

LATITUDE OF SPORTSMANSHIP BEHAVIOR DEEMED ACCEPTABLE
BY SPECTATORS OF BASKETBALL GAMES

A DISSERTATION

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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COLLEGE OF HEALTH, PHYSICAL EDUCATION,
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BY

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DEDICATED TO

SUE BAKER

Who died before completing the last
"mile" of our collective struggle to complete
our degrees.

She was admired by her peers for her
dedication to good sportsmanship as well as
excellence in her highly competitive teams.

Friends saw the fearless hard worker
who never sacrificed principle, whatever the
odds.

"Baker, this is for both of us."

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CHAPTER I

ORIENTATION TO THE STUDY

Introduction

There seems to be an increasing anxiety concerning the violent behavior of spectators at sporting events.

M. Jeannine Bennett in her study, "Sport Fans and Others," said,

Indulgence of the sport fan in conduct which is culturally outside the bounds of ethical behavior anywhere other than the sport arena has become worrisome to the sport administrator, at times frightening to the player, and a curiosity to the sport psychologists.¹

Myrlene Kennedy in her study on spectator attitudes called attention to many incidents of spectator violence in modern sports. Kennedy cited the violence at a Miami Dolphin football game which erupted as a result of a pass interference call. Some Cleveland Indian fans dropped fire crackers in the Texas Rangers' bullpen when the teams played June 4, 1974 at Cleveland Municipal Stadium. Later in the game, fans jumped into the outfield and surrounded Jeff Burroughs. Rangers and Indians came to his aid but

¹M. Jeannine Bennett, "Sport Fans and Others: A comparison of personality characteristics of sport fans who attend professional games with persons with religious attendance and persons who indicate no formal social affiliations" (Ph.D. dissertation, Ohio State University, 1975), p. 1.

the umpire, unable to restore order, called the game a forfeit.¹

The standards of sportsmanship have always been a source of pride in the sports programs in our educational systems but there is evidence that these standards are being eroded. There is speculation as to the causes but there seems to be agreement that sports indeed do have a problem to which those in sports must address themselves.

Patsy Neal expressed a concern about the conduct of spectators at athletic events:

One of the things that has bothered me greatly in the last few years has been the conduct of spectators at athletic events. . . . Somewhere, sometime, someday, the concept of sport as a ground for fair play and sportsmanship has been mutilated and changed, until today it is a concept embracing anything and everything in the name of victory. Not only are the wrong values being sought at the expense of others, but even worse, the wrong group of people are creating the change in the spirit of the game. This change is basically coming about as a result of the emotional role of spectators, and if anyone has less right to influence officials or players, it is the spectator.²

The University Daily of Texas Tech University carried an Associated Press article in their student newspaper,

¹Myrlene Kennedy, "Opinions of Football and Tennis Spectators Concerning the Participant, the Coach, and the Official in a Professional and Amateur Setting" (Ph.D. dissertation, Texas Woman's University, 1976), pp. 1-2.

²Patsy Neal, Sport and Identity (Philadelphia: Dorrance and Company, 1972), p. 176.

January 17, 1980, which expressed the concern of Dr. Kaufman, a University of Washington psychiatrist, about the violence in sport. In an address to the American Medical Association he mentioned the dehumanization by college administrators and professional team owners. Dr. Kaufman pointed out the mental stresses caused by all the brutal actions which take place in all levels of competition.

Kaufman said psychological trauma often begins with Little League baseball, when high pressure parents and military style coaches can quickly take the fun out of competition.¹

Dr. Kaufman may have identified one of the contributing factors in violence in sports. He states that since the colleges have semi-ownership of athletes through scholarships and professional sports have almost total control over the lives of their athletes and this fact combined with sports as entertainment, subject to the whims of the fans, these conditions have made some coaches, players, and administrators resort to almost anything to attract the crowds. The vicious circle may have begun. The spectators then seem to demand more violence, more excitement and the sport would seem obligated to give it to them in the owner's pursuit for money and success.

¹University Daily (Lubbock, Texas), 17 January 1980.

Paul Weiss said, "Only if one submits to rules can one play in a game."¹ But spectators are not really bound by rules. The spectator seems to realize the power of the ticket holder and the actions of some spectators have violated even the accepted bounds of ethical behavior. In order to bring about a change in this unwanted behavior, more must be known about the spectators and how to influence them.

William Heinold in his study, "Sports Spectator Topology" identified eight types of spectators:

1. Competitive, Excitement and Thrill Seekers
2. Socially Oriented, Team and Friend Supporters
3. Beauty, Precision and Skill Admirers
4. Athletic and Training Appreciators
5. Skill Oriented and Envious On Lookers
6. Passive, Self Indulgent Relaxers
7. Power, Skill and Hero Identifiers
8. Self Improver²

This would seem to indicate a wide variety of personalities and reasons for attending the sport events. What are the attitudes of these spectators toward ethical behavior? What standards do the spectators use to decide proper and improper conduct? What is the role of educators in shaping these attitudes? Heinold went on to say:

¹Paul Weiss, Sport: A Philosophic Inquiry (Carbondale, Illinois: Southern Illinois University Press, 1969), p. 140.

²William Heinold, "Sports Spectator Typology" (M.S. thesis, Penn State University, 1972), p. 56.

The whole role of education as it related to sport involvement whether as a spectator or as a participant, has yet to be determined. Should educators make efforts to systematically teach 'wise' or 'useful' consumption of sports as a spectator? Spectatorship as a developmental phenomenon occurs haphazardly at present. If the need for action intervention is assumed by education in this area the major thrust is likely to come from the physical educator.¹

A. Craig Fisher in his book, Psychology of Sport, agreed with Heinold, indicating that spectatorship may be an area in which some sort of instruction or education will have to take place if we want the conduct of the spectators to fall within certain bounds. Fisher gave this explanation:

It follows that spectators of sports involving some degree of violence will become excited to express violence themselves, but that this will ordinarily be expressed or restrained according to the training which they have previously received.

Thus, the spectator sports, and especially those involving violent contacts or intense competition, create rather than solve a problem in the control of aggression. Unless the persons who compose the crowds have been thoroughly trained in the principles of sportsmanship, violent behavior is likely to break out afterwards.²

The present investigation was an attempt to identify the spectator's interpretation of acceptable behavior at basketball games at different educational levels. It was recognized that the information obtained from this study

¹Ibid.

²A. Craig Fisher, Psychology of Sport (Palo Alto, California: Mayfield Publishing Company, 1976), pp. 304-305.

of spectator attitudes would be only one step in the search for a comprehensive profile of the sports spectator. But if this information contributes to further studies which would eventually lead to the change in the behavior of spectators and a return to the principles of good sportsmanship, this study would make a contribution to the profession of Physical Education and Athletics.

Statement of the Problem

The problem addressed in this investigation was to determine if spectators had different expectations for behavior of players, coaches, and spectators at basketball games at different educational levels. The subjects were spectators attending basketball games at each of the competitive levels in the Lubbock Public School System and Texas Tech University, including both male and female competitors. The game schedule was designed to obtain representation from all the geographic areas of the city through representative games at each of the educational levels.

The schedule of games:

February 12, 1980, High School, 6:00
and 7:30 p.m. Girls then Boys
Dunbar vs. Dumas at Dunbar, 2010 East 26th
Lubbock vs. Hereford at Lubbock, 2004 19th
Monterey vs. Coronado at Monterey, 3211 47th

February 15, 1980, College, 7:30 p.m. Women
Texas Tech Women vs. Amarillo College,
Texas Tech, Lubbock

February 16, 1980, College, 8:00 p.m. Men
Texas Tech Men vs. SMU, Texas Tech, Lubbock

February 16, 1980, Lubbock City Championship
for the Junior High Schools. The winners
of each of the 8th and 9th grade divisions
play for the championship.

3:15	8th Grade Girls	Hutchinson vs. Atkins
4:45	8th Grade Boys	Matthews vs. Atkins
6:45	9th Grade Girls	Matthews vs. Atkins
8:00	9th Grade Boys	Evans vs. Hutchinson

Definitions and/or Explanations of Terms

For the purpose of clarification, the following definitions and/or explanations of terms were established for use in this study.

Latitude of Acceptable Behavior: The range or the extent to which seventy percent of the spectators interviewed would deem as permissible actions on the part of officials, players, spectators, or coaches.

Spectator: "One who watches but does not take part in the sport."¹

Sportsmanship Behavior: The questionnaire used in the study was constructed upon the criterion of legality according to the rules of basketball. Most of the questions concerned actions which would be considered illegal or unsportsmanlike under certain circumstances. The measure of sportsmanship behavior was indicated by the proximity

¹Parke Cummings, The Dictionary of Sports (New York: A. S. Barnes and Company, 1949), p. 416.

to the one end of the scale. The farther a response was from that position would indicate a more lenient interpretation of acceptable sportsmanship behavior.¹

Limitations of the Study

This study was subject to the following limitations:

(1) the number of spectators attending the Lubbock City Tournament; (2) the number of spectators attending the high school games used in the study; (3) the number of spectators attending the Texas Tech-Amarillo women's basketball game; (4) the number of spectators attending the Texas Tech-SMU men's basketball game; (5) the consent of the spectators interviewed; (6) the honesty of the spectators' responses; (7) the objectivity, reliability, and validity of the interview technique; (8) the scope of the information included in the structured interview; (9) the personality of the interviewer; and (10) the accuracy of the interviewer in recording and coding the subjects' responses.

Purposes of the Study

The general purpose of the study was to determine if spectators have a different interpretation of acceptable

¹Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (New York: McGraw-Hill Book Company, 1966), p. 307.

sportsmanship behavior at the different educational levels of competition in basketball games. The two sub-hypotheses which were broken down into specific hypotheses were

(a) the range or the latitude of acceptable behavior will be more narrow at the lower educational levels of competition and become wider or more lenient as the level of competition increases; (b) the range or the latitude of acceptable behavior will be more narrow for the female teams than for the male teams at each of the educational levels of competition.

The participants were spectators at basketball games at all levels of competition within the Lubbock Public School System and Texas Tech University. The spectators used to represent the junior high school level of education were spectators at the Lubbock City Tournament for the junior high school city championship. Two teams at eighth grade girls level; two teams at the eighth grade boys level; two teams at the ninth grade girls level, and two teams at the ninth grade boys level competed for the championship.

The responses to the interview were examined to determine if there were significant differences in the expressed opinions of the three educational levels. The variables of educational level, team sex, sex of the respondent, age of the respondent, relationship to the team

(parent, school administrator--including teachers or fan), affiliation (either home or visiting team), and frequency of attendance were independently compared with each question on the questionnaire to determine if a significant relationship existed.

The following null hypotheses were tested at the .01 level of significance. Probability values between .01 and .05 were also reported for the reader's interest.

Hypotheses

- A. There is no significant difference between the spectators at an eighth grade team game and spectators at a ninth grade team game in their attitudes towards acceptable behavior of officials, players, spectators, and coaches.
- B. There is no significant difference between the spectators at a ninth grade team game and spectators at a high school game in their attitudes towards acceptable behavior of officials, players, spectators, and coaches.
- C. There is no significant difference between the spectators at all junior high school team games and spectators at a high school team game in their attitudes towards acceptable behavior of officials, players, spectators, and coaches.
- D. There is no significant difference between the spectators at a high school team game and spectators at a

college team game in their attitudes towards acceptable behavior of officials, players, spectators, and coaches.

- E. There is no significant difference between the spectators at an eighth grade boys' team game and spectators at an eighth grade girls' team game in their attitudes towards acceptable behavior of officials, players, spectators, and coaches.
- F. There is no significant difference between the spectators at a ninth grade boys' team game and spectators at a ninth grade girls' team game in their attitudes towards acceptable behavior of officials, players, spectators, and coaches.
- G. There is no significant difference between the spectators at a high school boys' team game and spectators at a high school girls' team game in their attitudes towards acceptable behavior of officials, players, spectators, and coaches.
- H. Sex of the respondent is not a significant variable among spectators who attend eighth grade girls' basketball games towards attitudes of acceptable behavior of officials, players, spectators, and coaches.
- I. Sex of the respondent is not a significant variable among spectators who attend eighth grade boys'

basketball games towards attitudes of acceptable behavior of officials, players, spectators, and coaches.

- J. Sex of the respondent is not a significant variable among spectators who attend ninth grade girls' basketball games towards attitudes of acceptable behavior of officials, players, spectators, and coaches.
- K. Sex of the respondent is not a significant variable among spectators who attend ninth grade boys' basketball games towards attitudes of acceptable behavior of officials, players, spectators, and coaches.
- L. Sex of the respondent is not a significant variable among spectators who attend high school girls' basketball games toward attitudes of acceptable behavior of officials, players, spectators, and coaches.
- M. Sex of the respondent is not a significant variable among spectators who attend high school boys' basketball games toward attitudes of acceptable behavior of officials, players, spectators, and coaches.
- N. Sex of the respondent is not a significant variable among spectators who attend college women's basketball games toward attitudes of acceptable behavior of officials, players, spectators, and coaches.
- O. Sex of the respondent is not a significant variable among spectators who attend college men's basketball

games toward attitudes of acceptable behavior of officials, players, spectators, and coaches.

- P. The age group of twenty-four and under is not a significant variable among spectators who attend basketball games in Lubbock, Texas in attitudes toward acceptable behavior of officials, players, spectators, and coaches.
- Q. The age group of twenty-five to thirty-four is not a significant variable among spectators who attend basketball games in Lubbock, Texas in attitudes toward acceptable behavior of officials, players, spectators, and coaches.
- R. The age group of thirty-five to forty-four is not a significant variable among spectators who attend basketball games in Lubbock, Texas in attitudes toward acceptable behavior of officials, players, spectators, and coaches.
- S. The age group of forty-five to sixty-four is not a significant variable among spectators who attend basketball games in Lubbock, Texas in attitudes toward acceptable behavior of officials, players, spectators, and coaches.
- T. The age group of sixty-five and older is not a significant variable among spectators who attend basketball games in Lubbock, Texas in attitudes toward

acceptable behavior of officials, players, spectators, and coaches.

- U. There is no significant difference between the latitude of acceptable behavior (the range which contains seventy percent of the responses) for junior high school game spectators (eighth and ninth grade boys and girls) and high school girls' and boys' games spectators.
- V. There is no significant difference between the latitude of acceptable behavior (the range which contains seventy percent of the responses) for high school boys' and girls' game spectators and college men and women's games spectators.

Summary

In Chapter I, an overview of literature related to the spectator and sportsmanship was presented. This overview revealed a nebulous definition of sportsmanship existed but which seemed to encompass such meanings as standards, ethical behavior, values, citizenship, honesty, morality, integrity, modesty in winning, fair play, and obedience to the rules.

These terms, particularly fair play, honesty, and obedience to the rules were used as the basic foundation for the criteria used in the development of the instrument.

The statement of the problem, definitions, and/or explanation of terms, limitations of the study, purposes of the study, and hypotheses were also presented.

In the following chapter, the review of literature is presented.

CHAPTER II

REVIEW OF LITERATURE

A thorough search was made to find a clear, succinct definition of sportsmanship. The professional publications reviewed made reference to sportsmanship, values, ethics, and citizenship but eluded a precise definition. The literature reviewed seemed to lend itself to four general classifications: (1) historical attempts to define sportsmanship, (2) the role of sportsmanship in sports, (3) athletics and moral behavior, and (4) measure of sportsmanship.

Historical Attempts to Define Sportsmanship

Sportsmanship seems to be an all encompassing symbol used to include such terms as morality, honesty, integrity, modesty in winning, fair play, obedience to the rules, and values. A code of ethics or a series of statements was sometimes used as an attempt to establish guidelines for acceptable behavior and/or to define sportsmanship.

Joyce H. Weiblen examined the relationship between game rules and moral rules. One hypothesis was "moral rules

and game rules are philosophically congruent within their respective provinces." The three subhypotheses were:

- 1) A concept exists which is basic to both moral rules and game rules.
- 2) Moral rules are to morality what game rules are to games.
- 3) Morality and the spirit of the game are comparable phenomenon.¹

Comparison of the theoretical structure of moral rules and game rules led to the support and acceptance of the subhypothesis that a concept exists which is basic to both moral and game rules.

However, a comparison of the identifiable characteristics of moral rules and game rules led to the rejection of the subhypothesis that moral rules are to the morality that game rules are to games.

Evidence suggested a relationship between morality and the spirit of the game. Analysis of this relationship led to the support and acceptance of the subhypothesis that morality and the spirit of the game are comparable phenomena. As a result of the philosophical analysis, the major hypothesis that moral rules and game rules are philosophically congruent within their respective provinces is rejected as untenable.²

One of the differences between game rules and moral rules is the fact that an official organization is

¹Joyce H. Weiblen, "Game Rules and Morality" (Ph.D. Dissertation, University of North Carolina, 1972), p. 56.

²Ibid., p. 66.

designated to enforce the compliance to game rules. Moral rules are not specifically defined while game rules are very well defined with the consequences listed. Moral rules are recommended while game rules are legislated. "The violation of moral rules requires justification."¹

Joyce Weiblen said,

Evidence suggested a relationship between morality and the spirit of the game. . . . The spirit of the game is the vehicle through which games can be used to teach morality. . . . The spirit of the game encompasses the concepts of right and wrong, fair and unfair, just as morality does.²

The Role of Sportsmanship in Sports

In an article in Lockhart's book, Wilbur Bowen stated in his article "The Evolution of Athletics,"

As long as we expect the athletics to support themselves, we must expect the managers to plan to draw a crowd; since this depends on winning, winning will be considered the thing of supreme importance; as long as athletics are carried on between teams and before crowds who look at it from this standpoint, the temptations to dishonesty, brutality, and excess will be too great for many to withstand.³

¹Ibid., p. 66.

²Ibid., pp. 68-71.

³Wilbur P. Brown, "The Evolution of Athletic Evils," in Chronicle of American Physical Education: Selected Readings ed. Aileen S. Lockhart and Betty Spears (Dubuque, Iowa: Wm. C. Brown Company Publishers, 1972), p. 247.

Good sportsmanship has for years been included in standard's of competition by the Division for Girls and Women's Sports which (now the National Association for Girls and Women in Sports) is an affiliate of the national organization, American Alliance of Health, Physical Education and Recreation and Dance, but it was not defined.

The participant should appreciate the importance of good sportsmanship, courtesy, fair play and emotional control, and be able to incorporate them into her own conduct.¹

Past leaders in the field of Physical Education and Athletics encouraged good sportsmanship in all the sports and physical education programs. Jesse Feiring Williams said, "Competition in physical education activities should always reflect the highest standards of sportsmanship."²

In a dissertation directed by Howard Slusher, Betty Jean Hileman investigated "Emerging Patterns of Thought in Physical Education in the United States. 1956-1966," this concern was expressed:

Many responsible people are of the opinion that unless the quality of sportsmanship displayed

¹Standards for Sports for Girls and Women: Guiding Principles in the Organization and Administration of Sports Programs (n.p.: A Project of the Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation, A Department of the National Education Association, 1958), p. 44.

²Jesse Feiring Williams, The Principles of Physical Education, 7th ed. (Philadelphia: W. B. Saunders Company, 1959), p. 43.

at school and college games is improved, the contribution sport makes to the social development of your people will be sharply reduced.¹

Sportsmanship was defined by Robert Horrocks as "respect for another individual as a contributor of the team effort." This definition appeared in an article in the Journal of Health, Physical Education, and Recreation which described how Horrocks developed a unique system for teaching sportsmanship. Hypothetical situations or stories with a moral dilemma were discussed in the fifth and sixth grade physical education classes. Then questions with multiple choice answers were asked to determine the level of moral reasoning of the students and encourage moral development. Teams would play an intersquad game during which they were scored on sportsmanship. There were ten general areas in which they could score zero to ten points. Teams in his physical education classes could not challenge another team until their team's sportsmanship score reached an acceptable level which was defined as eighty or above. This was Horrocks' method of reinforcing principles of good sportsmanship in his classes.²

¹Betty Jean Hileman, "Emerging Patterns of Thought in Physical Education in the United States. 1956-1966" (Ph.D. Dissertation, University of Southern California, 1975), p. 116.

²Robert Horrocks, "Sportsmanship," Journal of Health, Physical Education and Recreation 48 (1977), pp. 20-21.

Athletics and Moral Behavior

Sally Hattig investigated the attitudes of physical educators and coaches toward questionable practices in athletics.

Although all of the groups reacted to questionable practices in athletics by showing disapproval, the strongest disapproval was recorded by current coaches in relation to questionable practices in individual sports. Team sport situations followed with general sports situations receiving the least strong reaction of disapproval.¹

As a means of possible explanation to the fact that coaches of team sports were not so strongly condemned when similar actions occurred in their game situations, Ms. Hattig said, "Why did this difference exist? In team sports one must differentiate between poor sportsmanship and good strategy."²

In an article by Brad Chissom, an interesting concept was introduced. "It may well be that parents consider what goes on in some competitive sports programs for children as a sufficient level of moral behavior on the part of all concerned."³

¹Sally Hattig, "The Attitudes of Four-Year College Faculty Women Toward Certain Questionable Practices in Women's Athletics" (M.S. Thesis: Western Illinois, 1975), p. 26.

²Ibid.

³Brad Chissom, "Moral Behavior of Children Participating in Competitive Sports," in Children in Sport: A Contemporary Anthology ed. Richard A. McGill, Michael J. Ask and Frank L. Smoll (Champaign, Illinois: Human Kinetics Publishers, 1978), p. 197.

The article discussed the fact that there is

. . . a recent emphasis, or maybe re-emphasis is a better term, on moral education has come about as a result of many changes in the structure of our society. . . , at the present time there is almost no facet of life that is not experiencing some change in value systems, and moral behavior. Competitive sports for children is one of those areas in our lives that is being affected by these changes in value systems. Children's sports have become a more integral part of society than ever before, due in part to the proliferation of information on athletic contests via television.¹

The author discussed the theoretical models of moral development by Piaget and Kohlberg and concluded this should give credence to the proposal that the best time to influence moral behavior is between the ages of eight and twelve years.

If we accept the cognitively-based models proposed by Piaget and Kohlberg as a basis for planned intervention by adults to influence moral behavior, . . . It seems that the age group from 8 to 12 offers the greatest potential for influencing from a theoretical point of view, and that competitive sports can provide the vehicle for that influence.²

Whether the educational system should have the primary responsibility for moral development has often been debated. The educational system has taken the moral development of its students as one of its responsibilities.

However, most (sports) programs are not under control of a school, and a major shift in emphasis might be needed in the approach to competitive

¹Ibid., p. 193.

²Ibid., p. 195.

sports as fostered by a variety of agencies and organizations. Such an emphasis might be in the nature of an educational program on influencing moral behavior for coaches, directors, and other individuals concerned with sport activities. Furthermore, because parents are the ultimate controlling force behind most of the sports programs, it would take a similar educational program in moral development and moral behavior to make inroads into changing the attitudes of parents, the last, and most important consideration, is whether or not parents wish to promote a change in behavior in regard to competitive sports.¹

There seems to be a very recent surge of interest in morality and sport, spectator violence and other variables affecting societal behavior as it relates to sport. Very little empirical research has been done in these specific areas. There has been much speculation as to some of the factors contributing to the violent or unacceptable behavior of crowds or spectators.

Eitzen and Sage gave three possible reasons why our society seems to be in this crisis state as it tries to interpret behavior.

. . . First, diversity in the United States precludes any universal holding of values.
 . . . Second, the system of American values is not always consistent with behavior. For example, Americans have always valued "hard work" as a means to success. Yet rich persons who may have inherited their wealth are highly esteemed in American society.
 . . . Third, the values themselves are not always consistent. How does one reconcile the coexistence

¹Ibid., p. 196.

of individualism with conformity? or competition and cooperation?¹

It has been repeated by many sociologists that "sports mirror a society's basic structure and values."² The emphasis on success and winning is not characteristic of all societies nor do other cultures place the same degree of importance on these values as the American people.

Eitzen and Sage gave an analysis of values of competition and success in sport. Some of the points mentioned were, ". . . in sports we demand winners. . .," ". . . violence is a derivative of competition," ". . . watching aggressive sports leads to aggression."³

Two empirical studies were reviewed by Eitzen and Sage. One by Jeffrey H. Goldstein and Robert L. Arms, "Effects of Observing Athletic Contests on Hostility" refuted an often quoted explanation of America's preoccupation with violent sports that it "acts as a catharsis, ridding us of pent up aggression that stems from living in a competitive society."⁴ Instead it was concluded that watching aggressive sports leads to aggression.

¹Stanley D. Eitzen and George H. Sage, Sociology of American Sport (Dubuque, Iowa: W. C. Brown Company Publishers, 1978), p. 59.

²Ibid., p. 65.

³Ibid., pp. 67-69.

⁴Jeffrey H. Goldstein and Robert L. Arms, "Effects of Observing Athletic Contests on Hostility," Sociometry 34 (March, 1971), pp. 83-90, as stated by Stanley D. Eitzen and George H. Sage, Sociology of American Sport (Dubuque, Iowa: W. C. Brown Company Publishers, 1978), p. 70.

Sipes, in Eitzen and Sage, wrote that:

The theory that observing violent or aggressive actions has a cathartic effect on spectators is contradicted by another study--an examination of the links between warlike sports and the presence of war in societies.¹

One of the justifications given for sports programs by Eitzen and Sage is that schools encompass for the most part a collection of individual goals but the sports programs give a unifying goal for the school.

Lewis Mumford in an article "Sport and the 'Bitch-goddess'" defined sports this way: "One may define these sports as those forms of organized play in which the spectator is more important than the player, . . ."²

Judy Lawrence in a study "An Exploratory Analysis of the Normative Structure of the Sport Spectator" concluded that:

The sport spectator will follow a normative frame of reference reflecting a vicarious achievement orientation until the affectivity of the sporting situation causes a redefinition of the situation which may result in deviant behavior.³

¹Richard Sipes, "War, Sports and Aggression: An Empirical Test of Two Rival Theories," American Anthropologist 75 (February, 1973), pp. 64-86, as stated by Eitzen and Sage, Sociology of American Sport, p. 70.

²Lewis Mumford, "Sport and the 'Bitch-goddess'," in The Sporting Spirit: Athletics in Literature and Life ed. Robert J. Higgs and Neil D. Isacss (New York: Harcourt Brace Javanovich, Inc., 1977), pp. 159-160.

³Judy Lawrence, "An Exploratory Analysis of the Normative Structure of the Sport Spectator" (M.S. Thesis: West Virginia University, 1973), p. 5.

Based on research by the Birmingham Research Group, Lawrence concluded that "behavior patterns of sport crowds are directly related to things happening on the field of play."¹ The Lawrence study proposed seven categories to define normative structure or expectations of the spectator. The category which seemed to undergo the greatest change if and when the situation brought about "affectivity" or emotional involvement which may be conducive to deviant behavior was the category--1) Discipline. The proposed normative structure was as follows:

Below is a descriptive analysis proposed by the author of normative expectations of the spectator based on goals or values of sport reflecting American Society.

- 1) Discipline
 - a. must present self in a situational harness
 - b. must maintain a conventional closure
 - c. must sustain a main involvement but not give self wholly to main focus
- 2) Competition
 - a. must enjoy winning
 - b. must accept defeat as part of winning, if struggle was fair
 - c. must insist on the equality of the match
- 3) Physical fitness
 - a. must take pride in appearance
 1. an avid fan may appear in extremes such as outfits portraying the team colors, symbols, and banners
 - b. must dress in clothes that are appropriate for the role in the situation
- 4) Mental fitness
 - a. lacking respect for the situation will result in social exclusion

¹Birmingham Research Group, Soccer Hooliganism as quoted in Judy Lawrence, "An Exploratory Analysis of the Normative Structure of the Sport Spectator," p. 21.

- b. expected to have some knowledge of the game and show it in remarks made
- 5) Character development
 - a. criticism is allowed but loyalty demanded
 - b. must show consideration for the injured and situations involving concentration
- 6) Religiousity
 - a. must be understood that the game involves some element of chance
 - b. must partake in ritualism
- 7) Nationalism
 - a. must open every game with the singing of the National Anthem
 - b. dignitaries and political leaders are placed in front, in view of the spectators.¹

Judy Lawrence mentioned that Zimbardo concluded that anonymity was a key element in the increased aggression in sport spectators. This anonymity was facilitated by the shoulder to shoulder interaction (as opposed to face to face interaction) of the spectators at sport events. It was proposed that the intense involvement of the spectators permitted the transition from the effective normative restraints to actions which may lead to deviant behavior.²

Monica Blumenthal and others stated in their book Justifying Violence,

. . . values are related to attitudes toward violence and probably influence such attitudes. Belief in values measured tended to augment

¹Judy Lawrence, pp. 15-16.

²Paul Zimbardo, Influencing Attitudes and Changing Behavior as quoted in Judy Lawrence, "An Exploratory Analysis of the Normative Structure of the Sport Spectator," p. 30.

rather than diminish the justification of violence, and to provide moral support for violence, especially violence for social control.¹

The rules of the game are the framework of the game. If one is to participate in a game he must accept the rules and abide by them. Paul Weiss said,

A sport is a set of rules instantiated in games . . . and . . . they must be adhered to if one is to participate in the sport.²

Rules were regarded as "mutual agreements" by Luther Halsey Gulick in his Clean Sport Roll of the YMCA Athletic League in 1895 as quoted by Peter McIntosh in his Fair Play: Ethics in Sport and Education.³ This book presents a detailed account of the history and foundation of ethics in sport, going back to the Greek Games.

Measurement of Sportsmanship

Sportsmanship would have to be considered a corner stone of physical education and athletics, yet this researcher found only eight studies devoted specifically to sportsmanship. Robert McAfee was one of the first to try to determine the attitudes of sportsmanship. He tested

¹Monica Blumenthal et al., Justifying Violence: Attitudes of American Men (Ann Arbor, Michigan: ISR Institute for Social Research, The University of Michigan, 1972), p. 133.

²Paul Weiss, p. 142.

³Peter McIntosh, Fair Play: Ethics in Sport and Education (London: Heinemann, 1979), p. 76.

sixth, seventh, and eighth grade boys with twenty described situations and found that their attitudes of sportsmanship became less positive as they grew older.¹

A problem-solving test of sportsmanship was developed by Mary Jane Haskins. The steps described in the Research Quarterly included selection of items for the test from physical education situations, development of criterion instruments, refinement and validation of two written test forms to record sportsmanship responses.²

George Bovyer studied fourth, fifth, and sixth graders concepts of sportsmanship. He concluded that sportsmanship should be defined as a social or moral concept.³

Factors related to concepts of sportsmanship were investigated by Dorothy Deatherage. Action-Choice tests for competitive situations were given to one hundred men physical education majors, ninety-eight women physical education majors, fifty-one men elementary majors, one hundred women elementary majors, one hundred seventeen men teachers

¹Robert McAfee, "Sportsmanship Attitudes of Sixth, Seventh and Eighth Grade Boys," Research Quarterly 26 (1955), p. 120.

²Mary Jane Haskins, "Problem Solving Test of Sportsmanship," Research Quarterly 31 (1960), pp. 601-606.

³George Bovyer, "Children's Concepts of Sportsmanship in the Fourth, Fifth and Sixth Grades," Research Quarterly 34 (1963), pp. 282-287.

and seventy-six women teachers. The study examined personality traits as measured by Guilford-Zimmerman Temperament Survey and dominant interests or motives in personality as measured by the Allport-Vernon-Lindsey instrument. The Action-Choice Tests were used to determine the level of sportsmanship of the subjects.¹

No one definition of sportsmanship is universally accepted. The concept of sportsmanship appears to be different for each individual. Nonetheless, in American culture, sportsmanship is placed high in the hierarchy of values.²

Athletes participating in six varsity sports were given a twenty-two item scale to determine to what degree the various sports subscribe to the "win-at-all-costs" philosophy of athletics. William Lakie found no differences in the expressed attitudes among athletes categorized by sports or among athletes categorized by the type of school attended.³ Two hundred and twenty eight athletes participated in this study in which the results suggested

¹Dorothy Deatherage, "Factors Related to Concepts of Sportsmanship" (M.S. Thesis: University of Southern California, 1964), p. 37.

²Ibid., p. 15.

³William L. Lakie, "Expressed Attitudes of Various Groups of Athletes Toward Athletic Competition," Research Quarterly 35 (1964), pp. 497-503.

that outcomes in sportsmanship-like behavior may vary under different leadership and environment.¹

Alternate forms of a sportsmanship attitude scale were developed by Mario Lee Johnson. Two forms were developed from the original 152 items. The forty-two items selected for a final scale were divided between two forms. A correlation coefficient of .86 was found between Form A and Form B for the single test administration. The coefficient of reproducibility for Form A was found to be .81 and .86 for Form B. Empirical validity coefficients ranging from -.01 to .43 were found between test scores and behavior ratings.²

Myrlene Kennedy's dissertation was the only research found which tried to identify attitudes of spectators. This research provided much needed foundation material for further research on spectator attitudes as a basis for behavior.³

Kennedy found in her dissertation study that sixty-two percent of the spectators had at various times participated in competitive sport. She concluded that spectators

¹Ibid.

²Marion Lee Johnson, "Construction of Sportsmanship Attitude Scales," Research Quarterly 40 (1969), pp. 312-316.

³Myrlene Kennedy, p. 167.

attending professional athletic events view the participant as an entertainer and believe he/she should take time to sign autographs. Spectators are influenced by participants' reactions to events on the playing field or court. The spectators agreed that the behavior of the coach is an influential factor on the behavior of the "other person" not themselves.¹

Walter Kroll developed a psychological scale for a code of ethics for players and coaches. The scaling of the AIAW Code of Ethics for players indicated sex differences in attitudes toward play.

Such sex differences in attitudes expressed toward ethical codes for sportsmanship may well be linked to traditional sex stereotypes which foster an achievement and success motive for males and an expressive and more social motive for females. An adequate understanding of the psychological dimensions of sportsmanship would thus seem to require consideration of additional psychosocial factors other than those traditionally associated with sportsmanship.²

The emphasis which our society places on success and winning has been blamed for examples of poor sportsmanship or unethical behavior. Fred Apgar conducted a study to determine this "win at all costs" dimension of interscholastic athletics.

¹Ibid., p. 66.

²Walter Kroll, "Psychological Scaling of AIAW Code of Ethics for Players," Research Quarterly 47 (1977), p. 132.

Recent increases in the incidence rate of anti-social behavior on the part of coaches, athletes, and spectators suggest that contemporary Americans, in pursuit of athletics, place too much emphasis on winning. Although many athletic contests are conducted in the spirit of good sportsmanship and completed without incident, deviant behavior is beginning to occur with alarming regularity.

