

INFORMATION TO USERS

This reproduction was made from a copy of a manuscript sent to us for publication and microfilming. While the most advanced technology has been used to photograph and reproduce this manuscript, the quality of the reproduction is heavily dependent upon the quality of the material submitted. Pages in any manuscript may have indistinct print. In all cases the best available copy has been filmed.

The following explanation of techniques is provided to help clarify notations which may appear on this reproduction.

1. Manuscripts may not always be complete. When it is not possible to obtain missing pages, a note appears to indicate this.
2. When copyrighted materials are removed from the manuscript, a note appears to indicate this.
3. Oversize materials (maps, drawings, and charts) are photographed by sectioning the original, beginning at the upper left hand corner and continuing from left to right in equal sections with small overlaps. Each oversize page is also filmed as one exposure and is available, for an additional charge, as a standard 35mm slide or in black and white paper format.*
4. Most photographs reproduce acceptably on positive microfilm or microfiche but lack clarity on xerographic copies made from the microfilm. For an additional charge, all photographs are available in black and white standard 35mm slide format.*

***For more information about black and white slides or enlarged paper reproductions, please contact the Dissertations Customer Services Department.**

U·M·I Dissertation
Information Service

University Microfilms International
A Bell & Howell Information Company
300 N. Zeeb Road, Ann Arbor, Michigan 48106

8616656

Colclough, Scott Haines

A SURVEY OF NORTH CAROLINA HIGH SCHOOL BASKETBALL COACHES'
ATTITUDES TOWARD OFFICIALS

Middle Tennessee State University

D.A. 1986

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

A Survey of North Carolina High School
Basketball Coaches' Attitudes
Toward Officials

Scott Haines Colclough

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

May, 1986

A Survey of North Carolina High School
Basketball Coaches' Attitudes
Toward Officials

APPROVED:

Graduate Committee:

Jon L. MacBeth
Major Professor

W. S. Solomon
Committee Member

Jack D. Arter
Committee Member

G. D. Penny
Head of the Department of Health, Physical Education,
Recreation, and Safety

Mary Martin
Dean of the Graduate School

Abstract

A Survey of North Carolina High School Basketball Coaches' Attitudes Toward Officials

by Scott Haines Colclough

The purpose of this study was to determine the prevailing attitudes of North Carolina high school basketball coaches toward officials. Based upon the coaches' responses to a 22-item opinionnaire, the writer attempted a comparison: (a) among coaches' attitudes from the smallest to the largest classification and (b) between boys' and girls' basketball coaches' attitudes. Data for the study were based upon a 75% response of both head coaches from 80 randomly selected high schools. This represented a total sample of 60 high schools and 120 coaches' responses. Statistically, the data were analyzed by use of the one-way analysis of variance. Significance was determined as below the .05 level of confidence with correlated t tests to help identify where the significant differences existed. Descriptive analyses consisted of mean scores, raw scores, and percentages for each item. Boys' coaches were significantly more receptive to officials being in complete control of the

Scott Haines Colclough

game than girls' coaches. There were no significant differences between coaches' attitudes from the smallest to the largest classification. It was concluded that coaches: (A) prefer officials who take control of the game without misusing their position of authority; (B) respect officials' position of authority, honesty, and integrity; (C) feel very strongly that a certain personality and temperament are necessary for successful officiating; (D) feel that a basketball background would be a better prerequisite than honesty and/or psychological testing for screening officials; (E) question whether officials work hard every game--this was more important than the perception of officiating as an avocation; (F) doubt officials' impartiality in game administration; (G) realize the importance of a knowledge and understanding of the rule book for themselves and officials; (H) believe that consistency, in the application of the rules, proper mechanics, and court positioning are essential to good officiating; (I) appear concerned about the quantity and quality of new officials and feel they should assist in the recruiting of officials; and (J) would rather improve the quality of two officials than add a third.

Acknowledgments

I would like to extend my appreciation to my committee members, especially my Chairman, Dr. Jon MacBeth. Dr. MacBeth's guidance, assistance, and patience enabled me to complete this study.

Special thanks to Dr. A. H. Solomon and Dr. Jack Arters for their contributions and support. The completion of this task would have been impossible without the help and support of my fellow graduate students, faculty, staff, and friends.

Table of Contents

	Page
List of Tables	v
List of Appendixes	vii
Chapter	
I. Introduction	1
Background	2
Significance	7
Statement of the Problem	11
Basic Assumptions	12
Delimitations of the Study	12
Definitions of Terms	12
II. Methods and Procedures	14
Pilot Study	14
Panel of Experts	15
Instrument	17
Survey Sample	18
Collection of Data	19
Statistical Analysis	19
III. Results	21
Statistical Analyses	22
Descriptive Analyses	24

Chapter	Page
IV. Findings, Conclusions, and Recommendations . . .	38
Findings	39
Conclusions	42
Recommendations	43
Appendixes	45
References	138

List of Tables

Table	Page
1. Analysis of Variance for Item 21	22
2. Correlated t Tests for Comparison of Differences Between Boys' and Girls' Coaches Mean Response Scores for Item 21	23
3. Mean Scores, Raw Scores, and Percentages for Item 11: Successful Officiating Requires a Certain Temperament and Personality	25
4. Mean Scores, Raw Scores, and Percentages for Item 10: Beginning Officials Need Better Training and Supervision	26
5. Mean Scores, Raw Scores, and Percentages for Item 17: Camps, Clinics, and Workshops Would Benefit Officials and Improve Officiating on All Levels	28
6. Mean Scores, Raw Scores, and Percentages for Item 6: The Lack of Consistency Causes Players and Coaches to Adjust and Readjust Their Playing Styles	29
7. Mean Scores, Raw Scores, and Percentages for Item 21: Coaches Want Officials Who are in Complete Control of the Game, Players, and Coaches	31
8. Mean Scores, Raw Scores, and Percentages for Item 20: Coaches Must Respect the Officials' Position of Authority Regard- less of What They Think of the Officials Personally	32
9. Mean Scores, Raw Scores, and Percentages for Item 18: There are Ample Young Officials Entering the Profession to Off- set the Number of Older and More Experiences Officials Leaving	34

Table	Page
10. Mean Scores, Raw Scores, and Percentages for Item 2: Officials Work Hard Every Game	35
11. Mean Scores, Raw Scores, and Percentages for Item 16: The Advent of the Third Official Will Improve Officiating at all Levels	36

List of Appendixes

Appendix	Page
A. Pilot Study Opinionnaire	46
B. Results of the Pilot Study	53
C. Sample Letter to the Panel of Experts	65
D. Panel of Experts' Opinionnaire	67
E. Survey Instrument	73
F. Summary of Responses of the Panel of Experts' Opinionnaire	79
G. Sample Letter to the Head Basketball Coaches	86
H. Sample Letter to the Athletic Directors	88
I. Sample Letter to Principals	90
J. Results of the Survey in Raw Scores and Percentages	92
K. Mean Scores for Survey Instrument	123

Chapter I

Introduction

The importance of athletics in our society is well documented yet often criticized. The attitude of win at all costs appears too prevalent in athletics and possibly in American society. Media hype and other societal pressures seem as evident in basketball as in any other sport in America today.

All of the aforementioned factors seem to affect the objectivity of the coaches, players, and spectators, particularly as they relate to officiating. Consciously or unconsciously, persons having any association or loyalty to a particular team seem to develop a biased view of most officials' calls. This attitude places a tremendous burden upon the officials as, supposedly, the only unbiased people at the basketball game. Coaches, players, and spectators should respect the officials' role of authority; they provide a third dimension to the game. In the words of Ronnie Carter (1985), Assistant Executive Director of the Tennessee Secondary School Athletic Association, "The role of officials in all sports is critical. The important part that they play cannot be stressed enough" (p. 5).

Background

Literature associated with sports officiating is very limited and general. This investigator found just five sports officiating textbooks which are used primarily in sports officiating classes required of physical education and recreation majors. The format of these texts includes a general introduction concerning officiating protocol followed by an overview of the rules for a variety of sports.

Articles and research relevant to officiating are more plentiful than textbooks. The editors of Referee, the only periodical found devoted solely to officiating, conducted a survey of its subscribers in 1977 ("Reader Survey," 1978). The findings revealed that the majority of the subscribers, 71%, officiated basketball. Clegg and Thompson (1985) stated: "Athletic experts commonly believe basketball to be the most difficult and demanding sport to officiate" (p. 57). This might help explain why basketball is written about and researched more than the other sports.

Most of the officiating literature dealt with male officials and sports prior to the passage of Title IX in 1972. Since then the majority of the writing and research concerning officiating has been conducted by women in regard to female officials and sports.

For the purpose of this study, the literature regarding sports officiating can be separated into four categories

which are: evaluation of officials, training of officials, characteristics of officials, and the role of officials.

Early literature about officiating dealt with rating scales and testing as a means of evaluating officials. One of the first articles dealing with basketball officiating was by Schleman (1932), a proponent of a written test to evaluate as well as train physical education majors in officiating. M. S. Scott's scorecard (1937) perpetuated the testing and training of potential basketball officials. The topic of officials' training has permeated the literature through to the present, especially the area of intramural officials. Since the 1970s training of officials has shared the focus of literary attention alongside characteristics, traits, and personality profiles. Schurr and Philipp (1971) found no evidence to indicate an "official's personality," while others conclude such characteristics do exist. This controversy has yet to be resolved.

The final and most salient area of literature addressed the role of the sports official as perceived by himself and others--coaches, players, and spectators. The first article pertaining to officials' role, "Officials in America" (Wyrick, 1966) incorporated distinct groups' views of officials. Coaches, the most pertinent group to this study, seemed to view the officials as the enemy, second to the

opposing team, and second in importance to them (coaches) in controlling the game.

Sappington (1976) investigated the role of women's basketball officials as perceived by college officials, coaches, players, and spectators in Iowa. A 53-item questionnaire was used to determine 19 Iowa college women's basketball coaches' perception of the role of officials. The items were clustered into eight discrete categories by a panel of five judges. Items were further categorized as consensus or nonconsensus based upon responses. The criteria for consensus was that 80% of the respondents' opinions among and within groups be in one direction (Strongly Agree, Agree, and Neutral or Strongly Disagree, Disagree, and Neutral). Fourteen of the items failed to yield a consensus and those nonconsensus items represented potential sources of role conflict for the official of women's intercollegiate basketball.

Sappington (1976) found statistically significant differences among opinions based upon the responses of the four groups of subjects. The source of these differences was not identified.

Fritz (1979) investigated the officials', coaches', and players' perceptions of the authoritarian role of officials. Twelve Wisconsin girls' basketball coaches were the subjects for this study. There were no statistically significant

differences among the three groups' perceptions of officials' authority. However, the coaches and players did perceive the officials to be less authoritative than the officials perceived themselves. The responses of the coaches and players were very similar which supported the findings of Wyrick (1966), "Players, of course, emulate their coaches and managers, and there is reason to suspect that coaches play a large part in the development of player attitudes and sportsmanship" (p. 36). Two areas where coaches' and players' responses differed concerned officials' honesty and education. Players perceived officials to be slightly honest and educated, while coaches perceived officials as being quite honest and highly educated. These perceptual differences may be explained by coaches' comments toward and about officials during and after games. As Kennedy (1976) concluded, "Spectators tend to blame the officials if their favorite team is defeated and are more inclined to believe that there are times the team must beat the officials as well as the opponent" (p. 4214). Too often coaches seem to rationalize their team's defeat in a similar manner.

Nelson (1979) studied the relationships among support for political authority, support for sports officials, and disrespectful behavior towards sports officials. Four groups (women athletes, women nonathletes, men athletes, and men nonathletes) indicated their levels of support for the

authority figures of president, police officer, and referee-umpire. No significant differences in mean support were found between groups. Nelson (1979) concluded that:

1. There was a similarity between support expressed for "president," "police officer," and "referee-umpire" in all groups tested. This finding suggests that the referee-umpire is seen as an authority figure much like political authority.

2. Expressed support for the authority figures of "president," "police officer," and "referee-umpire" was only slightly positive.

3. The level of expressed support for authority varied according to sport of participation.

4. Men approved of disrespectful behavior significantly more than women. (pp. 133, 134)

The study indicated that sports are a reflection of the political system of our society. Interestingly, the level of support was higher for referee-umpire than president or police officer in all groups except women nonathletes. Basketball players expressed significantly less support for authority than did athletes from any other sport.

This literature indicates how differently the role of officials is perceived by the people involved with sports. Basketball coaches' perceptions could be the most important and meaningful in an attempt to upgrade basketball

officiating. However, two studies consisting of basketball coaches from 12 high school girls' teams and 19 college girls' teams may not adequately reflect coaches' attitudes toward officials. Perhaps a study with a larger number of subjects would provide a more realistic perception of coaches' attitudes toward officials.

Significance

"More than one official of national stature has warned us that the good officials are being run out of the business. They are afraid of bodily harm in some instances" (Wyrick, 1966, p. 66). This threat of violence associated with sporting events is a very real danger for officials, coaches, participants, and spectators in today's society. The "California Report" and "A Day of Horror and Shame" help to certify the seriousness of the situation (Gammon, 1985; Hansen, 1985).

Kennedy's (1976) study illustrated how spectators are directly influenced by the actions of the coaches and players. Related literature attests to the importance of the coaches' role as having a tremendous influence upon the players as well as the spectators. Players' court demeanor and attitude toward officials can be a direct reflection of their coaches.

The officials and coaches are in a position to set the tone for the game and the mood of the crowd. The preparation programs for people to fill the vital jobs of

officials and coaches have been described as "spotty and haphazard" by the United States President's Commission on Olympic Sports (1977a, p. 94). The Commission indicated that "judges, officials, and other workers often do not receive adequate training or periodic testing, all of which can work to the detriment of athletes" (1977a, p. 94). Better training and continuous evaluation of officials and coaches should help improve basketball for everyone involved.

