, 7, 8, 10, 15) involved disciplinary actions. Techniques used to handle problem athletes vary greatly among coaches. It is extremely difficult to depersonalize or objectify these types of situations since actions taken frequently are dependent upon the individual characteristics of the student-athlete as well as the coaching style of the mentor (authoritarian, democratic, intense, business-like, or easy-going).

An informal analysis of the raw data suggests that coaches as a group scored higher on the situation-response scale when the competitive situations were described as moderately intense (form A) than when the working of the items reflected more highly competitive situations (form B). Similarly, the players' expectations of their own coaches decreased as the intensity of the described situations increased.

Content Validity

Several procedures were followed to insure the content validity of the HBS-R scales. First, the writer, by critically analyzing each of the test items for its relevance to the universe of "decisions made and actions taken by coaches of women's collegiate basketball teams", determined that the items were representative of the stated universe of behaviors. Secondly, three colleagues or preliminary judges agreed that the items were appropriate. Thirdly, a jury of five experts in the profession critically evaluated each item as essential (E), appropriate (A), or inappropriate (I) with regard to its sampling adequacy or representiveness of the universe being analyzed. Only one item (28) failed to be rated essential or appropriate by three of the five judges, which was the first criterion for retention of an item.

Factor Analysis

Responses of 48 coaches and 135 players to the 22-item HBS-R, CF and HBS-R, PF, respectively, were analyzed via a principal axis factor analysis. A varimax rotation of the axis was utilized to identify more meaningful factor patterns and to determine whether variations in intensity of situations elicited different factor patterns. Survey data from subjects who had omitted items or checked more than one response were not included in the factor analysis.

On form A of the coaches' scale, nine factors accounting for 75.3% of the scale variability were identified by the principal axis method. The principal axis analysis of form

B of the coaches' scale also identified nine factors but accounted for only 67.0% of the scale variability. Even though the situations described in forms A and B differed only in the intensity of the competitive situation described, the factor patterns generated by the initial factor method were different. The form A factor pattern (Table 5) was very complex and reflected a great deal of repetition in variable factor loadings. That is, eight variables loaded significantly on pairs of factors. The form B pattern (Table 6) was less complex; however, there were a few robust loadings and few near zero loadings. In each case the item variability retained by the nine factors combined (final communality estimates) exceeded .49 (see Table 5).

The varimax rotations of the factor pattern yielded simpler factor structures on both form A and form B for the coaches. On the form A rotated pattern (Table 7), all variables except item 20 were pure (variable loaded on one factor only). On the form B varimax rotation (Table 8), all variables except items 1, 4, and 18 were pure. In both cases variables which met the .50 loading criterion loaded more heavily on the factors than they had 1 on the principal axis method. In addition, fewer variables loaded significantly on each factor; thus the factors were easier to define as the result of the varimax rotation. Contrary to the view provided by the initial factor method, the varimax rotation yielded a large number of near-zero factor loadings.

Table 5
 Significant Factor Loadings ($r \geq 0.5$), Initial
 Factor Method: Principal Axis Coaches,
 Form A

#	VARIABLES Content	FACTORS									Final Communality Estimates
		F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9	
3		.87									.821
13		.80									.886
12		.75									.756
15		.74									.720
5		.67									.767
8			.77								.753
19			.53						.45		.772
11			.52							.52	.819
22				.68							.819
4				.61				.53			.697
20				.60			.48				.702
17					.62						.728
16			-.52		.57						.776
1					.55						.720
14					.51						.719
10					.48						.835
6						-.53		.47			.684
9						.48	.48				.757
24								.51	-.45		.781
2											.791
7											.648
18											.604
# of near zero loadings		7	4	7	11	6	8	9	8	8	

Table 6
 Significant Factor Loadings ($r \geq 0.5$), Initial
 Factor Method: Principal Axis Coaches,
 Form B

#	VARIABLES Content	FACTORS									Final Communality Estimates
		F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9	
10		.73									.759
18		.58									.568
14		.57									.643
8			-.69								.677
19			-.59								.724
9			-.58								.619
4				.53					.53		.774
3				.46							.666
7				-.46							.630
17					.51						.838
13						.67					.763
12						.51					.616
5						.47					.664
6									.50		.725
1											.666
2											.697
11											.494
15											.489
16											.748
20											.691
22											.528
24											.754
# of near zero loadings		5	6	5	6	6	10	5	7	9	

Table 7
 Significant Factor Loadings ($r \geq 0.5$)
 Rotation Method: Varimax
 Coaches, Form A

#	VARIABLES Content	FACTORS								
		F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9
13		.89								
3		.87								
12		.80								
15		.74								
5		.62								
19			.82							
4			.51							
2				.84						
22				.72						
6					-.79					
17				.65						
9					.82					
20					.49	.60				
7					.48					
1						.80				
24								-.73		
18								.69		
10									.86	
14									.70	
11										.84
8										.71
16										
# of near zero loadings		14	9	11	14	11	8	11	6	10

Table 8
 Significant Factor Loadings ($r \geq 0.5$)
 Rotation Method: Varimax
 Coaches, Form B

#	VARIABLES Content	FACTORS								
		F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9
5		.79								
12		.76								
18		.46					.50			
8			.73							
11			.67							
24				.81						
14				.65						
13				.61						
6					.82					
1					.54					.46
2						.73				
22						.60				
16							.73			
10							.73			
15							-.45			
20								-.75		
9								.62		
3								.50		
4									.67	.47
19									.61	
7									.59	
17										.87
# of near zero loadings		14	6	9	12	9	5	10	13	12

On the basis of Thurstone's principles of simple structure described by Kerlinger (1973), the varimax rotation provides a "better view" of the underlying variables than does the principal axis method for the HBS-RS, CF. The simple structure principles include the following:

1. Each row of the factor matrix should have at least one loading close to zero
2. For each column of the factor matrix there should be at least as many variables with zero or near-zero loadings as there are factors
3. For every pair of factors (columns) there should be several variables with loadings in one factor (column) but not in the other
4. When there are four or more factors, a large proportion of the variables should have negligible (close to zero) loadings on any pair of factors.
5. For every pair of factors (columns) of the factor matrix there should be only a small number of variables with appreciable (nonzero) loadings in both columns

In effect, these criteria call for as "pure" variables as possible, that is, each variable loaded on as few factors as possible, and as many zeros as possible in the rotated factor matrix. In this way the simplest possible interpretation of the factors can be achieved. In other words, rotation to achieve simple structure is a fairly objective way to achieve variable simplicity or to reduce variable complexity (p. 673).

None of the form A and form B factors were identical in the principal axis factor patterns and only two two-variable factors were identical when the varimax rotations were compared. This result suggests that the coaches' responses were very situation specific; that is, the intensity of the situation affected coaches' responses to the items. In other words, coaches responded to items in different patterns when the intensity of the competitive situation changed. Tables 5-8 present factor patterns, final communality estimates of each variable, and the number of near-zero loadings for each factor.

On form A of the players' inventory, 10 factors accounting for 63.8% of the scale variability were identified by the initial factor method (principal axis). The principal axis analysis of form B of the players' scale also identified ten factors, and accounted for 65.2% of the scale variability. Both form A and form B factor patterns were relatively simple and easily defined. However, the factor loadings which were significant ($r \geq 0.5$) were not particularly strong. The significant loadings ranged from .46 to .66. The final communality estimates ranged from .48 to .78. As occurred in the principal analysis of the coaches' form, there was an inadequate number of near-zero loadings. Once again the factors of form A and form B were very different, suggesting that players' responses were also affected by changes in competitive intensities of the situations (see Tables 9 and 10).

Table 9
 Significant Factor Loadings ($r \geq 0.5$), Initial
 Factor Method: Principal Axis Players,
 Form A

#	VARIABLES		FACTORS								Final Communality Estimates	
	Content	F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9		F-10
12		.60										.653
18		.52										.575
1		.49										.574
6		.46										.475
8				.64								.630
5				.51							-.54	.763
16					.55							.667
7					-.55				.53			.702
22					.50							.566
19						-.52						.719
24							.57					.711
9								-.58				.674
17									.47			.682
2												.646
3												.553
4												.617
10												.566
11												.644
13												.695
14												.599
15												.660
20												.645
# of near loadings		7	3	5	7	2	9	6	11	6	8	

Table 10
 Significant Factor Loadings ($r \geq 0.5$), Initial
 Factor Method: Principal Axis Players,
 Form B

VARIABLES #	Content	FACTORS										Final Communality Estimates	
		F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9	F-10		
3		.63											.560
12		.57											.647
16		.48	.45										.728
11			-.51										.601
2			.46										.629
20				-.56				.50					.781
10				.54									.624
19				-.47									.644
17					.61								.662
15					.51								.662
4						.50							.587
24							.52						.648
1								.66					.767
14									.55				.687
7										.63			.790
5													.636
6													.557
8													.608
9													.635
13													.608
18													.618
22													.657
# of near loadings		4	2	9	7	4	8	7	3	6	6		

The varimax rotations produced factor patterns which were less complex (all factors were pure) and which contained more robust significant loadings than did the initial factor method. In addition the varimax rotations yielded a large number of near-zero loadings which is advocated by Kerlinger (1973). However, the form A and form B varimax patterns are also very different, lending further support to the notion that responses to the items were situation specific (see Tables 11 and 12).

Table 13 presents a comparison of the factor loadings. This comparison also suggests that coaches and players viewed items differently.

Item Discrimination

Spearman rank difference correlations, item analyses, and discriminant function analyses were utilized to assess the discriminating power of the items contained in the HBS-R scales. In order to calculate the correlation coefficients, form A item scores were compared with form A subtotal scale scores utilizing the SAS CORR Procedure. The same procedure was followed for form B. The Spearman correlation technique was selected since item data which were generated from a choice of five discrete responses were not normally distributed. The Spearman correlation coefficient (ρ) criteria for acceptance were an index of discrimination of .20 or higher (Ebel, 1979, p. 267) and a significance level of .05. Eight items (5, 8, 9, 10, 11, 13, 14, 22) in coaches' form A, seven items

Table 11
 Significant Factor Loadings ($r \geq 0.5$)
 Rotation Method: Varimax
 Players, Form A

#	VARIABLES Content	FACTORS									
		F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9	F-10
3		.71									
18		.64									
13			.77								
20			.56								
12			.55								
14				.74							
8				.70							
16					.68						
22					.66						
19						.75					
15						.74					
17							.77				
24							.67				
5								.80			
4									.76		
7									-.57		
9										.80	
1											.79
2											.52
6											
11											
# near zero loadings		11	13	11	8	10	13	9	11	10	11

Table 12
 Significant Factor Loadings ($r \geq 0.5$)
 Rotation Method: Varimax
 Players, Form B

#	VARIABLES	FACTORS									
	Content	F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9	F-10
16		.81									
3		.70									
19		.54									
11			-.72								
22			.71								
10				.76							
9				.66							
5				.53							
17					-.73						
20					.61						
4						.68					
6						-.67					
15							.73				
24							.69				
1								.86			
13									-.66		
8									.54		
14										.77	
18										.55	
7											.86
2											-.48
# near zero loadings		9	11	12	12	9	12	11	10	10	15

Table 13
 Comparison of Factor Loadings, Forms A
 and B for Coaches and Players

Factor	COACHES				PLAYERS			
	Form A		Form B		Form A		Form B	
	Principal	Varimax	Principal	Varimax	Principal	Varimax	Principal	Varimax
1	3,5,12,13,15	3,5,12,13,15	10,14,18	5,12,18	1,6,12,18	3,18	3,12,16	6,16,19
2	8,11,16,19	4,19	8,9,19	8,11	-	12,13,20	2,11,16	11,22
3	4,20,22	2,22	3,4,7	13,14,24	5,8	8,14	10,19,20	5,9,10
4	1,10,14,16,17	6,17	17	1,6	7,16,22	16,22	15,17	17,20
5	6,9	7,9,20	-	2,22	19	15,19	4	4,6
6	9,20	1,20	5,12,13	10,15,16,18	24	17,24	24	15,24
7	4,6,24	18,24	-	3,9,20	9	5	1,20	1
8	19,24	10,14	-	4,7,19	7,17	4,10		8,13
9	11	8,11	4,6	1,4,17	-	7	14	14,18
10					5	1,9	7	2,7

(8, 9, 10, 11, 14, 22, 24) in coaches' form B, nine items (1, 2, 5, 6, 8, 11, 12, 14, 15) in players' form A, and eleven items (1, 5, 6, 7, 8, 10, 11, 12, 14, 19, 24) in players' form B met the stated criteria. Three items (8, 11, 14) met the stated criteria in both forms for both coaches and players (see Table 14).

An item analysis was conducted utilizing the SPSS CROSSTABS Program for the upper 27% and the lower 27% of the distribution of the test scores. The analysis compared the proportion of individuals at each extreme who chose the response which was rated more highly by the judges. These comparisons were made on a nomograph (Magnusson, 1967, p. 211). The coefficients thus obtained (Table 15) are considered estimates of product-moment correlation between item scores and total test scores. Items producing indices of discrimination of .20 or higher were considered acceptable for this test. The elusive nature of attitude assessment was the major factor in the acceptance of a .20 item discrimination index. Thirteen items (4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 17, 22, and 24) produced acceptable indices of discrimination on both form A and form B for the coaches. In addition one item (2) on form A and four items (6, 18, 19, 20) on form B were identified by this procedure. These items were considered to discriminate adequately between coaches with highly positive attitudes and coaches with less positive attitudes as measured by the HBS-RS, CF. Thirteen items (1, 4, 5, 6, 8, 11, 13, 14, 15, 17, 18, 19, 22) produced acceptable indices of discrimination on forms A and B for the players. Additionally,

TABLE 14
 Item Analysis: Spearman Rank Difference,
 A Comparison of Item Scores with Test Scores

Item #	COACHES				PLAYERS			
	Form A, N-48		Form B, N-54		Form A, N-135		Form B, N-136	
	Rho	Prob	Rho	Prob	Rho	Prob	Rho	Prob
1	.15	.305	.09	.488	.23	.008	.22	.010
2	.25	.091	.21	.120	.29	.001	.17	.045
3	.09	.549	.16	.251	-.00	.997	.14	.103
4	.21	.159	.25	.068	.07	.399	.12	.170
5	.32	.255	.22	.118	.20	.110	.30	.000
6	-.13	.373	.07	.619	.29	.001	.21	.015
7	.11	.447	.15	.268	.10	.265	.22	.011
8	.41	.004	.35	.010	.46	.000	.42	.000
9	.42	.003	.30	.030	.10	.226	.20	.021
10	.37	.009	.62	.000	.13	.119	.28	.001
11	.34	.018	.47	.000	.24	.006	.20	.017
12	.25	.088	.17	.227	.41	.000	.25	.003
13	.40	.005	.06	.641	.16	.063	.14	.114
14	.49	.001	.50	.000	.40	.000	.30	.000
15	.14	.327	-.27	.050	.23	.008	.10	.263
16	-.02	.900	-.04	.762	.13	.119	.11	.201
17	.21	.154	.14	.329	.13	.144	.04	.619
18	.04	.795	.23	.101	.20	.022	.16	.068
19	.23	.115	.14	.304	.16	.072	.22	.011
20	.25	.092	.11	.446	.10	.245	.09	.286
22	.33	.023	.36	.007	.16	.068	.17	.044
24	.16	.268	.37	.006	.13	.126	.26	.002

TABLE 15
 Item Analysis: Upper and Lower 27%
 Estimated Correlation (r) Between Item and Total Test

Item #	COACHES						PLAYERS					
	FORM A			FORM B			FORM A			FORM B		
	P_u	P_l	\bar{r}	P_u	P_l	\bar{r}	P_u	P_l	\bar{r}	P_u	P_l	\bar{r}
1	55.6	40.0	.16	66.7	58.3	-.12	55.2	32.1	.24	93.3	66.7	.41
2	77.8	20.0	.57	77.8	41.7	-.12	13.8	14.3	-.01	13.3	25.0	-.18
3	77.8	80.0	-.02	77.8	100.0	-.58	89.7	92.9	-.08	100.0	79.2	.62
4	88.9	70.0	.28	22.2	0.0	.58	82.8	67.9	.20	93.3	79.2	.26
5	88.9	60.0	.38	100.0	75.0	.59	89.7	67.9	.32	93.3	66.7	.40
6	100.0	00.0	100.00	100.0	91.7	.40	82.8	53.6	.34	80.0	54.2	.30
7	88.9	70.0	.28	88.9	66.7	.31	55.2	50.0	.04	53.3	50.0	.02
8	88.9	30.0	.61	88.9	50.0	.43	82.8	28.6	.54	93.3	37.5	.62
9	77.8	30.0	.48	77.8	41.7	.42	31.0	25.0	.05	33.3	20.8	.14
10	88.9	40.0	.54	88.9	16.7	.70	44.8	32.1	.14	46.7	16.7	.35
11	100.0	60.0	.70	88.9	25.0	.62	58.6	35.7	.23	80.0	33.3	.48
12	100.0	80.0	.60	100.0	75.0	.60	96.6	46.4	.60	80.0	66.7	.16
13	100.0	70.0	.68	100.0	91.7	.40	93.1	75.0	.32	100.0	91.7	.44
14	88.9	20.0	.67	66.7	8.3	.66	82.5	10.7	.73	66.7	20.8	.48
15	88.9	80.0	.16	77.8	100.0	-.56	93.1	78.6	.26	93.3	70.8	.36
16	77.8	70.0	.10	55.6	58.3	-.03	75.9	60.7	.17	80.0	62.5	.20
17	22.2	00.0	.60	88.9	75.0	.22	20.7	3.6	.37	73.3	54.2	.22
18	55.6	50.0	.06	11.1	0.0	.44	58.6	35.7	.23	20.0	4.2	.40
19	88.9	80.0	.16	100.0	83.3	.51	96.6	82.1	.38	93.3	75.0	.32
20	22.2	20.0	.03	11.1	0.0	.44	10.3	10.7	-.01	13.3	4.2	.24
22	55.6	10.0	.52	55.6	16.7	.42	58.6	35.7	.25	86.7	41.7	.50
24	88.9	70.0	.28	100.0	50.0	.75	82.8	71.4	.19	66.7	37.5	.29

one item (12) on form A and five items (3, 10, 16, 20, 24) on form B were considered acceptable discriminators between players with highly positive attitudes and those with less positive attitudes toward decisions made by their coaches in competitive basketball situations as measured by the HBS-RS, PF.

A third statistical technique, a discriminant function analysis utilizing SPSS DISCRIMINANT, was computed between the upper and lower 33% of the inventory scores in an attempt to select the "best" set of discriminating variables. The stepwise procedure, utilizing the minimum Wilks' lambda criteria was selected for use in the study. The stepwise procedure sequentially selected variables on the basis of their discriminating power. By combining highly discriminating variables and eliminating redundant variables, an optimal set of variables was selected. This procedure is considered an efficient way of approximately locating the best set of discriminating variables.

On form A of the coaches' scale, the discriminant function analysis identified a reduced set of variables (Table 16) consisting of 16 items which would be useful in discriminating between high and low scoring groups. This 16-item subset produced a high degree of separation as indicated by the final Wilks' lambda (.0007) and a canonical correlation of .9996. The canonical correlation squared (the proportion of explained variance in the discriminant function) was 99.89%

leaving only 0.11% of the variance unexplained. The standardized canonical discriminant function coefficients representing the relative contribution of items to that function, revealed that items 13, 11, and 1 contributed most, followed by 9, 24, 2, 10, 12, 22, 15, 4, 17, 8, 3, 20, and 18, respectively. However, each item made sufficient contribution for it to be included in the analysis (see Table 16).

In form B of the coaches scale, 14 items were selected by the stepwise procedure. This analysis produced a Wilks' lambda of .0575 and a canonical correlation of .97, reflecting a high degree of separation between discriminating variables. This subset of variables explained 94¼% of the variance leaving 5.75% unexplained variance. The standardized canonical discriminant function coefficients indicated that contributions made by the various items occurred in the following descending order: 8, 10, 2, 1, 11, 13, 19, 4, 7, 16, 24, 14, 22, and 20 with each item making sufficient contribution for inclusion in the stepwise procedure (see Table 16).