Athletics have had an overwhelming influence on American culture and society and enjoy unique status in the American value system. Interscholastic athletics have traditionally been accepted as educational experiences where positive social behavior is both taught and reinforced.¹

. . . First, the participating male high school students did not overemphasize winning to the detriment or exclusion of other dimensions of interscholastic athletics. If preoccupation with winning does exist in interscholastic athletics, it may be present in the perceptions and attitudes of others involved in these programs, such as teachers, coaches, administrators, parents, adult spectators, or mass media. . . .²

¹Fred Apgar, "A Study of the Emphasis Placed on Winning as a Dimension of Interscholastic Athletics by Male High School Students," Research Quarterly 49 (1977), p. 253.

²Ibid., p. 258.

CHAPTER III

PROCEDURES USED IN THE DEVELOPMENT OF THE STUDY

Introduction

The general purpose of the study was to determine if spectators have a different interpretation of acceptable sportsmanship behavior at the different educational levels of competition in basketball games in Lubbock, Texas. The procedures followed in the development of the study are discussed under the following main headings: Selection of Subjects, Development of the Instrument, and Administration of the Instrument.

Selection of Subjects

Subjects selected for use in this study were spectators attending basketball games at the various educational levels in Lubbock. The junior high school level was represented by spectators of the eighth and ninth grade games played in the Lubbock City Tournament. The games representing the high school teams were games played the week of February 11-16. Four of the five high school teams were represented. The university level was represented by a game between the Southern Methodist University and Texas

Tech men's teams and the game between Amarillo College and Texas Tech women's teams. A schedule is included in Chapter I.

Population Facts Concerning Participants

Lubbock

Lubbock is a city ranked eighth in population of the twenty-five metropolitan areas of Texas according to the Bureau of Census 1970 as quoted in Lubbock for All Reasons.¹ The city of 183,800 citizens is located on the high plains at an altitude of 3,242 feet above sea level and considered to be a semi-arid agricultural area. The Lubbock Chamber of Commerce boasts an annual average of 274 days of sunshine per year.²

Lubbock is an average city in the type of citizens who live there and send their children to the public schools. Economically the families are slightly above the norm due to the heavy agricultural influence. It is a politically conservative community. Most of the religious denominations are represented and seem to have a considerable impact on the attitudes and opinions of the population. The community

¹Lubbock for All Reasons (Lubbock, Texas: publication of the Lubbock Chamber of Commerce, n.d.).

²Quality of Life (Lubbock, Texas: publication of the Lubbock Chamber of Commerce, n.d.).

has all the public educational levels represented including a state university.

The Lubbock public schools are a part of the University Interscholastic League of Texas. The high schools are classified as AAA and AAAA schools and compete with teams in and out of Lubbock. The schools in the area produce some of the top teams in the state and will represent top level competition. The basketball teams involved in the study were competing for their District championships; therefore, the competition level was high.

Each competitive level in basketball in the Lubbock Public School System was included in interviews with the spectators. The eighth and ninth grade girls' and boys' teams represent the junior high school level; high school girls' and boys' teams constitute the high school levels; and Texas Tech University represents the college level, for both men and women.

Subjects

The spectators interviewed for the junior high school games attended the City Championship Tournament. These games matched the top two teams from each division, the eighth grade girls, the eighth grade boys, the ninth grade girls, and the ninth grade boys and the games were played in the Lubbock High School gymnasium. The teams

which represented the various divisions were the top competitive teams in the city for the 1979-1980 basketball season and had a good following of spectators.

The teams which qualified for the City Championship Tournament were eighth grade girls--Hutchinson vs. Atkins; eighth grade boys--Matthews vs. Atkins; ninth grade girls--Matthews vs. Atkins; ninth grade boys--Evans vs. Hutchinson. Hutchinson Junior High School is centrally located while Atkins High School is located in the south central part of Lubbock. Matthews Junior High School is located in the north central section of Lubbock. Evans is in the southwest section of Lubbock.

The fact that the east side of Lubbock does not have a team from a school in that area represented in the tournament might be considered a limitation. However, Lubbock has an elaborate busing program and some incentive programs to attract more students to the east side schools which have been considered the minority high school areas. The "magnet" school programs and the busing schedules seem to have attained racial balance in the schools.

All but one of the high schools was included in the study. Tuesday, February 12, 1980, all of the high schools, with the exception of Estacado, had a girls' game at 6:00 and a boys' game at 7:30.

Development of the Instrument

The instrument was designed to gather baseline data in two basic areas. The first objective was to identify and classify the population as clearly and succinctly as possible in order to determine where the differences were if any were found.

Information regarding the particular game such as educational level, sex of the team and competitive level was noted at the top of the questionnaire. The competitive level became superfluous as the interviews were administered within one week and consequently at the same point in the season. Also, all the games were district games.

Background information such as sex and age of respondent was placed on the questionnaire to provide a means of comparison between and within groups. Relationship of the respondent to the teams was thought to be a possible area to investigate for differences in attitude toward sportsmanship behavior and therefore a place for that information was noted on the top of the questionnaire. Questions concerning prior experience of the respondent with basketball were included to provide possible comparisons between the various levels of exposure or expertise.

The second basic area was designed to identify the latitude of behavior acceptable to the respondent as it

relates to sportsmanship and basketball. A few general questions were included to measure attitudes as they relate to the educational merits of interscholastic competition. The respondent was asked questions in four categories of game behavior. Five questions were asked on behavior of the officials, players and spectators. The category of questions concerning the coach had ten questions since this seemed to offer the greatest potential for controversial sportsmanship behavior.

The entire questionnaire was administered to various groups and classes of students at Texas Tech University in order to eliminate confusing and misleading questions. The questions were then revised accordingly. The investigator served as an interviewer for Miss Myrlene Kennedy as she gathered data for her dissertation on spectators of football and tennis. This experience coupled with the use of her research instrument as an example provided valuable guidance for the development of the instrument used in this study.

The questionnaire was a Likert type questionnaire using a seven point response scale. The seven point scale was selected over the five point scale in order to better measure the strength of the respondent's feeling toward a response. This "latitude of acceptance" as a range was used instead of a single point on a scale. The interviewers asked the spectator to give a number between one and seven

which best represented the strength of his/her feeling concerning the question.

The questions asked were those which had legal connotations. The strictest interpretation of the rules would make almost all these questions have illegal ramifications. Therefore, if the strictest interpretation were applied the responses would cluster near the number one end of the scale.

The spectators were asked to make value judgments about whether they would consider these actions unacceptable in most circumstances. Their frame of reference, their value set and the strength of their emotional involvement determined their response. The questions were asked in such a way as to keep the value scale consistent in numerical direction.

Interviewers

The interviewers for the college games were the Texas Tech High Riders, a spirit and service group for the women's athletic program. They are a very select group of women. The interviewers for the junior high school and high school games were students in the professional program in the Department of Health, Physical Education, and Recreation.

All interviewers were trained to objectively ask the questions and not to coach or influence the response. They

were given opportunity to practice and to ask questions. They were assigned to interview either men or women, also to a particular game and location within the gymnasium, time to report, and provide mode of transportation. They had a map of Lubbock, a diagram of the gymnasium and their assigned position, permission sheets for the spectators to sign, oral explanation of the questionnaires, and passes to get into the game.

Approvals for Study

Dr. Lawrence Graves, Interim President of Texas Tech University, gave his verbal consent for the study during the first week in January but with the stipulation that the University's legal office and the athletic directors be contacted for final approval. In January, 1980 verbal consents were obtained from Mr. Dick Tamburo, Athletic Director, Ms. Jeannine McHaney, Women's Athletic Director, and the legal office at Texas Tech University. The specific university games used in the study were agreed upon and formal consents were given in writing by Mr. John Conley, Assistant Athletic Director, and Ms. Jeannine McHaney, Women's Athletic Director. Samples of the letters can be found in the Appendix.

The approval for interviewing spectators attending games in the Lubbock Independent School District was given by Mr. Ed Irons, Superintendent of Schools, and a reduced copy of the letter appears in the Appendix. A Proposal

was presented to Mr. Ralph Madrid, Coordinator of Research for the Lubbock Independent School District, and Mr. Pete Regas, Athletic Director, Lubbock Independent School District, gave permission slips for the interviewers to present to the principals or teachers in charge of admission at the various games.

The Human Research Review Committee of the Texas Woman's University approved the application to use human subjects in the study and later a letter of verification that the signatures had been filed with this office was received from the Chairman, Dr. Marilyn Hinson. A reduced copy of the verification of receipt of the signature sheets can be found in the Appendix.

Administration of the Instrument

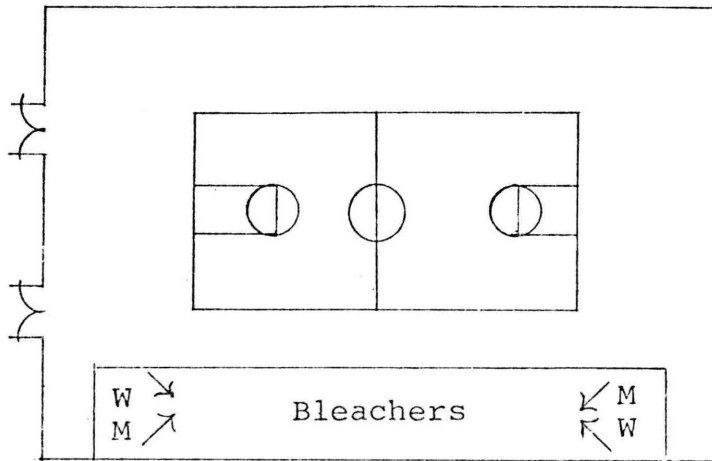
The junior high school games in the City Championship Tournament were held in the Lubbock High School gymnasium. The team of eight interviewers was stationed in the bleachers thirty to forty-five minutes before the first game. Two interviewers were assigned to each end of the bleachers, one at the top of one bleacher and the other on the bottom of the opposite end. One team of interviewers on each side of the gymnasium interviewed adult men and the other interviewed adult women.

The college women's games have a unique system of seating the spectators. The spectators who had tickets to

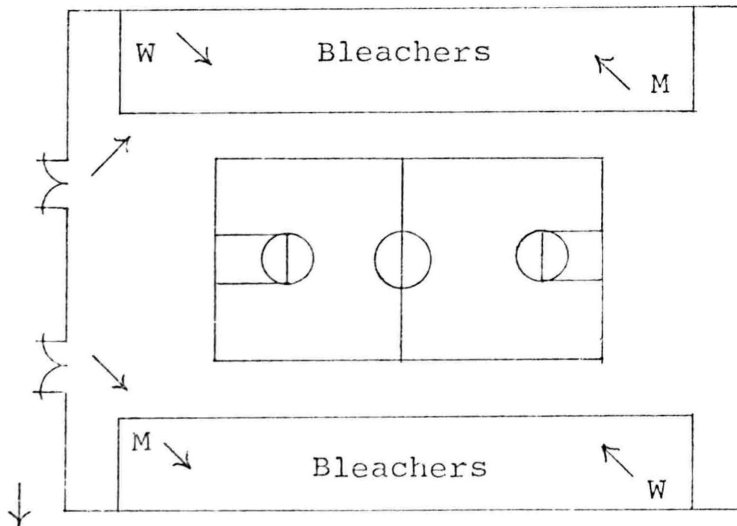
a men's game that was played after the women's game sat in their season ticket seat. If, however, the spectators were there for the women's game only they were asked to take a seat in the bleachers and chairs on the coliseum floor.

The interviewers (twenty) at the women's game were assigned as follows:

- #1 started at top right corner of bleacher A and interviewed men, moved down a row after each interview
- #2 started at the bottom of right corner of bleacher B and interviewed women, moved up a row after each interview
- #3 started at the top of the left corner of bleacher B and interviewed men, moved down a row after each interview
- #4 started at the bottom right corner and interviewed women in bleacher C and moved up a row after each interview
- #5 started at the top middle of bleacher C and interviewed men, moved down a row after each interview
- #6 started at the bottom left corner of bleacher C and interviewed women, moved up a row after each interview
- #7 started at the top right corner of bleacher D and interviewed women, moved down a row after each interview
- #8 started at the bottom left corner of bleacher D and interviewed men, moved up a row after each interview



Dunbar High School



Coronado High School
Lubbock High School
Monterey High School

TABLE 1
WOMEN'S GAMES

M_{16} W_{17}

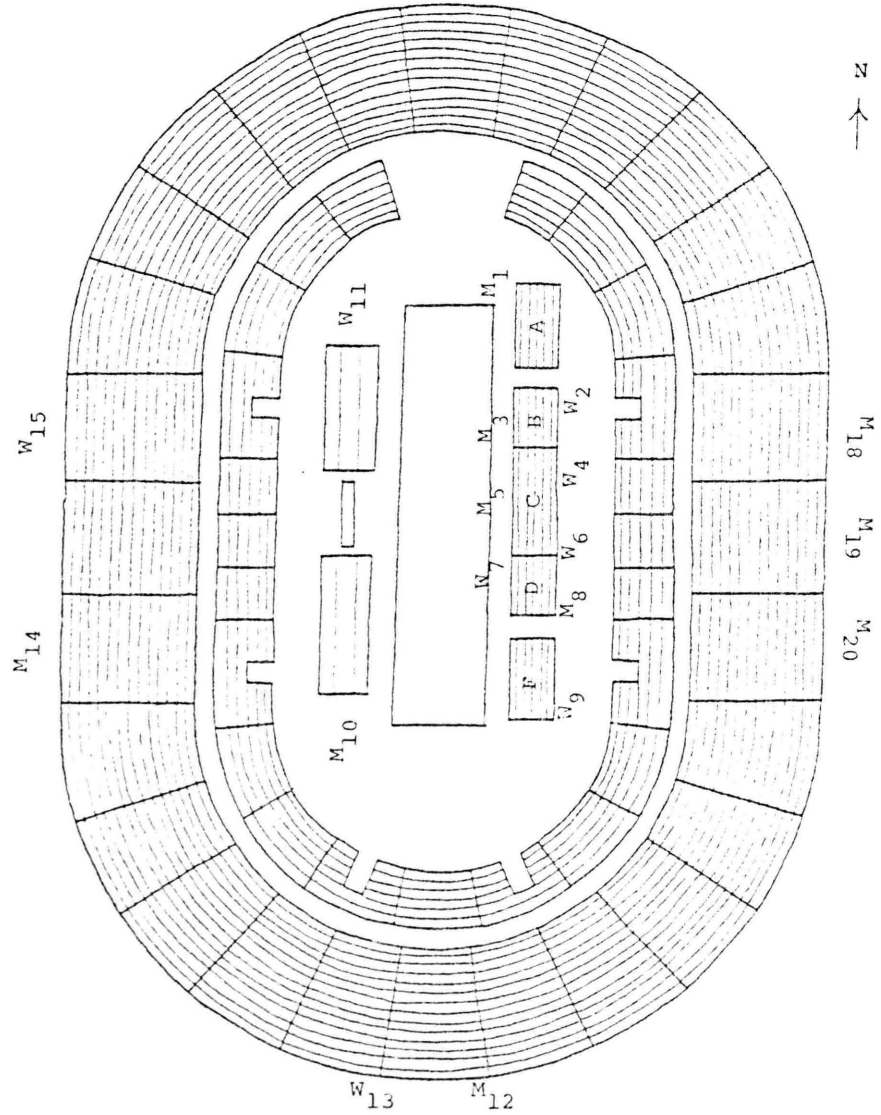
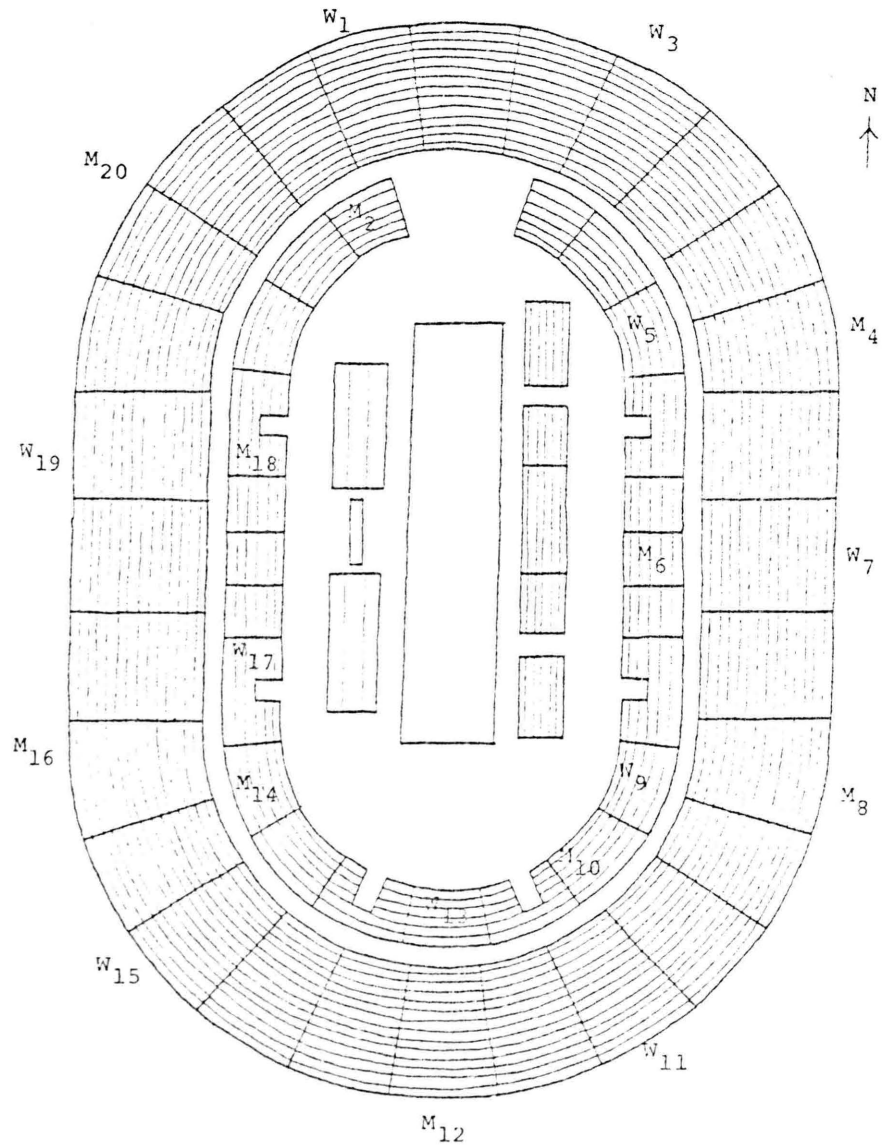


TABLE 2
MEN'S GAMES



#9 started at the bottom left corner of bleacher E and interviewed women, moved up a row after each interview

#10 interviewed all men in chair section and then began at top right of bleacher behind the team benches.

The interviewers number twelve and thirteen took the south quarter of the upper decks, one going up and the other going down, and moved to their right as they faced the bleachers. The interviewers number fourteen and fifteen took the west quarter of the upper deck and moved as described. Likewise, number sixteen and seventeen took the north quarter of the upper deck. And, number eighteen, nineteen, and twenty took the east quarter of the upper deck since the largest number of ticket holders was expected to be seated in this area. The upper levels were not used by large numbers of people at the women's games.

Each interviewer covered two and one-half color sections. One interviewer began by going up to the top tier of bleachers and the other interviewer started with the bottom tier of bleachers. There was one interviewer in each group assigned to interview men and one assigned to interview women. They alternated assignments of whether male or female interviewers went up or down. The interviewers took their places thirty minutes before the game and began the interviews as the spectators took their seats at the games.

CHAPTER IV

TREATMENT, ANALYSIS, AND INTERPRETATION OF DATA

Introduction

The purpose of this study was to survey spectators attending basketball games at the different educational levels of competition in Lubbock, Texas in regard to their interpretation of acceptable behavior for players, coaches, officials, and spectators. The subjects were spectators attending (1) the six high school games played February 12, 1980; (2) the Lubbock City Championship for the Junior High Schools; (3) the Texas Tech-Amarillo women's games; and (4) the Texas Tech-SMU men's game. The findings of this study were based on the data collected, from the spectators, by teams of interviewers at the various basketball games.

Population Facts Concerning Participant

To be considered as a subject for the investigation the spectator had to be a young person or adult attending one of the games mentioned above and agreeable to being interviewed. Table 3 describes the subjects by educational level of the teams, team sex, and sex of respondent. The total number of spectators interviewed was 275. The various groups were composed of 22 spectators attending the eighth

TABLE 3
NUMBER OF SPECTATORS INTERVIEWED AND INVOLVED IN THE STATISTICAL
CALCULATIONS FOR EACH EDUCATIONAL LEVEL, TEAM
SEX, AND SEX OF THE RESPONDENTS

Level	Sex of Team	Spectators Interviewed	Number used in Statistical Calculations*		Total*
			Female	Male	
Eighth Grade	Girls' Game	22	9	12	21
	Boys' Game	25	13	11	24
Ninth Grade	Girls' Game	25	11	12	23
	Boys' Game	21	10	8	18
High School	Girls' Game	31	16	9	25
	Boys' Game	24	12	9	21
College	Women's Game	54	26	20	46
	Men's Game	73	29	29	58
Total		275	126	110	236

*Thirty-nine cases had missing discriminating variables.

grade girls' games; 25 spectators attending the eighth grade boys' games; 25 spectators attending the ninth grade girls' games; 21 spectators attending the ninth grade boys' games; 31 attending the high school girls' games; 24 attending the high school boys' games; 54 attending the college women's games; and 73 attending the college men's games. The subjects were both male and female. A total of 126 female spectators and 110 male spectators were interviewed.

Treatment of the Data

The Statistical Package for Social Sciences was used to program statistical treatments for the data. The SPSS procedure provides a program for contingency table analysis through the use of the subprogram CROSSTABS which "computes and displays two-way to n-way crosstabulation tables for any discrete variables. . . ." ¹

A crosstabulation is a joint frequency distribution of cases according to two or more classificatory variables. The display of the distribution of cases by their position on two or more variables is the chief component of contingency table analysis and is indeed the most commonly used analysis method in the social sciences. These joint frequency distributions can be statistically analyzed by certain tests of significance, e.g., the chi-square statistic, to determine whether or not the variables are statistically

¹SPSS, Statistical Package for the Social Sciences, 2nd edition, Norman H. Nie, C. Hadlai Hull, Jean G. Jenkins, Karin Steinbrenner, Dale H. Bent and Computing Services. The University of Alberta, McGraw-Hill, New York, 1975, p. 218.

independent; and these distributions can be summarized by a number of measures of association, such as the contingency, phi, tau, gamma, etc., which describe the degree to which the values of one variable predict or vary with those of another.¹

The data were prepared for crosstab and chi-square statistical treatment. The data were compared in several two-way variable analyses according to grade level, sex of the respondent, and age of respondent.

The chi-square program computes the cell frequencies and then compares the expected frequency with the actual frequency. The greater the discrepancies between the two frequencies, the larger chi-square becomes. The number of rows and columns determine the degrees of freedom and is calculated to give the exact probability of the chi-square value being statistically independent. The chi-square value indicates whether a relationship between the given variables exists but the strength of the relationship has to be determined by an adjusted chi-square contingency coefficient.

The summary tables for the crosstabs indicated the corresponding percent value for the frequencies found in each cell. These percentages were utilized to calculate the "latitude of acceptance." The distance or the farthest number from one included in the seventy percent would represent the range or "latitude of acceptance."

¹Ibid., pp. 218-219.

The subprogram DISCRIMINAT was used to "identify the variables which contribute most to differentiation along the respective dimension (function)."¹ Minimum Mahalanobis was used as criterion for controlling the stepwise method of selection of the "best" set of discriminating variables. The results were incidental and therefore not reported in the findings.

"The process of construct validation typifies the deductive method of research. The procedure is initiated by developing a theory about a construct."² While obedience to rules is not the only element of good sportsmanship, it does seem to be a cornerstone to that premise. The premise as stated by Paul Weiss, "Only if one submits to the rules can one play the game"³ is the foundation upon which evaluations of the latitude of sportsmanship behavior was analyzed.

While spectators are not on the basketball court, usually, they do participate in the game. The questionnaire was constructed in such a way as to have a rules interpretation as a foundation. Most of the questions have rules as a basis. It is on these rules which the officials can

¹Ibid., p. 436.

²Margaret J. Safrit, Evaluation in Physical Education: Assessing Motor Behavior (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), p. 121.

³Paul Weiss, Sport: A Philosophic Inquiry (Carbondale, Illinois: Southern Illinois University Press, 1969), p. 140.

interpret violations and have obligation to enforce punishment for violations at such point as the official deems the infraction to be of such a nature that it causes an unfair situation in the game. Therefore, the spectator was asked how much leniency he or she thought was in the best interest of the game. Therefore, the latitude or range of flexibility the spectators felt appropriate was the subject of scrutiny. It has been hypothesized that the range becomes wider or more lenient as the level of competition increases.

Chi-square was computed on the scores of each question. Each test question was analyzed by discriminative analysis to identify where the differences might be, if one is found, for each educational level and for both sexes. The data were also analyzed for correlation among the variables of sex of the respondent and age group of the respondent.

The latitude of acceptance or the range in which seventy percent of the responses fell was calculated from the computer data which indicated the number and percent of responses in each numerical cell and on each set of variable comparisons made with the chi-square. The percentages were collected or added beginning with those respondents who indicated number one on the Likert type scale and continuing until the number was reached which encompassed seventy percent of the total responses.

The responses of each spectator were hand recorded on an individual questionnaire. The spectators' responses were coded and key punched on individual computer cards. The Statistical Package for Social Sciences (SPSS) was used to perform the statistical treatment of the data. The sub-program "Crosstabs" was coded and key punched for inclusion in the card deck. The chi-square statistical treatment was a part of this subprogram and computed the statistical significance of two-way or n-way comparison on the contingency table analysis. The displayed table gave the cell frequencies and the corresponding percent on each discrete variable. This "display of the distribution of cases by their position on two or more variables is the chief component of contingency table analysis."¹

The chi-square test of significance indicated whether the variables were statistically related. The data were compared in several two-way comparisons using the variables of grade levels (eighth, ninth, junior high, high school), sex of respondent (male, female), age of respondent (twenty-four years and under, twenty-five to thirty-four years, thirty-five to forty-four years, forty-five to sixty-four years, and sixty-five years and older).

¹SPSS, Statistical Package for the Social Sciences, p. 218.

The subprogram Discriminant was coded, key punched, run and the printout analyzed. This statistical treatment was used to try to determine the spacial relationship of the responses of the various questions on the questionnaire and the best set of questions. No single best set of questions evolved from the base line data obtained. The mean and standard deviations from this statistical program were used as additional information on many of the tables.

Organization of Data

The data were organized according to the stated hypotheses as the "Background" data and the "Identification with the Sport" was presumed to give added insight to the interpretation of the results.

All the information related to each hypothesis was included in a corresponding table. The "Competitive Level of Game" on the questionnaire proved to be immaterial as all the games were at the district level of competition. The "frequency" of attendance and the "affiliation" information had so many missing observations as to render the results meaningless. The reason for this was not clear. It could have been the poor presentation on the questionnaire; misinterpretation and poor presentation by the interviewer; or the inability and/or unwillingness of the respondent to answer. These data were not used in the interpretation of

the findings. Each analysis is preceded by the appropriate hypothesis then followed by the tables with a summary of the data.

Hypothesis A

There is no significant difference between the spectators at an eighth grade team game and spectators at a ninth grade team game in their attitudes towards acceptable behavior of officials, players, spectators, and coaches.

As may be noted on Table 4, parents made up 42.6 percent and 48.9 percent of the spectators at the eighth and ninth grade games, respectively. The school administration was represented by 16.3 percent of the combined group of spectators. Thirty-eight percent of the combined group indicated they were just fans.

The largest age group to be represented was the thirty-five to forty-four age group, 41.3 percent. Seventy-two (72.3) percent of the eighth grade spectators and 63.0 percent of the ninth grade spectators indicated they had at some time played basketball. There were twenty-five persons (26.9 percent of the total combined group) who had not played any other sport.

The spectators were almost evenly divided among those who had coached a sport and those who had not (45.7 percent and 54.3 percent, respectively). Only 34 percent

TABLE 4
DEMOGRAPHIC INFORMATION REGARDING SPECTATORS
AT EIGHTH AND NINTH GRADE BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation						
Home		Visiting		Row Total		
#	%	#	%	#	%	
25	62.5	15	37.5	40	53.3	8th
	51.0		57.7			
24	68.6	11	31.4	35	46.7	9th
	49.0		42.3			
49	65.3	26	34.7	75	100.0	Column Total

18 missing observations

Relation

Parent		School		Fan		Row Total	
#	%	#	%	#	%	#	
20	42.6	11	23.4	16	34.0	47	51.1
	47.0		73.3		45.7		8th
22	43.9	4	8.9	19	42.2	45	48.9
	52.4		26.7				9th
42	45.7	15	16.3	35	38.0	92	100.0
							Column Total

1 missing observation

Frequency

Home		All Teams		Variety		Row Total	
#	%	#	%	#	%	#	
3	27.3	1	9.1	7	63.6	11	37.9
	27.5		22.0		43.3		8th
5	27.3	4	22.2	9	50.0	18	62.1
	62.5		62.0		56.3		9th
8	27.6	5	17.2	16	55.2	29	100.0
							Column Total

64 missing observations

Age

-24		25-34		35-44		45-64		65-Up		Row Total	
#	%	#	%	#	%	#	%	#	%	#	
4	8.5	19	40.4	19	40.4	5	10.6	0	0.0	47	51.1
	25.6		65.2		60.2		45.5				8th
10	22.2	10	22.2	19	42.2	6	13.3	0	0.0	45	48.9
	71.4		24.3		52.3		54.2				9th
14	15.2	29	31.5	38	41.3	11	12.0	0	0.0	92	100.0
											Column Total

1 missing observation

IDENTIFICATION WITH THE SPORT

Yes		No		Row Total		
#1 Ever Played Basketball		#	%	#	%	
#	%	#	%	#	%	
34	72.3	13	27.7	47	50.5	8th
	54.0		43.3			
29	63.0	17	37.0	46	49.5	9th
	46.0		56.7			
63	67.7	30	32.3	93	100.0	Column Total

#2 Ever Played Other Sport

#	%	#	%	#	%	
#	%	#	%	#	%	
33	70.2	14	29.8	47	50.5	8th
	48.5		55.2			
35	76.1	11	23.9	46	49.5	9th
	51.5		44.2			
68	73.1	25	26.9	93	100.0	Column Total

#3 Coached Any Sport

#	%	#	%	#	%	
#	%	#	%	#	%	
23	48.9	24	51.1	47	51.1	8th
	54.3		48.0			
19	42.2	26	57.8	45	48.9	9th
	45.2		52.0			
42	45.7	50	54.3	92	100.0	Column Total

1 missing observation

#4 Ever Officiated Any Sport

#	%	#	%	#	%	
#	%	#	%	#	%	
20	42.6	27	57.4	47	50.5	8th
	62.5		44.3			
12	26.1	34	73.9	46	49.5	9th
	37.5		55.7			
32	34.4	61	65.6	93	100.0	Column Total

#5 Watch Pro Basketball

#	%	#	%	#	%	
#	%	#	%	#	%	
41	87.2	6	12.8	47	50.5	8th
	50.0		54.5			
	89.1		10.9			
41	50.0	5	45.5	46	49.5	9th
82	88.2	11	11.8	93	100.0	Column Total

Note:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 25 represents 62.5 percent of the 40 spectators attending the 8th grade games and the same 25 represents 51 percent of the 49 spectators indicating "home" as their affiliation.

TABLE 5
RESPONSES OF SPECTATORS AT EIGHTH AND NINTH GRADE
BASKETBALL GAMES REGARDING HYPOTHESIS: A*

SIG	Latitude of Acceptance									Mean	SD
	Yes	1	2	3	4	5	6	7	No		
<u>GENERAL:</u>											
1. educational objec	XXXXXXXXXXXXXXXX									1.04	0.00
2. non-contact sport	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									4.00	0.00
3. UIL/NCAA/MAGWS	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.77	0.00
4. good character	XXXXXXXXXXXXXXXX									1.00	0.00
5. less physical	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									1.00	0.00
9th grade latitude of acceptance greater by 1											
<u>OFFICIALS:</u>											
1. catch most fouls	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
2. impartial	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
3. uncorrupted	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
4. yelling at of	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
5. spec know rules	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
9th grade latitude of acceptance greater by 5											
<u>PLAYERS:</u>											
1. take foul of team	XXXXXXXXXXXXXXXX									1.00	0.00
2. foul only if caught	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									4.00	0.00
3. retaliate	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
4. showing anger	XXXXXXXXXXXXXXXX									3.00	0.00
5. force for respect	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
9th grade latitude of acceptance greater by 5											
<u>SPECTATORS:</u>											
1. throwing items	XXXXXXXXXXXXXXXX									1.00	0.00
2. booing other team	XXXXXXXXXXXXXXXX									1.00	0.00
3. show both appr and	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
4. set poor example	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
5. lost interest	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
9th grade latitude of acceptance greater by 5											
<u>COACHES:</u>											
1. jumping off bench	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
2. yelling at players	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
3. profanity	XXXXXXXXXXXXXXXX									1.00	0.00
4. employed win-loss	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
5. for losing season	XXXXXXXXXXXXXXXX									1.00	0.00
6. slapping player	XXXXXXXXXXXXXXXX									1.00	0.00
7. "little tricks"	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
8. exceptions to rules	XXXXXXXXXXXXXXXX									1.00	0.00
9. welfare of player	XXXXXXXXXXXX									1.00	0.00
10. tempermental coach	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									3.00	0.00
9th grade latitude of acceptance greater by 5											

//// = Eighth Grade
xxxx = Ninth Grade

*Hypothesis not statistically sig
Summary Ninth grade latitude of acceptance
greater by 11 digits

of the combined group of spectators had had experience with officiating. An overwhelming majority (88.2 percent) watched professional basketball on television.

Table 5 reflects the fact that there was only one question out of the thirty which showed a significant difference between the eighth grade and ninth grade spectators in their responses. Question five, concerned with the use of physical force and "respect under the boards" was significant at the .04 level of significance. However, fourteen of the thirty questions indicated the spectators of the ninth grade games had a slightly wider latitude of acceptance than the spectators of the eighth grade games. The ninth grade spectators' latitude of acceptance was wider by eleven total digits. The difference was not wide enough to be considered significant.

The question directed toward whether the spectators felt sports contributed to the educational objectives of the schools indicated 74.5 percent of the eighth grade spectators gave the strongest yes or number one as their response. The ninth grade group of spectators had a wider latitude of acceptance in that 65.2 percent indicated number one and 19.6 percent indicated number two as the indicator of their feelings, therefore taking two ranks to accumulate at least 70 percent. The ninth grade group of spectators

was less definite about how much they felt sports contributed to the educational objective of the schools. This is General: 1 in Table 5.

