PROFESSIONALIZATION OF ATTITUDE TOWARD PLAY
OF HIGH SCHOOL INTERSCHOLASTIC ATHLETES

by

Kathryn Ann Haynes
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Professor in Charge

Committee Members

For the Department

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ABSTRACT

The purpose of this study was to assess high school athletes in their professionalization of attitudes toward the playing of high school sport, and to determine if any significant differences in play attitudes exist between girls and boys due to school size and/or activity preference.

The sample consisted of 550 male and female sophomore high school athletes in 31 class 6A through Class 1A high schools in the state of Kansas. The subjects were administered the Athletic Questionnaire which included the Webb Scale as well as demographic of sex and sport participated in. A 3 (School Size) x 2 (Sex) x 2 (Sport Type) factor design (ANOVA) was used to analyze the data to determine if any differences existed between males and females in team and individual sports among the three paired school size classifications. The post hoc analysis for Simple Effects was used to identify the origin of difference in significant interactions of the variables.

The results indicated that male and female athletes were significantly different in their level of professionalized attitude toward play beyond the .05 level of significance, with males endorsing more professionalized attitudes than females. No significant differences were
found in level of professionalized attitude due to sport type or school size. A significant interaction effect was found between the variables of sex and sport type. The post hoc analysis for simple effects applied to the interacting variables of sex and sport type revealed that sex remained the dominate predictor of level of professionalized attitude, and that the degree of difference between the sexes in team sport was greater than the difference found in individual sports. No other interactions of variables were found to be statistically significant.

Within the scope and limitations of this study, the following conclusions were drawn on the basis of the findings.

1. Play attitudes were more professionalized for male athletes at the high school level than for female athletes.

2. Professionalized attitudes, regardless of whether the student was involved in team or individual sports were similar.

3. In comparing males and females playing either team or individual sport types, the level of professionalized attitude was different. Specifically, male's professionalized attitudes were dominate in team sports, while females were more inclined to exhibit professionalized attitudes in individual sports; however, males had
more professionalized attitudes than females regardless of sport type.

4. Professionalized attitudes, regardless of the size of the school the participant attended were similar.

5. There were no differences in professionalized attitude when comparing the interaction of sex, sport type and school size.
The investigator would like to extend sincerest gratitude to Dr. Marlene Mawson, for her infinite patience and invaluable guidance in completion of this project; to Arvelda Wright for her excellent typing skills; and to Janet Marquis for help in interpreting the statistical analysis.
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CHAPTER ONE

Introduction

Interscholastic athletics in the United States, particularly at the high school level, has seemed to be one of the major interests of high school students. As Schafer and Armer (60) pointed out, the importance of competitive sports can be seen through the vast amounts of time and attention given to athletics by both participants and non-participants. Pep rallies, pep bands, large and expensive facilities, high attendance at contests, as well as the high status given the athletic "star," have been all indicative of the importance of high school athletics to high school students (60).

The athletic experience has been judged by authorities in school systems to be significant in the high school students' life because of its potential as a vehicle for teaching attitudes and values (14). An important aspect of this, is the question of what specific attitudes and values are learned through sport participation.

Webb (72) has theorized that the primary values of the economic sector of society; skill, equity, and victory are reflected and perpetuated in sport. He developed the concept of "professionalization of attitude toward play" to describe the position that, as play becomes more
formalized over time, success through skill replaces equity of play in importance to the individual.

Professionalization of attitude toward play has been shown to be affected by sex, age and athletic participation by Webb (72) and others. Generally, it has been established that males possess a more professionalized attitude than females (72, 41). In regard to age, the level of professionalization of attitude has been shown to increase through grade 12 (72, 56) and then decrease in college undergraduates (56). Athletes have been shown to have more professionalized attitudes toward play than non-athletes (48, 42).

Of importance in this study were the variables of school size and type of sport participation in relation to the degree that student athletes' attitude toward sport participation has become professionalized. In order to build on the information previously gained from studies using the scale, the main thrust of this investigation was to determine if the professionalization of attitude toward play was affected by the size of the school in which the student was enrolled and/or the kind of sport in which they participated.

Statement of the Problem

The purpose of the study was to assess high school athletes in their professionalization of attitude toward
the playing of high school sports, and to determine if any significant differences in play attitudes exist between girls and boys, due to school size, and/or activity preference.

Scope

The 551 subjects of this study were tenth graders attending 31 high schools in the state of Kansas. Sophomores were selected because the highest percentage of students with professionalized (win oriented) attitudes were found at that level by Webb (72). The subjects, through the assistance of counselors at the respective schools were asked to complete the Webb Scale. The sample included both boys and girls, and was representative of the 12 sanctioned sports in Kansas High School athletics. The survey was administered to the sample, representing the six school size classifications, during January of 1983-84 school year.

Assumptions and Limitations

The following assumptions were made in conducting the study: 1) respondents were honest in completing the questionnaire, 2) the sample was representative of the six school size classifications of high schools in Kansas, 3) the sample was representative of high school athletes, 4) the questionnaire was administered by the counselors
in accordance with provided instructions, and 5) the students completing the surveys were similar in their attribution base. No limitations were present in conducting this study.

**Significance of the Study**

Sports programs have been sanctioned by almost all secondary level educational institutions, but there seems to be some controversy as to whether or not they contribute to the education process (14). Two views exist in reference to education and sport. The conventional view holds that sport contributes to the educational process by serving as a media through which the physical, mental, emotional, social, and moral growth can take place. The contrary view holds that sport detracts from these educational goals because of excessive stress on winning, among other things (14). This controversy points out the need for research in the area of attitude and attitude development in relation to sports programs.

School sports are supported by authorities in school systems because of their presumed contributions to the development of youth (14). Because of support on this basis, a prime interest of school administrators could be in the area of what values seem to be emphasized by the participants in high school athletics. This research will
aid administrators in the development of programs that will promote the aims and objectives of education as well as meet the needs of students. Additionally, those involved in the coaching of athletics will be aided in their development of beneficial athletic programs.

The relationship between sport and attitudes toward fair play, success, and skill has been established, but little research has been done in the area of attitudes toward play as related to the size of school, or attitudes toward play found in participants in specific activities. This study investigates these areas, thus adding to the literature involving the professionalization of attitude toward play.

**Definitions**

**Attitude** - one or several beliefs focused on a subject or object that may influence response to that subject or object. In this study, attitude refers to the beliefs focused on the values held toward the playing of sport.

**Fair Play** - ethical conduct in relation to the rules and standards of a given sport situation.

**Individual Dual Sport** - sport where the emphasis is on the competition of one individual against a standard, or another person or persons.
Permutations - any one of the total possible number of changes, in order, among units or members of a group. For the Webb Scale used in this study, six permutations were possible. (See Appendix A)

Professionalization of Attitude Toward Play - the gradual substitution of skill and success over equity in importance to the individual when playing. The degree of importance may be assessed through the Webb Scale.

Team Sport - sport where the emphasis is on the competition of one group against another.

School Size Classifications - a system by which schools are divided into groups according to student population. In Kansas there are six classifications ranging from 1A as the smallest to 6A as the largest. (See Appendix B)

Skill - in sport, the ability to perform necessary movements at a high level of proficiency.

Webb Scale - an instrument which asks respondents to rank in order of importance what is most important to them in playing; to beat their opponent, to play as well as they are able, or to play fairly. From this information, the professionalization of attitude toward sport of the respondents can be determined from the six permutations derived from
the ranking of the factors. (See Appendix C)

Winning - the means through which superiority in an athletic contest is shown for a team or an individual.
CHAPTER TWO

Review of Literature

Introduction

The study of attitude and attitude development within the realm of physical activity has been rigorously studied from a variety of viewpoints. A primary basis for this research is that sport is often viewed as a social institution through which the values and norms of a given society are transmitted to its members (14).

Webb (72) has theorized that the values of the economic sector of society are reflected, and perpetuated in the sphere of play. In the sports life, as in the work life of the individual, the values of victory, equity, and skill change in their level of importance to the individual. As sport becomes more formalized with increasing involvement, the emphasis on success through skill replaces the equity factor in importance to the individual.

Play, game and sport have been characterized along a continuum based on level of organization and structure, and it has been postulated that individuals develop their attitudes and values toward skill, equity and success as they move through increasingly organized levels of activity (8,46,64).
This literature review will focus on the definitions and characteristics of play, game and sport; the development of the Webb Scale and information brought to light by its use; demographic parameters pertinent to this study and relevant information in regard to the professionalization of attitude; attitudes toward fair play, skill, and equity and the role of sport and education in them; and motivations with regard to the Webb Scale involved in sport.

**Definition and Characterization of Play, Game and Sport**

A major part of Webb's thesis on the professionalization of attitude toward play of adolescents was that play "grows progressively more formalized over the play life of any given child" (72). Participation in activity becomes increasingly sophisticated as the child moves through play and games, and then on to sport.

**Play Defined and Characterized**

Play has been defined through a description of its content (15). Huizinga (26), in his work *Homo Ludens*, defined play as follows:

> Summing up the formal characteristics of play we might call it a free activity standing quite consciously outside "ordinary" life as being "not serious", but at the same time absorbing the player intensely and utterly. It is an activity connected
with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed roles and in an orderly manner. It promotes the formation of social groupings which tend to surround themselves with secrecy and to stress their difference with the common world by disguise or other means (26).

Caillois (8) refined this somewhat, defining play as an activity which is free, separate, uncertain, unproductive, governed by rules, and make believe.

Paul Weiss (73) after interpretation of the work of Huizinga and Caillois, defined play as "a distinctive activity carried out with no intent to do anything other than follow out the created rationale of a controlled area, arbitrarily bounded off from the rest of the world" (73). Maheu (47) seemed to concur with this idea, defining play as a "voluntary and unpaid activity of free men, valued for itself; it is its own reward and justification" (47).

Ulrich (68) offered a synthesis of these concepts, describing play in terms of four generalizations.

1. Play is self-determined. The individual decides for himself if, with whom, by what rules, and how long he will play.

2. Play is integrated and arranged. Play is fixed within limits of time and space and is usually an orderly process. The course cannot be determined, but the goal
of play is stated or understood by the players.

3. Play is frivolous. Play is never a real-life situation although it may imitate real-life within its make-up.

4. Play is discrete. Play creates its own world with its own tensions, awareness of reality, and concept of make believe.

Definition and Characterization of Games

Game defined. A game, as defined by Loy (43), is "any form of playful competition whose outcome is determined by physical skill, strategy, or chance employed singly or in combination." Loy (43) expanded upon his definition of games, defining playful as having one or more of the elements of play as defined by Caillois; competition as a struggle for supremacy between two or more opposing sides; and physical skill, strategy or chance as a means of classifying games on the basis of outcome attributes.

