



Selected Nebraska high school football players and coaches : a value study  
by Donald Lee Holst

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF  
EDUCATION

Montana State University

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Abstract:

It was the purpose of this study to indicate the significant similarities and differences in the expressed values of selected head football coaches and senior football players in the high schools of Nebraska.

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This sampling represented two-thirds of the high schools in Nebraska which met the criteria for the study. One hundred and twenty-seven schools (78%) responded with usable returns. In addition, the high school coach was asked to complete a short questionnaire concerning his age, education and number of years as a head football coach.

In this study, 120 null hypotheses about coach-player value similarities and differences were stated. These null hypotheses were built around comparisons in specific categories of the coaches' and players' values as expressed on the SV. The null hypotheses were accepted or rejected by the t test at the 0.05 level of significance.

Also significant differences among values of the coaches alone, in the six SV categories were determined by appropriate testing with attention to information related to: age, school classification, and years of experience. Significant differences in values among the players in the six SV categories were also determined.

Some of the more important findings and conclusions were as follows: 1) coaches and players were significantly different at the 0.05 level on several of the values expressed by the SV. 2) Coaches' values varied significantly more compared to national norms and select junior and senior high school teachers than among their own group. 3) When values of players by school classification were compared to national high school norms significant differences in the theoretical value were noted in all classifications. 4) The aesthetic value was noted as the value most often significantly different when players and coaches were compared. 5) As players were compared to progressively older coaches, fewer significant differences were noted. 6) In the class A and B schools some 75% of the coaches have the masters degree however; in the class C and D schools nearly 85% do not have the masters degree. 7) Nearly 60% of the head football coaches fall within the age group 21-30, whereas only 7% are in age group 41-30. Only 13% of the coaches had been a head football coach for more than ten years.

The investigator recommended specific actions and further specific studies of coaches and players and the coaching profession in order to improve player-coach relationships.

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by

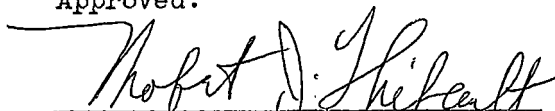
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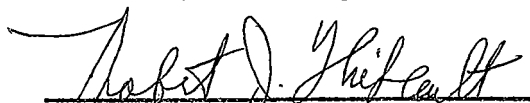
A thesis submitted in partial fulfillment  
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DOCTOR OF EDUCATION

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MONTANA STATE UNIVERSITY  
Bozeman, Montana

August, 1974

ACKNOWLEDGEMENTS

I am deeply grateful to Dr. Robert J. Thibeault, doctoral committee chairman and thesis director, for his understanding and patience. Grateful recognition for their assistance is also given to Dr. Earl N. Ringo and Dr. George F. Shroyer, members of my reading committee, and Dr. Jesse K. Lair, Dr. Del Samson and Dr. Richard B. Landis, members of my doctoral committee.

To the hundreds of athletes, coaches and counselors in the great state of Nebraska who participated in this study, my thanks.

I wish also to extend my appreciation to the Administrative Officers of Chadron State College, Chadron, Nebraska, who granted me a sabbatical leave to work on my advanced degree, and to the Chadron State College Research Institute for the generous grant to help defray the costs of this study.

This writer is grateful to his parents whose wisdom showed him the value of education lies in service to others.

To Tom Henry, Director of Student Services, Chadron State College, my appreciation for being an understanding friend.

To Beverly Holst, LeAnn and Chris, my knowledge that your sacrifices made all this possible.

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## ABSTRACT

It was the purpose of this study to indicate the significant similarities and differences in the expressed values of selected head football coaches and senior football players in the high schools of Nebraska.

The Allport, Vernon, Lindzey, Study of Values (SV) was sent to the counselors of 163 stratified randomly selected high schools. This sampling represented two-thirds of the high schools in Nebraska which met the criteria for the study. One hundred and twenty-seven schools (78%) responded with usable returns. In addition, the high school coach was asked to complete a short questionnaire concerning his age, education and number of years as a head football coach.

In this study, 120 null hypotheses about coach-player value similarities and differences were stated. These null hypotheses were built around comparisons in specific categories of the coaches' and players' values as expressed on the SV. The null hypotheses were accepted or rejected by the t test at the 0.05 level of significance. Also significant differences among values of the coaches alone, in the six SV categories were determined by appropriate testing with attention to information related to: age, school classification, and years of experience. Significant differences in values among the players in the six SV categories were also determined.

Some of the more important findings and conclusions were as follows: 1) coaches and players were significantly different at the 0.05 level on several of the values expressed by the SV. 2) Coaches' values varied significantly more compared to national norms and select junior and senior high school teachers than among their own group. 3) When values of players by school classification were compared to national high school norms significant differences in the theoretical value were noted in all classifications. 4) The aesthetic value was noted as the value most often significantly different when players and coaches were compared. 5) As players were compared to progressively older coaches, fewer significant differences were noted. 6) In the class A and B schools some 75% of the coaches have the masters degree however; in the class C and D schools nearly 85% do not have the masters degree. 7) Nearly 60% of the head football coaches fall within the age group 21-30, whereas only 7% are in age group 41-50. Only 13% of the coaches had been a head football coach for more than ten years.

The investigator recommended specific actions and further specific studies of coaches and players and the coaching profession in order to improve player-coach relationships.

## Chapter 1

### INTRODUCTION

Individualism appears to be increasing among our high school aged students (Fagon, 1962). The problems today's athletes have adjusting their individualistic values to the discipline demanded by a team sport and by a coach operating under different values has not gone unnoticed. The modern society-wide emphasis on non-conformity has brought changes in the traditional coach-athlete relationship where the athlete accepted the coach's discipline unquestioningly. James (1972:57) stated:

It's no longer possible to make an entire team look alike, act alike, and respond alike. The coach must treat his players as sensitive human beings; and react to their problems with concern, sincerity and patience.

This thesis attempted to determine the values of some coaches and athletes and to illuminate the friction developing between many of them. It was the investigator's desire that from information gathered in this study he might offer suggestions helpful to the coach-player relationship.

The athletic coach, by nature of his position, is constantly making and exhibiting value judgments as he trains his athletes.

In the close and highly charged contacts between athletes and coaches, under pressure of performing well, values are unmasked and come face to face. Both parties inevitably react strongly, either positively or negatively to each other's values. "People tend to like those whose values and beliefs appear similar to their own (Jones, 1962:324).

The differences that develop between coaches' and athletes' values are often explained in terms of the "generation gap". But, in athletic coaching at the high school level, coaches vary widely in age, from recent college graduates to near retirees. Moore (1969:34) believes that more than age is involved in the conflict between coaches and their high school athletes' values: "Although the struggle may come to focus primarily between age groups, it cannot be limited to age alone."

Hunzinger (1972:5) attempted to clarify value differences by setting aside the idea of a generation gap in favor of the concept that "the different time-sense is not so much dependent on the generation to which one belongs as on the knowledge one has of things old and new." Hunzinger seems to imply that knowledge of society's past and present values gives one a flexibility - an ability to accept changing values. Many coaches seem to lack this flexibility.

This researcher believes, from his 20-years experience as a coach, that most coaches think their own success largely depends on having winning teams. So, they try to instill a winning psychology in their players. Young players, however, are increasingly questioning "the significance of the rewards of winning" (Kohl, 1969) and "the belief that competition has intrinsic value" (Ogilvie, 1971:60).

By testing and reviewing related literature, this study has attempted to clarify the differences between values generally held by coaches and those held by today's athletes.

#### STATEMENT OF THE PROBLEM

The problem of this study was to determine the expressed values of a stratified random sampling of selected Nebraska Head Football Coaches and selected Nebraska High School Senior Football Players.

#### PURPOSE OF THE STUDY

The purpose of this study was to indicate the significant similarities and differences in values of selected head football coaches and selected senior football players in the high schools of the state of Nebraska and to compare the expressed values of

these coaches and players to national norms. The Study of Values test was used as the testing instrument.

The investigator plans to share the results of this study with the Nebraska High School Activities Association and the Chadron State College Research Institute. Sharing the results is seen as an effort to increase awareness of the values expressed by coaches and athletes. He also plans to suggest appropriate action that would benefit the coach - athlete relationship generally.

#### GENERAL QUESTIONS TO BE ANSWERED

The following were general questions asked in this study:

1. How do coaches and players from the same school classification compare on the six basic interests of the Study of Values?
2. How do coaches, by age categories, compare with players in each school classification on the six interests of the Study of Values?
3. How do coaches by age categories compare with players as a total group on the six interests of the Study of Values?
4. How do coaches, as a total group, compare to players, as a total group, on the six interests of the Study of Values?
5. How do coaches from each high school classification compare on the six basic interests of the Study of Values?

6. How do coaches, by age categories, compare on the six interests of the Study of Values?

7. How do coaches, by the number of years as a head football coach, compare on the six interests of the Study of Values?

8. How do coaches from each school classification compare with national adult norms on the six basic interests of the Study of Values?

9. How do coaches as a total group compare with national adult norms on the six basic interests of the Study of Values?

10. How do coaches as a total group compare with selected 'teachers' norms on the six interests of the Study of Values?

11. How do players from each school classification compare with national high school norms on the six interests of the Study of Values?

12. How do players as a total group compare with national high school norms on the six basic interests of the Study of Values?

13. How do coaches as a group, in the initial testing, compare with coaches as a group in the second testing on the six interests of the Study of Values?

14. How do players as a group, in the initial testing, compare with players as a group in the second testing on the six interests of the Study of Values?

The Allport-Vernon-Lindzey Study of Values (SV), according to the Manual Study of Values (1970:3), was "to measure the relative prominence of six basic interests or motives in personality: the theoretical, economic, aesthetic, social, political, and religious."

Four copies of the SV, a forty-five question test, and a coach's questionnaire were sent to the school counselor in all schools selected for this study. The test responses were tabulated and appropriate statistics were applied to the results to answer the questions of this study. The method for analyzing the data received is explained in Chapter 3.

#### LIMITATIONS OF THE STUDY

1. This study was limited to selected public high schools of Nebraska which employ a counselor and a football coach.

2. The investigator acknowledges that the difficult language of the Allport, Vernon, Lindzey Study of Values (SV) may have made the questions unclear to some of the students.

## DEFINITION OF TERMS

Terms from the SV

There are six basic interests tested by the SV, the testing instrument used in this study. The following definitions for the six basic interests were taken from the Manual for the SV test (1970:4-5). For clarification, the definitions for the six basic interests should be used with the SV in mind.

The Theoretical

The dominant interest of the theoretical man is the discovery of truth. In pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of judgments regarding the beauty or utility of objects, and seeks only to observe and to reason . . . . His chief aim in life is to order and systematize his knowledge.

### The Economic

The economic man is characteristically interested in what is useful . . . . This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American businessman.

### The Aesthetic

The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

### The Social

The highest value for this type is love of people. In the Study of Values it is the altruistic or philanthropic aspect of love that is measured . . . . The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish.

### The Political

The political man is interested primarily in power . . . . Leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many

philosophers have seen power as the most universal and most fundamental of motives.

### The Religious

The highest value of the religious man may be called unity. He is mystical and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience."

The Manual SV (1970:5) interprets Spranger's idea about these values as follows:

Spranger does not imply that a given man belongs exclusively to one or another of these types of values. His depictions are entirely in terms of "ideal types," a conception fully explained in his Types of Men Spranger (1928).

Additional definitions from other sources helpful to this study are:

#### Coach

In this study, "coach" refers only to a high school head football coach.

#### Player

In this study, "player" refers only to a high school senior football player.

### School Classification

The Nebraska State Activities Association Bulletin (1972:7-11) classifies the state high schools by enrollment into the following:

Class A - The thirty-two largest schools in the state

Class B - The sixty-four next largest schools

Class C - The 128 schools next in size

Class D - The 145 remaining, or smallest, schools

### Personality

"Gordon W. Allport surveyed the professional literature and extracted 50 different definitions of personality . . . . Gordon W. Allport, the surveyor himself, added a psychologist's view, stressing adjustment, suggesting that 'personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment.'" (1937:25-54)

The SV test is based on Eduard Spranger's Types of Men (Spranger, 1928). Spranger believed personalities are best known through study of men's values or evaluating attitudes. The six basic interest categories of the SV were derived directly from Spranger's classification in Types of Men.

Value

"A value is defined as an activity or condition that is cherished. A pattern of values is the distribution of a sample of activities and conditions with respect to the degree to which they are cherished by a person. The position of a particular value in an individual's pattern of values is determined by his ranking of the activity or condition in the distribution of the sample." (Battle, 1957:20)

Trait

"A personality trait is best understood as being a surface or peripheral expression of some deep-seated, inner psychological tendency. It is usually descriptive of the overt behavior we can see and identify." (Alderman, 1974:150)

Type

"Type psychologies, in which persons are classified on the basis of many characteristics rather than a single one, have existed for centuries. Verbal description in qualitative rather than quantitative terms are still widely used to characterize individuals." (Tyler, 1964:174)

## SUMMARY

In this chapter, a good coach and player relationship has been recognized as mutually beneficial. Differences in values between coach and player affect their relationship.

Attitudes toward participation in team sports by increasingly individualistic high school athletes are changing. A number of athletes now believe their life styles are not in line with the rigid discipline required of a team sport.

The "value gap" may result from not only age but also from inflexibility on either side. It can be overcome, in part, by the coach who understands the dynamism and growth in both individuals and society.

## Chapter 2

### SELECTED REVIEW OF LITERATURE

Periodically we must take a look at our changing value systems. A noticeable result of changing values has been the "generation gap." The literature reviewed indicated increased interest in this subject. Moore (1969:32) described the situation by stating

The rapidity with which the social environment has changed has made differences between the generations inevitable. Adults and young adults have grown up in vastly different worlds.