Several questions were accompanied by an unusually large or wide latitude of acceptance. One was whether basketball should be played as a non-contact sport. Even though it is defined as a non-contact sport, 30.0 percent of the combined group gave seven as their response and indicated the widest latitude of acceptance or most lenient in terms of how much contact they felt would be appropriate. Another extremely wide latitude of acceptance was whether girls' and women's games should have less physical contact than the boys' and men's games. Rules governing women's games have in the past stressed a much stricter interpretation of physical contact which constituted a foul as compared with rules for men's games.

Other questions which indicated maximum range or latitude of acceptance were whether spectators know the rules, whether a player was guilty of a foul only if caught, whether spectators set a poor example of good sportsmanship, and whether spectators have lost interest in good sportsmanship. The 70 percent responses covered all eight possible responses.

The spectators of these two grade levels felt very strongly about throwing items on the court, use of profanity,

slapping a player, or putting the welfare of the team ahead of the individual player. These were definite no's with at least 70 percent indicating number one as their response.

The mean and standard deviation of the responses to each question are indicated on Table 5 as an additional statistic for information only and were not used as a statistical treatment of the data.

The spectators attending the ninth grade games had a wider latitude of acceptance in four of the five categories of questions and were greater in their total latitude of acceptance by eleven ranking digits. The spectators attending the ninth grade games were more lenient in their definition of acceptable behavior at basketball games.

HYPOTHESIS A--SUPPORT (Table 5)

Hypothesis B

There is no significant difference between the spectators at a ninth grade team game and spectators at a high school game in their attitudes towards acceptable behavior from officials, players, spectators, and coaches.

As can be seen in Table 6 the parents made up 48.9 percent of the audience interviewed at the ninth grade games while the percentage of parents attending the high school games was 37.7 percent. The percent of school personnel

TABLE 6
DEMOGRAPHIC INFORMATION REGARDING SPECTATORS
AT NINTH GRADE AND HIGH SCHOOL BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation						
Home		Visiting		Row Total		
#	%	#	%	#	%	
24	68.6	11	31.4	35	41.2	9th
	44.4		35.4			
30	60.0	20	40.0	50	58.8	H.S.
	55.6		64.5			
54	63.5	31	36.5	85	100.0	Column Total

16 missing observations

Relation						
Parent		School		Fan		Row Total
#	%	#	%	#	%	#
22	48.9	4	8.9	19	42.2	45
	52.4		50.0		39.6	45.9
20	37.7	4	7.5	29	54.7	53
	47.6		50.0		60.4	54.1
42	42.9	8	8.2	48	49.0	98
						100.0

9th
H.S.
Column Total

3 missing observations

Frequency							
Home		All Teams		Variety		Row Total	
#	%	#	%	#	%	#	%
5	27.8	4	22.2	9	50.0	18	52.3
	50.0		50.0		56.3		
5	31.3	4	25.0	7	43.8	16	47.1
	50.0		50.0		43.8		
10	29.4	8	23.5	16	47.1	34	100.0

67 missing observations

Age												
-24		25-34		35-44		45-64		65-Up		Row Total		
#	%	#	%	#	%	#	%	#	%	#	%	
10	22.2	10	22.2	19	42.2	6	13.3	0	0.0	45	45.0	9th
	40.0		52.6		48.7		37.5		0.0			
15	27.3	9	16.4	20	36.4	10	18.2	1	1.8	55	55.0	H.S.
	60.0		47.4		51.3		62.5		100.0			
25	25.0	19	19.0	39	39.0	16	16.0	1	1.0	100	100.0	Column Total

1 missing observation

IDENTIFICATION WITH THE SPORT

Yes		No		Row Total	
#1 Ever Played Basketball					
#	%	#	%	#	%
29	63.0	17	37.0	46	45.5
	44.6		47.2		
36	65.5	19	34.5	55	54.5
	55.4		52.8		
65	64.4	36	35.6	101	100.0

#2 Ever Played Other Sport					
#	%	#	%	#	%
35	76.1	11	23.9	46	45.5
	46.1		44.0		
41	74.5	14	25.5	55	54.5
	53.9		56.0		
76	75.2	25	24.8	101	100.0
					Column Total

#3 Coached Any Sport						
#	%	#	%	#	%	
19	42.2	26	57.8	45	45.0	9th
	57.6		38.3			
14	25.6	41	74.5	55	55.5	H.S.
	42.4		61.2			
33	33.0	67	67.0	100	100.0	Column Total

1 missing observation

#4 Ever Officiated Any Sport						
#	%	#	%	#	%	
12	26.1	34	73.9	46	46.0	9th
	46.2		43.9			
14	25.9	40	74.1	54	54.0	H.S.
	53.2		54.1			
26	26.0	74	74.0	100	100.0	Column Total

1 missing observation

#5 Watch Pro Basketball						
#	%	#	%	#	%	
41	89.1	5	10.9	46	46.0	9th
	46.1		45.5			
48	88.9	6	11.1	54	54.0	H.S.
	53.9		54.5			
89	89.0	11	11.0	100	100.0	Column Total

1 missing observation

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 24 represents 68.6 percent of the 35 spectators attending the 9th grade games and the same 24 represents 44.4 percent of the 54 spectators indicating "home" as their affiliation.

TABLE 7
RESPONSES OF SPECTATORS AT NINTH GRADE AND HIGH SCHOOL
BASKETBALL GAMES REGARDING HYPOTHESIS: B*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		////// XXXXXXXXXXXX	1.8 1.6	1.4 0.9
2. non-contact sport		////// XXXXXXXXXXXXXXXXXXXX	3.7 3.4	2.4 2.1
3. UIL/NCAA/NAGWS		////// XXXXXXXXXXXX	2.2 2.0	1.5 1.2
4. good character		////// XXXXXXXXXXXX	1.4 1.7	0.8 1.0
5. less physical		////// XXXXXXXXXXXXXXXXXXXX	3.0 3.2	2.4 2.1
		9th grade latitude of acceptance greater by 1		
<u>OFFICIALS:</u>		Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		////// XXXXXXXXXXXXXXXX	3.2 3.5	2.0 2.1
2. impartial		////// XXXXXXXXXXXXXXXXXXXX	2.7 3.1	2.0 1.9
3. uncorrupted	.006	////// XXXXXXXXXXXX	2.8 2.8	2.2 2.2
4. yelling at of		////// XXXXXXXXXXXX	3.0 2.7	2.5 2.1
5. spec know rules		////// XXXXXXXXXXXXXXXXXXXX	5.1 4.1	1.8 1.8
		9th grade latitude of acceptance greater by 2		
<u>PLAYERS:</u>		No 1 2 3 4 5 6 7 Yes		
1. take foul of team		////// XXXXXXXXXXXX	1.8 2.0	1.6 1.6
2. foul only if caught		////// XXXXXXXXXXXXXXXXXXXX	4.0 3.3	2.5 2.2
3. retaliate		////// XXXXXXXXXXXX	2.3 1.8	2.0 1.7
4. showing anger		////// XXXXXXXXXXXX	2.3 2.0	1.8 1.6
5. force for respect		////// XXXXXXXXXXXX	2.8 2.9	2.3 2.5
		9th grade latitude of acceptance greater by 4		
<u>SPECTATORS:</u>		No 1 2 3 4 5 6 7 Yes		
1. throwing items		////// XXXXXXXXXXXX	1.1 1.3	0.7 1.2
2. booing other team		////// XXXXXXXXXXXX	2.0 1.5	1.9 1.5
3. show both appr and		////// XXXXXXXXXXXXXXXXXXXX	3.9 3.9	2.4 2.3
4. set poor example		////// XXXXXXXXXXXXXXXXXXXX	5.9 5.2	2.2 2.1
5. lost interest		////// XXXXXXXXXXXXXXXXXXXX	4.0 3.9	2.1 2.1
		No difference		
<u>COACHES:</u>		No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		////// XXXXXXXXXXXX	3.7 3.5	2.2 2.2
2. yelling at players		////// XXXXXXXXXXXXXXXXXXXX	3.4 3.8	2.2 2.2
3. profanity		////// XXXXXXXXXXXX	1.5 1.8	1.5 1.5
4. employed win-loss		////// XXXXXXXXXXXX	2.3 2.7	1.9 1.9
5. for losing season		////// XXXXXXXXXXXX	1.9 2.5	1.7 1.7
6. slapping player		////// XXXXXXXXXXXX	1.8 1.8	1.9 1.7
7. "little tricks"		////// XXXXXXXXXXXX	2.4 2.5	2.0 2.0
8. exceptions to rules		////// XXXXXXXXXXXX	2.0 2.1	1.9 1.8
9. welfare of player		////// XXXXXXXXXXXX	1.6 2.1	1.5 2.1
10. tempermental coach		////// XXXXXXXXXXXX	2.1 2.5	1.8 1.8
		High school latitude of acceptance greater by 4		

//// = Ninth Grade
xxxx = High School

*Hypothesis B not statistically significant
Summary - Ninth grade latitude of acceptance
greater by 3 digits

interviewed was 8.9 percent (N=4) for the ninth grade group and 7.5 percent (N=4) for the high school audience.

The largest age group represented was the 35-44 age group. The question concerning affiliation and who the spectator supported at the game had sixteen missing observations. Thirty-six percent (36.5) of the ones who responded indicated they supported the visiting team (N=31) and 63.5 percent (N=54) of those who responded indicated they were for the home team.

The ninth grade and the high school groups were very similar in composition to those who had and had not played basketball (63.0 percent of the ninth grade and 65.5 percent of the high school group had played basketball while 37.0 percent of the ninth grade and 34.5 percent of the high school group had not played basketball). The two groups were also quite similar in the percentages that had played other sports. Seventy-six (76.1 percent) of the ninth grade and 74.5 percent of the high school group had played other sports.

There was a slight, though not statistically significant, difference between the two groups on the number who had coached any sport before. The ninth grade group indicated 42.2 percent had coached but only 25.6 percent of the high school group indicated they had coached. Only 26 percent of the combined group had ever officiated.

With respect to watching professional basketball, 89.0 percent of both groups indicated that they watched professional basketball.

There was a statistical difference between groups on question No. 3 under Officials which was concerned with whether the spectator considered the officials usually uncorrupted. The ninth grade group gave a wider latitude of acceptance or indicated they were not as confident of the officials' integrity as were the high school group. This difference was accepted at the .006 level of significance. There was a difference in the two groups on how they felt concerning the use of profanity in the coach's "pep talk." The high school groups were more lenient in their feelings concerning the use of profanity than were the spectators at the ninth grade games at the .05 level of significance.

The ninth grade group had a numerically wider latitude of acceptance of behavior than any other group. This was not a statistically significant difference. This is the only comparison between grade levels in which the wider latitude of acceptance was not associated with the higher educational level of the groups as they were paired two by two.

The latitude of acceptance was wider for the ninth than for the high school group in its attitude about whether a player was guilty of a foul only if caught. The

high school group was less lenient in their attitude toward retaliation. The high school spectators indicated they gave less approval for retaliation than the junior high school spectators.

The high school group had a slightly wider latitude of acceptance in how they viewed the coach as being justified in yelling at the players. The high school group also felt the coach's job should be more closely related to his successes on the basketball court than did the ninth grade group of spectators.

The latitude of acceptance was slightly wider on most of the questions in this comparison than between the eighth and ninth grade comparison. The mean and standard deviation have been included on Table 7 for information purposes only and were not used in the chi-square statistical analysis.

HYPOTHESIS B--SUPPORT (Table 7)

Hypothesis C

There is no significant difference between the spectators at all junior high school team games and spectators at a high school team game in their attitudes toward acceptable behavior from officials, players, spectators, and coaches. The junior high school group included the eighth

and ninth grades combined in this comparison between the junior high school and high school groups of spectators.

The percentage of the audience which was parents was approximately 8.0 percent less in the high school than in the junior high school (37.7 percent and 45.7 percent, respectively). The number of school personnel interviewed at the games was considerably less for the high school games than for the junior high school with fifteen (16.3 percent) for the junior high school interviewed and four (7.5 percent) for the high school interviewed. The group identified as fans made up 44.1 percent of the spectators interviewed which represented 54.7 percent for the junior high group and 45.3 percent for high school. The age group with the greatest representation was the 35-44 age group, 39.5 percent. The age breakdown of the audience interviewed remained fairly consistent between the two groups.

Sixty-seven (67.7 percent) of the junior high group and sixty-five (65.5 percent) of the high school group had played basketball before. Approximately three-fourths of both groups had played other sports (73.1 percent for junior high and 74.5 percent for high school).

The junior high school group reported 47.7 percent of the group had coached some sport while only 25.5 percent of the high school group had coached a sport. There was a significant difference at the .02 level of significance.

TABLE 8
DEMOGRAPHIC INFORMATION REGARDING SPECTATORS
AT JUNIOR HIGH AND HIGH SCHOOL BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation

Home		Visiting		Row Total	
#	%	#	%	#	%
49	65.3	26	34.7	75	60.0
	62.0		56.5		
30	60.0	20	40.0	50	40.0
	38.0		43.5		
79	63.2	46	36.8	125	100.0

23 missing observations

IDENTIFICATION WITH THE SPORT

#1 Ever Played Basketball

Yes		No		Row Total	
#	%	#	%	#	%
63	67.7	30	32.2	93	62.8
	63.6		61.2		
36	65.5	19	34.5	55	37.2
	36.4		38.8		
99	66.9	49	33.1	148	100.0

Relation

Parent		School		Fan		Row Total	
#	%	#	%	#	%	#	%
42	45.7	15	16.3	35	38.0	92	63.4
	67.7		78.9		54.7		
20	37.7	4	7.5	29	54.7	53	36.6
	32.3		21.2		45.2		
62	42.8	19	13.1	64	44.1	145	100.0

3 missing observations

#2 Ever Played Other Sport

#	%	#	%	#	%
68	73.1	25	26.9	93	62.8
	62.4		64.1		
41	74.5	14	25.5	55	37.2
	37.6		35.9		
109	73.6	39	26.4	148	100.0

Frequency

Home		All Teams		Variety		Row Total	
#	%	#	%	#	%	#	%
8	27.6	5	17.2	16	55.2	29	64.4
	69.5		55.6		69.6		
5	31.3	4	25.0	7	43.8	16	35.6
	36.5		44.7		30.4		
13	28.9	9	20.0	23	51.1	45	100.0

103 missing observations

#3 Coached Any Sport

#	%	#	%	#	%
42	47.7	50	54.3	92	62.6
	75.0		54.2		
14	25.5	41	74.5	55	37.4
	25.0		45.1		
56	38.1	91	61.9	147	100.0

1 missing observation chi .02

Age

-24		25-34		35-44		45-64		65-Up		Row Total	
#	%	#	%	#	%	#	%	#	%	#	%
14	15.2	29	31.5	38	41.3	11	12.0	0	0.0	92	62.6
	48.3		76.3		65.5		52.4		0.0		
15	27.3	9	16.4	20	36.4	10	18.2	1	1.8	55	37.4
	51.7		23.7		34.5		47.6		100.0		
29	19.7	38	25.9	58	39.5	21	14.3	1	0.7	147	100.0

#4 Ever Officiated Any Sport

#	%	#	%	#	%
32	34.4	61	65.6	93	63.3
	69.6		60.4		
14	25.9	40	74.1	54	36.7
	30.4		39.6		
46	31.3	101	68.7	147	100.0

1 missing observation

#5 Watch Pro Basketball

#	%	#	%	#	%
82	88.2	11	11.8	93	63.3
	63.1		64.7		
48	88.9	6	11.1	54	36.7
	36.9		35.3		
130	88.4	17	11.6	147	100.0

1 missing observation

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 49 represents 65.3 percent of the 75 spectators attending the junior high games and the same 49 represents 62.0 percent of the 79 spectators indicating "home" as their affiliation.

TABLE 9
RESPONSES OF SPECTATORS AT JUNIOR HIGH AND HIGH SCHOOL
BASKETBALL GAMES REGARDING HYPOTHESIS: C*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		////////////////	1.6	0.8
2. non-contact sport		////////////////////	4.2	2.3
3. UIL/NCAA/NAGWS		////////////////	2.0	1.5
4. good character		////////////////	1.4	0.8
5. less physical		////////////////	5.2	2.3
		Junior high school latitude of acceptance greater by 2		
<u>OFFICIALS:</u>		Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		////////////////	3.2	2.1
2. impartial		////////////////	3.5	2.1
3. uncorrupted	.004	////////////////	2.7	1.9
4. yelling at of		////////////////	3.1	1.7
5. spec know rules	.01	////////////////	1.8	1.4
		Junior high school latitude of acceptance greater by 2		
<u>PLAYERS:</u>		No 1 2 3 4 5 6 7 Yes		
1. take foul of team	.04	////////////////	1.7	1.6
2. foul only if caught		////////////////	3.9	2.6
3. retaliate		////////////////	1.8	1.8
4. showing anger		////////////////	2.2	1.7
5. force for respect		////////////////	2.0	1.6
		Jr. high school latitude of acceptance greater by 4		
<u>SPECTATORS:</u>		No 1 2 3 4 5 6 7 Yes		
1. throwing items		////////////////	1.4	1.2
2. booing other team		////////////////	1.8	1.3
3. show both appr and		////////////////	4.0	2.3
4. set poor example		////////////////	5.7	2.0
5. lost interest		////////////////	5.3	2.1
		Jr. high school latitude of acceptance greater by 3		
<u>COACHES:</u>		No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		////////////////	3.4	2.1
2. yelling at players		////////////////	3.7	2.3
3. profanity	.004	////////////////	1.8	1.6
4. employed win-loss		////////////////	2.3	1.8
5. for losing season	.03	////////////////	1.9	1.6
6. slapping player		////////////////	1.7	1.7
7. "little tricks"		////////////////	1.6	1.7
8. exceptions to rules		////////////////	2.3	2.0
9. welfare of player		////////////////	1.8	1.8
10. tempermental coach		////////////////	1.6	1.4
		High school latitude of acceptance greater by 5		

//// = junior high school
xxxx = high school

*Not statistically significant
Summary - Junior high school latitude of
acceptance greater by 6 digits

Almost three-fourths, 74.1 percent, of the high school group had never officiated any sport while the junior high school group had 65.6 percent who had no officiating experience. The number of spectators indicating they watched professional basketball on television was 88.4 percent of the total group. This was almost equally divided among the two groups.

There were five questions which proved to be significantly different at the .05 level of significance or better. The question regarding whether the spectator thought "officials are usually uncorrupted as far as being bought off by teams" indicated a significant difference between the two groups at the .004 level of significance. The junior high group had a wider latitude of acceptance than the high school group. The junior high school group had 70.0 percent of the responses in the one to four range while the high school group kept their 70.0 percent in the one to two range. Question number five under Officials was statistically significant at the .01 level of significance. This question asked if they felt spectators really know the rules. The high school group felt the spectator was better informed than did the spectators at the junior high school games. The latitude of acceptance for the junior high school spectators was one to six while the high school was one to five

which indicated that neither group placed much confidence in the knowledge of the spectator concerning the basketball rules. There was a significant difference at the .04 level of significance between the two groups regarding whether the spectator approved of a player taking a foul for a teammate. Both groups had more than 70.0 percent of their responses in the first column for a latitude of acceptance of one. The high school group had 80.0 percent of their total responses in the first column while the junior high school group had 77.9 percent, which is not very much difference. The difference then, seems to be in the skewed results of the remaining portion of the responses.

The other two questions which indicated a significant difference were in the "Coaches" category. Question number three which asked if "the spectator felt profanity was sometimes necessary" gave the high school group a wider latitude of acceptance (one to two) than the junior high school group which had 70.0 percent of their responses under the first column. This question was significantly different at the .004 level of significance. There was a significant difference at the .03 level of significance between the high school group of spectators and the junior high group in how they felt about firing a coach at the end of a losing season. The latitude of acceptance was one to two for the junior high

which indicated a greater reluctance than the one to four latitude of acceptance recorded for the high school group.

The mean and standard deviation were incorporated in Table 8 but were not actually used in the statistical treatment of the data.

HYPOTHESIS C--SUPPORT (Table 9)

Hypothesis D

There is no significant difference between the spectators at a high school team game and spectators at a college team game in their attitudes towards acceptable behavior from officials, players, spectators, and coaches.

The makeup of the spectator group changed dramatically from the high school to the college level. The percentage of parents dropped from 37.7 percent at the high school level to 4 percent at the college level. The school representation also dropped from 7.5 percent to 2.4 percent and thus the only category remaining (fans) would have to show an increase. The college level had 93.6 percent of its spectators indicate they were in attendance as a fan as opposed to the 54.7 percent at the high school level. This feature was significant at the .01 level of confidence.

The age group distribution changed significantly as well. There was a twenty percent increase in the under 24 year old age group which would include the college age

TABLE 10
DEMOGRAPHIC INFORMATION REGARDING SPECTATORS
AT HIGH SCHOOL AND COLLEGE BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation				Row Total		
Home		Visiting		#	%	
#	%	#	%	#	%	
30	60.0	20	40.0	50	34.7	H.S.
	26.3		66.7			
84	89.4	10	10.6	94	65.3	College
	73.7		33.3			
114	79.2	30	20.8	144	100.0	Column Total

38 missing observations

chi .0001

IDENTIFICATION WITH THE SPORT

		Yes		No		Row Total		
#1 Ever Played Basketball		#	%	#	%	#	%	
36	65.5	19	34.5	55	30.2			H.S.
	32.1		27.1					
76	59.8	51	40.2	127	69.8			College
	67.9		72.2					
112	61.5	70	38.5	182	100.0			Column Total

Relation

Parent		School		Fan		Row Total		
#	%	#	%	#	%	#	%	
20	37.7	4	7.5	29	54.7	53	29.8	H.S.
	80.0		57.1		19.9			
5	4.0	3	2.4	117	93.6	125	70.2	College
	20.0		42.9		80.1			
25	14.0	7	3.9	146	82.0	178	100.0	Column Total

4 missing observations

chi .0000

#2 Ever Played Other Sport

#	%	#	%	#	%	
#	%	#	%	#	%	
41	74.5	14	25.5	55	30.2	H.S.
	20.6		22.2			
93	73.2	34	26.8	127	69.8	College
	69.4		70.8			
134	73.6	48	26.4	182	100.0	Column Total

Frequency

Home		All Teams		Variety		Row Total		
#	%	#	%	#	%	#	%	
5	31.3	4	25.0	7	43.8	16	20.3	H.S.
	13.2		40.0		22.6			
33	52.4	6	9.5	24	38.1	63	79.7	College
	86.8		60.0		77.4			
38	48.1	10	12.7	31	39.2	79	100.0	Column Total

103 missing observations

#3 Coached Any Sport

#	%	#	%	#	%	
#	%	#	%	#	%	
14	25.5	41	74.5	55	30.4	H.S.
	25.0		72.3			
42	33.2	84	66.7	126	69.6	College
	75.0		67.2			
56	30.9	125	69.1	181	100.0	Column Total

1 missing observation

Age

#	%	#	%	#	%	#	%	#	%	Row Total		
#	%	#	%	#	%	#	%	#	%	#	%	
15	27.3	9	16.4	20	36.4	10	18.2	1	1.8	55	30.6	H.S.
	20.0		36.6		58.8		25.0		16.7			
60	48.0	16	12.8	14	11.2	30	24.0	5	4.0	125	69.4	College
	80.0		64.0		41.2		75.0		83.3			
75	41.7	25	13.9	34	18.9	40	22.2	6	3.3	180	100.0	Column Total

2 missing observations

chi .001

#4 Ever Officiated Any Sport

#	%	#	%	#	%	
#	%	#	%	#	%	
14	25.9	40	74.1	54	29.8	H.S.
	23.7		72.3			
45	35.4	82	64.6	127	70.2	College
	76.3		67.2			
59	32.9	122	67.4	181	100.0	Column Total

1 missing observation

#5 Watch Pro Basketball

#	%	#	%	#	%	
#	%	#	%	#	%	
48	88.9	6	11.1	54	30.2	H.S.
	28.4		60.0			
121	96.8	4	3.2	125	69.3	College
	71.6		40.0			
169	94.4	10	5.6	179	100.0	Column Total

3 missing observations

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 30 represents 60.0 percent of the 50 spectators attending the high school games and the same 30 represents 26.3 percent of the 114 spectators indicating "home" as their affiliation.

TABLE 11
RESPONSES OF SPECTATORS AT HIGH SCHOOL AND COLLEGE
BASKETBALL GAMES REGARDING HYPOTHESIS: D*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>				
		Yes 1 2 3 4 5 6 7 No		
1. educational objec		XXXXXXXXXXXXXXXXXXXX	1.6	0.8
2. non-contact sport		XXXXXXXXXXXXXXXXXXXX	3.4	2.1
3. UIL/NCAA/NAGWS		XXXXXXXXXXXXXXXXXXXX	3.6	2.2
4. good character		XXXXXXXXXXXXXXXXXXXX	2.0	1.4
5. less physical		XXXXXXXXXXXXXXXXXXXX	2.8	1.9
<u>OFFICIALS:</u>				
		Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		XXXXXXXXXXXXXXXXXXXX	1.7	1.0
2. impartial		XXXXXXXXXXXXXXXXXXXX	1.9	1.3
3. uncorrupted		XXXXXXXXXXXXXXXXXXXX	5.2	2.1
4. yelling at of		XXXXXXXXXXXXXXXXXXXX	4.7	2.3
5. spec know rules		College latitude of acceptance greater by 3	3.5	2.1
<u>PLAYERS:</u>				
		No 1 2 3 4 5 6 7 Yes		
1. take foul of team		XXXXXXXXXXXX	3.7	2.2
2. foul only if caught		XXXXXXXXXXXXXXXXXXXX	3.1	1.7
3. retaliate		XXXXXXXXXXXX	3.2	2.0
4. showing anger		XXXXXXXXXXXX	1.8	1.4
5. force for respect	.003	XXXXXXXXXXXX	2.5	1.9
		College latitude of acceptance greater by 5	3.7	2.4
<u>SPECTATORS:</u>				
		No 1 2 3 4 5 6 7 Yes		
1. throwing items		XXXXXXXXXXXX	4.7	1.8
2. booing other team		XXXXXXXXXXXX	1.5	1.3
3. show both appr and		XXXXXXXXXXXXXXXXXXXX	1.4	1.4
4. set poor example		XXXXXXXXXXXXXXXXXXXX	3.9	2.1
5. lost interest	.05	XXXXXXXXXXXXXXXXXXXX	5.3	2.1
		College latitude of acceptance greater by 2	5.7	1.9
<u>COACHES:</u>				
		No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		XXXXXXXXXXXXXXXXXXXX	3.9	2.1
2. yelling at players		XXXXXXXXXXXXXXXXXXXX	4.4	2.2
3. profanity	.04	XXXXXXXXXXXX	3.8	2.2
4. employed win-loss		XXXXXXXXXXXXXXXXXXXX	3.9	2.1
5. for losing season		XXXXXXXXXXXXXXXXXXXX	1.8	1.5
6. slapping player		XXXXXXXXXXXX	1.8	1.7
7. "little tricks"		XXXXXXXXXXXX	2.7	2.0
8. exceptions to rules		XXXXXXXXXXXX	2.5	1.9
9. welfare of player		XXXXXXXXXXXX	2.5	1.7
10. tempermental coach		XXXXXXXXXXXX	2.4	1.7
		High School latitude of acceptance greater by 2	1.6	1.4
			1.5	1.4
			2.5	2.1
			2.4	2.0
			2.1	1.8
			2.0	1.7
			1.6	1.4
			1.6	1.3
			2.5	1.8
			3.0	2.0

//// = High school
xxxx = College

*Hypothesis D significantly different at the
0.1 level of confidence.
Summary-College latitude of acceptance greater
than the high school by 11 digits.

student. There was a drop in the 35-44 age group at the college level which would correspond to the drop in the number of parents at the college level. The high school group had 36.4 percent in the 34-44 age group while the college level had only 11.2 percent.

The percent of the spectators who had played basketball dropped from 65.5 percent at the high school level to 59.8 percent at the college level and was not statistically significant.

There were slightly more spectators who had done some coaching and/or officiating in the college audiences than there were at the high school games. The number who watched pro basketball on television increased from a high of 88.9 percent to 96.8 percent from the high school level to the college level.

The individual questions indicated two questions which were significantly different between the two groups. The question which asked the spectators if they felt "a player must use physical force to get respect under the boards" was significantly different at the .003 level of significance. The college group advocated more leniency toward the use of force. The high school group had a one to three latitude of acceptance and the college group was wider with a one to five latitude of acceptance. The other question which was significantly different at the .04 level

of significance was the question which asked whether the use of "profanity in the coaches' pep talk was sometimes necessary to get the point across." The college group had a latitude of one digit and the high school spectators indicated a more liberal one to two latitude of acceptance.

The entire category of questions concerning spectators was significantly different at the .05 level of significance. The spectators attending college games were more lenient in their expectations of appropriate behavior of spectators.

The comparison between the high school group of spectators and the college spectators had a chi-square score of 9.98 and three degrees of freedom and was significantly different at the .01 level of significance. There were 33 missing observations. The college level had a latitude of acceptance which was 11 digits wider than the high school level.

The mean and standard deviation were given on Table 11 for the comparison purposes and were not used as part of the statistical treatment of the chi-square.

HYPOTHESIS D--FAILED TO SUPPORT (Table 11)

Hypothesis E

There is no significant difference between the spectators at an eighth grade boys' team game and spectators at

TABLE 12
 DEMOGRAPHIC INFORMATION REGARDING SPECTATORS
 AT EIGHTH GRADE GIRLS' AND EIGHTH GRADE BOYS' BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation					
Home		Visiting		Row Total	
#	%	#	%	#	%
15	78.9	4	21.1	19	47.5
	60.0		26.7		
10	47.6	11	52.4	21	52.5
	40.0		73.3		
25	62.5	15	37.5	40	100.0

7 missing observations

IDENTIFICATION WITH THE SPORT

Yes	No	Row Total	
#1 Ever Played Basketball			
#	%	#	%
21	95.5	1	4.5
	61.8		7.7
13	52.0	12	48.0
	38.2		72.2
34	72.3	13	27.7
		47	100.0
		Column Total	

corrected chi .002

Relation

Parent		School		Fan		Row Total		
#	%	#	%	#	%	#	%	
12	54.5	4	18.2	6	27.3	22	46.8	W/G
	60.0		36.4		37.5			
8	32.0	7	28.0	10	40.0	25	53.2	M/B
	40.0		63.6		62.5			
20	42.6	11	23.4	16	34.0	47	100.0	Column Total

#2 Ever Played Other Sport

#	%	#	%	#	%	
19	86.4	3	13.6	22	46.8	W/G
	57.6		21.4			
14	56.0	11	44.0	25	53.2	M/B
	42.4		78.0			
33	70.2	14	29.9	47	100.0	Column Total

corrected chi .05

Frequency

Home		All Teams		Variety		Row Total		
#	%	#	%	#	%	#	%	
2	28.6	0	0.0	5	71.4	7	63.6	W/G
	66.7		0.0		71.4			
1	25.0	1	25.0	2	50.0	4	36.4	M/B
	33.3		100.0		28.6			
3	27.3	1	9.1	7	63.6	11	100.0	Column Total

36 missing observations

#3 Coached Any Sport

#	%	#	%	#	%	
14	63.6	8	36.4	22	46.8	W/G
	60.9		33.3			
9	36.0	16	64.0	25	53.2	M/B
	32.1		66.7			
23	48.9	24	51.1	47	100.0	Column Total

#4 Ever Officiated Any Sport

#	%	#	%	#	%	
10	45.5	12	54.5	22	46.8	W/G
	50.0		44.4			
10	40.0	15	60.0	25	53.2	M/B
	50.0		55.6			
20	42.6	27	57.4	47	100.0	Column Total

#5 Watch Pro Basketball

#	%	#	%	#	%	
20	90.9	2	9.1	22	46.8	W/G
	48.8		33.3			
21	84.0	4	16.0	25	53.2	M/B
	51.2		16.7			
41	87.2	6	12.8	47	100.0	Column Total

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 15 represents 78.9 percent of the 19 spectators attending the high school games and the same 15 represents 60.0 percent of the 25 spectators indicating "home" as their affiliation.

TABLE 13
 RESPONSES OF SPECTATORS AT EIGHTH GRADE GIRLS' AND EIGHTH GRADE BOYS'
 BASKETBALL GAMES REGARDING HYPOTHESIS: E*

	SIG	Latitude of Acceptance	Mean	SD
		Yes 1 2 3 4 5 6 7 No		
GENERAL:		//////	1.2	5.1
1. educational objec		XXXXXXXXXX	1.7	1.3
2. non-contact sport		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.7	2.3
3. UIL/NCAA/NAGWS		XXXXXXXXXX	2.1	1.8
4. good character		XXXXXXXXXX	1.7	1.1
5. less physical		XXXXXXXXXX	1.6	0.9
		XXXXXXXXXX	1.2	0.8
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	5.8	1.8
		Eight grade girls greater by 1	4.4	2.4
OFFICIALS:		Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.9	2.1
2. impartial	.05	XXXXXXXXXX	3.7	2.0
3. uncorrupted		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.3	1.7
4. yelling at of		XXXXXXXXXX	3.1	1.9
5. spec know rules	.05	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.0	1.4
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.0	1.3
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	3.4	3.5
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.2	2.0
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	5.5	1.6
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.4	2.1
		Eight grade boys greater by 7		
PLAYERS:		No 1 2 3 4 5 6 7 Yes		
1. take foul of team		XXXXXXXXXX	1.7	2.0
2. foul only if caught		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	1.5	1.4
3. retaliate		XXXXXXXXXX	3.2	2.6
4. showing anger		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.7	2.5
5. force for respect		XXXXXXXXXX	2.1	1.7
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.2	1.5
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.3	2.0
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.0	1.4
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.0	2.5
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.5	2.0
		Eight grade boys greater by 3		
SPECTATORS:		No 1 2 3 4 5 6 7 Yes		
1. throwing items		XXXXXXXXXX	1.6	1.8
2. booing other team		XXXXXXXXXX	1.5	1.6
3. show both appr and		XXXXXXXXXX	1.4	0.9
4. set poor example		XXXXXXXXXX	1.7	1.9
5. lost interest		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.5	2.2
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	3.6	2.1
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	6.2	1.7
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	5.5	2.8
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	5.1	2.4
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.9	2.6
		Eight grade boys greater by 1		
COACHES:		No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		XXXXXXXXXX	3.3	2.3
2. yelling at players		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.9	1.9
3. profanity		XXXXXXXXXX	3.9	2.4
4. employed win-loss		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.0	2.1
5. for losing season		XXXXXXXXXX	2.1	2.3
6. slapping player		XXXXXXXXXX	1.1	0.6
7. "little tricks"		XXXXXXXXXX	2.6	2.3
8. exceptions to rules		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	1.8	1.9
9. welfare of player		XXXXXXXXXX	2.0	1.9
10. temperamental coach		XXXXXXXXXX	1.6	1.0
		XXXXXXXXXX	1.9	1.9
		XXXXXXXXXX	1.3	0.9
		XXXXXXXXXX	2.7	2.4
		XXXXXXXXXX	1.7	1.6
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	1.9	1.6
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	1.3	0.9
		XXXXXXXXXX	2.1	2.1
		XXXXXXXXXX	1.5	1.4
		XXXXXXXXXX	3.0	3.2
		XXXXXXXXXX	2.1	1.7
		Eight grade boys greater by 3		

//// = Eighth Grade Girls
 xxxx = Eighth Grade Boys

*Not statistically significant
 Summary - Eighth grade boys' latitude of acceptance is greater than eighth girls by 13 digits.

an eighth grade girls' team game in their attitudes toward acceptable behavior from officials, players, spectators, and coaches.