Upon hearing officials and coaches discussing their problems at a conference, the great ex-UCLA coach, John Wooden (1980), stated, "both groups seemed to feel that the main problem was a mutual lack of trust and faith in each group for the other" (p. 406). Wyrick (1966) expressed similar sentiments:

Coaches think officials are too old and too fat, "homers," either picky and whistle-prone or so lax they let anything short of firearms go, and inclined to tighten up on crucial plays. On the other hand, officials blame coaches for denouncing referees to cover up their own failures. (p. 66)

This reflects the lack of compatability of the two groups and could possibly be due to a misconception of each other's role.

Coach Wooden (1980) perceived ignorance regarding rules and rule interpretations to be the foundation for problems between officials and coaches. He wrote:

Most of the serious problems seem to be the result of the administration of the rules by the officials and the lack of proper teaching of the rules by the coaches. Too many of us do not teach our players to abide by the rules, but look for ways to beat or get around the rules. In other words, we teach evasion of the rules and look for technicalities that would permit us to beat a rule rather than attempting to teach and live up to the spirit of the rule. (p. 405)

However, a fundamental knowledge of the rules is not enough, although it appears to be a step in the right direction. As Mitchell (1949) recommended in his text, officiating schools and camps should upgrade those presently in the profession. Dodson (1952) stated that "joint sessions of coaches and officials for demonstrations and clinics on rule interpretations and officiating techniques are desirable" (p. 13). It has taken 30 years to get the former recommendation initiated and the latter has yet to be instituted.

The National Collegiate Athletic Association (NCAA, 1985) reported, "The NCAA Special Committee on Basketball Officiating has submitted a proposal to the Executive Committee to create a position for a national coordinator of

men's basketball officiating and a certification system" (p. 3). This seems to be an excellent idea, but the proposal is only for Division I men's basketball officials. This should improve officiating; however, it does not address the attitude problem between officials and coaches.

The lack of cooperation between the two groups extends beyond the court. Coaches do not seem to favor joint clinics or seminars. The only apparent reasons for separate but simultaneous camps are to provide a game for the officials to work and to prevent the coaches and counselors from having to officiate. There is no real interaction between the two groups, no exchange of ideas, opinions, or attitudes in regard to the understanding, interpretation, and application of rules, roles, or codes of conduct. A prime example of the gap between officials and coaches is the NCAA Special Committee on Basketball Officiating. Having just recommended a certification program for officials, this committee is composed of two conference commissioners and five coaches. Mutual faith, trust, and/or respect is difficult to achieve when so little is done mutually.

Physical education and recreation departments must do a better job of teaching present sports officiating classes as Mitchell (1949) recommended. This writer advocates the

development of a minor in sports officiating to certify officials as well as coaches. Through mutual classes for prospective officials and coaches such as introduction to coaching and introduction to officiating, misconceptions regarding roles, codes of conduct, and rules can be dispelled and positive attitudes developed. Both groups ought to recognize that their purposes are more uniform than different. As certified officials and coaches enter the profession and advance, it is hoped that the positive attitudes that have been taught will be perpetuated upward through the ranks (junior high, high schools, junior-community colleges, small colleges and universities, and large universities) instead of down from men's Division I conferences.

Statement of the Problem

The purpose of this study was to determine the prevailing attitudes of North Carolina high school basketball coaches toward officials.

Based upon the coaches' responses to the opinionnaires the writer hoped to discover:

1. Differences and similarities between coaches' attitudes from the smallest (1A) to the largest (4A) high school classifications.
2. Differences and similarities of attitudes between boys' and girls' basketball coaches toward officials.

Basic Assumptions

The basic assumptions of this study are:

1. The respondents will be as objective and honest as possible in their responses.
2. Most coaches are interested in a fairly, safely, and honestly called game for the benefit of both the players and spectators.
3. Most coaches are aware of certain weaknesses in basketball officiating, but few recommendations for improvements are documented.

Delimitations of the Study

This study will be limited to the following:

1. The discipline of basketball.
2. Head varsity boys' basketball coaches and head varsity girls' basketball coaches.
3. High schools in North Carolina which are members of the North Carolina High School Athletic Association.
4. A random sample of 80 high schools including 20 schools from each of the four classifications: 1A, 2A, 3A, and 4A.

Definitions of Terms

Terms used in this study are defined as follows:

Attitude--the thoughts, feelings, and/or opinions regarding officiating.

Bias--partiality or prejudice toward a team which results in a coach, player, and/or spectator losing objectivity about decisions which are unfavorable.

Calls--the instantaneous decisions officials make to interpret and enforce the rules during the course of a game.

Classifications--the division of high schools into competitive groups based upon student enrollment in grades 9 through 12: 1A high schools had 31 to 419 students enrolled; 2A high schools had 423 to 636 students enrolled; 3A high schools had 637 to 928 students enrolled; and 4A high schools had 930 to 2,118 students enrolled.

NCHSAA--the North Carolina High School Athletic Association which is the governing body for the 337-member high schools in the state.

Chapter II

Methods and Procedures

This study was conducted to determine North Carolina high school basketball coaches' attitudes toward officials. A random sample of boys' and girls' head varsity basketball coaches was surveyed by means of an opinionnaire.

Pilot Study

During the summer of 1984, the writer investigated the attitudes of basketball coaches and officials. After many informal interviews with various coaches, officials, and faculty members, reviewing the NCAA Basketball Rules Questionnaire and responses by coaches and officials, and reading various basketball and officiating books, a general opinionnaire was constructed (see Appendix A).

This pilot study opinionnaire consisted of 30 statements which the respondents were instructed to mark under "yes" or "no," depending upon their agreement or disagreement with the statement. Respondents were also encouraged to comment on each statement with ample space provided. The opinionnaire concluded by asking coaches and officials to list three qualities they look for in good officials.

The opinionnaires were completed by college, high school, head, and assistant coaches attending basketball

camps at Campbell University, Chowan College, Middle Tennessee State University, Pembroke State University, and the University of Richmond. The officials who completed opinionnaires were either attending an officiating clinic at Middle Tennessee State University or were local officials refereeing games at a Middle Tennessee State University basketball team camp. A total of 54 coaches and 10 officials responded during the pilot study.

The results of the pilot study indicated that the qualities most often looked for in good officials were in rank order: (1) knowledge of rules; (2) consistency; (3) proper court positioning; (4) maintaining control of the game; and (5) hustle. A comparison of the responses of the high school coaches, college coaches, and officials was made. There were many similarities in the groups' responses, but there were also a number of interesting differences (see Appendix B).

The data from the pilot study were used to refine and rewrite the statements. These revisions were used in the opinionnaire sent to the panel of experts.

Panel of Experts

Criteria for selection of the panel of experts were: (a) representation from all areas of the nation; (b) an awareness of the role of officials; and (c) a proper perception of the game of basketball. This selection was

conducted through discussion and review by the writer and all members of his committee.

A cover letter (see Appendix C) was mailed to each panel member chosen explaining the purpose of the study and his role on the panel. The trial survey (see Appendix D) consisting of 22 statements, instructed the respondents to indicate their opinions using a five-point Likert scale as follows: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; and (5) Strongly Disagree. The survey was concluded with a request to rank order (a) three or more qualities you look for in good officials and (b) three or more prevalent problems with officials. A self-addressed, stamped envelope was provided for each participant:

Jimmy Earle
Athletic Director
Middle Tennessee State University
Murfreesboro, TN 37132

Joe Gallagher
Assistant Men's Basketball Coach
University of Richmond
Richmond, VA 23173

Dick Knox
Assistant Executive Director
North Carolina High School Athletic Association
Chapel Hill, NC 27514

Mike Krzyzewski
Head Men's Basketball Coach
Duke University
Durham, NC 27706

C. M. Newton
Head Men's Basketball Coach
Vanderbilt University
Nashville, TN 37213

George Raveling
Head Men's Basketball Coach
University of Iowa
Iowa City, IA 52242

Bruce Stewart
Head Men's Basketball Coach
Middle Tennessee State University
Murfreesboro, TN 37132

John Wooden
Retired Head Men's Basketball Coach
University of California at Los Angeles
Los Angeles, CA 90024

Instrument

The contents of the dissertation instrument (see Appendix E) were based upon the writer's and all members' of his committee's analyses of the responses, comments, and recommendations of the panel of experts (see Appendix F). This instrument in final form consisted of 22 statements. The respondents were instructed to indicate their opinions to each statement and make any comments in the space provided after each statement.

A five-point Likert scale was used to assess the coaches' attitudes toward each statement: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; and (5) Strongly Disagree. It was the intent of the writer to construct the opinionnaire in such a way as to identify specific problems or deficiencies in officiating as perceived by coaches.

Survey Sample

Subjects for this study were the boys' and girls' head varsity basketball coaches from each of the randomly selected high schools in North Carolina. Twenty high schools were selected from each of four classifications (1A, 2A, 3A, and 4A). The survey represented a total of 80 high schools and 160 (2 per high school) coaches.

Head varsity basketball coaches were selected for the survey because they were presumed to be mature and experienced enough in basketball to formulate more valid opinions. High school coaches were selected because of their frequent exposure to inexperienced and sometimes unqualified officials. Junior varsity, junior high, and B team coaches often have the beginning and less competent officials who may never get to the high school or college ranks. The college coaches seldom see officials who are incompetent in rules and/or mechanics.

The high schools in North Carolina were selected because of the writer's high regard for the head varsity basketball coaches in that state. The assistance and cooperation of Dick Knox, Assistant Executive Director of the North Carolina High School Athletic Association, was instrumental in the selection of coaches in North Carolina. Mr. Knox served on the panel of experts in addition to endorsing the study with his signature on the cover letter to each coach. (see Appendix G).

Collection of Data

All components for the study were mailed to the high school athletic directors with a cover letter (see Appendix H). This letter requested their assistance in encouraging the basketball coaches to complete and return the opinionnaires as soon as possible.

Each of the 80 high schools selected from the random sample was mailed two opinionnaires with a cover letter addressed to the head boys' and girls' varsity basketball coaches. The cover letter explained the purpose of the study, gave directions for completing the opinionnaire, and contained Mr. Knox's (Assistant Executive Director of the North Carolina High School Athletic Association) endorsement of the study. A self-addressed, stamped envelope was included for the coaches' use to return the opinionnaires at their earliest convenience.

After 3 weeks a follow-up letter (see Appendix I) was mailed to the principals of the nonresponding high schools. The follow-up mailing also contained two new copies of the opinionnaires, in the event that the originals had been lost or misplaced. Additional follow-up was begun after 2 weeks and was conducted by telephone calls to coaches, athletic directors, or principals.

Statistical Analysis

The data were analyzed by the use of a one-way analysis of variance to determine: (a) if there were significant

differences between the responses of boys' coaches and girls' coaches and (b) if different classifications of coaches responded differently.

Significant differences, below the .05 level of probability, were further analyzed by correlated t tests. The data were also recorded in mean scores, raw scores, and percentages to further provide the readers with proportions of importance toward each statement.

Chapter III

Results

The purpose of this study was to determine the prevailing attitudes of North Carolina high school basketball coaches toward officials. Based upon the coaches' responses to the opinionnaires the writer attempted to discover: (a) differences and similarities between coaches' attitudes from the smallest (1A) to the largest (4A) high school classification and (b) differences and similarities of attitudes between boys' and girls' basketball coaches toward officials.

Data for the study consisted of both coaches' completed opinionnaires received from the 15 randomly selected high schools in each classification (1A, 2A, 3A, and 4A). This represented a total of 60 high schools and 120 coaches' responses.

Statistically, all items in the opinionnaire were analyzed by use of the one-way analysis of variance program contained in the Statistical Package for the Social Sciences Extended (SPSS^x). The one-way analysis of variance was used to determine if there were significant differences in coaches' responses among the four classifications of high schools or between responses of boys' and girls' coaches.

Significant differences, below the .05 level of confidence, were further analyzed by Duncan's Multiple Range Test for Variance with correlated t tests to help identify where the significant differences existed.

The analysis of variance and t test programs were run on the Honeywell DPS 8/49D CP-6 computer system of Middle Tennessee State University in Murfreesboro, Tennessee. The programs were contained in the SPSS^x User's Guide (1983).

Statistical Analyses

The analyses of data revealed a significant difference between boys' and girls' coaches' responses on only 1 of the 22 items in the opinionnaire. Item 21, "Coaches want officials who are in complete control of the game, players, and coaches," showed a F ratio of 4.74 (see Table 1). A F ratio greater than 3.93 was significant at the .05 level of confidence.

Table 1

Analyses of Variance for Item 21

Source	<u>DF</u>	Sum of		<u>F</u> Ratio	<u>F</u> Prob.
		Squares	Mean Squares		
Between Groups	1	3.33	3.33	4.74*	.03
Within Groups	118	83.03	.70		
Total	119	86.37			

* $p < .05$

Correlated t tests were conducted to determine where the significant difference existed between boys' and girls' coaches' responses. A two-tailed test determined a t ratio of 1.98 was significant at the .05 level of confidence. The t value for Item 21 in the opinionnaire was 2.18, significant at the .03 level of confidence (see Table 2).

Table 2

Correlated t Tests for Comparison of Differences Between Boys' and Girls' Coaches' Mean Response Scores for Item 21

Coaches'					
Responses	<u>N</u>	Mean	<u>SD</u>	<u>t</u> Value	t-tail Prob.
Boys	60	1.45	.59	2.18*	.03
Girls	60	1.78	1.03		

* $p < .05$

The boys' coaches were more in agreement with the statement than the girls' coaches. Boys' coaches' responses ranged from strongly agree (1) to disagree (4). Only one of the boys' coaches did not respond in the strongly agree or agree categories. The girls' coaches' responses ranged from strongly agree (1) to strongly disagree (5).