Copp (1970:35) summarizes the transition of age groups not in the terms of "generation gaps" but rather "value gaps."

Not only do members of different generations have their own set of moral and generic values and ascribed virtues, but that priority is based in inner development. Although those of each generation may assume, unfairly, the "other has no values" - what is forgotten is the nature of the differences and the importance of the differences.

One term used by Copp is "self-actualization." It may be that "self-actualization," the period of searching for and forming new values that express his individuality is indicative of pulling away from the past imposed values of an older generation. Friedenber (1971:107) saw how strong an impact others' judgments could have on an adolescent.

The adolescent building his appraisal of himself is therefore extremely vulnerable to the feeling and judgments expressed by the persons and institutions of his immediate environment.

The extremity of his feelings at this age may make him resent and finally avoid an authority figure who is constantly attacking his emerging values.

Buhler (1964:520) stated:

Many studies show that, in Europe as well as in America, the youths of this generation prefer to consult their peers rather than adults and to put more store by peer acceptance than by adult approval.

Thus he may band together with his peers against a heavy-handed coach -- a not uncommon situation.

#### ORGANIZATION

The chapter is organized around the following sequence:

1. The traditional and emergent value systems were described as seen by scholars. The effect of these changes in values on athletics has been noted.
2. Opinions were shown on how values develop in personality.
3. The general personality traits of athletes and coaches, as seen by researchers, were noted.

4. The coach and athlete relationship ideas about how a coach and athlete relate were reviewed.

#### TRADITIONAL AND EMERGENT VALUE SYSTEMS

During the past few decades the rapid changes in American society, e.g., communication and transportation, have expanded the value gap between generations. Scholars have recognized these changes in values since the 1930's. Robinson (1960:226) observed that "published studies of attitude and value change generally began to appear in the literature during the mid and late nineteen thirties."

Reichart (1964:26) cited the areas of change in American values observed by Spindler:

Spindler has challenged us to recognize the fact that a shift is taking place in the core values of American culture. He has categorized the shift in terms of a movement from traditional to emergent values, the latter including emphasis upon sociability, relativistic moral attitude, a hedonistic, present time orientation, and conformity.

Both Spindler (1955:145-53) and Getzels (1957:92-102) viewed contemporary American society as having two competing value systems. In Chart I, page 16, Bidwell et.al. (1963:300) lists and describes these emergent and traditional values.

Chart I

The Traditional and Emergent Value Systems

Traditional Values	Emergent Values
<ol style="list-style-type: none"> <li>1. <u>The work-success ethic</u>: Values of achievement take precedent over values of being; one is obliged to attain prestige and position through diligence and effort.</li> <li>2. <u>Future-time orientation</u>: The future not the present or past, is important; emphasis on deferred gratification.</li> <li>3. <u>Independence, or the autonomous self</u>: Inviolability of the self, its greater ultimate significance than the group's; self-determination, self-activity, and self-perfection are the general criteria of personal worth, so that mastery of self and environment becomes a value.</li> <li>4. <u>Puritan morality</u>: Emphasis on the absolute personal standards of respectability, thrift, self-denial, hard work, sexual restraint.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Sociability</u>: Concern with the affiliative and co-operative components of corporate life, not the competitive; desire for "frictionless" interpersonal relations.</li> <li>2. <u>Present-time orientation</u>: Emphasis on the consummatory "here and now" (immediate impulse gratification).</li> <li>3. <u>Conformity</u>: The goal of behavior is adjustment; sensitivity to peer-group standards and the mass media.</li> <li>4. <u>Relativistic moral attitude</u>: Absolutes of right and wrong are questionable; morality is a statistical rather than an ethical concept.</li> </ol>

Getzels (1957:98) described emergent and traditional values as they appear in an educational conflict:

The younger teachers are more likely to be emergent in their values than the older teachers, the superintendents and principals more emergent than the parents and public they serve, the parents and public more emergent than the school-board members they elect.

Hellison (1973:44) discussed the overall conflict between traditional and emergent values, emphasizing its effect on physical education:

Several, if not all of the major orientations of American culture are being challenged today: Individualism by collectivism (e.g., communal living) competition by cooperation (e.g., de-emphasis on competitive grading in schools) . . . . According to physical education teachers and coaches, the letter jacket and athletic status are no longer social symbols in many schools.

Athletics have sometimes served as a mock training ground for the development of society's approved values. Felshen (1974:147) stated:

Programs in schools do not duplicate the whole of socio-cultural experience; rather, they exemplify and represent those dimensions that are considered appropriate and/or not provided for adequately in other institutionalized ways.

Athletics are strongly ingrained in traditional American culture. The worthwhileness and relativeness of athletics have often been questioned. McCormick (1968:46) described the emerging

position of athletics as a realistic and beneficial part of our culture by stating "we are seeing the coming of age of sport within the framework of our society."

#### THE DEVELOPMENT OF VALUES IN PERSONALITY

Many observations have been made concerning the formation of values. As this investigator surveyed the related literature, it became evident that published material on the subject was of a general nature. There was universal agreement among researchers that the personality of the individual was dynamic in nature.

Lawther (1972:101) described personality in the following way:

Personality is a term used to describe characteristics and customary type of behavior of an individual. It refers to the qualities, properties, attributes or traits which distinguish him from other individuals. His personality is a product of his environment, and especially his social environment.

Alderman (1972:109) emphasized the usefulness of the term "personality" even though its definition is ambiguous:

Personality, though a highly ambiguous term which is difficult to define, has become a viable and useful concept for describing and categorizing behavior in physical activity and sport. The reason for this is that personality, its broadest context, can be interpreted as representing total psychological structure of the individual. The personality of a person is an

integration or merging of all the parts of one's psychological life -- the way one thinks, feels, acts, and behaves.

Both Mr. Clifford Fagon, Executive Secretary of the National Federation of State High School Activities, and Mr. A. D. Duer, Executive Secretary of the National Association of Intercollegiate Athletics, emphasize the leadership role of coaches and society in general, in developing values among athletes. Fagon (1962:11) stated

We believe that personal and social values can be obtained in sports competition but that these objectives are not automatic and, to a great degree, they depend on leadership.

Duer (1962:72) made the following statement:

If we are to restore high ethical values and habits in American youth, we must change the emphasis of our society, for no program can succeed unless supported by the adult society in which it is being generated.

Kluckhohn and Murray (1949:48) viewed the personality of an individual as "the produce of inherited dispositions and environmental experiences." Gelfman (1971:242) saw the development of values in personality as "each individual lives in a series of systems and subsystems which reflect this particular cultural milieu, or social environment." Both Singer (1968:314) and Cormier (1969:17) considered the perennial traditions society presents to

a generation for adoption in value formation. Singer stated "the value systems of a society establishes certain standards that provide direction to an attitude and account for its persistence." Cormier added another dimension to Singer's statement -- the concept that values passed from one generation to another have already undergone conflict. Cormier stated further

Our attitudes and beliefs grow out of the traditions of our society and the traditions of the society seem to grow out of the problems the society has faced and successfully resolved.

Nolan et al (1963:185) investigated how attitudes of high school students are formed. From the information gathered he stated the formation occurred as "the result of generalized and habitual systems of values operating within personality." Ekstein (1964:523) recognized both the complexity of forming values and the fact that values are not an innate characteristic.

Values are as much a product of society and individual development as they are based on available dispositions in the growing human mind. This is another way of saying that values are not inborn and absolute traits of people, although the capacity to acquire values depends on available psychic structures in each individual. Values can only be learned, no one is born with them.

Smith (1964:485) discussed growth in value dimension with this summation:

The mature, adult members of any society dare not turn for whatever reason from the responsibility for inducting the young successfully into the value system they wish to sustain and extend if the core values of that society are to be preserved in the lives of its people.

#### THE GENERAL PERSONALITY TRAITS OF ATHLETES AND COACHES

The personality traits of the coach and athlete have been studied by many researchers. The coach and athlete are often prominent individuals and examination of their personal characteristics has been part of the traditional American sports scene.

The abundant attention paid to the personalities of individuals associated with the sports world has not been confined to the national and international levels -- every small community has its identifiable sports figures. Schendel (1970:79) stated "over the past several years there has been an increasing interest in the study of the personality dynamics of athletes of varying ages and levels of achievement."

Cooper (1969:17) found in reviewing the literature that generally there were no intellectual differences between high school athletes and non-athletes. The following, according to Cooper's findings, are various scholars' descriptions of athletes as they differ from non-athletes in personality traits: Behrman (1967:163-71)

and Merriman (1960:163-73) - more outgoing and socially confident; Kroll et al (1965) - more outgoing and socially aggressive, dominant and leading; Seymour (1956:338-46) and Biddulph (1954:1-7) - higher social adjustment as rated by teachers and peers; Jones (1946:287-301) - higher in prestige and social status; Sperling (1942:351-63) - self confidence; Booth (1958:127-39) - stronger competitors; Kroll (1965:433-40) - less anxious; Lakie (1964: 497-503) - less compulsive; Ryan et al (1966:383-390) - greater tolerance for physical pain; Schendel (1965:52-67) - lower feminine interests; and Henry (1941:745) - higher masculine interests.

Both prior studies, Kane and Warburton (1966), Ogilvie (1967:48), Schendel (1965:66), and later studies, Lawther (1972) and Cratty (1973:83), are in general agreement with Cooper's findings.

A traditional inherent merit of athletic participation has been the values it purports to develop. Hellison (1973:21-22) reviewed Schendel's three-year longitudinal study which found the non-athletes total profile changed more (as tested by the California Psychological Inventory) than the athletes. He noted the following:

Those traits related to self-perceptions such as sense of self worth, individuality, and confidence in social interaction improved more drastically for the non-athletes. These traits also improved for the athletes but to a more

moderate extent. Part of the answer to this surprising result is found in ninth grade comparisons of athletes and non-athletes which showed the athletes to possess a high sense of self-worth and self-acceptance at that time, thereby reducing the chance for large improvements after ninth grade.

Allport's (1955:75) discussion of the schemata of value in development of personality agrees in general theory to Hellison's findings. "Thus in the moral sphere we may say that becoming depends upon the development of a generic conscience which, in turn, depends upon the possession of long-range goals and an ideal self-image."

One person who has traditionally been regarded as an individual who typifies, for example, personal qualities of character and leadership is the athletic coach. Webster (1965:209) observed:

The best way to help students form values is by setting a good example. Students learn a great deal and derive many lasting impressions from watching and imitating their teachers and adults.

Values are emphasized for school programs as a way of perpetuating those qualities considered by society to be worthy. An identifiable individual expected to display personal traits in line with society's best values is the coach. The coaches' significance as a model and the importance of high school athletics cannot be denied. It is likely that the notoriety associated with

school athletics affects the personality traits of both player and coach. Coleman (1970:84) cites the popularity and social prominence of high school athletics by stating

Research -- based on the visibility of athletic stars, on most desired achievement, on the composition of the leading crowd, on status criteria in leading crowd membership, on popularity -- demonstrates conclusively that athletics is far and away more important as a value among high school students than intellectual achievement.

#### THE COACH AND ATHLETE RELATIONSHIP

An important change witnessed during the past decade has been the increasing amount of freedom afforded individuals in determining their own values. Carmical (1969:5) referred to it as "one of the most significant changes in our social structure . . . ." There are, however, situations where individuals working together under tense and exhausting circumstances may have value conflict.

The coach and athlete relationship presents such a condition. Hellison (1973:16) cited the good effects that athletics can have on interpersonal relations if in the athletic training, the value of certain qualities such as cooperation and sensitivity toward others are emphasized. The basic question that needs to be answered before communication can take place is "how does one

go about this -- what is the testing ground for initiating good interpersonal relationships?" Rogers (1964:38) explains how one individual's sensitivity, understanding and communicativeness can elicit a satisfactory response:

Assuming (a) a minimal willingness on the part of two people to be in contact (b) an ability and minimal willingness on the part of each to receive communication from the other; and (c) assuming the contact to continue over a period of time; then the following relationship is hypothesized to hold true:

The greater the congruence of experience, awareness and communication on the part of one individual, the more the ensuing relationship will involve: a tendency toward reciprocal communication with a quality of increasing congruence; a tendency toward more mutually accurate understanding of the communications; improved psychological adjustment and functioning in both parties; mutual satisfaction in the relationship.

Battle (1957:27) saw the congruence of individual value patterns as important for a profitable relationship:

The relation between two persons is conceived to tend to be compatible and productive in proportion to the degree in which the value patterns of the two persons are similar.

Griffitt (1969:137) also believes people to be attracted to others like themselves:

Persons similar to one's self provide more precise comparisons for self evaluation than do persons who are dissimilar, and the similarity functions as reward leading to attraction toward similar persons.

Young people often identify with an older adult model. The importance of a significant individual, other than parental, is described by Ekstein (1964:526):

The origin of values, moral and otherwise, rests in the early child-parent situation. The teacher is much like the gardener who gets the small seedling from the nursery.

Tutko and Richards (1971:63) discussed the coach's personality and the possibility of his being the individual with whom the athlete identifies.

At this stage, the child has a strong need for identification. The adolescent is trying to find a strong, stable figure with whom to identify. At this age he has sports heroes. There are instances when the coach himself becomes this model, especially if the boy has come from a relatively unstable background.

The coach and team have been discussed as specific agents in interpersonal relationships that could bring about individual personality change. Coaches at the high school level do not have the freedom to "choose their players" to the extent of the college coach, e.g., recruitment practices. It is to be emphasized that college and high school athletics operate under different philosophical guidelines. Singer (1972:85) states the following:

It is well known that we tend to select friends and judge them according to our own value systems and personalities. We like to see in other people the kinds of traits we admire in ourselves. Do coaches therefore tend to select athletes who possess similar qualities

to their own? Although conclusive research evidence is lacking, it does appear that an aggressive football coach tries to pick aggressive players. A conservative basketball coach, on the other hand, can select players who are exceptionally alert, composed and calculating.