Games characterized. Vanderzwaag (70) viewed games as a variety of play, and described several characteristics of them. He saw games as a form of contest in which rules predominate. Participants enter games cognizant of these rules, and that they apply as long as one stays in the game. He maintained that the rules
of the games tend to make them much more structured than other forms of play.

The infinite variety of games led Caillois (8) to the development of his paradigm, which was based on the description of the game and the behavior involved when playing. The games were classified into four groups according to their dominant qualities. These are Agon (competition), Alea (chance), Mimicry (simulation), and Ilnyx (vertigo) (8). Games are further classified from "paidia" to "ludus" in an attempt to show a "progressive formalization of play from the spontaneous activities of children to the organized play of adults" (8).

Definition and Characterization of Sport

*Sport defined.* Sport, like play, appears to be a term that is difficult to define. Luschen, as cited by Snyder and Spreitzer (64), defined sport as an institutionalized activity located on a continuum between play and work. Luschen explained in a later work that sport was a "rational, playful activity in interaction, which is extrinsically rewarded. The more it is rewarded, the more it tends to be work; the less, the more it tends to be play" (46).

Edwards defined sport as:
Activities having formally regarded histories and traditions, stressing physical exertion through competition within limits set in explicit and formal roles governing role and position relationships, and carried out by actors who represent or who are part of formally organised associations having the goal of achieving valued tangibles or intangibles through defeating opposing groups (13).

This conceptualization is somewhat different than Luschen's, as Edwards viewed sport as an opposite of play, rather than on a continuum of play and work.

**Sports characterized.** As cited by Snyder and Spreitzer (64), Edwards maintained that play becomes sport as the following occur:

1. When the physical activity becomes less subject to individual discretion and spontaneity is accordingly decreased.
2. When explicit rules, role, and regulations become central to the physical activity.
3. When the physical activity is not separated from the routine of daily life.
4. When the individual's accountability for his or her quality of performance in the physical activity is emphasized.
5. When the outcome of the activity (victory) extends beyond the participants of physical activity.
6. When the motivation for participation becomes more extrinsic and affected by social expectations.
7. When the physical activity comes to consume greater amounts of the individual's time and energy because of the seriousness of the activity—that is, when the participant begins to lose control over the activities flow.
8. When physical and mental demands of
the activity come to exceed simple leisure and recreational proportions (64).

Loy (43) differentiated between game and sport through the attribute of physical prowess. Sports require the use of developed and trained physical skills and abilities to prevail over the opposition. He maintained that though games may require a minimum of physical skill, they do not usually demand the degree of skill required by sports.

Different levels of sport were identified by Snyder and Spreitzer (61). They viewed sport on a continuum ranging from play to formal sport with graduations of informal and semi-formal sports in between. Sport was viewed as becoming more formalized as it became more organized and structured, indicating a higher degree of professionalization. Different types of sport activities were then placed on the continuum according to the level of formalization of the activity.

Play, game, and sport are terms that, after examination, seem somewhat difficult to define and characterize. Generally, in reference to physical activity, play has been viewed on the lower end of a continuum ranging from play to formal sport. Games then are somewhat more organized than play, residing somewhere in the middle of the continuum, and sport, then, is the most highly organized
and formalized form of physical activity.

The Webb Scale

The Webb Scale, named for its creator Harry Webb (72), was developed as a means of measuring the attitude one held towards play. It has been used extensively in the measurement of attitude of participants at varying levels in sport, non-participants, and coaches in both the United States and Canada. The scale determines "professionalization of attitude toward play" through the assessment of degree of importance ascribed to victory as opposed to equity.

Development of the Webb Scale

Webb (72) developed the scale to help test his thesis that sport reflects the changing values of society. He felt that as American society changed from communal-agrarian to urban-industrialized, "achievement" criteria replaced "ascription" criteria as a basis for the allocation of positions, and distribution of awards in society. The post industrial revolution society, based on its technological knowledge and subsequent division of labor, presumably requires a distribution of roles, at least in economic and political spheres, based on qualifications of training and ability, and not necessarily on family
background. "To the swift goes the prize..." quoted Webb (72), indicating not only a uniform connection between economic and sports values, but also the emphasis on individual differences in ability, training and desire and their consequences for influencing..."excellence presumably rewarded in a free competitive atmosphere."

Three components are identified in the idea of achievement criteria as a basis for allocation of position and distribution of award; skill, equity, and victory. Sport reflects these three values, and thus provides the economic sector with a ready-made example for illustrating its values in work (72).

Skill, fairness, and victory do not necessarily carry equal importance in the pursuit of achievement criteria. As Webb (72) pointed out, when success increases in importance, as it must in a society emphasizing it above other values, it may be expected that the longer a person exists in such a system, the greater the value he places on skill, and the less value he places on equity. The same changes in relations between the three values can be seen in sports participation. The longer the participation in physical activity, the more formalized that activity becomes, and attendant to that formalization is a change in attitude from an emphasis on "fairness" to one of "skill" (72).
The transition from "child's play to games, and then on to sport, involves increasing complexity and rationalization of the activities and increasing professionalization of attitudes" (72). By professionalization, Webb (72) meant the substitution of "skill" for "fairness" as the major factor in play, with the increasing importance of victory.

Some question has been raised as to whether playing fairly was major orientation of children toward sport. Janet Harris (22) in her 1983 study of youth baseball participants found that none of the children studied considered sportsmanship to be a major concept for understanding youth baseball. Playing fairly was viewed by the participants as another skill to be mastered in order to play baseball well. She went on to state that:

Although additional supportive evidence is needed to strengthen confidence in this finding, it is possible that conceiving of 'fair play' as a major orientation of youngsters toward sports is a fiction of adult scholars which needs some revision.

Description of the Scale

Webb (72) developed the scale with the idea that it should be as simple and specific as possible, especially owing to the fact that it would be administered to children ranging from grades 3 through 12. He devised three phrases that were intended to reflect the trinity
of skill, equity and victory, and asked the subjects to rank them in accordance to most and least importance. The three phrases were:

- to play as well as you are able (skill)
- to beat your opponent (victory)
- to play fairly (equity)

Relations between the trinity were assessed through six permutations of rankings ranging from equity as the most important and victory the least, to victory the most important and equity the least. Each permutation was assigned a rank, and professionalization of attitude toward play was described as the basis of the rank (72).

Studies Using the Webb Scale

The initial study using the Webb Scale and the one for which the scale was designed was conducted by Webb (72) in 1967. Webb surveyed 1274 students in grades 3, 6, 8, 10 and 12 at both public and parochial schools in Battle Creek, Michigan. The purpose of the study was to gain as much information as possible about the students. In addition to the play scale, information on grade, sex, religion and occupational status of the parents was obtained.

Webb (72) found that at all grade levels, males tended to have more professionalized attitudes (victory
oriented) than females (equity oriented). Both sexes, as they aged, gave increasing importance to skill and less emphasis to playing fairly. Catholic students were found to have more professionalized attitudes than Protestants, with the exception of third grade males. Students whose parents were high in occupational status placed more emphasis on skill and success than those whose parents were of lower occupational status.

Mantel and VanderVeldon, as cited by Leonard (41), corroborated Webb's findings. They surveyed pre-adolescent males aged 10 and 11 (N = 133) from middle class families of suburban Washington, D.C. in 1971. The boys were divided into athletic participant and non-participant groups. Results showed that professionalization of attitude was positively related to participation in organized sport. Fairness was ranked higher by non-participants than participants, while skill and victory were ranked as most important by participants.

In a replication of Webb's work done in 1972 by Maloney and Petrie (48), 567 Canadian students, grades 8, 9, 10 and 12 were given the play scale to determine whether the variables of sex, grade level, and degree of athletic participation were related to professionalization of attitude. They found, like Webb, that students' attitudes became more professionalized as they aged, and
that males possessed a more professionalized attitude than females. Additionally, in support of Mantel and VanderVeldon's work, they found that those subjects with the greatest involvement in athletics had the more professionalized orientation toward sport.

Petrie (56) used the Webb Scale in 1970 as part of his Doctoral Dissertation, surveying 625 male and female undergraduates at Michigan State University. He found that college students had a lower mean rank for the "win" component of the scale than the twelfth graders in Webb's original study, and that they had higher mean ranks for the "skill" and "equity" components of the scale than twelfth graders. Women were found to have significantly lower professionalization scores than men, indicating more support for the "fairness" component than men, who supported the "skill" and "victory" components to a greater degree than women.

Petrie (56) again employed the Webb Scale in 1971. This time with 826 male and female undergraduates at the University of Western Ontario. Again it was shown that males placed greater emphasis on skill and success than females, who stressed the fairness component in play. Interestingly, Canadians were more professionally oriented than their American counterparts.

Attitude towards play of volunteer ice hockey coaches
was assessed by Albinson (1) in 1972. One hundred seventeen coaches responded to a questionnaire which asked them to complete the Webb Scale for themselves, and their perception of how other coaches in their associations would complete it. It was concluded that volunteer coaches have a professionalized orientation toward sport, and that they perceive their fellow coaches as having a similar attitude, though with slightly more emphasis on victory.

In 1975, Loy, Birrell, and Rose (44) examined the professionalization of attitude toward play of the following social groups at the University of Massachusetts: undergraduate P.E. Majors; their parents; male and female intramural sports participants; male and female varsity sports participants; married students; and married citizens of Amhurst, Massachusetts. Overall, the majority of respondents indicated a play (equity) rather than professional (victory) orientation toward sport; but as shown previously, males had a more professionalized attitude than females. Also in agreement in the past studies, increased professionalization of attitude was related to level of sports participation.

The professionalization of attitude toward play of intercollegiate athletes was surveyed by Sage (59) in 1980. He found that male athletes had a more professional
orientation than females. In comparison with greater proportion of both male and female athletes emphasized the victory component of the scale than the populations of those other studies.

McElroy and Kirkendall (50) explored the relationship between significant others and professionalized sport attitudes of economically disadvantaged youths participating in the National Youth Sports Program in 1979. Results indicated that boys possessed a more professionalized attitude than girls. No significant relationship was found between type of significant other (i.e. coach, parent) and attitude. For boys, perceived value expectations of parents were related significantly to attitude. Boys who perceived their parents to value success in sport more often identified with the "win" attitude than those who did not perceive their parents to value success, for whom fair play was selected more often. These relations between perceived values for parents attitudes were not found for girls.

Women were given the Webb Scale in conjunction with a sex-role orientation scale by Kane in 1982 (27). The sample of 98 women attending a mid-western junior college was divided in terms of athletes and non-athletes. The majority of respondents endorsed a play rather than professional orientation; however athletes were more
likely to be on the professional end of the scale than non-athletes. In terms of sex-role orientation, women who held masculine sex-role orientations held more professionalized attitudes than those with feminine orientations. All of the women with masculine and professional orientations were athletes.