The discriminant analysis of form A of the players scale produced a reduced set of 19 variables. This subset provided a Wilks' lambda of .1840 and a canonical correlation of .90 producing 81.60% explained and 18.40% unexplained variance. The top three contributors to the subset were 6, 24, and 3 respectively as indicated by the standardized canonical discriminant function coefficients. The strength of the remaining items included in the analysis are outlined in Table 16.

TABLE 16
 Item Analysis: Standardized Canonical
 Discriminant Function Coefficients

Rank	COACH				PLAYER			
	Form A		Form B		Form A		Form B	
	Item No.	Value	Item No.	Value	Item No.	Value	Item No.	Value
1	13	18.03	8	1.18	6	0.70	8	0.82
2	11	13.75	10	1.10	24	0.69	14	0.75
3	1	12.50	2	1.06	10	0.56	22	0.73
4	9	10.50	1	0.94	8	0.53	1	0.59
5	24	9.46	11	0.84	11	0.49	9	0.57
6	2	6.63	13	0.65	15	0.48	2	0.56
7	10	6.36	19	0.60	22	0.46	12	0.54
8	12	4.74	4	0.57	19	0.45	7	0.50
9	22	4.69	7	0.52	2	0.40	11	0.48
10	15	3.77	16	0.46	14	0.40	13	0.48
11	4	3.60	24	0.42	7	0.36	5	0.46
12	17	3.14	14	0.41	13	0.36	24	0.34
13	6	2.30	22	0.40	16	0.36	15	0.33
14	3	1.81	20	0.33	5	0.34	4	0.31
15	20	1.75			12	0.30	10	0.31
16	18	1.42			18	0.29	3	0.30
17					3	0.26	18	0.29
18					4	0.18	6	0.27
19					9	0.17	19	0.24
20							16	0.24
21							17	0.19
22								
Excluded Items	5,6,7,14, 16, 19		3,5,6,9,12,15,17, 18		1,17, 20		20	

In form B of the players' scale, all variables except item 20 were selected by the stepwise procedure. This analysis produced a Wilks' lambda of .1434 and a canonical correlation of .93 offering a high degree of separation and an explained variance of 85.66%. Items 8, 14, and 22 made the strongest contribution to this subset of variables. Table 16 presents the order (by contributing power) and respective standardized canonical function coefficients for the discriminant analyses in this section.

The three item discrimination techniques yielded very inconsistent results (Table 17) with only two items (8, 11) meeting all criteria in both forms A and B for coaches and players. Four additional items (4, 13, 14, 22) met the stated conditions in two out of three of the analyses applied.

Reliability

The analysis of variance technique was used to assess the reliability of the HBS-R scales since it required only one administration of the test and is generally considered the most appropriate technique for written test analysis.

Individual variance. Procedures outlined by Kerlinger (1973) were used for this analysis. Data were converted from the SPSS program to the SAS Program ANOVA to calculate the variance between items (V_{items}) on the HBS-R scales for all subjects, the variance between individuals (V_{ind}) and the

TABLE 17
 Item Discrimination Summary:
 Variables Meeting Stated Criteria

ITEM No.	<u>COACHES</u>		<u>PLAYERS</u>		<u>COACHES</u>		<u>PLAYERS</u>		<u>COACHES</u>		<u>PLAYERS</u>	
	A	B	A	B	A	B	A	B	A	B	A	B
1			X	X			X	X	X	X		X
2			X		X				X	X	X	X
3							X		X		X	X
4					X	X	X	X	X	X	X	X
5	X		X	X	X	X	X	X			X	X
6			X	X		X	X	X			X	X
7				X	X	X				X	X	X
8	X	X	X	X	X	X	X	X	X	X	X	X
9	X	X			X	X			X		X	X
10	X	X		X	X	X		X	X	X	X	X
11	X	X	X	X	X	X	X	X	X	X	X	X
12			X	X	X	X	X		X		X	X
13	X				X	X	X	X	X	X	X	X
14	X	X	X	X	X	X	X	X		X	X	X
15			X				X	X	X		X	X
16							X			X	X	X
17					X	X	X	X	X			X
18						X	X	X	X		X	X
19				X		X	X	X		X	X	X
20						X		X	X	X		
22	X	X			X	X	X	X	X	X	X	X
24		X		X	X	X		X	X	X	X	X

error variance (V_e). The analysis of variance technique produced a .46 reliability coefficient for form A of the coaches' scale which is low, but probably not unusual for the first administration of a situation-response scale. Squaring the reliability coefficient .45 yields a .21 coefficient of determination which indicates that .21% of the common variance was shared by the two variables (individual and error variance) leaving 79% unexplained variance. The reliability coefficients of the remaining forms of the HBS-R scales were also low. Form B of the coaches' scale produced a reliability coefficient of .30 providing 9% explained variability. On form A of the players' scale $r_{tt} = .21$ leaving 4.40% explained variance. Finally form B of the players' scale produced a .16 reliability coefficient and 2.56% explained variability.

Obtained HBS-R scale scores did not distinguish among individuals within the extremes of the sample. Several factors, including the small range of scores, the length of the inventory (only 22 items) and the high errors of measurement adversely affected the reliability of the test. Other variables such as degree of motivation, the elusive nature of attitude assessment, and possible distractions may have also functioned to lower the reliability of the inventory.

Internal consistency. The analysis of variance technique was also used to estimate the internal consistency or item homogeneity of the HBS-R scales. This technique is considered superior to an arbitrary division of the inventory into halves since an "unlucky" split could produce a very unrealistic correlation coefficient. The analysis of variance among items produced an acceptable reliability coefficient of .95 on form A of the coaches' scale which squared provides 90.25% explained variability. The form B coaches' scale produced a .97 reliability coefficient which squared resulted in 94.09% explained variability. A .98 reliability coefficient and a .96 coefficient of determination were obtained for form A of the players' scale, leaving a 4% unexplained variance. Form B of the players' scale also produced a .98 reliability coefficient and .96 coefficient of determination indicating that only 4% of the common variance remained unexplained. Therefore, the items of the HBS-R scales were considered homogenous. That is, despite the fact that individual sample scores are not reliable, the items tend to "hang together" (Kerlinger, p. 450).

In summary, content validity for the inventory was established on the basis of analyses by the three sets of judges: the writer (item relevance), preliminary judges (item appropriateness), and a jury of experts (sampling adequacy). The differences in factor patterns produced by the factor analyses demonstrated that both coaches' and players'

responses were affected by changes in the intensity of the situations described in paired items. The three discrimination techniques (Spearman rank-difference, item analyses, and discriminant function analyses) yielded inconsistent results regarding the discriminating power of the items. The discriminant function analysis, (form B HBS-R, PF) utilizing a stepwise procedure, produced the largest number of items (21) which if used in combination would discriminate adequately between positive and negative attitudes as measured by the HBS-RS. With respect to inventory reliability, coefficients varying from .46 to .16 were produced. However, analyses of item homogeneity produced coefficients ranging from .98 to .95 demonstrating a high degree of item reliability.

Differences Between Groups

The one-way analysis of variance comparing the attitudes of coaches toward decisions made and actions taken by coaches during the conduct of women's intercollegiate basketball programs as measured by HBS-RS, CF form A revealed no significant differences among the responses of Division I, II, and III coaches ($N = 48$). Similarly no significant differences among Division I, II, and III coaches ($N = 54$) were demonstrated by analysis of variance results for form B of HBS-RS, CF. These data are summarized in Table 18. Since the F ratios were not statistically significant, post hoc tests were not utilized.

TABLE 18
 Analysis of Variance: Comparison of Responses of
 Division I, II, and III Coaches on the HBS-RS, CF

Variable	Source	D.F.	SS	MS	F	P
Form A	Between groups	2	94.74	47.37	2.17	0.126
	Within groups	45	980.46	21.79		
	Total	47	1075.20			

Note. The F value necessary to obtain significance at .05 level was 3.20

Variable	Source	D.F.	SS	MS	F	P
Form B	Between groups	2	74.13	37.07	2.28	0.11
	Within groups	51	830.31	16.28		
	Total	53	904.44			

Note. The F value necessary to obtain significance at .05 level was 3.18

When the analysis of variance technique was used to compare the Division I, II, and III players' responses to the HBS-RS, PF, significant differences among groups were noted for both form A and form B. Data are provided in Table 19. The results of Scheffé's S Test demonstrated that for form A the significant differences between means occurred between responses of Division I and III players. There were not significant differences between Division I and II nor between Divisions II and III on form A. On form B, the Scheffe test showed that a significant difference in mean scores existed only between Divisions I and II players. Data are presented in Table 20.

Discussion

There were no significant differences in responses among coaches in Region II AIAW Divisions I, II, and III in either the moderately intense or the more highly intense situation. For the players who were subjects in this study, there were no significant differences between the responses of Division I and II and Division II and III players (as measured by HBS-RS, PF) on form A whereas significant differences were noted between Division I and III players on that form. This factor suggests that Division I and III players had very different attitudes about decisions made by coaches during relatively mild competitive situations. However, under more intense competitive situations, significant differences were noted between Division I and II players.

TABLE 19
 Analysis of Variance: Comparison of Responses of
 Division I, II, and III Players on the HBS-RS, PF

Variable	Source	<u>D.F.</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Form A	Between groups	2	132.67	66.33	3.71	0.022
	Within groups	132	2360.57	17.88		
	Total	134	2493.24			

Note. F. value necessary to obtain significance at .05 level was 3.07

Variable	Source	<u>D.F.</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Form B	Between groups	2	116.18	58.09	3.49	0.033
	Within groups	133	2216.09	16.66		
	Total	135	2332.27			

Note. F. value necessary to obtain significance at .05 level was 3.07

TABLE 20
 Results of Scheffe S-Test Applied to Data
 Presented in Table 19

FORM A

Groups Compared	X - Y	$S_{\bar{x}} - \bar{y}$	\underline{t}
I and II	1.37	.90	1.5239
I and III	2.42	.90	2.7202
II and III	1.06	.89	1.1946

Note. Critical $t' = 2.4779$

FORM B

Groups Compared	X - Y	$S_{\bar{x}} - \bar{y}$	\underline{t}
I and II	2.21	.86	2.5680
I and III	1.57	.86	1.8298
II and III	.64	.86	.7528

Note. Critical $t' = 2.4779$

This information combined with greater drop in mean scores between forms A and B for Division II players, suggests that more highly competitive settings tended to adversely affect the Division II players more than the Division I and III players in this study.

Discrepancy Scores

t test. In order to determine if there were significant differences between each coach's responses and those of respective teams the t-test statistical technique was used. Each coach's mean score of 22 items was compared to the 22-item mean-score of the respective team members as a group. Seven Division I, seven Division II, and eight Division III coaches and their teams were compared. No differences were found in these comparisons at the $P \leq .025$ (two-tailed test) level of significance (see Table 21). These results suggest that even though there might be differences of opinion among coaches and individual players, a daily interaction of team members with the coach produces a group attitude which more closely resembles the attitude of the coach.

Inventory discrepancy scores. Discrepancy scores (absolute values) were also computed between the coach and each player's responses to each item. The sum of these scores for a player produced an inventory discrepancy score between the coach and that player. In addition, the squad members' inventory discrepancy scores were averaged to provide mean

TABLE 21
 Discrepancy Scores: A Comparison of Coach and
 Respective Team Responses "t" Test

SCHOOL	DIVISION	n (Players)		t		Computed "t"		Significant Difference +	
		A	B	A	B	A	B	A	B
1	I	5	5	130	130	.35	.24	No	No
2	I	6	6	152	152	.60	-.47	No	No
3	I	6	6	152	152	.44	.57	No	No
4	I	8	9	196	218	.32	.65	No	No
5	I	9	7	218	174	.61	1.88	No	No
*6	I	7	10	158	218	.33	.80	No	No
7	I	7	5	174	130	1.36	1.64	No	No
19	II	6	6	152	152	1.50	1.61	No	No
20	II	5	6	130	152	.94	.41	No	No
21	II	4	4	-	-	-	-	-	-
22	II	11	11	262	262	1.39	1.15	No	No
23	II	3	2	-	-	-	-	-	-
24	II	8	7	196	172	1.57	1.86	No	No
25	II	9	9	218	218	.46	.81	No	No
**48	III	9	9	198	218	.28	.18	No	No
49	III	5	4	130	108	.20	.13	No	No
50	III	6	6	152	152	.46	1.32	No	No
51	III	6	5	152	130	1.90	1.77	No	No
52	III	4	4	-	-	-	-	-	-
53	III	3	4	-	-	-	-	-	-
54	III	6	6	152	152	.72	-.06	No	No
55	III	8	7	196	174	1.08	1.52	No	No

+ Table "t" (P = .025) = 1.96

* Coach omitted questions 10 and 15 in both forms

** Coach omitted questions 9 and 10 on Form A

team discrepancy scores for each team. The mean discrepancy scores were used to compare the differences between each coach's responses and the responses of players on the team. The discrepancy scores and mean discrepancy scores are summarized in Tables 22 and 23. Mean discrepancy scores were not recorded for those teams for which there were fewer than five players with error-free response sheets. On form A, inventory discrepancy scores among Division I teams ranged from 6.0 to 20.6; among Division II teams, 5.0 to 25.6; and among Division III teams, 4.8 to 22.6. On form B inventory discrepancy scores among Division I teams ranged from 4.2 to 21.6; among Division II teams, 4.4 to 25.4 and among Division III teams, 6.0 to 21.6. On form B Division II, both extremes appeared on the same team, team 19. On form A, team 19 had a relatively low range of discrepancy scores. That factor suggests that as the situations became more intense, players on team 19 tended to agree less with decisions made by the coach. Teams 2 and 50 showed the reverse trend. That is, as the intensity of the situations became greater, agreement with the coaches also increased. Teams 5, 22, 25, and 48 showed relatively large ranges of discrepancy scores on both form A and form B, suggesting that regardless of the intensity of the situations there was a tendency to disagree with the coach. Teams 1, 4, 7, 20, 51, 54 had relatively low ranges of discrepancy scores on both forms, suggesting that regardless of

TABLE 22
 Discrepancy Scores: Inventory Discrepancy Scores
 (Absolute Values)

FORM A

DIVI- SION	TEAM	PLAYERS											ΣD^*	\bar{X}_D^{**}	RANGE	
		A	B	C	D	E	F	G	H	I	J	K				
I	1	15.0	17.6	10.2	18.4	12.8								74.0	14.80	8.2
	2	12.8	12.0	18.8	6.2	6.8	9.8							66.4	11.07	12.6
	3	16.2	8.8	10.6	7.8	11.4	20.0							74.8	12.47	12.2
	4	14.4	14.8	7.8	13.6	13.6	11.2	12.4	10.2					98.0	12.25	7.0
	5	9.6	8.6	12.2	13.2	9.8	20.6	12.8	11.2	16.6				114.6	12.73	12.0
	6	16.2	16.2	10.2	16.8	12.6	14.6	15.0						101.6	14.51	6.6
	7	6.0	6.8	11.2	11.0	10.4	10.6	11.8						67.6	9.69	5.8
II	19	10.8	14.6	9.6	11.0	12.6	9.8							68.4	11.40	5.0
	20	18.4	14.6	17.6	11.6	17.0								79.2	15.84	6.8
	21	-	-	-	-									-	-	-
	22	15.6	7.2	11.0	13.6	13.8	14.8	13.4	6.4	25.6	13.4	8.6		143.4	13.04	19.2
	23	-	-											-	-	-
	24	15.6	14.2	12.4	12.4	17.6	18.2	18.2	21.0					129.6	16.20	8.6
25	16.8	10.6	7.6	6.4	9.8	12.2	5.0	6.8					75.2	9.40	11.8	
III	48	11.4	12.0	10.0	11.8	6.0	16.2	12.0	14.6	4.8				98.8	10.98	11.4
	49	15.6	16.4	17.0	13.4	15.8								78.2	15.64	3.6
	50	7.8	14.4	14.4	11.6	19.0	6.0							73.2	12.20	13.0
	51	21.6	22.6	15.4	14.0	17.4	19.2							110.2	18.37	8.6
	52	-	-	-	-									-	-	-
	53	-	-	-										-	-	-
	54	17.6	12.4	12.0	9.8	16.2	12.2							80.2	13.37	7.8
	55	14.4	11.2	13.0	18.0	7.4	14.4	14.2	11.8					104.4	13.05	10.6

* Squad members discrepancy scores
 ** Mean discrepancy score for the squad

TABLE 23
 Discrepancy Scores: Inventory Discrepancy Scores
 (Absolute Values)

FORM B

DIVI- SION	TEAM	PLAYERS											ΣD	\bar{X}_D	RANGE	
		A	B	C	D	E	F	G	H	I	J	K				
I	1	9.2	11.4	14.0	12.0	13.6								60.2	12.04	4.8
	2	10.4	10.4	13.6	12.0	11.2	11.6							69.2	11.53	3.2
	3	16.2	12.4	12.6	8.8	9.4	9.4							68.8	11.47	7.4
	4	17.0	11.0	7.2	13.2	11.0	12.0							71.4	11.90	9.8
	5	10.8	14.8	12.8	21.6	18.0	14.6	13.2						105.8	12.11	10.8
	6	12.8	10.6	4.2	10.0	7.4	9.4	11.6	13.2	8.8	14.2			102.2	10.22	10.2
	7	6.6	11.2	8.0	10.2	13.6								49.6	9.92	7.0
II	19	14.0	25.4	4.4	5.6	17.4	9.0							75.8	12.63	21.0
	20	20.2	10.8	14.2	16.4	13.4	18.4							93.4	15.57	9.4
	21	-	-	-	-									-	-	-
	22	17.0	11.2	14.2	17.2	13.4	15.0	18.4	10.6	23.2	16.6	11.4	168.2	15.29	12.6	
	23	-	-	-										-	-	-
	24	14.2	9.8	13.4	13.0	19.8	18.8	14.6						103.6	14.80	10.0
	25	18.6	8.4	11.4	8.0	9.2	16.6	7.8	10.6	18.2				108.8	12.09	10.6
III	48	12.6	18.8	6.4	7.4	10.8	8.8	11.6	16.8	6.0				99.2	11.02	12.8
	49	-	-	-	-									-	-	-
	50	12.2	16.8	11.6	10.2	13.2	9.4							73.4	12.23	3.8
	51	14.8	14.4	12.2	17.2	19.8								78.4	15.68	7.6
	51	-	-	-	-									-	-	-
	53	-	-	-	-									-	-	-
	54	18.6	15.4	13.2	11.2	19.0	12.2							89.6	14.93	7.8
55	12.8	11.8	21.6	15.4	9.8	12.2	11.2						94.8	13.54	11.8	

the intensity of the situation, there was a tendency to agree with the coach.

Average team discrepancy scores for form A varied from 9.40 to 18.37 and for form B, 9.92 to 15.68. Those ranges are relatively narrow as compared to a potential range of response values of 66 points (a three-point minimum range of judges' responses ranking for each item) reflecting homogeneity among coaches and players as a total group.

The information provided by discrepancy scores defies generalization to the population of women basketball coaches and players as well as to the sample used in this study. Perhaps an effective use of discrepancy score information lies in the identification of individuals on a team who deviate most drastically from the coach's attitudes toward team management, so that counseling could take place during the recruitment, team selection, or early-season phases of collegiate athletic competition.

Percentage of agreement between coaches and respective players.