The analyses of data revealed no significant differences in responses among classifications (1A, 2A, 3A,

and 4A) of coaches. No further statistical analyses were necessary among classifications.

Descriptive Analyses

Each item in the opinionnaire was subjected to additional scrutiny in terms of raw scores and percentages (see Appendix J) and mean scores (see Appendix K). These analyses provided data to group the items in the following categories: most agreement; most disagreement; and most undecided.

The next six items (11, 10, 17, 6, 21, 20) produced the lowest mean scores in the opinionnaire with over 90% of the responses being either strongly agree or agree. Item 11, "Successful officiating requires a certain temperament and personality," received a total mean score of 1.35. This score was the lowest for any item in the opinionnaire and indicated the coaches' greatest agreement with the statement. Ninety-seven percent of the respondents strongly agreed or agreed with Item 11 (see Table 3). This seems to substantiate the conclusions of Askins(1978), Fratzke (1972, 1974, 1975), Johnson & Moss (1976), and Schwartz (1977a, 1977b), while the data for Item 11 seem to refute the conclusions drawn by Schurr and Philipp (1971) and Hammond (1973).

Item 10, "Beginning officials need better training and supervision," produced the second lowest mean score, 1.44. Ninety-five percent of the coaches replied strongly agree or agree to this statement (see Table 4).

Table 3

Mean Scores, Raw Scores, and Percentages for Item 11: Successful Officiating
Requires a Certain Temperament and Personality

Coaches'		Strongly				Strongly
Responses	\bar{X}	Agree	Agree	Undecided	Disagree	Disagree
Boys	1.32	43	16	0	1	0
		(72%)	(27%)		(2%)	
Girls	1.38	40	18	1	0	1
		(67%)	(30%)	(2%)		(2%)
Total	1.35	83	34	1	1	1
		(69%)	(28%)	(1%)	(1%)	(1%)

Table 4

Mean Scores, Raw Scores, and Percentages for Item 10: Beginning Officials Need Better Training and Supervision

Coaches'		Strongly				Strongly
Responses	\bar{X}	Agree	Agree	Undecided	Disagree	Disagree
Boys	1.50	35 (58%)	21 (35%)	3 (5%)	1 (2%)	0
Girls	1.38	40 (67%)	17 (28%)	3 (5%)	0	0
Total	1.44	75 (63%)	38 (32%)	6 (5%)	1 (1%)	0

The coaches' responses seem to indicate agreement with the consensus of opinions beginning with Mitchell (1949) through the two volumes of The Final Report of the President's Commission on Olympic Sports (United States President's Commission, 1977a, 1977b) and up to the recommendations of the NCAA Special Committee on Basketball Officiating in the NCAA News (1985).

Item 17, "Camps, clinics, and workshops would benefit officials on all levels," was third with a total mean score of 1.47. However, 96% of the responses were strongly agree or agree (see Table 5). The implementation of clinics to improve the training and supervision of officials was a recommendation in most officiating literature (Askins, 1979b; Dodson, 1953; Evenbeck, 1983; Mackey, 1958; McDuffie, 1980; Mitchell, 1949; United States President's Commission on Olympic Sports, 1977a; Wyrick, 1966).

Item 6, "The lack of consistency by officials causes players and coaches to adjust and readjust their playing styles," yielded a total mean score of 1.55. The majority of responses were strongly agree as 94% of the coaches expressed agreement with the statement (see Table 6).

Few literary works pertaining to officiating omit consistency as an objective or goal of an official (Askins, 1979a; Bunn, 1968; Donnelly, 1957; Moss, 1979). However, Askins (1980) felt that the consistency which most

Table 5

Mean Scores, Raw Scores, and Percentages for Item 17: Camps, Clinics, and Workshops Would Benefit Officials and Improve Officiating on All Levels

Coaches'		Strongly				Strongly
Responses	\bar{X}	Agree	Agree	Undecided	Disagree	Disagree
Boys	1.40	37 (62%)	22 (37%)	1 (2%)	0	0
Girls	1.53	35 (58%)	21 (35%)	2 (3%)	1 (2%)	1 (2%)
Total	1.47	72 (60%)	43 (36%)	3 (3%)	1 (1%)	1 (1%)

Table 6

Mean Scores, Raw Scores, and Percentages for Item 6: The Lack of Consistency
Causes Players and Coaches to Adjust and Readjust Their Playing Styles

Coaches'		Strongly				Strongly
Responses	\bar{X}	Agree	Agree	Undecided	Disagree	Disagree
Boys	1.55	34 (57%)	22 (37%)	1 (2%)	2 (3%)	1 (2%)
Girls	1.55	33 (55%)	24 (40%)	0	3 (5%)	0
Total	1.55	67 (56%)	46 (38%)	1 (1%)	5 (4%)	1 (1%)

associated with basketball officiating is not compatible with human behavior.

Item 21, "Coaches want officials who are in complete control of the game, players, and coaches," established a total mean score of 1.62. Over 50% of the responses were strongly agree, and 93% of the coaches indicated agreement with the statement (see Table 7).

Item 20, "Coaches must respect the officials' position of authority regardless of what they think of the officials personally," produced a total mean score of 1.70. Ninety-two percent of the coaches' responses were strongly agree or agree (see Table 8).

The two items which pertain to authority, 21, and 20, reflected the findings of previous studies (Fritz, 1978; Nelson, 1979; Sappington, 1976) with one exception. Wyrick (1966) found coaches were unwilling to cooperate with officials' authoritative roles.

The next items, 18, 2, and 16, yielded the highest mean scores which indicated the greatest disagreement with the statement. These items showed 38% or more of the coaches' responses in the strongly disagree or disagree categories. Item 18, "There are ample young officials entering the profession to offset the number of older and more experienced officials leaving," reflected the highest total mean score for the opinionnaire, 3.26. The total responses in the strongly disagree and disagree categories were second,

Table 7

Mean Scores, Raw Scores, and Percentages for Item 21: Coaches Want Officials
Who Are in Complete Control of the Game, Players, and Coaches

Coaches'		Strongly				Strongly
Responses	\bar{X}	Agree	Agree	Undecided	Disagree	Disagree
Boys	1.45	35 (58%)	24 (40%)	0	1 (2%)	0
Girls	1.78	30 (50%)	23 (38%)	2 (3%)	3 (5%)	2 (3%)
Total	1.62	65 (54%)	47 (39%)	2 (2%)	4 (3%)	2 (2%)

Table 8

Mean Scores, Raw Scores, and Percentages for Item 20: Coaches Must Respect the Officials' Position of Authority Regardless of What They Think of the Officials Personally

Coaches' Responses	\bar{X}	Strongly				Strongly
		Agree	Agree	Undecided	Disagree	Disagree
Boys	1.75	24 (40%)	31 (52%)	2 (3%)	1 (2%)	2 (3%)
Girls	1.80	24 (40%)	31 (52%)	3 (5%)	1 (2%)	1 (2%)
Total	1.78	48 (40%)	62 (52%)	5 (4%)	2 (2%)	3 (3%)

respectively, to the two items that follow. However, the coaches expressed the most indecision for Item 18 (see Table 9). The coaches' responses to this statement provided additional credence for conclusions of prior studies and articles related to supply and demand for officials (Askins, 1979; Deford, 1976; Hansen, 1985; Kenny, 1952; Wyrick, 1966).

Item 2, "Officials work hard every game," produced the second highest total mean score, 3.22. More responses were disagree to this statement than to any other statement in the opinionnaire (see Table 10).

Item 16, "The advent of the third official will improve officiating on all levels," had the most responses in the strongly disagree category and a total mean score of 2.97. The responses to this statement were more evenly distributed than for any item in the opinionnaire (see Table 11).

There were three items which received 25% or greater response in the undecided category. The items in rank order were: Item 5, "Officials are unconcerned with the outcome of the game, which team wins," 28%; Item 8, "Honesty testing would be a beneficial screening device for beginning officials," 26%; and Item 9, "Psychological testing would be a beneficial screening device for beginning officials," 25%. The indecision regarding "honesty" supports Coach Wooden's

Table 9

Mean Scores, Raw Scores, and Percentages for Item 18: There Are Ample Young Officials Entering the Profession to Offset the Number of Older and More Experienced Officials Leaving

Coaches' Responses	\bar{X}	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Boys	3.32	1 (2%)	14 (23%)	16 (16%)	23 (38%)	6 (10%)
Girls	3.20	0	18 (30%)	20 (33%)	16 (26%)	6 (10%)
Total	3.26	1 (1%)	32 (27%)	36 (30%)	39 (33%)	12 (10%)

Table 10

Mean Scores, Raw Scores, and Percentages for Item 2: Officials Work Hard Every Game

Coaches'		Strongly			Strongly	
Responses	\bar{X}	Agree	Agree	Undecided	Disagree	Disagree
Boys	3.17	1	21	8	27	3
		(2%)	(35%)	(13%)	(45%)	(5%)
Girls	3.27	1	19	8	29	3
		(2%)	(32%)	(13%)	(48%)	(5%)
Total	3.22	2	40	16	56	6
		(2%)	(33%)	(13%)	(47%)	(5%)

Table 11

Mean Scores, Raw Scores, and Percentages for Item 16: The Advent of the Third Official Will Improve Officiating on All Levels

Coaches' Responses	\bar{X}	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Boys	3.02	9 (15%)	13 (22%)	15 (25%)	14 (23%)	9 (15%)
Girls	2.92	11 (18%)	15 (25%)	11 (18%)	15 (25%)	8 (13%)
Total	2.97	20 (17%)	28 (23%)	26 (22%)	29 (24%)	17 (14%)

(1980) theory that the problems between coaches and officials seem to spawn from a lack of trust.

Chapter IV

Findings, Conclusions, and Recommendations

The purpose of this study was to determine prevailing attitudes of North Carolina high school basketball coaches toward basketball officials. Based upon the coaches' responses to the opinionnaire, the writer attempted to discover: (a) differences and similarities among coaches' attitudes from the smallest (1A) to the largest (4A) high school classification and (b) differences and similarities between boys' and girls' basketball coaches' attitudes toward officials.

Data for the study were based upon the coaches' responses from 60 randomly selected high schools. The total sample provided 120 completed opinionnaires, 60 boys' team coaches and 60 girls' team coaches.

The data were subjected to statistical and descriptive analyses. Statistically, the responses were analyzed by a one-way analysis of variance and correlated t tests. The descriptive analyses consisted of mean scores, raw scores, and percentages for each item.

Findings

Based upon the coaches' responses to the opinionnaire the following findings were revealed:

1. The majority (72%) of coaches felt that officials possess a thorough knowledge of the rule book; however, over one-fourth (29%) of the respondents were undecided or disagreed.

2. The majority (52%) of coaches felt that officials do not work hard every game.

3. Officials were thought to be honest and have integrity by the majority (71%) of coaches; however, 22% of the coaches did question officials' honesty and integrity.

4. A majority (71%) of the coaches agreed that officials' application of the rules was the most important aspect of their job.

5. Half (50%) of the coaches lack faith in the impartiality of officials concerning the outcome of the game.

6. The majority (94%) of coaches agreed that the lack of consistency by officials caused players and coaches to adjust their playing styles.

7. A majority (67%) of the coaches expressed a desire for officials to provide evidence of a basketball background.

8. Less than half (48%) of the coaches agreed that honesty-testing would be a beneficial screening device for

beginning officials, but 26% of the respondents were undecided.

9. Data indicated that the majority (51%) of coaches thought that psychological testing would be a beneficial screening device for beginning officials.

10. According to the majority (95%) of coaches, beginning officials need better training and supervision.

11. The data indicated that the majority (97%) of coaches believe that successful officiating requires a certain temperament and personality.

12. Over half (52%) of the coaches agreed that officials are competent in court positioning and proper mechanics; however, 31% of the respondents disagreed with the statement.

13. The majority (73%) of coaches felt that officials were defensive and misused their position of authority.

14. According to the majority (63%) of coaches, too frequently the relationship between coaches and officials is antagonistic.

15. Coaches and officials alike considered officiating as a secondary profession and supplemental source of income. The data indicated that a majority of coaches neither agreed nor disagreed with the effects of officiating as an avocation upon the quality of the officials.

16. Many (22%) coaches were undecided concerning the third official improving the game of basketball and there was no majority opinion.

17. The majority (96%) of coaches expressed the opinion that camps, clinics, and workshops would benefit officials and officiating.

18. More coaches (43%) disagreed and were undecided (30%) than agreed (28%) that there are ample young officials entering the profession to offset the number of older officials leaving.

19. A majority (68%) of the coaches felt that they should have a voice in the recruiting of officials.

20. The data indicated that the majority (92%) of coaches thought officials deserve respect because of their role, regardless of their personal qualities.

21. The majority (54%) of coaches strongly agreed with the ideal of officials as controllers of the game, players, and coaches. More boys' coaches than girls' coaches were in agreement with the desire to have officials in control of the game, players, and coaches.

22. The majority (68%) of coaches believed that coaches should be required to pass the basketball officiating examination.

Conclusions

Based upon the findings of the analyzed and computed data in this study, the following conclusions were formulated:

1. There are no significant differences between coaches' attitudes from the smallest (1A) to the largest (4A) high school classification.
2. There is a significant difference of attitudes between boys' and girls' coaches concerning one item in the opinionnaire--boys' coaches were more receptive to officials being in complete control of the game, players, and coaches.
3. Coaches prefer officials who take control of the game without misusing their position of authority.
4. The responses indicate that coaches respect officials' position of authority, honesty, and integrity; therefore, most coaches were opposed to honesty testing as a screening device for officials. However, there appear to be contradictory attitudes among the coaches.
5. Coaches doubt officials' impartiality in game administration. This feeling probably contributes to the antagonistic attitude associated with the coaches/officials relationship.
6. Coaches feel very strongly that a certain personality and temperament are necessary for successful officiating; however, only half of the coaches are in favor of psychological testing as a screening device.