The chi-square computations were made to determine whether there was a difference between attitude toward behaviors which were deemed acceptable for eighth grade girls' teams and those for eighth grade boys' teams.

The only evidence of a significant difference was in the section of questions which was concerned with the officials. The raw chi-square score was 10.9 with five degrees of freedom and was significant at the .05 level of confidence. The question within the "officials section" which was significantly different between the two groups was the question concerned with whether the spectator thought the officials were partial to one team or the other. The spectators at the boys' games were much less convinced that the officials were "impartial" than the spectators at the girls' games. This question was significantly different at the .05 level of significance. The latitude of acceptance for the eighth grade girls was one to two on this question (OFFICIALS: #2--Table 13) while the latitude of acceptance for the eighth grade boys was one to five. The question (OFFICIALS: #3) concerned with officials and corruption had a three digit difference between the latitude of acceptance of the two groups but was not statistically

significant. But the spectators at the boys' games were less sure that the officials had not been bought off than the spectators attending the girls' games.

There was a nineteen digit difference between the two groups with the spectators at boys' games having a wider latitude of acceptance. But this was not statistically significant.

The mean and standard deviation were included on Table 13 as additional reference information and were not included in the statistical treatment of the data.

HYPOTHESIS E--SUPPORT (Table 13)

Hypothesis F

There is no significant difference between the spectators at a ninth grade boys' game and spectators at a ninth grade girls' game in their attitude toward acceptable behavior from officials, players, spectators, and coaches.

The comparison between the spectators at the ninth grade girls' games and the ninth grade boys' games produced a latitude of acceptance which was wider or more lenient for the girls' games. There was only one question which produced a statistically significant difference and that was the question (GENERAL: #4) on whether basketball develops good character. The spectators at the ninth grade girls' games had a latitude of acceptance of one to two digits

TABLE 14
DEMOGRAPHIC INFORMATION REGARDING SPECTATORS AT
NINTH GRADE GIRLS' AND NINTH GRADE BOYS' BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation						
Home		Visiting		Row Total		
#	%	#	%	#	%	
12	70.6	5	29.4	17	48.6	Girls
	50.0		45.5			
12	66.7	6	33.3	18	51.4	Boys
	50.0		54.5			
24	68.6	11	31.4	35	100.0	Column Total

11 missing observations

Relation

Parent		School		Fan		Row Total		
#	%	#	%	#	%	#	%	
12	32.0	1	4.2	11	45.8	24	53.3	Girls
	54.5		25.0		57.9			
10	47.6	3	14.3	8	32.1	21	46.7	Boys
	45.5		75.0		42.1			
22	48.9	4	8.9	19	42.2	45	100.0	Column Total

1 missing observation

Frequency

Home		All Teams		Variety		Row Total		
#	%	#	%	#	%	#	%	
0	0.0	3	23.3	6	66.7	9	50.0	Girls
	0.0		75.0		66.7			
5	55.6	1	11.1	3	33.3	9	50.0	Boys
	100.0		25.0		33.3			
5	27.8	4	22.2	9	50.0	18	100.0	Column Total

25 missing Observations

Age

-24		25-34		35-44		45-64		65-Up		Row Total		
#	%	#	%	#	%	#	%	#	%	#	%	
8	32.0	4	16.0	11	44.0	3	80.0	0	0.0	25	53.0	Girls
	52.0		40.0		57.9		33.3		0.0			
2	10.0	6	30.0	8	40.0	4	20.0	0	0.0	20	44.4	Boys
	20.0		62.0		42.1		55.7					
10	12.2	10	22.2	19	42.2	6	13.3	0	0.0	45	100.0	Column Total

1 missing observation

IDENTIFICATION WITH THE SPORT

Yes	No	Row Total	
#1 Ever Played Basketball			
#	%	#	%
17	68.0	8	32.0
	58.5		47.1
12	57.1	9	42.9
	41.4		52.9
29	63.0	17	37.0
		46	100.0
			Column Total

#2 Ever Played Other Sport

#	%	#	%	#	%	
#	%	#	%	#	%	
20	60.0	5	20.0	25	54.3	Girls
	57.1		45.5			
15	71.4	6	28.6	21	45.7	Boys
	42.9		54.5			
34	76.1	11	23.9	46	100.0	Column Total

#3 Coached Any Sport

#	%	#	%	#	%	
#	%	#	%	#	%	
9	37.5	15	62.5	24	53.3	Girls
	47.4		57.7			
10	47.6	11	52.4	21	46.7	Boys
	52.5		42.3			
19	42.2	26	57.8	45	100.0	Column Total

1 missing observation

#4 Ever Officiated Any Sport

#	%	#	%	#	%	
#	%	#	%	#	%	
7	28.0	18	72.0	25	54.3	Girls
	53.3		52.9			
5	23.8	16	76.2	21	45.7	Boys
	41.7		47.1			
12	26.1	34	73.9	46	100.0	Column Total

#5 Watch Pro Basketball

#	%	#	%	#	%	
#	%	#	%	#	%	
22	58.7	3	12.0	25	54.3	Girls
	53.7		60.0			
19	90.5	2	9.5	21	45.7	Boys
	46.3		40.0			
41	89.1	5	10.9	46	100.0	Column Total

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 12 represents 70.6 percent of the 17 spectators attending the ninth grade girls games and the same 12 represents 50.0 percent of the 24 spectators indicating "Home" as their affiliation.

TABLE 15
RESPONSES OF SPECTATORS AT NINTH GRADE GIRLS' AND NINTH GRADE BOYS'
BASKETBALL GAMES REGARDING HYPOTHESIS: F*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		////////////////////	1.7	1.4
		XXXXXXXXXXXXXXXX	1.8	1.9
2. non-contact sport		////////////////////	3.8	2.4
		XXXXXXXXXXXXXXXX	3.8	2.4
3. UIL/NCAA/NAGWS		////////////////////	2.2	1.2
		XXXXXXXXXXXXXXXX	2.2	1.7
4. good character	.05	////////////////////	1.6	0.9
		XXXXXXXXXXXXXXXX	1.6	0.9
5. less physical	.05	////////////////////	4.9	2.5
		XXXXXXXXXXXXXXXX	5.0	2.4
<u>OFFICIALS:</u>		Ninth grade girls greater by 5 Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		////////////////////	2.5	1.1
		XXXXXXXXXXXXXXXX	3.9	2.9
2. impartial		////////////////////	1.6	1.0
		XXXXXXXXXXXXXXXX	2.0	2.2
3. uncorrupted		////////////////////	2.0	1.0
		XXXXXXXXXXXXXXXX	2.0	1.0
4. yelling at of		////////////////////	2.5	1.4
		XXXXXXXXXXXXXXXX	2.5	1.4
5. spec know rules		////////////////////	5.1	1.5
		XXXXXXXXXXXXXXXX	5.1	1.5
<u>PLAYERS:</u>		Ninth grade girls greater by 8 No 1 2 3 4 5 6 7 Yes		
1. take foul of team		////////////////////	1.8	1.1
		XXXXXXXXXXXXXXXX	1.8	1.1
2. foul only if caught		////////////////////	4.6	2.3
		XXXXXXXXXXXXXXXX	4.6	2.3
3. retaliate		////////////////////	1.5	1.4
		XXXXXXXXXXXXXXXX	1.5	1.4
4. showing anger		////////////////////	2.9	1.1
		XXXXXXXXXXXXXXXX	2.9	1.1
5. force for respect		////////////////////	2.5	1.1
		XXXXXXXXXXXXXXXX	2.5	1.1
<u>SPECTATORS:</u>		Ninth grade boys greater by 4 No 1 2 3 4 5 6 7 Yes		
1. throwing items		////////////////////	1.0	0.9
		XXXXXXXXXXXXXXXX	1.0	0.9
2. booing other team		////////////////////	2.1	1.1
		XXXXXXXXXXXXXXXX	2.1	1.1
3. show both appr and		////////////////////	3.9	2.2
		XXXXXXXXXXXXXXXX	4.0	2.6
4. set poor example		////////////////////	5.8	1.7
		XXXXXXXXXXXXXXXX	5.4	1.3
5. lost interest		////////////////////	4.3	1.0
		XXXXXXXXXXXXXXXX	4.3	1.0
<u>COACHES:</u>		No difference No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		////////////////////	4.1	2.0
		XXXXXXXXXXXXXXXX	3.2	2.2
2. yelling at players		////////////////////	3.5	1.5
		XXXXXXXXXXXXXXXX	3.5	1.5
3. profanity		////////////////////	1.9	0.9
		XXXXXXXXXXXXXXXX	1.9	0.9
4. employed win-loss		////////////////////	2.8	1.1
		XXXXXXXXXXXXXXXX	2.8	1.1
5. for losing season		////////////////////	2.0	1.0
		XXXXXXXXXXXXXXXX	1.8	1.0
6. slapping player		////////////////////	1.6	1.1
		XXXXXXXXXXXXXXXX	1.6	1.1
7. "little tricks"		////////////////////	2.1	1.3
		XXXXXXXXXXXXXXXX	2.1	1.3
8. exceptions to rules		////////////////////	1.2	0.7
		XXXXXXXXXXXXXXXX	1.2	0.7
9. welfare of player		////////////////////	1.3	0.4
		XXXXXXXXXXXXXXXX	1.3	0.4
10. tempermental coach		////////////////////	2.0	1.1
		XXXXXXXXXXXXXXXX	2.0	1.1
		Ninth grade girls greater by 6		

//// = Ninth grade girls
xxxx = Ninth grade boys

*Not statistically significant
Summary - Ninth grade girls latitude of
acceptance greater by 15 digits.

while the spectators at boys' games was one. This was significant at the .05 level of significance. The entire category of General questions was statistically different at the .05 level of significance. There seems to be a difference between the two groups of spectators on the integrity of the sport of basketball.

The spectators at the ninth grade girls' game gave the maximum of seven digits as their latitude of acceptance when questioned whether basketball should be played as a non-contact sport. This was a three digit difference or wider latitude of acceptance than the spectators at the ninth grade boys' games (one to four).

Spectators at the ninth grade girls' games had a greater latitude of acceptance, fifteen digits, than spectators attending the ninth grade boys' games.

HYPOTHESIS F--SUPPORT (Table 15)

The mean and standard deviation were calculated as part of the discriminate analysis and included on Table 15 as additional information but were not a part of the chi-square statistical treatment of the data.

Hypothesis G

There is no significant difference between the spectators at a high school boys' team game and spectators at a high school girls' team game in their attitudes toward

TABLE 16

DEMOGRAPHIC INFORMATION REGARDING SPECTATORS AT
HIGH SCHOOL GIRLS' AND HIGH SCHOOL BOYS' BASKETBALL GAMES

BACKGROUND INFORMATIONAffiliation

Home		Visiting		Row Total		
#	%	#	%	#	%	
14	50.0	14	50.0	28	56.0	Girls
	46.7		70.0			
16	72.7	6	27.3	22	44.0	Boys
	53.3		30.0			
30	60.0	20	40.0	50	100.0	Column Total

5 missing observations

Relation

Parent		School		Fan		Row Total		
#	%	#	%	#	%	#	%	
13	43.3	1	3.3	16	53.3	30	56.6	Girls
	65.0		25.0		55.2			
7	30.4	3	13.0	13	56.3	23	43.4	Boys
	35.0		75.0		44.8			
20	37.7	4	7.5	29	54.7	53	100.0	Column Total

2 missing observations

Frequency

Home		All Teams		Variety		Row Total		
#	%	#	%	#	%	#	%	
1	12.5	3	37.5	4	50.0	8	50.0	Girls
	20.0		75.0		57.1			
4	50.0	1	12.5	3	37.5	5	50.0	Boys
	50.0		25.0		42.9			
5	31.3	4	25.0	7	43.8	16	100.0	Column Total

39 missing observations

Age

-24		25-34		35-44		45-64		65-Up		Row Total	
#	%	#	%	#	%	#	%	#	%	#	%
9	29.0	2	6.5	13	41.9	7	22.6	0	0.0	31	56.4
	60.0		21.2		65.0		70.0		0.0		
6	25.0	7	29.2	7	29.2	3	12.5	1	4.2	24	43.6
	40.0		77.8		35.0		30.0		100.0		
15	27.3	9	16.4	20	36.4	10	18.2	1	1.8	55	100.0
											Column Totals

IDENTIFICATION WITH THE SPORT

Yes No Row Total
#1 Ever Played Basketball

#	%	#	%	#	%	
19	61.3	12	38.7	31	56.4	Girls
	52.8		63.2			
17	70.8	7	29.2	24	43.6	Boys
	47.2		36.8			
36	65.5	19	34.5	55	100.0	Column Total

#2 Ever Played Other Sport

#	%	#	%	#	%	
23	74.2	8	25.8	31	56.4	Girls
	56.1		57.1			
18	75.0	6	25.0	24	43.6	Boys
	43.9		42.9			
41	74.5	14	25.5	55	100.0	Column Total

#3 Coached Any Sport

#	%	#	%	#	%	
9	29.0	22	71.0	31	56.4	Girls
	54.3		53.7			
5	20.8	19	79.2	24	43.6	Boys
	35.7		46.3			
14	35.5	41	74.5	55	100.0	Column Total

#4 Ever Officiated Any Sport

#	%	#	%	#	%	
8	26.7	22	73.3	30	55.6	Girls
	57.1		55.0			
6	25.0	18	75.0	24	44.4	Boys
	42.9		45.0			
14	25.9	40	74.1	54	100.0	Column Total

1 missing observation

#5 Watch Pro Basketball

#	%	#	%	#	%	
26	86.7	4	13.3	30	55.6	Girls
	54.2		66.7			
22	91.7	2	8.3	24	44.4	Boys
	45.8		33.3			
48	88.9	6	11.1	54	100.0	Column Total

1 missing observation

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 14 represents 50.0 percent of the 28 spectators attending high school girls' games and the same 14 represents 46.7 percent of the 30 spectators indicating "Home" as their affiliation.

TABLE 17
RESPONSES OF SPECTATORS AT HIGH SCHOOL GIRLS' AND HIGH SCHOOL BOYS'
BASKETBALL GAMES REGARDING HYPOTHESIS G*

	SIG	Latitude of Acceptance									Mean	SD
		Yes	1	2	3	4	5	6	7	No		
<u>GENERAL:</u>												
1. educational objec		////////									1.6	0.8
2. non-contact sport		////////									3.8	2.1
3. UIL/NCAA/NAGWS		////////									2.3	1.5
4. good character		////////									1.6	1.1
5. less physical		////////									3.6	1.7
High school boys greater by 2												
<u>OFFICIALS:</u>												
		Yes	1	2	3	4	5	6	7	No		
1. catch most fouls		////////									2.6	1.1
2. impartial		////////									3.2	1.6
3. uncorrupted		////////									1.6	1.2
4. yelling at of		////////									2.6	1.7
5. spec know rules		////////									3.6	1.7
High school boys greater by 1												
<u>PLAYERS:</u>												
		No	1	2	3	4	5	6	7	Yes		
1. take foul of team		////////									1.4	1.3
2. foul only if caught		////////									3.4	1.6
3. retaliate		////////									1.4	1.5
4. showing anger		////////									1.6	1.5
5. force for respect		////////									2.6	1.6
High school girls greater by 7												
<u>SPECTATORS:</u>												
		No	1	2	3	4	5	6	7	Yes		
1. throwing items		////////									1.3	1.4
2. booing other team		////////									1.6	1.5
3. show both appr and	.04	////////									3.6	2.4
4. set poor example		////////									3.6	2.0
5. lost interest		////////									4.1	1.9
High school girls greater by 4												
<u>COACHES:</u>												
		No	1	2	3	4	5	6	7	Yes		
1. jumping off bench		////////									3.3	2.1
2. yelling at players		////////									3.7	2.4
3. profanity		////////									1.6	1.5
4. employed win-loss		////////									3.6	1.7
5. for losing season		////////									2.6	1.4
6. slapping player		////////									1.4	1.4
7. "little tricks"		////////									2.7	2.0
8. exceptions to rules		////////									2.2	1.6
9. welfare of player		////////									1.3	0.8
10. temperamental coach		////////									1.8	1.7
High school girls greater by 6												

//// = High school girls
xxxx = High school boys

*Not statistically significant
Summary - High school girls have a wider
latitude of acceptance than high school boys
by 18 digits.

acceptable behavior from officials, players, spectators, and coaches.

The spectators attending the girls' and boys' high school basketball games were slightly different in the age of the spectators. The 35-44 age group was 41.9 percent of the total audience at the girls' games while this age group accounted for only 29.2 percent of the boys' games. The boys' games had a bigger percentage in the 25-34 year age bracket with 29.2 percent as opposed to 6.5 percent of the girls' audiences.

The spectators at the high school boys' games had a slightly wider latitude of acceptance for the entire "general" category and the "officials" category but the high school girls' audience had a wider latitude of acceptance in the other three categories. The spectators at the girls' games had a two digit wider latitude of acceptance concerning whether a "player is guilty of a foul only if caught." (PLAYERS: #2) The spectators of the girls' game had a latitude of acceptance of one to six while the spectators at the boys game had a one to four latitude of acceptance. A three digit difference also existed between the groups on Players #5 which asks whether force should be used to gain respect. The girls games had a one to six latitude and the boys' games had a one to three latitude of acceptance. The spectators attending high school girls' games

were more conservative in their responses concerning the general questions on basketball than were spectators attending the high school boys' games. However, this trend reversed itself dramatically on the category of acceptable player behavior. The spectators attending the high school girls' games were much more lenient in what they considered acceptable player behavior than spectators attending the high school boys' games. The only question which was statistically significant was Spectators #3 which was four digits apart with the girls' games being one to seven and the boys' games one to three. The spectators at the high school girls' games considered active spectator participation more important than spectators of the high school boys' games. This was significant at the .04 level of significance. This question asked whether a spectator has "an obligation to show both approval and disapproval of action on the court."

The latitude of acceptance was eighteen digits wider in favor of the spectators of girls' games than the spectators of the boys' games. The spectators of the girls' high school games had a more lenient latitude of acceptance than the spectators of boys' games.

The mean and standard deviation were included on Table 17 for the readers' information and were not included in the chi-square statistical treatment.

Hypothesis H

Sex of the respondent is not a significant variable among spectators who attend eighth grade girls' basketball games towards attitudes of acceptable behavior from officials, players, spectators, and coaches.

Parents made up 53.8 percent (male) and 55.6 percent (female) or 54.5 percent of the total audience interviewed at the eighth grade girls' basketball games. The age of the male spectators was slightly older than the female spectators with 23.1 percent in the 25-34 age category for males and 44.4 percent for the female category. There were 23.1 percent in the 45-64 age category for males and 0 for females. The small sample size made this appear more significant than it was.

Ninety-two (92.3 percent) of the male spectators interviewed had played other sports. The female spectators had 77.8 percent who had played other sports. The spectators who had officiating experience was 61.5 percent for the males and 22.2 percent for the females. The number that watched pro basketball on television was 100 percent for the ladies and 84.6 percent for the men.

The male spectators answered seven questions with the maximum number seven, indicating an extremely wide latitude of acceptance on basketball as a non-contact sport (GENERAL: #2), indicating that girls' or women's games

TABLE 18
 DEMOGRAPHIC INFORMATION REGARDING SEX OF RESPONDENT
 AND SPECTATORS AT EIGHTH GRADE GIRLS' BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation

Home		Visiting		Row Total		
#	%	#	%	#	%	
7	63.6	4	36.4	11	57.9	Male
	46.7		100.0			
8	100.0	0	0.0	8	42.1	Female
	53.3		0.0			
15	78.9	4	21.1	19	100.0	Column Total

3 missing observations

Relation

Parent		School		Fan		Row Total		
#	%	#	%	#	%	#	%	
7	53.8	4	32.3	2	15.4	13	59.1	Male
	58.3		100.0		33.3			
5	55.6	0	0.0	4	44.4	9	40.9	Female
	41.7		0.0		66.7			
12	54.5	4	18.2	6	23.3	22	100.0	Column Total

Frequency

Home		All Teams		Variety		Row Total		
#	%	#	%	#	%	#	%	
2	50.0	0	0.0	2	50.0	4	57.1	Male
	100.0		0.0		10.0			
0	0.0	0	0.0	3	100.0	3	42.9	Female
	0.0		0.0		60.0			
2	28.6	0	0.0	5	71.4	7	100.0	Column Total

15 missing observations

Age

-24		25-34		35-44		45-64		65-Up		Row Total		
#	%	#	%	#	%	#	%	#	%	#	%	
1	7.7 50.0	3	23.1 42.3	6	46.2 60.0	3	23.1 100.0	0	0.0 0.0	13	59.1	Male
1	11.1 50.0	4	44.4 57.1	4	44.4 40.0	0	0.0 0.0	0	0.0 0.0	9	40.9	Female
2	9.1	7	31.8	10	45.5	3	13.6	0	0.0	22	100.0	Column Total

IDENTIFICATION WITH THE SPORT

#1 Ever Played Basketball

#1 Ever Played Basketball				Row Total
#	%	#	%	#
12	92.3	1	7.7	13
	57.1		100.0	
9	100.0	0	0.0	9
	42.9		0.0	
21	95.5	1	4.5	22
				100.0
Total				

#2 Ever Played Other Sport

Yes		No		Row Total		
#	%	#	%	#	%	
12	92.3	1	7.7	13	59.1	Male
	63.2		33.3			
7	77.8	2	22.2	9	40.9	Female
	36.8		66.7			
19	86.4	3	13.6	22	100.0	Column Total

#3 Coached Any Sport

#		#		#	
1	2	3	4	5	6
10	76.9	3	23.1	13	59.3
	71.4		37.5		
4	44.4	5	55.6	9	40.9
	28.6		62.5		
14	62.6	8	36.4	22	100.0

#4 Ever Officiated Any Sport

Yes		No		Row Total		
#	%	#	%	#	%	
3	61.5	5	38.5	13	59.1	Male
	50.0		41.7			
2	23.3	7	77.8	9	40.9	Female
	20.0		58.3			
10	45.5	12	54.5	22	100.0	Column Total

#5 Watch Pro Basketball

#		#		#		
#	%	#	%	#	%	
11	84.6	2	15.4	13	59.1	Male
	55.0		100.0			
9	100.0	0	0.0	9	40.9	Female
	45.0		0.0			
20	90.9	2	9.1	22	100.0	Column Total

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 7 represents 63.9 percent of the 11 males attending the 8th grade girls' games and the same 7 represents 46.7 percent of the 15 spectators indicating "home" as their affiliation.

TABLE 19
RESPONSES OF MALE AND FEMALE SPECTATORS AT
EIGHTH GRADE GIRLS' BASKETBALL GAMES REGARDING HYPOTHESIS H*

	SIG	Latitude of Acceptance									Mean	SD
		Yes	1	2	3	4	5	6	7	No		
<u>GENERAL:</u>												
1. educational objec		////	////	////	////	////	////	////	////	////	2.00	1.45
2. non-contact sport		XXXXXXXXXX	////	////	////	////	////	////	////	////	1.20	0.45
3. UIL/NCAA/NAGWS		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	3.30	2.15
4. good character		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
5. less physical		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.40	1.12
		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.40	1.12
		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.40	1.12
		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.40	1.12
		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.40	1.12
		Male greater by 6									3.30	2.15
<u>OFFICIALS:</u>												
		Yes	1	2	3	4	5	6	7	No		
1. catch most fouls		////	////	////	////	////	////	////	////	////	2.00	1.00
2. impartial	.05	XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
3. uncorrupted		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
4. yelling at of		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
5. spec know rules		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
		Male greater by 4									3.30	2.15
<u>PLAYERS:</u>												
		No	1	2	3	4	5	6	7	Yes		
1. take foul of team		////	////	////	////	////	////	////	////	////	1.00	0.45
2. foul only if caught		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
3. retaliate		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
4. showing anger		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
5. force for respect	.03	XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
		Male greater by 7									3.30	2.15
<u>SPECTATORS:</u>												
		No	1	2	3	4	5	6	7	Yes		
1. throwing items		////	////	////	////	////	////	////	////	////	1.00	0.45
2. booing other team		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
3. show both appr and		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
4. set poor example		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
5. lost interest		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
		Male greater by 3									3.30	2.15
<u>COACHES:</u>												
		No	1	2	3	4	5	6	7	Yes		
1. jumping off bench		////	////	////	////	////	////	////	////	////	1.00	0.45
2. yelling at players		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
3. profanity		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
4. employed win-loss		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
5. for losing season		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
6. slapping player		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
7. "little tricks"		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
8. exceptions to rules		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
9. welfare of player		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
10. tempermental coach		XXXXXXXXXXXXXXXXXXXX	////	////	////	////	////	////	////	////	1.00	1.12
		Male greater by 1									3.30	2.15

/// = Female
XXXX = Male

*Not statistically significant
Summary - Male respondents greater by 21 digits

should not have less physical contact than boys' (GENERAL #5), responding that spectators should show both approval and disapproval (SPECTATORS: #3), indicating that spectators set a poor example of good sportsmanship (SPECTATORS: #4), and commenting that spectators have lost interest in good sportsmanship (SPECTATORS: #5). Both male and female groups indicated that spectators set a poor example of sportsmanship.

The males had a wider latitude of acceptance and were significantly different at the .05 level of significance or better on two questions (OFFICIALS: #2 - .05 and PLAYERS: #5 - .03). However, the two groups were only one digit apart on the last category, which was Coaches.

The latitude of acceptance was 21 digits greater for the male spectators interviewed than for the female. The males would allow much more lenient behavior than the female spectators.

The mean and standard deviation were included for information only on Table 19 and were not used in the statistical analysis of the data.

HYPOTHESIS H--SUPPORT (Table 19)

Hypothesis I

Sex of the respondent is not a significant variable among spectators who attend eighth grade boys' basketball

TABLE 20
DEMOGRAPHIC INFORMATION REGARDING SEX OF RESPONDENT AND
SPECTATORS AT EIGHTH GRADE BOYS' BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation

Home		Visiting		Row Total		
#	%	#	%	#	%	
4	44.4	5	55.6	9	42.9	Male
	40.0		45.5			
6	50.0	6	50.0	12	57.1	Female
	60.0		54.5			
10	47.6	11	52.4	21	100.0	Column Total

4 missing observations

Relation

Parent		School		Fan		Row Total		
#	%	#	%	#	%	#	%	
4	36.4	2	18.2	5	45.5	11	44.0	Male
	50.0		28.6		50.0			
4	28.0	5	35.7	5	35.7	14	56.0	Female
	50.0		71.4		50.0			
8	32.0	7	28.0	10	40.0	25	100.0	Column Total

Frequency

Home		All Teams		Variety		Row Total		
#	%	#	%	#	%	#	%	
1	100.0	0	0.0	0	0.0	1	25.0	Male
	100.0		0.0		0.0			
0	0.0	1	33.3	2	66.7	3	75.0	Female
	0.0		100.0		100.0			
1	25.0	1	25.0	2	100.0	4	100.0	Column Total

21 missing observations

Age

-24		25-34		35-44		45-64		65-Up		Row Total		
#	%	#	%	#	%	#	%	#	%	#	%	
0	0.0	4	36.4	6	54.5	1	9.1	0	0.0	11	44.0	Male
	0.0		33.3		66.7		50.0		0.0			
2	14.3	8	57.1	3	21.4	1	7.1	0	0.0	14	56.0	Female
	100.0		66.7		33.3		50.0		0.0			
2	8.0	12	48.0	9	36.0	2	8.0	0	0.0	25	100.0	Column Total
												Total

IDENTIFICATION WITH THE SPORT

#1 Ever Played Basketball

#1 Ever Played Basketball					
#	%	#	%	#	%
7	63.6	4	36.4	11	44.0
	53.8		33.3		
6	42.9	8	57.1	14	56.0
	46.2		66.7		
13	52.0	12	48.0	25	100.0

#2 Ever Played Other Sport

#	%	#	%	#	%	
8	72.7	3	27.3	11	44.0	Male
	57.1		27.3			
6	42.9	8	57.1	14	56.0	Female
	42.9		72.7			
14	56.0	11	44.0	25	100.0	Column Total

#3 Coached Any Sport

#	%	#	%	#	%	
5	45.5	6	54.5	11	44.0	Male
	55.6		37.5			
4	23.6	10	71.4	14	56.0	Female
	44.4		62.5			
9	36.0	16	64.0	25	100.0	Column Total

#4 Ever Officiated Any Sport

#	%	#	%	#	%	
5	45.5	6	54.5	11	44.0	Male
	50.0		40.0			
5	35.7	9	64.3	14	56.0	Female
	50.0		60.0			
10	40.0	15	60.0	25	100.0	Column Total

#5 Watch Pro Basketball

#	%	#	%	#	%	
10	90.9	1	9.1	11	44.0	Male
	47.6		25.0			
11	78.6	3	21.4	14	56.0	Female
	52.4		75.0			
21	84.0	4	16.0	25	100.0	Column Total

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 4 represents 44.4 percent of the 9 males attending the 8th grade boys' games and the same 4 represents 40.0 percent of the 10 spectators indicating "home" as their affiliation.

TABLE 21
RESPONSES OF MALE AND FEMALE SPECTATORS
AT EIGHTH GRADE BOYS' BASKETBALL GAMES REGARDING HYPOTHESIS 1*

	SIG	Latitude of Acceptance									Mean	SD
GENERAL:												
		Yes	1	2	3	4	5	6	7	No		
1. educational objec		////									1.5	1.0
		XXXXXXXXXXXX									1.3	0.6
2. non-contact sport		////									5.5	1.3
		XXXXXXXXXXXXXXXXXXXX									4.5	1.3
3. UIL/NCAA/NACWS		////									2.5	1.0
		XXXXXXXXXXXX									1.5	0.5
4. good character		////									1.5	0.5
		XXXXXXXXXXXX									1.5	0.5
5. less physical		////									5.5	1.3
		XXXXXXXXXXXXXXXXXXXX									5.5	1.3
		No difference										
OFFICIALS:												
		Yes	1	2	3	4	5	6	7	No		
1. catch most fouls		////									4.5	1.0
		XXXXXXXXXXXXXXXXXXXX									3.5	0.5
2. impartial		////									3.5	1.0
		XXXXXXXXXXXX									2.5	0.5
3. uncorrupted		////									2.5	0.5
		XXXXXXXXXXXX									2.5	0.5
4. yelling at of		////									3.5	0.5
		XXXXXXXXXXXX									3.5	0.5
5. spec know rules		////									4.5	1.0
		XXXXXXXXXXXXXXXXXXXX									4.5	1.0
		Male greater by 2										
PLAYERS:												
		No	1	2	3	4	5	6	7	Yes		
1. take foul of team		////									1.5	1.0
		XXXXXXXXXXXX									1.5	1.0
2. foul only if caught	.02	////									1.5	1.0
		XXXXXXXXXXXXXXXXXXXX									1.5	1.0
3. retaliate		////									2.5	1.0
		XXXXXXXXXXXX									2.5	1.0
4. showing anger	.05	////									2.5	1.0
		XXXXXXXXXXXX									2.5	1.0
5. force for respect		////									3.5	1.0
		XXXXXXXXXXXX									3.5	1.0
		Male greater by 9										
SPECTATORS:												
		No	1	2	3	4	5	6	7	Yes		
1. throwing items		////									1.5	1.0
		XXXXXXXXXXXX									1.5	1.0
2. booing other team		////									2.5	1.0
		XXXXXXXXXXXX									1.5	0.5
3. show both appr and		////									3.5	1.0
		XXXXXXXXXXXXXXXXXXXX									4.5	1.0
4. set poor example		////									5.5	1.0
		XXXXXXXXXXXXXXXXXXXX									5.5	1.0
5. lost interest		////									5.5	1.0
		XXXXXXXXXXXXXXXXXXXX									5.5	1.0
		Male greater by 2										
COACHES:												
		No	1	2	3	4	5	6	7	Yes		
1. jumping off bench		////									3.5	1.0
		XXXXXXXXXXXXXXXXXXXX									3.5	1.0
2. yelling at players		////									4.5	1.0
		XXXXXXXXXXXX									4.5	1.0
3. profanity		////									1.5	1.0
		XXXXXXXXXXXXXXXXXXXX									1.5	1.0
4. employed win-loss		////									2.5	1.0
		XXXXXXXXXXXX									2.5	1.0
5. for losing season		////									1.5	1.0
		XXXXXXXXXXXX									2.5	1.0
6. slapping player		////									1.5	1.0
		XXXXXXXXXXXX									1.5	1.0
7. "little tricks"		////									2.5	1.0
		XXXXXXXXXXXX									2.5	1.0
8. exceptions to rules		////									1.5	1.0
		XXXXXXXXXXXX									1.5	1.0
9. welfare of player		////									1.5	1.0
		XXXXXXXXXXXX									1.5	1.0
10. tempermental coach		////									1.5	1.0
		XXXXXXXXXXXXXXXXXXXX									1.5	1.0
		Male greater by 16										

//// = Female Respondents
xxxx = Male Respondents

*Not statistically significant
Summary - Male Respondents greater by 29 digits

games towards attitudes of acceptable behavior from officials, players, spectators, and coaches.

The major difference between the male and female population in the Relations category of spectators which were interviewed at the eighth grade boys' games was three more school officials in the female category. Each had the same number of people listing themselves as parents (four) and as fans (five). The largest number of people in any age category was eight females in the 25-34 year old group for 57.1 percent of the female group and 66.7 percent of the total group (25 people).

More females than males (57.1 percent to 36.4 percent) had not played basketball or any other sport (57.1 percent to 27.3 percent). Only 28.6 percent of the ladies had coached compared to 45.5 percent of the men, but 35.7 percent of the ladies (an increase of one person over the number who had coached) had officiated a sport to the same 45.5 percent of the men who had officiated as well as coached. The number who watched professional basketball on television was ten (90.9 percent) of the men and eleven (78.6 percent) of the women.

The men and women had the greatest difference possible in their latitude of acceptance on the question of whether a player was guilty of a foul only if caught.

Eighty-five percent of the women interviewed gave one as their response. The men on the other hand had the widest or one to seven latitude of acceptance which was a significant difference at the .02 level of significance.

When the spectators were asked whether they approved of a player showing anger at an official's call, the men were more lenient with a one to five latitude of acceptance and the women had a one to four latitude of acceptance which was significant at the .05 level of significance.