The Webb Scale was employed in 1978 by Edmondston (12) with male and female intramural basketball players in different leagues and skill levels. His results supported previous work, indicating a more professionalized attitude for males than for females. Competitive level and league type also generated differences, with "B" level participants having more professional orientations than "A" or "C" level participants. Fraternity league (B) participants had the most professional orientations of all participants.

Wilkerson (74) studied the relationship of professionalization of attitude toward play of male softball players in a 1980 summer community recreation program, comparing age, skill level, and occupation when evaluating themselves, teammates, and opponents. He found that the players viewed their competitive intensity as lower than their opponents, particularly between the ages of 13-30. No significant difference between the Webb orientations in terms of occupation or competitive league
levels was found.

In summary, the Webb Scale was developed from the idea that there was a close linkage between values emphasized in the social culture and those held and generated by sports participants. Since its inception, the scale has been used in a variety of studies in conjunction with demographic, psycho-social, and participatory variables. As a result of these studies, the following results have consistently been shown:

1. Attitudes become increasingly professionalized with age through grade 12, after which people become more play oriented.

2. Males possess a more professionalized attitude than females.

3. Professionalization is directly related to organized sport participation, with both male and female participants having a more professional orientation than non-participants.

Demographic Parameters

Many demographic variables have been found to affect professionalization of attitude toward sport. These same variables have also been shown to affect other aspects of sport, most notably participation levels and activity preferences.
Sex

Sex and professionalization of attitude. A relationship in attitude towards play and sex has consistently been shown in studies using the Webb Scale. Webb (72) in his original study showed that males, grades 3, 6, 8, 10 and 12 all had more professionalized attitudes than females. Maloney and Petrie (1971) (48) had similar results in Canada. Petrie (1971) (56) also found that women supported the fairness aspect of the scale to a greater degree than men.

Male and female athletes were found to have more professionalized attitudes than their non-athletic counterparts in studies conducted by Maloney and Petrie (48), and by Mantel and VanderVeldon (42). Kane (27) supported the finding of more professionalized attitudes of athletes vs. non-athletes for women, and added that women athletes with a masculine sex-role identification have a more professionalized attitude toward sport than those with a feminine orientation.

For athletes specifically, Sage (59) found that male athletes had more professionalized orientations than women. Loy, Birrell, and Rose (44) reached similar conclusions.

In a study of significant others and professionalized
attitudes, the perceived values of parents were found to be related to professional orientation of males but not for females (50).

**Sex and related aspects of sport.** In addition to the professionalization of attitude, sex orientation has also been found to affect level of participation and activity preference. A primary difference between male and female attitude toward sport is influenced by levels of participation. Hobart (24) in his study of sports participation found that men participated more throughout the full spectrum of young, middle-aged and elderly ages. Kenyon (33) also found this to be true in his study of sport participation as a function of age, sex, and socio-economic status. However, participation levels have increased dramatically for women as noted by Sage and Eitzen (14), as female participation in high school athletics increased by 1,996,000 between 1970 and 1979.

Another difference between the sexes is in the type of activities preferred and in which activities each sex participates. Females tend to prefer different activities than males, though this too seems to be changing, as the status of women changes in society. Sutton-Smith and Rosenberg (66) in their study of game preferences of youth from 1898 to 1959, noted that the
sexes have become increasingly similar in their preferences over time. He noted that this was due to an increase in girls' sport preferences, and to indications that boys were spending more and more time on fewer and fewer sports. Rosenberg and Sutton-Smith (58) supported this idea in a 1960 study, and explained that the trend seems to be due to the expansion of acceptable female roles in play.

Gras (21) assessed youth activity preferences in Europe and found that of the eight most popular sports, four were different between the sexes. Males preferred football and judo, and females preferred badminton and gymnastic exercises. Witty (76) assessed pupil interests, grades 9 through 12 in 1961, and found that the single most preferred sports activity for both boys and girls was basketball, with the exception of older girls who preferred ping-pong.

Faemey-Lamon et al. (16) in 1974 found, in reference to team and individual sports, that males were more interested in team sports and females were more interested in individual sports. This difference was related to education level and social class of the children's parents.
Age

**Age and professionalization of attitude.** Webb (72) found that professionalization of attitude increased through grade 12. The win component of the scale increased for all to the 10th grade, then decreased for girls and increased slightly for boys. Maloney and Petrie (48) in their study of Canadian youth supported Webb's results for grades 8 through 12.

Petrie (56), found that undergraduates had less professionalized attitudes than those studied at the 12th grade. This trend of a more play-oriented attitude toward sport was further supported by Edmondston (12), and by Wilkerson (74) who in addition found no significant differences in attitudes for males from ages 17 to 37.

**Age and related aspects of sport.** Age also has been shown to affect participation levels and activity preferences. Age and participation in activity have been linked in several studies which have consistently shown that as age increases, participation in activity decreases (63). Cunningham (10) in his study of male leisure activities, found that in males aged 16 to 69, participation time increased as they got older. Kenyon (33) found that young adults participated in more activity than older ones,
and Boothby (4) in his study of reasons given for ceasing activity, found that of 1,131 different activities participated in, 779 were given up as participants aged.

In reference to activity preference and age, Fountain (18) found that team sports tended to be more popular at younger ages, peaking at 12 years, and then declining, and that participation in individual sports tended to increase with age. Fletcher (17) in his study of male college freshmen, found that men tended to be more involved in team sports as high school students, but preferred to learn individual sports as college freshmen.

School Size

Most of the research involving school size and sport has been done in the area of participation. Gholson and Buser (20), in their 1981 study of high school students' participation in activities, found that participation in activities was inversely related to school size. The greatest number of students were involved in team sports which were more popular than individual sports. Athletic participation percentages as related to school size were reported in their study as follows:

<table>
<thead>
<tr>
<th>School Size</th>
<th>Participation Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 200</td>
<td>92%</td>
</tr>
<tr>
<td>200 - 449</td>
<td>76%</td>
</tr>
<tr>
<td>500 - 599</td>
<td>55%</td>
</tr>
<tr>
<td>1000 - 1699</td>
<td>43%</td>
</tr>
<tr>
<td>1700 - 2599</td>
<td>43%</td>
</tr>
<tr>
<td>Over 2600</td>
<td>34%</td>
</tr>
</tbody>
</table>

Kleinert (38) found similar results and percentages
in 1969. In addition, he found that small schools (0-599) had a greater number of students involved in two or more activities than did large schools. These results were supported by Serow (61) who found that small school pupils participated at nearly twice the rate of their large school counterparts. In addition, Serow found that academically "marginal" students were more likely to participate in smaller schools than larger ones.

Bouton (5) in an interesting study of students who recently moved from urban to rural areas, concluded that, although urban migrant students had lower participation and performance rates than native students, a majority of the urban migrant students felt they were more involved in the small rural setting than they had been in their previous large school settings.

Burman (7) in contrasting community support for American high school athletics with Canadian communities pointed out that:

The degree of emphasis and support from the American community for the High School Athletic program is much greater than found in Canada. . . . differences (also) occur between urban and suburban high schools and those located in towns and rural areas. While the values of interscholastic competition have been questioned increasingly in urban areas, 'high school sports continue to flourish in rural America, where they are the only game in town'.

Community support for elementary activity programs was found to be different from support for secondary
programs by Keith and Kinker (30), who found a positive association between school size and support of elementary programs. They found that as school size increased, the number of activities supported by the community also increased.

In summary, the demographic variables of sex, age, and school size have been characterized in relation to professionalization of attitude, participation, and activity preference. It has been shown that males exhibit more professionalized attitudes, participate more often, and have different participatory interests than females. In terms of age, it has been shown that as persons age to grade 12, their attitudes tend to become more professionalized toward sport, and then seem to be more play oriented at the university level and beyond. Additionally, participation tends to decrease with age, and preferences for activities change. In reference to school-size it has been established that smaller high schools have significantly greater levels of participation by students in sports, as well as greater community involvement and support.

**Attitude Development of Sport Participants**

Attitudes and their formation have been shown to be closely related to the education process as well as to
sport. Clarification of what attitudes are and how they are developed is required. In addition, the role of the school and sport in the development of attitudes toward victory, equity and skill warrants clarification.

**Attitude Defined**

"Attitude is one of the most ubiquitous of all terms used in social science . . . a term with no generally accepted definition" (41). Kenyon (32) saw attitude as a "latent or non-observable complex but relatively stable behavioral disposition reflecting both direction and intensity of feeling toward a particular object, whether it be concrete or abstract" (32). McPhee and Cushman (52) defined attitude as a predisposition causing consistency in behavior.

Thomas (67) defined attitude as "an organization of beliefs focused on a specific object or subject predisposing one to respond in some preferential manner." She elaborated on this definition, stating that usually several beliefs about a particular situation come together to form an attitude about the situation. The attitude is situation specific, and the decision made is relative to the attitude within the context of the original value system.

Attitude has been said to have three components;
cognitive, affective, and conative. The cognitive component refers to the way in which the attitude object is conceptualized. The affective component is concerned with the emotional aspects of these beliefs, and the conative component refers to the individual's intention to behave, or to his actual behavior (41).

Attitudes are often considered synonymously with values, as has been done by Webb (72). When an attitude is considered synonymous with a value, its meaning takes on a broad perspective.

**Attitude Formation and Development**

Attitudes as part of the value system, or synonymous with values, are assimilated by the individual..."by virtue of family membership, the institutionalization of the individual in schools, churches, social groups, sports groups; and by the learned familiarity with the legal institutions of a given society" (67).

Loy and Ingham (45) described the socialization process as involving initially the family, composed of parents, siblings, and perhaps immediate relatives. As the child grows older, his social circle expands to include the peer group, the school, and the community as agents of socialization. Through the mechanisms of compliance, identification, and internalization, one
comes to take on the values and beliefs of each social
institution.

Steinhaus (65) noted that attitudes are always form-
ing, and that the association of feelings with ideas goes
on continually. Nixon and Jewett (53) pointed out that
it is generally agreed that the first decade of life is
critical to attitude/value formation. Jacob, as cited by
Nixon and Jewett (53), believed the conscience of the
growing child was largely interjected from the disciplin-
arian of the family, and this conscience becomes consoli-
dated as an institution of the mind at a fairly late stage
of development.

Many authorities seem to agree that the value system
of the individual is not determined in a final sense at
any given age. Studies of college students support the
idea that important changes in personal values do occur
beyond early childhood (25). In a study on the factors
influencing value change among college graduates, Hoge
and Bender (25) cite a model of attitude change that
expresses the idea that the critical periods in the
establishment of values are most commonly seen in the
years of secondary education or during the beginning of
college years.
The Role of School and Sport in Attitude Development

Thomas (67) proposed that it has been a fundamental belief that the values of society must be transmitted to all members of that society, and that it has been common practice for those in an authority position to pass on these values. Church, school, and sport have felt a particular need to do this, and generally pass values on through moralizing, the direct telling of what should be; modeling, the showing what is important; a laissez-faire approach; and through values clarification.