The item-by-item percentage of agreement between coaches and their respective players was determined by analyzing the instances of identical item scores by coach and player (zero discrepancy scores). The percentages recorded in Tables 24 and 25, which summarize the zero discrepancy scores, and demonstrates that as a group (all divisions combined) at least 75% of the players had scores identical to their coaches on items 3, 13, 15, and

TABLE 24
 Discrepancy Scores: A Comparison of
 Zero Discrepancy Scores (ZDS)

FORM A

ITEM	DIVISION I			DIVISION II			DIVISION III			ALL DIVISIONS COMBINED		
	ZDS	N*	%	ZDS	N	%	ZDS	N	%	ZDS	N	%
1	38	69	55	25	48	52	21	48	44	84	165	51
2	29	69	42	19	48	40	23	48	48	71	165	43
3	57	69	83	45	48	94	36	48	75	138	165	84
4	38	69	55	36	48	75	26	48	54	100	165	61
5	40	68	59	31	48	65	39	48	81	110	164	67
6	39	69	57	30	48	63	36	48	75	105	165	64
7	32	67	48	24	49	49	18	48	38	74	164	45
8	47	69	68	24	49	40	16	48	33	87	166	52
9	24	65	37	13	47	28	12	36	33	49	148	33
10	22	54	41	16	46	35	15	36	42	53	136	39
11	55	69	80	15	49	31	14	47	30	84	165	51
12	47	68	69	24	49	49	36	48	75	107	165	65
13	62	69	90	45	49	92	38	48	79	145	166	87
14	11	68	16	11	49	22	22	48	46	44	165	27
15	37	57	65	45	49	92	33	48	69	115	154	75
16	33	69	48	25	49	51	31	48	65	89	166	54
17	30	67	45	27	49	55	36	48	75	93	164	58
18	38	63	60	29	46	63	31	48	65	98	157	62
19	52	69	75	44	49	90	30	47	64	126	165	76
20	37	68	40	32	48	67	24	41	59	83	157	53
22	12	69	17	16	49	33	16	48	33	44	166	26
24	32	69	46	16	49	33	24	46	52	72	164	44

* N = Number of participants who responded to the item to which the coach
 also responded

TABLE 25
 Discrepancy Scores: A Comparison of
 Zero Discrepancy Scores (ZDS)

FORM B

ITEM	DIVISION I			DIVISION II			DIVISION III			ALL DIVISIONS COMBINED		
	ZDS	N*	%	ZDS	N	%	ZDS	N	%	ZDS	N	%
1	44	68	65	14	49	29	30	47	64	88	164	65
2	24	68	35	24	49	49	23	47	49	71	164	43
3	57	69	83	45	49	92	35	47	75	137	165	83
4	41	69	59	33	49	67	25	47	53	99	165	60
5	40	68	59	38	49	78	39	47	83	117	164	71
6	38	69	55	26	49	53	38	47	81	102	165	62
7	30	68	44	22	48	46	11	47	23	63	163	39
8	45	69	65	22	49	45	21	47	45	88	165	53
9	26	65	40	8	47	17	12	44	27	46	156	30
10	18	54	33	18	47	38	17	43	40	53	144	37
11	56	69	81	14	49	29	12	45	27	82	163	50
12	46	68	68	20	49	41	35	47	75	101	164	62
13	65	69	94	31	49	63	45	47	96	141	165	86
14	19	68	28	9	49	18	17	47	36	45	164	27
15	36	46	78	35	49	71	27	47	58	98	102	96
16	29	68	43	27	49	55	31	47	66	87	164	53
17	24	68	35	25	47	53	31	47	66	80	166	48
18	29	65	45	20	46	44	22	47	47	71	158	45
19	33	69	48	40	48	83	31	46	67	104	163	64
20	25	66	38	24	47	51	20	47	43	69	160	43
22	28	69	41	18	47	38	21	47	45	67	163	41
24	34	69	49	15	47	32	20	47	43	69	163	42

* N = Number of participants who responded to this item to which the coach also responded.

19 on form A and items 3, 13, and 15 on form B. Division I players were in a high level of agreement (75%) with their coaches on form A items 3, 11, 13, and 19 as well as form B items 3, 11, 13 and 15. Division II players agreed highly with their coaches on form A items 3, 4, 13, 15, and 19 as well as form B items 3, 5, and 19. Division III players demonstrated at least a 75% level of agreement with their coaches on form A items 3, 5, 6, 12, 13, and 17 and form B items 3, 5, 6, 12, and 13. Item 3, which elicited a high level of agreement (75% or higher) between players and coaches across all divisions was related to upholding the rules of the game. The response upon which they agreed was (c) "play by the spirit as well as the letter of the rules of the game." Item 13, which also reflected a high degree of agreement between players and coaches across all divisions except Division II form B, addresses disciplinary action taken as the result of missing practices. The response chosen most frequently was (a) "bench the player next game according to the established policy." Items 5, 6, 15, 17, and 19 concerned disciplinary action. Item 4 dealt with team rules and item 12 involved leadership opportunities.

As a group, Division III players demonstrated more instances (items 3, 5, 6, 12, and 13 on both forms A and B) of high item agreement with coaches than was true for the other

divisions. They also seemed to be less affected by the intensity of the situations than did players and coaches from other divisions.

It should be noted that item 11, which deals with expenses covered by athletic scholarships, elicited high agreement among Division I subjects but very low agreement among Division II and III subjects. The form A or lower intensity version of item 22 produced low levels of agreement between players and their coaches in all divisions. This item deals with criteria used for team selection. Low levels of agreement between coaches and their players were apparent in items 9 and 14 on form A and form B. Item 9 addresses the issue of personality conflicts and resulting disciplinary action. Item 14 involves emphasis upon winning reflected by scheduling procedures.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study investigated the attitudes of coaches and players toward decisions made and actions taken by coaches during the conduct of intercollegiate basketball programs. A basketball situation-response scale was developed for coaches, then modified for players, to determine whether there were differences among Division I, II, and III coaches and players; and if so, in what categories those differences appeared. The coaches' scale focused upon coaches' responses to typical intercollegiate basketball situations. The players' scale which included identical problems, focused upon players' opinions as to how their coach should react to each set of circumstances. Further, the investigation sought to determine whether or not variations in the intensity of the competitive setting would elicit different responses from coaches and players. Form A consisted of moderately intense situations while form B was comprised of more highly intense situations. Data were statistically analysed to reveal whether or not the HBS-R scales were valid and reliable attitude assessment instruments.

During the instrument development phase of the study, five judges analyzed 62 situation-response items related to competitive intercollegiate basketball settings.

On the basis of the judges' evaluation, 22 items were selected for inclusion in the study. Eight filler items were added to produce a 30-item scale.

Factor analyses indicated that variations in intensity of competitive situations elicited different factor patterns, suggesting that both coaches and players responded differently when the intensity of the situation increased.

Three item discrimination techniques (Spearman rank difference correlations, item analysis, and discriminant function analysis) yielded inconsistent results with only two items (8, 11) meeting all criteria in both forms A and B for coaches and players. However, the discriminant analysis technique, the most sophisticated of the procedures, produced a 10-item scale for coaches and an 18-item scale for players which could be utilized for further study.

Several procedures were followed to insure the content validity of the HBS-R scales. First, the writer determined that the items were representative of the stated universe of behaviors. Secondly, judges agreed that the items were appropriate. Thirdly, a jury of five experts critically evaluated each item as essential, appropriate or inappropriate with regard to its sampling adequacy. Only one of the 62 original items failed to be rated essential or appropriate by at least three of the five judges, which was the stated criterion for item retention. No attempt was made to demonstrate concurrent validity since there were no adequately valid criterion measures available.

Participants in the study were head coaches from 71 different institutions and 175 female student-athletes, participants in seven Division I, seven division II, and eight Division III intercollegiate basketball programs in the five-state, Region II segment of the Association for Intercollegiate Athletics for Women. Each subject completed forms A and B of the 30-item HBS-R scale during the spring of 1980. Coaches self-administered their scales, then 22 of those subjects administered the player scale to their team members.

The analysis of variance technique was used to assess the reliability of the HBS-R scales. This technique produced a .46 reliability coefficient for form A of the coaches' scale which is low, but probably not unusual for the first administration of a situation-response scale. The reliability coefficients produced by an analysis of the remaining forms were very low. However, estimates of internal consistency or item homogeneity also measured by analysis of variance produced high reliability coefficients: .95 and .97 respectively for forms A and B of the coaches' scale; .98 and .98 respectively for form A and B of the player's scale.

The one-way analysis of variance technique was used to compare the Division I, II, and III coaches' responses as measured by the HBS-R scale. No differences were noted among the three groups of coaches. However, when data from the player groups were analyzed, post hoc tests revealed

that there were significant differences between Division I and III players on form A and Division I and II players on form B.

Various discrepancy score techniques were used to reveal differences, if any, between coaches' and players' responses to the HBS-R scales. The t test was used to determine if there were differences between how a coach indicated he or she would react to stated situations and how players believe their coaches should react to those situations. No differences between groups were noted. Absolute value discrepancy scores were computed between coaches' and respective players' responses to each item. Mean inventory discrepancy scores were compared to determine whether there were differences between each coach's responses and those of the players on the team. Narrow ranges of averaged team discrepancy scores reflected homogeneity among coaches and players. Despite the fact that this analysis did not permit generalization to the population of subjects it appears that an analysis of this type would be useful in identifying individual players whose attitudes vary greatly from those of the coach or coaches whose opinions vary greatly from those of the team members.

The item-by-item percentage of agreement between coaches and their respective players was determined by analyzing instances of zero item discrepancy scores. As a group, Division III players demonstrated more instances of high

agreement with coaches than was true of players in the other divisions. Division III players also seemed to be less affected by the intensity of the situation than did those from other divisions. High agreement between players and coaches appeared for individual items which dealt with upholding rules of the game, team rules, leadership opportunities, and several items related to disciplinary actions. One item, related to athletic scholarships, elicited high agreement among Division I players but low levels of agreement among Division II and III players. Items which produced low levels of agreement involved team selection, disciplinary actions related to personality conflicts, and emphasis upon winning.

Conclusions

Based upon the analyses conducted and within the limitations of this study, the following conclusions are justified:

1. The HBS-R scales possess adequate content validity.
2. The HBS-R scales produced high item homogeneity or internal consistency reliability coefficients, but low reliability coefficients related to individual variance.
3. Division I, II, and III coaches responded similarly on both forms A and B of the HBS-R scale.
4. Division I and II players as well as Division II and III players responded similarly to items on form A while significant differences were noted

- between Division I and III players on the same form.
5. Division I and III players as well as Division II and III players responded similarly on form B of the HBS-R scale while Division I and II players demonstrated significant differences in their responses to items on form B.
 6. No significant differences were identified between each coach's responses and those of his or her team.
 7. Division III players demonstrated more instances of high levels of agreement with their respective coaches on items than did players in the other divisions.
 8. Discrepancies between players and coaches tended to occur in the following categories:
 - a. team selection
 - b. disciplinary actions related to personality conflicts
 - c. emphasis upon winning
 - d. athletic scholarships (Divisions II and III)
 9. The coaches and players in this study tended to respond differently to situations when the intensity of the competitive setting was increased.

Recommendations

On the basis of the results of this study the following recommendations are made:

1. Repeat the scale construction phase of the study using a more homogeneous group of judges.

2. Personally administer the inventory to judges as a group.
3. Repeat the inventory administration phase of the study utilizing a revised scale consisting of the 21 items identified by the discriminant function analysis (form B, HBS-R, PF).
4. Administer the inventory scale to a larger number of subjects, particularly coaches.

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APPENDIX A
INFORMED CONSENT FORMS

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
SCHOOL OF HEALTH, PHYSICAL EDUCATION & RECREATION

SCHOOL REVIEW COMMITTEE

INFORMED CONSENT FORM*
FOR JUDGES

I understand that the purpose of this phase of the study/project is to construct an instrument to assess attitudes of coaches toward decisions made and actions taken during the conduct of women's intercollegiate basketball programs.

I confirm that my participation is entirely voluntary. No coercion of any kind has been used to obtain my cooperation.

I understand that I may withdraw my consent and terminate my participation at any time during the project.

I have been informed of the procedures that will be used in the project and understand what will be required of me as a subject.

I understand that all of my responses, written/oral/task, will remain completely anonymous.

I understand that a summary of the results of the project will be made available to me at the completion of the study if I so request.

I wish to give my voluntary cooperation as a participant.

_____ Date

_____ Signature

_____ Address

*Adopted from L.F. Locke and W.W. Spirduso. Proposals that Work. New York: Teachers College, Columbia University, 1976, p. 237.

Approved 3/78

_____ No, I do not wish to participate in this study

_____ Signature

Return to: Carolyn V. Hodges, 518 Winston Street, Farmville, VA. 23901

APPENDIX B
JUDGES' INSTRUCTIONS AND SURVEY

Instructions to Judges

Thank you for consenting to serve as a judge in this study. Attached is a series of situation-response items related to competitive basketball programs. The investigator will construct an attitude inventory utilizing the items which receive favorable support from the judges. As you were informed earlier, the purpose of this phase of the investigation is to assess attitudes of coaches of women's intercollegiate basketball teams toward decisions made and actions taken by basketball coaches.

Directions

1. Read each situation carefully.
2. Read the responses which describe five courses of action a coach might take in the given situation.
3. Analyze each response in terms of its appropriateness in women's intercollegiate basketball settings.
4. On the basis of your analysis, rank the five responses on a 5-4-3-2-1 scale, assigning the values of:
 - 5 points to the most acceptable behavior,
 - 4 points to the second most acceptable behavior,
 - 3 points to the third most acceptable behavior,
 - 2 points to the fourth most acceptable behavior, or
 - 1 point to the least acceptable behavior.

For example,

- A 1. The point guard and high scorer on the team is usually late to practice. In the last game she scored five points. How would you handle this situation? I would
- 1 a. refuse to let the athlete play in the next game.
 - 4 b. plan special shooting practices for the player.
 - 5 c. talk to the player about her attitude toward practice.
 - 2 d. give more attention to the second string point guard.
 - 3 e. have the team captain talk to the player about her attitude.
 - _____ f. _____

Note A: If you rate the responses as shown in the example, it indicates that among the stated alternatives, you believe c is the most appropriate behavior; b is the second most acceptable behavior; e is the third most acceptable behavior; d is the fourth most acceptable behavior; and a is the least acceptable behavior a coach could display under the circumstances described.

Note B: If you feel it is impossible to rate the responses on a 5-4-3-2-1 basis, you may assign a duplicate value to those which seem equally appropriate or inappropriate. That is, two responses could be given a value of 3 points, one given 5 points, and the other choice assigned 1 point.

Note C: Caution. There is a natural tendency for judges to rank responses as they think they might react in the situation. To circumvent this tendency, try to remove yourself from the situation as much as possible. i.e. Be as objective as possible. Rank responses in terms of behaviors that you feel are currently acceptable in women's intercollegiate programs.

5. After ranking the typed responses, please add any additional responses you might have for coaches' reactions to the stated situation. Line "f" is provided for this purpose. See example. Information thus gathered will be valuable in future revisions of the scale.

6. After ranking responses, please evaluate the item in its totality. Using the following descriptors, rate each item in view of its contribution to this attitude inventory:

E--Essential; therefore should be included in the scale.

A--Appropriate; therefore should be retained.

I--Inappropriate; therefore should be omitted.

Place the letter E, A, or I in the space provided to the left of each number. Assess each item in this manner. These evaluations will be used to determine whether or not an item will be retained in the scale.

Summary of Instructions

First, rank printed responses on the basis of appropriateness (5-4-3-2-1).

Second, suggest other ideas for responses (line f).

Third, evaluate the worth (value) of the item in the attitude inventory (E,A,I).

Hodges' Coaches Situation-Response Survey
Form A

- ___ 1. A player continually yells derogatory comments to teammates during games. The team is disturbed by the player's actions. How would you handle this situation? I would
- ___ a. remove the player from the team immediately.
 - ___ b. discuss sources of team dissension without mentioning the player's name.
 - ___ c. talk to the player individually; tell her that the next such incident will result in dismissal from the team.
 - ___ d. direct the team captain to discourage such actions.
 - ___ e. bench the player each time she yells.
 - ___ f. _____
- ___ 2. You observe a high school basketball game, and are very impressed by the play of one of the seniors. It is early in the recruiting season. What action should you should be allowed to take? I should be allowed to
- ___ a. contact the coach and inform him/her about our basketball program.
 - ___ b. offer a scholarship to the player that same day.
 - ___ c. make a phone call the next day to offer the player a scholarship.
 - ___ d. tell the player about the academic and athletic opportunities available at our school.
 - ___ e. invite the player to sign a scholarship contract "on-the-spot".
 - ___ f. _____
- ___ 3. Your team is expected to have a "break-even" season. How would you select the captain? I would
- ___ a. have the team elect a game captain prior to each game.
 - ___ b. allow the team to decide whether they want team captain(s) or game captain(s).
 - ___ c. specify that the players elect a team captain prior to the first game.
 - ___ d. appoint a team captain.
 - ___ e. designate a different captain for each game.
 - ___ f. _____
- ___ 4. One of the second string players frequently phones you at home and "hangs around" your office. How would you respond to this player's actions? I would
- ___ a. encourage the player by establishing a friendly relationship.
 - ___ b. discuss the matter privately with the player to discourage such activity.
 - ___ c. ignore the player's actions as much as possible.
 - ___ d. tell the player to stop calling me at home and stop coming to my office.
 - ___ e. tell the team that I do not want players to call me at home or "hang around" my office.
 - ___ f. _____
- ___ 5. You are in the process of selecting the junior varsity basketball squad. Upon what criteria would you base your selections? I would select members of the team on the basis of
- ___ a. demonstrated skill and upperclass standing (junior or senior).
 - ___ b. demonstrated skill and potential skill.
 - ___ c. potential skill and underclass standing.
 - ___ d. demonstrated skill and competitive drive.
 - ___ e. potential skill and competitive drive.
 - ___ f. _____
- ___ 6. One of your players reports to you that a teammate who is usually the last substitute, is using drugs. What would you do about the situation? I would
- ___ a. report the possibility of drug usage to college authorities.
 - ___ b. call the student into my office for a conference.
 - ___ c. do nothing until I witness drug usage.
 - ___ d. dismiss the player from the team immediately.
 - ___ e. refer the student to the college counseling service.
 - ___ f. _____

7. Several coaches are upset about the rough play exhibited by the lowest ranked team in your conference. How would you as an opposing coach deal with the situation? I would
- a. express concern to the coach involved and encourage a change in behavior.
 - b. recommend to the president of the conference that the team be placed on probation.
 - c. encourage athletic directors to contact the institution's athletic director and express their concern for the welfare of the athletes.
 - d. plan to play extremely aggressively against this opponent.
 - e. schedule a practice against male students so that the players can become accustomed to rough play.
 - f. _____
8. Your team is playing a conference game. The officials are not calling lane violations to your satisfaction. How would you react to this situation if it is the middle of the first half and your team is four points behind? I would
- a. call out the violation from the bench.
 - b. talk to the officials at the end of the half.
 - c. immediately call a time out to discuss the oversight with the officials.
 - d. instruct the players to call out the violation each time it occurs.
 - e. instruct the captains to ask the officials to watch more carefully for lane violations.
 - f. _____
9. Your team is playing a conference game. The score is tied with two minutes remaining in the game. Your top scorer curses an opponent. What would you do even though the official did not penalize the player? I would
- a. discuss the unsportsmanlike behavior with the player after the game.
 - b. tell the players on the bench that this type of behavior is unacceptable.
 - c. immediately remove the player from the game because of her unsportsmanlike behavior.
 - d. call a time-out; admonish the player for her behavior, but allow her to continue playing.
 - e. warn the player after the game that she will be dismissed from the team the next time she curses during competition.
 - f. _____
10. Your team posted a losing season and finished last in the division. What process would you use to evaluate your coaching effectiveness? I would
- a. accept the win-loss record as the best measure of coaching effectiveness.
 - b. solicit suggestions and criticisms from team members during a team meeting.
 - c. solicit suggestions and criticisms from team members during individual conferences.
 - d. ask each team member to submit an unsigned written evaluation.
 - e. ask only the team captains to evaluate my performance.
 - f. _____
11. You are the coach of one of the weakest teams in the division. To what degree would you expect your players to uphold the rules of the game? I would expect them to
- a. follow the rules only when the official is looking.
 - b. adhere strictly to written rules.
 - c. play by the spirit as well as the letter of the rules.
 - d. intimidate opponents whenever possible by using illegal tactics.
 - e. deny having committed a violation of the rules.
 - f. _____
12. As the coach of a team which is unlikely to qualify for the state championship, what philosophy toward winning and losing would you express to your players at the beginning of the season. I would state that
- a. winning is not as important as putting forth maximum effort.
 - b. "winning isn't everything, it is the only thing."
 - c. winning is not important, but trying to win is.
 - d. it is possible for us to win each game.
 - e. we will win if we play our best.
 - f. _____