There was no difference between the male and female spectators on the first category (GENERAL) but the men had a wider latitude of acceptance in the other four categories with as much as sixteen points difference on the coaching category and nine points difference on the players category. The male latitude of acceptance was twenty-seven points wider than the female spectators attending the eighth grade boys games. This is not statistically significant.

The mean and standard deviations included in Table 21 were for information of the reader and were not used in the statistical treatment of the data.

HYPOTHESIS I--SUPPORT (Table 21)

Hypothesis J

Sex of the respondent is not a significant variable among spectators who attend ninth grade girls' basketball

TABLE 22
DEMOGRAPHIC INFORMATION REGARDING SEX OF RESPONDENT AND
SPECTATORS AT NINTH GRADE GIRLS' BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation						
Home		Visiting		Row Total		
#	%	#	%	#	%	
9	90.0 75.0	1	10.0 20.0	10	58.8	Male
3	42.9 25.0	4	57.1 80.0	7	41.2	Female
12	70.6	5	29.4	17	100.0	Column Total
8 missing observations						

8 missing observations

IDENTIFICATION WITH THE SPORT

Yes		No		Row Total		
#1 Ever Played Basketball						
#	%	#	%	#	%	
8	61.5	5	38.5	13	52.0	Male
	47.1		62.5			
9	75.0	3	25.0	12	48.0	Female
	52.9		37.5			
17	68.0	8	32.0	25	100.0	Column Total

Relation

Relation							
Parent		School		Fan		Row Total	
#	%	#	%	#	%	#	%
7	58.3	0	0.0	5	41.7	12	50.0
	58.3		0.0		41.7		
5	41.7	1	8.3	6	50.0	12	50.0
	41.7		100.0		54.5		
12	50.0	1	4.2	11	45.8	24	100.0
							</

1 missing observation

#2 Ever Played Other Sport

#	%	#	%	#	%	
12	92.3	1	7.7	13	52.0	Male
	60.0		20.0			
8	66.7	4	33.3	12	48.0	Female
	40.0		20.0			
20	80.0	5	20.0	25	100.0	Column Total

Frequency

Home		All Teams		Variety		Row Total		
#	%	#	%	#	%	#	%	
		1	50.0 33.3	1	50.0 16.7	2	22.2	Male
		2	28.6 66.7	5	71.4 83.3	7	77.8	Female
		3	33.3	6	66.7	9	100.0	Column Total

16 missing observations

#3 Coached Any Sport

#	%	#	%	#	%	
6	46.2	7	53.8	13	54.2	Male
	56.7		46.7			
3	27.3	8	72.7	11	45.8	Female
	32.3		53.3			
9	37.5	15	62.5	24	100.0	Column Total

1 missing observation

Age

25-34		35-44		45-64		65-Up		Row Total		
#	%	#	%	#	%	#	%	#	%	
2	15.4	3	23.1	7	53.8	1	7.7	0	0.0	13 52.0 Male
	25.0		75.0		25.0		50.0		2.0	
6	50.0	1	8.3	4	33.3	1	8.3	0	0.0	12 48.0 Female
	75.0		25.0		36.4		50.0		0.0	
8	32.0	4	16.0	11	44.0	2	8.0	0	0.0	25 100.0 Column Total

#4 Ever Officiated Any Sport

#	%	#	%	#	%	
6	46.2	7	53.8	13	52.0	Male
	85.7		36.9			
1	8.3	11	91.7	12	48.0	Female
	14.2		61.1			
7	28.0	18	72.0	25	100.0	Column Total

#5 Watch Pro Basketball

#	%	#	%	#	%	
11	84.6	2	15.4	13	52.0	Male
	50.0		66.7			
11	91.7	1	8.3	12	48.8	Female
	50.0		33.3			
22	88.0	3	12.7	25	100.0	Column Total

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 9 represents 90.0 percent of the 10 males attending the 9th grade girls' games and the same 9 represents 75.0 percent of the 12 spectators indicating "home" as their affiliation.

TABLE 23
RESPONSES OF MALE AND FEMALE SPECTATORS AT
NINTH GRADE GIRLS' BASKETBALL GAMES REGARDING HYPOTHESIS J*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		/////////////////	1.6	1.2
		XXXXXXXXXXXX	1.7	1.5
2. non-contact sport		/////////////////	3.3	2.3
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.6	2.3
3. UIL/NCAA/NAGWS		/////////////////	2.5	2.1
		XXXXXXXXXXXXXXXXXXXX	2.5	1.3
4. good character		/////////////////	1.4	0.9
		XXXXXXXXXXXXXXXX	1.6	0.9
5. less physical		/////////////////	4.5	2.3
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.5	2.3
		Male greater by 3		
<u>OFFICIALS:</u>		Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		/////////////////	4.5	2.5
		XXXXXXXXXXXXXXXX	2.6	1.3
2. impartial		/////////////////	4.2	2.1
		XXXXXXXXXXXXXXXX	1.8	1.3
3. uncorrupted		/////////////////	3.6	2.4
		XXXXXXXXXXXXXXXXXXXX	2.4	2.3
4. yelling at of		/////////////////	3.5	2.6
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	3.0	2.3
5. spec know rules		/////////////////	4.6	2.3
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	5.4	1.3
		Female greater by 6		
<u>PLAYERS:</u>		No 1 2 3 4 5 6 7 Yes		
1. take foul of team		/////////////////	1.6	1.3
		XXXXXXXXXXXX	1.9	2.0
2. foul only if caught		/////////////////	4.2	2.1
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.7	2.1
3. retaliate		/////////////////	2.6	2.1
		XXXXXXXXXXXX	1.2	0.6
4. showing anger		/////////////////	2.1	1.6
		XXXXXXXXXXXXXXXX	2.0	1.8
5. force for respect		/////////////////	2.0	1.3
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	3.5	2.7
	.02	Male greater by 1		
<u>SPECTATORS:</u>		No 1 2 3 4 5 6 7 Yes		
1. throwing items		/////////////////	1.5	1.2
		XXXXXXXXXXXX	1.0	0.0
2. booing other team		/////////////////	2.6	2.5
		XXXXXXXXXXXXXXXXXXXX	2.3	2.1
3. show both appr and		/////////////////	4.4	2.3
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.2	2.7
4. set poor example		/////////////////	4.5	2.4
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	6.1	1.0
5. lost interest		/////////////////	3.1	2.3
		XXXXXXXXXXXXXXXXXXXX	3.8	1.3
		Male greater by 1		
<u>COACHES:</u>		No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		/////////////////	3.4	2.7
		XXXXXXXXXXXXXXXXXXXXXXXXXXXX	4.3	2.0
2. yelling at players		/////////////////	4.8	2.2
	.03	XXXXXXXXXXXXXXXXXXXX	3.3	2.1
3. profanity		/////////////////	2.7	2.6
		XXXXXXXXXXXX	1.0	0.0
4. employed win-loss		/////////////////	3.2	2.1
		XXXXXXXXXXXXXXXX	1.6	1.2
5. for losing season		/////////////////	2.3	2.4
		XXXXXXXXXXXX	2.0	1.3
6. slapping player		/////////////////	2.3	2.4
		XXXXXXXXXXXX	1.8	2.0
7. "little tricks"		/////////////////	3.8	2.3
		XXXXXXXXXXXXXXXXXXXX	1.1	1.8
8. exceptions to rules		/////////////////	3.9	2.5
		XXXXXXXXXXXX	1.1	0.9
9. welfare of player		/////////////////	2.2	2.4
		XXXXXXXXXXXX	1.2	0.4
10. tempermental coach		/////////////////	4.1	1.8
		XXXXXXXXXXXXXXXXXXXX	2.4	2.2
		Female greater by 14		

//// = Female
xxxx = Male

*Not statistically significant
Summary - Female respondents greater by 15 digits.

games towards attitudes of acceptable behavior from officials, players, spectators, and coaches.

The spectators were evenly divided between men (twelve) and women (twelve) in the "Relation" category with a total of twenty-four. Fifty-eight percent of the males interviewed were listed as parents while 41.7 percent of the females were included in that category. Fifty percent of the female spectators were under twenty-four years of age which corresponds with 15.4 percent of the male group. The largest number of the males were in the 35-44 age category.

Seventy-five percent of the women had played basketball to 61.5 percent of the men. Ninety-two percent of the men had played other sports while only 66.7 percent of the women had played other sports. Less than half (46.2 percent) of the men had coached while only 27.3 percent of the women had coached. The same percentage (46.2 percent) of the men had done some officiating but only one woman (8.3 percent) had had that experience. Eleven people from each group (84.6 percent of males and 91.7 percent of females) watched professional basketball on television.

The only question which indicated a significant difference was the question (COACH: #2) which asked if the spectator felt coaches were usually justified in yelling at players. The women had a wider (one to seven) latitude of

acceptance. The women respondents felt yelling at the players was more often justified than male respondents.

The entire Players category is significantly different at the .02 level of significance with the greatest difference being the question on the use of force to gain respect under the boards and the males advocating the greater use of force. The males had a wider latitude of acceptance in three categories while the females were wider in two categories (Officials and Coaches). The female group had a wider overall latitude of acceptance by fifteen digits.

The ladies gave the maximum of one to seven as their latitude of acceptance on seven questions and a one to six on three questions. The men gave one to seven as their latitude of acceptance on only five questions and one to six on two questions.

The mean and standard deviation on Table 23 were included for information only and were not a part of the statistical analysis.

HYPOTHESIS J--SUPPORT (Table 23)

Hypothesis K

Sex of the respondent is not a significant variable among spectators who attend ninth grade boys' basketball games towards attitudes of acceptable behavior from officials, players, spectators, and coaches.

TABLE 24

DEMOGRAPHIC INFORMATION REGARDING SEX OF RESPONDENT AND
SPECTATORS AT NINTH GRADE BOYS' BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation				Row Total	
Home		Visiting		#	%
#	%	#	%	#	%
3	42.9	4	57.1	7	38.9
25.0		66.7			
9	81.8	2	18.2	11	61.1
75.0		33.3			
12	66.7	6	33.3	18	100.0

3 missing observations

Relation				Row Total	
Parent		School		Fan	
#	%	#	%	#	%
6	66.7	2	22.2	1	11.1
60.0		66.7		12.5	
4	33.3	1	8.3	7	58.3
42.0		22.3		87.5	
10	47.6	3	14.3	8	38.1
				21	100.0

Frequency				Row Total	
Home		All Teams		Variety	
#	%	#	%	#	%
2	66.7	1	33.3	0	0.0
40.0		100.0		0.0	
3	50.0	0	0.0	3	50.0
60.0		0.0		100.0	
5	55.6	1	11.0	3	33.3
				9	100.0

12 missing observations

Age						Row Total	
-24		25-34		35-44		45-64	
#	%	#	%	#	%	#	%
0	0.0	2	22.2	5	55.6	2	22.2
0.0		22.3		62.5		30.0	
2	18.2	4	36.4	3	27.3	2	18.2
100.0		67.7		37.5		50.0	
2	10.0	6	30.0	8	40.0	4	20.0
						0	0.0
						20	100.0

1 missing observation

IDENTIFICATION WITH THE SPORT

		Yes		No		Row Total	
#1 Ever Played Basketball		#	%	#	%	#	%
		#	%	#	%	#	%
7		77.8		2	22.2	9	42.9
		53.3		22.2			
5		41.7		7	58.3	12	57.1
		41.7		77.9			
12		57.1		9	42.9	21	100.0

#2 Ever Played Other Sport					
#	%	#	%	#	%
7	77.8	2	22.2	9	42.9
46.7		33.3			
8	66.7	4	33.3	12	57.1
53.3		66.7			
15	71.4	6	28.6	21	100.0

#3 Coached Any Sport					
#	%	#	%	#	%
6	66.7	3	33.3	9	42.9
60.0		27.7			
4	33.3	8	66.7	12	57.1
40.0		72.7			
10	47.6	11	52.4	21	100.0

#4 Ever Officiated Any Sport					
#	%	#	%	#	%
3	33.3	6	66.7	9	42.5
60.0		37.5			
2	16.7	10	83.3	12	57.1
40.0		62.5			
5	23.8	16	76.2	21	100.0

#5 Watch Pro Basketball					
#	%	#	%	#	%
9	100.0	0	0.0	9	42.9
47.3		0.0			
10	83.3	2	16.7	12	57.1
52.6		100.0			
19	90.5	2	9.5	21	100.0

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 3 represents 42.9 percent of the 7 males attending the 9th grade boys' games and the same 3 represents 25.0 percent of the 12 spectators indicating "home" as their affiliation.

TABLE 25
RESPONSES OF MALE AND FEMALE SPECTATORS AT
NINTH GRADE BOYS' BASKETBALL GAMES REGARDING HYPOTHESIS K*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		XXXXXXXXXXXXX	1.8	1.9
2. non-contact sport		XXXXXXXXXXXXXXXXXXXXX	4.1	2.4
3. UIL/NCAA/NAGWS		XXXXXXXXXXXXX	2.5	0.9
4. good character		XXXXXXXXXXXXX	1.8	1.3
5. less physical		XXXXXXXXXXXXX	1.3	0.9
		Female greater by 6	1.3	0.7
<u>OFFICIALS:</u>		Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		XXXXXXXXXXXXX	5.5	2.3
2. impartial		XXXXXXXXXXXXX	2.2	2.4
3. uncorrupted		XXXXXXXXXXXXX	2.4	0.7
4. yelling at of		XXXXXXXXXXXXX	3.1	2.1
5. spec know rules		XXXXXXXXXXXXX	1.8	0.7
		Female greater by 3	2.1	2.1
<u>PLAYERS:</u>		No 1 2 3 4 5 6 7 Yes		
1. take foul of team		XXXXXXXXXXXXX	1.4	1.4
2. foul only if caught		XXXXXXXXXXXXX	4.6	5.6
3. retaliate	.01	XXXXXXXXXXXXX	4.6	4.6
4. showing anger		XXXXXXXXXXXXX	2.0	2.0
5. force for respect		XXXXXXXXXXXXX	2.5	2.5
		No difference	2.8	2.8
<u>SPECTATORS:</u>		No 1 2 3 4 5 6 7 Yes		
1. throwing items		XXXXXXXXXXXXX	2.7	2.7
2. booing other team		XXXXXXXXXXXXX	3.0	3.0
3. show both appr and		XXXXXXXXXXXXX	1.0	1.0
4. set poor example		XXXXXXXXXXXXX	1.0	1.0
5. lost interest		XXXXXXXXXXXXX	1.5	1.5
		Female greater by 1	1.3	1.3
<u>COACHES:</u>		No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		XXXXXXXXXXXXX	3.6	3.6
2. yelling at players		XXXXXXXXXXXXX	3.1	3.1
3. profanity		XXXXXXXXXXXXX	6.4	6.4
4. employed win-loss		XXXXXXXXXXXXX	5.3	5.3
5. for losing season		XXXXXXXXXXXXX	4.4	4.4
6. slapping player		XXXXXXXXXXXXX	5.0	5.0
7. "little tricks"		XXXXXXXXXXXXX	3.1	3.1
8. exceptions to rules		XXXXXXXXXXXXX	1.0	1.0
9. welfare of player		XXXXXXXXXXXXX	1.5	1.5
10. tempermental coach		XXXXXXXXXXXXX	1.3	1.3
		Male greater by 1	2.0	2.0

//// = female
xxxx = Male

*Not statistically significant
Summary - Female respondents greater by 9 digits.

Parents represented 47.6 percent of the audience interviewed at the ninth grade boys' games. Men represented 66.7 percent of those parents interviewed. One third (33.3 percent) of the women were parents. Fifty-eight percent of the women interviewed were listed as fans while only one person (11.1 percent) of the male spectators was listed as just a fan. The largest percentage of women (36.4 percent) was in the 25-34 age group while 55.6 percent of the men listed 35-44 as their age group. The interpretation of the percentages should be approached with caution since the sample size is so small (twenty).

The women interviewed had a wider latitude of acceptance in three categories of questions, the men had a wider latitude of acceptance in the coaching category and there was no difference in the player category. The ladies were more lenient in their total latitude of acceptance by nine digits.

Only one question was significantly different at the .01 level of significance and this was the question of whether "a player should feel justified to retaliate if the officials do not catch an infraction." The women had a latitude of acceptance of one to four and the men had a latitude of one to three.

The mean and standard deviation on Table 25 were not used in the statistical treatment of the data but rather were offered as additional information for the reader.

HYPOTHESIS K--SUPPORT (Table 25)

Hypothesis L

Sex of respondent is not a significant variable among spectators who attend high school girls' basketball games towards attitudes of acceptable behavior from officials, players, spectators, and coaches.

Thirty-one spectators were interviewed at high school girls' basketball games. The 35-44 age category included 55 percent of the women interviewed and 18.2 percent of the men. The under 24 years group and the 45-64 age group each included four men. The parents interviewed were three men (30 percent of the male group) and ten women (50 percent of the women).

The women had a wider latitude of acceptance (one to four) on the only question which was statistically significant (at the .01 level of significance). The male respondents had a one to three latitude of acceptance on this question which asked if the spectators thought "basketball should be played as a non-contact sport." Men respondents were more prone to adhere to the strict interpretations of basketball as a non-contact sport than women respondents.

TABLE 26

DEMOGRAPHIC INFORMATION REGARDING SEX OF RESPONDENT AND
SPECTATORS AT HIGH SCHOOL GIRLS' BASKETBALL GAMES

BACKGROUND INFORMATIONAffiliation

Home		Visiting		Row Total	
#	%	#	%	#	%
3	33.3	6	66.7	9	32.1
	21.4		42.9		
11	57.9	8	42.1	19	67.9
	78.6		57.1		
14	50.0	14	50.0	28	100.0

3 missing observations

Relation

Parent		School		Fan		Row Total	
#	%	#	%	#	%	#	%
3	30.0	1	10.0	6	60.0	10	33.3
	23.1		100.0		37.5		
10	50.0	0	0.0	10	50.0	20	66.7
	76.9		0.0		62.5		
13	43.3	1	3.3	16	53.3	30	100.0

Frequency

Home		All Teams		Variety		Row Total	
#	%	#	%	#	%	#	%
0	0.0	2	66.7	1	33.3	3	31.5
	0.0		66.7		25.0		
1	20.0	1	20.0	3	60.0	5	62.5
	100.0		33.3		75.0		
1	12.5	3	27.5	4	50.0	8	100.0

Age

-24		25-34		35-44		45-64		65-Up		Row Total	
#	%	#	%	#	%	#	%	#	%	#	%
4	36.4	1	9.1	2	18.2	4	36.4	0	0.0	11	35.5
	44.4		50.0		18.4		57.1		0.0		
5	25.0	1	5.0	11	55.0	3	15.0	0	0.0	20	64.5
	55.6		50.0		84.6		42.9		0.0		
9	29.0	2	6.5	13	41.9	7	22.6	0	0.0	31	100.0

IDENTIFICATION WITH THE SPORT

Yes No Row Total
#1 Ever Played Basketball

#	%	#	%	#	%
8	72.7	3	27.3	11	35.5
	42.1		25.0		
11	55.0	9	45.0	20	64.5
	57.9		75.0		
19	61.3	12	38.7	31	100.0

#2 Ever Played Other Sport

#	%	#	%	#	%
11	100.0	0	0.0	11	35.5
	47.8		0.0		
12	60.0	8	40.0	20	64.5
	52.2		100.0		
23	74.2	8	25.8	31	100.0

Corrected chi .04

#3 Coached Any Sport

#	%	#	%	#	%
5	45.5	6	54.5	11	35.5
	55.6		27.3		
4	20.1	16	80.0	20	64.5
	44.4		72.7		
9	29.0	22	71.0	31	100.0

#4 Ever Officiated Any Sport

#	%	#	%	#	%
6	54.5	5	45.5	11	36.7
	75.0		22.7		
2	10.5	17	89.5	19	63.3
	25.0		77.3		
8	26.7	22	73.3	30	100.0

1 missing observation

corrected chi .02

#5 Watch Pro Basketball

#	%	#	%	#	%
10	100.0	0	0.0	10	33.3
	38.5		0.0		
16	80.0	4	20.0	20	66.7
	61.5		100.0		
26	86.7	4	13.3	30	100.0

1 missing observation

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 3 represents 33.3 percent of the 9 males attending the high school girls' games and the same 3 represents 21.4 percent of the 14 spectators indicating "home" as their affiliation.

TABLE 27
RESPONSES OF MALE AND FEMALE SPECTATORS AT
HIGH SCHOOL GIRLS' BASKETBALL GAMES REGARDING HYPOTHESIS L*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		////// XXXXXXXXXXXXXXXX	1.3	0.6
2. non-contact sport	.01	XXXXXXXXXXXXXXXX	4.3	1.5
3. UIL/NCAA/NAGWS		////// XXXXXXXXXXXXXXXX	2.0	1.4
4. good character		////// XXXXXXXXXXXX	1.6	1.0
5. less physical		////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX	2.2	1.9
		Female greater by 1	1.7	1.1
<u>OFFICIALS:</u>		Yes 1 2 3 4 5 6 7 No	1.3	0.7
1. catch most fouls		////// XXXXXXXXXXXXXXXXXXXXXXXX	4.7	2.2
2. impartial		////// XXXXXXXXXXXXXXXXXXXXXXXX	4.7	2.3
3. uncorrupted		////// XXXXXXXXXXXX	4.5	2.2
4. yelling at of		////// XXXXXXXXXXXXXXXXXXXXXXXX	3.4	2.4
5. spec know rules		////// XXXXXXXXXXXXXXXXXXXXXXXX	3.2	1.6
		No difference	3.1	1.6
<u>PLAYERS:</u>		No 1 2 3 4 5 6 7 Yes	1.6	0.7
1. take foul of team		////// XXXXXXXXXXXX	1.1	0.3
2. foul only if caught		////// XXXXXXXXXXXXXXXXXXXXXXXX	2.8	1.6
3. retaliate		////// XXXXXXXXXXXX	3.4	2.6
4. showing anger		////// XXXXXXXXXXXXXXXXXXXXXXXX	3.6	1.8
5. force for respect		////// XXXXXXXXXXXXXXXXXXXXXXXX	4.6	1.8
		Male greater by 2		
<u>SPECTATORS:</u>		No 1 2 3 4 5 6 7 Yes		
1. throwing items		////// XXXXXXXXXXXX	2.1	1.9
2. booing other team		////// XXXXXXXXXXXX	1.9	1.8
3. show both appr and		////// XXXXXXXXXXXXXXXXXXXXXXXX	3.9	2.5
4. set poor example		////// XXXXXXXXXXXXXXXXXXXXXXXX	3.3	2.4
5. lost interest		////// XXXXXXXXXXXX	2.2	2.0
		Female greater by 2	1.3	0.7
<u>COACHES:</u>		No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		////// XXXXXXXXXXXXXXXXXXXXXXXX	1.9	1.4
2. yelling at players		////// XXXXXXXXXXXXXXXXXXXXXXXX	2.4	1.9
3. profanity		////// XXXXXXXXXXXX	2.8	2.5
4. employed win-loss		////// XXXXXXXXXXXXXXXXXXXXXXXX	4.6	2.8
5. for losing season		////// XXXXXXXXXXXXXXXXXXXXXXXX	4.6	2.8
6. slapping player		////// XXXXXXXXXXXX	1.9	1.4
7. "little tricks"		////// XXXXXXXXXXXX	1.1	0.3
8. exceptions to rules		////// XXXXXXXXXXXX	2.8	2.2
9. welfare of player		////// XXXXXXXXXXXX	2.8	2.5
10. tempermental coach		////// XXXXXXXXXXXXXXXXXXXXXXXX	2.2	1.8
		Female greater by 5	1.9	1.1

//// = Female
xxxx = Male

*Not statistically significant
Summary - Female respondents greater by 6 digits.

The female segment of the respondents had a greater latitude of acceptance in three categories, the males had a more lenient latitude of acceptance in one category and there was no difference in one. The females were more lenient by five digits on the total questionnaire.

The mean and standard deviation were not used in statistical treatment of the data.

HYPOTHESIS L--SUPPORT (Table 27)

Hypothesis M

Sex of the respondent is not a significant variable among spectators who attend high school boys' basketball games toward attitudes of acceptable behavior from officials, players, spectators, and coaches.

The majority of both men (55.6 percent) and female (57.1 percent) groups were in the Fan category and only 22.2 percent of the males and 35.7 percent of the females were parents. The ten males in attendance at the high school boys games were almost evenly divided over the five age categories (two, three, two, two, one). The fourteen females in attendance were more concentrated in the first three age categories (under 24 = four; 25-34 = four; 35-44 = five; 45-64 = one; 65-up = zero).

The latitudes of acceptance were not very far apart between the male and female respondents at high school boys

TABLE 28

DEMOGRAPHIC INFORMATION REGARDING SEX OF RESPONDENT AND
SPECTATORS AT HIGH SCHOOL BOYS' BASKETBALL GAMES

BACKGROUND INFORMATIONAffiliation

Home		Visiting		Row Total	
#	%	#	%	#	%
7	87.5	1	12.5	8	36.4
	43.8		16.7		
9	64.3	5	35.7	14	63.6
	56.3		23.3		
16	72.7	6	27.3	22	100.0

2 missing observations

Relation

Parent		School		Fan		Row Total	
#	%	#	%	#	%	#	%
2	22.2	2	22.2	5	55.6	9	39.1
	28.6		66.7		38.5		
5	35.7	1	7.1	3	57.1	14	60.9
	71.4		33.3		61.5		
7	30.4	3	13.0	13	56.5	23	100.0

1 missing observation

Frequency

Home		All Teams		Variety		Row Total	
#	%	#	%	#	%	#	%
3	75.0	0	0.0	1	25.0	4	50.0
	75.0		0.0		33.3		
1	25.0	1	25.0	2	50.0	4	50.0
	25.0		100.0		66.7		
4	50.0	1	12.5	3	37.5	8	100.0

16 missing observations

Age

-24		25-34		35-44		45-54		55-Up		Row Total	
#	%	#	%	#	%	#	%	#	%	#	%
2	20.7	3	30.0	2	20.0	2	20.0	1	10.0	10	41.7
	33.3		42.9		28.6		66.7		100.0		
4	28.6	4	28.6	5	35.7	1	7.1	0	0.0	14	58.3
	66.7		57.1		71.4		33.3		0.0		
6	25.0	7	29.2	7	29.2	3	12.5	1	4.2	24	100.0

IDENTIFICATION WITH THE SPORT#1 Ever Played Basketball

Yes		No		Row Total	
#	%	#	%	#	%
7	70.0	3	30.0	10	41.7
	41.2		42.9		
10	71.4	4	28.6	14	58.3
	58.2		57.1		
17	70.8	7	29.2	24	100.0

#2 Ever Played Other Sport

#	%	#	%	#	%
7	70.0	3	30.0	10	41.7
	38.6		50.0		
11	78.6	3	21.4	14	58.3
	61.1		50.0		
18	75.0	6	25.0	24	100.0

#3 Coached Any Sport

#	%	#	%	#	%
3	30.0	7	70.0	10	41.7
	30.0		36.3		
2	14.3	12	85.7	14	58.3
	40.0		63.2		
5	20.8	19	79.2	24	100.0

#4 Ever Officiated Any Sport

#	%	#	%	#	%
5	50.0	5	50.0	10	41.7
	83.3		27.3		
1	7.1	13	92.9	14	58.3
	16.7		72.2		
6	25.0	18	75.0	24	100.0

#5 Watch Pro Basketball

#	%	#	%	#	%
10	100.0	0	0.0	10	41.7
	45.5		0.0		
12	85.7	2	14.3	14	58.3
	54.5		100.0		
22	91.7	2	8.3	24	100.0

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 7 represents 87.5 percent of the 8 males attending the high school boys' games and the same 7 represents 43.8 percent of the 16 spectators indicating "home" as their affiliation.

TABLE 29
RESPONSES OF MALE AND FEMALE SPECTATORS AT
HIGH SCHOOL BOYS' BASKETBALL GAMES REGARDING HYPOTHESIS M*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		////// XXXXXXXXXXXXXXX	2.0 1.9	1.1 1.1
2. non-contact sport		////// XXXXXXXXXXXXXXXXXXXXXXX	3.3 3.6	2.7 2.1
3. UIL/NCAA/NAGWS		////// XXXXXXXXXXXXXXXXXXXXXXX	2.2 2.3	1.5 1.2
4. good character		////// XXXXXXXXXXXXXXXXXXXXXXX	1.6 2.2	0.9 1.3
5. less physical		////// XXXXXXXXXXXXXXXXXXXXXXX	6.6 4.6	0.7 2.3
<u>OFFICIALS:</u>		Male greater by 1 Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		////// XXXXXXXXXXXXXXX	3.2 2.4	1.9 1.2
2. impartial		////// XXXXXXXXXXXXXXX	2.7 3.3	1.9 1.6
3. uncorrupted		////// XXXXXXXXXXXXXXX	2.3 2.0	2.2 1.6
4. yelling at of		////// XXXXXXXXXXXXXXX	2.4 2.2	2.3 2.0
5. spec know rules		////// XXXXXXXXXXXXXXXXXXXXXXX	3.7 5.3	1.9 1.4
<u>PLAYERS:</u>		Male greater by 1 No 1 2 3 4 5 6 7 Yes		
1. take foul of team		////// XXXXXXXXXXXXXXX	2.6 1.0	2.7 0.0
2. foul only if caught		////// XXXXXXXXXXXXXXXXXXXXXXX	2.7 3.0	2.6 2.2
3. retaliate		////// XXXXXXXXXXXXXXX	1.9 1.7	1.8 2.0
4. showing anger		////// XXXXXXXXXXXXXXX	1.8 2.1	1.8 1.7
5. force for respect		////// XXXXXXXXXXXXXXX	2.2 2.6	2.3 1.9
<u>SPECTATORS:</u>		Male greater by 4 No 1 2 3 4 5 6 7 Yes		
1. throwing items		////// XXXXXXXXXXXXXXX	1.5 1.7	1.7 2.0
2. booing other team		////// XXXXXXXXXXXXXXX	1.6 1.9	1.7 2.0
3. show both appr and		////// XXXXXXXXXXXXXXXXXXXXXXX	3.0 2.3	2.2 1.6
4. set poor example		////// XXXXXXXXXXXXXXXXXXXXXXX	5.3 4.7	2.6 2.3
5. lost interest		////// XXXXXXXXXXXXXXXXXXXXXXX	4.1 4.2	2.4 2.0
<u>COACHES:</u>		Female greater by 1 No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		////// XXXXXXXXXXXXXXX	3.2 2.9	2.3 2.0
2. yelling at players		////// XXXXXXXXXXXXXXXXXXXXXXX	3.8 3.3	2.3 2.1
3. profanity		////// XXXXXXXXXXXXXXX	1.8 1.8	1.8 1.4
4. employed win-loss		////// XXXXXXXXXXXXXXXXXXXXXXX	2.8 1.8	2.4 1.0
5. for losing season		////// XXXXXXXXXXXXXXX	2.3 1.9	2.1 1.3
6. slapping player		////// XXXXXXXXXXXXXXX	1.6 1.7	1.7 2.0
7. "little tricks"		////// XXXXXXXXXXXXXXX	2.5 1.6	2.2 1.1
8. exceptions to rules		////// XXXXXXXXXXXXXXXXXXXXXXX	1.7 2.6	1.8 2.5
9. welfare of player		////// XXXXXXXXXXXXXXX	1.9 1.6	2.0 1.1
10. temperamental coach		////// XXXXXXXXXXXXXXXXXXXXXXX	2.0 2.0	1.8 1.6

//// = Female
xxxx = Male

*Not statistically significant
Summary - Male respondents greater by 7 digits.

basketball games. The males' latitude of acceptance for the first category was wider by only one digit as was the second category. The third category was wider for the males by four digits. The fourth category, Spectators, was wider for the females by one digit. The Coaches' section of the questionnaire indicated the males had a wider latitude of acceptance by two digits. The seven digit difference indicated the men had a wider overall latitude of acceptance. The difference between the two groups was not statistically significant.

The mean and standard deviation on Table 29 offers information for the reader and were not used in the statistical treatment of the data.

HYPOTHESIS M--SUPPORT (Table 29)

Hypothesis N

Sex of the respondent is not a significant variable among spectators who attend college women's basketball games towards attitudes of acceptable behavior from officials, players, spectators, and coaches.

The number and percentage of total parents in attendance at the women's basketball games was three (5.7 percent); three persons indicated connection with the school and the remainder, 88.7 percent, were classified as fans.

TABLE 30
 DEMOGRAPHIC INFORMATION REGARDING SEX OF RESPONDENT AND
 SPECTATORS AT COLLEGE WOMEN'S BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation				Row Total		
Home		Visiting		#	%	
#	%	#	%	#	%	
7	63.7	4	36.4	11	31.4	Male
	28.0		40.0			
18	75.0	6	25.0	24	68.6	Female
	72.0		60.0			
25	71.4	10	28.6	35	100.0	Column Total

19 missing observations

Relation				Row Total		
Parent		School		Fan		
#	%	#	%	#	%	
2	8.0	3	12.0	20	80.0	Male
	66.7		100.0		42.6	
1	3.6	0	0.0	27	96.4	Female
	33.3		0.0		57.4	
3	5.7	3	5.7	47	88.7	Column Total
					53	100.0

1 missing observation

Frequency				Row Total		
Home		All Teams		Variety		
#	%	#	%	#	%	
2	33.3	3	50.0	1	16.7	Male
	66.7		60.0		6.5	
1	5.6	11	11.1	83.3		Female
	33.3		40.0		73.3	
3	12.5	5	20.8	16	66.7	Column Total
					24	100.0

30 missing observations

Age		25-34		35-44		45-64		65-Up		Row Total		
#	%	#	%	#	%	#	%	#	%	#	%	
9	37.5	4	16.7	2	8.3	8	33.3	1	4.2	24	45.3	Male
	34.6		57.1		50.0		57.1		50.2			
17	58.6	3	10.3	2	6.9	6	20.7	3	3.4			Female
	65.4		42.9		50.0		42.9		50.0	29	54.7	
26	49.1	7	13.2	4	7.5	14	26.4	2	3.8	53	100.0	Column Total

IDENTIFICATION WITH THE SPORT

		Yes		No		Row Total		
#1 Ever Played Basketball		#	%	#	%	#	%	
21	84.0	4	16.0	25	46.3			Male
	61.9		20.0					
13	44.8	16	55.2	29	53.7			Female
	39.2		60.0					
34	63.0	20	37.0	54	100.0			Column Total

#2 Ever Played Other Sport								
#	%	#	%	#	%	#	%	
23	92.0	2	8.0	25	46.3			Male
	57.5		14.3					
17	58.6	12	41.4	29	53.7			Female
	42.5		85.7					
40	74.1	14	25.9	54	100.0			Column Total

#3 Coached Any Sport								
#	%	#	%	#	%	#	%	
14	58.3	10	41.7	24	45.3			Male
	60.9		33.3					
9	31.0	20	69.0	29	54.7			Female
	39.1		66.7					
23	43.4	30	56.6	53	100.0			Column Total

1 missing observation

#4 Ever Officiated Any Sport								
#	%	#	%	#	%	#	%	
14	56.0	11	44.0	25	46.3			Male
	60.9		35.5					
9	31.0	20	69.0	29	53.7			Female
	39.1		64.5					
23	42.6	31	57.4	54	100.0			Column Total

#5 Watch Pro Basketball								
#	%	#	%	#	%	#	%	
23	95.8	1	4.2	24	45.3			Male
	46.0		33.3					
27	93.1	2	6.9	29	54.7			Female
	54.0		66.9					
50	94.3	3	5.7	53	100.0			Column Total

1 missing observation

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 7 represents 63.7 percent of the 11 males attending the college women's games and the same 7 represents 28.0 percent of the 25 spectators indicating "home" as their affiliation.