Frazier (19) urged educators not to stand by as mere observers in the value formation process, and to provide support for value development in much the same way as they support intellectual development. Kohlberg (39), in reference to his model of stages of moral development, asserted that the aim of education should be stimulation of the next stage of moral development in the student, rather than the "transmission of information or indoctrination into the fixed values of the school or society" (39).

Role of School and Sport in Attitudes Toward Victory, Fair Play, and Skill

General objectives of education, as cited by Barrow (3), include worthy use of leisure; ethical character; citizenship; command of fundamental processes;
and worthy home membership, all of which may pertain to attitudes toward victory, fair play, and skill. Bovyer (6) felt the general purposes of education included cooperation; respect for the rights, privileges, ideas, and abilities of others; sharing and helping others; and respect for laws and rules. Willgoose (75) cited a 1966 report of the American Association of School Administrators, who in their list of imperatives in education included the following: to prepare people for the world of work; to strengthen the moral fabric of society; to keep democracy working. All of these aims and objectives of education seem to deal with attitudes toward victory, equity, and skill.

Schafer, as cited by Snyder and Spreitzer (64) envisioned the primary goal of education as either enculturalization or student maturation. From the enculturalization view, education is the means through which the social values, skills, and knowledge are transmitted to the student in order to ensure continuation of the status-quo. Schafer felt that most schools follow the enculturalization model, and that, "Athletics serve first and foremost as a social device for steering young people . . . into the main stream of American life through overt and covert teaching of appropriate attitudes, values and behavior patterns" (64).
Sports programs are supported by administrators and teachers because of the presumed contribution they make to the physical, psychological, oral, and social development of youth (60). As cited by Schafer and Armer (60), the 1954 Educational Policies Commission statement contained the following in reference to high school activities:

Participation in sound Athletic Programmes we believe contributes to the health, happiness, physical skill, and emotional maturity, social competence and moral values... Playing hard and playing to win can help build character... Athletics may also exemplify the values of the democratic process and fair play.

The role of school and sport in attitude toward victory. Lawson and Placek (40) saw as one of the goals of physical education, that the student be able to describe among other things, the meaning of victory. Jack Scott, as cited by Thomas (67) identified three ethical positions in regard to winning. First was the Lombardian position, which holds that winning is the most important outcome in sport, where the ends justify the means. Second was the counter-culture position, which is the exact opposite of the Lombardian attitude. In this view, the emphasis is on the process of sport rather than the outcome. Finally was the radical position, which both recognizes the excellence of outcome, but holds
that the way excellence is achieved is equally as important. Kew (34) pointed out that the radical ethic recognized that playing well and winning were complimentary and mutually conditioning aims.

Harris, et al (23) seemed to endorse the radical ethic as the one to be emphasized by the school and sport in attitude toward victory, and suggested that game rules be restructured so that ethical behavior would be rewarded so highly that it would become a central means of winning. Sport, then, has been assessed as a vehicle in the promotion of a socially acceptable perspective on victory.

Role of school and sport in attitude toward fair play. Lawson and Placek (40) offered as an aim of physical education that:

Students will be able to describe the components of the contest ethic in sport, including the necessity for honoring ones opponent(s), the obligation for playing fairly, (and) the need for conditional equality between and among contestants.

Brown, as cited by Thomas (67), advocated that the (play) contest was a test of ability to determine who is superior, and that the rules were intended to provide the same opportunity to all players.

Keating (29) in asserting that sport should emulate
fair play, stated that:

Honorable victory is the goal of the athlete and as a result, the code of the athlete demands that nothing be done, before, during, or after the contest to cheapen or otherwise distract from such a victory. Fairness or fair play, the pivotal virtue in athletics, emphasized the need for an impartial and equal application of the rules if victory is to signify, as it should, athletic excellence.

Role of school and sport in attitude toward skill. Barrow (3) maintained that physical skills and sport skills in particular "form the heart and core of the physical education curriculum." Generally, the objective of skill means the development of body control and coordination so that the individual may perform with grace, ease and efficiency (3). Lawson and Placek (40) contended that the primary subject matter of physical education was performance skills and knowledges required for participation in sports, games and dance, with a focus on the "hows" of performance and the experience of performing. They went on to state, however, that "for more than a few physical educators, the subject matter of the field begins and ends with the art of performing."

Dauer and Paragraze (11) in their text on elementary physical education, described a program developed for the elementary level which was based on skill development and attainment. Vannier and Gallahue (69) also emphasize
skill development at the elementary level, describing neuromuscular skill development as the "primary objective of the elementary program" (69).

It seems then that the primary teaching emphasis at the elementary level is viewed as skill development and attainment, and that as the student grows and becomes involved in sports programs victory becomes a growing concern. Attitude formation at the elementary level then would not seem to be oriented toward victory, but toward skill development.

Studies Regarding Attitude Toward Victory, Fair Play and Skill

Attitude toward victory. Attitude toward victory or winning in sport was assessed by Kidd and Woodman (36) comparing the sexes. Their study was developed from the idea that sport as a personal end has three stages: To have fun, to play well, and to win. They concluded that beginners in sport are concerned mainly with skill acquisition, and winning is not a major factor with them. At this stage, the social contacts made are the primary motivational aim. As skill level increases, and the individual becomes more competitive with those of higher skill, the desire to play well overrides winning. When the individual has played well for a considerable time,
only through victory can there come any sense of satisfaction.

In the Kidd and Woodman (36) study, carried out at Iowa State University in 1974, it was found that whereas females were not highly oriented toward winning (OTW), males were likely to rank high. Frequency of participation strongly affected the strength of the OTW, with daily participants much more likely to desire to win at sports than those taking part hardly ever. No significant differences were seen in the sexes according to hometown size; but urban females showed a higher OTW than females from rural families. The same results were not found for males. The majority of all respondents ranked "to play well" as most important, with males ranking winning as most important more often than did females.

Apgar (2) assessed the emphasis placed on winning in high school males. Attitude toward winning was measured for athletes and non-athletes, and for team and individual sport athletes. It was concluded that the subjects did not overemphasize winning "to the detriment or exclusion of other dimensions of interscholastic athletics" (2). Athletes placed a greater emphasis on winning than did non-athletes. No differences were observed in attitude toward victory according to team or
individual sport participation.

Vaz (71) analyzed the attitudes toward winning of minor league hockey players (ages 7-17 and over) in terms of the value placed on winning by the boys and its relation to the role of the coach in the socialization of hockey players. He found that as players advanced through the league, the player's emphasis on winning, and the perceived emphasis on winning by the coach decreased. However, Vaz noted that "the value of success is widely 'institutionalized' at all levels in the league, but at upper levels its value ranks low relative only to more functionally valuable skills and specific role requirements" (71). Vaz concluded that as coaches became increasingly concerned with winning games, the probability increased that the players would do the same.

**Attitude toward fair play.** McAfee (49) studied sportsmanship attitudes of sixth, seventh, and eighth grade boys in a survey of 857 boys from one school district. He found that sportsmanship attitudes grew progressively lower from the sixth through the eighth grades. Smith (62) researched sportsmanship attitudes of Junior and Senior high school male and female athletes and non-athletes. She found that the overall level of
sportsmanship was higher in females than in males. No significant differences were seen between athletes and non-athletes. Years of athletic experience were not found to affect sportsmanship attitudes of either sex.

Undergraduates and adult attitudes toward fair play were assessed by Kistler (37), who found that generally speaking, questionable activities in relation to fair play and sport were supported by a majority of males in most instances, and of females in some instances. In particular, he found that college men and adult males who have had high school varsity athletic experience have a poorer attitude about sportsmanship than those without high school athletic experience.

Richardson (57) in his study of male physical education majors' attitudes toward sportsmanship and fair play, suggested that positive attitudes toward sportsmanship and fair play were not the result of involvement in collegiate sports. He found that letter-winners had lower regard for sportsmanship than non-letter winners, and scholarship recipients had lower attitudes toward fair play than non-scholarship athletes. In relation to different sports, football players' attitudes toward sportsmanship were lowest of all.
Attitude toward skill development. Skill development was viewed as most important to participants when considered with the aspects of playing fairly and playing to win in a number of studies. Webb (72) found skill development to be most important to participants in grades 8 through 12, as did Maloney and Petrie (48) for participants in grades 9 through 12. McElroy and Kirkendall (50) found that skill was ranked most important by youths 10 to 18 years old.

College students were found to consider skill the most important aspect of playing in two studies conducted by Petrie (1970, 1971) (56,55), one at Michigan State, and the other at Western Ontario University. Edmondston (12) found skill to be most important for undergraduates at the University of Kansas.

Intercollegiate athletes studied by Sage (59) ranked skill as the most important aspect in playing when considered with equity and victory. Wilkerson (74) found that skill was the most important factor in playing for male softball players, aged 17 to 37. In addition, Kidd and Woodman (36) found that when compared with playing "to have fun" and "to win", the majority of respondents selected to "play well" as their most important consideration in participation in sport. In all these studies, playing the best of one's ability was most important.
regardless of age, sex, or athletic participation, with the exception of those subjects in the Webb study below grade eight.

In a summary of attitude development of sport participants, it was evident that attitude is a somewhat ambiguous term that is often used synonymously with value. Attitudes are assimilated through the various agents of socialization, and the most critical stages in their development are adolescence and young adulthood. In broad terms, education and sport are seen as facilitators in the process of attitude formation, passing on the values of society to the individual. There does, however, seem to be a subtle difference between the aims and objectives of education and sport in reference to attitude toward victory, skill, and equity, and the results of research regarding these attitudes.

Motivations Related to Attitudes Toward Play

Little research has been done to determine whether responses to the Webb Scale have been related to motives found to be associated with sports participation. Researchers who have investigated motivation in sport have synthesized a series of motivational statements from other works on motivation and asked their respondents to rank the motivational statements in order of importance.
Petrie (54) in his study of achievement orientations and attitudes toward play, derived 10 statements of motivation from the work of Kenyon, Caillois, and McIntosh. He asked his respondents (624 male and female undergraduates) to choose five that were most important to them, and rank those five in order of importance. The 10 motivational statements were:

a. Physical activity as a way of pursuing risk, thrills and danger.

b. Physical activity as a way of meeting people in a social situation.

c. Physical activity that matches skill in the use of a weapon against a target or quarry.

d. Physical activity as a way of improving the health and fitness of the body.

e. Physical activity as a way of involving the individual against chance or luck in an attempt to win an object or money.

f. Physical activity as a way of having found pure enjoyment.

g. Physical activity involving skill as the predominant point in performance.

h. Physical activity as a way of expressing ideas and feelings in movement.

i. Physical activity as involving comfort as the predominate part of the performance.

j. Physical activity as competition against part of the natural environment (53).

Respondents were also asked to rank, in order of importance, the following six choices which were postulated as social reasons for playing: competition; companionship; excitement; prestige; self-satisfaction; relaxation; and fun.