- ___ 13. You are the coach of a poorly skilled team. What attendance regulations would you enforce for practices? I would
- ___ a. require attendance...no exceptions.
 - ___ b. require attendance unless the player has class or is sick.
 - ___ c. require attendance unless the player has class, is sick, or has social obligations.
 - ___ d. require attendance unless the player has class, is sick, or needs to finish her homework.
 - ___ e. allow two absences per week regardless of the reasons.
 - ___ f. _____
- ___ 14. You are the coach of the lowest ranked team in the conference. What would be your policy regarding playing on the school team and on an outside team at the same time? I would allow players to play
- ___ a. for both teams as long as the competitive seasons do not overlap.
 - ___ b. for both teams regardless of overlapping schedules.
 - ___ c. for the outside team once the school team's season has been completed.
 - ___ d. for only one team.
 - ___ e. for the school team but only practice with the outside team.
 - ___ f. _____
- ___ 15. R.J. is a substitute on your team. Unfortunately she becomes angry and gives up easily when she does not play well. How would you handle this player? I would
- ___ a. ask the captain to talk to R.J. about her problem.
 - ___ b. discuss with R.J. ways she might control her temper and improve her play.
 - ___ c. hold individual practice sessions with R.J. to help her improve her confidence and patience.
 - ___ d. tease R.J. about her inability to control her temper.
 - ___ e. remove R.J. from the game each time she reacts in this manner.
 - ___ f. _____
- ___ 16. It is early in the first half of a mid-season conference game. In an attempt to avoid losing the ball to the opponents, a player on your team throws the ball into the legs of an opponent causing the ball to go out-of-bounds off the opponent. This action is not prohibited by the rules. What action, if any, would you take? I would
- ___ a. take no action. It is legal, therefore I would not consider it poor sportsmanship.
 - ___ b. praise the player for saving the ball.
 - ___ c. emphasize that such action is contrary to the spirit of the rules.
 - ___ d. encourage other players to become aware of opportunities to use this strategy.
 - ___ e. remove the player from the game for unsportsmanlike behavior.
 - ___ f. _____
- ___ 17. During the first ten minutes of a non-conference game, the star player of your team screams and kicks at the floor after missing a shot. What would you do? I would
- ___ a. encourage such behavior because of the spectator interest it creates.
 - ___ b. call a time-out and admonish her for her lack of self-control.
 - ___ c. remove the player from the game for the remainder of the contest.
 - ___ d. remove the player from the game until she regains her composure.
 - ___ e. warn the player that such actions will not be tolerated in the future.
 - ___ f. _____
- ___ 18. The playmaker of your team complains of a sore throat and fever fifteen minutes prior to a mid-season non-conference game. She wants to compete very badly despite her illness. What would you do? I would
- ___ a. allow her to compete as usual since she is so anxious to play.
 - ___ b. encourage her to compete since our success is dependent upon her leadership.
 - ___ c. allow her to compete if the athletic trainer approves.
 - ___ d. allow her to compete but only for a few minutes at a time.
 - ___ e. refuse to allow her to compete as long as she displayed those symptoms.
 - ___ f. _____

- ___ 19. Your team consists primarily of freshmen and sophomores. Several players complain to you about your conduct during practice. They feel that you are too critical, belittle them in the presence of their peers, and rarely praise them. How would you respond to their complaints? I would
- ___ a. tell them to "get out" if they cannot take the pressure.
 - ___ b. remind them that I am the coach and that I will conduct the practices as I wish.
 - ___ c. listen to their complaints; apologize for my actions; and ask for their suggestions for improvement.
 - ___ d. defend my actions; explain that I use this technique to prepare them for the pressures of competition.
 - ___ e. listen to their concerns; indicate the reasons for my behavior; and discuss possible alternatives with them.
 - ___ f. _____
- ___ 20. Your team has lost its first 12 games. You have an un-resolvable personality conflict with a scholarship player on your team. What action would you take? I would
- ___ a. immediately dismiss the player from the team, continue the scholarship.
 - ___ b. immediately dismiss the player from the team, discontinue the scholarship.
 - ___ c. deny renewal of the scholarship for the next year.
 - ___ d. reduce the amount of the scholarship for the next year.
 - ___ e. fine the player \$50 for each incident.
 - ___ f. _____
- ___ 21. You expect to finish among the last three teams in your division. One of your scholarship players goes on academic probation at the end of first semester. How would you handle the situation? I would
- ___ a. immediately dismiss her from the team but continue her scholarship.
 - ___ b. immediately dismiss her from the team and discontinue the scholarship.
 - ___ c. deny renewal of the scholarship for the next year.
 - ___ d. reduce the amount of the scholarship for the next year.
 - ___ e. fine the player \$200 for breach of contract.
 - ___ f. _____
- ___ 22. Near the beginning of the season you discover that one of your scholarship players demonstrated complete disregard for team rules by becoming intoxicated at a party. How would you like to handle the situation? I would
- ___ a. immediately dismiss the player from the team, but continue the scholarship.
 - ___ b. immediately dismiss the player and discontinue the scholarship.
 - ___ c. allow her to play, but deny renewal of the scholarship for the next year.
 - ___ d. allow her to play, but reduce by one-half the amount of next year's scholarship.
 - ___ e. reprimand the player for her behavior but allow her to continue playing and receiving the scholarship.
 - ___ f. _____
- ___ 23. This year your team finished seventh out of eight teams in your division. Your institution has decided to initiate a scholarship program next year. How would you recommend that the grants be awarded? I would recommend that they be awarded on the basis of
- ___ a. financial need, interscholastic athletic performance.
 - ___ b. financial need, interscholastic athletic performance and academic average.
 - ___ c. interscholastic athletic and academic performance.
 - ___ d. interscholastic athletic performance.
 - ___ e. intercollegiate athletic performance after one year of play at our school.
 - ___ f. _____

24. Your team had a break-even record. Your institution plans to initiate a scholarship program. Who would you recommend be involved in the final selection of recipients. I would recommend that
- a. the coach, only be involved.
 - b. the athletic director act upon the coach's recommendation.
 - c. the athletic director present recommendations to the president for approval.
 - d. the athletic director present recommendations to the institution's athletic committee.
 - e. the coach present recommendations to the institution's athletic committee.
 - f. _____
25. You are expected to finish fifth in your conference. When scheduling outside your conference, with what type of opponents would you prefer to compete? I would prefer to schedule
- a. weaker opponents in order to improve the win-loss record.
 - b. opponents of similar ability so we would have a 50-50 chance of winning.
 - c. stronger opponents so we would be challenged to play better.
 - d. weaker opponents so that our players could set scoring records.
 - e. a mixture of stronger and weaker opponents to provide challenging as well as winning opportunities.
 - f. _____
26. You have just experienced a losing season. Your administration has just approved a scholarship program for next year. What would you prefer that the athletic scholarship include? I would prefer that it include
- a. grants ranging from \$100 to \$500.
 - b. tuition only.
 - c. tuition, room, board, and fees.
 - d. tuition, room and board.
 - e. room, board, and fees.
 - f. _____
27. Your team has a history of losing seasons. Your institution intends to intensify recruiting efforts. During recruitment activities, what campus visitation expenses would you recommend that the institution provide the prospective player. I would recommend that we pay for
- a. transportation expenses.
 - b. housing and transportation expenses.
 - c. meals and housing.
 - d. on-campus events, meals, and housing.
 - e. on-campus events, meals, housing and transportation expenses.
 - f. _____
28. Your team is expected to be an "average" ability team in your state division. What procedure would you use to cut the team after tryouts? I would
- a. personally select the team on the basis of my observations.
 - b. have the captains make the team selections.
 - c. have the players vote on who should make the team.
 - d. ask a group of coaches and teachers to observe tryouts and make the final selections.
 - e. have the players vote; but the coach would make the final decision.
 - f. _____
29. Your team is one of the best teams in your state division. During the game, how would you make players aware of plays to be used. I would
- a. call the plays from the bench.
 - b. call the plays during times-out and half-time.
 - c. direct the captain(s) to call the plays on the court.
 - d. have the captain(s) call the plays only during times-out and half-time.
 - e. direct our playmaker to call the plays on the court.
 - f. _____

- ___ 30. Your team is ranked low in your state division. To whom would you assign the responsibility of conditioning activities. I would
- ___ a. personally conduct conditioning activities.
 - ___ b. assign the responsibility of conditioning to the assistant coach.
 - ___ c. assign the responsibility of conditioning to the captain(s).
 - ___ d. assign conditioning responsibilities to a designated player.
 - ___ e. rotate conditioning responsibilities among all the players.
 - ___ f. _____
- ___ 31. A colleague tells you five minutes before practice that he just left the pizza shoppe where he saw one of your players drink several beers. Such behavior is an infraction of the training rules. It is the night before a non-conference game. What would you do? I would
- ___ a. involve the team in running drills until the player involved got sick.
 - ___ b. confront her with the report and have her run and walk laps the entire practice.
 - ___ c. send her away from practice and bench her for the next game.
 - ___ d. dismiss her from the team since she cannot follow training rules.
 - ___ e. have the team decide upon an appropriate course-of-action.
 - ___ f. _____
- ___ 32. A non-starting freshmen member of the team is constantly late for away trips. You discuss the importance of departing at the designated time with her. Fifteen minutes after the scheduled departure time for a very important conference game she still has not arrived. What would you do? I would
- ___ a. leave without her, but allow her to play if she finds a ride to the game.
 - ___ b. leave without her and refuse to play her even if she provides her own transportation.
 - ___ c. wait for her as usual; reprimand her again; but let her play.
 - ___ d. wait for her, but bench her for that game.
 - ___ e. wait for her, but have her run extra wind sprints for the next five practices.
 - ___ f. _____
- ___ 33. A non-starting senior missed practice because she had to drive a long distance to have an abortion at a clinic in a neighboring state. The next morning she explained why she missed practice. What would you do? I would
- ___ a. encourage her to seek medical advice and bench her for two weeks.
 - ___ b. refuse to discuss the matter and dismiss her from the team.
 - ___ c. refer her to the campus health center for medical care and bench her for the remainder of the season.
 - ___ d. refer her to the campus counseling service and allow her to play as soon as they agree she is able.
 - ___ e. become her personal counselor since she doesn't want anyone else to know and allow her to play as soon as she seems physically ready.
 - ___ f. _____
- ___ 34. One of the co-captains bursts into tears at halftime of a pre-season exhibition game and accuses you of being unfair because you substituted for her after she threw three bad passes which were converted to six points by the other team. What would you do? I would
- ___ a. ignore her behavior and follow substitution procedures I had originally planned for the beginning of the second half.
 - ___ b. accuse her of immature behavior and bench her for the rest of the game.
 - ___ c. explain why a substitution was needed, and re-assure her that she will play as soon as she regains her composure.
 - ___ d. start her second half and remind her that the team leader should maintain self control.
 - ___ e. criticize her behavior in the presence of team members; and tell her that if she can't take the pressure of competition, she should quit.
 - ___ f. _____

- ___ 35. The high scorer of the team misses more practices than allowed according to your policy. The last infraction occurs just prior to a mid-season, non-conference game. What would you do? I would
- ___ a. bench the player next game according to the established policy.
 - ___ b. ignore the policy since the team can't possibly win without her.
 - ___ c. bench her for the first half only since that game is such an important one.
 - ___ d. have her apologize to the team and allow the team to decide whether or not she should play.
 - ___ e. give her the option of being benched as the policy states or assuming the manager's post-season duties.
 - ___ f. _____
- ___ 36. One of the team's substitutes continues to "goof off" in practice after having been reprimanded for such actions. What would you do? I would
- ___ a. bench her for the next game.
 - ___ b. remove her from the starting line-up next game.
 - ___ c. tell her to leave practice until she can be serious about her play.
 - ___ d. have her run extra wind sprints after practice.
 - ___ e. discuss the problem with her again, stating that she will be dismissed the next time it happens.
 - ___ f. _____
- ___ 37. During the post-game team huddle the third substitute who has had a series of "off days" in games and practices, verbally attacks you for playing her only a few minutes in that 72-70 ball game. What would you do? I would
- ___ a. dismiss her from the team immediately.
 - ___ b. bench her for the next game.
 - ___ c. refuse to play her until she apologized to me in the presence of the rest of the team.
 - ___ d. explain my rationale immediately and give her the option of accepting my decisions or turning in her uniform.
 - ___ e. meet with her the next day, explain my rationale, and try to determine the reasons for her poor performance.
 - ___ f. _____
- ___ 38. The score is tied during the last twenty seconds of a non-conference game. You have instructed your captain to call a time-out as soon as the team regains possession of the ball. She obtains a defensive rebound, drives down the court and shots a ten-foot jump shot which lands out-of-bounds. The other team scores on the out-of-bounds play. How would you respond to the player's behavior? I would
- ___ a. request a time-out, severely reprimand the player and substitute for her.
 - ___ b. request a time-out; reprimand the player, but allow her to finish the game.
 - ___ c. allow play to continue thus placing the responsibility of subsequent strategy in the hands of the captain.
 - ___ d. bench the player for the next game because she ignored your instructions.
 - ___ e. have the player run five miles instead of practicing with the team the next day.
 - ___ f. _____
- ___ 39. During a Friday afternoon practice before a Saturday game, the team is rowdy and will not settle down for a serious work-out. They are undefeated. How would you respond to their behavior? I would
- ___ a. allow them to play "street ball" until they settle down.
 - ___ b. have them run wind sprints until they calm down.
 - ___ c. lose my temper and leave practice.
 - ___ d. end practice early.
 - ___ e. change the practice plan to fast moving, one-player circuit drills.
 - ___ f. _____

40. Two players have a personal argument off the court which later erupts into a conflict during a practice session early in the season. What would you do? I would
- a. escort them outside the gym and tell them not to return until they can be positive toward each other while involved in team activities.
 - b. end the practice immediately; tell the team I will not tolerate that type of behavior, and send them to the showers.
 - c. have the two players run laps until they cool off.
 - d. after practice warn the two players that future behavior of that type will result in suspension.
 - e. have the team determine an appropriate course-of-action.
 - f. _____
41. One of the three seniors on your team consistently scores twenty points per game. Other players are averaging below ten points. Because of a highly emotionalized incident which occurred in the previous game this player has lost confidence in her shot. She does not score during the first half against an arch-rival, non-conference team. She has been substituted twice for brief periods of time so that you could talk to her and try to boost her confidence. She is rebounding and passing fairly well. What decision would you make about playing her during the second half? I would
- a. play her as usual since she needs to have the opportunity to overcome her problem while playing a game.
 - b. substitute for her and let the younger players gain game experience.
 - c. play her a few minutes at a time in the second half.
 - d. play her and have her call the offensive plays in order to take her mind off herself.
 - e. substitute for her and tell her she will not play again until she can play with greater confidence.
 - f. _____
42. There is sufficient dormitory space on your campus. Your administration is considering providing special dorms for athletes. What recommendations and rationale would you present? I would recommend
- a. normal housing so that athletes will not be given special privileges.
 - b. separate housing so that vacation housing problems will be resolved.
 - c. separate housing so that special meals and academic tutoring procedures will be simplified.
 - d. normal housing so that athletes may share the advantage of meeting different types of people.
 - e. separate housing so that athletes will be guaranteed on-campus housing.
 - f. _____
43. A recruited, above average basketball player, a physical education major, is also an excellent volleyball player. There is a four-week overlap of the volleyball season with basketball tryouts and pre-season practice. What would you allow the player to do? I would
- a. allow her to play both sports because of the educational value and additional athletic opportunities it would provide.
 - b. allow her to play volleyball until basketball tryouts, after which time she must devote her entire time to basketball.
 - c. allow her to play both sports with volleyball responsibilities taking top priority since that is the sport involved in its competitive season.
 - d. allow her to play both sports with basketball practice responsibilities taking top priority since she was recruited for basketball.
 - e. refuse to allow her to play volleyball; since she was recruited for basketball, her entire athletic energies should be directed to that sport.
 - f. _____

- ___ 44. You have an opportunity to initiate an early season invitational tip-off tournament bearing your institution's name. Winners of the tournament will receive a small trophy. What type of teams would you invite? I would invite
- ___ a. weaker teams so that we could win the tournament and secure increased visibility.
 - ___ b. teams which would draw a big crowd regardless of their strength to insure a big gate.
 - ___ c. two stronger teams and one weaker team to increase spectator interest.
 - ___ d. teams within the conference so that it would be used as an early season preview for the opposition.
 - ___ e. stronger out-of-state opponents so that we could be challenged by the play of non-conference opponents.
 - ___ f. _____
- ___ 45. You are hosting an invitational tournament including teams which have traditionally participated in the tournament. This is your third year of coaching. Two teams are rated stronger than your team. One team is weaker.
- Team A - strongest team
 - Team B - second strongest team
 - Team C - third strongest (your team)
 - Team D - weakest team
- How would you arrange the tournament structure for the first round? I would
- ___ a. schedule A vs. B and C vs. D so that we would at least be assured of playing in the final game.
 - ___ b. schedule A vs. D and B vs. C so that we would be using widely accepted seeding procedures.
 - ___ c. draw for the first round pairings, thereby eliminating personal bias.
 - ___ d. A vs. C and B vs. D and attempt an early upset which would bring us tremendous publicity.
 - ___ e. schedule on the basis of last year's tournament results.
 - ___ f. _____
- ___ 46. In the closing moments of an early-season game, the coach calls a time-out and instructs the team to use a specific play. When the team returns to the floor the team's high scorer tells the team to use another play. When the play resumes the team executes the play called by the athlete. What would you do? I would
- ___ a. suspend the player for the remainder of the season.
 - ___ b. bench the player for two games.
 - ___ c. warn the player involved that if it happens again, she will be permanently suspended.
 - ___ d. warn all five players involved that if it happens again they will be dismissed from the team.
 - ___ e. warn the entire squad that if it happens again, any players involved will be benched for the next two games.
 - ___ f. _____
- ___ 47. During a close non-conference game, the best player on your team threatens an opponent with physical violence. The referees are involved in administering another foul. What would you do? I would
- ___ a. send in a substitute and bench the player for the remainder of the game.
 - ___ b. send the player to the dressing room accompanied by the assistant coach or other team personnel.
 - ___ c. dismiss the player from the team.
 - ___ d. praise the player for intimidating her opponent.
 - ___ e. pretend that I didn't see it happen, since the officials did not see it.
 - ___ f. _____

- ___ 48. College Calendar: Orientation - Wednesday, August 22-26
 Classes start - Wednesday, August 29
 Fall Break - Saturday, October 6
 Thanksgiving Break - Thursday, Nov. 22 - Sunday, Nov. 25
 First game - Saturday, November 17

When would you schedule tryouts if you had a large number of returning players and you were operating under the schedule specified above? I would schedule tryouts

- ___ a. Sept. 29 - Oct. 4 so that the team could be selected before Fall Break, leaving six weeks of practice before the first game.
- ___ b. Aug. 22-26 so that players who do not make the team would have the option of playing a fall sport.
- ___ c. Oct. 15-19 in order to be consistent with regulations affecting men's competition
- ___ d. Oct. 22-26 so that the selected team would have three weeks of practice before the first game.
- ___ e. Sept. 17-21 so that the selected team could practice two weeks before and six weeks after Fall Break.
- ___ f. _____
- ___ 49. You are the lowest ranked team in your conference. You notice there is a lot of team friction, seemingly caused by a few players. How would you handle this situation. I would
- ___ a. have a series of team meetings to discuss problems and find solutions.
- ___ b. meet with each team member individually in an attempt to identify the problem.
- ___ c. let the captains meet with the team to discuss ways to improve team cohesiveness.
- ___ d. meet with those identified as troublemakers and tell them to stop creating conflicts.
- ___ e. ignore the situation and allow the players to resolve their differences.
- ___ f. _____

- ___ 50. You notice that the team seems to be divided into two groups. You are playing a mid-season, non-conference game. Your traveling arrangements involve the use of two vans. How would you determine who rides in each van? I would
- ___ a. allow the players to choose the van they prefer.
- ___ b. assign seats in such a manner that one half of each group would be in each van.
- ___ c. have players draw for the van in which they would ride.
- ___ d. alphabetize the roster, assign the first half of the alphabetized group to one van and the other half to the other van.
- ___ e. assign the people who like to study to one van and those who wish to listen to music to the other van.
- ___ f. _____

- ___ 51. The team's best player fouls out with over seven minutes left in a non-conference game. Your team's ahead by five points. Who would you substitute? I would substitute
- ___ a. the second highest scorer who is on the bench because she lost her temper on the court and earned a technical foul.
- ___ b. the third highest scorer who sprained her ankle but who has been taped and released for play by the trainer.
- ___ c. a freshman who has played well in practices but who has not performed well in previous games.
- ___ d. a senior who has been very inconsistent in scoring and overall play in previous games this season.
- ___ e. a tall freshman who doesn't shoot well, but is a good rebounder and defensive player.
- ___ f. _____