7. Coaches feel that a basketball background would be a better prerequisite for screening beginning officials than honesty and/or psychological testing.

8. Coaches question whether officials exert maximum effort each game. This seems much more important to the coaches than the perception of officiating as an avocation.

9. Coaches realize the importance of a knowledge and understanding of the rule book for themselves as well as for the officials.

10. Coaches believe that consistency in the application of the rules as well as proper mechanics and court positioning are essential to good officiating.

11. Coaches appear concerned about the quantity as well as the quality of new officials and the coaches feel that they should assist in the recruiting of officials.

12. Coaches would rather improve the quality of two officials (i.e., better training and supervision, clinics, camps, and workshops) than add a third official.

Recommendations

1. A similar study should be conducted with officials as subjects to determine officials' attitudes toward basketball coaches.

2. Repeat the study with a national survey of coaches with a representative sample drawn from each state. A study of this magnitude would provide insight into coaches' perceptions of officials on a much broader scale.

3. Replicate the study during the basketball season and the off-season to compare seasonal effects upon the coaches' responses.

4. A study should be conducted to determine the effects of the subjects' number of years coaching experience upon the coaches' responses.

5. A similar study should be conducted to compare responses of certified (those in the coaching profession who possess a degree in physical education and/or coaching) and noncertified coaches.

Appendixes

Appendix A
Pilot Study Opinionnaire

PILOT STUDY: BASKETBALL COACH/OFFICIAL

OPINIONNAIRE

Please respond to each item by placing a (✓) under yes or no. Space is provided after each item for any explanation or comment you wish to make. Thank you for your time and any criticism, comment, or ideas.

() College Coach () High School Coach

() Number Years Coaching Experience

YES NO In your opinion:

() () 1. . . . Most coaches seem to respect officials and their responsibility for overseeing the game.

Comment:

() () 2. . . . In recent years the relationship between coaches and officials seems to have deteriorated.

Comment:

() () 3. . . . Most coaches understand the responsibility of the official for the conduct of the game.

Comment:

() () 4. . . . Most officials understand their responsibility for the conduct of the game.

Comment:

(appendix continues)

YES NO

() () 5. . . . The advent of the third official has improved the officiating of the college game.
Comment:

() () 6. . . . Discussions about calls between coaches and officials should be eliminated.
Comment:

() () 7. . . . Coaches are looking for a psychological advantage, not parity, when baiting and riding officials.
Comment:

() () 8. . . . Controversy by argument or discussion from the coaches should be, by rule, eliminated from the game of basketball.
Comment:

() () 9. . . . The team captain should be involved in discussions with the officials instead of the coach.
Comment:

() () 10. . . . Profanity from coaches and/or players should be tolerated.
Comment:

() () 11. . . . Coaches should have a voice in hiring officials.
Comment:

(appendix continues)

YES NO

- () () 12. . . . Coaches should have the power to "black ball" an official.

Comment:

- () () 13. . . . Beginning officials should be better screened through psychological and honesty testing and a basketball background prerequisite.

Comment:

- () () 14. . . . Successful officiating may require a certain temperament and personality.

Comment:

- () () 15. . . . Beginning officials seem to need better training and supervision.

Comment:

- () () 16. . . . Most officials seem to be competent in court positioning, rules, and mechanics.

Comment:

- () () 17. . . . Some officials seem to want to be part of the game instead of enforcing the rules and regulations.

Comment:

- () () 18. . . . Most officials seem to coast when they work a lower division game.

Comment:

(appendix continues)

YES NO

- () () 19. . . . As long as officiating is a secondary source of income it will be difficult to improve the caliber of officials.

Comment:

- () () 20. . . . The relationship between coaches and officials is, too frequently, one of the adversary rather than complimentary.

Comment:

- () () 21. . . . Coaching antics and demonstrations should be dealt with through stricter enforcement of the bench decorum rule.

Comment:

- () () 22. . . . Winning seems to take too much precedence in coaching today.

Comment:

- () () 23. . . . Most coaches seem to be competent as relates to knowing proper court positioning, rules, and mechanics of officiating.

Comment:

- () () 24. . . . Coaches should take one or more courses in basketball rules and officiating. Please specify the number of courses you have taken ().

Comment:

(appendix continues)

YES NO

- () () 25. . . . Coaching positions should be contingent upon passing a test on basketball rules.

Comment:

- () () 26. . . . The majority of the basketball coaches could pass the National Federation of State High School Basketball Officiating Examination.

Comment:

- () () 27. You and your staff would be willing to take such an examination.

Comment:

- () () 28. . . . Coaches and officials can probably benefit from clinics regarding rules, interpretations, and mechanics.

Comment:

- () () 29. You would attend a one-day clinic on officiating to better understand the rules. When would be the best time for such a clinic?

Comment:

- () () 30. . . . Coaches referee enough yearly (camps, practice, scrimmages) to appreciate the complexity of officiating.

Comment:

(appendix continues)

List three qualities you look for in good officials:

1.

2.

3.

Appendix B
Results of the Pilot Study

Item 1. Most coaches seem to respect officials and their responsibility for overseeing the game.

Responses	<u>n</u>	Yes	No
High School Coaches	36	33 (92%)	3 (8%)
Colleges Coaches	18	14 (78%)	4 (22%)
Officials	10	7 (70%)	3 (30%)

Item 2. In recent years the relationship between coaches and officials seems to have deteriorated.

Responses	<u>n</u>	Yes	No
High School Coaches	36	14 (39%)	22 (61%)
College Coaches	17	7 (41%)	10 (59%)
Officials	10	3 (30%)	7 (70%)

Item 3. Most coaches understand the responsibility of the official for the conduct of the game.

Responses	<u>n</u>	Yes	No
High School Coaches	36	33 (92%)	3 (8%)
College Coaches	18	16 (89%)	2 (11%)
Officials	10	9 (90%)	1 (10%)

(appendix continues)

Item 4. Most officials understand their responsibility for the conduct of the game.

Responses	<u>n</u>	Yes	No
High School Coaches	35	25 (71%)	10 (29%)
College Coaches	18	16 (89%)	2 (11%)
Officials	10	9 (90%)	1 (10%)

Item 5. The advent of the third official has improved the officiating of the college game.

Responses	<u>n</u>	Yes	No
High School Coaches	34	25 (74%)	9 (26%)
College Coaches	17	7 (41%)	10 (59%)
Officials	10	10 (100%)	0

Item 6. Discussion about calls between coaches and officials should be eliminated.

Responses	<u>n</u>	Yes	No
High School Coaches	36	8 (22%)	28 (78%)
College Coaches	18	2 (11%)	16 (89%)
Officials	10	7 (70%)	3 (30%)

(appendix continues)

Item 7. Coaches are looking for a psychological advantage,
not parity, when baiting and riding officials.

Responses	<u>n</u>	Yes	No
High School Coaches	35	27 (77%)	8 (23%)
College Coaches	18	14 (78%)	4 (22%)
Officials	10	7 (70%)	3 (30%)

Item 8. Controversy by argument or discussion from the
coaches should be, by rule, eliminated from the
game of basketball.

Responses	<u>n</u>	Yes	No
High School Coaches	36	9 (25%)	27 (75%)
College Coaches	18	4 (22%)	14 (78%)
Officials	10	7 (70%)	3 (30%)

Item 9. The team captain should be involved in discussions
with the officials instead of the coach.

Responses	<u>n</u>	Yes	No
High School Coaches	35	7 (20%)	28 (80%)
College Coaches	18	4 (22%)	14 (78%)
Officials	10	8 (80%)	2 (20%)

(appendix continues)

Item 10. Profanity from coaches and/or players should be tolerated.

Responses	<u>n</u>	Yes	No
High School Coaches	36	3 (9%)	31 (91%)
College Coaches	17	2 (12%)	15 (88%)
Officials	10	0	10 (100%)

Item 11. Coaches should have a voice in hiring officials.

Responses	<u>n</u>	Yes	No
High School Coaches	35	20 (57%)	15 (43%)
College Coaches	17	13 (76%)	4 (24%)
Officials	10	1 (10%)	8 (90%)

Item 12. Coaches should have the power to "black ball" an official.

Responses	<u>n</u>	Yes	No
High School Coaches	35	26 (74%)	9 (26%)
College Coaches	18	13 (76%)	5 (56%)
Officials	9	5 (56%)	4 (44%)

(appendix continues)

Item 13. Beginning officials should be better screened through psychological and honesty testing and a basketball background prerequisite.

Responses	<u>n</u>	Yes	No
High School Coaches	35	24 (69%)	11 (31%)
College Coaches	17	15 (88%)	2 (12%)
Officials	10	7 (70%)	3 (30%)

Item 14. Successful officiating may require a certain temperament and personality.

Responses	<u>n</u>	Yes	No
High School Coaches	35	34 (97%)	1 (3%)
College Coaches	17	17 (100%)	0
Officials	10	10 (100%)	0

Item 15. Beginning officials seem to need better training and supervision.

Responses	<u>n</u>	Yes	No
High School Coaches	35	31 (89%)	4 (11%)
College Coaches	17	17 (100%)	0
Officials	10	10 (100%)	0

(appendix continues)

Item 16. Most officials seem to be competent in court positioning, rules, and mechanics.

Responses	<u>n</u>	Yes	No
High School Coaches	35	29 (83%)	6 (17%)
College Coaches	17	15 (88%)	2 (12%)
Officials	10	8 (80%)	2 (20%)

Item 17. Some officials seem to want to be part of the game instead of enforcing the rules and regulations.

Responses	<u>n</u>	Yes	No
High School Coaches	35	31 (89%)	4 (11%)
College Coaches	17	12 (71%)	5 (29%)
Officials	10	7 (70%)	3 (30%)

Item 18. Most officials seem to coast when they work a lower division game.

Responses	<u>n</u>	Yes	No
High School Coaches	34	20 (59%)	14 (41%)
College Coaches	17	14 (82%)	3 (18%)
Officials	10	6 (60%)	4 (40%)

(appendix continues)

Item 19. As long as officiating is a secondary source of income it will be difficult to improve the caliber of officials.

Responses	<u>n</u>	Yes	No
High School Coaches	34	14 (41%)	20 (59%)
College Coaches	16	7 (44%)	9 (56%)
Officials	10	5 (50%)	5 (50%)

Item 20. The relationship between coaches and officials is, too frequently, one of adversary rather than complimentary.

Responses	<u>n</u>	Yes	No
High School Coaches	34	23 (68%)	11 (32%)
College Coaches	17	14 (82%)	3 (18%)
Officials	10	8 (80%)	2 (20%)

Item 21. Coaching antics and demonstrations should be dealt with through stricter enforcement of the bench decorum rule.

Responses	<u>n</u>	Yes	No
High School Coaches	34	23 (68%)	11 (32%)
College Coaches	18	12 (67%)	6 (33%)
Officials	10	10 (100%)	0

(appendix continues)

Item 22. Winning seems to take too much precedence in coaching today.

Responses	<u>n</u>	Yes	No
High School Coaches	35	22 (63%)	13 (37%)
College Coaches	18	11 (61%)	7 (39%)
Officials	10	8 (80%)	2 (20%)

Item 23. Most coaches seem to be competent as relates to knowing proper court positioning, rules, and mechanics of officiating.

Responses	<u>n</u>	Yes	No
High School Coaches	32	23 (72%)	9 (28%)
College Coaches	18	10 (56%)	8 (44%)
Officials	10	4 (40%)	6 (60%)

Item 24. Coaches should take one or more courses in basketball rules and officiating. Please specify the number of courses you have taken.

Responses	<u>n</u>	Yes	No
High School Coaches	34	26 (76%)	8 (24%)
College Coaches	18	16 (89%)	2 (11%)
Officials	10	9 (90%)	1 (10%)

(appendix continues)

Item 25. Coaching positions should be contingent upon
passing a test on basketball rules.

Responses	<u>n</u>	Yes	No
High School Coaches	35	11 (31%)	24 (69%)
College Coaches	18	6 (33%)	12 (67%)
Officials	10	4 (40%)	6 (60%)

Item 26. The majority of the basketball coaches could pass
the National Federation of State High School
Basketball Officiating Examination.

Responses	<u>n</u>	Yes	No
High School Coaches	35	19 (54%)	16 (46%)
College Coaches	18	8 (44%)	10 (56%)
Officials	10	4 (40%)	6 (60%)

Item 27. You and your staff would be willing to take such
an examination.

Responses	<u>n</u>	Yes	No
High School Coaches	34	27 (79%)	7 (21%)
College Coaches	18	13 (72%)	5 (28%)
Officials	NA	NA	NA

(appendix continues)

Item 28. Coaches and officials can probably benefit from clinics regarding rules, interpretations, and mechanics.

Responses	<u>n</u>	Yes	No
High School Coaches	35	35 (94%)	2 (6%)
College Coaches	18	17 (94%)	1 (6%)
Officials	10	10 (100%)	0

Item 29. You would attend a one day clinic on officiating to better understand the rules. When would be the best time for such a clinic?

Responses	<u>n</u>	Yes	No
High School Coaches	35	29 (83%)	6 (17%)
College Coaches	16	16 (100%)	0
Officials	8	8 (100%)	0

Item 30. Coaches referee enough yearly (camps, practice, and scrimmages) to appreciate the complexity of officiating.

Responses	<u>n</u>	Yes	No
High School Coaches	35	26 (74%)	9 (26%)
College Coaches	18	11 (61%)	7 (39%)
Officials	9	3 (33%)	6 (67%)

(appendix continues)

Qualities coaches look for in good officials.