There was strong support expressed for the motives
of fun and excitement, health and fitness, competition in skill, and social interaction. There was rejection of the motives of competition in combat, skill with a weapon, and chance. In terms of the ranking of the six social factors, male respondents chose in the order of relaxation - self-satisfaction - competition - companionship - excitement - prestige. Females chose in the order of relaxation - companionship - self-satisfaction - excitement - competition - prestige. He concluded that for males, greater emphasis was given for achievement criteria in the evaluation of motives for participation. Among females studied, greater support was provided for motivational statements stressing intrinsic satisfaction.

In relating Petrie's results to the Webb Scale, males were assessed to have more professionalized attitudes than females. Both male and female orientations were associated with societal sex-role expectations.

Loy, Birrell, and Rose (44) cited the work of Caillois, Kenyon, McIntosh, Petrie, and Roberts and Sutton-Smith and built on Petrie's study to develop 12 motivational statements. Respondents were again asked to rank the relative importance of each item. The 12 motivational statements were:

1. Sport as an aesthetic experience.
2. Sport as ascetic experience.
3. Sport as a cathartic experience.
4. Sport as a combative experience.
5. Sport as an environment experience.
6. Sport as a fortuitous experience.
7. Sport as an experience of physical contact.
8. Sport as a healthful experience.
9. Sport as the experience of skilled performance.
10. Sport as a social experience.
11. Sport as a strategic experience.
12. Sport as a vertiginous experience. (44)

A sentence of explanation accompanied each motivation statement to avoid confusion in the respondents.

A step-wise discriminate function analysis was used by Loy et al (44) to determine if motives could discriminate for each sex between high and low scores or a special "pro scale" derived from extreme responses on the Webb Scale and faith in people scale. "High pros" were characterized by strong success orientations and low faith in people. Analysis showed that 85% of males and 79% of females classified as either "high pro" or "low pro" were correctly classified in terms of commonly held motives. For females, motives providing greatest discrimination were combative experience, strategic experience and experience of physical contact. For rules, items providing greatest discrimination were strategic experience, combative experience and experience in physical contact. Both male and female "high pros" endorsed all motives to a greater degree than "low pros."

In reference to the Webb Scale and motives for
participation, Loy et al concluded that men have a more professionalized attitude toward play and endorse more achievement oriented motives than do females. Females have less professional attitudes and endorse more intrinsic social oriented motives than do males.

**Summary**

Play, game and sport are terms that, after examination, seem somewhat difficult to accurately define and characterize. Generally speaking, physical activity has been viewed on a continuum ranging from play to formal sport (64). Games have been conceded to be somewhat more organized than play, and to reside somewhere in the middle of the continuum; and sport, then, is the most highly formalized and organized form of physical activity.

The Webb Scale was developed from an idea that there was a close linkage between values emphasized in the social culture, and those held and generated in sports participation. Webb (72) theorized that as play became more formalized, moving through game and sport, that attitudes would become more "professionalized," that is, the importance of success through skill would supercede the importance of play. Since its inception, the Webb Scale has been used in a variety of studies in conjunction with demographic, psychosocial and participatory variables.
As a result of these studies, three results have consistently been shown: Attitudes become more professionalized as subjects age through grade 12; males possess a more professionalized attitude than females, emphasizing skill and success over fairness; professionalization of attitude is directly related to organized sport participation, with both male and female participants having a more professional orientation than non-participants.

The demographic variables of sex, age and school size have been characterized in relation to professionalization of attitude, participation and activity preference. It has been shown that males exhibit more professionalized attitudes toward play, participate more often, and have different participatory interest than females. As persons age, their attitudes become increasingly professionalized, and then seem to be more play oriented at the university level. Additionally, participation tends to decrease with age, and preferences for activities change. In terms of school size, it has been established that smaller high schools have significantly greater levels of participation by students in sport as well as greater community involvement.

Attitude is a somewhat ambiguous term often used synonymously with value. Attitudes are assimilated by the individual through the various agents of
socialization, and the most critical stages in their development are adolescence and young adulthood. In broad terms, education and sport are seen as facilitators in the process of attitude formation, passing on the values of the society to the individual. There does however, seem to be a difference between the aims and objectives in sport and education in reference to attitude toward victory, skill, and equity and the results research regarding these attitudes.

Little research has been done in relating Webb Scale responses to possible motives for participation. It has been shown however, that males have more professionalized attitude toward play and endorse more achievement oriented motives than do females, who have less professionalized attitudes and endorse more intrinsic, socially oriented motives.
CHAPTER THREE
Procedures

Research Design

The purpose of the study was to assess high school athletes in their professionalization of attitude toward the playing of high school sports, and to determine if any significant differences in play attitudes exist between girls and boys, due to school size, and/or activity preference.

The study was comparative in nature, involving male and female high school sophomores in each of the six school size classifications in Kansas. (See Appendix B) Subjects completed the Athletic Questionnaire (AQ) which included the Webb Scale. (See Appendix D) The study was designed to determine if significant differences existed in the manner in which sport is perceived, when considering the sex and/or activity preference of students in six school classifications. A 3 (school size) x 2 (sex) x 2 (sport type) factor design (ANOVA) was used to analyse the data.

The Sample

The investigation took place in Kansas High Schools during the spring semester of the 1983-1984 school year. Eight schools were randomly selected through a drawing
from each of the six school classifications. The stratified random population was composed of an equal number of male and female high school sophomores half in team sports, half in individual sports, and from the eight selected schools from each of the six school size classifications.

Ten male and 10 female participants from the sports offered by their respective schools were asked to respond to the survey. The Questionnaires were returned by 285 males and 265 females with 300 of the participants in team sports and 250 of the participants in individual sports from 31 schools. (See Appendix E) When grouped according to paired school size classification, the sample consisted of 176 in class 6 and 5A, 213 in class 4 and 3A, and 161 in class 2 and 1A.

**Instrument**

The Athletic Questionnaire (AQ), which included the Webb Scale, was the instrument used during this study. (See Appendices C and D) The scale measured the attitudes held toward play by asking the subject to rank in order of importance three statements; to play as well as you are able, to play fairly, and to beat your opponent. The level of professionalization of attitude was determined through the order of ranking, which was compared to
Webb's permutations table. (See Appendix A) In addition, the demographic information requested was the sex of the subject, and one sport in which the respondent participated.

**Reliability**

Webb (72) established reliability for his scale through test-retest procedures conducted on all groups in his initial investigation using the scale. Reliability coefficients averaged .90 and were as high as .96 for tenth and twelfth graders. Webb (72) also maintained that because of the simplicity and ease in response to the scale that reliability would be high.

**Validity**

Webb (72) contended that his scale was valid by virtue of its simplicity and specificity. He stated:

> The simpler and more differentiated the items, the greater the likelihood they will first be understood, and then second responded to accurately, both increasing the likelihood they will measure whatever social quality the investigator has in mind.

When using the Webb Scale as part of his dissertation, Petrie (1970) (56), in order to insure validity, submitted the scale to a panel of experts for evaluation. They found it to be valid in the measurement of professionalization of attitude toward play. Since its creation, the scale has been used in a number of studies conducted by
researchers such as Mantel and VanderVeldon (42); Maloney and Petrie (48); Petrie (54,55,56); Loy, Birrell, and Rose (44); Sage (59); Kane (27); and McElroy and Kirkendall (50). All of these studies have confirmed the content validity of the scale.

**Collection of Data**

The data were collected during January and February of 1984. After the names of the counselors of the selected school were obtained from the University of Kansas Counseling Center, letters describing the study and asking for the counselors' help in administering the survey along with a postcard were sent to the counselors. (See Appendices F and G). Those counselors consenting to participate in the study were asked to return the postcard to the investigator. Counselors from 27 high schools returned the postcard, consenting to participate in the study. Ten days following the initial mailing, non-responding counselors were contacted by phone to determine if there was interest in participating in the study. Participation consent was obtained from an additional four school counselors, totaling 31 counselors participating in the study.

Upon receipt of the signed consent on the postcard, counselors consenting to participate were sent packets
coded according to school name and classification including 20 AQ questionnaires, a cover letter, (See Appendix H), administrative instructions (See Appendix I), and a postage paid return envelope. The counselors were instructed to administer the questionnaire to 10 male and female sophomore participants involved in the sports program offered by their school. Five were to be administered to team sport participants and five to individual sport participants of each sex. It was requested that the surveys be completed and returned by February 10th. School counselors who had not returned the questionnaires by the requested were contacted by phone, and urged to return the surveys by February 20th.

Scoring and Grouping of Data

Questionnaires were grouped according to paired size classifications, to sex, and to sport type. The Webb Scale was scored by assessing the order of ranking of the items by each subject. The ranking order was compared to the permutations table from which the "professionalization of attitude toward play" was determined. The resulting Webb Scale score was written on each questionnaire.

Analysis of Data

The data was subjected to a 3 (school size) x 2 (sex) x 2 (sport type) factor design ANOVA. The
3 x 2 x 2 ANOVA was used to determine whether there was a difference in the professionalized attitude toward play between male and female participants, between team and individual sport participants, and among the three paired school size classifications. The analysis for simple effects was used to analyze interactions between the variables significant at the .05 level. The analysis was conducted on a Honeywell 66/60 computer using the Statistical Package for the Social Sciences (SPSS).
CHAPTER FOUR

Results

Introduction

The purpose of this study was to assess high school athletes in their professionalization of attitude toward the playing of high school sports, and to determine if any significant differences in play attitudes exist between girls and boys, due to school size and/or activity preference.

A total of 550 high school sophomore team and individual sport participants were surveyed from 31 schools in all six of the school size classifications in Kansas. The subjects completed the Athletic Questionnaire (AQ) which included the Webb Scale and the demographic information of sport participated in and sex.

The data were collected by counselors in those Kansas high schools who consented to participate in the study. The counselors administered the surveys to the athletes, and then returned them to the investigator who scored the Webb Scale from the permutations table. The data were grouped according to three variables: school size classifications (1A & 2A, 3A & 4A, 5A & 6A); sex (male and female); and sport type (team and individual). A 3 x 2 x 2 factor design (ANOVA) was used to analyze the
data, and the .05 level of significance was accepted for the study. The 3 x 2 x 2 factor design was utilized to assess differences between the seven group means, and also to ascertain if interaction was present between the three independent variables. The analysis was completed on the Honeywell computer using the Statistical Package for the Social Sciences (SPSS).

**Findings**

The findings of this study were organized into descriptive and statistical data. Descriptive findings included participant percentages, means, and standard deviations of professionalized attitudes. Statistical findings were organized according to the independent variables of the study.