52. During an early-season game five seniors who are reportedly upset with your substitution procedures leave the bench and walk out of the gym. This action leaves a total of 7 players on the team. What immediate action would you take? I would
- a. continue the game as if nothing had happened.
 - b. leave the floor captain in charge and go after the players who left.
 - c. call a time-out in order to explain what had happened to the remaining players.
 - d. call a series of times-out so that an assistant would have time to bring the five players back.
 - e. call a time-out and have the entire team leave the court, thus defaulting the game.
 - f. _____
53. During an early-season game five seniors who are reportedly upset with your substitution procedures leave the bench and walk out of the gym. This action leaves a total of 7 players on the team. What type of long-term action would you take? I would
- a. dismiss the players from the team.
 - b. bench the players for three games.
 - c. warn the players that subsequent behavior of that nature will result in dismissal.
 - d. have the players run extra wind sprints before and after the next five practices.
 - e. have the team decide appropriate disciplinary action to be taken.
 - f. _____
54. In the closing seconds of a tied, non-conference game a player on the bench violently disagrees with the official's call. She jumps onto the court and yells obscenities to the official. The official responds by calling a technical foul. The other team scores on the subsequent free throw. What would you do at that moment? I would
- a. send the player to the dressing room with an assistant or other team personnel.
 - b. ignore her behavior until the end of the game.
 - c. direct the player to the bench; tell her to calm down; and have her apologize to the teams and the official after the game.
 - d. tell her that she will be penalized for her behavior.
 - e. yell at the player and blame her for the loss of the game.
 - f. _____
55. In the closing seconds of a tied non-conference game, a player on the bench violently disagrees with the official's call. She jumps onto the court and yells obscenities to the official. The official responds by calling a technical foul. The other team scores on the subsequent free throws. What kind of long term action would you take? I would
- a. dismiss the player from the team.
 - b. bench the player for three games.
 - c. warn the player that subsequent behavior of that nature will result in dismissal.
 - d. have the player run extra wind sprints before and after the next five practices.
 - e. have the team decide appropriate disciplinary action to be taken.
 - f. _____
56. Prior to a non-conference game several of your players went to a party on another campus, got rowdy and damaged some college property. They were identified and had to pay for the damages. Training rules were not broken. The major effect was negative publicity for the institution and the team. What disciplinary action, if any, would you take? I would
- a. suspend the players for the remainder of the season since their behavior created a poor image for the team and institution.
 - b. make players run extra wind sprints after each practice for two weeks.
 - c. impose a strict curfew on the players.
 - d. allow them to dress-out but not play in the next game.
 - e. reprimand them but avoid additional penalties since they paid for the damages they had done.
 - f. _____

57. You are facing a rebuilding year. Following tryouts, you have rank ordered the 20 team candidates into the following categories:
- 7 very good; candidates for the starting team
 - 3 good; should see plenty of action
 - 2 fair; seniors, who averaged 3 and 4 points respectively last year
 - 2 fair; freshmen, who show potential and are very coachable
 - 1 poor; low skill level, but has positive attitude and is very enthusiastic
 - 5 poor; probably could not help the team
- You have not specified the size squad you would carry. How many players would you name to the team? I would select
- ___ a. the top ten so that everyone would get plenty of playing time.
 - ___ b. twelve; the top ten plus the two seniors for depth and experience.
 - ___ c. twelve; the top ten plus the two freshmen for depth and potential development.
 - ___ d. top fourteen for depth, experience, and potential development.
 - ___ e. top fifteen, for depth, experience, potential development, enthusiasm, and good attitude.
 - ___ f. _____
58. You are facing a rebuilding year. Your athletic director gives you the option of practicing, playing games, or resting during part or all of Thanksgiving vacation. (Wednesday, November 22 through Sunday, November 26). How would you plan to utilize these days if your next game is scheduled on Wednesday, November 29? I would schedule as follows
- ___ a. game Wednesday, rest Thursday through Saturday, double practices on Sunday (one game, no classes missed, three days of rest)
 - ___ b. vacation Wednesday through Saturday, double practices on Sunday. (rest plus four practices before next game)
 - ___ c. vacation Wednesday through Saturday, one practice on Sunday. (rest plus three practices before next game)
 - ___ d. practice Wednesday and Thursday, home invitational tournament Friday and Saturday, rest Sunday. (Two games, tournament experience, no classes missed)
 - ___ e. travel Tuesday night, play games Wednesday, Friday, and Saturday; rest Sunday. (three away games, no classes missed)
 - ___ f. _____
59. You have adequate height on your team. One of the top recruits in your state is interested in attending your institution. However, she is denied regular admission since her college board scores do not meet your institution's admission's standards. She has been accepted by other institutions. She is 6'3" and averaged 20 points and 15 rebounds per game as a high school senior. What would you do? I would
- ___ a. request that the director of admissions make an exception to regular admission so that she would be eligible to play immediately.
 - ___ b. request that the dean make an exception to regular admission so that she would be eligible to play immediately.
 - ___ c. accept her conditional admission and hope that she would be content to sit out until she became academically eligible.
 - ___ d. refuse to request special admission privileges for an athlete.
 - ___ e. encourage her to go to a junior college then transfer after her freshman year.
 - ___ f. _____
60. You are anticipating a winning season. A talented sophomore from another institution calls you prior to the start of her team's tryouts. She would like to transfer to your institution second semester since she is unhappy with her present athletic and academic situation. She would plan a three and one-half year program at your institution since she would lose credits in the transfer and change of major. She asks you if and when she would be allowed to play for your team. No financial aid is involved. Recruitment regulations are honored. How would you respond to her request? I would encourage her to
- ___ a. transfer and allow her to play immediately since the rules permit it.
 - ___ b. transfer and allow her to play immediately since it would strengthen our team.
 - ___ c. transfer, but have her sit out a semester so that she would retain three full years of eligibility.
 - ___ d. remain at her present institution so that our institution could not be accused of illegal recruitment.
 - ___ e. transfer, but use the semester to adjust academically before trying out next fall.
 - ___ f. _____

- ___ 61. At the end of first semester, one of the freshmen retains academic eligibility by only one tenth of a point. She is one of the substitutes. Both of you are concerned about her grades and the effect upon future eligibility. How would you advise the student-athlete? I would
- ___ a. encourage her to drop basketball for one semester and concentrate on her coursework.
 - ___ b. encourage her to continue playing but to budget her time more wisely and study harder.
 - ___ c. arrange special tutoring for her second semester.
 - ___ d. refer her to the institution's tutoring service.
 - ___ e. ask her adviser to place her in "easy" courses so she can improve her average.
 - ___ f. _____
- ___ 62. Your team (composed of sophomores and juniors) finished fourth in the state tournament. You have recruited several outstanding in-coming freshmen. However, you accept a higher-paying coaching position at institution X. Your new employer has reserved several spaces for players you might attract to that institution. What would you do? I would
- ___ a. encourage members of the team to find legitimate reasons to transfer to institution X.
 - ___ b. encourage the incoming freshmen recruits to apply to institution X.
 - ___ c. encourage team members and recruits to remain at their institution in order to develop a winning tradition there.
 - ___ d. refuse to allow any of the players, or recruits to play at institution X if they do transfer.
 - ___ e. aggressively recruit unsigned athletes to supplement the personnel at institution X.
 - ___ f. _____

Hodges' Basketball Situation-Response Survey--Coach Form

Form B

Additional Directions for Judges

As you begin Form B you will notice that the scale contains items which are similar to those in Form A. However, each situation involves a different competitive setting from its counterpart in the first section. Consider each item as it is stated. Please do not look back to see how you evaluated previous situations.

- ____ 1. A player continues to yell derogatory comments to teammates during games despite numerous individual and team discussions. The team is disturbed by the player's actions. How would you handle this situation? I would
- ____ a. remove the player from the team immediately.
 - ____ b. discuss sources of dissension with the team once again.
 - ____ c. talk to the player individually; tell her that the next such incident will result in dismissal from the team.
 - ____ d. direct the team captain to discourage such actions.
 - ____ e. bench the player each time she yells.
 - ____ f. _____
- ____ 2. You observe the regional summer league championship game, and are very impressed by the play of a recent high school graduate who has not signed an athletic scholarship contract. It is late in the recruiting season. What action should you be allowed to take? I should be allowed to
- ____ a. contact the coach and inform him/her about our basketball program.
 - ____ b. offer the player a scholarship that same day.
 - ____ c. make a phone call the next day to offer the player a scholarship.
 - ____ d. tell the player about the academic and athletic opportunities available at our school.
 - ____ e. invite the player to sign a scholarship contract "on-the-spot".
 - ____ f. _____
- ____ 3. Your team is ranked among the top ten teams in the nation. How would you select the captain(s)? I would
- ____ a. have the team select a game captain prior to each game.
 - ____ b. allow the team to decide whether they want team captain(s) or game captain(s).
 - ____ c. specify that the players elect a team captain prior to the first game.
 - ____ d. appoint a team captain.
 - ____ e. designate a different captain for each game.
 - ____ f. _____
- ____ 4. Your "star" player frequently phones you at home and "hangs around" your office. How would you respond to this player's actions? I would
- ____ a. encourage the player by establishing a friendly relationship.
 - ____ b. discuss the matter privately with the player to discourage such activity.
 - ____ c. ignore the player's actions as much as possible.
 - ____ d. tell the player to stop calling me at home and stop coming to my office.
 - ____ e. tell the team that I do not want players to call me at home or "hang around" my office.
 - ____ f. _____

- ___ 5. You are in the process of making the selection of your varsity basketball squad. Upon what criteria would you base your selections? I would select members of the team on the basis of
- ___ a. demonstrated skill and upper class standing (junior or senior).
 - ___ b. demonstrated and potential skill.
 - ___ c. potential skill and underclass standing.
 - ___ d. demonstrated skill and competitive drive.
 - ___ e. potential skill and competitive drive.
 - ___ f. _____
- ___ 6. One of your players reports to you that the star of the team is using drugs. What would you do about the situation? I would
- ___ a. report the possibility of drug usage to college authorities.
 - ___ b. call the student into my office for a conference.
 - ___ c. do nothing until I witness drug usage.
 - ___ d. dismiss the player from the team immediately.
 - ___ e. refer the student to the college counseling service.
 - ___ f. _____
- ___ 7. Several coaches are upset about the rough play exhibited by the top-ranked team in your conference. How would you as an opposing coach deal with the situation? I would
- ___ a. express concern to the coach involved and encourage a change in behavior.
 - ___ b. recommend to the president of the conference that the team be placed on probation.
 - ___ c. encourage athletic directors to contact the institution's athletic director and express their concern for the welfare of the athletes.
 - ___ d. plan to play extremely aggressively against this opponent.
 - ___ e. schedule a practice against male students so that the players can become accustomed to rough play.
 - ___ f. _____
- ___ 8. Your team is playing a conference game. The officials are not calling lane violations to your satisfaction. How would you react to this situation if it is the last minute of the game and your team is four points behind? I would
- ___ a. call out the violation from the bench.
 - ___ b. talk to the officials at the end of the half.
 - ___ c. immediately call a time out to discuss the oversight with the officials.
 - ___ d. instruct the players to call out the violation each time it occurs.
 - ___ e. instruct the captains to ask the officials to watch more carefully for lane violations.
 - ___ f. _____
- ___ 9. Your team is playing in the state tournament finals. The score is tied with two minutes remaining in the game. Your top scorer curses an opponent. What would you do even though the official did not penalize the player? I would
- ___ a. discuss the unsportsmanlike behavior with the player after the game.
 - ___ b. tell the players on the bench that this type of behavior is unacceptable.
 - ___ c. immediately remove the player from the game because of her unsportsmanlike behavior.
 - ___ d. call a time-out; admonish the player for her behavior, but allow her to continue playing.
 - ___ e. warn the player after the game that she will be dismissed from the team the next time she curses during competition.
- ___ 10. Your team won 98% of its games and finished first in the division. What process would you use to evaluate your coaching effectiveness? I would
- ___ a. accept the win-loss record as the best measure of coaching effectiveness.
 - ___ b. solicit suggestions and criticisms from team members during a team meeting.
 - ___ c. solicit suggestions and criticisms from team members during individual conferences.
 - ___ d. ask each team member to submit an unsigned, written evaluation.
 - ___ e. ask only the team captains to evaluate my performance.
 - ___ f. _____

- ____ 11. You are the coach of the top-ranked team in the division. To what degree would you expect your players to uphold the rules of the game? I would expect them to
- ____ a. follow the rules only when the official is looking.
 - ____ b. adhere strictly to written rules.
 - ____ c. play by the spirit as well as the letter of the rules.
 - ____ d. intimidate opponents whenever possible by using illegal tactics.
 - ____ e. deny having committed a violation of the rules.
 - ____ f. _____
- ____ 12. As the coach of a team which is likely to win the state championship, what philosophy toward winning and losing would you express to your players at the beginning of the season? I would state that
- ____ a. winning is not as important as putting forth maximum effort.
 - ____ b. "winning isn't everything, it is the only thing."
 - ____ c. winning is not important, but trying to win is .
 - ____ d. it is possible for us to win each game.
 - ____ e. we will win if we play our best.
 - ____ f. _____
- ____ 13. You are the coach of a highly skilled team. What attendance regulations would you enforce for practices? I would
- ____ a. require attendance...no exceptions.
 - ____ b. require attendance unless the player has class or is sick.
 - ____ c. require attendance unless the player has class, is sick, or has social obligations.
 - ____ d. require attendance unless the player has class, is sick, or needs to finish her homework.
 - ____ e. allow two absences per week regardless of the reasons.
 - ____ f. _____
- ____ 14. You are the coach of the highest ranked team in the conference. What would be your policy regarding playing on the school team and on an outside team at the same time? I would allow players to play
- ____ a. for both teams as long as the competitive seasons do not overlap.
 - ____ b. for both teams regardless of overlapping schedules.
 - ____ c. for the outside team once the school team's season has been completed.
 - ____ d. for only one team.
 - ____ e. for the school team but only practice with the outside team.
 - ____ f. _____
- ____ 15. R.J. is a starter on your team. Unfortunately she becomes angry and gives up easily when she does not play well. How would you handle this player? I would
- ____ a. ask the captain to talk to R.J. about her problem.
 - ____ b. discuss with R.J. ways she might control her temper and improve her play.
 - ____ c. hold individual practice sessions with R.J. to help her improve her confidence and patience.
 - ____ d. tease R.J. about her inability to control her temper.
 - ____ e. remove R.J. from the game each time she reacts in this manner.
 - ____ f. _____
- ____ 16. It is the last minute of a late-season conference game which determines which team will be seeded number one in the state tournament. In an attempt to avoid losing the ball to the opponents, a player on your team throws the ball into the legs of an opponent causing the ball to go out-of-bounds off that opponent. This action is not prohibited by the rules. What action, if any, would you take? I would
- ____ a. take no action. It is legal, therefore I would not consider it poor sportsmanship.
 - ____ b. praise the player for saving the ball.
 - ____ c. emphasize that such action is contrary to the spirit of the rules.
 - ____ d. encourage other players to become aware of opportunities to use this strategy.
 - ____ e. remove the player from the game for unsportsmanlike behavior.
 - ____ f. _____

- ____ 17. During the first overtime period of a non-conference game, the star player of your team screams and kicks at the floor after missing a shot. What would you do? I would
- ____ a. encourage such behavior because of the spectator interest it creates,
 - ____ b. call a time-out and admonish her for her lack of self-control.
 - ____ c. remove the player from the game for the remainder of the contest.
 - ____ d. remove the player from the game until she regains her composure.
 - ____ e. warn the player that such actions will not be tolerated in the future.
 - ____ f. _____
- ____ 18. The playmaker of your team complains of a sore throat and fever fifteen minutes prior to the final game of the regional championship. She wants to compete despite her illness. What would you do? I would
- ____ a. allow her to compete as usual since she is so anxious to play.
 - ____ b. encourage her to compete since our success is dependent upon her leadership.
 - ____ c. allow her to compete if the athletic trainer approves.
 - ____ d. allow her to compete but only for a few minutes at a time.
 - ____ e. refuse to allow her to compete as long as she displayed those symptoms.
 - ____ f. _____
- ____ 19. Your team consists primarily of juniors and seniors. Several players complain to you about your conduct during practice. They feel that you are too critical, belittle them in the presence of their peers, and rarely praise them. How would you respond to their complaints? I would
- ____ a. tell them to "get out" if they cannot take the pressure.
 - ____ b. remind them that I am the coach and that I will conduct the practices as I wish.
 - ____ c. listen to their complaints; apologize for my actions; and ask for their suggestions for improvement.
 - ____ d. defend my actions; explain that I use this technique to prepare them for the pressures of competition.
 - ____ e. listen to their concerns; indicate the reasons for my behavior; and discuss possible alternatives with them.
 - ____ f. _____
- ____ 20. After 12 games your team is undefeated. You have an un-resolvable personality conflict with a scholarship player on your team. What action would you take? I would
- ____ a. immediately dismiss the player from the team, continue the scholarship.
 - ____ b. immediately dismiss the player from the team, discontinue the scholarship.
 - ____ c. deny renewal of the scholarship for the next year.
 - ____ d. reduce the amount of the scholarship for the next year.
 - ____ e. fine the player \$50 for each incident.
 - ____ f. _____
- ____ 21. You expect to finish among the top three teams in your division. One of your scholarship players goes on academic probation at the end of first semester. How would you handle the situation? I would
- ____ a. immediately dismiss her from the team but continue the scholarship.
 - ____ b. immediately dismiss her from the team and discontinue the scholarship.
 - ____ c. deny renewal of the scholarship for the next year.
 - ____ d. reduce the amount of the scholarship for the next year.
 - ____ e. fine the player \$200 for breach of contract.
 - ____ f. _____

- ___ 22. The day before the final game of the state tournament, you discover that one of your scholarship players demonstrated complete disregard for team rules by becoming intoxicated at a party. How would you handle the situation. I would
- ___ a. immediately dismiss the player from the team, but continue the scholarship.
 - ___ b. immediately dismiss the player and discontinue the scholarship.
 - ___ c. allow her to play, but deny renewal of the scholarship for the next year.
 - ___ d. allow her to play, but reduce by one-half the amount of next year's scholarship.
 - ___ e. reprimand the player for her behavior and allow her to continue playing and receiving scholarship.
 - ___ f. _____
- ___ 23. This year your team finished second out of eight teams in your division. Your institution has decided to initiate a scholarship program next year. How would you recommend that the grants be awarded? I would recommend that they be awarded on the basis of
- ___ a. financial need, interscholastic athletic performance.
 - ___ b. financial need, interscholastic athletic performance and academic average.
 - ___ c. interscholastic athletic and academic performance.
 - ___ d. interscholastic athletic performance.
 - ___ e. intercollegiate athletic performance after one year of play at our school.
 - ___ f. _____
- ___ 24. Your team had an excellent win-loss record. Your institution plans to initiate a scholarship program. Who would you recommend be involved in the final selection of recipients? I would recommend that
- ___ a. the coach only be involved.
 - ___ b. the athletic director act upon the coach's recommendation.
 - ___ c. the athletic director present recommendations to the president for approval.
 - ___ d. the athletic director present recommendations to the institution's athletic committee.
 - ___ e. the coach present recommendations to the institution's athletic committee.
 - ___ f. _____
- ___ 25. You are expected to finish first in your conference. When scheduling outside your conference, with what type of opponents would you prefer to compete? I would prefer to schedule
- ___ a. weaker opponents in order to improve the win-loss record.
 - ___ b. opponents of similar ability so we would have a 50-50 chance of winning.
 - ___ c. stronger opponents so we would be challenged to play better.
 - ___ d. weaker opponents so that our players could set scoring records.
 - ___ e. a mixture of stronger and weaker opponents to provide a challenge as well as winning opportunities.
 - ___ f. _____
- ___ 26. You have just finished a winning season. Your administration has just approved a scholarship program for next year. What would you prefer that the athletic scholarship include? I would prefer that it include
- ___ a. grants ranging from \$100 to \$500.
 - ___ b. tuition only.
 - ___ c. tuition, room, board, and fees.
 - ___ d. tuition, room and board.
 - ___ e. room, board and fees.
 - ___ f. _____
- ___ 27. Your team has a history of winning seasons. Your institution intends to intensify recruiting efforts. During recruitment activities what campus visitation expenses would you recommend that the institution provide the prospective player? I would recommend that we pay for allowable
- ___ a. transportation expenses.
 - ___ b. housing and transportation expenses.
 - ___ c. meals and housing.
 - ___ d. on-campus events, meals and housing.
 - ___ e. on-campus events, meals, housing, and transportation expenses.
 - ___ f. _____