Cratty (1973:118) offers some suggestions for coaches concerning their relationship with athletes of similar and different personalities:

Decide which athletes on his team he should find easier to work with and which ones he is likely to have a difficult time understanding. All things being equal (but they seldom are), athletes who resemble him in psychological make-up will be more easily understood, whereas those who possess different personality traits may be more difficult for him to motivate and otherwise relate to.

Differences in values often have identifiable symptoms. The review of literature yielded numerous examples of conflict between appearance and coaches' dress codes. Scott (1969:28) asks the following question:

Why are coaches so preoccupied with the length of athletes' hair? Black and white athletes who, not being ashamed of their hair, let it grow naturally have been persecuted by coaches almost everywhere.

Masin (1971:5) discussed the futility of forcing athletes to change their personal appearance to suit the coach.

You may create the image you want, but you won't be making the boys any better or any manlier.

Once they get away from your influence, they'll probably revert to what all the other kids are doing.

Veller (1971:58-59) did a state-wide survey of the high schools in the state of Florida. The study highlighted the problems and needs of the coaching profession. Veller reports:

An overwhelming number of coaches (82 percent) disagreed with a statement, "A member of an athletic squad should be able to dress with beard, sideburns, clothes any way he wishes."

Perhaps the coaches' generation gap was showing as there was a definite difference of opinion on this issue between the coaches with less than five years' experience and those with over twenty. Sixty percent of the young group agreed that athletes should be allowed long hair, beards, etc., while only five percent of the old timers thought so.

One-third of the total number of coaches surveyed by Veller had less than five years' experience, and two-thirds less than ten years. Fewer than seventeen percent had coached for more than fifteen years. Veller summarized with the following statement: "So perhaps it is a young man's game."

James (1972:54) found in a study of fifty southern California high school basketball coaches that the number of problem athletes is increasing. Seventy-two percent of the coaches admitted an increase in problems from five years before.

The coaches cite breakdowns in the home environment and the more permissive and more affluent society as the major factors in the increase of problem athletes.

The younger coaches feel that the identity crisis is a primary cause.

Dr. Jack Scott is noted for his outspoken criticism of many coaches, particularly those with authoritarian attitudes.

Scott (1969:27) states:

The personality make-up of most coaches would make them excellent salesmen, career military officers, Oakland policemen, bartenders -- most anything except teachers of young men.

Scott further mentions the importance of choosing the right coaches to work with youth: ". . . it is impossible to give too much thought to the selection of those individuals who will be granted the opportunity of educating young people."

The investigator, after reviewing the literature, has become aware that writings concerning athletics run the gamut of emotion. It may also be that readers become similarly involved. Please accept the following quotation from the Funeral Oration of Pericles, written nearly 2500 years ago, as a token of understanding.

For it is hard to speak properly upon a subject where it is even difficult to convince your hearers that you are speaking the truth. On the one hand, the friend who is familiar with every fact of the story, may think that some point has not been set forth with that fulness which he wishes and knows it to deserve; on the other, he who is a stranger to the matter may be led to envy to suspect exaggeration if he hears anything above his own nature. (Finley, 1951:103-104)

## SUMMARY

In this chapter, coach and player values were discussed in light of variables that affect their relationship.

It was recognized that two basic value structures exist in today's society, the traditional and the emergent. These two values are in competition and are often a source of conflict.

The formation of values was viewed as being based on total life experience. Within this experience there are identifiable value components. The term "personality" was considered ambiguous but worthwhile as a descriptive device.

The study of personality traits of athletes and coaches has received much attention in recent literature. Generally, the research has focused on the differences of personality traits by comparing athletes and non-athletes.

The review of literature described the coach and player relationship as one consisting of values which generate congruence or incongruence. The quality of the relationship was generally considered dependent on the degree to which values are similar or dissimilar.

## Chapter 3

### PROCEDURES

This study investigated the comparison of values of selected high school football coaches and selected high school football players in the state of Nebraska. The expressed values of players and coaches were compared to the respective national norms.

The sequential development of the chapter follows this outline:

1. Description of the Population
2. The Sampling Procedure
3. A Description of the Investigation
4. Method of Collecting Data
5. Reliability and Validity of the Instrument
6. Hypotheses
7. Analysis of the Data
8. Summary

#### DESCRIPTION OF THE POPULATION

The sampling for this study consisted of 127 coaches and 357 players. The total population consisted of 484 individuals.

Descriptive information concerning the coaches' ages, experience and educational degrees are listed in Appendix B, page 138.

#### THE SAMPLING PROCEDURE

The instrument used in this study was administered to two-thirds of the public high schools in the state of Nebraska meeting the following criteria:

1. employed a school counselor
2. had an interscholastic football team
3. was a public institution

A list of all schools meeting the criteria for eligibility in the study was obtained by school classification from the October, 1972 issue of the Nebraska School Activities Bulletin. The total number of eligible schools was 243. From this amount two-thirds, or 163, were selected as schools to participate in the study. A computational method described by Sax (1968:139) for determining the number of cases to be selected within each stratum for a disproportional stratified random sample, was applied. Application of this method determined the number of schools in each school classification. By using this technique, the investigator guarded against having an incorrect proportion of schools

by classification in this study. Use of this method insured a representative sampling of the population.

Two-thirds (163) of the schools eligible (243) were randomly selected for the study. The following were the number of samples to be tested per school classification:

Class A - nineteen coaches and fifty-seven players

Class B - thirty-five coaches and 105 players

Class C - sixty-seven coaches and 201 players

Class D - forty-two coaches and 126 players

The total number of coaches to be tested was 163 and the total number of players to be tested was 489. The total sampling numbered 652 which constituted the sampling for this study.

This represented the head football coach from each school to be tested and three randomly selected senior football players from each school.

Returns by number and percent for the 163 schools mailed tests were: Class A (19) 100%, Class B (28) 80%, Class C (50) 74%, Class D (30) 71%. The overall return for schools was 78%. Individual coach's returns and usable returns were the same as the above stated school returns. Players' returns were as follows: Class A (56) 98%, Class B (72) 68%, Class C (142) 70% and Class D (86) 68%. Total percent of return for players was 70%. Total

player usable returns were: Class A (56) 98%, Class B (71) 68%, Class C (137) 68% and Class D (78) 62%. Total percent of usable returns was 70%. The total percentage return for all individual tests was 74%. Total percent of usable individual returns was 72%. A descriptive numerical table of the sampling and returns may be found in Appendix B, page 142. Because of a marginal sampling return, the investigator's doctoral committee suggested an additional sampling to validate the initial test sampling as being a representative population.

A second sampling of ten percent (24) of the eligible population, 243 schools, was administered in a like way five months after the initial test. Return percentages for the twenty-four schools mailed tests were as follows: Class A 100%, Class B 100%, Class C 80% and Class D 92%. Coaches' returns were the same as the above stated school returns. Players' returns were as follows: Class A 100%, Class B 100%, Class C 73% and Class D 88%. The overall return for schools was 92%. The total return for individual tests was 89%. A descriptive numerical table giving details of the sampling and returns may be found in Appendix B, page 143.

A descriptive statistics table comparing mean scores of coaches and players on the initial test against coaches and players on the second test may be found in Appendix B, page 138.

#### DESCRIPTION OF THE INVESTIGATION

This study investigated the expressed values of selected Nebraska high school head football coaches and selected high school senior football players.

The Allport, Vernon, Lindzey Study of Values (SV), third edition, hand scorable test was used as the instrument for collecting data for use in this study. The Manual SV (1970:3) gives the reasons for test construction as follows: "to measure the relative prominence of six basic interests or motives in personality: the theoretical, economic, aesthetic, social, political, and religious." Relative prominence or strength is given further mention in the Manual SV (1970:8): "Unlike many tests of personality, the present scale aims to measure more than a single variable. It does not, however, measure the absolute strength of each of the six values but only their relative strength." In other words, a high score on one value reduces the scores on one or more other values.

## METHOD OF COLLECTING DATA

In April, 1973, the investigator sent a packet personally addressed to the high school counselor of each of the 163 schools selected to participate in this study. The packet contained the following items:

1. A self addressed, stamped return envelope, visably coded only for identifying the school classification.
2. A letter requesting the counselors' services in administering the Study of Values, third edition, hand scorable test. A copy of this letter may be found in Appendix A, page 132.
3. Three SV tests to be administered to three randomly selected high school senior football players.
4. One SV test to be administered to the head high school football coach.
5. An information sheet attached to the coach's test. A copy of this information sheet may be found in Appendix A, page 132.

Two weeks after the initial packet for the initial sampling of the population was mailed, a follow-up letter was sent to the school counselor of those schools in the initial sampling study. A copy of the letter sent may be found in Appendix A, page

In September, 1973, five months after the initial test packets had been sent, a second sampling was done on ten percent of the eligible population to determine if a true sample of the population had been tested. Identical procedures were used in the collection of data for the second sampling as were employed in the initial testing. A copy of the instructional letter sent to the school counselor may be found in Appendix A, page

Two weeks after the initial packet for the second sampling of the population was mailed, a follow-up letter was sent to the school counselor of those schools in the second sampling study. A copy of the letter sent may be found in Appendix A, page

A descriptive comparison of the results of the initial test and the second test may be found in Appendix B, page

#### RELIABILITY AND VALIDITY OF THE INSTRUMENT

The following references in this section constitute a brief summary of the literature citing the reliability and validity of the SV.

Empirical evidence of the importance of value systems as an organizing and motivating factor in behavior has been well accepted. Following its development in the early thirties, Allport and Vernon's Study of Values Test . . . has been the main instrument used to measure

six systems of patterns of values; namely the Theoretical, Social, Political, Economic, Aesthetic, and Religious. Since that time almost fifty articles have been published showing the importance and stability of the value concept.

A report in the Fourth Mental Measurements Yearbook (MMY) (Gough, 1953:157) states "the test is suitable for high school and college groups. The language is too academic and involved for use in groups very far removed from a scholastic environment." He further reports that:

It has a definite, if questionable theoretical basis, its statistical properties are adequate, and it yields scores which possess utility for both group and individual interpretation. The range of application of the test is somewhat limited, and the variables themselves may not have relevance. However within the appropriate context the test possesses considerable merit and utility.

In discussing the stability of the Study of Values, Gage (1959:202) stated:

The values measured by the Study of Values proved to be the most stable of the five kinds of variables (vocational interests, self ratings on personality traits, Bernreuter and Strong personality trait scores, and attitudes . . .

The SV Manual (1970:9) gave the split half reliability for a sample group (n=100), the product-moment correlations (Spearman-Brown) were: theoretical .84, economic .93, aesthetic .89, social .90, political .87, religious .95. The mean reliability coefficient using a z transformation is .90.

Boros (1972:349) lists in the 7th MMY the Study of Values as ranking 10th in the MMY and Personality Tests and Reviews with a cumulative total of 687 citations.

Of importance to this study has been the testing on a large scale of high school students. The Manual of the SV (1970:23) states the following: "High school norms were established in 1968. An N of 1574 high school senior males were tested and weighted N's for this grade and sex were established."

## HYPOTHESES

The purpose of this study was to determine the values of a stratified random sampling of selected high school head football coaches and selected high school senior football players in the state of Nebraska.

The direct comparison of the values of coaches and players will be hypothesized. Related comparisons, descriptive in nature, will be presented in Chapter 4. Because of the number of hypotheses (120) and the nature of the statistic used in accepting or rejecting the null hypothesis, the investigator devised a method of classification which will simplify both this portion of the paper and the findings in Chapter 4.

The general questions to be hypothesized have been listed as "items." Each "item" has six hypotheses corresponding in order to the six basic interests as expressed by the Study of Values (SV).

The null hypotheses concerning the values of coaches and players are stated as follows:

Item 1

1. There is no significant difference between the mean scores of Class A coaches and Class A players on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between the mean scores of Class A coaches and Class A players on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between the mean scores of Class A coaches and Class A players on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between the mean scores of Class A coaches and Class A players on factor four, the social value, as expressed by the SV.

5. There is no significant difference between the mean scores of Class A coaches and Class A players on factor five, the political value, as expressed by the SV.

6. There is no significant difference between the mean scores of Class A coaches and Class A players on factor six, the religious value, as expressed by the SV.

Item 2

1. There is no significant difference between the mean scores of Class B coaches and Class B players on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between the mean scores of Class B coaches and Class B players on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between the mean scores of Class B coaches and Class B players on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between the mean scores of Class B coaches and Class B players on factor four, the social value, as expressed by the SV.

5. There is no significant difference between the mean scores of Class B coaches and Class B players on factor five, the political value, as expressed by the SV.

6. There is no significant difference between the mean scores of Class B coaches and Class B players on factor six, the religious value, as expressed by the SV.

Item 3

1. There is no significant difference between the mean scores of Class C coaches and Class C players on factor one, the theoretical value, as expressed by the SV.
2. There is no significant difference between the mean scores of Class C coaches and Class C players on factor two, the economic value, as expressed by the SV.
3. There is no significant difference between the mean scores of Class C coaches and Class C players on factor three, the aesthetic value, as expressed by the SV.
4. There is no significant difference between the mean scores of Class C coaches and Class C players on factor four, the social value, as expressed by the SV.
5. There is no significant difference between the mean scores of Class C coaches and Class C players on factor five, the political value, as expressed by the SV.
6. There is no significant difference between the mean scores of Class C coaches and Class C players on factor six, the religious value, as expressed by the SV.