**Descriptive Findings**

The division of males (51.8%) and females (48.2%) were nearly evenly split, with less than a four percent difference in the subjects' gender identification. (See Table 1) There were nearly ten percent more team sport participants (54.7%) than individual sport participants (45.3%). Although there was almost a nine and one-half percent difference between 4A & 5A participants (38.7%) and 2A & 1A participants (29.3%), all three school size classification percentages were within four percent of
Table 1
Percentages, Means, and Standard Deviations for Professionalized Attitude Scores per Group

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>%</th>
<th>$\bar{X}$</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>285</td>
<td>51.8</td>
<td>3.68</td>
<td>1.51</td>
</tr>
<tr>
<td>Females</td>
<td>265</td>
<td>48.2</td>
<td>2.99</td>
<td>1.21</td>
</tr>
<tr>
<td><strong>Sport Type</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team</td>
<td>300</td>
<td>54.7</td>
<td>3.33</td>
<td>1.40</td>
</tr>
<tr>
<td>Individual</td>
<td>250</td>
<td>45.3</td>
<td>3.37</td>
<td>1.45</td>
</tr>
<tr>
<td><strong>School Size</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6A &amp; 5A</td>
<td>176</td>
<td>32.0</td>
<td>3.44</td>
<td>1.48</td>
</tr>
<tr>
<td>4A &amp; 3A</td>
<td>213</td>
<td>38.7</td>
<td>3.32</td>
<td>1.28</td>
</tr>
<tr>
<td>2A &amp; 1A</td>
<td>161</td>
<td>29.3</td>
<td>3.28</td>
<td>1.50</td>
</tr>
</tbody>
</table>

The mean professionalized attitude scores for all groups, ranging from a high of 3.68 and a low of 2.99 on the six-point Webb Scale, showed that the participants generally endorsed a moderately professionalized attitude toward play.

Standard deviations ranging from a low of 1.21 to a high of 1.51 seem somewhat large in light of a scale ranging from one to six. This generally resulted in a platykurtic or flatter distribution for each of the groups. The lower standard deviation for females (1.21) and for
3A & 4A schools (1.28) indicated a more normal distribution.

**Statistical Findings**

Statistical findings were reported from three perspectives; as main effects, two-way interaction comparisons, and three-way interaction comparisons. To present an overview of the findings, Table 2 presents a summary of the 3 x 2 x 2 factorial design. Subsequent tables will show detailed analysis in each of the three perspectives.

**Factorial analysis.** Significant findings from the factorial analysis include a sex effect, and an interaction between the variables of sex and sport type. The significance of the explained term reflects a significant amount of variance in the group means accounted for by the variables. (See Table 2)
Table 2

Summary of Factor Analysis of Mean Scores
for Professionalization of Attitude Toward Play

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F-ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>67.163</td>
<td>4</td>
<td>16.791</td>
<td>8.861</td>
<td>0.000</td>
</tr>
<tr>
<td>Sex</td>
<td>64.308</td>
<td>1</td>
<td>64.308</td>
<td>33.397</td>
<td>0.000*</td>
</tr>
<tr>
<td>Sport type</td>
<td>0.270</td>
<td>1</td>
<td>0.270</td>
<td>0.143</td>
<td>0.706</td>
</tr>
<tr>
<td>School Size</td>
<td>3.738</td>
<td>2</td>
<td>1.869</td>
<td>0.986</td>
<td>0.374</td>
</tr>
<tr>
<td>Two Way Interactions</td>
<td>12.228</td>
<td>5</td>
<td>2.446</td>
<td>1.291</td>
<td>0.266</td>
</tr>
<tr>
<td>Sex/Sport type</td>
<td>7.338</td>
<td>1</td>
<td>7.338</td>
<td>3.873</td>
<td>0.050*</td>
</tr>
<tr>
<td>Sex/Sch. Sz.</td>
<td>3.364</td>
<td>2</td>
<td>1.187</td>
<td>0.959</td>
<td>0.384</td>
</tr>
<tr>
<td>Sp. Typ./Ach. Sz.</td>
<td>1.364</td>
<td>2</td>
<td>0.682</td>
<td>0.360</td>
<td>0.698</td>
</tr>
<tr>
<td>Three Way Interactions</td>
<td>1.508</td>
<td>2</td>
<td>0.754</td>
<td>0.398</td>
<td>0.672</td>
</tr>
<tr>
<td>Sex/Sp.Typ./Sch.Sz.</td>
<td>1.508</td>
<td>2</td>
<td>0.754</td>
<td>0.398</td>
<td>0.672</td>
</tr>
<tr>
<td>Explained</td>
<td>80.899</td>
<td>11</td>
<td>7.354</td>
<td>3.881</td>
<td>0.000+</td>
</tr>
<tr>
<td>Residual</td>
<td>1019.464</td>
<td>538</td>
<td>1.895</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1100.364</td>
<td>549</td>
<td>2.004</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > .05, F(1,538) = 3.84
+*p > .05, F(11,538) = 1.79
Comparison of mean professionalized attitude scores for males and females. Males were found to have significantly higher professionalized attitudes toward their sports than females ($F = 33.397$). Since an F-ratio of 3.84 was needed for significance at the .05 level; this was viewed as a significant difference between the sexes. (See Table 3) The probability that this difference would be found in other similar samples of athletes was calculated to be extremely likely ($p = 0.000$).

Table 3
Comparison of Mean Professionalized Attitude Scores of Males and Females

<table>
<thead>
<tr>
<th>Sex</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>F-ratio</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>3.68</td>
<td>1.51</td>
<td>33.397*</td>
<td>0.000</td>
</tr>
<tr>
<td>Females</td>
<td>2.99</td>
<td>1.21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > .05, $F(1,538) = 3.84$
Comparison of mean professionalized attitude scores for team and individual sports participants. Team and individual sport participants were found to be similar in their mean professionalized attitude toward play. An F-ratio of 3.84 was needed to obtain a significant difference at the .05 level, and only 0.413 was obtained through analysis. (See Table 4)

Table 4

Comparison of Mean Professionalized Attitude Scores of Team and Individual Sport Participants

<table>
<thead>
<tr>
<th>Sport Type</th>
<th>X</th>
<th>SD</th>
<th>F-ratio</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team</td>
<td>3.33</td>
<td>1.40</td>
<td>0.143</td>
<td>0.706</td>
</tr>
<tr>
<td>Individual</td>
<td>3.37</td>
<td>1.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p > .05, F(1,538) = 3.84

Comparison of mean professionalized attitude scores for the three paired school size classifications. No significant differences were found between the three paired school size classifications in mean professionalized attitude. Similar standard deviations for 6A & 5A and 2A & 1A schools indicate wider distributions for these school size classifications than for 4A and 3A schools,
for which the smaller standard deviation indicates a more leptokurtic distribution. These differences in standard deviation may keep the means from being significantly different. (See Table 5)

Table 5
Comparison of Mean Professionalized Attitude Scores for the Three Paired School Size Classifications

<table>
<thead>
<tr>
<th>Paired School Size Classification</th>
<th>X̄</th>
<th>SD</th>
<th>F-ratio</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A &amp; 5A</td>
<td>3.44</td>
<td>1.48</td>
<td>0.986</td>
<td>0.374</td>
</tr>
<tr>
<td>4A &amp; 3A</td>
<td>3.32</td>
<td>1.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2A &amp; 1A</td>
<td>3.28</td>
<td>1.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

p > .05, F(2,538) = 3.80

Interaction between sex and sport type mean scores for professionalized attitude. In breaking down the factorial design for all variables, a significant interaction effect was found through a two-way interaction analysis between the variables of sex and sport type (F = 3.873, p = .05). (See Table 6) For males, the mean professionalized attitude score was significantly higher for team sport participants (3.73) than for individual
sport participants (3.57). Inversely, for females, the mean professionalized attitude score was significantly higher for individual sport participants (3.14) than for team sport participants (2.84).

Table 6
Interaction Between Sex and Sport Type
Mean Scores for Professionalized Attitudes

<table>
<thead>
<tr>
<th>Variables</th>
<th>Team</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{x}$</td>
<td>SD</td>
</tr>
<tr>
<td>Males</td>
<td>3.73</td>
<td>1.48</td>
</tr>
<tr>
<td>Females</td>
<td>2.84</td>
<td>1.08</td>
</tr>
</tbody>
</table>

$p > .05$, $F(1,538) = 3.84$

Post hoc analysis. The analysis for simple effects was the post hoc test conducted to identify the origin of the significant differences between sex and sport type. This analysis revealed a significant sex difference for both individual and team sport participants. (See Table 7) The size of the F-ratios for the sex effect for individual ($F = 5.948$) vs. Team ($F = 25.615$) sports shows the sex effect to be stronger in team sports than in individual sports. No significant difference was found between male
team and individual sport (F = .933) participants or female team and individual sport (F = 2.888) participants. $F_{cv}$ represents the critical value at which the F-ratio becomes significant.

Table 7

Analysis for Simple Effects from the Interaction of Sex and Sport Type

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F-ratio</th>
<th>$F_{cv}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex Effect for Individual Sports</td>
<td>11.2409</td>
<td>1</td>
<td>11.2409</td>
<td>5.948*</td>
<td>3.84</td>
</tr>
<tr>
<td>Sex Effect for Team Sports</td>
<td>48.412</td>
<td>1</td>
<td>48.412</td>
<td>25.615*</td>
<td>3.84</td>
</tr>
<tr>
<td>Sport Type Effect for Males</td>
<td>1.776</td>
<td>1</td>
<td>1.776</td>
<td>.933</td>
<td>3.84</td>
</tr>
<tr>
<td>Sport Type Effect for Females</td>
<td>5.445</td>
<td>1</td>
<td>5.445</td>
<td>2.888</td>
<td>3.84</td>
</tr>
</tbody>
</table>

*$F_{cv} > .05$

Interaction between sex and school size for mean scores for professionalized attitude. The two-way analysis revealed no interaction between sex and school size in mean professionalized attitude scores, indicating that
there were no significant differences between the sexes or among the paired school size classifications when the two variables were combined for comparison. (See Table 8)

Table 8
Interaction between Sex and School Size
Mean Scores for Professionalized Attitude

<table>
<thead>
<tr>
<th>Variables</th>
<th>(\bar{X})</th>
<th>SD</th>
<th>(\bar{X})</th>
<th>SD</th>
<th>(\bar{X})</th>
<th>SD</th>
<th>F-ratio</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>3.64</td>
<td>1.53</td>
<td>3.47</td>
<td>1.36</td>
<td>3.64</td>
<td>1.53</td>
<td>0.95</td>
<td>0.384</td>
</tr>
<tr>
<td>Females</td>
<td>2.84</td>
<td>1.26</td>
<td>3.08</td>
<td>1.07</td>
<td>2.84</td>
<td>1.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(p > .05, F(2, 538) = 3.00\)

Interaction between sport type and school size mean scores for professionalized attitude. No significance was found in the interaction between mean sport type and mean school size for professionalized attitudes. (See Table 9) This indicated that there were no differences in the sport types or among the paired school size classifications when these two variables were combined for comparison.
### Table 9