Qualities in Rank Order	No. of Times Listed
1. Knowledge of the rules	18
2. Consistency	13
3. Control of the game	12
4. Proper positioning	12
5. Hustle	7

Qualities officials look for in good officials

Qualities in Rank Order	No. of Times Listed
1. Hustle	4
2. Knowledge of the rules	3
3. Appearance	2
4. Attitude	2
5. Feel for the game	2

Appendix C

Sample Letter to the Panel of Experts

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37132

Health, Physical Education, Recreation
and Safety Department

February 4, 1985

Hopefully you will take a few minutes from your busy schedule to analyze and answer the enclosed opinionnaire. Please include your comments and recommendations and return as soon as possible.

You have been chosen to serve on a panel of basketball experts because of your contributions and dedication to the game. The panel consists of ten outstanding coaches selected to validate the opinionnaire.

The opinionnaire will serve as the instrument for a survey of coaches for my dissertation at Middle Tennessee State University. The purpose of the study is to identify problems with officiating as perceived by coaches and make recommendations for improvement.

Thank you for your time and effort and I look forward to receiving your response. A copy of the results of the survey will be forwarded to you as soon as possible.

Sincerely,

/s/

Scott H. Colclough

SHC/jn

Enclosure

Appendix D
Panel of Experts' Opinionnaire

PANEL OF EXPERTS

BASKETBALL COACH OPINIONNAIRE

- () Boys' Coach Include this season in the total
 () Girls' Coach number of years varsity head coaching
 experience ()

Directions: Please respond by circling the appropriate number which represents your opinion of that statement. Space is provided for comments after each item. Please answer all items and make as many comments as possible. Thank you for your time and opinions.

KEY:

1. Strongly Agree 2. Agree 3. Undecided
 4. Disagree 5. Strongly Disagree

1. Officials have a thorough knowledge of the rule book.

1 2 3 4 5

COMMENTS:

2. Officials work hard every game.

1 2 3 4 5

COMMENTS:

3. Officials are honest and have integrity.

1 2 3 4 5

COMMENTS:

4. Officials' application of the rules is the most
 important aspect of their job.

1 2 3 4 5

COMMENTS:

(appendix continues)

5. Officials are unconcerned with the outcome of the game, which team wins.

1 2 3 4 5

COMMENTS:

6. The lack of consistency by officials from game to game causes players and coaches to adjust and readjust their playing styles.

1 2 3 4 5

COMMENTS:

7. Officials' lack of consistency when calling a single game causes participants to make adjustments in their play.

1 2 3 4 5

COMMENTS:

8. Coaches and players' main criticism of officials is their lack of consistency.

1 2 3 4 5

COMMENTS:

9. Coaches should have a voice in the recruiting of officials.

1 2 3 4 5

COMMENTS:

(appendix continues)

10. Beginning officials should be better screened through psychological and honesty testing and give evidence of a basketball background.

1 2 3 4 5

COMMENTS:

11. Successful officiating requires a certain temperament and personality.

1 2 3 4 5

COMMENTS:

12. Beginning officials need better training and supervision.

1 2 3 4 5

COMMENTS:

13. Officials are competent in court positioning and proper mechanics.

1 2 3 4 5

COMMENTS:

14. There are ample young officials entering the profession to offset the number of older and more experienced officials leaving.

1 2 3 4 5

COMMENTS:

(appendix continues)

15. As long as officiating is a secondary source of income it will be difficult to improve the caliber of officials and their performance.

1 2 3 4 5

COMMENTS:

16. The relationship between coaches and officials is, too frequently, antagonistic.

1 2 3 4 5

COMMENTS:

17. Coaches must respect the officials' position of authority regardless of what they think of the official personally.

1 2 3 4 5

COMMENTS:

18. Camps, clinics, and workshops would benefit officials and improve officiating on all levels.

1 2 3 4 5

COMMENTS:

19. Camps, clinics, and workshops would improve working relations between coaches and officials if conducted jointly.

1 2 3 4 5

COMMENTS:

(appendix continues)

20. The advent of the third official will improve officiating on all levels.

1 2 3 4 5

COMMENTS:

21. Basketball coaches should be required to pass the National Federation of State High School Association's Basketball Officiating Examination.

1 2 3 4 5

COMMENTS:

22. Coaches want officials who are authoritative and in complete control of the game, players, and coaches.

1 2 3 4 5

COMMENTS:

23. List three or more qualities you look for in good officials (in rank order, please).

1.

2.

3.

24. List three or more prevalent problems with officials (in rank order, also).

1.

2.

3.

Appendix E
Survey Instrument

BASKETBALL COACH OPINIONNAIRE

- () Boys' Coach () Inform me of the study's results
() Girl's Coach () Total number of years varsity head coaching experience

Directions: Please respond by circling the appropriate number which represents your opinion of that statement. Please answer all items and make whatever comments or clarifications you wish. I hope you will return the opinionnaire to your athletic director as quickly as possible. Thank you for your time and opinions.

Key: (1) Strongly Agree (2) Agree (3) Undecided
(4) Disagree (5) Strongly Disagree

1. Officials have a thorough knowledge of the rule book.

1 2 3 4 5

COMMENTS :

2. Officials work hard every game.

1 2 3 4 5

COMMENTS:

3. Officials are honest and have integrity.

1 2 3 4 5

COMMENTS:

4. Officials' application of the rules is the most important aspect of their job.

1 2 3 4 5

COMMENTS:

(appendix continues)

5. Officials are unconcerned with the outcome of the game, which team wins.

1 2 3 4 5

COMMENTS:

6. The lack of consistency by officials causes players and coaches to adjust and readjust their playing styles.

1 2 3 4 5

COMMENTS:

7. Officials should provide evidence of a basketball background.

1 2 3 4 5

COMMENTS:

8. Honesty testing would be a beneficial screening device for beginning officials.

1 2 3 4 5

COMMENTS:

9. Psychological testing would be a beneficial screening device for beginning officials.

1 2 3 4 5

COMMENTS:

10. Beginning officials need better training and supervision.

1 2 3 4 4

COMMENTS:

(appendix continues)

11. Successful officiating requires a certain temperament and personality.

1 2 3 4 5

COMMENTS:

12. Officials are competent in court positioning and proper mechanics.

1 2 3 4 5

COMMENTS:

13. Officials seem to be defensive and use their position of authority to penalize a coach or team that has challenged their role of game administrator.

1 2 3 4 5

COMMENTS:

14. The relationship between officials and coaches is, too frequently, antagonistic.

1 2 3 4 5

COMMENTS:

15. As long as officiating is a secondary source of income it will be difficult to improve the caliber of officials and their performance.

1 2 3 4 5

COMMENTS:

(appendix continues)

16. The advent of the third official will improve officiating on all levels.

1 2 3 4 5

COMMENTS:

17. Camps, clinics, and workshops would benefit officials and improve officiating on all levels.

1 2 3 4 5

COMMENTS:

18. There are ample young officials entering the profession to offset the number of older and more experienced officials leaving.

1 2 3 4 5

COMMENTS:

19. Coaches should have a voice in the recruiting of officials.

1 2 3 4 5

COMMENTS:

20. Coaches must respect the officials' position of authority regardless of what they think of the officials personally.

1 2 3 4 5

COMMENTS:

21. Coaches want officials who are in complete control of the game, players, and coaches.

1 2 3 4 5

COMMENTS:

(appendix continues)

22. Coaches should be required to pass the National Federation of State High School Association's Basketball Officiating Examination.

1

2

3

4

5

COMMENTS:

Appendix F
Summary of Responses of the Panel of
Experts' Opinionnaire

1. Officials have a thorough knowledge of the rule book.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 (13%)	7 (88%)	0	0	0

2. Officials work hard every game.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
0	4 (50%)	0	3 (38%)	1 (13%)

3. Officials are honest and have integrity.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2 (25%)	5 (63%)	1 (13%)	0	0

4. Officials' application of the rules is the most important aspect of their job.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2 (25%)	4 (50%)	0	2 (25%)	0

5. Officials are unconcerned with the outcome of the game, which team wins.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3 (38%)	5 (63%)	0	0	0

6. The lack of consistency by officials from game to game causes players and coaches to adjust and readjust their playing styles.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 (13%)	6 (75%)	0	1 (13%)	0

(appendix continues)

7. Officials' lack of consistency when calling a single game causes participants to make adjustments in their play.*

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2 (29%)	3 (43%)	1 (14%)	1 (14%)	0

8. Coaches' and players' main criticism of officials is their lack of consistency.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2 (25%)	4 (50%)	1 (13%)	1 (13%)	0

9. Coaches should have a voice in the recruiting of officials.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 (25%)	4 (50%)	0	2 (25%)	0

10. Beginning officials should be better screened through psychological and honesty testing and give evidence of a basketball background.*

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3 (43%)	2 (29%)	2 (29%)	0	0

11. Successful officiating requires a certain temperament and personality.*

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
4 (57%)	3 (43%)	0	0	0

*Statement omitted by 1 panel member

(appendix continues)

12. Beginning officials need better training and supervision.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
5 (63%)	3 (38%)	0	0	0

13. Officials are competent in court positioning and proper mechanics.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
0	7 (88%)	0	1 (13%)	0

14. There are ample young officials entering the profession to offset the number of older and more experienced officials leaving.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
0	3 (38%)	1 (13%)	2 (25%)	2 (25%)

15. As long as officiating is a secondary source of income it will be difficult to improve the caliber of officials and their performance.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 (13%)	3 (38%)	1 (13%)	3 (38%)	0

16. The relationship between coaches and officials is, too frequently, antagonistic.*

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2 (29%)	4 (57%)	0	1 (14%)	0

*Statement omitted by 1 panel member.

(appendix continues)

17. Coaches must respect the officials' position of authority regardless of what they think of the official personally.*

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3 (43%)	3 (43%)	0	1 (14%)	0

18. Camps, clinics, and workshops would benefit officials and improve officiating on all levels.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
5 (63%)	3 (38%)	0	0	0

19. Camps, clinics, and workshops would improve working relations between coaches and officials if conducted jointly.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 (13%)	5 (63%)	1 (13%)	1 (13%)	0

20. The advent of the third official will improve officiating on all levels.*

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 (14%)	3 (43%)	1 (14%)	2 (29%)	0

*Statement was omitted by 1 panel member.

(appendix continues)

21. Basketball coaches should be required to pass the National Federation of State High School Association's Basketball Officiating Examination.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 (13%)	5 (63%)	0	2 (25%)	0

22. Coaches want officials who are unauthoritative and in complete control of the game, players, and coaches.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 (13%)	4 (50%)	0	3 (38%)	0

23. List 3 or more qualities you look for in good officials.

1. Understands the game
2. Hustles and alert
3. Judgment
4. Consistency
5. Knowledge and application of the rules
6. Appearance and conditioning
7. Ability to get along with people
8. Dedication
9. Professionalism
10. Temperament
11. Courage to make the call
12. Interpretation of the rules

(appendix continues)

13. Positioning to make calls
14. Dedicated to job, not pleasing crowd or coaches
24. List 3 or more prevalent problems with officials.
 1. Out of position
 2. Influenced by the crowd
 3. Lack of rules knowledge
 4. No common sense approach to the game
 5. Anticipation of calls
 6. Over-officiating
 7. Overexposure (calling too many games)
 8. Too much politics
 9. Misinterpretation of the rules
10. Temperament
11. Lack of professionalism
12. Age
13. Think they are the most important part of the game
14. Lack of courage

Appendix G
Sample Letter to the Head
Basketball Coaches

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37132

Health, Physical Education, Recreation
and Safety Department

March 8, 1985

How often have you heard complaints about the officiating in a basketball game? Here is an opportunity for you to contribute, through an opinionnaire, to possible improvements in the game of basketball. I have coached in North Carolina at the high school, junior college, and collegiate levels for nine years. The past two years, while in Tennessee working on my doctorate, I have worked as a basketball official. This enlightening experience has enabled me to observe areas which need attention immediately.

The purpose of this opinionnaire is to have coaches identify basketball officiating problems. Based upon your responses hopefully deficiencies can be identified and possible solutions recommended.

The North Carolina High School Athletic Association has endorsed this study and your school was chosen from a random sample of all comparable high schools in your division. Please take a few minutes from your busy schedule to answer, make comments, and return the opinionnaire as soon as possible.

Thank you for your time in what I hope is a worthwhile endeavor.

Sincerely,

/s/

Scott H. Colclough
D.A. Candidate

Approved by: /s/ Dick Knox
Asst. Exec. Director, NCHSAA

Appendix H
Sample Letter to the
Athletic Directors

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37132

Health, Physical Education, Recreation
and Safety Department

March 8, 1985

The North Carolina High School Athletic Association has endorsed the enclosed study, A Survey of High School Basketball Coaches' Attitudes Toward Officials. Your school was selected from a random sample of the state's high schools. Please give the enclosed letters and opinionnaires to your girls' and boys' basketball coaches, ask them to complete the opinionnaires, and return them together in the self-addressed, stamped envelope.

This survey is for my doctoral dissertation at Middle Tennessee State University. Hopefully the results can be put to beneficial use by the NCHSAA and North Carolina Coaches Association.

As an athletic director I am sure you are aware of problems associated with sports officiating. I hope you will encourage your coaches to cooperate in this endeavor and return the materials as soon as possible. Thank you for your time and assistance.

Sincerely yours,

/s/

Scott H. Colclough
Graduate Teaching Assistant

SHC/ bte

Enclosures

Appendix I
Sample Letter to Principals

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37132

Health, Physical Education, Recreation
and Safety Department

April 5, 1985

This is a follow-up mailing for the basketball coaches at your school. I have received no response possibly due to mistakes in the National Directory of High School Coaches, postal service, or the hectic schedule of the coaches at the time of the first mailing. These responses are vital to my study and any assistance you can offer will be greatly appreciated.