Item 4

1. There is no significant difference between the mean scores of Class D coaches and Class D players on factor one, the theoretical value, as expressed by the SV.
2. There is no significant difference between the mean scores of Class D coaches and Class D players on factor two, the economic value, as expressed by the SV.
3. There is no significant difference between the mean scores of Class D coaches and Class D players on factor three, the aesthetic value, as expressed by the SV.
4. There is no significant difference between the mean scores of Class D coaches and Class D players on factor four, the social value, as expressed by the SV.
5. There is no significant difference between the mean scores of Class D coaches and Class D players on factor five, the political value, as expressed by the SV.
6. There is no significant difference between the mean scores of Class D coaches and Class D players on factor six, the religious value, as expressed by the SV.

Item 5

1. There is no significant difference between coaches age (21-30) and Class A players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (21-30) and Class A players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (21-30) and Class A players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (21-30) and Class A players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (21-30) and Class A players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (21-30) and Class A players, on factor six, the religious value, as expressed by the SV.

Item 6

1. There is no significant difference between coaches age (21-30) and Class B players, on factor one, the theoretical value, as expressed by the SV.
2. There is no significant difference between coaches age (21-30) and Class B players, on factor two, the economic value, as expressed by the SV.
3. There is no significant difference between coaches age (21-30) and Class B players, on factor three, the aesthetic value, as expressed by the SV.
4. There is no significant difference between coaches age (21-30) and Class B players, on factor four, the social value, as expressed by the SV.
5. There is no significant difference between coaches age (21-30) and Class B players, on factor five, the political value, as expressed by the SV.
6. There is no significant difference between coaches age (21-30) and Class B players, on factor six, the religious value, as expressed by the SV.

Item 7

1. There is no significant difference between coaches age (21-30) and Class C players, on factor one, the theoretical value, as expressed by the SV.
2. There is no significant difference between coaches age (21-30) and Class C players, on factor two, the economic value, as expressed by the SV.
3. There is no significant difference between coaches age (21-30) and Class C players, on factor three, the aesthetic value, as expressed by the SV.
4. There is no significant difference between coaches age (21-30) and Class C players, on factor four, the social value, as expressed by the SV.
5. There is no significant difference between coaches age (21-30) and Class C players, on factor five, the political value, as expressed by the SV.
6. There is no significant difference between coaches age (21-30) and Class C players, on factor one, the religious value, as expressed by the SV.

Item 8

1. There is no significant difference between coaches age (21-30) and Class D players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (21-30) and Class D players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (21-30) and Class D players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (21-30) and Class D players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (21-30) and Class D players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (21-30) and Class D players, on factor six, the religious value, as expressed by the SV.

Item 9

1. There is no significant difference between coaches age (31-40) and Class A players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (31-40) and Class A players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (31-40) and Class A players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (31-40) and Class A players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (31-40) and Class A players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (31-40) and Class A players, on factor six, the religious value, as expressed by the SV.

Item 10

1. There is no significant difference between coaches age (31-40) and Class B players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (31-40) and Class B players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (31-40) and Class B players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (31-40) and Class B players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (31-40) and Class B players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (31-40) and Class B players, on factor six, the religious value, as expressed by the SV.

Item 11

1. There is no significant difference between coaches age (31-40) and Class C players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (31-40) and Class C players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (31-40) and Class C players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (31-40) and Class C players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (31-40) and Class C players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (31-40) and Class C players, on factor six, the religious value, as expressed by the SV.

Item 12.

1. There is no significant difference between coaches age (31-40) and Class D players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (31-40) and Class D players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (31-40) and Class D players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (31-40) and Class D players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (31-40) and Class D players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (31-40) and Class D players, on factor six, the religious value, as expressed by the SV.

Item 13

1. There is no significant difference between coaches age (41-50) and Class A players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (41-50) and Class A players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (41-50) and Class A players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (41-50) and Class A players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (41-50) and Class A players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (41-50) and Class A players, on factor six, the religious value, as expressed by the SV.

Item 14

1. There is no significant difference between coaches age (41-50) and Class B players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (41-50) and Class B players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (41-50) and Class B players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (41-50) and Class B players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (41-50) and Class B players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (41-50) and Class B players, on factor six, the religious value, as expressed by the SV.

Item 15

1. There is no significant difference between coaches age (41-50) and Class C players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (41-50) and Class C players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (41-50) and Class C players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (41-50) and Class C players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (41-50) and Class C players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (41-50) and Class C players, on factor six, the religious value, as expressed by the SV.

Item 16

1. There is no significant difference between coaches age (41-50) and Class D players, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (41-50) and Class D players, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (41-50) and Class D players, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (41-50) and Class D players, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (41-50) and Class D players, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (41-50) and Class D players, on factor six, the religious value, as expressed by the SV.

Item 17

1. There is no significant difference between coaches age (21-30) and combined players Classes A, B, C, and D, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (21-30) and combined players Classes A, B, C, and D, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (21-30) and combined players Classes A, B, C, and D, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (21-30) and combined players Classes A, B, C, and D, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (21-30) and combined players Classes A, B, C, and D, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (21-30) and combined players Classes A, B, C, and D, on factor six, the religious value, as expressed by the SV.

Item 18

1. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor six, the religious value, as expressed by the SV.

Item 19

1. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D, on factor six, the religious value, as expressed by the SV.

Item 20

1. There is no significant difference between combined coaches Classes A, B, C, and D; and combined players Classes A, B, C, and D, on factor one, the theoretical value, as expressed by the SV.

2. There is no significant difference between combined coaches Classes A, B, C, and D, and combined players Classes A, B, C, and D, on factor two, the economic value, as expressed by the SV.

3. There is no significant difference between combined coaches Classes A, B, C, and D, and combined players Classes A, B, C, and D, on factor three, the aesthetic value, as expressed by the SV.

4. There is no significant difference between combined coaches Classes A, B, C, and D, and combined players Classes A, B, C, and D, on factor four, the social value, as expressed by the SV.

5. There is no significant difference between combined coaches Classes A, B, C, and D, and combined players Classes A, B, C, and D, on factor five, the political value, as expressed by the SV.

6. There is no significant difference between combined coaches Classes A, B, C, and D, and combined players Classes A, B, C, and D, on factor six, the religious value, as expressed by the SV.

#### ANALYSIS OF DATA

An analysis of variance was applied to the appropriate data to obtain "between groups" and "within groups" population variances. Ferguson gave the advantages of analysis of variance as:

The raw data of experiments frequently do not exhibit the characteristics which mathematical models require. One advantage of the analysis of variance is that reasonable departures from assumptions of normality and homogeneity may occur without seriously affecting the validity and inferences drawn from the data. (1971:219-220)

Analysis of variance methods were applied and an F ratio was obtained. F ratios were tested at the 0.05 level by use of the F table (critical value of F). Sax (1968:422) states the use of the F ratio as follows: "The F ratio is used to determine whether there is a statistically significant difference between two or more means." The F test does not explain, however, which paired groups differ at the 0.05 level. The Scheffe' F test was applied using the F table, Winer (1962:642) at the 0.05

level of significance. Ferguson notes the advantages of using the Scheffe' method:

The Scheffe' method is more rigorous than other multiple comparison methods with regard to Type I error. It will lead to fewer significant differences. It is easy to apply. No special problems arise because of unequal N's. It uses the readily available F test. The criterion it employs in the evolution of the null hypothesis is simple and readily understood. It is not seriously affected by violations of the assumptions of normality and homogeneity of variance unless these are gross. It can be used for any comparison the investigator wishes to make. (1966:297)

The t test, when appropriate, was applied using the t table (Ferguson, 1966:406). Sax (1968:421) states the use of the t test as follows: "The significance of the differences between two means is tested by t tests." When there were more than one comparison, the Dunnett (1964:483) table was used. The Dunnett multiple comparison procedure compares several treatments simultaneously with a control treatment. This procedure has the property of controlling the overall experiment rather than individual comparisons.

Ferguson discusses sample size and its relation to t scores with the following:

A distinction is often made between large and small sample statistics. This distinction resides in the fact that the normal distribution is frequently found to be an appropriate model for use with sampling problems

involving large samples. With small samples the distribution of  $t$  provides for many statistics a more appropriate model. (1966:156)

#### SUMMARY

This chapter has been concerned with the research method used in this study, and has discussed the population, the research procedure, and the development of the instrument. Chapter three has also described the methods of collecting and treating the data. The results of this study are presented in Chapter four.

## Chapter 4

### ANALYSIS AND RESULTS

The analysis and results of this study are presented in the same order by item as the hypotheses in Chapter 3. Following each of the six null hypotheses and the decision of acceptance or rejection at the 0.05 level, a statistical table with a number corresponding to the "item" will be presented. A comparison of the mean scores of coaches and players for each of the six basic interests as expressed by the Study of Values (SV) will appear in the table.

#### Item 1: Null Hypotheses

1. There is no significant difference between Class A coaches and Class A players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between Class A coaches and Class A players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between Class A coaches and Class A players on factor three, the aesthetic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

4. There is no significant difference between Class A coaches and Class A players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between Class A coaches and Class A players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between Class A coaches and Class A players on factor six, the religious value, as expressed by the SV.

Decision: Class A coaches and Class A players scores on factor six, the religious value, were significantly different. The null hypothesis was rejected.

Table 1

Comparison of Mean Scores on Factors 1-6  
of Class A Coaches and Players

Factor	N = 19 Mean (Coaches)	Mean Difference	N = 56 Mean (Players)	t Score
1-theoretical	37.57	2.60	40.17	-1.43
2-economic	43.94	0.02	43.92	0.01
3-aesthetic	31.57	2.69	34.26	-1.38
4-social	38.21	0.21	38.00	0.12
5-political	45.05	0.28	45.33	-0.16
6-religious	45.31	6.08	39.23	3.06*

Critical t 0.05 (df = 72) = 1.98

\*Significant

Item 2: Null Hypotheses

1. There is no significant difference between Class B coaches and Class B players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between Class B coaches and Class B players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between Class B coaches and Class B players on factor three, the aesthetic value, as expressed by the SV.

Decision: Class B coaches and Class B players scores on factor three, the aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between Class B coaches and Class B players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between Class B coaches and Class B players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between Class B coaches and Class B players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 2

Comparison of Mean Scores on Factors 1-6  
of Class B Coaches and Players

Factor	N = 28 Mean (Coaches)	Mean Difference	N = 71 Mean (Players)	t Score
1-theoretical	38.82	1.12	39.94	-0.83
2-economic	46.07	1.79	44.28	1.13
3-aesthetic	29.00	5.04	34.04	-3.07*
4-social	37.14	0.53	37.67	-0.41
5-political	45.28	1.12	44.16	0.84
6-religious	43.64	3.81	39.83	1.88

Critical  $t$  0.05 (df = 97) = 1.98

\*Significant

Item 3: Null Hypothesis

1. There is no significant difference between Class C coaches and Class C players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between Class C coaches and Class C players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between Class C coaches and Class C players on factor three, the aesthetic value, as expressed by the SV.

Decision: Class C coaches and Class C players scores on factor three, the aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between Class C coaches and Class C players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between Class C coaches and Class C players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between Class C coaches and Class C players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 3

Comparison of Mean Scores on Factors 1-6  
of Class C Coaches and Players

Factor	N = 50 Mean. (Coaches)	Mean Difference	N = 137 Mean (Players)	t Score
1-theoretical	38.86	0.74	39.60	-0.74
2-economic	47.20	2.14	45.06	1.90
3-aesthetic	30.54	3.75	34.29	-3.53*
4-social	37.74	0.64	38.38	-0.61
5-political	44.62	1.49	43.13	1.41
6-religious	41.24	1.53	39.71	1.09

Critical t 0.05 (df = 185) = 1.96

\*Significant

Item 4: Null Hypotheses

1. There is no significant difference between Class D coaches and Class D players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between Class D coaches and Class D players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between Class D coaches and Class D players on factor three, the aesthetic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

4. There is no significant difference between Class D coaches and Class D players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between Class D coaches and Class D players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between Class D coaches and Class D players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 4

Comparison of Mean Scores on Factors 1-6  
of Class D Coaches and Players

Factors	N = 30 Mean (Coaches)	Mean Difference	N = 78 Mean (Players)	t Score
1-theoretical	39.70	0.47	40.17	-0.40
2-economic	43.50	1.34	44.84	-0.96
3-aesthetic	33.16	0.62	33.78	-0.45
4-social	39.00	0.62	38.38	0.52
5-political	45.00	1.47	43.53	1.05
6-religious	39.63	0.87	38.76	0.49

Critical t 0.05 (df = 106) = 1.98

\*Significant

Item 5: Null Hypotheses

1. There is no significant difference between coaches age (21-30) and Class A players, on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (21-30) and Class A players, on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (21-30) and Class A players, on factor three, the aesthetic value, as expressed by the SV.

Decision: Class A coaches age (21-30) and Class A players scores on factor three, the aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between coaches age (21-30) and Class A players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (21-30) and Class A players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (21-30) and Class A players, on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 5

Comparison of Coaches Age (21-30)  
and Players Class A

Factor	N = 75 Mean (Coaches)	Mean Difference	N = 56 Mean (Players)	t Score
1-theoretical	38.17	2.00	40.17	-1.70
2-economic	45.88	1.96	43.92	1.63
3-aesthetic	31.13	3.13	34.26	-2.64*
4-social	37.98	0.02	38.00	-0.01
5-political	45.46	0.13	45.33	0.10
6-religious	41.48	2.25	39.23	1.58

Critical t 0.05 (df = 129) = 1.96

\*Significant

#### Item 6: Null Hypotheses

1. There is no significant difference between coaches age (21-30) and Class B players, on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (21-30) and Class B players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (21-30) and Class B players on factor three, aesthetic value, as expressed by the SV.