- ___ 28. Your team is expected to be competitive at the regional level. What procedure would you use to cut the team after tryouts? I would
- ___ a. personally select the team on the basis of my observations.
 - ___ b. have the captains make the team selections.
 - ___ c. have the players vote on who should make the team.
 - ___ d. ask a group of coaches and teachers to observe tryouts and make the final selections.
 - ___ e. have the players vote; but the coach would make the final decisions.
 - ___ f. _____
- ___ 29. Your team is one of the best teams in the nation. During the game, how would you make players aware of plays to be used. I would
- ___ a. call the plays from the bench.
 - ___ b. call the plays during times-out and half-time.
 - ___ c. direct the captains to call the plays on the court.
 - ___ d. direct the captains to call the plays during times-out and half-times.
 - ___ e. direct our playmaker to call the plays on the court.
 - ___ f. _____
- ___ 30. Your team is ranked among the top five teams in your region. To whom would you assign the responsibility of conditioning activities? I would
- ___ a. personally conduct conditioning activities.
 - ___ b. assign the responsibility of conditioning to the assistant coach.
 - ___ c. assign the responsibility of conditioning to the captain(s).
 - ___ d. assign conditioning responsibilities to a designated player.
 - ___ e. rotate conditioning responsibilities among all the players.
 - ___ f. _____
- ___ 31. A colleague tells you five minutes before practice that he just left the pizza shoppe where he saw one of your players drink several beers. Such behavior is an infraction of the training rules. It is the night before a conference game. What would you do? I would
- ___ a. involve the team in running drills until the player involved got sick.
 - ___ b. confront her with the report and have her run and walk laps the entire practice.
 - ___ c. send her away from practice and bench her for the next game.
 - ___ d. dismiss her from the team since she cannot follow training rules.
 - ___ e. have the team decide upon an appropriate course-of-action.
 - ___ f. _____
- ___ 32. The star player of the team is constantly late for away trips. You discuss the importance of departing at the designated time with her. Fifteen minutes after the scheduled departure time for a very important conference game, she still has not arrived. What would you do? I would
- ___ a. leave without her, but allow her to play if she finds a ride to the game.
 - ___ b. leave without her and refuse to play her even if she provides her own transportation.
 - ___ c. wait for her as usual; reprimand her again; but let her play.
 - ___ d. wait for her, but bench her for that game.
 - ___ e. wait for her, but have her run extra wind sprints for the next five practices.
 - ___ f. _____
- ___ 33. The team captain missed practice because she had to drive a long distance to have an abortion at a clinic in a neighboring state. The next morning she explained why she missed practice. What would you do? I would
- ___ a. encourage her to seek medical advice and bench her for two weeks.
 - ___ b. refuse to discuss the matter and dismiss her from the team.
 - ___ c. refer her to the campus health center for medical care and bench her for the remainder of the season.
 - ___ d. refer her to the campus counseling service and allow her to play as soon as they agree she is able.
 - ___ e. become her personal counselor since she doesn't want anyone else to know and allow her to play as soon as she seems physically ready.
 - ___ f. _____

34. One of the co-captains bursts into tears at half-time of a conference game and accuses you of being unfair because you substituted for her after she threw three bad passes which were converted to six points by the other team. What would you do? I would
- a. ignore her behavior and follow substitution procedures I had originally planned for the beginning of the second half.
 - b. accuse her of immature behavior and bench her for the rest of the game.
 - c. explain why a substitution was needed, and re-assure her that she will play as soon as she regains her composure.
 - d. start her second half and remind her that the team leader should maintain self control.
 - e. criticize her behavior in the presence of team members; and tell her that if she can't take the pressure of competition, she should quit.
 - f. _____
35. The high scorer of the team misses more practices than allowed according to your policy. The last infraction occurs just prior to the first round of the state tournament. What would you do? I would
- a. bench the player next game according to the established policy.
 - b. ignore the policy since the team can't possibly win without her.
 - c. bench her for the first half only since that game is such an important one.
 - d. have her apologize to the team and allow the team to decide whether or not she should play.
 - e. give her the option of being benched as the policy states or assuming the manager's post-season duties.
 - f. _____
36. A star player of the team continues to "goof off" in practice after having been reprimanded for such actions. What would you do? I would
- a. bench her for the next game.
 - b. remove her from the starting line-up next game.
 - c. tell her to leave practice until she can be serious about her play.
 - d. have her run extra wind sprints after practice.
 - e. discuss the problem with her again, stating that she will be dismissed the next time it happens.
 - f. _____
37. During the post-game team huddle one of the starters who has had a series of "off days" in games and practices, verbally attacks you for playing her only a few minutes in that 72-70 ball game. What would you do? I would
- a. dismiss her from the team immediately.
 - b. bench her for the next game.
 - c. refuse to play her until she apologized to me in the presence of the rest of the team.
 - d. explain my rationale immediately and give her the option of accepting my decisions or turning in her uniform.
 - e. meet with her the next day, explain my rationale, and try to determine the reasons for her poor performances.
 - f. _____
38. The score is tied during the last twenty seconds of a tournament game. You have instructed your captain to call a time-out as soon as the team regains possession of the ball. She obtains a defensive rebound, drives down the court and shoots a ten-foot jump shot which lands out-of-bounds. The other team scores on the out-of-bounds play. How would you respond to the player's behavior? I would
- a. request a time-out, severely reprimand the player and substitute for her.
 - b. request a time-out; reprimand the player, but allow her to finish the game.
 - c. allow play to continue thus placing the responsibility of subsequent strategy in the hands of the captain.
 - d. bench the player for the next game because she ignored your instructions.
 - e. have the player run five miles instead of practicing with the team the next day.
 - f. _____

39. During a Friday afternoon practice before a Saturday game, the team is rowdy and will not settle down for a serious work-out. They lost the last game after having played poorly. How would you respond to their behavior? I would
- a. allow them to play "street ball" until they settle down.
 - b. have them run wind sprints until they calm down.
 - c. lose my temper and leave practice.
 - d. end practice early.
 - e. change the practice plan to fast moving, one-player circuit drills.
 - f. _____
-
40. Two players have a personal argument off the court which later erupts into a conflict during a practice session late in the season. What would you do? I would
- a. escort them outside the gym and tell them not to return until they can be positive toward each other while involved in team activities.
 - b. end the practice immediately; tell the team I will not tolerate that type of behavior; and send them to the showers.
 - c. have the two players run laps until they cool off.
 - d. after practice warn the two players that future behavior of that type will result in suspension.
 - e. have the team determine an appropriate course-of-action.
 - f. _____
-
41. One of the three seniors on your team consistently scores twenty points per game. Other players are averaging below ten points. Because of a highly emotionalized incident which occurred in the previous game this player has lost confidence in her shot. She does not score during the first half against an arch-rival, conference team. She has been substituted twice for brief periods of time so that you could talk to her and try to boost her confidence. She is rebounding and passing fairly well. What decision would you make about playing her during the second half? I would
- a. play her as usual since she needs to have the opportunity to overcome her problem while playing a game.
 - b. substitute for her and let the younger players gain game experience.
 - c. play her a few minutes at a time in the second half.
 - d. play her and have her call the offensive plays in order to take her mind off herself.
 - e. substitute for her and tell her she will not play again until she can play with greater confidence.
 - f. _____
-
42. There is a housing shortage on your campus. Your administration is considering providing special dorms for athletes. What recommendations and rationale would you present? I would recommend
- a. normal housing so that athletes will not be given special privileges.
 - b. separate housing so that vacation housing problems will be resolved.
 - c. separate housing so that special meals and academic tutoring procedures will be simplified.
 - d. normal housing so that athletes may share the advantage of meeting different types of people.
 - e. separate housing so that athletes will be guaranteed on-campus housing.
 - f. _____
-
43. Your most heavily recruited basketball player, a physical education major, is also an excellent volleyball player. There is a four-week overlap of the volleyball season with basketball tryouts and pre-season practice. What would you allow the player to do? I would
- a. allow her to play both sports because of the educational value and additional athletic opportunities it would provide.
 - b. allow her to play volleyball until basketball tryouts, after which time she must devote her entire time to basketball.
 - c. allow her to play both sports with volleyball responsibilities taking top priority since that is the sport involved in its competitive season.
 - d. allow her to play both sports with basketball practice responsibilities taking top priority since she was recruited for basketball.
 - e. refuse to allow her to play volleyball; since she was recruited for basketball, her entire athletic energies should be directed to that sport.
 - f. _____

44. You have an opportunity to initiate an early season invitational tip-off tournament bearing your institution's name. Winners of the tournament will receive a team trophy and tournament jackets for each team member. What type of teams would you invite? I would invite
- a. weaker teams so that we could win the tournament and secure increased visibility.
 - b. teams which would draw a big crowd regardless of their strength to insure a big gate.
 - c. two stronger teams and one weaker team to increase spectator interest.
 - d. teams within the conference so that it could be used as an early season preview of the opposition.
 - e. stronger out-of-state opponents so that we could be challenged by the play of non-conference opponents.
 - f. _____
45. You are hosting an invitational tournament including teams which have traditionally participated in the tournament. This is your last year of coaching. Two teams are rated stronger than your team. One team is weaker.
- a. Team A - strongest team
Team B - second strongest team
Team C - third strongest (your team)
Team D - weakest team
- How would you arrange the tournament structure for the first round? I would
- a. schedule A vs. B and C vs. D so that we would at least be assured of playing in the final game in order to increase local interest.
 - b. schedule A vs. D and B vs. C so that we would be using widely accepted seeding procedures.
 - c. draw for the first round pairings, thereby eliminating personal bias.
 - d. A vs. C and B vs. D and attempt an early upset which would bring us tremendous publicity
 - e. schedule on the basis of last year's tournament results.
 - f. _____
46. In the closing moments of an invitational tournament game, the coach calls a time-out and instructs the team to use a specific play. When the team returns to the floor the team's high scorer tells the team to use another play. When the play resumes the team executes the play called by the athlete. What would you do? I would
- a. suspend the player for the remainder of the season.
 - b. bench the player for two games.
 - c. warn the player involved that if it happens again, she will be permanently suspended.
 - d. warn all five players involved that if it happens again they will be dismissed from the team.
 - e. warn the entire squad that if it happens again, any players involved will be benched for the next two games.
 - f. _____
47. During a close conference game, the best player on your team threatens an opponent with physical violence. The referees are involved in administering another foul. What would you do? I would
- a. send in a substitute and bench the player for the remainder of the game.
 - b. send the player to the dressing room accompanied by the assistant coach or other team personnel.
 - c. dismiss the player from the team.
 - d. praise the player for intimidating her opponent.
 - e. pretend that I didn't see it happen, since the officials did not see it.
 - f. _____

48. College Calendar: Orientation - Wednesday, August 22-26
 Classes start - Wednesday, August 29
 Fall Break - Saturday, October 6--Sunday, October 13
 Thanksgiving Break - Thursday, November 22- Sunday, November 25
 First game - Saturday, November 17
- When would you schedule tryouts if you had only a few returning players and you were operating under the schedule specified above? I would schedule tryouts
- a. Sept. 29 - Oct. 4 so that the team could be selected before Fall break, leaving six weeks of practice before the first game.
 - b. Aug. 22-26 so that players who do not make the team would have the option of playing a Fall sport.
 - c. Oct. 15-19 in order to be consistent with regulations affecting men's competition.
 - d. Oct. 22-26 so that the selected team would have three weeks of practice before the first game.
 - e. Sept. 17-21 so that the selected team could practice two weeks before and six weeks after Fall break.
 - f. _____
49. You are a contender for the state title. You notice there is a lot of team friction, seemingly caused by a few players. How would you handle this situation. I would
- a. have a series of team meetings to discuss problems and find solutions.
 - b. meet with each team member individually in an attempt to identify the problem.
 - c. let the captains meet with the team to discuss ways to improve team cohesiveness.
 - d. meet with those identified as the troublemakers and tell them to stop creating conflicts.
 - e. ignore the situation and allow the players to resolve their differences.
 - f. _____
50. You notice that the team seems to be divided into two groups. You are playing in a tournament. Your traveling arrangements involve the use of two vans. How would you determine who rides in each van? I would
- a. allow the players to choose the van they prefer.
 - b. assign seats in such a manner that one half of each group would be in each van.
 - c. have players draw for the van in which they would ride.
 - d. alphabetize the roster, assign the first half of the alphabetized group to one van and the other half to the other van.
 - e. assign the people who like to study to one van and those who wish to listen to music to the other van.
 - f. _____
51. The team's best player fouls out with over seven minutes left in a conference game. Your team is ahead by five points. Who would you substitute? I would substitute
- a. the second highest scorer who is on the bench because she lost her temper on the court and earned a technical foul.
 - b. the third highest scorer who sprained her ankle but who has been taped and released for play by the trainer.
 - c. a freshman who has played well in practices but who has not performed well in previous games.
 - d. a senior who has been very inconsistent in scoring and overall play in previous games this season.
 - e. a tall freshman who doesn't shoot well, but is a good rebounder and defensive player.
 - f. _____

52. During a late-season game five seniors who are reportedly upset with your substitution procedures leave the bench and walk out of the gym. This action leaves a total of 7 players on the team. What immediate action would you take? I would
- a. continue the game as if nothing had happened.
 - b. leave the floor captain in charge and go after the players who left.
 - c. call a time out in order to explain what had happened to the remaining players.
 - d. call a series of times-out so that an assistant would have time to bring the five players back.
 - e. call a time-out and have the entire team leave the court, thus defaulting the game.
 - f. _____
53. During a late-season game five seniors who are reportedly upset with your substitution procedures leave the bench and walk out of the gym. This action leaves a total of 7 players on the team. What type of long-term action would you take? I would
- a. dismiss the players from the team.
 - b. bench the players for three games.
 - c. warn the players that subsequent behavior of that nature will result in dismissal.
 - d. have the players run extra wind sprints before and after the next five practices.
 - e. have the team decide appropriate disciplinary action to be taken.
 - f. _____
54. In the closing seconds of a tied, conference game, a player on the bench violently disagrees with the official's call. She jumps onto the court and yells obscenities to the official. The official responds by calling a technical foul. The other team scores on the subsequent free throws. What would you do at that moment? I would
- a. send the player to the dressing room with an assistant or other team personnel.
 - b. ignore her behavior until the end of the game.
 - c. direct the player to the bench; tell her to calm down; and have her apologize to the teams and the official after the game.
 - d. tell her that she will be penalized for her behavior.
 - e. yell at the player and blame her for the loss of the game.
 - f. _____
55. In the closing seconds of a tied conference game, a player on the bench violently disagrees with the official's call. She jumps onto the court and yells obscenities to the official. The official responds by calling a technical foul. The other team scores on the subsequent free throws. What kind of long term action would you take? I would
- a. dismiss the player from the team.
 - b. bench the player for three games.
 - c. warn the player that subsequent behavior of that nature will result in dismissal.
 - d. have the player run extra wind sprints before and after the next five practices.
 - e. have the team decide appropriate disciplinary action to be taken.
 - f. _____
56. Prior to a conference game several of your players went to a party on another campus, got rowdy and damaged some college property. They were identified and had to pay for the damages. Training rules were not broken. The major effect was negative publicity for the institution and the team. What disciplinary action, if any, would you take? I would
- a. suspend the players for the remainder of the season since their behavior created a poor image for the team and institution.
 - b. make players run extra wind sprints after each practice for two weeks.
 - c. impose a strict curfew on the players.
 - d. allow them to dress-out but not play in the next game.
 - e. reprimand them but avoid additional penalties since they paid for the damages they had done.
 - f. _____

57. Your team should be a contender for the state title. Following tryouts, you have rank ordered the 20 team candidates into the following categories:
- 7 very good; candidates for the starting team
 - 3 good; should see plenty of action
 - 2 fair; seniors, who averaged 3 and 4 points respectively last year
 - 2 fair; freshmen, who show potential and are very coachable
 - 1 poor; low skill level, but has positive attitude and is very enthusiastic
 - 5 poor; probably could not help the team
- You have not specified the size squad you would carry. How many players would you name to the team: I would select
- ___ a. the top ten so that everyone would get plenty of playing time.
 - ___ b. twelve; the top ten plus the two seniors for depth and experience.
 - ___ c. twelve; the top ten plus the two freshmen for depth and potential development.
 - ___ d. top fourteen for depth, experience, and potential development.
 - ___ e. top fifteen, for depth, experience, potential development, enthusiasm, and good attitude.
 - ___ f. _____
58. Your team should be a contender for the state title. Your athletic director gives you the option of practicing, playing games, or resting during part or all of Thanksgiving vacation (Wednesday, Nov. 22 through Sunday, Nov. 26). How would you plan to utilize these days if your next game is scheduled on Wednesday, Nov. 29? I would schedule as follows
- ___ a. game Wednesday, rest Thursday through Saturday, double practices on Sunday. (one game, no classes missed, three days of rest)
 - ___ b. vacation Wednesday through Saturday, double practices on Sunday. (rest plus four practices before next game)
 - ___ c. vacation Wednesday through Saturday, one practice on Sunday. (rest plus three practices before next game)
 - ___ d. practice Wednesday and Thursday, home invitational tournament Friday and Saturday, rest Sunday. (two games, tournament experience, no classes missed)
 - ___ e. travel Tuesday night, play games Wednesday, Friday, and Saturday; rest Sunday. (three away games, no classes missed).
 - ___ f. _____
59. You have a very short team. One of the top recruits in your state is interested in attending your institution. However, she is denied regular admission since her college board scores do not meet your institution's admission's standards. She has been accepted by other institutions. She is 6'3" and averaged 20 points and 15 rebounds per game as a high school senior. What would you do? I would
- ___ a. request that the director of admissions make an exception to regular admission so that she would be eligible to play immediately.
 - ___ b. request that the dean make an exception to regular admission so that she would be eligible to play immediately.
 - ___ c. accept her conditional admission and hope that she would be content to sit out until she becomes academically eligible.
 - ___ d. refuse to request special admission privileges for an athlete.
 - ___ e. encourage her to go to a junior college then transfer after her freshman year.
 - ___ f. _____
60. You are anticipating a losing season. A talented sophomore from another institution calls you prior to the start of her team's tryouts. She would like to transfer to your institution second semester since she is unhappy with her present athletic and academic situation. She would plan a three and one-half year program at your institution since she would lose credits in the transfer and change of major. She asks you if and when she would be allowed to play for your team. No financial aid is involved. Recruitment regulations are honored. How would you respond to her request? I would encourage her to
- ___ a. transfer and allow her to play immediately since the rules permit it.
 - ___ b. transfer and allow her to play immediately since it would strengthen our team.
 - ___ c. transfer but have her sit out a semester so that she would retain three full years of eligibility.
 - ___ d. remain at her present institution so that our institution could not be accused of illegal recruitment.
 - ___ e. transfer, but use the semester to adjust academically before trying out next Fall.
 - ___ f. _____

- ___ 61. At the end of first semester, one of the freshmen retains academic eligibility by only one tenth of a point. She is one of the starters. Both of you are concerned about her grades and the effect upon future eligibility. How would you advise the student-athlete? I would
- ___ a. encourage her to drop basketball for one semester and concentrate on her coursework.
 - ___ b. encourage her to continue playing but to budget her time more wisely and study harder.
 - ___ c. arrange special tutoring for her second semester.
 - ___ d. refer her to the institution's tutoring service.
 - ___ e. ask her adviser to place her in "easy" courses so she can improve her average.
 - ___ f. _____
- ___ 62. Your team (composed of sophomores and juniors) won the state tournament. You have recruited several outstanding in-coming freshmen. However, you accept a higher-paying coaching position at institution X. Your new employer has reserved several spaces for players you might attract to that institution. What would you do? I would
- ___ a. encourage members of the team to find legitimate reasons to transfer to institution X.
 - ___ b. encourage the in-coming freshmen recruits to apply to institution X.
 - ___ c. encourage team members and recruits to remain at their institution in order to develop a winning tradition there.
 - ___ d. refuse to allow any of the players, or recruits to play at institution X if they do transfer.
 - ___ e. aggressively recruit unsigned athletes to supplement the personnel at institution X.
 - ___ f. _____