The North Carolina High School Athletic Association has endorsed the enclosed study and your school was selected from a random sample of the state's high schools. Please give the enclosed opinionnaires to your head basketball coaches, ask them to complete the opinionnaires, and return them together in the self-addressed, stamped envelope.

This survey is for my doctoral dissertation at Middle Tennessee State University. Hopefully the results can be put to beneficial use by the NCHSAA. Thank you for your time and assistance.

Sincerely yours,

/s/

Scott H. Colclough
Graduate Teaching Assistant

Enclosures

Appendix J
Results of the Survey in Raw
Scores and Percentages

Item 1. Officials have a thorough knowledge of the rule book.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1A Boys' Coaches	1 (7%)	11 (73%)	2 (13%)	1 (7%)	0
1A Girls' Coaches	1 (17%)	10 (67%)	2 (13%)	2 (13%)	0
1A Total	2 (7%)	21 (70%)	4 (13%)	3 (10%)	0
2A Boys' Coaches	2 (13%)	8 (53%)	2 (13%)	3 (20%)	0
2A Girls' Coaches	4 (27%)	6 (40%)	2 (13%)	2 (20%)	0
2A Total	6 (20%)	14 (47%)	4 (13%)	6 (20%)	0
3A Boys' Coaches	0	10 (67%)	1 (7%)	4 (27%)	0
3A Girls' Coaches	1 (7%)	8 (53%)	3 (20%)	3 (20%)	0
3A Total	1 (3%)	18 (60%)	4 (13%)	7 (23%)	0
4A Boys' Coaches	0	14 (93%)	1 (7%)	0	0
4A Girls' Coaches	0	10 (67%)	2 (13%)	3 (20%)	0
4A Total	0	24 (80%)	3 (10%)	3 (10%)	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Total Boys' Coaches	3 (5%)	43 (72%)	6 (10%)	8 (13%)	0
Total Girls' Coaches	6 (10%)	34 (57%)	9 (15%)	11 (18%)	0
Total Coaches	9 (8%)	77 (64%)	15 (13%)	19 (16%)	0

Item 2. Officials work hard every game.

1A Boys' Coaches	0	6 (40%)	2 (13%)	7 (47%)	0
1A Girls' Coaches	0	5 (33%)	1 (7%)	8 (53%)	1 (7%)
1A Total	0	11 (37%)	3 (10%)	15 (50%)	1 (3%)
2A Boys' Coaches	1 (7%)	6 (40%)	2 (13%)	5 (33%)	1 (7%)
2A Girls' Coaches	1 (7%)	4 (27%)	3 (20%)	5 (33%)	2 (13%)
2A Total	2 (7%)	10 (33%)	5 (17%)	10 (33%)	3 (10%)
3A Boys' Coaches	0	2 (13%)	3 (20%)	9 (60%)	1 (7%)
3A Girls' Coaches	0	5 (33%)	2 (13%)	8 (53%)	0
3A Total	0	7 (23%)	5 (17%)	17 (57%)	1 (3%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
4A Boys' Coaches	0	7 (47%)	1 (7%)	6 (40%)	1 (7%)
4A Girls' Coaches	0	5 (33%)	2 (13%)	8 (53%)	0
4A Total	0	12 (40%)	3 (10%)	14 (47%)	1 (3%)
Total Boys' Coaches	1 (2%)	21 (35%)	8 (13%)	27 (45%)	3 (5%)
Total Girls' Coaches	1 (2%)	19 (32%)	8 (13%)	29 (48%)	3 (5%)
Total Coaches	2 (2%)	40 (33%)	16 (13%)	56 (47%)	6 (5%)

Item 3. Officials are honest and have integrity.

1A Boys' Coaches	1 (7%)	10 (67%)	4 (27%)	0	0
1A Girls' Coaches	0	11 (73%)	4 (27%)	0	0
1A Total	1 (3%)	21 (70%)	8 (27%)	0	0
2A Boys' Coaches	4 (27%)	7 (47%)	2 (13%)	2 (13%)	0
2A Girls' Coaches	3 (20%)	7 (47%)	4 (27%)	1 (7%)	0
2A Total	7 (23%)	14 (47%)	6 (20%)	3 (10%)	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3A Boys' Coaches	0	12 (80%)	1 (7%)	2 (13%)	0
3A Girls' Coaches	2 (13%)	9 (60%)	2 (13%)	2 (13%)	0
3A Total	2 (7%)	21 (70%)	3 (10%)	4 (13%)	0
4A Boys' Coaches	2 (13%)	8 (53%)	5 (33%)	0	0
4A Girls' Coaches	1 (7%)	8 (53%)	4 (27%)	2 (13%)	0
4A Total	3 (10%)	16 (53%)	9 (30%)	2 (7%)	0
Total Boys' Coaches	7 (12%)	37 (62%)	12 (20%)	4 (7%)	0
Total Girls' Coaches	6 (10%)	35 (58%)	14 (23%)	5 (8%)	0
Total Coaches	13 (10%)	72 (60%)	26 (22%)	9 (8%)	0

Item 4. Officials' application of the rules is the most important aspect of their job.

1A Boys' Coaches	3 (20%)	9 (60%)	1 (7%)	2 (13%)	0
1A Girls' Coaches	3 (20%)	9 (60%)	1 (7%)	2 (13%)	0
1A Total	6 (20%)	18 (60%)	2 (7%)	4 (13%)	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2A Boys' Coaches	4 (27%)	5 (33%)	1 (7%)	4 (27%)	1 (7%)
2A Girls' Coaches	8 (53%)	5 (33%)	1 (7%)	1 (7%)	0
2A Total	12 (40%)	10 (33%)	2 (7%)	5 (17%)	1 (3%)
3A Boys' Coaches	3 (20%)	7 (47%)	1 (7%)	3 (20%)	1 (7%)
3A Girls' Coaches	0	7 (47%)	4 (27%)	4 (27%)	0
3A Total	3 (10%)	14 (27%)	5 (17%)	7 (23%)	1 (3%)
4A Boys' Coaches	4 (27%)	7 (47%)	2 (13%)	1 (7%)	1 (7%)
4A Girls' Coaches	7 (47%)	4 (27%)	1 (7%)	3 (20%)	0
4A Total	11 (37%)	11 (37%)	3 (10%)	4 (13%)	1 (3%)
Total Boys' Coaches	14 (23%)	28 (47%)	5 (8%)	10 (17%)	3 (5%)
Total Girls' Coaches	18 (30%)	25 (42%)	7 (12%)	10 (17%)	0
Total Coaches	32 (27%)	53 (44%)	12 (10%)	20 (17%)	3 (3%)

(appendix continues)

Item 5. Officials are unconcerned with the outcome of the game, which team wins.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1A Boys' Coaches	1 (7%)	7 (47%)	4 (27%)	2 (13%)	1 (7%)
1A Girls' Coaches	2 (13%)	6 (40%)	4 (27%)	2 (13%)	1 (7%)
1A Total	3 (10%)	13 (43%)	8 (27%)	4 (13%)	2 (7%)
2A Boys' Coaches	2 (13%)	6 (40%)	4 (27%)	3 (20%)	0
2A Girls' Coaches	3 (20%)	3 (20%)	6 (40%)	3 (20%)	0
2A Total	5 (17%)	9 (30%)	10 (33%)	6 (20%)	0
3A Boys' Coaches	0	6 (40%)	3 (20%)	3 (20%)	3 (20%)
3A Girls' Coaches	2 (13%)	6 (40%)	3 (20%)	4 (27%)	0
3A Total	2 (7%)	12 (40%)	6 (20%)	7 (23%)	3 (10%)
4A Boys' Coaches	1 (7%)	9 (60%)	4 (27%)	1 (7%)	0
4A Girls' Coaches	2 (13%)	5 (33%)	5 (33%)	3 (20%)	0
4A Total	3 (10%)	14 (27%)	9 (30%)	4 (13%)	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Total Boys' Coaches	4 (7%)	28 (47%)	15 (25%)	9 (15%)	4 (7%)
Total Girls' Coaches	9 (15%)	20 (33%)	18 (30%)	12 (20%)	1 (2%)
Total Coaches	13 (11%)	48 (40%)	33 (28%)	21 (18%)	5 (4%)

Item 6. The lack of consistency by officials causes players and coaches to adjust and readjust their playing styles.

1A Boys' Coaches	8 (53%)	6 (40%)	1 (7%)	0	0
1A Girls' Coaches	9 (60%)	5 (33%)	0	1 (7%)	0
1A Total	17 (57%)	11 (37%)	1 (3%)	1 (3%)	0
2A Boys' Coaches	8 (53%)	6 (40%)	0	1 (7%)	0
2A Girls' Coaches	10 (67%)	4 (27%)	0	1 (7%)	0
2A Total	18 (60%)	10 (33%)	0	2 (7%)	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3A Boys' Coaches	8 (53%)	7 (47%)	0	0	0
3A Girls' Coaches	4 (27%)	11 (73%)	0	0	0
3A Total	12 (40%)	18 (60%)	0	0	0
4A Boys' Coaches	10 (67%)	3 (20%)	0	1 (7%)	1 (7%)
4A Girls' Coaches	10 (67%)	4 (27%)	0	1 (7%)	1 (7%)
4A Total	20 (67%)	7 (23%)	0	2 (7%)	1 (3%)
Total Boys' Coaches	34 (57%)	22 (37%)	1 (2%)	2 (3%)	1 (2%)
Total Girls' Coaches	33 (55%)	24 (40%)	0	3 (5%)	0
Total Coaches	67 (56%)	46 (38%)	1 (1%)	5 (4%)	1 (1%)

Item 7. Officials should provide evidence of a basketball background.

1A Boys' Coaches	2 (13%)	6 (40%)	3 (20%)	4 (27%)	0
1A Girls' Coaches	3 (20%)	4 (27%)	2 (13%)	5 (33%)	1 (7%)
1A Total	5 (17%)	10 (33%)	5 (17%)	9 (30%)	1 (3%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2A Boys' Coaches	3 (20%)	7 (47%)	3 (20%)	2 (13%)	0
2A Girls' Coaches	7 (47%)	6 (40%)	0	1 (7%)	1 (7%)
2A Total	10 (33%)	13 (43%)	3 (10%)	3 (10%)	1 (3%)
3A Boys' Coaches	7 (47%)	5 (33%)	1 (7%)	2 (13%)	0
3A Girls' Coaches	5 (33%)	5 (33%)	1 (7%)	4 (27%)	0
3A Total	12 (40%)	10 (33%)	2 (7%)	6 (20%)	0
4A Boys' Coaches	6 (40%)	5 (33%)	2 (13%)	2 (13%)	0
4A Girls' Coaches	4 (27%)	5 (33%)	2 (13%)	2 (13%)	2 (13%)
4A Total	10 (33%)	10 (33%)	4 (13%)	4 (13%)	2 (7%)
Total Boys' Coaches	18 (30%)	23 (38%)	9 (15%)	10 (17%)	0
Total Girls' Coaches	19 (32%)	20 (33%)	5 (8%)	12 (20%)	4 (7%)
Total Coaches	37 (31%)	43 (36%)	14 (12%)	22 (18%)	4 (3%)

(appendix continues)

Item 8. Honesty testing would be a beneficial screening device for beginning officials.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1A Boys' Coaches	3 (20%)	4 (27%)	4 (27%)	2 (13%)	2 (13%)
1A Girls' Coaches	3 (20%)	4 (27%)	2 (13%)	4 (27%)	2 (13%)
1A Total	6 (20%)	8 (27%)	6 (20%)	6 (27%)	4 (13%)
2A Boys' Coaches	3 (20%)	2 (13%)	7 (47%)	2 (13%)	1 (7%)
2A Girls' Coaches	4 (27%)	5 (33%)	2 (13%)	3 (20%)	1 (7%)
2A Total	7 (23%)	7 (23%)	9 (30%)	5 (17%)	2 (7%)
3A Boys' Coaches	2 (13%)	5 (33%)	4 (27%)	4 (27%)	0
3A Girls' Coaches	3 (20%)	3 (20%)	4 (27%)	5 (33%)	0
3A Total	5 (17%)	8 (27%)	8 (27%)	9 (30%)	0
4A Boys' Coaches	3 (20%)	5 (33%)	4 (27%)	3 (20%)	0
4A Girls' Coaches	3 (20%)	5 (33%)	4 (27%)	3 (20%)	0
4A Total	6 (20%)	10 (33%)	8 (27%)	6 (20%)	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Total Boys' Coaches	11 (18%)	16 (27%)	19 (32%)	11 (18%)	3 (5%)
Total Girls' Coaches	13 (22%)	17 (29%)	12 (20%)	15 (25%)	3 (5%)
Total Coaches	24 (20%)	33 (28%)	31 (26%)	26 (22%)	6 (5%)

Item 9. Psychological testing would be a beneficial screening device for beginning officials.