Decision: Class B coaches age (21-30) and Class B players scores on factor three, the aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between coaches age (21-30) and Class B players on factor four, social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (21-30) and Class B players on factor five, political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (21-30) and Class B players on factor six, religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 6

Comparison of Coaches Age (21-30)  
and Players Class B

Factor	N = 75 Mean (Coaches)	Mean Difference	N = 71 Mean (Players)	t Score
1-theoretical	38.17	1.77	39.94	-1.69
2-economic	45.88	1.60	44.28	1.37
3-aesthetic	31.13	2.91	34.04	-2.53*
4-social	37.98	0.31	37.67	0.32
5-political	45.46	1.30	44.16	1.18
6-religious	41.48	1.65	39.83	1.14

Critical t 0.05 (df = 144) = 1.96

\*Significant

Item 7: Null Hypothesis

1. There is no significant difference between coaches age (21-30) and Class C players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (21-30) and Class C players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (21-30) and Class C players on factor three, the aesthetic value, as expressed by the SV.

Decision: Class C coaches age (21-30) and Class C players scores on factor three, the aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between coaches age (21-30) and Class C players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (21-30) and Class C players on factor five, the political value, as expressed by the SV.

Decision: Class C coaches age (21-30) and Class C players scores on factor five, the political value, were significantly different. The null hypothesis was rejected.

6. There is no significant difference between coaches age (21-30) and Class C players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 7

Comparison of Coaches Age (21-30)  
and Players Class C

Factor	N = 75 Mean (Coaches)	Mean Difference	N = 137 Mean (Players)	t Score
1-theoretical	38.17	1.43	39.60	-1.65
2-economic	45.88	0.82	45.06	0.82
3-aesthetic	31.13	3.16	34.29	-3.35*
4-social	37.98	0.40	38.38	-0.45
5-political	45.46	2.33	43.13	2.48*
6-religious	41.48	1.77	39.71	1.43

Critical t 0.05 (df = 210) = 1.96

\*Significant

Item 8: Null Hypotheses

1. There is no significant difference between coaches age (21-30) and Class D players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (21-30) and Class D players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (21-30) and Class D players on factor three, the aesthetic value, as expressed by the SV.

Decision: Class D coaches age (21-30) and Class D players scores on factor three, the aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between coaches age (21-30) and Class D players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (21-30) and Class D players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (21-30) and Class D players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 8

Comparison of Coaches Age (21-30)  
and Players Class D

Factor	N = 75 Mean (Coaches)	Mean Difference	N = 78 Mean (Players)	t Score
1-theoretical	38.17	2.00	40.17	-2.06
2-economic	45.88	1.04	44.84	1.00
3-aesthetic	31.13	2.65	33.78	-2.55*
4-social	37.98	0.40	38.38	-0.43
5-political	45.46	1.93	43.53	1.77
6-religious	41.48	2.72	38.76	1.98

Critical t 0.05 (df = 151) = 2.47

\*Significant

Item 9: Null Hypotheses

1. There is no significant difference between coaches age (31-40) and Class A players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (31-40) and Class A players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (31-40) and Class A players on factor three, the aesthetic value, as expressed by the SV.

Decision: Class A coaches age (31-40) and Class A players scores on factor three, the aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between coaches age (31-40) and Class A players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (31-40) and Class A players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (31-40) and Class A players on factor six, the religious value, as expressed by the SV.

Decision: Class A coaches age (31-40) and Class A players on factor six, the religious value, were significantly different. The null hypothesis was rejected.

Table 9

Comparison of Coaches Age (31-40)  
and Players Class A

Factor	N = Mean (Coaches)	Mean Difference	N = Mean (Players)	t Score
1-theoretical	39.32	0.85	40.17	-0.68
2-economic	44.88	0.96	43.92	0.67
3-aesthetic	30.81	3.45	34.26	-2.26
4-social	38.23	0.23	38.00	0.18
5-political	44.69	0.64	45.33	-0.48
6-religious	42.62	3.39	39.23	2.16

Critical t 0.05 (df = 97) = 1.98

\*Significant

Item 10: Null Hypotheses

1. There is no significant difference between coaches age (31-40) and Class B players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (31-40) and Class B players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (31-40) and Class B players on factor three, the aesthetic value, as expressed by the SV.

Decision: Class B coaches age (31-40) and Class B players scores on factor three, the aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between coaches age (31-40) and Class B players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (31-40) and Class B players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (31-40) and Class B players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 10

Comparison of Coaches Age (31-40)  
and Players Class B

Factor	N = 43 Mean (Coaches)	Mean Difference	N = 71 Mean (Players)	t Score
1-theoretical	39.32	0.62	39.94	-0.55
2-economic	44.88	0.60	44.28	0.42
3-aesthetic	30.81	3.23	34.04	-2.17*
4-social	38.23	2.56	37.67	0.48
5-political	44.69	0.53	44.16	0.45
6-religious	42.62	2.79	39.83	1.66

Critical t 0.05 (df = 112) = 1.98

\*Significant

Item 11: Null Hypotheses

1. There is no significant difference between coaches age (31-40) and Class C players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (31-40) and Class C players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (31-40) and Class C players on factor three, the aesthetic value, as expressed by the SV.

Decision: Class C coaches age (31-40) and Class C players scores on factor three, the aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between coaches age (31-40) and Class C players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (31-40) and Class C players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (31-40) and Class C players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 11

Comparison of Coaches Age (31-40)  
and Players Class C

Factor	N = 43 Mean (Coaches)	Mean Difference	N = 137 Mean (Players)	t Score
1-theoretical	39.92	0.28	39.60	-0.28
2-economic	44.88	0.18	45.06	-0.15
3-aesthetic	30.81	3.48	34.29	-2.84*
4-social	38.23	0.15	38.38	-0.14
5-political	44.69	1.56	43.13	1.44
6-religious	42.62	2.91	39.71	1.95

Critical t 0.05 (df = 178) = 1.96

\*Significant

Item 12: Null Hypotheses

1. There is no significant difference between coaches age (31-40) and Class D players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (31-40) and Class D players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (31-40) and Class D players on factor three, the aesthetic

value, as expressed by the SV.

Decision: The null hypothesis was accepted.

4. There is no significant difference between coaches age (31-40) and Class D players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (31-40) and Class D players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (31-40) and Class D players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 12

Comparison of Coaches Age (31-40)  
and Players Class D

Factor	N = 43 Mean (Coaches)	Mean Difference	N = 78 Mean (Players)	t Score
1-theoretical	39.32	0.78	40.17	-0.83
2-economic	44.88	0.04	44.84	0.03
3-aesthetic	30.81	2.97	33.78	-2.22
4-social	38.23	0.15	38.38	-0.14
5-political	44.69	1.16	43.53	0.98
6-religious	42.62	3.86	38.76	2.42

Critical  $t$  0.05 (df = 119) = 2.47

\*Significant

Item 13: Null Hypotheses

1. There is no significant difference between coaches age (41-50) and Class A players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (41-50) and Class A players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (41-50) and Class A players on factor three, the aesthetic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

4. There is no significant difference between coaches age (41-50) and Class A players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (41-50) and Class A players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (41-50) and Class A players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 13

Comparison of Coaches Age (41-50)  
and Players Class A

Factor	N = 9 Mean (Coaches)	Mean Difference	N = 56 Mean (Players)	t Score
1-theoretical	42.33	2.16	40.17	0.88
2-economic	46.55	2.53	43.92	1.12
3-aesthetic	30.44	3.84	34.26	-1.60
4-social	36.66	1.34	38.00	-0.56
5-political	41.44	3.89	45.33	-1.64
6-religious	43.33	4.10	39.23	1.54

Critical  $t$  0.05 (df = 63) = 1.98

\*Significant

Item 14: Null Hypotheses

1. There is no significant difference between coaches age (41-50) and Class B players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (41-50) and Class B players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (41-50) and Class B players on factor three, the aesthetic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

4. There is no significant difference between coaches age (41-50) and Class B players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (41-50) and Class B players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (41-50) and Class B players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 14

Comparison of Coaches Age (41-50)  
and Players Class B

Factor	N = 9 Mean (Coaches)	Mean Difference	N = 71 Mean (Players)	t Score
1-theoretical	42.33	2.39	39.94	1.06
2-economic	46.55	2.27	44.28	0.91
3-aesthetic	30.44	3.60	34.04	-1.44
4-social	36.66	1.01	37.67	-0.48
5-political	41.44	2.72	44.16	-1.32
6-religious	43.33	3.50	39.83	1.12

Critical t 0.05 (df = 78) = 1.98

\*Significant

Item 15: Null Hypotheses

1. There is no significant difference between coaches age (41-50) and Class C players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (41-50) and Class C players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (41-50) and Class C players on factor three, the aesthetic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

4. There is no significant difference between coaches age (41-50) and Class C players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (41-50) and Class C players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (41-50) and Class C players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 15

Comparison of Coaches Age (41-50)  
and Players Class C

Factor	N = 9 Mean (Coaches)	Mean Difference	N = 137 Mean (Players)	t Score
1-theoretical	42.33	2.73	39.60	1.33
2-economic	46.55	1.49	45.06	0.63
3-aesthetic	30.44	3.85	34.29	-1.73
4-social	36.66	1.72	38.38	-0.80
5-political	41.44	1.69	43.13	-0.81
6-religious	43.33	3.62	39.71	1.22

Critical t 0.05 (df = 144) = 1.96

\*Significant

Item 16: Null Hypotheses

1. There is no significant difference between coaches age (41-50) and Class D players on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (41-50) and Class D players on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (41-50) and Class D players on factor three, the aesthetic

value, as expressed by the SV.

Decision: The null hypothesis was accepted.

4. There is no significant difference between coaches age (41-50) and Class D players on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (41-50) and Class D players on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (41-50) and Class D players on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 16

Comparison of Coaches Age (41-50)  
and Players Class D

Factor	N = 9 Mean (Coaches)	Mean Difference	N = 78 Mean (Players)	t Score
1-theoretical	42.33	2.16	40.17	1.05
2-economic	46.55	1.71	44.84	0.82
3-aesthetic	30.44	3.34	33.78	-1.55
4-social	36.66	1.72	38.38	-0.89
5-political	41.44	2.09	43.53	-0.98
6-religious	43.33	4.57	38.76	1.55

Critical  $t$  0.05 (df = 85) = 2.50

\*Significant

Item 17: Null Hypotheses

1. There is no significant difference between coaches age (21-30) and combined players, Classes A, B, C, and D, on factor one, the theoretical value, as expressed by the SV.

Decision: Coaches age (21-30) and combined players Classes A, B, C, and D, scores on factor one, theoretical value, were significantly different. The null hypothesis was rejected.

2. There is no significant difference between coaches age (21-30) and combined players, Classes A, B, C, and D, on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (21-30) and combined players, Classes A, B, C, and D, on factor three, the aesthetic value, as expressed by the SV.

Decision: Coaches age (21-30) and combined players Classes A, B, C, and D, scores on factor three, aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between coaches age (21-30) and combined players, Classes A, B, C, and D, on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (21-30) and combined players, Classes A, B, C, and D, on factor five, the political value, as expressed by the SV.

Decision: Coaches age (21-30) and combined players Classes A, B, C, and D, scores on factor five, political value, were significantly different. The null hypothesis was rejected.

6. There is no significant difference between coaches age (21-30) and combined players, Classes A, B, C, and D, on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 17

Comparison of Mean Scores on Factors 1-6  
Coaches Age (21-30) and Combined Players  
Classes A, B, C, and D

Factor	N = 75 Mean (Coaches)	Mean Difference	N = 342 Mean (Players)	t Score
1-theoretical	38.17	1.73	39.90	-2.21*
2-economic	45.88	1.22	44.66	1.40
3-aesthetic	31.13	2.99	34.12	-3.52*
4-social	37.98	0.19	38.17	-0.24
5-political	45.46	1.66	43.80	2.06*
6-religious	41.48	2.04	39.44	1.89

Critical  $t$  0.05 (df = 415) = 1.96

\*Significant

Item 18: Null Hypotheses

1. There is no significant difference between coaches age (31-40) and combined players, Classes A, B, C, and D, on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (31-40) and combined players, Classes A, B, C, and D, on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor three, the aesthetic value, as expressed by the SV.

Decision: Coaches age (31-40) and combined players Classes A, B, C, and D, scores on factor three, aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (31-40) and combined players Classes A, B, C, and D, on factor six, the religious value, as expressed by the SV.

Decision: Coaches age (31-40) and combined players Classes A, B, C, and D, scores on factor six, religious value, were significantly different. The null hypothesis was rejected.

Table 18

Comparison of Mean Scores on Factors 1-6  
Coaches Age (31-40) and Combined Players  
Classes A, B, C, and D

Factor	N = 43 Mean (Coaches)	Mean Difference	N = 342 Mean (Players)	t Score
1-theoretical	39.32	0.58	39.90	-0.60
2-economic	44.88	0.22	44.66	0.19
3-aesthetic	30.81	3.31	34.12	-2.98*
4-social	38.23	0.06	38.17	0.06
5-political	44.69	0.89	43.80	0.90
6-religious	42.62	3.18	39.44	2.34*

Critical  $t$  0.05 (df = 383) = 1.96

\*Significant

Item 19: Null Hypotheses

1. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D on factor three, the aesthetic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

4. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between coaches age (41-50) and combined players, Classes A, B, C, and D on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between coaches age (41-50) and combined players Classes A, B, C, and D on factor six, the religious value, as expressed by the SV.

Decision: The null hypothesis was accepted.

Table 19

Comparison of Mean Scores on Factors 1-6  
Coaches Age (41-50) and Combined Players  
Classes A, B, C and D

Factor	N = 9 Mean (Coaches)	Mean Difference	N = 342 Mean (Players)	t Score
1-theoretical	42.33	2.43	39.90	1.18
2-economic	46.55	1.89	44.66	0.82
3-aesthetic	30.44	3.68	34.12	-1.64
4-social	36.66	1.51	38.17	-0.73
5-political	41.44	2.36	43.80	-1.15
6-religious	43.33	3.89	39.44	1.37

Critical 5 0.05 (df = 349) = 1.96

\*Significant

Item 20: Null Hypotheses

1. There is no significant difference between all coaches as a total group and all players as a total group on factor one, the theoretical value, as expressed by the SV.