TABLE 31
RESPONSES OF MALE AND FEMALE SPECTATORS AT
COLLEGE WOMEN'S BASKETBALL GAMES REGARDING HYPOTHESIS N*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		////////////////////	1.8	1.2
		XXXXXXXXXXXXXXXXXXXX	2.1	1.1
2. non-contact sport		////////////////////	3.8	2.3
		XXXXXXXXXXXXXXXXXXXX	3.5	1.9
3. UIL/NCAA/NAGWS		////////////////////	3.8	1.6
		XXXXXXXXXXXXXXXXXXXX	2.7	1.9
4. good character		////////////////////	1.6	1.2
		XXXXXXXXXXXXXXXXXXXX	1.8	1.5
5. less physical		////////////////////	4.4	2.5
		XXXXXXXXXXXXXXXXXXXX	4.6	2.4
<u>OFFICIALS:</u>	.03	Male greater by 1 Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		////////////////////	3.7	2.0
		XXXXXXXXXXXXXXXXXXXX	3.7	2.4
2. impartial		////////////////////	2.8	1.7
		XXXXXXXXXXXXXXXXXXXX	2.6	1.8
3. uncorrupted		////////////////////	2.4	1.9
		XXXXXXXXXXXXXXXXXXXX	2.2	1.6
4. yelling at of		////////////////////	3.0	1.6
		XXXXXXXXXXXXXXXXXXXX	3.9	2.5
5. spec know rules		////////////////////	4.3	1.7
		XXXXXXXXXXXXXXXXXXXX	4.7	2.1
<u>PLAYERS:</u>		Male greater by 1 No 1 2 3 4 5 6 7 Yes		
1. take foul of team		////////////////////	2.2	2.2
		XXXXXXXXXXXXXXXXXXXX	2.2	2.4
2. foul only if caught	.01	////////////////////	3.4	2.4
		XXXXXXXXXXXXXXXXXXXX	5.4	2.4
3. retaliate		////////////////////	2.2	1.7
		XXXXXXXXXXXXXXXXXXXX	2.0	1.7
4. showing anger		////////////////////	2.4	1.8
		XXXXXXXXXXXXXXXXXXXX	3.3	2.4
5. force for respect		////////////////////	3.4	2.5
		XXXXXXXXXXXXXXXXXXXX	3.5	2.3
<u>SPECTATORS:</u>		Male greater by 2 No 1 2 3 4 5 6 7 Yes		
1. throwing items		////////////////////	1.6	1.7
		XXXXXXXXXXXXXXXXXXXX	1.0	0.0
2. booing other team		////////////////////	1.6	1.8
		XXXXXXXXXXXXXXXXXXXX	1.6	1.7
3. show both appr and		////////////////////	3.7	2.1
		XXXXXXXXXXXXXXXXXXXX	5.4	2.0
4. set poor example		////////////////////	3.5	3.1
		XXXXXXXXXXXXXXXXXXXX	3.4	1.1
5. lost interest		////////////////////	4.0	2.1
		XXXXXXXXXXXXXXXXXXXX	4.6	2.0
<u>COACHES:</u>		Male greater by 3 No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		////////////////////	4.2	2.0
		XXXXXXXXXXXXXXXXXXXX	5.0	2.4
2. yelling at players		////////////////////	4.2	2.0
		XXXXXXXXXXXXXXXXXXXX	3.3	2.5
3. profanity		////////////////////	1.8	1.8
		XXXXXXXXXXXXXXXXXXXX	1.5	1.4
4. employed win-loss		////////////////////	2.3	1.7
		XXXXXXXXXXXXXXXXXXXX	2.3	1.7
5. for losing season		////////////////////	2.5	1.8
		XXXXXXXXXXXXXXXXXXXX	1.6	1.1
6. slapping player		////////////////////	1.8	1.9
		XXXXXXXXXXXXXXXXXXXX	1.4	1.3
7. "little tricks"		////////////////////	2.1	1.9
		XXXXXXXXXXXXXXXXXXXX	2.5	2.0
8. exceptions to rules		////////////////////	2.0	1.9
		XXXXXXXXXXXXXXXXXXXX	1.9	1.5
9. welfare of player		////////////////////	1.7	1.6
		XXXXXXXXXXXXXXXXXXXX	1.3	0.7
10. tempermental coach		////////////////////	2.7	1.3
		XXXXXXXXXXXXXXXXXXXX	3.5	2.1
		Male greater by 2		

//// = Female
xxxx = Male

*Not statistically significant
Summary - Male respondents greater by 9 digits.

The two groups, female and male, were almost evenly divided at twenty-five males and twenty-eight females.

Eighty-four percent of the males had played basketball and 92 percent had played other sports. Of the women in attendance, 44.8 percent had played basketball and 58.6 percent had played other sports. Question one, which asked if the respondent "had ever played competitive basketball," was significant at the .007 level of significance and question two which asked if the respondent had "ever played another sport competitively," was significant at the .01 level of significance. Both were corrected chi-square scores. Males had much more experience with competitive sports.

The first category, "GENERAL," was significantly different at the .03 level of significance with the males having a slightly wider latitude of acceptance by one digit. The question of whether "a player is guilty of a foul only if caught" (PLAYERS - 2) was significantly different at the .01 level of significance with the males having a one to seven latitude of acceptance and the females only one to four. The males had a wider latitude of acceptance by nine digits.

The means and standard deviations listed on Table 31 were not used in the statistical treatment of the data.

HYPOTHESIS N--SUPPORT (Table 31)

Hypothesis 0

Sex of the respondent is not a significant variable among spectators who attend college men's basketball games toward attitudes of acceptable behavior from officials, players, spectators, and coaches.

Ninety-one percent of the males and 97.3 percent of the females at the college men's games were fans. There was one man and one woman interviewed who were parents of the players. The age distribution was significantly different at the .02 level of significance. There were twenty (58.8 percent) males and fourteen (36.8 percent) of the women in attendance in the 24 and under age category. The college students were in evidence in this group. The 25-34 age group had only 12.5 percent of the total respondents. The male respondents had only 5.9 percent of its total in the 35-44 age group while the women had eight, or 21.1 percent, of its total in that group. The female group had 31.6 (twelve) to the male's 11.8 percent (four) in the 45-64 age group. There were three (4.2 percent) in the total group of 65 and up. There was a statistically significant difference between the two populations when compared on questions concerning prior experience with competitive sports. Men had a larger percentage who had played basketball, other sports coached or officiated any sport than the women respondents.

TABLE 32
 DEMOGRAPHIC INFORMATION REGARDING SEX OF RESPONDENT AND
 SPECTATORS AT COLLEGE MEN'S BASKETBALL GAMES

BACKGROUND INFORMATION

Affiliation				Row Total		
Home		Visiting		#	%	
#	%	#	%	#	%	
26	100.0			26	100.0	Male
	44.1					
33	100.0			33	100.0	Female
	55.9					
59	100.0			59	100.0	Column Total

14 missing observations

Relation

Parent		School		Fan		Row Total		
#	%	#	%	#	%	#	%	
1	2.9	0	0.0	24	91.1	35	48.6	Male
	50.0		0.0		48.6			
1	2.7	0	0.0	36	97.3	37	51.4	Female
	50.0		0.0		51.4			
2	1.8	0	0.0	70	97.2	72	100.0	Column Total

1 missing observation

Frequency

Home		All Teams		Variety		Row Total		
#	%	#	%	#	%	#	%	
16	84.2	1	5.3	2	10.5	19	48.7	Male
	51.3		100.0		25.2			
14	70.0	0	0.0	6	30.0	20	51.3	Female
	46.7		0.0		75.0			
30	76.9	1	2.6	8	20.5	39	100.0	Column Total

34 missing observations

Age

-24		25-34		35-44		45-54		65-Up		Row Total		
#	%	#	%	#	%	#	%	#	%	#	%	
20	55.6	7	20.6	2	5.9	4	11.1	1	2.9	34	47.2	Male
	58.3		77.8		20.0		25.0		33.3			
14	36.1	2	5.3	8	21.1	12	31.2	2	5.3	38	52.8	Female
	41.2		22.2		80.0		75.0		66.7			
34	47.2	9	12.5	10	13.2	16	22.2	3	4.2	72	100.0	Column Total

1 missing observation

IDENTIFICATION WITH THE SPORT

Yes		No		Row Total		
#	%	#	%	#	%	
26	74.3	9	25.7	35	47.9	Male
	61.2		22.0			
16	42.1	22	57.9	38	52.1	Female
	38.1		71.0			
42	57.5	31	42.5	73	100.0	Column Total

#2 Ever Played Other Sport

#	%	#	%	#	%	
32	91.4	3	8.0	35	47.9	Male
	60.4		15.0			
21	55.3	17	44.7	38	52.1	Female
	39.6		35.0			
53	72.6	20	27.4	73	100.0	Column Total

#3 Coached Any Sport

#	%	#	%	#	%	
16	45.7	19	54.3	35	47.9	Male
	64.3		35.2			
3	7.9	35	92.1	38	52.1	Female
	15.2		64.3			
19	26.0	54	74.0	73	100.0	Column Total

#4 Ever Officiated Any Sport

#	%	#	%	#	%	
16	45.7	19	54.3	35	47.9	Male
	73.7		37.3			
6	15.8	32	84.2	38	52.1	Female
	27.3		62.7			
22	30.1	51	69.9	73	100.0	Column Total

#5 Watch Pro Basketball

#	%	#	%	#	%	
34	100.0	0	0.0	34	47.2	Male
	47.9		0.0			
37	97.4	1	2.6	38	52.8	Female
	52.1		100.0			
71	98.6	1	1.4	72	100.0	Column Total

1 missing observation

NOTE:

The first percent in each cell is in relation to the Row Total frequency and the second percent in each cell is in relation to the Column Total frequency. For example, in the first box in the upper left corner, 26 represents 100.0 percent of the 26 males attending the college men's games and the same 26 represents 44.1 percent of the 59 spectators indicating "home" as their affiliation.

TABLE 33
RESPONSES OF MALE AND FEMALE SPECTATORS AT
COLLEGE MEN'S BASKETBALL GAMES REGARDING HYPOTHESIS O*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		XXXXXXXXXXXXXXXXXXXX	2.4	1.5
2. non-contact sport		XXXXXXXXXXXXXXXXXXXX	2.0	1.3
3. UIL/NCA/NAGWS		XXXXXXXXXXXXXXXXXXXX	3.5	2.3
4. good character		XXXXXXXXXXXXXXXXXXXX	3.8	2.3
5. less physical		XXXXXXXXXXXXXXXXXXXX	2.7	1.8
		XXXXXXXXXXXXXXXXXXXX	3.1	2.1
		XXXXXXXXXXXXXXXXXXXX	1.7	1.0
		XXXXXXXXXXXXXXXXXXXX	2.3	1.4
		XXXXXXXXXXXXXXXXXXXX	5.0	2.3
		XXXXXXXXXXXXXXXXXXXX	4.7	2.3
<u>OFFICIALS:</u>		Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		XXXXXXXXXXXXXXXXXXXX	3.3	2.1
2. impartial		XXXXXXXXXXXXXXXXXXXX	4.2	2.3
3. uncorrupted		XXXXXXXXXXXXXXXXXXXX	3.3	2.1
4. yelling at of		XXXXXXXXXXXXXXXXXXXX	3.7	2.1
5. spec know rules		XXXXXXXXXXXXXXXXXXXX	2.4	2.0
		XXXXXXXXXXXXXXXXXXXX	2.8	2.0
		XXXXXXXXXXXXXXXXXXXX	3.5	2.6
		XXXXXXXXXXXXXXXXXXXX	4.4	2.3
		XXXXXXXXXXXXXXXXXXXX	5.4	1.8
		XXXXXXXXXXXXXXXXXXXX	4.6	1.9
<u>PLAYERS:</u>		No 1 2 3 4 5 6 7 Yes		
1. take foul of team		XXXXXXXXXXXX	1.8	1.9
2. foul only if caught		XXXXXXXXXXXX	2.5	2.5
3. retaliate		XXXXXXXXXXXX	4.1	2.9
4. showing anger		XXXXXXXXXXXX	3.7	2.8
5. force for respect		XXXXXXXXXXXX	2.6	2.4
		XXXXXXXXXXXX	2.2	1.8
		XXXXXXXXXXXX	2.1	1.9
		XXXXXXXXXXXX	2.6	2.0
		XXXXXXXXXXXX	2.8	2.4
		XXXXXXXXXXXX	4.1	2.5
<u>SPECTATORS:</u>		No 1 2 3 4 5 6 7 Yes		
1. throwing items		XXXXXXXXXXXX	1.0	0.0
2. booing other team		XXXXXXXXXXXX	1.0	0.2
3. show both appr and		XXXXXXXXXXXX	1.4	1.2
4. set poor example		XXXXXXXXXXXX	2.6	2.4
5. lost interest		XXXXXXXXXXXX	5.5	1.8
		XXXXXXXXXXXX	4.5	2.0
		XXXXXXXXXXXX	6.0	1.8
		XXXXXXXXXXXX	5.2	2.0
		XXXXXXXXXXXX	4.7	2.3
		XXXXXXXXXXXX	4.7	1.8
<u>COACHES:</u>		No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		XXXXXXXXXXXX	3.6	2.3
2. yelling at players		XXXXXXXXXXXX	4.7	2.0
3. profanity		XXXXXXXXXXXX	3.9	2.1
4. employed win-loss		XXXXXXXXXXXX	4.2	1.9
5. for losing season		XXXXXXXXXXXX	1.3	1.1
6. slapping player		XXXXXXXXXXXX	2.3	2.2
7. "little tricks"		XXXXXXXXXXXX	1.9	1.5
8. exceptions to rules		XXXXXXXXXXXX	3.6	2.1
9. welfare of player		XXXXXXXXXXXX	2.1	1.5
10. temperamental coach		XXXXXXXXXXXX	2.9	2.0
		XXXXXXXXXXXX	1.4	1.2
		XXXXXXXXXXXX	1.4	1.0
		XXXXXXXXXXXX	2.5	2.3
		XXXXXXXXXXXX	2.4	1.9
		XXXXXXXXXXXX	1.8	1.6
		XXXXXXXXXXXX	2.2	1.6
		XXXXXXXXXXXX	1.3	1.2
		XXXXXXXXXXXX	2.0	1.5
		XXXXXXXXXXXX	2.0	2.3
		XXXXXXXXXXXX	2.9	2.2

*Not statistically significant

Summary - Male respondents greater by 14 digits.

//// = Female
xxxx = Male

There were two questions which showed a significant difference between the sexes. The question (PLAYERS - 5) of whether "a player should use force to gain respect under the boards" was significant at the .02 level of significance. The men had a one to six digit latitude of acceptance and the women had a one to four latitude of acceptance.

The question Coach: #4 was significantly different at the .002 level of significance with the latitude of acceptance for men at one to five and for women one to three digits. This would endorse the employment of a coach based on his win-loss record. The women had a wider latitude of acceptance in the spectator category by one digit. The men had a wider latitude of acceptance in the other four categories and on the overall comparison by fourteen digits.

The men were more flexible in their attitude about the coach jumping off the bench to voice their opinion (one to seven) while women were more conservative with a one to five latitude of acceptance.

The means and standard deviations noted on Table 33 were not used in the statistical treatment of the data and were included for the information of the reader.

HYPOTHESIS O--SUPPORT (Table 33)

Hypothesis P

The age group of twenty-four and under is not a significant variable among spectators who attend basketball games in Lubbock, Texas towards attitudes of acceptable behavior from officials, players, spectators, and coaches.

The 24 years and under age group had a wider latitude of acceptance in every category with the overall total being twenty-four digits wider than all other ages across all the levels of competition.

HYPOTHESIS P--SUPPORT (Table 34)

Hypothesis Q

The age group of twenty-five to thirty-four is not a significant variable among spectators who attend basketball games in Lubbock, Texas toward attitudes of acceptable behavior from officials, players, spectators, and coaches.

The 25-34 age group had a more narrow latitude of acceptance than the other age groups in three of the five categories across all levels of competition. This age group had a more conservative latitude of acceptance than the other age groups with the exception of the 45-64 age classification.

HYPOTHESIS Q--SUPPORT (Table 35)

TABLE 34
RESPONSES OF SPECTATORS TWENTY FOUR YEARS OF AGE OR LESS AND ALL OTHER
LEVELS OF COMPETITION INTERVIEWED AS IT RELATES TO HYPOTHESIS P*

	SIG	Latitude of Acceptance										
		Yes	1	2	3	4	5	6	7	No		
<u>GENERAL:</u>												
1. educational objec		//////////										
2. non-contact sport		XXXXXXXXXXXXXXXXXXXX										
3. UIL/NCAA/NAGWS		//////////										
4. good character		XXXXXXXXXXXXXXXXXXXX										
5. less physical		//////////										
		XXXXXXXXXXXXXXXXXXXX										
		Age 24 By 2										
<u>OFFICIALS:</u>												
		Yes <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>No</th> <th></th>	1	2	3	4	5	6	7	No		
1. catch most fouls		//////////										
2. impartial		XXXXXXXXXXXXXXXXXXXX										
3. uncorrupted		//////////										
4. yelling at of		XXXXXXXXXXXXXXXXXXXX										
5. spec know rules		//////////										
		XXXXXXXXXXXXXXXXXXXX										
		Age 24 By 5										
<u>PLAYERS:</u>												
		No <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Yes</th> <th></th>	1	2	3	4	5	6	7	Yes		
1. take foul of team		//////////										
2. foul only if caught		XXXXXXXXXXXX										
3. retaliate		//////////										
4. showing anger		XXXXXXXXXXXXXXXXXXXX										
5. force for respect		//////////										
		XXXXXXXXXXXXXXXXXXXX										
		Age 24 by 7										
<u>SPECTATORS:</u>												
		No <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Yes</th> <th></th>	1	2	3	4	5	6	7	Yes		
1. throwing items		//////////										
2. booing other team		XXXXXXXXXXXX										
3. show both appr and		//////////										
4. set poor example		XXXXXXXXXXXXXXXXXXXX										
5. lost interest		//////////										
		XXXXXXXXXXXXXXXXXXXX										
		Age 24 By 2										
<u>COACHES:</u>												
		No <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>Yes</th> <th></th>	1	2	3	4	5	6	7	Yes		
1. jumping off bench		//////////										
2. yelling at players		XXXXXXXXXXXXXXXXXXXX										
3. profanity		//////////										
4. employed win-loss		XXXXXXXXXXXXXXXXXXXX										
5. for losing season		//////////										
6. slapping player		XXXXXXXXXXXXXXXXXXXX										
7. "little tricks"		//////////										
8. exceptions to rules		XXXXXXXXXXXXXXXXXXXX										
9. welfare of player		//////////										
10. tempermental coach		XXXXXXXXXXXX										
		Age 24 By 2										

//// = Age 24
xxxx = All levels

*Not statistically significant
Summary - All levels greater by 24 digits

TABLE 35
 RESPONSES OF SPECTATORS TWENTY-FIVE TO THIRTY-FOUR YEARS OF AGE
 AND ALL OTHER RESPONDENTS ATTENDING ALL LEVELS OF COMPETITION
 INTERVIEWED AS IT RELATES TO HYPOTHESIS Q*

	SIG	Latitude of Acceptance										
		Yes	1	2	3	4	5	6	7	No		
<u>GENERAL:</u>												
1. educational objec		////////// XXXXXXXXXXXXXXXX										
2. non-contact sport		////////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
3. UIL/NCAA/NAGWS		////////// XXXXXXXXXXXXXXXXXXXX										
4. good character		////////// XXXXXXXXXXXXXXXX										
5. less physical		////////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX Age 25-34 greater by 1										
<u>OFFICIALS:</u>												
1. catch most fouls		////////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
2. impartial		////////// XXXXXXXXXXXXXXXXXXXX										
3. uncorrupted		////////// XXXXXXXXXXXXXXXX										
4. yelling at of		////////// XXXXXXXXXXXXXXXXXXXX										
5. spec know rules		////////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX All levels greater by 1										
<u>PLAYERS:</u>												
1. take foul of team		////////// XXXXXXXXXXXX										
2. foul only if caught		////////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
3. retaliate		////////// XXXXXXXXXXXX										
4. showing anger		////////// XXXXXXXXXXXX										
5. force for respect		////////// XXXXXXXXXXXXXXXXXXXX All levels greater by 1										
<u>SPECTATORS:</u>												
1. throwing items		////////// XXXXXXXXXXXX										
2. booing other team		////////// XXXXXXXXXXXX										
3. show both appr and		////////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
4. set poor example		////////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
5. lost interest		////////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX No difference										
<u>COACHES:</u>												
1. jumping off bench		////////// XXXXXXXXXXXXXXXXXXXXXXXXXXXX										
2. yelling at players		////////// XXXXXXXXXXXXXXXXXXXX										
3. profanity		////////// XXXXXXXXXXXX										
4. employed win-loss		////////// XXXXXXXXXXXXXXXXXXXX										
5. for losing season		////////// XXXXXXXXXXXXXXXXXXXX										
6. slapping player		////////// XXXXXXXXXXXX										
7. "little tricks"		////////// XXXXXXXXXXXXXXXXXXXX										
8. exceptions to rules		////////// XXXXXXXXXXXX										
9. welfare of player		////////// XXXXXXXXXXXX										
10. tempermental coach		////////// XXXXXXXXXXXXXXXXXXXX greater by 3										

//// = Age 25-34
 xxxx = All other ages

*Not statistically significant
 Summary - All levels greater by 4 digits

Hypothesis R

The age group of thirty-five to forty-four is not a significant variable among spectators who attend basketball games in Lubbock, Texas toward attitudes of acceptable behavior from officials, players, spectators, and coaches.

The single question which indicated the difference between this age category and all the others was the question of whether "to fire a coach at the end of the season." This group indicated the maximum latitude of acceptance or in favor of firing the coach after a single losing season.

This age group had the same overall average latitude of acceptance as all other age groups over all levels of competition.

HYPOTHESIS R--SUPPORT (Table 36)

Hypothesis S

The age group of forty-five to sixty four is not a significant variable among spectators who attend basketball games in Lubbock, Texas towards attitudes of acceptable behavior from officials, players, spectators, and coaches.

All the other age groups had a wider latitude of acceptance in all but two categories. These two categories displayed no difference. The other age groups had a wider latitude of acceptance than the 45-64 age by twelve digits in the overall average.

HYPOTHESIS S--SUPPORT (Table 37)

Hypothesis T

The age group of sixty-five and older is not a significant variable among spectators who attend basketball games in Lubbock, Texas towards attitudes of acceptable behavior from officials, players, spectators, and coaches.

The 65 and up age group indicated strong feelings in favor of retaliation if a player has been fouled and it was not detected. This group had a latitude of acceptance of one to six as opposed to the average of the other age groups of one to two.

They also were "in favor of booing the other team more than the average." Their latitude of acceptance was one to four while the average was one.

The age 65 and up did not have an overall average different from the other age groups. The small sample size (six) would give a great deal of influence to a single individual.

HYPOTHESIS T--SUPPORT (Table 38)

Summary of Age Category Differences

There is a significant difference between the various ages on the question of whether basketball develops good character (GENERAL: #4) at the .01 level of significance. The question (GENERAL: #5) concerned with "whether girls' and women's games should have less physical contact

TABLE 36

RESPONSES OF SPECTATORS THIRTY-FIVE TO FORTY-FOUR YEARS OF AGE AND ALL
OTHER RESPONDENTS ATTENDING ALL LEVELS OF COMPETITION INTERVIEWED
AS IT RELATES TO HYPOTHESIS R*

SIG	Latitude of Acceptance	Mean	SD
	Yes 1 2 3 4 5 6 7 No		
GENERAL:			
1. educational objec	///////// XXXXXXXXXXXXX		
2. non-contact sport	///////// XXXXXXXXXXXXX		
3. UIL/NCAA/NAGWS	///////// XXXXXXXXXXXXX		
4. good character	///////// XXXXXXXXXXXXX		
5. less physical	///////// XXXXXXXXXXXXX		
OFFICIALS:	All levels greater by 5 Yes 1 2 3 4 5 6 7 No		
1. catch most fouls	///////// XXXXXXXXXXXXX		
2. impartial	///////// XXXXXXXXXXXXX		
3. uncorrupted	///////// XXXXXXXXXXXXX		
4. yelling at of	///////// XXXXXXXXXXXXX		
5. spec know rules	///////// XXXXXXXXXXXXX		
PLAYERS:	All levels greater by 2 No 1 2 3 4 5 6 7 Yes		
1. take foul of team	///////// XXXXXXXXXXXXX		
2. foul only if caught	///////// XXXXXXXXXXXXX		
3. retaliate	///////// XXXXXXXXXXXXX		
4. showing anger	///////// XXXXXXXXXXXXX		
5. force for respect	///////// XXXXXXXXXXXXX		
SPECTATORS:	All levels greater by 1 No 1 2 3 4 5 6 7 Yes		
1. throwing items	///////// XXXXXXXXXXXXX		
2. booing other team	///////// XXXXXXXXXXXXX		
3. show both appr and	///////// XXXXXXXXXXXXX		
4. set poor example	///////// XXXXXXXXXXXXX		
5. lost interest	///////// XXXXXXXXXXXXX		
COACHES:	All levels greater by 1 No 1 2 3 4 5 6 7 Yes		
1. jumping off bench	///////// XXXXXXXXXXXXX		
2. yelling at players	///////// XXXXXXXXXXXXX		
3. profanity	///////// XXXXXXXXXXXXX		
4. employed win-loss	///////// XXXXXXXXXXXXX		
5. for losing season	///////// XXXXXXXXXXXXX		
6. slapping player	///////// XXXXXXXXXXXXX		
7. "little tricks"	///////// XXXXXXXXXXXXX		
8. exceptions to rules	///////// XXXXXXXXXXXXX		
9. welfare of player	///////// XXXXXXXXXXXXX		
10. tempermental coach	///////// XXXXXXXXXXXXX		

//// = Age 35-44
xxxx = All levels

*Not statistically significant
Summary - Age 24 greater by 24 digits.
No Difference

TABLE 37

RESPONSES OF SPECTATORS FORTY-FIVE TO SIXTY-FOUR YEARS OF AGE AND ALL
OTHER RESPONDENTS ATTENDING ALL LEVELS OF COMPETITION INTERVIEWED AS
IT RELATES TO HYPOTHESIS S*

SIG	Latitude of Acceptance	Mean	SD
GENERAL:			
	Yes 1 2 3 4 5 6 7 No		
1. educational objec	XXXXXXXXXXXXXXXXXX		
2. non-contact sport	XXXXXXXXXXXXXXXXXX		
3. UIL/NCAA/NAGWS	XXXXXXXXXXXXXXXXXX		
4. good character	XXXXXXXXXXXXXXXXXX		
5. less physical	XXXXXXXXXXXXXXXXXX		
OFFICIALS:			
	Yes 1 2 3 4 5 6 7 No		
1. catch most fouls	XXXXXXXXXXXXXXXXXX		
2. impartial	XXXXXXXXXXXXXXXXXX		
3. uncorrupted	XXXXXXXXXXXXXXXXXX		
4. yelling at of	XXXXXXXXXXXXXXXXXX		
5. spec know rules	XXXXXXXXXXXXXXXXXX		
PLAYERS:			
	No 1 2 3 4 5 6 7 Yes		
1. take foul of team	XXXXXXXXXXXX		
2. foul only if caught	XXXXXXXXXXXXXXXXXXXXXXXXXXXX		
3. retaliate	XXXXXXXXXXXXXXXXXX		
4. showing anger	XXXXXXXXXXXXXXXXXX		
5. force for respect	XXXXXXXXXXXXXXXXXX		
SPECTATORS:			
	No 1 2 3 4 5 6 7 Yes		
1. throwing items	XXXXXXXXXXXX		
2. booing other team	XXXXXXXXXXXX		
3. show both appr and	XXXXXXXXXXXXXXXXXXXXXXXXXXXX		
4. set poor example	XXXXXXXXXXXXXXXXXXXXXXXXXXXX		
5. lost interest	XXXXXXXXXXXXXXXXXXXXXXXXXXXX		
COACHES:			
	No 1 2 3 4 5 6 7 Yes		
1. jumping off bench	XXXXXXXXXXXXXXXXXXXXXXXXXXXX		
2. yelling at players	XXXXXXXXXXXXXXXXXXXXXXXXXXXX		
3. profanity	XXXXXXXXXXXX		
4. employed win-loss	XXXXXXXXXXXXXXXXXX		
5. for losing season	XXXXXXXXXXXXXXXXXX		
6. slapping player	XXXXXXXXXXXX		
7. "little tricks"	XXXXXXXXXXXXXXXXXX		
8. exceptions to rules	XXXXXXXXXXXXXXXXXX		
9. welfare of player	XXXXXXXXXXXX		
10. tempermental coach	XXXXXXXXXXXXXXXXXX		
	All levels greater by 6		

//// = Ages 45-64
xxxx = All other levels

*Not statistically significant
Summary - No difference.

TABLE 38
 RESPONSES OF SPECTATORS SIXTY-FIVE YEARS AND UP AND ALL OTHER
 RESPONDENTS ATTENDING ALL LEVELS OF COMPETITION INTERVIEWED
 AS IT RELATES TO HYPOTHESIS T*

	SIG	Latitude of Acceptance	Mean	SD
<u>GENERAL:</u>		Yes 1 2 3 4 5 6 7 No		
1. educational objec		XXXXXXXXXXXXXXXXXXXX		
2. non-contact sport		XXXXXXXXXXXXXXXXXXXX		
3. UIL/NCAA/NAGWS		XXXXXXXXXXXXXXXXXXXX		
4. good character		XXXXXXXXXXXXXXXXXXXX		
5. less physical		XXXXXXXXXXXXXXXXXXXX		
<u>OFFICIALS:</u>		Yes 1 2 3 4 5 6 7 No		
1. catch most fouls		XXXXXXXXXXXXXXXXXXXX		
2. impartial		XXXXXXXXXXXXXXXXXXXX		
3. uncorrupted		XXXXXXXXXXXXXXXXXXXX		
4. yelling at of		XXXXXXXXXXXXXXXXXXXX		
5. spec know rules		XXXXXXXXXXXXXXXXXXXX		
<u>PLAYERS:</u>		No 1 2 3 4 5 6 7 Yes		
1. take foul of team		XXXXXXXXXXXXXXXXXXXX		
2. foul only if caught		XXXXXXXXXXXXXXXXXXXX		
3. retaliate		XXXXXXXXXXXXXXXXXXXX		
4. showing anger		XXXXXXXXXXXXXXXXXXXX		
5. force for respect		XXXXXXXXXXXXXXXXXXXX		
<u>SPECTATORS:</u>		No 1 2 3 4 5 6 7 Yes		
1. throwing items		XXXXXXXXXXXXXXXXXXXX		
2. booing other team		XXXXXXXXXXXXXXXXXXXX		
3. show both appr and		XXXXXXXXXXXXXXXXXXXX		
4. set poor example		XXXXXXXXXXXXXXXXXXXX		
5. lost interest		XXXXXXXXXXXXXXXXXXXX		
<u>COACHES:</u>		No 1 2 3 4 5 6 7 Yes		
1. jumping off bench		XXXXXXXXXXXXXXXXXXXX		
2. yelling at players		XXXXXXXXXXXXXXXXXXXX		
3. profanity		XXXXXXXXXXXXXXXXXXXX		
4. employed win-loss		XXXXXXXXXXXXXXXXXXXX		
5. for losing season		XXXXXXXXXXXXXXXXXXXX		
6. slapping player		XXXXXXXXXXXXXXXXXXXX		
7. "little tricks"		XXXXXXXXXXXXXXXXXXXX		
8. exceptions to rules		XXXXXXXXXXXXXXXXXXXX		
9. welfare of player		XXXXXXXXXXXXXXXXXXXX		
10. temperamental coach		XXXXXXXXXXXXXXXXXXXX		

//// = Age 65 and up
 xxxx = All other levels

*Not statistically significant
 Summary - Age 65 greater by 4 digits.

than the men's game "was significantly different among the various age groups at the .003 level of significance. The third question which was significantly different was SPECTATORS: #2 which advocates "booing the other team" was statistically significant at the .04 level of significance. The fourth question to show a significant difference at the .04 level of significance asked if spectators should show both approval and disapproval of the action on the court. The fifth and last question which had a wider latitude of acceptance in the younger age group and gets more narrow with age (one to four; one to three; one to three; one to two; one) which questions whether "teaching little tricks" was appropriate.

Hypothesis U

There is no significant difference between the latitude of acceptable behavior (the range which contains seventy percent of the responses) for junior high school game spectators (eighth and ninth grade boys and girls) and high school girls' and boys' games spectators.

The latitude of acceptance is wider for the ninth grade than the high school by five digits. But the difference is not significantly different.

HYPOTHESIS U--SUPPORT

Hypothesis V

There is no significant difference between the latitude of acceptable behavior (the range which contains seventy percent of the responses) for high school boys' and girls' game spectators and college men's and women's games spectators.

The latitude of acceptance of the college level is significantly wider at the .01 level of significance. The college level has a latitude of acceptance which is eleven digits wider overall.

HYPOTHESIS V--FAIL TO SUPPORT

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FUTURE STUDIES

This chapter includes a summary of the study, summary of the findings, conclusions based on the findings, and implications drawn from the findings. Recommendations for future studies are presented based upon the experiences of the investigator during the present study.

Summary of the Study

The purpose of this study was to determine if spectators have a different interpretation of acceptable sportsmanship behavior at the different educational levels of competition in basketball games in Lubbock, Texas. The two major hypotheses which gave direction to the study were (a) the range or the latitude of acceptable behavior will be more narrow at the lower educational levels of competition and become wider or more lenient as the level of competition increases; (b) the range or the latitude of acceptable behavior will be more narrow for female teams at each of the educational levels of competition.