1A Boys' Coaches	1 (7%)	7 (47%)	5 (33%)	2 (13%)	0
1A Girls' Coaches	1 (7%)	7 (47%)	2 (13%)	5 (33%)	0
1A Total	2 (7%)	14 (47%)	7 (23%)	7 (23%)	0
2A Boys' Coaches	1 (7%)	5 (33%)	5 (33%)	3 (20%)	1 (7%)
2A Girls' Coaches	1 (7%)	9 (60%)	1 (7%)	3 (20%)	1 (7%)
2A Total	2 (7%)	14 (47%)	6 (20%)	6 (20%)	2 (7%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3A Boys' Coaches	2 (13%)	7 (47%)	3 (20%)	3 (20%)	0
3A Girls' Coaches	1 (7%)	3 (20%)	7 (47%)	4 (27%)	0
3A Total	3 (10%)	10 (10%)	10 (33%)	7 (23%)	0
4A Boys' Coaches	1 (7%)	6 (40%)	3 (20%)	5 (33%)	0
4A Girls' Coaches	0	9 (60%)	4 (27%)	2 (13%)	0
4A Total	1 (3%)	15 (15%)	7 (23%)	7 (23%)	0
Total Boys' Coaches	5 (8%)	25 (42%)	16 (26%)	13 (22%)	1 (2%)
Total Girls' Coaches	3 (5%)	28 (47%)	14 (23%)	14 (23%)	1 (2%)
Total Coaches	8 (7%)	53 (44%)	30 (25%)	27 (23%)	2 (2%)
Item 10. Beginning officials need better training and supervision.					
1A Boys' Coaches	10 (67%)	3 (20%)	2 (13%)	0	0
1A Girls' Coaches	9 (60%)	4 (27%)	2 (13%)	0	0
1A Total	19 (63%)	7 (23%)	4 (13%)	0	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2A Boys' Coaches	9 (60%)	6 (40%)	0	0	0
2A Girls' Coaches	11 (73%)	4 (27%)	0	0	0
2A Total	20 (67%)	10 (33%)	0	0	0
3A Boys' Coaches	6 (40%)	7 (47%)	1 (7%)	1 (7%)	0
3A Girls' Coaches	9 (60%)	5 (33%)	1 (7%)	0	0
3A Total	15 (50%)	12 (40%)	2 (7%)	1 (3%)	0
4A Boys' Coaches	10 (67%)	5 (33%)	0	0	0
4A Girls' Coaches	11 (73%)	4 (27%)	0	0	0
4A Total	21 (70%)	9 (30%)	0	0	0
Total Boys' Coaches	35 (58%)	21 (35%)	3 (5%)	1 (2%)	0
Total Girls' Coaches	40 (67%)	17 (28%)	3 (5%)	0	0
Total Coaches	75 (63%)	38 (32%)	6 (5%)	1 (1%)	0

(appendix continues)

Item 11. Successful officiating requires a certain temperament and personality.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1A Boys' Coaches	11 (73%)	4 (27%)	0	0	0
1A Girls' Coaches	8 (53%)	6 (40%)	0	0	1 (7%)
1A Total	19 (63%)	10 (33%)	0	0	1 (3%)
2A Boys' Coaches	11 (73%)	3 (20%)	0	1 (7%)	0
2A Girls' Coaches	9 (60%)	5 (33%)	1 (7%)	0	0
2A Total	20 (67%)	8 (27%)	1 (3%)	1 (3%)	0
3A Boys' Coaches	11 (73%)	4 (27%)	0	0	0
3A Girls' Coaches	11 (73%)	4 (27%)	0	0	0
3A Total	22 (73%)	8 (27%)	0	0	0
4A Boys' Coaches	10 (67%)	5 (33%)	0	0	0
4A Girls' Coaches	12 (80%)	3 (20%)	0	0	0
4A Total	22 (73%)	8 (27%)	0	0	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Total Boys' Coaches	43 (72%)	16 (27%)	0	1 (2%)	0
Total Girls' Coaches	40 (67%)	18 (30%)	1 (2%)	0	1 (2%)
Total Coaches	83 (69%)	34 (28%)	1 (1%)	1 (1%)	1 (1%)

Item 12. Officials are competent in court positioning and proper mechanics.

1A Boys' Coaches	0	9 (60%)	4 (27%)	2 (13%)	0
1A Girls' Coaches	0	9 (60%)	3 (20%)	3 (20%)	0
1A Total	0	18 (60%)	7 (23%)	5 (17%)	0
2A Boys' Coaches	0	9 (60%)	1 (7%)	4 (27%)	1 (7%)
2A Girls' Coaches	0	11 (73%)	2 (13%)	2 (13%)	0
2A Total	0	20 (67%)	3 (10%)	6 (20%)	1 (3%)
3A Boys' Coaches	0	6 (40%)	2 (13%)	6 (40%)	1 (7%)
3A Girls' Coaches	1 (7%)	5 (33%)	2 (13%)	7 (47%)	0
3A Total	1 (3%)	11 (37%)	4 (13%)	13 (43%)	1 (3%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
4A Boys' Coaches	0	6 (40%)	4 (27%)	4 (27%)	1 (7%)
4A Girls' Coaches	0	6 (40%)	3 (20%)	4 (27%)	2 (13%)
4A Total	0	12 (40%)	7 (23%)	8 (27%)	3 (10%)
Total Boys' Coaches	0	30 (50%)	11 (18%)	16 (27%)	3 (5%)
Total Girls' Coaches	1 (2%)	31 (52%)	10 (17%)	16 (27%)	2 (3%)
Total Coaches	1 (1%)	61 (51%)	21 (18%)	32 (27%)	5 (4%)

Item 13. Officials seem to be defensive and use their position of authority to penalize a coach or team that has challenged their role of game administrator.

1A Boys' Coaches	6 (40%)	6 (40%)	1 (7%)	1 (7%)	1 (7%)
1A Girls' Coaches	4 (27%)	6 (40%)	0	3 (20%)	2 (13%)
1A Total	10 (33%)	12 (40%)	1 (3%)	4 (13%)	3 (10%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2A Boys' Coaches	5 (33%)	5 (33%)	2 (13%)	3 (20%)	0
2A Girls' Coaches	5 (33%)	7 (47%)	2 (13%)	1 (7%)	0
2A Total	10 (33%)	12 (40%)	4 (13%)	4 (13%)	0
3A Boys' Coaches	4 (27%)	4 (27%)	3 (20%)	4 (27%)	0
3A Girls' Coaches	2 (13%)	7 (47%)	2 (13%)	3 (20%)	1 (7%)
3A Total	6 (20%)	11 (37%)	5 (17%)	7 (23%)	1 (3%)
4A Boys' Coaches	6 (40%)	7 (47%)	1 (7%)	1 (7%)	0
4A Girls' Coaches	4 (27%)	10 (67%)	1 (7%)	0	0
4A Total	10 (33%)	17 (57%)	2 (7%)	1 (3%)	0
Total Boys' Coaches	21 (35%)	22 (37%)	7 (12%)	9 (15%)	1 (2%)
Total Girls' Coaches	15 (25%)	30 (50%)	5 (8%)	7 (12%)	3 (5%)
Total Coaches	36 (30%)	52 (43%)	12 (10%)	16 (13%)	4 (3%)

(appendix continues)

Item 14. The relationship between officials and coaches is, too frequently,
antagonistic.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1A Boys' Coaches	5 (33%)	6 (40%)	3 (20%)	0	1 (7%)
1A Girls' Coaches	0	10 (67)	2 (13%)	2 (13%)	1 (7%)
1A Total	5 (17%)	16 (53%)	5 (17%)	2 (7%)	2 (7%)
2A Boys' Coaches	3 (20%)	4 (27%)	3 (20%)	4 (27%)	1 (7%)
2A Girls' Coaches	1 (7%)	8 (53%)	1 (7%)	3 (20%)	2 (13%)
2A Total	4 (13%)	12 (40%)	4 (13%)	7 (23%)	3 (10%)
3A Boys' Coaches	2 (13%)	5 (33%)	4 (27%)	3 (20%)	1 (7%)
3A Girls' Coaches	1 (7%)	7 (47%)	3 (20%)	4 (27%)	0
3A Total	3 (10%)	12 (40%)	7 (23%)	7 (23%)	1 (3%)
4A Boys' Coaches	5 (33%)	6 (40%)	1 (7%)	3 (20%)	0
4A Girls' Coaches	2 (13%)	10 (67%)	1 (7%)	2 (13%)	0
4A Total	7 (23%)	16 (53%)	2 (7%)	5 (17%)	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Total Boys' Coaches	15 (25%)	21 (35%)	11 (18%)	10 (17%)	3 (5%)
Total Girls' Coaches	4 (7%)	35 (58%)	7 (12%)	11 (18%)	3 (5%)
Total Coaches	19 (16%)	56 (47%)	18 (15%)	21 (18%)	6 (5%)

Item 15. As long as officiating is a secondary source of income it will be difficult to improve the caliber of officials and their performance.

1A Boys' Coaches	4 (27%)	5 (33%)	1 (7%)	4 (27%)	1 (7%)
1A Girls' Coaches	3 (20%)	4 (27%)	2 (13%)	5 (33%)	1 (7%)
1A Total	7 (23%)	9 (30%)	3 (10%)	9 (30%)	2 (13%)
2A Boys' Coaches	2 (13%)	5 (33%)	3 (20%)	5 (33%)	0
2A Girls' Coaches	4 (27%)	4 (27%)	3 (20%)	1 (7%)	3 (20%)
2A Total	6 (20%)	9 (30%)	6 (20%)	6 (20%)	3 (10%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3A Boys' Coaches	2 (13%)	4 (27%)	1 (7%)	7 (47%)	1 (7%)
3A Girls' Coaches	0	6 (40%)	2 (13%)	5 (33%)	2 (13%)
3A Total	2 (7%)	10 (33%)	3 (10%)	12 (40%)	3 (10%)
4A Boys' Coaches	2 (13%)	4 (27%)	1 (7%)	6 (40%)	2 (13%)
4A Girls' Coaches	2 (13%)	6 (40%)	1 (7%)	5 (33%)	1 (7%)
4A Total	4 (13%)	10 (33%)	2 (7%)	11 (37%)	3 (10%)
Total Boys' Coaches	10 (17%)	18 (30%)	6 (10%)	22 (37%)	4 (7%)
Total Girls' Coaches	9 (15%)	20 (33%)	8 (13%)	16 (27%)	7 (12%)
Total Coaches	19 (16%)	38 (32%)	14 (12%)	38 (32%)	11 (9%)

Item 16. The advent of the third official will improve officiating on all levels.

1A Boys' Coaches	3 (20%)	2 (13%)	4 (27%)	6 (40%)	0
1A Girls' Coaches	2 (13%)	4 (27%)	4 (27%)	5 (33%)	0
1A Total	5 (17%)	6 (20%)	8 (27%)	11 (37%)	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2A Boys' Coaches	1 (7%)	4 (27%)	3 (20%)	3 (20%)	4 (27%)
2A Girls' Coaches	1 (7%)	4 (27%)	3 (20%)	3 (20%)	4 (27%)
2A Total	2 (7%)	8 (27%)	6 (20%)	6 (20%)	8 (27%)
3A Boys' Coaches	3 (20%)	3 (20%)	4 (27%)	2 (13%)	3 (20%)
3A Girls' Coaches	2 (13%)	4 (27%)	2 (13%)	5 (33%)	2 (13%)
3A Total	5 (17%)	7 (23%)	6 (20%)	7 (23%)	5 (17%)
4A Boys' Coaches	2 (13%)	4 (27%)	4 (27%)	3 (20%)	2 (13%)
4A Girls' Coaches	6 (40%)	3 (20%)	2 (13%)	2 (13%)	2 (13%)
4A Total	8 (27%)	7 (23%)	6 (20%)	5 (17%)	4 (13%)
Total Boys' Coaches	9 (15%)	13 (22%)	15 (25%)	14 (23%)	9 (15%)
Total Girls' Coaches	11 (18%)	15 (25%)	11 (18%)	15 (25%)	8 (13%)
Total Coaches	20 (17%)	28 (23%)	26 (22%)	29 (24%)	17 (14%)

(appendix continues)

17. Camps, clinics, and workshops would benefit officials and improve officiating on all levels.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1A Boys' Coaches	11 (73%)	4 (27%)	0	0	0
1A Girls' Coaches	11 (73%)	2 (13%)	1 (7%)	0	1 (7%)
1A Total	22 (73%)	6 (20%)	1 (3%)	0	1 (3%)
2A Boys' Coaches	7 (47%)	8 (53%)	0	0	0
2A Girls' Coaches	6 (40%)	7 (47%)	1 (7%)	1 (7%)	0
2A Total	13 (43%)	15 (50%)	1 (3%)	1 (3%)	0
3A Boys' Coaches	11 (73%)	4 (27%)	0	0	0
3A Girls' Coaches	8 (53%)	7 (47%)	0	0	0
3A Total	19 (63%)	11 (37%)	0	0	0
4A Boys' Coaches	8 (53%)	6 (40%)	1 (7%)	0	0
4A Girls' Coaches	10 (67%)	5 (33%)	0	0	0
4A Total	18 (60%)	11 (37%)	1 (3%)	0	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Total Boys' Coaches	37 (62%)	22 (37%)	1 (2%)	0	0
Total Girls' Coaches	35 (58%)	21 (35%)	2 (3%)	1 (2%)	1 (2%)
Total Coaches	72 (60%)	43 (36%)	3 (3%)	1 (1%)	1 (1%)

Item 18. There are ample young officials entering the profession to offset the number of older and more experienced officials leaving.

1A Boys' Coaches	0	4 (27%)	5 (33%)	4 (27%)	2 (13%)
1A Girls' Coaches	0	6 (40%)	5 (33%)	2 (13%)	2 (13%)
1A Total	0	10 (33%)	10 (33%)	6 (20%)	4 (13%)
2A Boys' Coaches	1 (7%)	5 (33%)	4 (27%)	4 (27%)	1 (7%)
2A Girls' Coaches	0	3 (20%)	4 (27%)	6 (40%)	2 (13%)
2A Total	1 (3%)	8 (27%)	8 (27%)	10 (33%)	3 (10%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3A Boys' Coaches	0	4 (27%)	2 (13%)	8 (53%)	1 (7%)
3A Girls' Coaches	0	3 (20%)	5 (33%)	6 (40%)	1 (7%)
3A Total	0	7 (23%)	7 (23%)	14 (27%)	2 (7%)
4A Boys' Coaches	0	1 (7%)	5 (33%)	7 (47%)	2 (13%)
4A Girls' Coaches	0	6 (40%)	6 (40%)	2 (13%)	1 (7%)
4A Total	0	7 (23%)	11 (37%)	9 (30%)	3 (10%)
Total Boys' Coaches	1 (2%)	14 (23%)	16 (26%)	23 (38%)	6 (10%)
Total Girls' Coaches	0	18 (30%)	20 (33%)	16 (26%)	6 (10%)
Total Coaches	1 (1%)	32 (27%)	36 (30%)	39 (33%)	12 (10%)

Item 19. Coaches should have a voice in the recruiting of officials.