Decision: The null hypothesis was accepted.

2. There is no significant difference between all coaches as a total group and all players as a total group on factor two, the economic value, as expressed by the SV.

Decision: The null hypothesis was accepted.

3. There is no significant difference between all coaches as a total group and all players as a total group on factor three, the aesthetic value, as expressed by the SV.

Decision: All coaches as a total group and all players as a total group scores on factor three, aesthetic value, were significantly different. The null hypothesis was rejected.

4. There is no significant difference between all coaches as a total group and all players as a total group on factor four, the social value, as expressed by the SV.

Decision: The null hypothesis was accepted.

5. There is no significant difference between all coaches as a total group and all players as a total group on factor five, the political value, as expressed by the SV.

Decision: The null hypothesis was accepted.

6. There is no significant difference between all coaches as a total group and all players as a total group on factor six, the religious value, as expressed by the SV.

Decision: All coaches as a total group and all players as a total group scores on factor six, religious value, were significantly different. The null hypothesis was rejected.

Table 20

Comparison of All Coaches in the Study  
to All Players in the Study

Factor	N = 127 Mean (Coaches)	Mean Difference	N = 342 Mean (Players)	t Score
1-theoretical	38.85	1.05	39.90	-1.66
2-economic	45.59	0.93	44.66	1.31
3-aesthetic	30.97	3.15	34.12	-4.47*
4-social	37.97	0.20	38.17	-0.32
5-political	44.92	1.12	43.80	1.69
6-religious	42.00	2.56	39.44	2.93*

Critical t 0.05 (df = 467) = 1.96

\*Significant

#### RELATED AND DESCRIPTIVE DATA

This section contains related and descriptive information to better explain the values expressed by players and coaches.

A narrative description will precede each corresponding table.

One table is used repeatedly in this section. The format of the table is described here with an explanation of the symbols used in the table.

## Analysis of Variance Table Symbols

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square
Between groups			
Within groups			
Total			

F Ratio =

---

F Ratio -- ratio of the mean square for "between" groups to the mean square for "within" groups

The term "factor" is numbered representatives of the six basic interests of the Study of Values. They are consistently used in the following order:

1. theoretical
2. economic
3. aesthetic
4. social
5. political
6. religious

When appropriate, the F. ratio was determined for each item and tested at the 0.05 level of significance.

The F ratio is used to determine whether there is a statistically significant difference between two or more means. Unfortunately, the F ratio does not specify which means differ significantly and which do not (Sax, 1968:422).

The Scheffe' F test was applied at the 0.05 level of significance. Sax (1968:421) stated: "The significance of the differences between two means is tested by t tests."

Table 21 compares the results of coaches' scores on each of the six values as expressed by the Study of Values (SV). It should be noted that the mean scores of factor 3, the aesthetic value, were the low value score indicated by coaches in all four school classifications. A steady decline by order of school size in mean scores was indicated on factor 6, the religious value. The scores on this value ranged from a mean of 45.31 in the Class A coaches group to 39.63 in the Class D coaches group. The most consistent value score maintained by coaches was factor 5, the political value.

Table 21

A Comparison of Coaches by School Classification  
on the Basic Values as Expressed by  
the Study of Values

<u>Classification</u>	<u>Factor</u>	<u>Mean</u>	<u>Variance</u>	<u>Standard Deviation</u>
1 Class A	1-theoretical	37.57	41.03	6.40
"	2-economic	43.94	52.16	7.22
"	3-aesthetic	31.57	75.25	8.67
"	4-social	38.21	24.84	4.98
"	5-political	45.05	56.05	7.48
"	6-religious	45.31	64.33	8.02
N = 19				
2 Class B	1-theoretical	38.82	32.07	5.66
"	2-economic	46.07	41.25	6.42
"	3-aesthetic	29.00	56.81	7.53
"	4-social	37.14	23.75	4.87
"	5-political	45.28	43.69	6.61
"	6-religious	43.64	86.90	9.32
N = 28				
3 Class C	1-theoretical	38.86	46.12	6.79
"	2-economic	47.20	37.18	6.09
"	3-aesthetic	30.54	37.76	6.14
"	4-social	37.74	41.99	6.48
"	5-political	44.62	51.66	7.18
"	6-religious	41.24	65.20	8.07
N = 50				
4 Class D	1-theoretical	39.70	28.70	5.35
"	2-economic	43.50	56.12	7.49
"	3-aesthetic	33.16	46.90	6.84
"	4-social	39.00	30.06	5.48
"	5-political	45.00	58.55	7.65
"	6-religious	39.63	56.92	7.54
N = 30				

Table 22, page 109, is an analysis of variance (ANOVA) table for comparing coaches' scores on the six interests of the SV by school classification. The ANOVA table showed no significant differences at the 0.05 level.

Table 23, page 110, describes the results of individual class comparisons by use of the Scheffe' method. Although no significant differences were found in Table 22, individual comparisons by school classification disclosed significant differences at the 0.05 level between Class A and Class C coaches on the economic value and the religious value. Comparison of Class A and Class D coaches also indicated significant differences at the 0.05 level on the religious value. Between Class B and Class D coaches there were significant differences at the 0.05 level on the aesthetic value and the religious level. Comparison of values of Class C and Class D coaches yielded a significant difference at the 0.05 level on the economic value.

Table 24, page 111, tests by use of an ANOVA table the significance of differences between coaches' scores on the six interest values of the SV when compared by age groups 21-30, 31-40, and 41-50. No significant differences at the 0.05 level existed.

Table 22

## Analysis of Variance for All Coaches on Factors 1-6

Factor 1 (theoretical)	Sum of Squares	Degrees of Freedom	Mean Square
Between	52.3632	3.	17.4544
Within	4697.0947	123.	38.1877
Total	4749.4580	126.	

F Ratio = 0.46

Factor 2 (economic)	Sum of Squares	Degrees of Freedom	Mean Square
Between	318.3965	3	106.1321
Within	5502.3134	123.	44.7342
Total	5820.7099	126.	

F Ratio = 2.3725

Factor 3 (aesthetic)	Sum of Squares	Degrees of Freedom	Mean Square
Between	269.6948	3.	89.8982
Within	6099.2353	123.	49.5872
Total	6368.9296	126.	

F Ratio = 1.8129

Factor 4 (social)	Sum of Squares	Degrees of Freedom	Mean Square
Between	54.7182	3.	18.2394
Within	4018.2192	123.	32.6684
Total	4072.9375	126.	

F Ratio = 0.5583

Factor 5 (political)	Sum of Squares	Degrees of Freedom	Mean Square
Between	8.7519	3.	2.9173
Within	6418.4697	123.	52.1826
Total	6427.2216	126.	

F Ratio = 0.0559

Factor 6 (religious)	Sum of Squares	Degrees of Freedom	Mean Square
Between	481.3438	3.	160.4479
Within	8350.6582	123.	67.8915
Total	8832.0019	126.	

F Ratio = 2.3632

Runs through Factor 6

Followed by critical F 0.05(3,123) = 2.68

\*Significant

Table 23

Scheffe' F--Ratio for Coaches on Factors 1-6  
Compared by School Classification

Groups 1 and 2 - Class A and B

<u>Factor</u>	<u>Ratio</u>
1-theoretical	0.46
2-economic	1.14
3-aesthetic	1.52
4-social	0.39
5-political	0.01
6-religious	0.47

Groups 1 and 3 - Class A and C

<u>Factor</u>	<u>Ratio</u>
1-theoretical	0.59
2-economic	3.26*
3-aesthetic	0.30
4-social	0.09
5-political	0.05
6-religious	3.37*

Groups 1 and 4 - Class A and D

<u>Factor</u>	<u>Ratio</u>
1-theoretical	1.37
2-economic	0.05
3-aesthetic	0.59
4-social	0.22
5-political	0.00
6-religious	5.53*

Groups 2 and 3 - Class B and C

<u>Factor</u>	<u>Ratio</u>
1-theoretical	0.02
2-economic	0.51
3-aesthetic	0.86
4-social	0.20
5-political	0.15
6-religious	1.53

Groups 2 and 4 - Class B and D

<u>Factor</u>	<u>Ratio</u>
1-theoretical	0.29
2-economic	2.14
3-aesthetic	5.07*
4-social	1.53
5-political	0.02
6-religious	3.43*

Groups 3 and 4 - Class C and D

<u>Factor</u>	<u>Ratio</u>
1-theoretical	0.35
2-economic	5.74*
3-aesthetic	2.61
4-social	0.91
5-political	0.05
6-religious	0.71

Critical F 0.05(3,123) = 2.68

\*Significant

Table 24

Analysis of Variance by Age Groups (21-30, 31-40, 41-50)  
of Coaches on Factors 1-6

Factor 1	Sum of Squares	Degrees of Freedom	Mean Square
(theoretical)			
Between	153.24	2.	76.62
Within	4596.2197	124.	37.0662
Total	4749.4580	126.	

F Ratio = 2.0670

Factor 2	Sum of Squares	Degrees of Freedom	Mean Square
(economic)			
Between	36.0839	2.	18.0419
Within	5784.6259	124.	46.6502
Total	5820.7099	126.	

F Ratio = 0.3867

Factor 3	Sum of Squares	Degrees of Freedom	Mean Square
(aesthetic)			
Between	5.5073	2.	2.7536
Within	6363.4228	124.	51.3179
Total	6368.9296	126.	

F Ratio = 0.0536

Factor 4	Sum of Squares	Degrees of Freedom	Mean Square
(social)			
Between	18.2495	2.	9.1247
Within	4054.6879	124.	32.6990
Total	4072.9375	126.	

F Ratio = 0.2790

Factor 5	Sum of Squares	Degrees of Freedom	Mean Square
(political)			
Between	133.1894	2.	66.5947
Within	6294.0322	124.	50.7583
Total	6427.2216	126.	

F Ratio = 1.3119

Factor 6	Sum of Squares	Degrees of Freedom	Mean Square
(religious)			
Between	53.2187	2.	26.6093
Within	8778.7832	124.	70.7966
Total	8832.0019	126.	

F Ratio = 0.3758

Critical F 0.05 (2,124) = 3.07

\*Significant

Table 25 describes the means, variances, and standard deviations by age groups of coaches on the six interests of the SV.

Table 25

Means, Variances, and Standard Deviations by Age Groups of Coaches on Factors 1-6

<u>Group 1 (Age 21-30)</u>			
N = 75			
<u>Factor</u>	<u>Mean</u>	<u>Variance</u>	<u>Standard Deviation</u>
1-theoretical	38.17	41.52	6.44
2-economic	45.88	45.56	6.75
3-aesthetic	31.13	43.87	6.62
4-social	37.98	33.71	5.80
5-political	45.46	54.65	7.39
6-religious	41.48	72.73	8.52
<u>Group 2 (Age 31-40)</u>			
N = 43			
<u>Factor</u>	<u>Mean</u>	<u>Variance</u>	<u>Standard Deviation</u>
1-theoretical	39.32	25.22	5.02
2-economic	44.88	54.10	7.35
3-aesthetic	30.81	69.44	8.33
4-social	38.23	33.08	5.75
5-political	44.69	44.64	6.68
6-religious	42.62	68.90	8.30
<u>Group 3 (Age 41-50)</u>			
N = 9			
<u>Factor</u>	<u>Mean</u>	<u>Variance</u>	<u>Standard Deviation</u>
1-theoretical	42.33	58.00	7.61
2-economic	46.55	17.52	4.18
3-aesthetic	30.44	25.02	5.00
4-social	36.66	21.25	4.60
5-political	41.44	46.77	6.83
6-religious	43.33	62.75	7.92

Table 26 shows application of the Scheffe' F test to determine individual differences by age groups on the six interests of the SV. Although Table 24 yielded no significant differences at the 0.05 level, when the Scheffe' method was applied (Table 26) a significant difference occurred at the 0.05 level on the theoretical value between age group 21-30 and age group 41-50. This finding may be a mere "chance" result.

Table 26

Scheffe' F-Ratio for Age Groups of Coaches on Factors 1-6

Group 1 (Age 21-30) and Group 2 (Age 31-40)

<u>Factor</u>	<u>Ratio</u>
1-theoretical	0.98
2-economic	0.58
3-aesthetic	0.05
4-social	0.05
5-political	0.32
6-religious	0.51

Group 1 (Age 21-30) and Group 3 (Age 41-50)

<u>Factor</u>	<u>Ratio</u>
1-theoretical	3.75*
2-economic	0.08
3-aesthetic	0.07
4-social	0.43
5-political	2.56
6-religious	0.39

Group 2 (Age 31-40) and Group 3 (Age 41-50)

<u>Factor</u>	<u>Ratio</u>
1-theoretical	1.82
2-economic	0.45
3-aesthetic	0.02
4-social	0.56
5-political	1.55
6-religious	0.05

Critical F 0.05 (2,124) = 3.07

\*Significant

Table 27 lists the means, variances and standard deviations of coaches' scores on the six interests of the SV by years experience as a head football coach. The economic value and the political value remain consistently high value expressions in all three classifications by years of experience as a head football coach. The religious value shows an increase in scores as the experience of the coach increases.