Interaction between Sport Type and School Size Mean Scores for Professionalized Attitude

<table>
<thead>
<tr>
<th>Variables</th>
<th>6A &amp; 5A</th>
<th>4A &amp; 3A</th>
<th>2A &amp; 1A</th>
<th>F-ratio</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team</td>
<td>3.47</td>
<td>3.33</td>
<td>3.55</td>
<td>1.46</td>
<td>0.36</td>
</tr>
<tr>
<td>Indiv.</td>
<td>3.45</td>
<td>3.20</td>
<td>3.23</td>
<td>1.48</td>
<td>0.698</td>
</tr>
</tbody>
</table>

p > .05, F(2,538) = 3.00

Interaction between sex, sport type, and school size for professionalized attitude. The three way interaction analysis revealed no significant differences due to interaction between the variables of sex, sport type, and paired school size classification (F = 0.398, p = 0.672). (See Table 10) This indicated that when the variables were broken into the 12 possible sub-classes, significant differences noted previously, were neutralized by the larger number of cells, and thus revealing less effect per cell.
Table 10

Interaction between Sex, Sport Type, and School Size Mean Scores for Professionalized Attitude

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Team</td>
<td>Indiv.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X   SD</td>
</tr>
<tr>
<td>6A/5A</td>
<td>4.04 1.29</td>
<td>3.65 1.80</td>
</tr>
<tr>
<td>4A/3A</td>
<td>3.64 1.41</td>
<td>3.42 1.44</td>
</tr>
<tr>
<td>2A/1A</td>
<td>3.60 1.38</td>
<td>3.71 1.38</td>
</tr>
</tbody>
</table>

Summary of findings. In summarizing the findings of this investigation, the comparison of the variables for main effects revealed a significant difference at the .05 level between the sexes in their professionalization of attitude toward sport. Also, a significant interaction effect at the .05 level between sex and sport type was found in a two way comparison of sex and sport type. In the post hoc analysis of this interaction, it was determined that sex remained the dominate predictor of professionalized attitude.
Discussion

The discussion section of this chapter was designed to interpret the statistical findings reported. The discussion of the interpretation and implications will follow the same organizational format as the reported findings.

Comparison of Professionalized Attitude Mean Scores

It is interesting to note that all the mean professionalized attitude scores for the seven groups fell slightly above the mode. (See Figure 1) This
signified a generally positive, but moderate professionalized attitude toward play.

It might be speculated that the moderate professionalized attitudes found in this study reflect moderate formalized and professionalized athletic programs conducted by high schools in Kansas. Synder and Spreitzer (64) evaluated sport programs on a continuum, based on the level of organization and formalization of the activity. The more structured the sport was, the more professionalized the sport. It could be then, that the attitudes developed in these high school athletic programs were a reflection, in part, of the level of formalization and structuredness of those programs.

**Professionalized Play Attitude Differences Between Males and Females**

Males were found to have significantly higher mean professionalized attitudes toward the playing of sport than did females. This difference in degree of professionalized attitude was significant at the 0.000 level. (See Figure 2)
Differences between males and females in professionalized play attitudes supported the studies of Webb (72); Petrie (54,56); Loy, Birrell, and Rose (44); Sage (59); and Edmonston (12). The significant difference between males and females in level of mean professionalized attitude has been accounted for in the previous literature as being due to the socialization of different sex-roles for males and females (72). Males receive strong socialization for achievement while females are socialized into "expressive" roles (27).
The reason that females were not as positive as males in their mean professionalized attitude scores might also be accounted for in terms of motivations for participation. Petrie (56) found that women tended to be more intrinsically and socially motivated than men in participation in sport. Men endorsed more achievement oriented extrinsic motives for participation than females. It would follow that males, whose motives for participation were greater achievement would possess more professionalized attitudes than females toward the playing of sport. On the other hand, females, whose motives for participation were more intrinsic and social in nature, would possess more of a play orientation as opposed to a professionalized attitude toward sport.

Professionalized Play Attitude Differences between Team and Individual Sports Participants

Team and individual sport participants had similar mean levels of professionalized attitude. This seems to indicate that high school athletes' attitude toward play is not affected by whether they are competing alone or in cooperation with others on the same side in a contest. (See Figure 3) This finding is supported in part by Apgar (2), who found no difference in emphasis on winning between male individual and team sport participants.
Comparison of Professionalized Attitude Mean Scores for Team Sport and Individual Sport Participants

Professionalized Play Attitude Differences Between Paired School Size Classifications

The mean professionalized attitudes of the three paired school size classifications may be seen in Figure 4.
The lack of statistically significant differences between the school sizes was somewhat unexpected in light of information revealed in the literature. Studies by Gholson and Buser (20), Kleinert (38), and Serow (61) reported that students in small schools participate in athletics at a much higher rate than students in large schools. Furthermore, Burman (7) pointed out that community support for high school athletics in small towns and rural areas was much greater than in urban
areas. Burman's conclusions led this investigator to believe that the greater importance attached to athletics in rural areas would lead to more professionalized attitudes for athletes in smaller schools, since rural schools tend to have smaller enrollments. These findings indicated that this was not the case, since there was no significant difference found between the mean professionalized attitudes of the three paired school size classifications.

From a different perspective, there may be more pressure for athletes to win among athletes on large school teams, because the prestige of gaining team membership is greater, thereby counteracting the level of professionalized attitude expected to be valued at smaller, rural schools.

Interaction between Sex and Sport Type

Although it made no difference in the professionalized attitude whether high school athletes participated in team or individual sports, when the sport types were compared by sex of the athletes, professionalized attitude was clearly affected by sex designation. Females in individual sports possessed more professionalized attitudes than females in team sports, while males in team sports endorsed more professionalized attitudes than males in individual sports. (See Figure 5)
No interactions of this kind, between the variable of sex and sport type, have been reported in the literature using the Webb Scale. A significant difference in mean professionalized attitude between the sexes has consistently been shown in the literature.

In reference to team and individual sport participation, Famey-Lamon et al. (16) found that females were more interested in individual sports, and males were more interested in team sports. Also in reference to team and
individual sport participants, Apgar (2), when assessing the emphasis placed on winning by high school males, found no significant differences between male team and individual sport participants in attitude toward victory. With these results from the literature in mind, one might speculate that females, being more interested in individual sports, were more professionalized in their attitudes toward individual sports because of greater social acceptance ascribed to individual sports. Inversely, males, with greater achievement visibility in team sports, were more professionalized in their attitudes toward team sports because of greater social acceptance ascribed to team sports for males.

One might also expect that participation in individual sports might be more socially acceptable for females than team sports, causing female's attitudes toward the playing of individual sports different from attitudes toward team sports. Sage and Eitzen (14) reported that participation in individual sports has traditionally been more acceptable than participation in team sports for women. Because society has deemed it appropriate for women to compete in individual sports, females may feel it acceptable to value and exhibit more competitive, win oriented attitudes in the individual sports they participate in.
Another possible explanation for a higher level of professionalization for females in individual sports could be that since sports programs have not been offered by schools for girls prior to 1970 in most cases, sport instruction for females probably came from the family or parents. Since schools have not offered sports for females, motivation has had to stem from parents of community social expectations. Research has shown that as people age, they prefer and become more involved in individual sports (18). With parents preferring and participating in individual sports more than team sports, perhaps females have been more thoroughly schooled in these individual sports from a younger age, accounting for a higher level of professionalization in individual sports.

With participatory independence exemplified by more professionalized attitudes in individual sports, the finding of a smaller difference between female individual and male team and individual sport participants may also reveal something about the independence of females involved in individual sports. One might argue that a female with a more independent outlook would be more likely to become involved in and be more competitive in individual sport because of the nature of individual sport competition. On the other hand, one might maintain that the sports experience, particularly in individual
competition, develops more independence in females owing to the nature of individual competition. Going further, one might assert that competitiveness, itself, breeds independence and individual competition would then develop a more independent outlook.

It is important to note that analysis of the four sub-classes involved in sex and sport type revealed significant differences between all groups except female individual sport and female team sport participants, and male individual sport and team sport participants. This indicates that although there was a significant interaction effect for sex and sport type, sex remains the dominate predictor in mean professionalized attitude. (See Figure 4)

Interaction of Sex and School Size

Combining the sex of the participant and the school size differences had no effect on mean professionalized attitude toward play. This indicates that the attitudes of high school athletes toward the playing of sports is not affected by the sex of the participant regardless of the size of school in which the participants are enrolled. Even though the majority of large schools in Kansas were in urban areas, and the majority of small schools in Kansas were in rural areas, the environmental differences in urban and rural areas apparently make no difference in
male and female levels of professionalized attitude toward play.

This may be due to the fact that sex difference, accounted for in the literature as being due to differing sex-role expectations (27), may have been equally pronounced in urban as well as rural areas.

Interaction of Sport Type and School Size

Participants in team and individual sports were found to have similar professionalized play attitudes regardless of the school size in which they participated. Even though students in small schools have been reported to participate at a greater rate than large schools (20), professionalized play attitude in this study was similar, indicating that the intensity of participation in individual and team sports at the schools in this study had no effect on the professionalized attitude of athletes.

It could be speculated that in small and medium-sized schools, where participation rates are higher, students may be more likely to participate in both team and individual sports; and a generalized attitude toward play may be developed, regardless of sport type. However, in large schools, the smaller participation percentage among the larger student body may indicate that students choose to specialize in a given team or individual sport,
causing professionalized play attitude to remain similar.

**Interaction of Sex, Sport Type, and School Size**

When the variables of sex, sport type, and school size were compared simultaneously, significant interaction was not found. This indicated that when the seven variables were partitioned into all possible subclasses, differences between mean scores for professionalized attitude tended to nullify each other. All variables considered, high school athletes, regardless of sex, or sport preference, or size of school they attend, are moderate in their professionalization toward sport.

**Implications**

These results would seem to imply that male and female athletic programs seem to have developed athletes with differing attitudes toward sport. Those concerned with attitudes developed through athletic programs have important decisions to make regarding such issues as to whether or not to accept different levels of professionalization of attitude as inherent in American society, or to try to equalize the level of professionalization of attitude between the sexes through such strategies as promotion of team sports for girls and individual sports for boys.

It seems that ideally, programs should be developed
so that attitudes derived from them are associated with intrinsic rather than extrinsic motives to achieve. One might assert that the student athlete should be motivated by the self-satisfaction gained from the process of becoming a skilled athlete rather than the material reward of a medal or trophy obtained at the end of successful competition. If trying to equalize the differences in professionalized attitudes between the sexes is the goal of those concerned with attitudes developed in athletics, a situation could be encountered where external reward, rather than internal satisfaction may be used to balance professionalized attitudes derived from athletic programs, thereby creating attitudes in participants geared toward extrinsic motivation. In situations where the athlete's purpose in participation is focused on the result of participation, the external reward of an athletic letter or some other form of material reward, extrinsic motivation may be created. In situations where the process of becoming a skilled athlete is emphasized over the end result of competition, intrinsic motives for participation may be developed, and hence attitudes may be developed that are intrinsically motivated.