1A Boys' Coaches	3 (20%)	7 (47%)	2 (13%)	1 (7%)	2 (13%)
1A Girls' Coaches	5 (33%)	4 (27%)	1 (7%)	4 (27%)	1 (7%)
1A Total	8 (27%)	11 (37%)	3 (10%)	5 (17%)	3 (10%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
2A Boys' Coaches	4 (27%)	6 (40%)	4 (27%)	1 (7%)	0
2A Girls' Coaches	3 (20%)	7 (47%)	2 (13%)	3 (20%)	0
2A Total	7 (23%)	13 (43%)	6 (20%)	4 (13%)	0
3A Boys' Coaches	3 (20%)	7 (47%)	1 (7%)	3 (20%)	1 (7%)
3A Girls' Coaches	3 (20%)	7 (47%)	3 (20%)	2 (13%)	0
3A Total	6 (20%)	14 (47%)	4 (13%)	5 (17%)	1 (3%)
4A Boys' Coaches	5 (33%)	7 (47%)	0	3 (20%)	0
4A Girls' Coaches	7 (47%)	3 (20%)	1 (7%)	3 (20%)	1 (7%)
4A Total	12 (40%)	10 (33%)	1 (3%)	6 (20%)	1 (3%)
Total Boys' Coaches	15 (25%)	27 (45%)	7 (12%)	8 (13%)	3 (5%)
Total Girls' Coaches	18 (30%)	21 (35%)	7 (12%)	12 (20%)	2 (3%)
Total Coaches	33 (28%)	48 (40%)	14 (12%)	20 (17%)	5 (4%)

(appendix continues)

Item 20. Coaches must respect the officials' position of authority regardless of what they think of the officials personally.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1A Boys' Coaches	4 (27%)	9 (60%)	1 (7%)	0	1 (7%)
1A Girls' Coaches	8 (53%)	5 (33%)	0	1 (7%)	1 (7%)
1A Total	12 (40%)	14 (47%)	1 (3%)	1 (3%)	2 (7%)
2A Boys' Coaches	8 (53%)	7 (47%)	0	0	0
2A Girls' Coaches	5 (33%)	8 (53%)	2 (13%)	0	0
2A Total	13 (43%)	15 (50%)	2 (7%)	0	0
3A Boys' Coaches	6 (40%)	7 (47%)	1 (7%)	1 (7%)	0
3A Girls' Coaches	4 (27%)	11 (73%)	0	0	0
3A Total	10 (33%)	18 (60%)	1 (3%)	1 (3%)	0
4A Boys' Coaches	6 (40%)	8 (53%)	0	0	1 (7%)
4A Girls' Coaches	7 (47%)	7 (47%)	1 (7%)	0	0
4A Total	13 (43%)	15 (50%)	1 (3%)	0	1 (3%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Total Boys' Coaches	24 (40%)	31 (52%)	2 (3%)	1 (2%)	2 (3%)
Total Girls' Coaches	24 (40%)	31 (52%)	3 (5%)	1 (2%)	1 (2%)
Total Coaches	48 (40%)	62 (52%)	5 (4%)	2 (2%)	3 (3%)

Item 21. Coaches want officials who are in complete control of the game, players, and coaches.

1A Boys' Coaches	8 (53%)	7 (47%)	0	0	0
1A Girls' Coaches	6 (40%)	8 (53%)	0	0	1 (7%)
1A Total	14 (47%)	15 (50%)	0	0	1 (3%)
2A Boys' Coaches	6 (40%)	9 (60%)	0	0	0
2A Girls' Coaches	10 (67%)	5 (33%)	0	0	0
2A Total	16 (53%)	14 (47%)	0	0	0

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3A Boys' Coaches	11 (73%)	4 (27%)	0	0	0
3A Girls' Coaches	6 (40%)	4 (27%)	1 (7%)	3 (20%)	1 (7%)
3A Total	17 (57%)	8 (27%)	1 (3%)	3 (10%)	1 (3%)
4A Boys' Coaches	10 (67%)	4 (27%)	0	1 (7%)	0
4A Girls' Coaches	8 (53%)	6 (40%)	1 (7%)	0	0
4A Total	18 (60%)	10 (33%)	1 (3%)	1 (3%)	0
Total Boys' Coaches	35 (58%)	24 (40%)	0	1 (2%)	0
Total Girls' Coaches	30 (50%)	23 (38%)	2 (3%)	3 (5%)	2 (3%)
Total Coaches	65 (54%)	47 (39%)	2 (2%)	4 (3%)	2 (2%)

(appendix continues)

Item 22. Coaches should be required to pass the National Federation of State High School Association's Basketball Officiating Examination.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1A Boys' Coaches	4 (27%)	6 (40%)	3 (20%)	2 (13%)	0
1A Girls' Coaches	2 (13%)	8 (53%)	2 (13%)	2 (13%)	1 (7%)
1A Total	6 (20%)	14 (47%)	5 (17%)	4 (13%)	1 (3%)
2A Boys' Coaches	4 (27%)	5 (33%)	2 (13%)	4 (27%)	0
2A Girls' Coaches	7 (47%)	5 (33%)	3 (20%)	0	0
2A Total	11 (37%)	10 (33%)	5 (17%)	4 (13%)	0
3A Boys' Coaches	5 (33%)	5 (33%)	3 (20%)	2 (13%)	0
3A Girls' Coaches	4 (27%)	6 (40%)	2 (13%)	3 (20%)	0
3A Total	9 (30%)	11 (37%)	5 (17%)	5 (17%)	0
4A Boys' Coaches	7 (47%)	2 (13%)	2 (13%)	2 (13%)	2 (13%)
4A Girls' Coaches	6 (40%)	5 (33%)	1 (7%)	1 (7%)	2 (13%)
4A Total	13 (43%)	7 (23%)	3 (10%)	3 (10%)	4 (13%)

(appendix continues)

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Total Boys' Coaches	20 (33%)	18 (30%)	10 (17%)	10 (17%)	2 (3%)
Total Girls' Coaches	19 (32%)	24 (40%)	8 (13%)	6 (10%)	3 (5%)
Total Coaches	39 (33%)	42 (35%)	18 (15%)	16 (13%)	5 (4%)

Appendix K
Mean Scores for Survey Instrument

Mean Score	
2.25	<p>4. Officials' application of the rules is the most important aspect of their job.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
2.65	<p>5. Officials are unconcerned with the outcome of the game, which team wins.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
1.55	<p>6. The lack of consistency by officials causes players and coaches to adjust and readjust their playing styles.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
2.28	<p>7. Officials should provide evidence of a basketball background.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
2.66	<p>8. Honest testing would be a beneficial screening device for beginning officials.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>

(appendix continues)

Mean Score	
2.69	<p>9. Psychological testing would be a beneficial screening device for beginning officials.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
1.44	<p>10. Beginning officials need better training and supervision.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
1.35	<p>11. Successful officiating requires a certain temperament and personality.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
2.85	<p>12. Officials are competent in court positioning and proper mechanics.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
2.16	<p>13. Officials seem to be defensive and use their position of authority to penalize a coach or team that has challenged their role of game administrator.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>

(appendix continues)

Mean Score	
2.49	<p>14. The relationship between officials and coaches is, too freequently, antagonistic.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
2.86	<p>15. As long as officiating is a secondary source of income it will be difficult to improve the caliber of officials and their performance.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
2.97	<p>16. The advent of the third official will improve officiating on all levels.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
1.47	<p>17. Camps, clinics, and workshops would benefit officials and improve officiating on all levels.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
3.26	<p>18. There are ample young officials entering the profession to offset the number of older and more experienced officials leaving.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>

(appendix continues)

Mean Score	
2.31	<p>19. Coaches should have a voice in the recruiting of officials.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
1.78	<p>20. Coaches must respect the officials' position of authority regardless of what they think of the officials personally.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
1.62	<p>21. Coaches want officials who are in complete control of the game, players, and coaches.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>
2.22	<p>22. Coaches should be required to pass the National Federation of State High School Association's Basketball Officiating Examination.</p> <p>1 2 3 4 5</p> <p>COMMENTS:</p>

References

References

- Alker, H. A., Straub, W. F., & Leary, J. (1973). Achieving consistency: A study of basketball officiating. Journal of Vocational Behavior, 3, 335-343.
- Askins, R. L. (1978). Observations: The official personality. Referee, 3, 13-15.
- Askins, R. L. (1979a). The official interacting. Referee, 4, 9-13.
- Askins, R. L. (1979b). Observations: The care and training of officials. Referee, 4, 9-13.
- Askins, R. L. (1980). The human factor. Referee, 5, 15-16.
- Bunn, J. W. (1968). The art of officiating sports. Englewood Cliffs, N.J.: Prentice-Hall.
- Carter, R. (1985). Whistle notes. TSSAA News, 40(6), 5.
- Clegg, R., & Thompson, W. A. (1985). Modern sports officiating; a practical guide. 3rd ed. Dubuque, IA: Wm. C. Brown.
- Deford, F. (1976). The ruling class. Sports Illustrated, 45, pp. 126-130.
- Dodson, T. (1953). What the official expects of the coach; what the coach expects of the official. The Physical Educator, 10, 115.

- Donnelly, R. J. (1957). Relationships between athletic officials and coaches. Athletic Journal, 37, 30-32, 53-57.
- Evenbeck, E. J. (1983). Rating standards and related factors in high level amateur sports officiating. Doctoral dissertation, Indiana University.
- Fratzke, M. R. (1972). Discriminant analysis of intramural basketball officials. Doctoral dissertation, Indiana University, Bloomington.
- Fratzke, M. R. (1974). Predicting officiating success. Journal of Physical Education and Recreation, 44(5), 67.
- Fratzke, M. R. (1975). Personality and biographical traits of superior and average college basketball officials. Research Quarterly, 46, 484-488.
- Fritz, K. R. (1978). Attitudes toward high school basketball officials' authoritarianism as perceived by players, coaches and officials. Unpublished master's thesis, University of North Carolina, Greensboro.
- Gammon, C. (1985). A day of horror and shame. Sports Illustrated, 62(23), 20-35.
- Hammond, B. R. (1973). Personality profiles of selected sports officials. Doctoral dissertation, University of Northern Colorado.
- Hansen, J. (1985). California report. Referee, 10(6), 24-29, 57.

- Johnson, L., & Moss, B. (1976). A new approach to teaching sports officiating. Journal of Physical Education and Recreation, 47, 22.
- Kennedy, E. M. (1976). Opinions of football and tennis spectators concerning the participant, the coach and the official in a professional and amateur setting. Doctoral dissertation, Texas Woman's College. Dissertation Abstracts 37/07A, p. 4214. Univ. Microfilm #77-00747.
- Kenney, H. E. (1952). I've had enough--I quit!! The Physical Educator, 9, 86-87.
- Mackey, H. T. (1958). Wanted: Qualified basketball officials. Journal of Health, Physical Education, and Recreation, 8, 26-27.
- Martin, P. E. (1981). Attributes of nationally rated intercollegiate basketball officials. Doctoral dissertation, Indiana University, Bloomington.
- McDuffie, R. (1980). An investigation of performance consistency of intercollegiate and interscholastic basketball officials. Doctoral dissertation, University of North Carolina at Greensboro.
- Mitchell, E. D. (Ed.). (1949). Sports officiating. New York: Barnes.
- Moss, B. (1979). Sports officiating. Journal of Physical Education and Recreation, 50, 24-25.

- National Collegiate Athletic Association. (1985).
Certification program for officials in men's basketball
is recommended. NCAA News, 22, 3.
- Nelson, K. H. (1979). A study of the relationship between
support for political authority, support for sports
officials, and disrespectful behavior towards sports
officials. Doctoral dissertation, University of Northern
Colorado. Microfilm.
- Reader survey--part II. (1978, March). Referee, 3, 17-20.
- Sappington, V. (1976). The role of the women's basketball
official as perceived by selected groups of subjects.
Unpublished thesis for doctoral degree, University of
Iowa.
- Schleman, H. B. (1932). A written-practical basketball
officiating test. Journal of Health and Physical
Education, 3(37), 62.
- Schurr, E. L., & Philipp, J. A. (1971). Women sports
officials. Journal of Health, Physical Education, and
Recreation, 42, 71-72.
- Schwartz, G. (1977a). The officiating personality--part
I. Referee, 17-21.
- Schwartz, G. (1977b). The officiating personality--part
II. Referee, 2(11), 17-20.
- Scott, M. G. (1937). Written test for basketball
officials. Journal of Health and Physical Education,
8(41), 60.

SPSS^x User's Guide. (1983). SPSS^x, Inc., 444 N. Michigan Ave., Chicago, IL. Release 1.0.

United States President's Commission on Olympic Sports.
(1977a). The Final Report of the President's Commission on Olympic Sports. Volume I. Executive Summary and Major Conclusions and Recommendations. Washington, D.C.: Government Printing Office.

United States President's Commission on Olympic Sports.
(1977b). The Final Report of the President's Commission on Olympic Sports. Volume II. Findings of Fact and Supporting Material. Washington, D.C.: Government Printing Office.

Wooden, J. R. (1980). Practical modern basketball. New York: John Wiley & Sons, Inc.

Wyrick, W. (1966). Officials in the American culture. Journal of Health, Physical Education and Recreation, 37, 35-36.