Table 27

Means, Variances, and Standard Deviations on Factors 1-6  
by Years of Experience as Head Coach

<u>Group 1 (1-4 Years)</u>			N = 69
<u>Factor</u>	<u>Mean</u>	<u>Variance</u>	<u>Standard Deviation</u>
1-theoretical	39.31	38.42	6.19
2-economic	45.66	46.31	6.80
3-aesthetic	31.28	41.76	6.46
4-social	37.44	37.36	6.11
5-political	45.56	58.45	7.64
6-religious	41.00	67.47	8.21
<u>Group 2 (5-9 Years)</u>			N = 34
<u>Factor</u>	<u>Mean</u>	<u>Variance</u>	<u>Standard Deviation</u>
1-theoretical	37.97	39.72	6.30
2-economic	44.55	56.79	7.53
3-aesthetic	32.41	73.64	8.58
4-social	39.29	23.24	4.82
5-political	43.67	42.22	6.49
6-religious	42.50	73.46	8.57
<u>Group 3 (10 years and over)</u>			N = 24
<u>Factor</u>	<u>Mean</u>	<u>Variance</u>	<u>Standard Deviation</u>
1-theoretical	38.79	34.08	5.83
2-economic	46.83	31.44	5.60
3-aesthetic	28.04	35.43	5.95
4-social	37.62	29.72	5.45
5-political	44.83	42.49	6.51
6-religious	44.16	70.84	8.41

Table 28 represents an ANOVA table comparing coaches by years of experience as a head football coach. The categories are: 1-4 years, 5-9 years, and 10 years and over. There were no significant

differences at the 0.05 level on any of the six values expressed by the SV.

Table 28

Analysis of Variance on Factors 1-6 by  
Years of Experience as Head Coach

Factor 1	Sum of Squares	Degrees of Freedom	Mean Square
(theoretical)			
Between	41.4882	2.	20.7441
Within	4707.9697	124.	37.9674
Total	4749.4580	126.	
F Ratio = 0.5463			
Factor 2	Sum of Squares	Degrees of Freedom	Mean Square
(economic)			
Between	73.5839	2.	36.7919
Within	5747.1259	124.	46.3477
Total	5820.7099	126.	
F Ratio = 0.7938			
Factor 3	Sum of Squares	Degrees of Freedom	Mean Square
(aesthetic)			
Between	283.5073	2.	141.7536
Within	6085.4228	124.	49.0759
Total	6368.9296	126.	
F Ratio = 2.8884			
Factor 4	Sum of Squares	Degrees of Freedom	Mean Square
(social)			
Between	81.1557	2.	40.5778
Within	3991.7817	124.	32.1917
Total	4072.9375	126.	
F Ratio = 1.2605			
Factor 5	Sum of Squares	Degrees of Freedom	Mean Square
(political)			
Between	81.4394	2.	40.7197
Within	6345.7822	124.	51.1756
Total	6427.2216	126.	
F Ratio = 0.7956			
Factor 6	Sum of Squares	Degrees of Freedom	Mean Square
(religious)			
Between	190.1562	2.	95.0781
Within	8641.8457	124.	69.6922
Total	8832.0019	126.	
F Ratio = 1.3642			

Critical F 0.05 (2,124) = 3.07

\*Significant

Table 29, page 117, describes the application of the Scheffe' F test to determine individual group differences of coaches by years of experience as a head football coach. When coaches with 1-4 years of experience were compared to coaches with 5-9 years experience, no significant differences at the 0.05 level were noted on any of the six values expressed by the SV. When coaches with 1-4 years of experience as a head football coach were compared to those coaches with 10 years or more as a head coach significant differences at the 0.05 level were noted on the aesthetic value. Coaches with 5-9 years experience compared to coaches with over 10 years experience also yielded significantly different scores on the aesthetic value.

Table 30, page 118, compares head football coaches by school classification to male national norms on the six values expressed by the SV. Class A coaches were significantly different at the 0.05 level on the theoretical and the religious value. Class B coaches were significantly different on the theoretical, the economic and the aesthetic value. Class C coaches were significantly different at the 0.05 level on the theoretical value. Class D coaches were also significantly different at the 0.05 level on the theoretical value. All classes of coaches were significantly different on the theoretical value.

Table 29

Scheffe' F - Ratio on Factors 1-6 by  
Years of Experience as Head Coach

Group 1 (1-4 Years) and Group 2 (5-9 Years)

<u>Factor</u>	<u>Ratio</u>
1-theoretical	1.09
2-economic	0.60
3-aesthetic	0.58
4-social	2.40
5-political	1.59
6-religious	0.73

Group 1 (1-4 Years) and Group 3 (ten years and over)

<u>Factor</u>	<u>Ratio</u>
1-theoretical	0.13
2-economic	0.52
3-aesthetic	3.83*
4-social	0.02
5-political	0.19
6-religious	2.56

Group 2 (5-9 Years) and Group 3 (ten years and over)

<u>Factor</u>	<u>Ratio</u>
1-theoretical	0.25
2-economic	1.57
3-aesthetic	5.47*
4-social	1.22
5-political	0.37
6-religious	0.56

Critical F 0.05 (2,124) = 3.07

\*Significant

Table 30

## Comparison of Coaches to National Norm

<u>Factor</u>	N = 2489		N = 19	
	<u>Mean(National)</u>	<u>Mean Difference</u>	<u>Mean(Group 2)</u>	<u>t-Score</u>
1-theoretical	43.75	6.17	37.58	4.61*
2-economic	42.78	1.17	43.95	-0.63
3-aesthetic	35.09	3.51	31.58	2.26
4-social	37.09	1.12	38.21	-0.55
5-political	42.94	2.11	45.05	-1.06
6-religious	38.20	7.12	45.32	-2.58*

<u>Factor</u>	N = 2489		N = 28	
	<u>Mean(National)</u>	<u>Mean Difference</u>	<u>Mean(Group 3)</u>	<u>t-Score</u>
1-theoretical	43.75	4.93	38.82	4.73*
2-economic	42.78	4.29	46.07	-2.51*
3-aesthetic	35.09	6.09	29.00	3.13*
4-social	37.09	0.05	37.14	-0.04
5-political	42.94	2.35	45.29	-1.34
6-religious	38.20	5.44	43.64	-2.39

<u>Factor</u>	N = 2489		N = 50	
	<u>Mean(National)</u>	<u>Mean Difference</u>	<u>Mean(Group 4)</u>	<u>t-Score</u>
1-theoretical	43.75	4.89	38.86	7.37*
2-economic	42.78	4.42	47.20	-2.08
3-aesthetic	35.09	4.55	30.54	5.93
4-social	37.09	0.65	37.74	-0.40
5-political	42.94	1.68	44.62	-1.21
6-religious	38.20	3.04	41.24	-1.22

<u>Factor</u>	N = 2489		N = 30	
	<u>Mean(National)</u>	<u>Mean Difference</u>	<u>Mean(Group 4)</u>	<u>t-Score</u>
1-theoretical	43.75	4.05	39.70	2.92*
2-economic	42.78	0.72	43.50	-0.40
3-aesthetic	35.09	1.92	33.17	1.59
4-social	37.09	1.91	39.00	-1.04
5-political	42.94	2.06	45.00	-1.31
6-religious	38.20	1.43	39.63	-0.53

Critical t (0.05, df = ∞) = 2.44 (Dunnett Table)

\*Significant

Table 31 compares head football coaches as a total group to national male adult norms on the SV test. Coaches were significantly different at the 0.05 level on the theoretical value, the economic value and the aesthetic value. The coaches had higher scores on the economic value and lower scores on the theoretical and aesthetic values than did the national norm group.

Table 31

Comparison of All Coaches to National Norms for Male Adults as in Manual Study of Values

Factor	N = 2489	Mean Difference	N = 127	t-Score
	Mean(National)		Mean(All Coaches)	
1-theoretical	43.75	4.89	38.86	2.91*
2-economic	42.78	2.81	45.59	-2.50*
3-aesthetic	35.09	4.11	30.98	2.56*
4-social	37.09	0.89	37.98	-0.69
5-political	42.94	1.98	44.92	-1.56
6-religious	38.20	3.80	42.00	-1.78

Critical t (0.05, df =  $\infty$ ) = 1.96

\*Significant

Table 32, page 120, compares head football coaches to Wisconsin high school and junior high school teacher norms on the six interests as expressed by the SV. Coaches were significantly different at the 0.05 level on the theoretical, the economic and the aesthetic value. The coaches had higher scores on the economic value and lower scores on the theoretical and aesthetic values than did the

Wisconsin group of teachers. Significant differences occurred at the 0.05 level on the theoretical, the economic, the aesthetic, the political and the religious value.

Table 32

Comparison of All Coaches to Wisconsin High School  
and Junior High Male Teacher Norms as in  
Manual Study of Values

<u>Factor</u>	<u>N = 126</u> <u>Mean(Wisconsin)</u>	<u>Mean Difference</u>	<u>N = 127</u> <u>Mean(All Coaches)</u>	<u>t-Score</u>
1-theoretical	42.10	3.14	38.86	3.78*
2-economic	41.71	3.88	45.59	-4.17*
3-aesthetic	32.85	1.87	30.98	1.98*
4-social	37.32	0.66	37.98	-0.92
5-political	41.32	3.60	44.92	-4.38*
6-religious	44.75	2.75	42.00	2.79*

Critical t (0.05, df = 251) = 1.96

\*Significant

Table 33, page 121, compares players by school classification to national norms for high school students scores on the SV. Significant differences at the 0.05 level were noted in all school classifications on the theoretical value.

Table 33

Comparison of Players by Class to National  
Norms for High School Males as in  
Manual Study of Values

<u>Factor</u>	N = 1574 <u>Mean(National)</u>	N = 56 <u>Mean(Class A)</u>	<u>t-Score</u>
1-theoretical	42.58	40.18	2.76*
2-economic	42.79	43.93	-1.18
3-aesthetic	35.33	34.27	1.53
4-social	36.80	38.00	-1.35
5-political	43.01	45.34	-2.06
6-religious	38.88	39.23	-0.27

<u>Factor</u>	N = 1574 <u>Mean(National)</u>	N = 71 <u>Mean(Class B)</u>	<u>t-Score</u>
1-theoretical	42.58	39.94	3.56*
2-economic	42.79	44.28	-2.17
3-aesthetic	35.33	34.04	1.22
4-social	36.80	37.68	-1.39
5-political	43.01	44.17	-1.27
6-religious	38.88	39.83	-0.83

<u>Factor</u>	N = 1574 <u>Mean(National)</u>	N = 137 <u>Mean(Class C)</u>	<u>t-Score</u>
1-theoretical	42.58	39.61	3.82*
2-economic	42.79	45.07	-2.29
3-aesthetic	35.33	34.30	2.21
4-social	36.80	38.39	-1.60
5-political	43.01	43.14	-0.12
6-religious	38.88	39.72	-0.54

<u>Factor</u>	N = 1574 <u>Mean(National)</u>	N = 78 <u>Mean(Class D)</u>	<u>t-Score</u>
1-theoretical	42.58	40.18	6.28*
2-economic	42.79	44.85	-1.91
3-aesthetic	35.33	33.78	1.64
4-social	36.80	38.38	-1.72
5-political	43.01	43.54	-0.53
6-religious	38.88	38.77	0.10

Critical t (0.05, df = ∞) = 2.44 Dunnett Table

\*Significant

Table 34 compares all of the players in the initial study, as a group, to national norms for high school males.

Table 34

Comparison of All Players to National Norms  
for High School Males as in  
Manual Study of Values

<u>Factor</u>	<u>N = 1574</u> <u>Mean(National)</u>	<u>Mean Difference</u>	<u>N = 342</u> <u>Mean(All Players)</u>	<u>t-Score</u>
1-theoretical	42.58	2.68	39.90	4.70*
2-economic	42.79	1.88	44.67	-3.10*
3-aesthetic	35.33	1.21	34.12	1.34
4-social	36.80	1.38	38.18	-2.47*
5-political	43.01	0.79	43.80	-0.92
6-religious	38.88	0.56	39.44	-0.39

Critical t (0.05, df = 1914) = 1.96

\*Significant

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY

The purpose of this study was to indicate the significant similarities and differences between the expressed values of selected head football coaches and expressed values of selected senior football players in the state of Nebraska, and to compare the values of these coaches and players to national norms. The instrument used in the study was the Allport, Vernon, Lindzey, Study of Values, SV 3rd. edition.

A review of literature indicated a growing interest in both the value concept and the coach-player relationship. The review of literature focused on: the traditional and emergent value systems, the development of values in personality, the general personality traits of athletes and coaches, and the coach and athlete relationship.

The study group represented a two-thirds (163) stratified random sampling, stratified by school classification, of the 243 high schools in the state of Nebraska, which met this study's criteria for eligibility in the study. One hundred and sixty-three coaches and 489 players were selected by stratified random sampling

for the initial study. This total group of 652 coaches and players represented the sample of the population for this study.

The investigator mailed a packet personally addressed to the high school counselor of the 163 schools selected to participate in the study. The counselor was requested to distribute the SV to the head football coach and to three randomly selected high school senior football players. The SV measured six interests of personality: the theoretical, economic, aesthetic, social, political and religious. In addition to completing the SV, the head football coach was asked to answer an information sheet concerning the coach's age, experience and academic attainment.

Percent and number of returns from each high school classification were: Class A-100% (19), Class B-80% (28), Class C-74% (50), and Class D-71% (30). The total usable school return was 78%, representing returns from 127 of the 163 schools selected as the sampling for this study. The number and percentage of player and coach returns by school classification, may be found in Appendix B, page 138.

The investigator's doctoral committee suggested, because of a marginal return on the initial testing, additional testing to validate the initial sampling as being a truly representative sample. The percent and number of usable returns in the

additional testing for each high school classification were:

Class A-100% (3), Class B-100% (5), Class C-80% (8), and Class D-100% (6). The total usable return represented 92% or twenty-two of the twenty-four schools selected for this additional study. The player and coach return percentages, by school classification, may be found in Appendix B, page 138. A comparison of the mean scores of both coaches and players on the initial test and the second test showed no significant difference in the two testings on any factor scores of the SV at the 0.05 level.

In this study 120 null hypotheses were presented. The null hypotheses were based on the comparison of the expressed values of players and coaches, represented by their responses in the six value categories of the SV. The t test was used to determine whether to accept or reject the null hypothesis at the 0.05 level.