In Chapter I, the justification of the study, the statement of the problem, definition and/or explanations

of the terms, limitations of the study, the purposes of the study, and hypotheses were presented. The investigator found several authors very concerned about violence in sports, the influence spectators have on sports and the possible relationship between sports, violence and spectators. In Chapter II, the review of literature, the investigator reported several studies of sportsmanship concerned with possible deterioration of those values encompassed by sportsmanship, even to the extent that some question the educational value of sports.

Chapter III included the procedures followed in the development of the study. The procedures were discussed under the headings: Selection of the Subjects, Development of the Instrument, and Administration of the Instrument.

A total of 275 spectators was interviewed at the nine selected basketball games. Thirty-nine of the interviews had one or more missing discriminating variables. The total number of complete interview forms was 236.

The number of subjects at each of the basketball games was (1) Eighth grade girls - twenty-one subjects (nine females, twelve males); (2) Eighth grade boys - twenty-four subjects (thirteen females, eleven males); (3) Ninth grade girls - twenty-three subjects (eleven females, twelve males); (4) Ninth grade boys - eighteen subjects (ten females, eight males); (5) High school girls - twenty-five subjects (sixteen

females, nine males); (6) High school boys - twenty-one subjects (twelve females, nine males); (7) College women - forty-six subjects (twenty-six females, twenty males); (8) College men - fifty-eight subjects (twenty-nine females, twenty-nine males).

The interview instrument was developed by the investigator following the criteria of legal interpretation of the basketball rules and their relationship to sportsmanship. The instrument was divided into five categories, the first regarding general questions, the second regarding the officials, the third regarding the players, the fourth regarding the spectators, and the fifth regarding the coach.

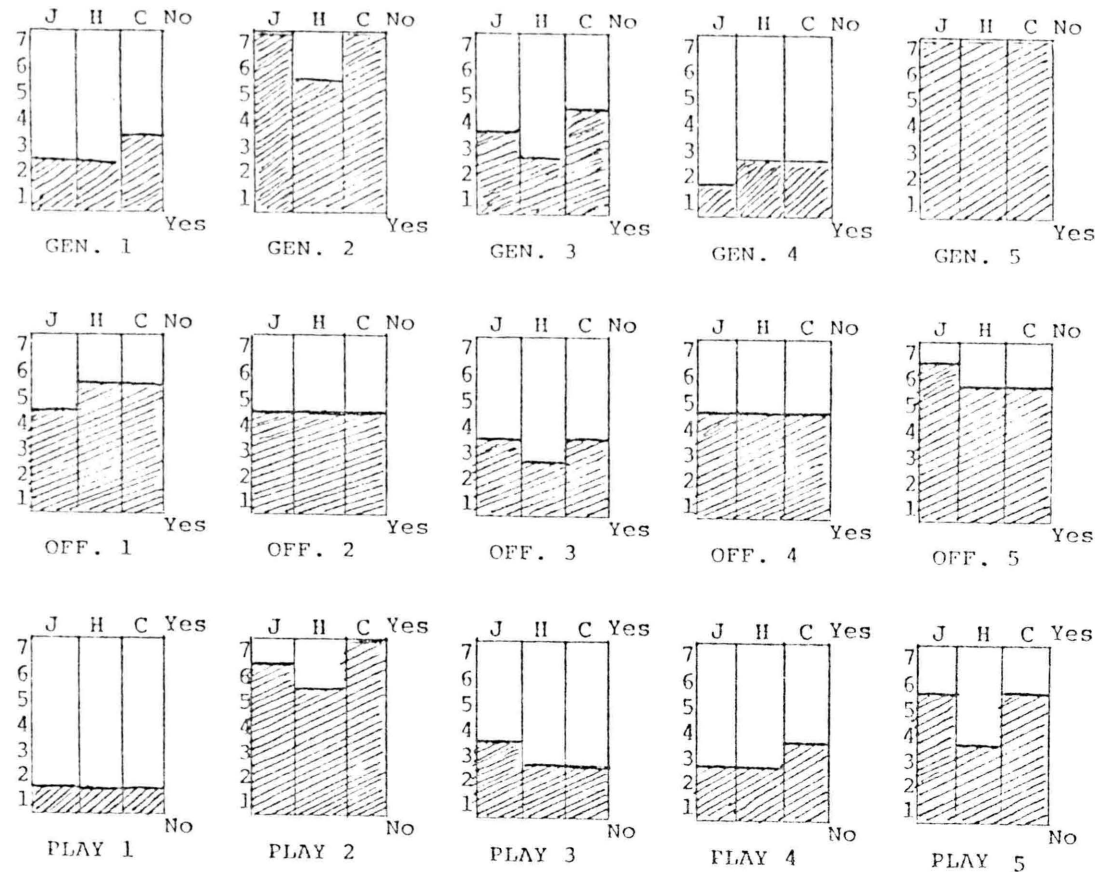
A pilot study was conducted by the investigator to determine the ease of understanding the directions, the questions, and the terms. Questions were altered and clarified where the need was indicated, and some were eliminated.

The interviews which provided the data for this study took place at several game sites in the city of Lubbock, Texas. The interviewers were: the High Riders of Texas Tech; students in the professional physical education program; colleagues at the Texas Tech University; and other volunteers from the investigator's classes who were willing to undergo the necessary training and spend the required time.

At each of the basketball games the interviewer had a clipboard and pencil with a permission slip to attend the game, an oral explanation of the purpose of the

TABLE 39

SUMMARY TABLE: LATITUDE OF ACCEPTANCE
JUNIOR HIGH/HIGH SCHOOL/COLLEGE

GENERAL

1. educational objec
2. non-contact sport
3. UIL/NCAA/NAGWS
4. good character
5. less physical

OFFICIALS

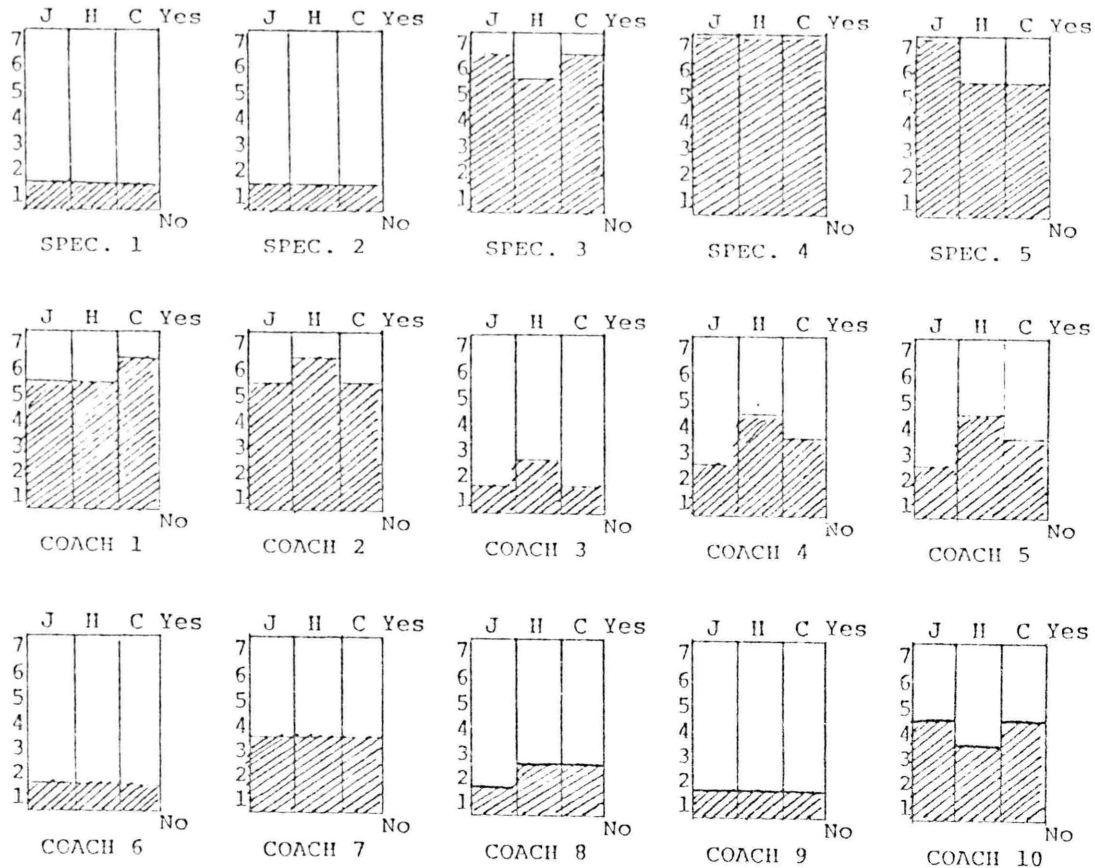
1. catch most fouls
2. impartial
3. uncorrupted
4. yelling at of
5. spec know rules

PLAYERS

1. take foul of team
2. foul only if caught
3. retaliate
4. showing anger
5. force for respect

TABLE 40

SUMMARY TABLE: LATITUDE OF ACCEPTANCE
JUNIOR HIGH/HIGH SCHOOL/COLLEGE



SPECTATORS

1. throwing items
2. booing other team
3. show both appr and
4. set poor example
5. lost interest

COACHES

1. jumping off bench
2. yelling at players
3. profanity
4. employed win-loss
5. for losing season
6. slapping player
7. "little tricks"
8. exceptions to rules
9. welfare of player
10. temperamental coach

TABLE 41

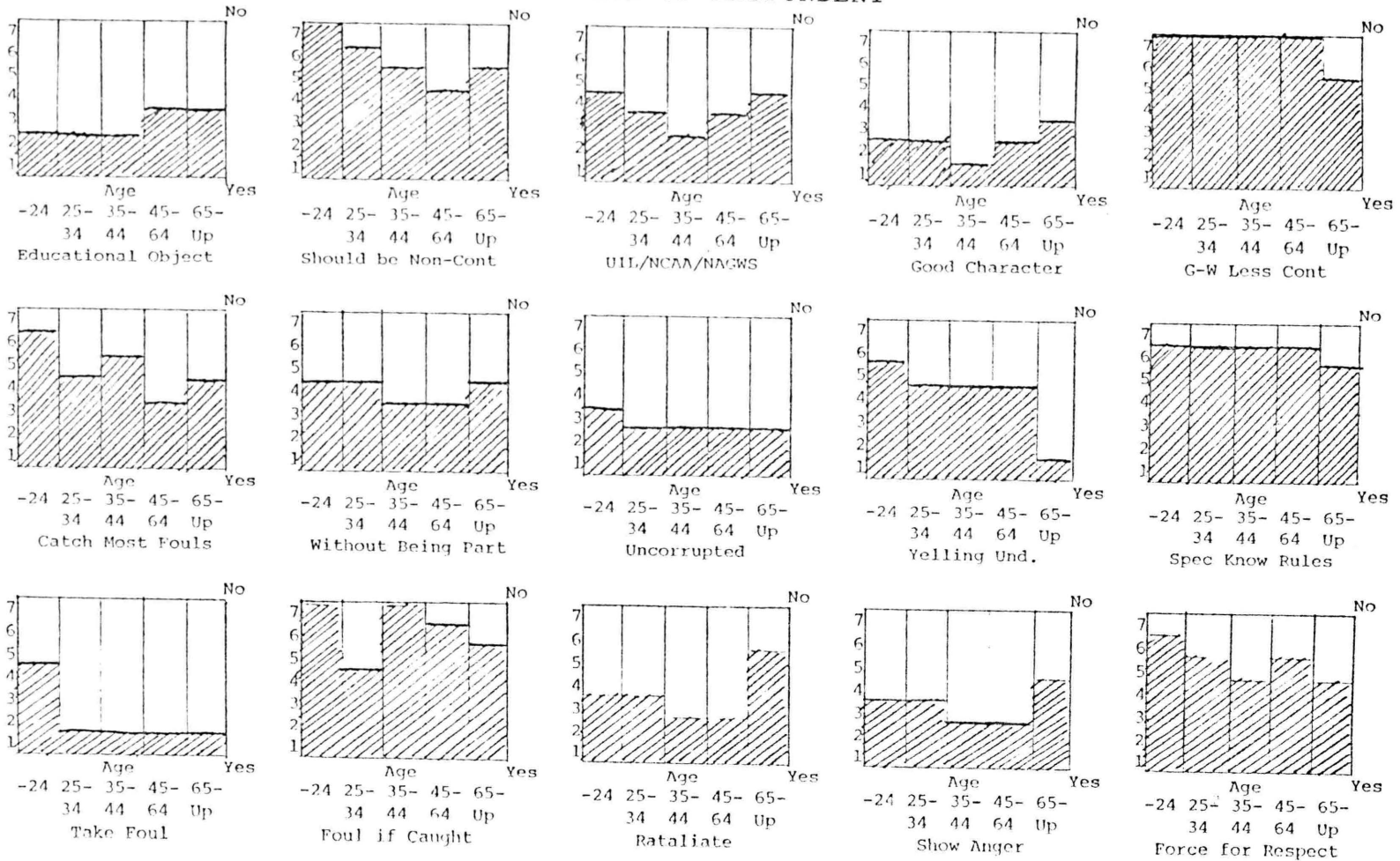
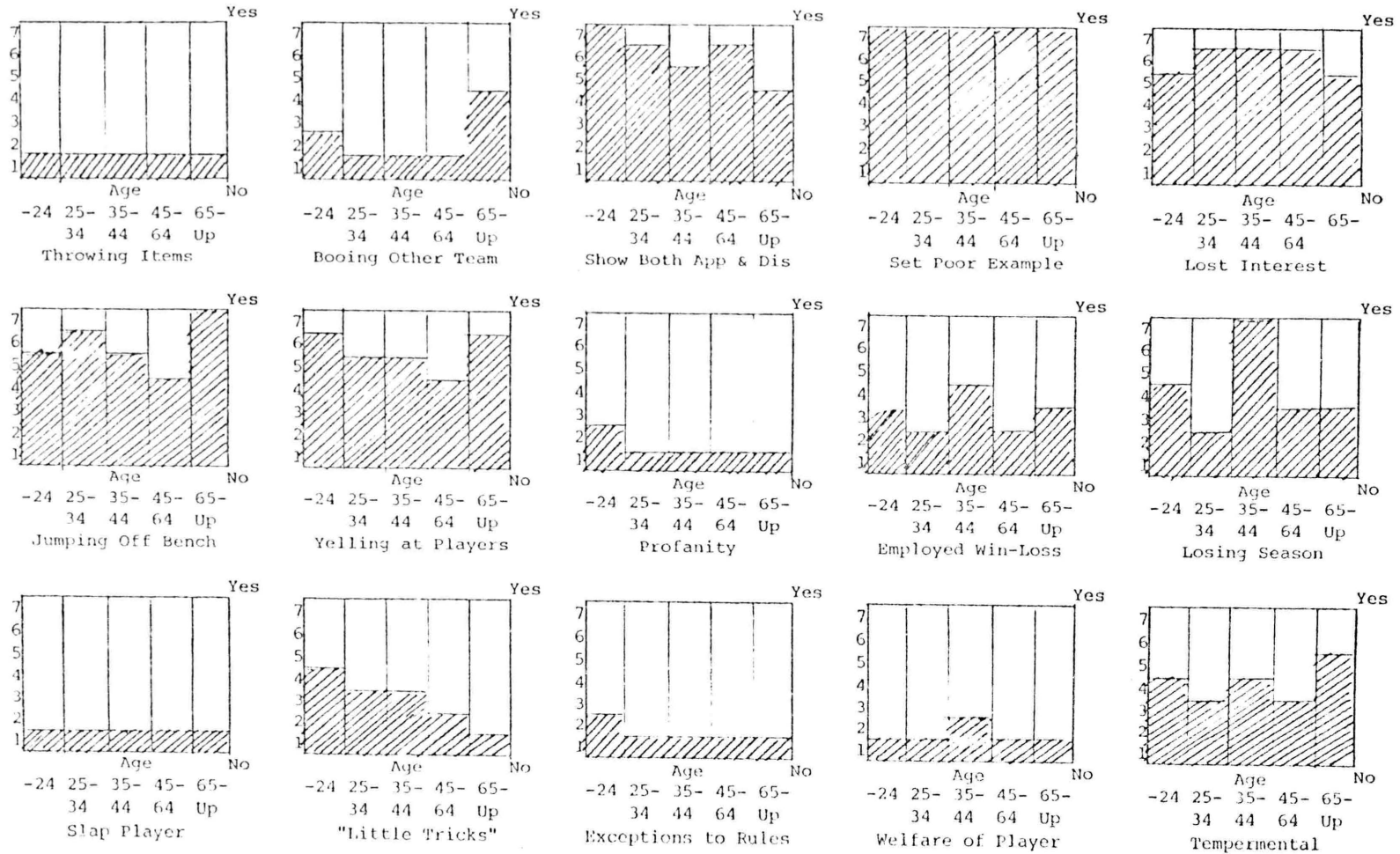
SUMMARY TABLE: LATITUDE OF ACCEPTANCE
AGE OF RESPONDENT

TABLE 42

SUMMARY TABLE: LATITUDE OF ACCEPTANCE
AGE OF RESPONDENT

study, a signature sheet to get the permission to interview before the interview was conducted, and ten interview questionnaires.

The Statistical Package for Social Sciences computer program with the cross-tab subprogram was used to compute the contingency tables and the chi-square test of significance. The discriminate analysis was also programmed to determine where the differences were if the other statistical procedures indicated there was in fact a difference.

Summary of the Findings

The findings based upon the responses of 126 females and 110 males attending basketball games at various educational levels in Lubbock, Texas are summarized according to the hypotheses which guided the development of this study. Tables 39 through 42 summarize the data and are included for the reader's convenience.

The results of the treatment and analysis of data led the investigator to support or fail to support the following hypotheses which were enumerated in Chapter I.

- A. There is no significant difference between the spectators at an 8th grade team game and spectators at a 9th grade team game in their attitudes towards acceptable behavior from officials, players, spectators, and coaches. Support (Table 5)

- B. There is no significant difference between the spectators at a 9th grade team game and spectators at a high school game in their attitudes towards acceptable behavior from officials, players, spectators, and coaches. Support (Table 7)
- C. There is no significant difference between the spectators at all junior high school team games and spectators at a high school team game in their attitudes towards acceptable behavior from officials, players, spectators, and coaches. Support (Table 9)
- D. There is no significant difference between the spectators at a high school team game and spectators at a college team game in their attitudes towards acceptable behavior from officials, players, spectators, and coaches. Fail to Support (Table 11)
- E. There is no significant difference between the spectators at an 8th grade boys' team game and spectators at an 8th grade girls' team game in their attitudes towards acceptable behavior from officials, players, spectators, and coaches. Support (Table 13)
- F. There is no significant difference between the spectators at a 9th grade boys' team game and spectators at a 9th grade girls' team game in their attitudes towards acceptable behavior from officials, players, spectators, and coaches. Support (Table 15)

- G. There is no significant difference between the spectators at a high school boys' team game and spectators at a high school girls' team game in their attitudes towards acceptable behavior from officials, players, spectators, and coaches. Support (Table 17)
- H. Sex of the respondent is not a significant variable among spectators who attend 8th grade girls' basketball games towards attitudes of acceptable behavior from officials, players, spectators, and coaches. Support (Table 19)
- I. Sex of the respondent is not a significant variable among spectators who attend 8th grade boys' basketball games towards attitudes of acceptable behavior from officials, players, spectators, and coaches. Support (Table 21)
- J. Sex of the respondent is not a significant variable among spectators who attend 9th grade girls' basketball games towards attitudes of acceptable behavior from officials, players, spectators, and coaches. Support (Table 23)
- K. Sex of the respondent is not a significant variable among spectators who attend 9th grade boys' basketball games towards attitudes of acceptable behavior from officials, players, spectators, and coaches. Support (Table 25)

- L. Sex of the respondent is not a significant variable among spectators who attend high school girls' basketball games toward attitudes of acceptable behavior from officials, players, spectators, and coaches.
Support (Table 27)
- M. Sex of the respondent is not a significant variable among spectators who attend high school boys' basketball games toward attitudes of acceptable behavior from officials, players, spectators, and coaches.
Support (Table 29)
- N. Sex of the respondent is not a significant variable among spectators who attend college women's basketball games toward attitudes of acceptable behavior from officials, players, spectators, and coaches.
Support (Table 31)
- O. Sex of the respondent is not a significant variable among spectators who attend college men's basketball games toward attitudes of acceptable behavior from officials, players, spectators, and coaches.
Support (Table 33)
- P. The age group of 24 and under is not a significant variable among spectators who attend basketball games in Lubbock, Texas toward attitudes of acceptable behavior from officials, players, spectators, and coaches.
Support (Table 34)

- Q. The age group of 25-34 is not a significant variable among spectators who attend basketball games in Lubbock, Texas toward attitudes of acceptable behavior from officials, players, spectators, and coaches.
Support (Table 35)
- R. The age group of 35-44 is not a significant variable among spectators who attend basketball games in Lubbock, Texas toward attitudes of acceptable behavior from officials, players, spectators, and coaches.
Support (Table 36)
- S. The age group of 45-64 is not a significant variable among spectators who attend basketball games in Lubbock, Texas toward attitudes of acceptable behavior from officials, players, spectators, and coaches.
Support (Table 37)
- T. The age group of 65 and older is not a significant variable among spectators who attend basketball games in Lubbock, Texas toward attitudes of acceptable behavior from officials, players, spectators, and coaches.
Support (Table 38)
- U. There is no significant difference between the latitude of acceptable behavior (the range which contains 70 percent of the responses) for junior high school game spectators (8th and 9th grade boys and girls) and high school girls' and boys' games spectators. Support

- V. There is no significant difference between the latitude of acceptable behavior (the range which contains 70 percent of the responses) for high school boys' and girls' game spectators and college men and women's games spectators. Fail to support

Conclusions

1. Spectators believe that basketball contributes to good character development of the players and to the educational objectives of our schools.
2. Basketball is usually classified as a "non-contact sport" and has rules to limit incidental contact and punish deliberate contact of almost every kind. Spectators, however, indicate they do not support this concept. They are quite definite in their rejection of the "non-contact" suggestion.
3. Spectators overwhelmingly agree that girls and women have as much right to physical contact in basketball games as boys and men.
4. Spectators are inclined to think that the governing bodies of the various leagues of competition exercise adequate control over the sport.
5. Spectators tend to feel good about their own personal behavior at basketball games but are suspicious that

"other" spectators either do not know the rules or else place too little importance on good sportsmanship.

6. Spectators are generally inconsistent in what they deem as appropriate or acceptable behavior for spectators at basketball games.

Implications

The spectator attitudes towards appropriate behavior appears very permissive and deviates considerably from the prescribed behavior set down in the rules of basketball. The spectators gave evidence in this study that they wanted to be active participants in the game but at the same time did not feel bound by the rules. They, the spectators, were very suspicious of the officials and might even consider the officials adversaries. The spectators seem to think their importance as ticket buyers gives them credence for interpreting the rules. Therefore, if it is important for spectators' behavior to reflect a concensus of what is deemed appropriate behavior by the rules and what the spectator considers appropriate behavior; something should be done to bring these two positions closer together.

The rules themselves do not seem to be the source of the problem but rather the spectator's relationship to the rules and perhaps their role in the competitive situation. The spectators seem to feel their peers do not

know the rules, yet all want to make sure their team is given every advantage under these rules. They support the coach's actions in behalf of their team and they try to do what they feel is their part by intimidating the officials.

The spectator's role should be better defined as well as what their contribution should be to the game. The spectators want to feel they are a contributing member of the "team effort." The educational institutions have given the spectators acceptable avenues for making contributions to the team effort with pep clubs, cheer-leaders and have thus exercised some control over the student bodies' sportsmanship behavior. But as more sports competition takes place outside the educational area this aspect of the game will become more neglected. Spectatorship of Little League Baseball has become a case in point of a sport outside the educational environment which does not enjoy a good reputation for good sportsmanship behavior. The spectators of the high school and college level have alumni who do not feel bound by rules of the game or good sportsmanship.

If it is important for the spectators to exhibit behavior which is consistent with the rules of the game, then education would seem to be the solution. If the rules

do not reflect the standards which our society deems important, perhaps there should be a re-evaluation of the rules of the game even to the extent of what might be expected of spectators.

The mass media as well as civic groups which cover the sporting events should take some of the responsibility for educating spectators on acceptable sportsmanship behavior. Sportsmanship or behavior deemed acceptable can and should be taught to the public. At this point in time, this aspect of our rapidly expanding sport awareness has been neglected.

Future Studies

The findings of this study raise several fascinating questions that researchers might wish to examine:

1. Why did the spectators at the high school level deviate from the trend toward increased leniency as the grade level become higher?
2. What is the influence of professional sports on the interpretation of appropriate behavior?
3. What positive benefits could television have on the education of spectators and the rules as well as "the spirit of the rules?"

4. What positive and negative contribution did television, as it relates to the spectator and the sports world, make in bringing us to this point.
5. Has the tremendous exposure of sports to uninformed spectators precipitated the lenient interpretation of appropriate behavior or has it been a natural evolution of our permissive society?

APPENDIX A

SUMMARY TABLES

APPENDIX TABLE 1

STATISTICAL SUMMARY TABLE: LATITUDE OF ACCEPTANCE

GRADE LEVELS AND TEAM SEX VERSUS HYPOTHESIS A-G

	8 v 9		Sig		9 v H1		Sig		Jr v H1		Sig		H v C			Jr v H v C	
	H #	A	chi	Dif	H #	B	chi	Dif	H #	C	chi	Dif	H #	D	chi	Dif	Summary
GEN 1	1	1-2	.68	1	1-2	1-2	.35	0	1-2	1-2	.37	0	1-2	1-3	.33	1	1-2 1-2 1-3
GEN 2	1-7	1-6	.55	-1	1-6	1-5	.46	-1	1-7	1-5	.06	-2	1-5	1-5	.58	0	1-7 1-5 1-7
GEN 3	1-2	1-3	.50	1	1-3	1-2	.48	-1	1-3	1-2	.37	-1	1-2	1-4	.08	2	1-3 1-2 1-4
GEN 4	1	1	.31	0	1	1-2	.20	1	1	1-2	.25	1	1-2	1-2	.17	0	1 1-2 1-2
GEN 5	1-7	1-7	.39	0	1-7	1-7	.67	0	1-7	1-7	.85	0	1-7	1-7	.55	0	1-7 1-7 1-7
				.13				.39				.51				.24	
OFF 1	1-4	1-4	.62	0	1-4	1-5	.65	1	1-4	1-5	.75	1	1-5	1-5	.69	0	1-4 1-5 1-5
OFF 2	1-3	1-4	.94	1	1-4	1-4	.24	0	1-4	1-4	.21	0	1-4	1-4	.38	0	1-4 1-4 1-4
OFF 3	1-2	1-4	.51	2	1-4	1-2	.006*	-2	1-4	1-2	.004*	-2	1-2	1-3	.12	1	1-3 1-2 1-3
OFF 4	1-3	1-4	.97	1	1-4	1-4	.57	0	1-4	1-4	.51	0	1-4	1-5	.40	1	1-4 1-4 1-4
OFF 5	1-6	1-7	.97	1	1-7	1-5	.07	-2	1-6	1-5	.01*	-1	1-5	1-6	.12	1	1-6 1-5 1-5
				.86				.30				.40				.20	
PLA 1	1	1	.51	0	1	1	.07	0	1	1	.04*	0	1	1	.06	0	1 1 1
PLA 2	1-6	1-7	.24	1	1-7	1-5	.79	-2	1-6	1-5	.47	-1	1-5	1-7	.56	2	1-6 1-5 1-7
PLA 3	1-3	1-4	.60	1	1-4	1-2	.27	-2	1-3	1-2	.16	-1	1-2	1-2	.60	0	1-3 1-2 1-2
PLA 4	1-2	1-2	.77	0	1-2	1-2	.22	0	1-2	1-2	.08	0	1-2	1-3	.36	1	1-2 1-2 1-3
PLA 5	1-5	1-4	.04*	-1	1-3	1-3	.22	0	1-5	1-3	.10	-2	1-3	1-5	.003*	2	1-5 1-3 1-5
				.79				.65				.92				.08	
SPE 1	1	1	.18	0	1	1	.27	0	1	1	.29	0	1	1	.30	0	1 1 1
SPE 2	1	1	.73	0	1	1	.42	0	1	1	.35	0	1	1	.15	0	1 1 1
SPE 3	1-5	1-6	.39	1	1-6	1-5	.17	-1	1-6	1-5	.47	-1	1-5	1-6	.13	1	1-6 1-5 1-6
SPE 4	1-7	1-7	.38	0	1-7	1-7	.42	0	1-7	1-7	.21	0	1-7	1-7	.64	0	1-7 1-7 1-7
SPE 5	1-7	1-5	.10	-2	1-6	1-7	.94	1	1-7	1-5	.80	-2	1-5	1-6	.57	1	1-7 1-5 1-5
				.62				.59				.44				.05*	
COA 1	1-4	1-5	.61	1	1-5	1-5	.73	0	1-5	1-5	.56	0	1-5	1-6	.34	1	1-5 1-5 1-6
COA 2	1-5	1-5	.58	0	1-5	1-6	.26	1	1-5	1-6	.08	1	1-6	1-5	.09	-1	1-5 1-6 1-5
COA 3	1	1	.33	0	1	1-2	.05*	1	1	1-2	.004*	1	1-2	1	.04*	-1	1 1-2 1
COA 4	1-2	1-3	.13	1	1-3	1-4	.14	1	1-2	1-4	.17	2	1-4	1-3	.37	-1	1-2 1-4 1-3
COA 5	1-2	1-2	.54	0	1-2	1-4	.08	2	1-2	1-4	.03*	2	1-4	1-3	.60	-1	1-2 1-4 1-3
COA 6	1	1	.59	0	1	1	.65	0	1	1	.50	0	1	1	.81	0	1 1 1
COA 7	1-2	1-3	.13	1	1-3	1-3	.20	0	1-3	1-3	.23	0	1-3	1-3	.69	0	1-3 1-3 1-3
COA 8	1	1-2	.44	1	1-2	1-2	.85	0	1	1-2	.9	1	1-2	1-2	.65	0	1 1-2 1-2
COA 9	1	1	.29	0	1	1	.25	0	1	1	.26	0	1	1	.47	0	1 1 1
COA 10	1-3	1-4	.61	1	1-4	1-3	.38	-1	1-4	1-3	.46	-1	1-3	1-4	.09	1	1-4 1-3 1-4
				.27				.56				.55				.11	
	47	46	.16	+15	46	55	.25	+ 8	93	55	.78	+ 9	55	124	.01*	+15	93 55 127
				- 4				-12				-14				- 4	

*Statistically significant

APPENDIX TABLE 1 (CONTINUED)

Sig chi	Dif	G8 v B8 H # E	Sig chi	G9 v B9 H # F	Sig chi	Dif	HG v HB H # G	Sig chi	Dif	CM v CW	Sig chi	Dif
.01*	1	1-2 1	.30	-1 1-2 1-2	.32	0	1-2 1-2	.08	0	1-2 1-3	.89	1
.03*	+2	1-6 1-7	.62	1 1-7 1-4	.12	-3	1-5 1-5	.83	0	1-5 1-5	.59	0
.08	-1	1-2 1-2	.55	0 1-3 1-2	.82	-1	1-2 1-3	.26	1	1-4 1-4	.99	0
.03*	+1	1-2 1	.56	-1 1-2 1	.05*	-1	1-2 1-3	.10	1	1-2 1-2	.23	0
.43	0	1-7 1-7	.70	0 1-7 1-7	.82	0	1-7 1-7	.38	0	1-7 1-7	.82	0
			.55			.05*			.26		.06	
.83	1	1-3 1-5	.16	2 1-4 1-3	.21	-1	1-6 1-4	.16	-2	1-4 1-5	.90	1
.42	0	1-2 1-5	.05*	3 1-4 1-2	.58	-2	1-4 1-4	.86	0	1-3 1-4	.29	1
.04*	+1	1 1-4	.10	3 1-4 1-2	.64	-2	1-2 1-2	.29	0	1-2 1-3	.32	1
.41	0	1-5 1-3	.37	-2 1-6 1-2	.74	-4	1-4 1-3	.30	-1	1-5 1-6	.07	1
.06	-1	1-6 1-7	.94	1 1-6 1-7	.09	1	1-5 1-5	.28	0	1-6 1-6	.29	0
			.05*			.46			.53		.02*	
.02*	0	1 1	.75	0 1 1	.99	0	1 1	.25	0	1 1	.70	0
.73	+1	1-6 1-6	.11	0 1-7 1-5	.73	-2	1-6 1-4	.31	-2	1-7 1-7	.36	0
.28	-1	1-2 1-3	.55	1 1 1-4	.06	3	1-2 1	.82	-1	1-2 1-3	.85	1
.26	1	1-2 1-4	.33	2 1-2 1-4	.74	2	1-3 1-2	.57	-1	1-4 1-3	.07	1
.01*	+2	1-5 1-5	.60	0 1-3 1-4	.14	1	1-6 1-3	.28	-3	1-5 1-5	.62	0
			.42			.34			.20		.91	
.31	0	1 1	.40	0 1 1	.25	0	1 1	.17	0	1 1	.41	0
.49	0	1 1	.57	0 1-2 1	.11	-1	1 1	.39	0	1 1	.92	0
.17	+1	1-5 1-6	.48	1 1-6 1-5	.08	-1	1-7 1-3	.04*	-4	1-6 1-6	.63	0
.50	0	1-7 1-7	.32	0 1-7 1-7	.14	0	1-7 1-7	.15	0	1-7 1-7	.34	0
.29	-2	1-7 1-7	.24	0 1-4 1-6	.39	2	1-5 1-5	.30	0	1-6 1-6	.52	0
			.74			.87			.27		.56	
.22	1	1-5 1-4	.52	-1 1-5 1-5	.06	0	1-6 1-4	.58	-2	1-6 1-6	.82	0
.05*	1	1-5 1-5	.97	0 1-6 1-4	.11	-2	1-6 1-5	.15	-1	1-6 1-5	.24	-1
.001*	1	1 1	.26	0 1 1	.29	0	1-2 1-2	.54	0	1 1	.79	0
.26	-2	1-2 1-4	.64	2 1-3 1-2	.09	-1	1-4 1-3	.91	-1	1-3 1-4	.32	1
.10	-1	1-2 1	.33	-1 1-2 1-2	.22	0	1-4 1-4	.38	0	1-4 1-3	.12	-1
.54	0	1 1	.16	0 1 1	.55	0	1 1	.69	0	1 1	.39	0
.53	0	1-2 1-3	.77	1 1-4 1-2	.18	-2	1-3 1-2	.88	-1	1-3 1-3	.71	0
.64	1	1 1-2	.10	1 1-2 1	.11	-1	1-2 1	.08	-1	1-2 1-2	.84	0
.21	0	1 1	.64	0 1 1	.18	0	1 1	.69	0	1 1	.41	0
.31	+1	1-2 1-3	.73	1 1-4 1-4	.32	0	1-3 1-3	.20	0	1-4 1-4	.07	0
			.69			.44			.18		.69	
+23	22	25	.33	+19	25	21	.06	+9	30	24	.30	+2
-15				-6				-24				-20
										53	72	.36
												+7
												-3