APPENDIX C
JUDGES' RESPONSES

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
01		A	A	E	E	E		04		E	A	A	I	A	
	a	1	1	1	3	1			a	2	2	1	3	2	
	b	4	3	5	2	2			b	5	5	1	5	5	
	c	5	5	4	5	5			c	1	3	1	2	4	
	d	3	2	2	1	3			d	4	2	1	1	1	
	e	2	4	3	4	4			e	3	3	1	4	3	
02		A	A	I	A	A		22	05		A	E	A	I	A
	a	5	4	5	5	5	4.8		a	1	1	1	1	1	1.0
	b	1	1	1	3	2	1.6		b	5	5	2	5	3	4.0
	c	3	3	1	2	4	2.6		c	2	3	5	2	2	2.8
	d	4	5	4	4	3	4.0		d	4	4	3	3	5	3.8
	e	2	1	1	1	1	1.2		e	3	2	4	4	4	3.4
03		A	I	A	A	E		19	06		A	A	A	A	E
	a	3	1	1	1	3			a	1	2	2	2	3	2.0
	b	5	4	2	4	5			b	5	5	5	5	5	5.0
	c	4	5	3	5	4			c	2	1	3	1	1	1.6
	d	1	3	5	3	2			d	4	3	1	3	2	2.6
	e	2	2	4	2	1			e	3	4	4	4	4	3.8

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight		
		1	2	3	4	5				1	2	3	4	5			
2	07	A	A	A	A	E		10	A	I	I	A	A				
	a	5	5	3	5	5	4.6		a	1	1	4	2	1			
	b	1	3	4	2	3	2.6		b	4	3	2	5	2			
	c	4	4	5	4	4	4.2		c	5	2	5	4	3			
	d	2	1	2	1	1	1.4		d	3	5	1	1	5			
	e	3	2	1	3	2	2.2		e	2	4	3	3	4			
20	08	A	A	A	A	A		3	11	A	A	I	A	A			
		a	3	2	2	2	2			2.2	a	3	3	3	3	3	3.0
		b	5	4	5	3	4			4.2	b	5	4	4	5	4	4.4
		c	4	3	3	5	3			3.6	c	4	5	5	4	5	4.6
		d	1	1	1	1	1			1.0	d	1	3	1	1	2	1.6
	e	2	5	4	4	5	4.0	e	2	1	2	2	1	1.6			
	09	A	A	A	A	E		12	E	A	A	A	E				
		a	4	5	4	4	2		a	5	5	4	5	5			
		b	3	3	1	3	3		b	1	2	1	1	1			
		c	5	2	5	5	4		c	4	4	3	3	4			
d		1	4	3	1	5	d		2	1	5	2	2				
e	2	1	1	2	1	e	3	3	2	4	3						

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
4	13	A	A	A	A	A		6	16	I	A	-	A	A	
	a	4	4	4	4	3	3.8		a	5	5	5	5	5	5.0
	b	5	5	5	5	5	5.0		b	4	4	3	3	4	3.6
	c	2	2	2	2	2	2.0		c	2	2	1	2	2	1.8
	d	3	2	3	3	4	3.0		d	3	2	4	4	3	3.2
	e	1	2	1	1	1	1.2	e	1	2	1	1	1	1.2	
	14	A	I	A	A	A		7	17	A	E	A	A	E	
	a	3	2	3	3	5			a	1	1	1	1	1	1.0
	b	1	2	1	2	2			b	2	2	2	2	3	2.2
	c	5	4	3	4	3			c	3	3	3	3	2	2.8
	d	4	5	5	1	4			d	5	5	4	5	5	4.8
	e	2	2	2	5	1		e	4	4	5	4	4	4.2	
5	15	A	E	A	A	A		8	18	A	A	A	A	E	
	a	3	2	2	2	3	2.4		a	3	2	2	2	2	2.2
	b	5	5	5	5	5	5.0		b	1	1	1	1	1	1.0
	c	2	4	1	3	1	2.2		c	5	5	5	5	5	5.0
	d	1	1	1	1	2	1.2		d	4	4	3	4	4	3.8
	e	4	3	4	4	4	3.8	e	2	3	4	3	3	3.0	

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
	19	E	A	A	A	E		22	I	A	A	I	A		
	a	1	2	1	1	1		a	5	5	4	4	4		
	b	2	4	3	2	4		b	1	4	5	1	1		
	c	4	3	2	3	2		c	1	3	2	2	3		
	d	3	1	5	4	3		d	4	2	1	3	2		
	e	5	5	4	5	5		e	3	1	3	5	5		
9	20	I	A	A	A	E		23	A	E	A	A	A		
	a	5	5	1	5	5	4.2	a	2	1	3	2	5		
	b	1	2	1	2	2	1.6	b	4	4	2	3	4		
	c	4	4	1	4	4	3.4	c	5	5	4	4	2		
	d	3	2	1	3	3	2.2	d	3	3	5	5	1		
	e	1	2	1	1	1	1.2	e	1	2	1	1	3		
10	21	I	A	A	A	E		24	A	A	A	A	E		
	a	4	5	4	5	5	4.6	a	4	1	5	4	4		
	b	2	2	5	2	2	2.6	b	5	5	4	5	5		
	c	1	4	1	4	3	2.6	c	1	2	1	2	1		
	d	3	3	1	3	4	2.8	d	2	3	1	1	2		
	e	1	1	1	1	1	1.0	e	3	4	3	3	3		

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
	25	A	A	A	A	E		28	A	I	I	I	E		
	a	3	2	1	2	3		a	4	5	5	5	5		
	b	4	4	3	3	4		b	2	4	1	2	2		
	c	2	3	5	4	1		c	1	1	1	1	3		
	d	1	1	2	1	2		d	5	2	4	4	1		
	e	5	5	4	5	5		e	3	3	3	3	4		
11	26	A	A	I	A	A		29	A	E	I	A	E		
	a	1	1	1	1	1	1.0	a	4	5	4	5	1		
	b	3	2	3	2	3	2.6	b	3	3	3	3	3		
	c	5	5	4	5	5	4.8	c	2	2	1	2	4		
	d	4	3	5	4	4	4.0	d	1	1	1	1	2		
	e	2	4	2	3	2	2.6	e	5	4	5	4	5		
	27	A	A	I	A	E		12	30	A	A	A	A	E	
	a	1	2	1	4	2		a	5	5	5	5	5	5.0	
	b	2	3	2	3	3		b	4	4	4	4	4	4.0	
	c	3	1	5	1	4		c	2	2	3	3	1	2.2	
	d	4	4	4	2	5		d	1	1	1	1	3	1.4	
	e	5	5	3	5	1		e	1	3	1	2	2	1.8	

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5			1	2	3	4	5		
	31	A	A	A	A	A		34	A	A	I	I	E		
	a	2	2	3	3	1		a	3	4	5	1	3		
	b	3	2	2	2	5		b	2	2	3	5	2		
	c	5	5	4	5	4		c	5	5	2	1	5		
	d	4	4	5	1	3		d	4	3	4	1	4		
	e	1	2	1	4	2		e	1	1	1	1	1		
24	32	A	A	A	A	E		13	35	A	A	A	A	E	
	a	5	2	3	2	4	3.2		a	5	5	5	5	5	5.0
	b	4	4	5	5	5	4.6		b	1	1	2	1	1	1.2
	c	1	2	1	1	1	1.2		c	3	2	4	3	3	3.0
	d	3	5	4	4	3	3.8		d	4	4	3	4	4	3.8
	e	2	2	2	3	2	2.2		e	2	3	1	2	1	2.0
	33	A	A	A	A	E		36	A	I	A	A	A		
	a	1	2	1	4	3		a	5	3	3	3	1		
	b	1	2	4	1	2		b	4	2	2	2	2		
	c	2	4	5	5	1		c	3	4	5	5	5		
	d	5	5	3	2	5		d	1	1	4	1	3		
	e	4	2	2	3	4		e	2	5	1	4	4		

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
	37	A	A	A	A	E		40	A	A	A	-	E		
	a	1	1	4	2	1		a	5	3	2	4	5		
	b	2	3	5	3	2		b	3	5	5	5	1		
	c	3	2	3	1	3		c	2	2	3	1	4		
	d	5	5	2	4	5		d	4	4	4	3	2		
	e	4	4	1	5	4		e	1	1	1	2	3		
	38	A	A	A	A	E		41	A	A	A	A	A		
	a	3	5	5	5	4		a	5	5	5	5	2		
	b	5	2	4	3	5		b	2	2	3	1	3		
	c	4	3	3	2	3		c	4	4	4	3	5		
	d	2	4	2	4	2		d	1	3	2	2	4		
	e	1	1	1	1	1		e	3	1	1	4	1		
	39	A	A	A	A	A		42	E	A	A	A	E		
	a	1	2	2	1	2		a	5	1	5	4	5		
	b	2	3	4	3	3		b	3	2	1	1	2		
	c	4	1	1	5	1		c	1	4	3	3	3		
	d	3	5	5	4	4		d	4	5	4	5	4		
	e	5	4	3	2	5		e	2	3	2	2	1		

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Responses Weight
		1	2	3	4	5				1	2	3	4	5	
	43	E	E	A	A	A		46	A	E	A	A	A		
	a	4	1	2	4	5		a	4	1	5	1	2		
	b	2	3	4	2	1		b	3	3	1	5	4		
	c	5	2	1	5	4		c	5	4	2	4	5		
	d	3	4	3	3	2		d	1	2	3	2	1		
	e	1	5	5	1	3		e	2	5	4	3	3		
14	44	A	A	A	A	A		15	47	A	A	A	A	E	
	a	1	1	2	2	2	1.6		a	5	5	5	5	5	5.0
	b	5	3	4	3	3	3.6		b	4	4	4	3	4	3.8
	c	2	4	3	4	4	3.4		c	3	2	3	4	3	3.0
	d	3	2	1	1	1	1.6		d	1	2	1	1	1	1.2
	e	4	5	5	5	5	4.8		e	2	2	2	2	2	2.0
	45	E	A	A	A	I		48	A	A	A	-	E		
	a	2	2	5	2	2		a	5	4	2	3	3		
	b	5	5	4	5	4		b	1	1	1	2	4		
	c	omitted						c	2	5	5	5	2		
	d	4	4	2	4	3		d	3	3	4	4	1		
	e	3	3	3	3	5		e	4	2	3	1	5		

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Responses Weight
		1	2	3	4	5				1	2	3	4	5	
	49	A	E	A	A	E		16	52	A	A	A	A	E	
	a	5	5	5	4	2			a	5	5	5	4	5	4.8
	b	4	4	3	3	5			b	3	2	1	2	2	2.0
	c	3	3	2	2	3			c	4	4	1	5	4	3.6
	d	2	2	1	5	4			d	2	2	1	3	3	2.2
	e	1	1	4	1	1			e	1	2	2	1	1	1.2
	50	A	A	A	A	A			53	A	A	A	A	E	
	a	1	5	4	5	3			a	1	3	4	2	3	
	b	5	1	5	1	5			b	5	4	5	5	2	
	c	4	4	1	3	4			c	3	2	2	4	5	
	d	2	3	2	4	1			d	2	1	3	1	1	
	e	3	2	3	2	2			e	4	5	1	3	4	
	51	A	A	A	A	E		17	54	A	E	A	A	E	
	a	2	2	2	1	1			a	5	4	5	5	4	4.6
	b	3	5	5	5	3			b	1	2	3	2	1	1.8
	c	1	4	4	3	2			c	4	5	2	4	5	4.0
	d	5	1	1	2	4			d	3	3	4	3	3	3.2
	e	4	3	3	4	5			e	2	1	1	1	2	1.4

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
55		A	E	A	A	-		58		A	A	A	A	E	
	a	1	2	4	2	3			a	4	3	4	5	3	
	b	4	3	5	5	2			b	2	5	5	3	4	
	c	5	5	3	4	5			c	3	4	3	4	5	
	d	2	1	2	1	1			d	1	2	2	1	2	
	e	3	4	1	3	4			e	5	1	1	2	1	
56		A	A	A	A	-		59		A	E	A	A	E	
	a	2	2	5	5	3			a	2	2	4	1	1	
	b	1	3	3	2	1			b	1	2	3	2	2	
	c	3	1	2	3	4			c	5	2	5	4	3	
	d	4	4	4	4	2			d	3	5	2	5	4	
	e	5	5	1	1	5			e	4	4	1	3	5	
57		A	A	A	A	E		60		A	E	A	A	E	
	a	2	4	1	4	2			a	4	2	2	1	5	
	b	1	1	2	3	1			b	3	3	3	2	4	
	c	5	5	3	5	3			c	1	4	5	3	1	
	d	4	2	4	2	4			d	5	1	1	5	2	
	e	3	3	5	1	5			e	2	5	4	4	3	

APPENDIX C

Responses from the panel of judges to the original 62 items - Form A

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
18	61	A	E	A	A	A									
	a	2	3	2	2	2	2.2								
	b	3	4	5	4	5	4.2								
	c	5	2	4	3	3	3.4								
	d	4	5	3	5	4	4.2								
	e	1	1	1	1	1	1.0								
	62	A	E	A	A	E									
	a	1	2	2	1	1									
	b	2	4	3	3	3									
	c	5	3	4	2	4									
	d	3	1	1	5	2									
	e	4	5	5	4	5									

APPENDIX C

Responses from the panel of judges of the original 62 item - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Responses Weight
		1	2	3	4	5				1	2	3	4	5	
	01	A	E	A	A	E		04	A	A	A	A	E		
	a	1	4	1	5	1		a	2	1	1	1	1		
	b	3	2	5	1	3		b	3	5	4	5	5		
	c	4	5	4	4	5		c	1	4	5	2	4		
	d	2	1	3	2	4		d	4	3	3	3	3		
	e	5	3	2	3	2		e	5	2	2	4	2		
1	02	A	A	A	A	E		22	05	A	A	A	A	E	
	a	5	4	5	5	3	4.4		a	2	2	1	1	3	1.8
	b	2	2	2	3	1	2.0		b	5	5	5	5	5	5.0
	c	3	3	3	2	4	3.0		c	1	3	2	2	4	2.4
	d	4	5	4	4	5	4.4		d	4	4	4	4	2	3.6
	e	1	1	1	1	2	1.2		e	3	1	3	3	1	2.2
	03	A	A	A	A	E		19	06	A	E	A	A	E	
	a	3	1	1	1	3			a	2	2	1	2	2	1.8
	b	4	4	4	2	5			b	5	5	5	5	5	5.0
	c	5	5	3	4	4			c	4	1	4	1	3	2.6
	d	2	3	5	5	2			d	1	3	2	4	1	2.2
	e	1	2	2	3	1			e	3	4	3	3	4	3.4

APPENDIX C

Responses from the panel of judges of the original 62 item - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight	
		1	2	3	4	5				1	2	3	4	5		
2	07	A	A	A	A	E	4.8	10	A	I	A	A	E	4.8		
	a	5	5	4	5	5			a	1	2	5	1		1	
	b	1	3	3	2	3			b	5	2	2	4		4	
	c	4	4	5	4	4			c	4	2	4	5		3	
	d	3	1	2	1	2			d	3	5	3	2		5	
	e	2	2	1	3	1			e	2	4	1	3		2	
20	08	A	A	A	A	E	2.6	3	11	A	A	A	A	E	2.4	
	a	4	3	2	2	2				a	3	2	1	3		3
	b	5	2	5	4	5				b	5	4	4	5		4
	c	2	5	4	5	3				c	4	5	5	4		5
	d	1	1	1	1	1				d	2	2	1	1		2
	e	3	4	3	3	4				e	1	2	1	2		1
		09	A	A	A	A	E	3.4	12	A	A	A	A	E	4.8	
	a	4	2	3	3	3	a			4	5	2	5	2		
	b	1	1	2	2	2	b			2	2	1	1	5		
	c	5	5	4	5	5	c			5	2	3	2	3		
	d	2	4	5	1	4	d			1	4	4	3	4		
e	3	3	1	4	1	e	3	2	5	4	1					

APPENDIX C

Responses from the panel of judges of the original 62 item - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight	
		1	2	3	4	5				1	2	3	4	5		
4	13	A	A	A	A	E		6	16	A	A	A	A	A		
	a	2	4	4	4	3	3.4		a	5	5	5	4	5	4.8	
	b	5	5	5	5	5	4.2		b	4	4	3	3	4	3.6	
	c	1	2	2	2	2	2.2		c	3	2	1	5	2	2.6	
	d	4	3	3	3	4	3.0		d	2	2	4	2	3	2.6	
	e	1	1	1	1	1	1.8		e	1	2	1	1	1	1.2	
		14	A	A	A	A	E		7	17	A	A	A	A	E	
	a	4	2	3	4	5			a	1	1	1	1	1	1.0	
	b	2	2	1	2	1			b	2	3	2	3	2	2.4	
	c	3	4	4	3	4			c	5	2	3	5	3	3.6	
d	5	5	5	1	3			d	4	5	5	2	5	4.2		
e	1	2	2	5	1			e	3	4	4	4	4	3.8		
5	15	A	A	A	A	E		8	18	A	A	A	A	E		
	a	3	2	3	3	2	2.6		a	3	2	3	3	3	2.8	
	b	4	5	5	5	5	4.8		b	2	2	2	1	1	1.6	
	c	2	4	2	4	4	3.2		c	5	5	5	5	5	5.0	
	d	1	1	1	1	1	1.0		d	4	4	4	4	4	4.0	
	e	5	3	4	2	3	3.4		e	1	2	1	2	2	1.6	

APPENDIX C

Responses from the panel of judges of the original 62 items - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
	19	A	A	A	A	E		22	I	A	A	A	A		
	a	1	2	2	1	1		a	4	4	4	5	5		
	b	2	4	5	2	3		b	5	2	5	4	2		
	c	4	2	1	3	2		c	2	2	2	1	4		
	d	3	2	3	4	4		d	3	2	1	2	1		
	e	5	5	4	5	5		e	1	5	3	3	3		
9	20	I	A	A	A	A		23	A	A	A	A	E		
	a	5	5	4	5	5	4.8	a	1	2	2	2	4		
	b	4	2	5	2	2	3.0	b	3	4	3	3	5		
	c	3	4	2	3	4	3.2	c	5	5	4	5	3		
	d	2	3	3	4	3	3.0	d	4	3	5	4	2		
	e	1	1	1	1	1	1.0	e	2	1	1	1	1		
10	21	I	A	A	A	A		24	A	A	A	A	E		
	a	5	5	4	5	5	4.8	a	4	1	5	4	1		
	b	4	3	5	2	2	3.2	b	5	5	4	5	5		
	c	3	3	2	3	4	3.0	c	1	2	2	1	4		
	d	2	3	3	4	3	3.0	d	2	3	1	2	3		
	e	1	1	1	1	1	1.0	e	2	3	1	2	3		

APPENDIX C

Responses from the panel of judges of the original 62 items - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
	25	A	A	A	A	E		28	A	A	A	A	I		
	a	1	2	1	2	2		a	4	4	5	5	5		
	b	4	4	3	4	5		b	3	5	1	2	2		
	c	5	3	5	5	3		c	1	2	1	1	1		
	d	2	1	1	1	1		d	5	2	4	3	4		
	e	3	5	4	3	4		e	2	2	1	4	3		
11	26	A	A	A	A	A		29	A	A	A	A	E		
	a	1	1	1	1	1	1.0	a	4	5	4	5	1		
	b	2	2	3	2	2	2.2	b	3	3	3	3	2		
	c	5	5	5	5	5	5.0	c	2	2	1	2	4		
	d	4	4	4	4	4	4.0	d	1	1	2	1	3		
	e	3	3	2	3	3	2.8	e	5	4	5	4	5		
	27	A	A	A	A	A		12	30	A	A	A	A	A	
	a	1	2	1	3	3		a	5	5	5	5	4	4.8	
	b	2	3	2	4	2		b	4	4	4	4	5	4.2	
	c	3	1	5	2	4		c	2	2	3	3	3	2.6	
	d	4	4	4	1	5		d	1	1	2	1	1	1.2	
	e	5	5	3	5	1		e	1	3	1	2	2	1.8	