Additional information which the investigator regarded as helpful in understanding the player-coach relationship was presented in descriptive and narrative form. The t test and the analysis of variance method were applied to the data at the 0.05 level to determine significance at the 0.05 level. The use of the Scheffe' F test determined individual and group differences at the 0.05 level.

## CONCLUSIONS

Between Class A coaches and Class A players, Table 1, page 66, significant differences at the 0.05 level were noted in the mean scores on the religious value. Significantly different mean scores were noted between Class B coaches and Class B players, Table 2, page 68, on the aesthetic value. Class C coaches and Class C players, Table 3, page 70, also showed significant differences at the 0.05 level on the aesthetic value.

When values of the youngest group of coaches, age 21-30, were compared to players' values from the four school classifications, Table 17, page 98, significant differences were noted on the aesthetic value in all classes.

Coaches in age group 31-40 differed from Class C players, Table 11, page 86, only on the aesthetic value. When compared to all the classifications of players, values of coaches 31-40, Table 18, page 100, as expressed in the SV, were more like players' values, than were the values of the younger coaches in age group 21-30, Table 17, page 98.

As the coaches' ages increased, the scores were more in line with the values expressed by the players. Significantly different mean scores on the theoretical, aesthetic and political values were noted when coaches age 21-30, Table 17, page 98, were compared to players as a total group.

Differences at the 0.05 level were noted on two values, the aesthetic and religious, when coaches from the age group 31-40 were compared to players from all school classifications as a group, Table 18, page 100.

No significant differences were noted on any of the six values expressed by the SV when coach's age group 41-50 were compared to combined players scores, Table 19, page 102.

When all coaches (127) in the study were compared to all players (342) in the study, there were significant differences between coaches' aesthetic and religious scores and players' aesthetic and religious scores.

The investigator believes high school head football coaches in the state of Nebraska are engaged in an occupation that is short-lived among professions. Although academic preparation of this study's coach respondents indicated a minimum of seventy-nine bachelor degrees and forty-eight master degrees, over half (54%) of the 127 coaches in this study had served as a head football coach for only four years. Only nine coaches (13%) reported having been a head football coach for more than ten years.

The question often asked concerning longevity of coaches is why they leave the profession. The question can be broadened by asking within a humanistic context - why, after specialized

training, do coaches spend only as long a time in their chosen profession as the time spent in preparation?

There was a total of only nine coaches (7%) in this study who were forty-one years of age or older. The review of literature indicated that individuals with like values tend to have better relationships. It was further noted that coaches, in this sampling, in the age group 41-50, were closer to players values than were any of the groups of younger coaches. When coaches age 41-50, the oldest group of coaches, were compared to players representing all high school classifications, there were no rejections of the null hypothesis on any of the six interests measured by the SV. Thus, it is a concern to this investigator that more of the older coaches are not still active in coaching. Seventy-five coaches (59%) in this study, were between the ages of 21 and 30.

Coaches differed significantly at the 0.05 level, from national male adult norms of college graduates on three values expressed by the Study of Values: the theoretical, economic and aesthetic. The investigator found even more significant differences in expressed values when coaches were compared to a selected sampling of junior and senior high school male teachers, than when compared to national adult norms as previously stated.

Coaches sampled and the selected school teachers differed significantly at the 0.05 level on all but the social value.

The investigation infers that coaches' values are further from their teaching colleagues' values than from national norms.

The one value which showed significant differences most often in the many comparisons of coach and athlete was the aesthetic value. This investigator infers that the coaches' low scores on this value may be a reason for major misunderstandings between coach and athlete.

The aesthetic value had the lowest scores among the six values expressed by all coaches when tested in groups representing age, experience as a head coach, school classifications. Although players' aesthetic scores were the lowest of their expressed values on the SV, the coaches' scores were significantly different (lower) than the players' at the 0.05 level. Players' aesthetic scores were similar to the national male high school norms, whereas coaches' aesthetic scores were significantly lower than the adult male national norms. The coaches in this testing scored lower in aesthetic value than any of the thirty-nine male collegiate and occupational groups recorded in the SV manual.

Significant differences were noted on the aesthetic value when the following comparisons were made: 1) Coaches by school

classifications compared to players of the same classes.

- 2) Coaches by age groups compared to players by school classification.
  - 3) Coaches by school classifications and players as a group.
  - 4) All coaches compared to all players.
  - 5) All coaches compared to selected junior high and senior high male teachers.
  - 6) All coaches compared to male national norms.
- No significant differences were noted when players' aesthetic scores were compared by school classification or as a group to national high school norms.

#### RECOMMENDATIONS

The aforementioned value comparisons between Nebraska coaches and players, and the related descriptive information concerning coaches and players, possibly indicate the need for further study in specific areas. The investigator makes the following recommendations:

1. To investigate changing values of coaches by use of a longitudinal study.
2. To investigate the player-coach relationship as it effects player value change.
3. To construct, for use as part of the requirement of

a coaching endorsement, an academic course focused on better understanding of the coach and player relationship.

4. To investigate philosophically, the emphasis and direction of high school football in relation to its purported values.

5. To investigate high school football coaching in light of its meeting prescribed standards for the term "profession."

6. To investigate the expressed reasons given by past coaches for having left the coaching profession.

7. To study the value patterns of coaches as possible predictors of longevity in the coaching profession.

8. To insure that an institution offering studies leading to a coaching endorsement, make clear to the aspiring coach, its assessment of the coaching profession, i.e., employment and longevity potential.

9. To study, in depth, the hiring and dismissal practices of high school football coaches.

APPENDIX A  
Correspondence

Chadron State College  
Chadron, Nebraska 59337  
April 11, 1973

Dear Counselor:

I am completing my doctoral dissertation and I am requesting your help in administering the enclosed Study of Values test. Basically the information from the Study of Values will help determine the values of coaches and athletes in classes A, B, C, and D schools.

Your school is part of a stratified random sampling of the schools in Nebraska. It is important, because of the small number sampled, that there be a high percentage of returns.

The following excerpts from the Manual for the Study of Values should provide you with adequate information:

1. The Study of Values is self-administering.
2. There is no time limit.
3. The test may be taken in a group or individually.
4. There should be no explanation of the purpose or construction of the test before it is taken.
5. Omissions are permissible but undesirable.
6. Certain groups not familiar with psychological tests need assurance and encouragement.

This research is not concerned with the individual by name. There are no hidden psychological implications involved.

#### BASIC TESTING INSTRUCTIONS

1. Test the head football coach.
2. Test (3) randomly selected senior football players.  
If there are not (3) available senior football players, test the number available.

You may grade the examinations if you wish; this, however, is not necessary.

Sincerely,

Don Holst

Information Sheet Attached to  
Coaches' Study of Values Test

Coach: Please fill in the correct information.

Age Group: Check the box indicating which  
age group you are in.

21-30

31-40

41-50

\_\_\_\_\_ Years as a head football coach

\_\_\_\_\_ Highest college degree you now hold

Bachelor

Master

Chadron State College  
Chadron, Nebraska 59337  
April 26, 1973

Dear Counselor:

You should have recently received a packet of the Study of Values tests to administer to your Head Football Coach and three (3) randomly selected Senior members of the high school football team.

I would appreciate an early response. If you have any difficulties, please feel free to correspond about them.

Please disregard this letter if you have already mailed the completed tests.

Sincerely,

Don Holst

Chadron State College  
Chadron, Nebraska 59337  
September 28, 1973

Dear Counselor:

Will you please have your Head Football Coach and three (3) High School Senior Football Players complete the enclosed booklets.

IMPORTANT: Your school may have been one of those tested last spring; if so, please re-test them. If your school was not tested, then please administer the test for the first time.

I am completing my doctoral dissertation and I am requesting your help in administering the enclosed Study of Values test. Basically, the information from the Study of Values will help determine the differences of values of coaches and athletes in classes A, B, C, and D schools. The validation of the sampling is the last stage of my research for the doctorate. I hope you will help me. The results of this study will be available in December 1973.

The following excerpts from the Study of Values Manual should provide you with adequate information:

1. The Study of Values is self-administering.
2. There is no time limit.
3. The test may be taken in a group or individually.
4. There should be no explanation of the purpose or construction of the test before it is taken.
5. Omissions are permissible but undesirable.
6. Certain groups not familiar with psychological tests need assurance and encouragement.

This research is not concerned with the individual by name. There are no hidden psychological implications involved.

#### BASIC TESTING INSTRUCTIONS

1. Test the Head Football Coach.
2. Test three (3) randomly selected senior football players; if there are not three, test those available senior football players.

You may grade the exams and explain the test if you wish; this, however, is not necessary.

Sincerely yours,

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Chadron State College  
Chadron, Nebraska 59337  
October 12, 1973.

Dear Counselor:

You should have recently received a packet of the Study of Values tests to administer to your Head Football Coach and three (3) randomly selected senior members of the high school football team.

I would appreciate an early response. If you have any difficulties, please feel free to correspond about them.

Please disregard this letter if you have already mailed the completed tests.

Sincerely,

Don Holst

APPENDIX B

Tables

Table 35

Frequency Distribution of Selected  
Nebraska Head High School Football  
Coaches by Years of Experience  
Spring, 1973

Years Experience	Class A N=19	Class B N=28	Class C N=50	Class D N=30	Total
1	3	3	10	6	22
2	3	2	6	8	18
3	1	1	8	3	13
4	4	1	7	4	16
5	0	3	4	3	10
6	0	3	3	1	7
7	2	1	4	1	8
8	1	4	1	0	6
9	0	1	2	0	4
10	0	2	1	2	5
11	2	1	0	1	4
12	0	2	1	0	3
13	2	1	3	0	6
14	0	0	0	0	0
15	1	2	0	0	3
16	0	0	0	0	0
17	0	0	0	0	0
18	0	1	0	0	1
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	1	0	0	0	0

Total N=127

Table 36

Frequency Distribution of Selected  
Nebraska Head High School Football  
Coaches by Age Groups  
Spring, 1973

Age of Coach	21-30	Percent	31-40	Percent	41-50	Percent
Class A N=19	5	26%	11	58%	3	16%
Class B N=28	9	32%	17	60%	2	7%
Class C N=50	38	76%	9	18%	3	6%
Class D N=30	23	77%	6	20%	1	3%
Total for all classes	75		43		9	

Total  
N=127

Note: Because of fractions, total percentages may not equal 100%.

Table 37

College Degrees Held by Selected Head  
High School Football Coaches in the  
State of Nebraska  
Spring, 1973

School Classification	Bachelors Degree		Masters Degree	
	Number	Percent	Number	Percent
Class A N=19	5	26%	14	74%
Class B N=28	7	25%	21	75%
Class C N=50	42	84%	8	16%
Class D N=30	25	83%	5	17%
Total N=127	79		48	

Table 38

Sampling Distributions and Returns  
for the Initial Testing

Total number of Nebraska High Schools	Class A	Class B	Class C	Class D	Total
Number of schools meeting criteria	32	64	128	145	369
Number of schools contacted	28	53	100	62	243
Number of school returns	19	35	67	42	163 (67%)
Number of school usable returns	19 (100%)	28 (80%)	50 (74%)	30 (71%)	127 (78%)
Number of coaches' returns	19 (100%)	28 (80%)	50 (74%)	30 (71%)	127 (78%)
Number of coaches' usable returns	19 (100%)	28 (80%)	50 (74%)	30 (71%)	127 (78%)
Number of players' returns	56 (98%)	72 (68%)	142 (70%)	86 (68%)	357 (70%)
Number of players' usable returns	56 (98%)	71 (68%)	137 (68%)	78 (62%)	342 (70%)

142

Total number of tests mailed to coaches and players = 652

Total number of tests returned by coaches and players = 484

Total percent of tests returned = 74%

Table 39

Sampling Distributions and Returns  
for the Second Testing

	Class A	Class B	Class C	Class D	Total
Number of schools contacted	3	5	10	6	24
Number of school returns	3	5	8	6	22
Number of coaches' returns	3 (100%)	5 (100%)	8 (80%)	6 (100%)	22 (92%)
Number of coaches' usable returns	3 (100%)	5 (100%)	8 (80%)	6 (100%)	22 (92%)
Number of players' returns	9 (100%)	15 (100%)	22 (73%)	17 (94%)	63 (89%)
Number of players' usable returns	9 (100%)	15 (100%)	22 (73%)	17 (94%)	63 (89%)

Total number of tests mailed to coaches and players = 96

Total number of tests returned by coaches and players = 85

Total percent of tests returned = 89%

Table 40

Comparison of Players' Mean Scores on  
Initial Test and Players' Mean  
Scores on Second Test

Factors	Initial Test Group N 342		Validating Test Group N 63	
	Mean	Mean Difference	Mean	t Score
1-theoretical	39.90	0.06	39.96	0.05
2-economic	44.66	0.66	44.00	0.72
3-aesthetic	34.12	0.05	34.07	0.04
4-social	38.17	0.88	39.15	1.20
5-political	43.80	0.82	42.98	0.98
6-religious	39.44	1.30	40.74	1.15

critical t 0.05 (df=403) = 1.96

\*Significant

Table 41

Comparison of Coaches' Mean Scores on  
Initial Test and Coaches' Mean  
Scores on Second Test

Factors	Initial Test Group N 127		Validating Test Group N 22	
	Mean	Mean Difference	Mean	t Score
1-theoretical	38.85	0.28	39.13	0.09
2-economic	45.59	1.72	47.31	1.11
3-aesthetic	30.97	0.12	31.09	0.06
4-social	37.97	1.57	36.40	1.18
5-political	44.92	0.48	45.40	0.29
6-religious	42.00	2.00	40.00	1.02

critical  $t$  0.05 (df=147) = 1.98

\*Significant

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