It may be speculated that through societal change in attitudes toward the status of women in society, attitudes of males and females may become more similar. In sport,
gender-identified attitudes seem to reflect societal attitudes, and it appears likely that over time, as sex roles for males and females continue to become more similar, attitudes toward the playing of sport may also reflect those changes.

On the other hand, sport attitudes may also have some effect on society. The establishment and increased popularity of women's athletics over the last decade appears to have led to increased popularity and exposure of women who achieve in sport. This may have some effect on societal attitudes toward women and their capabilities in general. It seems that as females who achieve in sport become more revered by society, much in the same way as male athletes are, sport attitudes, which may become more similar, may have some effect on society.

In conclusion, it appears that if sports programs at the secondary level continue to be conducted as they are now, the levels of professionalized attitudes found in this study may persist, reflecting moderate professionalized attitudes for athletes involved in secondary athletic programs. Within the framework of Webb's (72) theory that highly professionalized attitudes reflect the substitution of victory through skill for fair play as the aspects of professionalized attitude most valued by
participants, it would seem that a moderate professionalized attitude, reflecting a balance of importance between fair play, skill and victory, would indicate the development of values in accordance with the aims and objectives of education.
CHAPTER FIVE
Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to assess high school athletes in their professionalization of attitudes toward the playing of high school sports, and to determine if any significant differences in play attitudes exist between girls and boys due to school size and/or activity preference.

The literature review focused on the definition and characterization of play, game and sport; the development and description of the Webb Scale and delineation of studies using the scale; the demographic parameters of sex, age and school size as related to professionalized attitude, activity preference and level of participation; attitude development toward victory, fair play and skill; the role of school and sport in attitude development; and motivations related to attitudes toward play.

The investigation took place during January and February of 1984. The sample consisted of 550 male and female high school sophomore athletes in 31 Class 1A through Class 6A high school in the state of Kansas. When grouped according to sex the sample consisted of 285 males and 265 females. When grouped according to
school size, the sample consisted of 176 6A and 5A athletes, 213 4A and 3A athletes, and 161 2A and 1A athletes. When grouped according to sport type, the sample consisted of 300 team sport participants and 250 individual sport participants.

The information was collected through the administration of the Athletic Questionnaire (AQ) which included the Webb Scale as well as demographic information of sex and one sport participated in. To respond to the Webb Scale, respondents rank ordered three items: to beat your opponent, to play fairly, and to play as well as you are able. The order of ranking was translated into ordinal measures by using the permutations table, which resulted in a possible professionalization score ranging from low (1) to high (6).

A 3 (school size) x 2 (sex) x 2 (sport type) factor design (ANOVA) was used to analyze the data to determine if any significant differences existed between males and females in team and individual sports among the three paired school size classifications (1A and 2A, 3A and 4A, 5A and 6A).

The results indicated that male and female athletes were significantly different in their levels of professionalized attitude toward play beyond the .05 level of significance. Males had significantly more professionalized
attitudes than females. This was consistent with results found in the literature.

No significant differences were found in level of professionalized attitude due to sport type or school size. Prior to the present time, sport type and school size have not been used in conjunction with the Webb Scale.

A significant interaction effect was found between sex and sport type. The interaction was not reported in results of studies done previously with the Webb Scale. This might indicate that any discussion of sex effect on the level of professionalized attitude score would have to be modified somewhat by the interaction of sport type with it.

No significant differences were seen in the interactions of sex and school size, or school size and sport type, or school size by sex by sport type.

Conclusions

Within the scope and limitations of this study, the following conclusions have been drawn on the basis of the findings:

1. Play attitudes were more professionalized for male athletes at the high school level than for female athletes.
2. Professionalized attitudes, regardless of whether the student was involved in team or individual sports were similar.

3. In comparing males and females playing either individual or team sport types, the level of professionalized attitude was different. Specifically, male's professionalized attitudes were dominate in team sports, while females were more inclined to exhibit professionalized attitudes in individual sports; however males had more professionalized attitudes than females regardless of sport type.

4. Professionalized attitudes, regardless of the size of the school the participant attended, were similar.

5. There are no differences in professionalized attitude when comparing the interaction of sex, sport type and school size.

Recommendations

After reviewing the results of the study, the following recommendations were made:

1. It was recommended that a longitudinal study be instigated over a period of years to determine if the sex effect diminishes as girls' athletics become more established in schools.

2. It was recommended that the study be expanded to
include major geographic regions in the United States to determine if significant differences exist in professionalized attitude due to different cultural areas of the country.

3. It was recommended that the sport type variable used in this study be expanded to include specific sports to determine if specific sports affect the professionalized attitude of athletes.

4. It was recommended that a similar study be conducted including the variable of success rate in the sport type being considered.
BIBLIOGRAPHY
BIBLIOGRAPHY


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APPENDIXES
APPENDIX A

Webb Scale Permutations
**TABLE OF PERMUTATIONS**

The Webb Scale

Table of Permutations

<table>
<thead>
<tr>
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APPENDIX B

School Size Classifications
SCHOOL SIZE CLASSIFICATIONS

1983-84 Kansas High School Size Classifications

<table>
<thead>
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<th>Classification</th>
<th>Population Range</th>
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<td>5A</td>
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<td>4A</td>
<td>380 - 180</td>
<td>64*</td>
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<td>3A</td>
<td>179 - 116</td>
<td>64**</td>
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<tr>
<td>2A</td>
<td>116 - 80</td>
<td>64**</td>
<td>8</td>
</tr>
<tr>
<td>1A</td>
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</tr>
</tbody>
</table>

*62 co-ed; 1 Girl's School, 1 Boy's School

**63 co-ed; 1 Boy's School
APPENDIX C

The Webb Scale
THE WEBB SCALE

What do you think is most important in playing a game?

Number the items below from 1 to 3, starting with the one you think is MOST important (1), and finishing with the one you think is LEAST important (3)...

_______ to play it as well as you are able
_______ to beat your opponent
_______ to play it fairly
APPENDIX D

Athletic Questionnaire
ATHLETIC QUESTIONNAIRE

Check one answer for questions one and two.

1. Sex   _____ male   _____ female

2. Sport Participation (check one)
   _____ Baseball   _____ Cross Country
   _____ Basketball   _____ Golf
   _____ Football   _____ Gymnastics
   _____ Volleyball   _____ Swimming
   _____              _____ Tennis
   _____              _____ Track and Field
   _____              _____ Wrestling

3. What is most important to you when participating in the sport checked above? Rank the choices from 1 to 3. Put a one (1) beside the choice you think is most important, put a two (2) beside your second most important choice, and put a three (3) beside the choice you think is least important. Do not rank any choices equal in value.

   _____ to play as well as you are able
   _____ to beat your opponent
   _____ to play fairly
APPENDIX E

Distribution of Subjects
DISTRIBUTION OF SUBJECTS

Total Number - 550
Total Schools - 31

Males - 285
Females - 265

Team Sport Participants - 300
Individual Sport Participants - 250

6A & 5A Subjects - 176  Schools - 9
4A & 3A Subjects - 213  Schools - 11
2A & 1A Subjects - 161  Schools - 11

Male Team Sport Participants - 166
Male Individual Sport Participants - 121
Female Team Sport Participants - 134
Female Individual Sport Participants - 129

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<td>F</td>
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<td></td>
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APPENDIX F

Introductory Letter
Dear Counselor,

As part of a research project being conducted at the University of Kansas, data is being collected to assess the attitudes of sports participants in the state of Kansas have developed in reference to winning, playing fairly, and developing skills. Your school is one of eight that has been selected from its school size classification to participate in this study. Data is being collected for this study through the administration of questionnaires to male and female tenth grade athletes in school of all six school size classifications across the state.

This survey is being conducted under guidelines established by the University of Kansas. By cooperating, your students will help provide answers to important questions; however, the cooperation of your students through your direction is strictly voluntary. Confidentiality will be guarded; the school's name will not be associated with the participants' answers in any report of the results.

Your participation in this project will entail the administration of a one-page questionnaire to ten male and ten female sophomore interscholastic sports participants at your school. It is estimated that completion of the questionnaire by each student should take no more than one to two minutes. The administration of these questionnaires will require some time and organization on your part; however, it is strongly believed that the results of this study will provide information which will be most beneficial in the improvement of high school athletic programs.

The students at your school have been selected to be one of the eight schools of your size to participate in this study. Please indicate your desire to administer the questionnaires to your students by completing and returning the enclosed postcard as soon as possible. Upon receipt of the postcard, a packet of questionnaires,
instructions for administration, and a postage paid return envelope will be sent to you.

The study will be completed by May of this year, and results will be sent to participating schools. Thank you very much for your help in conducting this study. Your cooperation is greatly appreciated.

Respectfully,

Kathy A. Haynes
APPENDIX G

Postcard
Yes, as a school counselor, I agree to administer the questionnaire to twenty athletes at my school, and understand that the return of the forthcoming questionnaires will be understood as my consent to participate in this research.

Name______________________________
School Address_______________________
                                          _______________________
                                          _______________________
                                          _______________________
APPENDIX H

Cover Letter
Dear Kathy Haynes
Lawrence, KS  66044

Thank you very much for agreeing to participate in this study. Enclosed you will find the questionnaires to administer to your students. Please follow the instructions for the administration of the questionnaire and return them in the envelope supplied. Return the completed questionnaires by Friday, February 10th.

Should you have any questions concerning the administration of the surveys, please feel free to call me at (913) 841-0753, collect, at any time.

Again, thank you very much for your time and help with this study. Your cooperation will be invaluable to its completion.

Respectfully,

Kathy A. Haynes
1316 Massachusetts St. C
Lawrence, KS  66044
APPENDIX I

Administrative Instructions
ADMINISTRATIVE INSTRUCTIONS

Please administer these 20 questionnaires to male and female sophomore interscholastic sports participants in the following manner:

1. Ten questionnaires to sophomore Boys
   5 to team sport participants
   5 to individual sport participants

2. Ten questionnaires to sophomore Girls
   5 to team sport participants
   5 to individual sport participants

   Team Sports
   Baseball
   Basketball
   Football
   Softball
   Volleyball

   Individual Sports
   Cross Country
   Golf
   Gymnastics
   Swimming
   Tennis
   Track and Field
   Wrestling

Remind students that they are to check only one sport, the one you have selected them for, and that they are completing the third question for that sport specifically.

In order to obtain an unbiased sample, it is necessary for you to administer the survey to male and female participants in more than one team sport and one individual sport offered at your school.

Please return the completed questionnaires in the envelope provided. Thank you very much for your time and effort in helping me to complete this study.

Kathy A. Haynes
1316 Massachusetts C
Lawrence, KS 66044
Phone: 913-841-0753