APPENDIX C

Responses from the panel of judges of the original 62 items - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
	31	A	A	A	A	A		34	A	A	A	-	E		
	a	2	2	3	1	1		a	1	4	5	2	4		
	b	4	2	2	2	2		b	3	2	3	5	2		
	c	5	5	4	5	5		c	5	5	2	4	5		
	d	1	2	5	4	4		d	4	3	4	3	3		
	e	3	4	1	3	3		e	2	2	1	1	1		
24	32	A	A	A	A	A		13	35	A	E	A	A	E	
	a	5	2	2	3	4	3.2	a	3	5	5	5	4	4.4	
	b	2	4	5	5	5	4.2	b	1	2	1	1	2	1.4	
	c	1	2	1	1	2	1.4	c	4	3	3	3	3	3.2	
	d	4	5	4	4	3	4.0	d	5	4	4	4	5	4.4	
	e	3	2	3	2	1	2.2	e	2	1	2	2	2	1.6	
	33	A	A	A	A	A		36	A	E	A	A	E		
	a	4	2	1	4	3		a	3	5	1	3	1		
	b	1	2	5	1	2		b	2	2	2	2	2		
	c	2	4	3	5	4		c	5	3	5	5	5		
	d	5	5	4	3	5		d	1	1	3	1	3		
	e	3	2	2	2	1		e	4	4	4	4	4		

APPENDIX C

Responses from the panel of judges of the original 62 items - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
	37	A	A	A	A	E		40	A	A	A	A	E		
	a	1	1	3	2	1		a	5	2	1	3	5		
	b	2	2	5	4	2		b	4	5	3	5	4		
	c	5	3	4	1	3		c	3	2	4	1	3		
	d	4	4	2	3	4		d	1	4	5	4	2		
	e	3	5	1	5	5		e	2	2	2	2	1		
	38	A	A	A	A	E		41	A	A	A	A	E		
	a	2	4	4	5	4		a	5	5	5	5	2		
	b	4	5	3	3	5		b	2	2	4	1	3		
	c	3	2	1	2	3		c	4	4	3	4	4		
	d	5	3	5	4	2		d	1	3	2	2	5		
	e	1	1	2	1	1		e	3	1	1	3	1		
	39	A	A	A	A	A		42	A	A	A	A	A		
	a	1	2	2	3	1		a	5	2	5	4	5		
	b	2	2	4	1	2		b	1	2	1	1	3		
	c	3	2	1	5	3		c	2	4	3	2	1		
	d	5	5	5	4	4		d	4	5	4	5	4		
	e	4	4	3	2	5		e	3	2	2	3	2		

APPENDEX C

Responses from the panel of judges of the original 62 items - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
	43	A	A	A	A	A		46	A	E	A	A	A		
	a	5	1	2	4	5		a	3	2	4	1	1		
	b	2	3	4	2	2		b	4	4	2	5	3		
	c	4	2	1	5	4		c	5	3	3	3	4		
	d	3	4	3	3	1		d	2	1	5	4	2		
	e	1	5	5	1	3		e	1	5	1	2	5		
14	44	A	A	A	A	A		15	47	A	E	A	A	E	
	a	1	1	2	2	1	1.4	a	5	5	3	5	4	4.4	
	b	5	3	3	3	3	3.4	b	4	4	4	4	5	4.2	
	c	3	4	4	4	2	3.4	c	3	2	5	3	3	3.2	
	d	2	2	1	1	4	2.0	d	1	2	1	1	2	1.4	
	e	4	5	5	5	5	4.8	e	2	2	2	2	1	1.8	
	45	A	A	A	A	A		48	A	A	A	A	E		
	a	3	2	5	2	5		a	4	4	3	3	5		
	b	5	5	4	5	4		b	1	1	1	1	3		
	c	2	4	1	4	3		c	2	5	5	5	2		
	d	4	2	2	1	2		d	5	2	2	4	1		
	e	1	2	3	3	1		e	3	3	4	2	4		

APPENDIX C

Responses from the panel of judges of the original 62 items - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
49	A	A	A	A	A	E	16	52	A	A	A	A	E		
	a	5	5	2	4	4			a	5	4	5	4	5	4.6
	b	4	4	4	3	3			b	4	2	1	2	2	2.2
	c	3	2	1	2	5			c	3	5	4	5	4	4.2
	d	2	3	5	5	2			d	2	2	1	3	3	2.2
	e	1	1	3	1	1			e	1	2	1	1	1	1.2
50	A	A	A	A	A	A		53	A	A	A	A	E		
	a	2	5	3	5	4			a	4	1	5	4	3	
	b	5	1	5	1	5			b	3	5	2	3	5	
	c	1	4	1	3	3			c	5	3	4	5	4	
	d	3	2	2	4	2			d	1	3	1	2	2	
	e	4	3	4	2	1			e	2	3	3	1	1	
51	A	A	A	A	A	A	17	54	A	A	A	A	E		
	a	2	3	2	1	3			a	4	3	5	5	4	4.2
	b	3	5	5	5	2			b	2	2	3	2	2	2.2
	c	1	2	4	2	1			c	5	5	4	4	5	4.6
	d	5	1	1	3	4			d	3	4	2	3	3	3.0
	e	4	4	3	4	5			e	1	1	1	1	1	1.0

APPENDIX C

Responses from the panel of judges of the original 62 items - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Response Weight
		1	2	3	4	5				1	2	3	4	5	
55	A	A	A	A	A	E		58	A	A	A	A	A		
	a	3	2	5	3	1			a	3	2	3	5	3	
	b	4	3	4	4	2			b	2	5	2	3	5	
	c	5	5	3	5	5			c	4	4	1	4	4	
	d	1	1	2	1	3			d	1	3	4	1	2	
	e	2	4	1	2	4			e	5	1	5	2	1	
56	A	A	A	A	A	E		59	A	A	A	A	E		
	a	1	2	5	5	1			a	2	2	5	2	2	
	b	2	2	4	2	2			b	1	2	3	1	1	
	c	4	2	1	3	4			c	5	2	4	4	3	
	d	5	4	3	4	3			d	4	5	2	5	4	
	e	3	5	2	1	5			e	2	4	1	3	5	
57	A	A	A	A	A	A		60	A	E	A	A	A		
	a	1	2	1	3	3			a	2	2	3	2	5	
	b	2	1	2	4	2			b	3	2	2	1	3	
	c	4	5	3	5	5			c	4	4	5	3	2	
	d	5	3	4	2	4			d	5	2	1	5	1	
	e	3	4	5	1	1			e	1	5	4	4	4	

APPENDIX C

Responses from the panel of judges of the original 62 items - Form B

Item No.	Orig No.	Judges' Responses					Response Weight	Item No.	Orig No.	Judges' Responses					Responses Weight
		1	2	3	4	5				1	2	3	4	5	
18	61	A	E	A	A	E									
	a	2	2	2	2	3	2.2								
	b	3	4	5	4	4	4.0								
	c	5	3	4	3	2	3.4								
	d	4	5	3	5	5	4.4								
	e	1	1	1	1	1	1.0								
		62	A	E	A	A	E								
	a	1	2	2	1	2									
	b	3	4	3	3	1									
	c	5	2	5	5	5									
	d	2	2	1	2	3									
e	4	5	4	4	4										

APPENDIX D
ITEM RESPONSE FREQUENCIES

APPENDIX D
ITEM RESPONSE FREQUENCIES

Orif No.	Response No.	Weightings	FORM A				FORM B				
			Coach		Player		Response	Coach		Player	
			f	%f	f	%f	Weightings	f	%f	f	%f
2	1 a	4.8	33	46.5	91	52.0	4.4	10	14.1	38	21.7
	b	1.6	3	4.2	1	0.6	2.0	11	15.5	15	8.6
	c	2.6	1	1.4	1	0.6	3.0	16	22.5	20	11.4
	d	4.0	34	47.9	81	46.3	4.4	33	46.5	97	55.4
	e	1.2	0	0	0	0	1.2	0	0	2	1.1
	NA				1	0.6		1	1.4	3	1.7
7	1 a	4.6	26	36.6	38	21.7	4.8	28	39.4	35	20.0
	b	2.6	0	0	3	1.7	2.4	0	0	4	2.3
	c	4.2	28	39.4	89	50.9	4.2	25	35.2	88	50.3
	d	1.4	12	16.9	23	13.1	1.8	13	18.3	23	13.1
	e	2.2	4	5.6	21	12.0	1.8	4	5.6	23	13.1
	NA				1	0.6		1	1.4	2	1.1
11	3 a	3.0	1	1.4	0	0	2.4	0	0	2	1.1
	b	4.4	9	12.7	18	10.3	4.4	8	11.3	21	12.0
	c	4.6	61	85.9	156	89.1	4.6	63	88.7	151	86.3
	d	1.6	0	0	0	0	1.6	0	0	0	0
	e	1.6	0	0	0	0	1.4	0	0	0	0
	NA									1	0.6
13	4 a	3.8	9	12.7	27	15.4	3.4	7	9.9	24	13.7
	b	5.0	57	80.3	139	79.4	4.2	59	83.1	142	81.1
	c	2.0	1	1.4	2	1.1	2.2	1	1.4	4	2.3
	d	3.0	4	5.6	6	3.4	3.0	4	5.6	5	2.9
	e	1.2	0	0	0	0	1.8	0	0	0	0
	NA				1	0.6					

ITEM RESPONSE FREQUENCIES

Orig No.	Rev No.	FORM A					FORM B				
		Response Weightings	Coach		Player		Response Weightings	Coach		Player	
			f	%f	f	%f		f	%f	f	%f
15	5 a	2.4	1	1.4	6	3.4	2.6	1	1.4	4	2.3
	b	5.0	51	71.8	134	76.6	4.8	56	78.9	143	81.7
	c	2.2	3	4.2	15	8.6	3.2	1	1.4	12	6.9
	d	1.2	1	1.4	0	0	1.0	0	0	0	0
	e	3.8	12	16.9	17	9.7	3.4	11	15.5	14	8.0
	NA			3	4.2	3	1.7		2	2.8	2
16	6 a	5.0	63	88.7	120	68.6	4.8	63	88.7	118	67.4
	b	3.6	6	8.5	15	8.6	3.6	7	9.9	23	13.1
	c	1.8	0	0	24	13.7	2.6	0	0	21	12.0
	d	3.2	0	0	13	7.4	2.6	0	0	11	6.3
	e	1.2	0	0	2	1.1	1.2	0	0	2	1.1
	NA			2	2.8	1	0.6		1	1.4	
17	7 a	1.0	0	0	0	0	1.0	0	0	0	0
	b	2.2	0	0	9	5.1	2.4	3	4.2	24	13.7
	c	2.8	5	7.0	13	7.4	3.6	9	12.7	19	10.9
	d	4.8	49	69.0	111	63.4	4.2	50	70.4	101	57.7
	e	4.2	13	18.3	38	21.7	3.8	7	9.9	29	16.6
	NA			4	5.6	4	2.3		2	2.8	2
18	8 a	2.2	0	0	7	4.0	2.8	0	0	12	6.9
	b	1.0	0	0	0	0	1.6	0	0	2	1.1
	c	5.0	39	54.9	108	61.7	5.0	47	66.2	119	68.0
	d	3.8	8	11.3	27	15.4	4.0	7	9.9	23	13.1
	e	3.0	21	29.6	33	18.9	1.6	15	21.1	19	10.9
	NA			3	4.2				2	2.8	

FORM A					FORM B							
Orig	Rev	Response	Coach		Player		Response	Coach		Player		
No.	No.	Weightings	f	%f	f	%f	Weightings	f	%f	f	%f	
20	9	a	4.2	37	52.1	44	25.1	4.8	39	54.9	40	22.9
		b	1.6	14	19.7	32	18.3	3.0	13	18.3	28	16.0
		c	3.4	13	18.3	69	39.4	3.2	13	18.3	68	38.9
		d	2.4	2	2.8	16	9.1	3.0	3	4.2	22	12.6
		e	1.2	0	0.0	1	0.6	1.0	0	0	5	2.9
		NA		5	7.0	13	7.4		3	4.2	12	6.9
21	10	a	4.6	30	42.3	51	29.1	4.8	29	40.8	53	30.3
		b	2.6	8	11.3	24	13.7	3.2	5	7.0	18	10.3
		c	2.6	12	16.9	42	24.0	3.0	14	19.7	47	26.9
		d	2.8	9	12.7	40	22.9	3.0	11	15.5	38	21.7
		e	1.0	1	1.4	4	2.3	1.0	2	2.8	6	3.4
		NA		11	15.5	14	8.0		10	14.1	13	7.4
26	11	a	1.0	4	5.6	18	10.3	1.0	4	5.6	14	8.0
		b	2.6	9	12.7	14	8.0	2.2	8	11.3	5	2.9
		c	4.8	50	70.4	85	48.6	5.0	49	69.0	85	48.6
		d	4.0	7	9.9	57	32.6	4.0	9	12.7	69	39.4
		e	2.6	1	1.4	0	0	2.8	1	1.4	0	0
		NA				1	0.6				2	1.1
30	12	a	5.0	62	87.3	138	78.9	4.8	50	84.5	136	77.7
		b	4.0	7	9.9	20	11.4	4.2	10	14.1	23	13.1
		c	2.2	1	1.4	5	2.9	2.6	0	0	6	3.4
		d	1.4	0	0	1	0.6	1.2	0	0	1	4.0
		e	1.8	0	0	9	5.1	1.8	0	0	7	4.0
		NA		1	1.4	2	1.1		1	1.4	2	1.1
35	13	a	5.0	63	88.7	156	89.1	4.4	55	77.5	126	72.0
		b	1.2	1	1.4	0	0	1.4	0	0	0	0
		c	3.0	1	1.4	1	0.6	3.2	3	4.2	6	3.4
		d	3.8	5	7.0	16	9.1	4.4	12	16.9	40	22.9
		e	2.0	0	0	2	1.1	1.6	1	1.4	3	1.7
		NA		1	1.4							

FORM A						FORM B						
Orig No.	Rev No.	Response Weightings	Coach		Player		Response Weightings	Coach		Player		
			f	%f	f	%f		f	%f	f	%f	
44	14	a	1.6	3	4.2	4	2.3	1.4	3	4.2	5	2.9
		b	3.6	11	15.5	10	5.7	3.4	11	15.5	12	6.9
		c	3.4	20	28.2	17	9.7	3.4	18	25.4	24	13.7
		d	1.6	12	16.9	66	37.7	2.0	15	21.1	63	36.0
		e	4.8	24	33.8	75	42.9	4.8	23	32.4	67	38.3
		NA		1	1.4	3	1.7		1	1.4	4	2.3
47	15	a	5.0	60	84.5	141	80.6	4.4	61	85.9	137	78.3
		b	3.8	3	4.2	16	9.1	4.2	5	7.0	15	8.6
		c	3.0	1	1.4	1	0.6	3.2	0	0	1	0.6
		d	1.2	0	0	0	0	1.4	0	0	0	0
		e	2.0	2	2.8	8	4.6	1.8	0	0	16	9.1
		NA		5	7.0	9	5.1		5	7.0	6	3.4
52	16	a	4.8	52	73.2	109	62.3	4.6	51	71.8	108	61.7
		b	2.0	0	0	8	4.6	2.2	0	0	8	4.6
		c	3.6	19	26.8	53	30.3	4.2	20	28.2	52	29.7
		d	2.2	0	0	1	0.6	2.2	0	0	2	1.1
		e	1.2	0	0	4	2.3	1.2	0	0	2	1.1
		NA									3	1.7
54	17	a	4.6	12	16.9	31	17.7	4.2	16	22.5	36	20.6
		b	1.8	2	2.8	4	2.3	2.2	1	1.4	7	4.0
		c	4.0	54	76.1	116	66.3	4.6	52	73.2	109	62.3
		d	3.2	3	4.2	22	12.6	3.0	2	2.8	19	10.9
		e	1.4	0	0	0	0	1.0	0	0	1	0.6
		NA				2	1.1				3	1.7

Orig No.	Rev No.	Response Weightings	FORM A				FORM B					
			Coach		Player		Response Weightings	Coach		Player		
			f	%f	f	%f		f	%f	f	%f	
61	18	a	2.2	0	0	10	5.7	2.2	0	0	7	4.0
		b	4.2	30	42.3	82	46.9	4.0	31	43.7	82	46.9
		c	3.4	28	39.4	58	33.1	3.4	29	40.8	59	33.7
		d	4.2	10	14.1	16	9.1	4.4	9	12.7	16	9.1
		e	1.0	0	0	1	0.6	1.0	0	0	0	0
		NA		3	4.2	8	4.6		2	2.8	11	6.3
6	19	a	2.0	0	0	1	0.6	1.8	0	0	1	0.6
		b	5.0	63	88.7	154	88.0	5.0	65	91.5	152	86.9
		c	1.6	4	5.6	12	6.9	2.6	3	4.2	12	6.9
		d	2.6	1	1.4	6	3.4	2.2	1	1.4	5	2.9
		e	3.8	1	1.4	1	0.6	3.4	1	1.4	2	1.1
		NA		2	2.8	1	0.6		1	1.4	3	1.7
8	20	a	2.2	3	4.2	0	0	2.6	3	4.2	1	0.6
		b	4.2	13	18.3	32	18.3	4.2	5	7.0	14	8.0
		c	3.6	10	14.1	32	18.3	3.8	28	39.4	74	42.3
		d	1.0	0	0	0	0	1.0	0	0	0	0
		e	4.0	42	59.2	105	60.0	3.4	33	46.5	78	44.6
		NA		3	4.2	6	3.4		2	2.8	8	4.6
19	21	a	1.2					1.4				
		b	3.0					3.2				
		c	2.8					2.4				
		d	3.2					3.2				
		e	4.8					4.8				
5	22	a	1.0	1	1.4	2	1.1	1.8	1	1.4	4	2.3
		b	4.0	23	32.4	70	40.0	5.0	32	45.1	70	40.0
		c	2.8	20	28.2	17	9.7	2.4	3	4.2	5	2.9
		d	3.8	8	11.3	26	14.9	3.6	33	46.5	67	38.3
		e	3.4	18	25.4	58	33.1	2.2	2	2.8	27	15.4
		NA		1	1.4	2	1.1				2	1.1

Orig No.	Rev No.	FORM A					FORM B					
		Response Weightings	Coach		Player		Response Weightings	Coach		Player		
		f	%f	f	%f	f	%f	f	%f	f	%f	
38	23	a	4.4					3.8				
		b	3.8					4.0				
		c	3.0					2.2				
		d	2.8					3.8				
		e	1.0					1.2				
		NA										
32	24	a	3.2	12	16.9	22	12.6	3.2	16	22.5	29	16.6
		b	4.6	56	78.9	106	60.6	4.2	51	71.8	91	52.0
		c	1.2	1	1.4	4	2.3	1.4	1	1.4	8	4.6
		d	3.8	0	0	34	19.4	4.0	0	0	30	17.1
		e	2.2	2	2.8	9	5.1	2.2	1	1.4	15	8.6
		NA							2	2.8	2	1.1
1	25	a	1.4					2.4				
		b	3.2					2.8				
		c	4.8					4.4				
		d	2.2					2.4				
		e	3.4					3.0				
12	26	a	4.8					3.6				
		b	1.2					2.2				
		c	3.6					3.0				
		d	2.4					3.2				
		e	3.0					3.0				

Orig No.	Rev No.	FORM A				FORM B			
		Response Weightings	Coach f %f	Player f %f	Response Weightings	Coach f %f	Player f %f		
25	27	a	2.2			1.6			
		b	3.6			4.0			
		c	3.0			4.2			
		d	1.4			1.2			
		e	4.8			3.8			
42	28	a	4.0			4.2			
		b	1.8			1.6			
		c	2.8			2.4			
		d	4.4			4.4			
		e	2.0			2.4			
62	29	a	1.4			1.7			
		b	3.0			2.8			
		c	3.6			4.4			
		d	2.4			2.0			
		e	4.6			4.2			
23	30	a	2.6			2.2			
		b	3.4			3.6			
		c	4.0			4.4			
		d	3.4			3.6			
		e	1.6			1.2			

APPENDIX E
NOMOGRAPH

ITEM ANALYSIS: CORRELATION OF ITEM AND TEST