APPENDIX TABLE 2
STATISTICAL SUMMARY TABLE: LATITUDE OF ACCEPTANCE
SEX OF RESPONDENT VERSUS HYPOTHESES H-O

	CM		Sig Chi	Dif	CW		Sig Chi	Dif	HSG		Sig Chi	Dif	HSB		Sig Chi	Dif
	M	F			M	F			M	F			M	F		
GEN 1	1-2	1-3	.43	-1	1-3	1-2	.34	1	1-2	1	.25	1	1-2	1-3	.63	-1
GEN 2	1-6	1-5	.11	1	1-5	1-5	.22	0	1-3	1-4	.01*	1	1-5	1-4	.24	1
GEN 3	1-4	1-3	.55	1	1-3	1-4	.67	-1	1-3	1-2	.31	0	1-3	1-2	.43	1
GEN 4	1-3	1-2	.11	1	1-2	1-2	.73	0	1	1-2	.43	-1	1-3	1-2	.29	1
GEN 5	1-7	1-6	.58	1	1-7	1-6	.35	1	1-7	1-7	.71	0	1-6	1-7	.11	-1
			.74				.03*				.36				.34	
OFF 1	1-6	1-4	.41	2	1-4	1-5	.25	-1	1-5	1-7	.81	-2	1-3	1-4	.39	-1
OFF 2	1-4	1-4	.50	0	1-3	1-3	.74	0	1-4	1-4	.71	0	1-4	1-4	.60	0
OFF 3	1-4	1-3	.78	1	1-3	1-3	.57	0	1	1-2	.11	-1	1-2	1-2	.35	0
OFF 4	1-5	1-4	.13	1	1-5	1-4	.66	1	1-5	1-4	.27	1	1-2	1-2	.44	0
OFF 5	1-6	1-6	.37	0	1-6	1-5	.87	1	1-6	1-5	.22	1	1-6	1-4	.27	2
			.70				.53				.83				.43	
PLA 1	1	1	.24	0	1	1	.82	0	1	1	.47	0	1	1	.18	0
PLA 2	1-6	1-7	.62	-1	1-7	1-4	.01*	3	1-5	1-7	.27	2	1-4	1-2	.16	2
PLA 3	1-2	1-3	.58	-1	1-2	1-3	.56	-1	1	1-2	.73	-1	1	1-2	.77	-1
PLA 4	1-3	1	.24	2	1-4	1-3	.66	1	1-3	1-2	.42	1	1-2	1	.21	1
PLA 5	1-6	1-4	.02*	2	1-5	1-6	.09	1	1-7	1-3	.16	4	1-3	1	.25	2
			.83				.26				.91				.21	
SPE 1	1	1	.33	0	1	1	.26	0	1	1	.40	0	1	1	1.00	0
SPE 2	1-2	1	.11	1	1	1	.67	0	1	1	.47	0	1	1	.63	0
SPE 3	1-5	1-7	.43	-2	1-7	1-5	.17	2	1-7	1-7	.46	0	1-4	1-3	.04*	1
SPE 4	1-7	1-7	.38	0	1-7	1-7	.82	0	1-7	1-7	.58	0	1-5	1-7	.04*	-2
SPE 5	1-6	1-6	.31	0	1-6	1-5	.71	1	1-4	1-6	.26	-2	1-5	1-5	.76	0
			.88				.63				.23				.43	
COA 1	1-7	1-5	.09	2	1-7	1-5	.18	2	1-5	1-6	.49	-1	1-3	1-4	.53	-1
COA 2	1-5	1-4	.42	1	1-6	1-5	.22	0	1-5	1-6	.15	-1	1-4	1-6	.56	-2
COA 3	1-2	1	.11	1	1	1-2	.23	-1	1	1-2	.41	-1	1-2	1	.78	1
COA 4	1-5	1-4	.003*	1	1-3	1-3	.98	0	1-3	1-4	.70	-1	1-3	1-4	.54	-1
COA 5	1-3	1-3	.32	0	1-2	1-4	.60	-2	1-3	1-4	.50	-1	1-2	1	.39	1
COA 6	1	1	.24	0	1	1	.50	0	1	1	.57	0	1	1	.68	0
COA 7	1-3	1-3	.20	0	1-4	1-2	.13	2	1-2	1-3	.61	-1	1	1-2	.36	-1
COA 8	1-2	1	.21	1	1-2	1-2	.80	0	1-2	1-2	.91	0	1-4	1	.24	3
COA 9	1-2	1	.09	1	1	1	.76	0	1	1-2	.29	-1	1	1	.21	0
COA 10	1-3	1-4	.89	1	1-5	1-4	.13	2	1-3	1-3	.33	0	1-3	1	.35	2
			.12				.75				.49				.89	
			.17				.61				.88				.57	

* Statistically significant

APPENDIX TABLE 2 (CONTINUED)

	G8		Sig Chi	Dif	B8		Sig Chi	Dif	G9		Sig Chi	Dif	B9		Sig Chi	Dif
	M	F			M	F			M	F			M	F		
GEN 1	1	1-2	.35	-1	1	1	.83	0	1	1-2	.14	-1	1-2	1-2	.40	0
GEN 2	1-7	1-4	.23	3	1-6	1-7	.20	-1	1-7	1-4	.44	3	1-3	1-7	.28	-4
GEN 3	1-3	1-2	.40	1	1-2	1	.35	1	1-3	1-3	.53	0	1-2	1-3	.77	-1
GEN 4	1-3	1	.28	2	1	1	.17	0	1-2	1	.10	1	1	1	.41	0
GEN 5	1-7	1-6	.07	1	1-7	1-7	.30	0	1-7	1-7	.38	0	1-6	1-7	.28	-1
			.14				.97				.56				.08	
OFF 1	1-3	1-3	.46	0	1-6	1-5	.44	1	1-3	1-7	.07	-4	1-3	1-6	.10	-3
OFF 2	1-2	1-2	.05*	0	1-3	1-5	.58	-2	1-2	1-5	.10	-3	1-2	1-4	.21	2
OFF 3	1	1-2	.24	-1	1-4	1-4	.56	0	1-4	1-5	.29	-1	1-2	1-3	.22	-1
OFF 4	1-7	1-3	.25	4	1-4	1-2	.37	2	1-6	1-7	.26	-1	1-7	1-2	.10	-5
OFF 5	1-7	1-6	.37	1	1-7	1-6	.47	1	1-6	1-6	.21	0	1-5	1-7	.20	-2
			.37				.62				.19				.19	
PLA 1	1	1	.29	0	1	1	.63	0	1	1	.40	0	1	1-2	.79	-1
PLA 2	1-6	1-6	.79	0	1-7	1	.02*	6	1-7	1-7	.84	0	1-6	1-4	.10	2
PLA 3	1-4	1-2	.36	2	1-3	1-4	.10	-1	1	1-4	.42	-3	1-3	1-4	.01*	-1
PLA 4	1-2	1-2	.41	0	1-5	1-4	.05*	1	1-2	1-2	.66	0	1-4	1-4	.40	0
PLA 5	1-7	1-2	.03*	5	1-5	1-3	.38	2	1-7	1-3	.08	4	1-4	1-4	.63	0
			.61				.18				.02*				.83	
SPE 1	1	1	1.00	0	1	1	.49	0	1	1	.20	0	1	1	1.0	0
SPE 2	1	1	.41	0	1	1	.29	0	1-3	1-2	.31	1	1	1	.66	0
SPE 3	1-7	1-5	.64	2	1-6	1-4	.17	2	1-5	1-7	.31	-1	1-4	1-6	.29	-2
SPE 4	1-7	1-7	.29	0	1-7	1-7	.13	0	1-7	1-7	.47	0	1-7	1-7	.13	0
SPE 5	1-7	1-6	.27	1	1-7	1-7	.19	0	1-5	1-4	.46	1	1-7	1-6	.62	1
			.16				.62				.76				.22	
COA 1	1-5	1-3	.40	2	1-5	1-4	.61	1	1-6	1-5	.23	1	1-6	1-5	.31	1
COA 2	1-5	1-5	.73	0	1-5	1-5	.53	0	1-5	1-7	.03*	-2	1-5	1	.23	-4
COA 3	1	1	1.0	0	1-7	1	.07	6	1	1-3	.16	-2	1	1	1.00	0
COA 4	1	1-3	.73	-2	1-5	1	.11	4	1-2	1-3	.24	-1	1-2	1-4	.25	-2
COA 5	1-2	1-2	.32	0	1	1	.49	0	1-2	1-2	.38	0	1-2	1	.08	1
COA 6	1	1	.46	0	1	1	.32	0	1	1-2	.28	-1	1	1	.41	0
COA 7	1-3	1	.06	2	1-3	1-3	.65	0	1-3	1-6	.35	-3	1	1-2	.13	-1
COA 8	1	1	.46	0	1-3	1	.12	1	1	1-6	.08	-5	1	1	.29	0
COA 9	1	1	.36	0	1-2	1	.16	1	1	1	.71	0	1-2	1	.09	1
COA 10	1-3	1-4	.61	-1	1-4	1	.24	3	1-3	1-4	.13	-1	1-2	1-5	.07	-3
			.13				.45				.11				.39	
			.23				.56				.30				.61	

* Statistically significant

APPENDIX TABLE 3
STATISTICAL SUMMARY TABLE: LATITUDE OF ACCEPTANCE
BACKGROUND INFORMATION

	Summary			Sig		Team Sex		Sig		Sex Resp		Sig								Sig			
	JR	HI	C	Chi	Dif	W	M	Chi	Dif	M	F	Chi	Dif	-24	25	34	35	44	55	64	64+	Chi	Dif
GEN 1	1-2	1-2	1-3	.01*	1	1-2	1-2	.33	0	1-2	1-2	.57	0	1-2	1-2	1-2	1-3	1-3				.28	1
GEN 2	1-7	1-5	1-7	.03*	±2	1-5	1-6	.90	1	1-5	1-5	.17	0	1-7	1-6	1-5	1-4	1-5				.68	-3,+1
GEN 3	1-3	1-2	1-4	.08	-1,+2	1-3	1-3	.96	0	1-3	1-3	.73	0	1-4	1-3	1-2	1-3	1-4				.52	-2,+2
GEN 4	1	1-2	1-2	.03*	1	1-2	1-2	.21	0	1-2	1-2	.11	0	1-2	1-2	1	1-2	1-3				.01*	-1,+2
GEN 5	1-7	1-7	1-7	.43	0	1-7	1-7	.81	0	1-7	1-7	.28	0	1-7	1-7	1-7	1-7	1-5				.003*	-2
OFF 1	1-4	1-5	1-5	.83	1	1-4	1-4	.53	0	1-4	1-5	.17	1	1-6	1-4	1-5	1-3	1-4				.33	-4,+2
OFF 2	1-4	1-4	1-4	.42	0	1-2	1-4	.28	2	1-3	1-4	.32	1	1-4	1-4	1-3	1-3	1-4				.44	-1,+1
OFF 3	1-3	1-2	1-3	.04*	±1	1-2	1-2	.25	0	1-2	1-2	.38	0	1-3	1-2	1-2	1-2	1-2				.27	-1
OFF 4	1-4	1-4	1-5	.41	0	1-5	1-6	.06	1	1-6	1-4	.04*	-2	1-5	1-4	1-4	1-4	1				.56	-4
OFF 5	1-6	1-5	1-5	.06	-1	1-6	1-6	.06	0	1-6	1-6	.32	0	1-6	1-6	1-6	1-6	1-5				.81	-1
PLA 1	1	1	1	.02*	0	1	1	.77	0	1	1	.66	0	1-4	1	1	1	1				.22	-3
PLA 2	1-6	1-5	1-7	.73	-1,+2	1-7	1-6	.02*	-1	1-7	1-7	.07	0	1-7	1-4	1-7	1-6	1-5				.16	-6
PLA 3	1-3	1-2	1-2	.28	-1	1-2	1-3	.37	1	1-2	1-3	.22	1	1-3	1-3	1-2	1-2	1-6				.16	-1,+4
PLA 4	1-2	1-2	1-3	.26	1	1-2	1-3	.47	1	1-3	1-2	.31	-1	1-3	1-3	1-2	1-2	1-4				.12	-1,+2
PLA 5	1-5	1-3	1-5	.01*	±2	1-5	1-5	.78	0	1-6	1-4	.002*	-2	1-6	1-5	1-4	1-5	1-4				.77	-3,+1
SPE 1	1	1	1	.31	0	1	1	.41	0	1	1	.58	0	1	1	1	1	1				.55	0
SPE 2	1	1	1	.49	0	1	1	.78	0	1	1	.76	0	1-2	1	1	1	1-4				.04*	-1
SPE 3	1-6	1-5	1-6	.17	±1	1-6	1-6	.24	0	1-6	1-6	.38	0	1-7	1-6	1-5	1-6	1-4				.04*	-4,-2
SPE 4	1-7	1-7	1-7	.50	0	1-7	1-7	.10	0	1-7	1-7	.34	0	1-7	1-7	1-7	1-7	1-7				.07	0
SPE 5	1-7	1-5	1-5	.29	-2	1-6	1-5	.19	0	1-6	1-6	.80	0	1-5	1-6	1-6	1-6	1-5				.46	-1,+1
COA 1	1-5	1-5	1-6	.22	1	1-5	1-5	.30	0	1-6	1-4	.03*	-1	1-5	1-6	1-5	1-4	1-7				.37	+5,-2
COA 2	1-5	1-6	1-5	.05*	1	1-6	1-5	.71	-1	1-5	1-5	.29	0	1-6	1-5	1-5	1-4	1-6				.72	-1,-3
COA 3	1	1-2	1	.001*	1	1	1	.94	0	1	1	.51	0	1-2	1	1	1	1				.50	-
COA 4	1-2	1-4	1-3	.26	2,-1	1-3	1-4	.53	1	1-3	1-3	.06	0	1-3	1-2	1-4	1-2	1-3				.21	-3,+3
COA 5	1-2	1-4	1-3	.10	2,-1	1-3	1-3	.78	0	1-3	1-3	.80	0	1-4	1-2	1-7	1-3	1-3				.29	-6,+5
COA 6	1	1	1	.54	0	1	1	.13	0	1	1	.13	0	1	1	1	1	1				.79	0
COA 7	1-3	1-3	1-3	.53	0	1-3	1-3	.86	0	1-3	1-3	.83	0	1-4	1-3	1-3	1-2	1				.04*	-3
COA 8	1	1-2	1-2	.64	1	1-2	1	.35	-1	1-2	1	.59	-1	1-2	1	1	1	1				.20	-1
COA 9	1	1	1	.21	0	1	1	.89	0	1	1	.65	0	1	1	1-2	1	1				.07	-1
COA 10	1-4	1-3	1-4	.31	±1	1-4	1-4	.45	0	1-4	1-4	.05*	0	1-4	1-3	1-4	1-3	1-5				.32	-2,+3
Total #	93	55	127		+23 -15	130	143		+7 -3	127	148		+3 -7	89	54	72	51	6				+32 -64	

* Statistically Significant

APPENDIX TABLE 3 (CONTINUED)

			Relation			Sig		Affil		Sig		Frequency			Sig	
			Par	Sch	Fan	Chi	Dif	H	V	Chi	Dif	AllH	AllT	Var	Chi	Dif
GEN 1	1	1-2	1-2	1-2	.59	0		1-2	1-2	.58	0	1-2	1-2	1-2	.31	-1,+1
GEN 2	1-6	1-6	1-5		.15	-1		1-5	1-6	.88	1	1-5	1-3	1-5	.44	-2,+2
GEN 3	1-3	1-2	1-3		.25	-1		1-3	1-2	.05*	-1	1-4	1-3	1-3	.20	-1
GEN 4	1	1	1-2		.32	-1		1-2	1	.38	-1	1-2	1-2	1-2	.41	0
GEN 5	1-7	1-7	1-7		.05*	0		1-7	1-7	.12	0	1-7	1-5	1-6	.25	-2,+1
OFF 1	1-4	1-4	1-5		.59	-1		1-5	1-5	.88	0	1-4	1-5	1-4	.28	+1,-1
OFF 2	1-3	1-4	1-4		.27	1		1-3	1-4	.32	+1	1-3	1-4	1-3	.52	+1,-1
OFF 3	1-2	1-2	1-2		.72	0		1-2	1-3	.34	1	1-2	1-3	1-2	.004*	+1,-1
OFF 4	1-3	1-2	1-5		.13	-1,+3		1-4	1-4	.86	0	1-6	1-4	1-4	.44	-2
OFF 5	1-6	1-6	1-6		.92	0		1-6	1-6	.24	0	1-6	1-6	1-5	.78	-1
PLA 1	1	1	1		.85	0		1	1	.72	0	1	1	1	.53	0
PLA 2	1-7	1-4	1-7		.10	-3		1-7	1-7	.83	0	1-6	1-6	1-6	.30	0
PLA 3	1-2	1-3	1-3		.58	1		1-2	1-3	.20	1	1-2	1-2	1-2	.45	0
PLA 4	1-2	1-3	1-3		.82	1		1-3	1-2	.66	-1	1-3	1-4	1-3	.02*	+1,-1
PLA 5	1-3	1-5	1-5		.41	2		1-5	1-5	.91	0	1-5	1-4	1-4	.72	-1
SPE 1	1	1	1		.25	0		1	1	.74	0	1	1	1	.33	0
SPE 2	1	1	1		.45	0		1	1	.62	0	1	1-2	1	.57	+1
SPE 3	1-5	1-4	1-6		.01*	-1,+2		1-6	1-6	.69	0	1-6	1-6	1-5	.42	-1
SPE 4	1-6	1-7	1-7		.09	-1		1-7	1-7	.18	0	1-7	1-7	1-7	.46	0
SPE 5	1-6	1-7	1-6		.22	-1,+1		1-5	1-6	.32	1	1-6	1-5	1-5	.98	-1
COA 1	1-5	1-5	1-5		.50	0		1-5	1-5	.16	0	1-6	1-7	1-5	.14	+1,-2
COA 2	1-5	1-4	1-5		.73	-1,+1		1-5	1-6	.67	1	1-5	1-5	1-5	.47	0
COA 3	1	1	1		.30	0		1	1	.38	0	1	1	1	.36	0
COA 4	1-4	1	1-3		.56	-3,+2		1-3	1-4	.62	-1	1-3	1-5	1-3	.58	+2,-2
COA 5	1-2	1	1		.74	-1		1-3	1-3	.19	0	1-2	1-4	1-4	.23	+2
COA 6	1	1	1		.37	0		1	1	.09	0	1	1	1	.84	0
COA 7	1-3	1-2	1-3		.57	-1		1-3	1-3	.67	0	1-2	1-4	1-3	.73	+2,-1
COA 8	1-2	1-2	1-2		.27	0		1	1-2	.14	-1	1-2	1-2	1	.66	-1
COA 9	1-2	1	1		.11	-1		1	1	.09	0	1	1	1	.55	0
COA 10	1-3	1-3	1-4		.21	+1		1-4	1-4	.42	0	1-4	1-4	1-4	.93	0
Total	67	21	180					163	56			46	15	41		+16,-22

* Statistically Significant

APPENDIX B

LETTERS OF APPROVAL



Texas Tech University

Department of Health, Physical Education, and Recreation

February 11, 1980
5401 50th Street, K-5
Lubbock, Texas 79414

Mr. Ed Irons
Superintendent of Schools
Lubbock Independent School District
1628 19th Street
Lubbock, Texas 79401

Dear Mr. Irons:

I am writing regarding basketball games to be played by the junior and senior high schools in Lubbock. I talked with you in January by phone and have subsequently talked with and obtained permission from Mr. Pete Regas and from the office of Mr. Ralph Madrid. During the month of February I would like to conduct an interview with fans attending these games.

As a graduate student at Texas Woman's University I have selected to write my doctoral dissertation in the area of sportsmanship. I will attempt to obtain, through the use of an interview instrument, the latitude of behavior considered acceptable by spectators of basketball games at each of the educational levels of competition. Data would be collected at games representing all nine junior high schools (both boys and girls) and at games of all five high schools (both boys and girls).

The data collected will be compared with data collected at Texas Tech University basketball games, both men and women. The data will be analyzed to determine if there is a difference between the behavior found acceptable to the fans at each of the educational levels and between male and female teams.

As a faculty member at Texas Tech University, I plan to use students and faculty members of Texas Tech. The plan is to use a team of four at a basketball game involving each junior high school both boys and girls. The interviewers would arrive 30 minutes before the contest and take assigned positions in the gymnasium. They would then interview fans as they took their seats for the game.

The high school games (one representing each of the Lubbock high schools and both gender teams) would have a team of 4 interviewers per game and follow much the same procedure as above.

It is the feeling of my committee and myself that by using a single community with all the educational levels represented, the difference, if there is one, can be attributed to the level of competition and/or male-female components.

I would like to obtain through your office official written permission to conduct the interviews for presentation to my dissertation research committee.

Mr. Ed Irons

page 2

2/11/80

Please be assured that the spectators will not be pressured in any way. If you have any questions I will be pleased to answer them to the best of my ability. I can be reached at the above address or at Texas Tech University. My phone number at Texas Tech is 742-3364 or at home 797-3200.

The cooperation of the Lubbock Independent School District will be greatly appreciated. I will look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ruth Morrow".

Ruth Morrow
Assistant Professor
Texas Tech University

cc: Mr. Pete Regas
Mr. Ralph Madrid

LUBBOCK INDEPENDENT SCHOOL DISTRICT

ED IRONS, SUPERINTENDENT
1628 - 19 STREET

LUBBOCK, TEXAS 79401
TELEPHONE 806/747-2641

February 19, 1980

Ms. Ruth Morrow
Department of Health, Physical Education
and Recreation
Texas Tech University
Box 4070
Lubbock, TX 79409

Dear Ms. Morrow:

In response to your letter of February 11, 1980, in which you asked permission to gather material for your doctoral dissertation in the area of sportsmanship through the use of an interview instrument, this will confirm our approval of your project. In accordance with your letter, this provides for interviews at junior and senior high basketball games during the month of February, 1980. Mr. Ragus is aware of your request and has given his approval to the study, also.

We hope that this is a productive study and that you reach some significant conclusions for your dissertation.

Sincerely,



Ed Irons
Superintendent of Schools

ifw

155

LUBBOCK PUBLIC SCHOOLS
LUBBOCK, TEXAS 79401

DEPARTMENT OF ATHLETICS
OFFICE OF THE DIRECTOR
1628 - 19 STREET

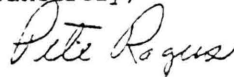
January 30, 1980

TO WHOM IT MAY CONCERN:

This letter will serve as a pass to any high school or junior high basketball game for 5 students and/or adults who will be conducting a survey in connection with a doctoral dissertation being done by Ruth Morrow, Texas Tech Physical Education instructor. This has been approved by the L.I.S.D. administration.

This dissertation deals with crowd reaction to various basketball game circumstance.

Sincerely,



Pete Ragus

PR:jjp



Texas Tech University

Department of Health, Physical Education, and Recreation

February 11, 1980
5401 50th Street, K-5
Lubbock, Texas 79414

Mr. Dick Tamburo
Athletic Director
Jones Stadium
Texas Tech University
Lubbock, Texas 79409

Dear Mr. Tamburo:

I am writing regarding the Texas Tech vs SMU basketball game to be played February 16, 1980 in the Lubbock Coliseum. I talked with you by phone in January with regard to conducting an interview among the Texas Tech and SMU fans attending the game February 16. It will be necessary for me to receive written permission to conduct the interviews, as I explained to you on the phone.

As a graduate student at Texas Woman's University, I have selected to write my doctoral dissertation in the area of sportsmanship. I will attempt to obtain, through the use of an interview instrument, the latitude of behavior considered acceptable by spectators attending the game.

The data collected will be compared with data collected in the Lubbock Public School System at the junior and senior high school levels. The data will be analyzed to determine if there is a difference between the behavior found acceptable to fans at each of the educational levels and between male and female teams.

As a faculty member at Texas Tech University, I plan to use students and faculty members of Texas Tech. The Texas Tech High Riders have consented to act as interviewers. We have had a couple training sessions and conducted a pilot study. The plan is to take their places approximately 30 minutes before game time and interview fans as they take their seats in the coliseum. The interview should not interfere in any way with the fans enjoyment of the game. We will discontinue interviews when the game begins.

Please be assured that the spectators will not be pressured in any way. If you have any questions I will be pleased to answer them to the best of my ability. I can be reached at the above address or at Texas Tech University. My phone number at Texas Tech is 742-3364 and at home 797-3200.

Mr. Dick Tamburo
page 2
2/11/80

I would like to thank you in advance for your cooperation and assistance.

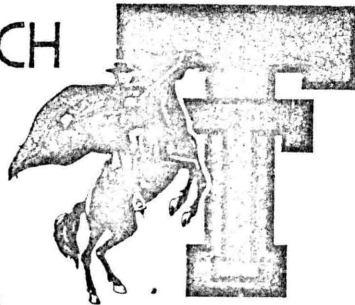
Sincerely,

A handwritten signature in cursive script, appearing to read "Ruth Morrow".

Ruth Morrow
Assistant Professor
Texas Tech University

TEXAS TECH

Telephone:
(806) 742-3355—FOOTBALL
(806) 742-3367—BASKETBALL
(806) 742-3341—TICKET OFFICE



ATHLETIC DEPARTMENT
P.O. BOX 4199
LUBBOCK, TEXAS 79409

February 12, 1980

To Whom It May Concern:

Ruth Morrow has been granted permission to conduct a survey in the Lubbock Coliseum prior to the Texas Tech vs S. M. U basketball game February 16, 1980.

A handwritten signature in cursive script that reads "John Conley". The signature is written in dark ink and is positioned above the printed name and title.

John Conley
Assistant Athletic Director
Texas Tech University



Texas Tech University

Department of Health, Physical Education, and Recreation

February 11, 1980
5401 50th Street, K-5
Lubbock, Texas 79414

Ms. Jeannine McHaney
Women's Athletic Director
7 Old Naval Reserve Building
Texas Tech University
Lubbock, Texas 79409

Dear Jeannine,

I am writing regarding the Texas Tech vs Amarillo basketball game to be played February 15, 1980 in the Lubbock Coliseum. I talked with you by phone in January with regard to conducting an interview among the Texas Tech and Amarillo College fans attending the game February 15, 1980. It will be necessary for me to receive written permission to conduct the interviews, as I explained to you on the phone.

As a graduate student at Texas Woman's University, I have selected to write my doctoral dissertation in the area of sportsmanship. I will attempt to obtain through the use of an interview instrument, the latitude of behavior considered acceptable by spectators attending the game.

The data collected will be compared with data collected in the Lubbock Public School System at the junior and senior high school levels. The data will be analyzed to determine if there is a difference between the behaviors found acceptable to fans at each of the educational levels and between male and female teams.

The Texas Tech High Riders have consented to act as interviewers. We have had a couple of training sessions and have conducted a pilot study on January 28 at the Texas Tech vs. Wayland game. Except for the ice storm which caused a limited spectator attendance, the pilot study went very well.


The plan is for the High Riders to take assigned positions in the coliseum approximately thirty minutes before the game and interview spectators as they take their seats in the coliseum. The interview should not interfere with the fans enjoyment of the game as the interviewers are instructed to discontinue their interviews when the game begins.

Please be assured that the spectators will not be pressured in any way. If you have any questions I will be pleased to answer them to the best of my ability. I can be reached at the above address or at Texas Tech University. My phone number at Texas Tech is 742-3364 and at home is 797-3200.

Ms. Jeannine McHaney
page 2
2/11/80

I would like to thank you in advance for your cooperation and assistance.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ruth Morrow".

Ruth Morrow
Assistant Professor
Texas Tech University



women's athletic department

TEXAS TECH UNIVERSITY / BOX 4079 / LUBBOCK, TEXAS 79409

March 5, 1980

Ruth Morrow
5401 - 50th Street, K-5
Lubbock, Texas 79414

Dear Ruth:

As agreed earlier, you have my permission to conduct interviews with Texas Tech Women's Basketball spectators in order for you to collect data for your dissertation.

I would, however, like a copy of the results of those interviews. If you could manage to get the results to me at your convenience, it would be greatly appreciated.

Sincerely,

Jeannine McHaney
Women's Athletic Director

JMc/ld

APPENDIX C

INSTRUMENTS USED IN THE STUDY

TEXAS WOMAN'S UNIVERSITY
Box 23717, TWU Station
DENTON, TEXAS 76204

HUMAN SUBJECTS REVIEW COMMITTEE

March 24, 1980
Date

TO: Project Director

Director of School or
Chairman of Department

This is to inform you that, as of this date, Ruth Morrow
has placed on file with the Human Subjects Review Committee the signatures
of the subjects who participated in his/her research. The signatures consti-
tute evidence of informed consent of each subject.

Marilyn Hansen
Chairman, Human Subjects Review
Committee

cc: Investigator

Consent Form
TEXAS WOMAN'S UNIVERSITY
HUMAN RESEARCH REVIEW COMMITTEE

Consent to Act as a Subject for Research and Investigation:

I have received an oral description of this study, including a fair explanation of the procedures and their purpose, any associated discomforts or risks, and a description of the possible benefits. An offer has been made to me to answer all questions about the study. I understand that my name will not be used in any release of the data and that I am free to withdraw at any time.

No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.

- | | | |
|-----|--------------------|---------------|
| 1. | _____
Signature | _____
Date |
| 2. | _____
Signature | _____
Date |
| 3. | _____
Signature | _____
Date |
| 4. | _____
Signature | _____
Date |
| 5. | _____
Signature | _____
Date |
| 6. | _____
Signature | _____
Date |
| 7. | _____
Signature | _____
Date |
| 8. | _____
Signature | _____
Date |
| 9. | _____
Signature | _____
Date |
| 10. | _____
Signature | _____
Date |

Certification by Person Explaining the Study:

This is to certify that I have fully informed and explained to the above named person(s) a description of the listed elements of informed consent.

Signature

Date

ORAL EXPLANATION TO BE READ TO SUBJECT: My name is _____.

I am interested in obtaining spectators' opinions regarding what they consider to be appropriate behaviors of the the players, coaches, officials, and spectators at the _____ (level of competition will be named here) basketball games. Would you be willing to answer a few questions for me?

Your responses will not be identified by name. If you wish to discontinue the interview at any point, please feel free to do so.

Before we begin I need you to sign a Consent Form giving your official permission to be interviewed. Read it carefully before signing.

BASKETBALL QUESTIONNAIRE

GAME INFORMATION

Educational Level

____ Jr. High
 ____ High School
 ____ College

Team Sex

____ Women-Girls
 ____ Men-Boys

Competitive Level of Game

____ District/Conference
 ____ Non-District/Conference
 ____ Traditional Rival

BACKGROUND INFORMATION ON SPECTATORS

Sex	Age	Relationship to Team or Team Members
____ Male	____ -24	____ Parent
____ Female	____ 25-34	____ School Administrator
	____ 35-44	____ Fan
	____ 45-64	____ Home Team
	____ 65-up	____ Visiting Team
		____ Attend all Home Games
		____ Attend all this Team's Games
		____ Attend a Variety of Local Games

IDENTIFICATION WITH SPORT

	Yes	No
1. Do you now or have you ever played competitive basketball? (Any level - Jr. High, High School, College)	____	____
What Level _____		
2. Do you now or have you ever played another sport competitively?	____	____
What Sport _____		
3. Do you now or have you ever coached any sport?	____	____
What Sport _____		
4. Do you now or have you ever officiated any sport?	____	____
What Sport _____		
5. Do you watch college or Pro Basketball on T.V.?	____	____

GENERAL QUESTIONS

	YES	NO
1. Do you think sports contribute to the educational objectives of our schools?	1 2 3 4 5 6 7	
2. Do you think basketball is played as a non-contact sport?	1 2 3 4 5 6 7	
3. Do you feel the (UIL/NCAA/NAGWS) exercises enough control over the sport?	1 2 3 4 5 6 7	
4. Do you feel basketball develops good character qualities in the players?	1 2 3 4 5 6 7	
5. Do you feel the girls-women's game should have less physical contact than the boy's-mens game?	1 2 3 4 5 6 7	

OFFICIALS

1. Do you think basketball officials usually catch most of the fouls which occur in a game?	1 2 3 4 5 6 7
2. Do you feel officials usually call a game without being partial to one team or the other?	1 2 3 4 5 6 7
3. Do you think officials are usually uncorrupted as far as being bought off by teams?	1 2 3 4 5 6 7
4. Do you feel yelling at the officials is an undesirable part of the game?	1 2 3 4 5 6 7
5. Do you feel most spectators really know the rules of the game?	1 2 3 4 5 6 7

PLAYERS

1. Would you approve of a player taking a foul of a teammate by holding up his/her hand instead of an important team member in danger of fouling out?	1 2 3 4 5 6 7
2. Do you feel a player is guilty of a foul <u>only</u> if caught by the officials?	1 2 3 4 5 6 7
3. Do you feel a player is justified to retaliate if he/she was fouled and it went undetected?	1 2 3 4 5 6 7
4. Do you approve of a player showing anger at an official's call?	1 2 3 4 5 6 7
5. Do you feel a player must use physical force to get respect under the boards?	1 2 3 4 5 6 7

SPECTATORS

1. Do you think spectators should voice their disapproval of officials by throwing items on the court?	1 2 3 4 5 6 7
2. Do you feel booing the other team is important in order to show your support for your team?	1 2 3 4 5 6 7
3. Do you feel spectators have an obligation to show their disapproval as well as approval of action on the court?	1 2 3 4 5 6 7
4. Do you think spectators often set a poor example of sportsmanship for the youngsters?	1 2 3 4 5 6 7
5. Do you think spectators have lost interest in the importance of good sportsmanship?	1 2 3 4 5 6 7

COACHES

1. Do you approve of coaches jumping off the bench and voicing their disapproval of an official's call?	1 2 3 4 5 6 7
2. Do you feel coaches are usually justified in yelling at players for mistakes made in the game?	1 2 3 4 5 6 7
3. Do you feel profanity is sometimes necessary to get the point across during a coach's "pep talk"?	1 2 3 4 5 6 7
4. Do you think coaches should be employed primarily on their win-loss record?	1 2 3 4 5 6 7
5. Would you be in favor of firing a coach at the end of a losing season?	1 2 3 4 5 6 7
6. Is a coach ever justified in physically slapping a player?	1 2 3 4 5 6 7
7. Should a coach teach "little tricks" to use under certain circumstances such as holding the back of the uniform of the post player?	1 2 3 4 5 6 7
8. Should a coach make exceptions to the rules for players who would make the difference in whether the team is successful or not -- for the sake of the team?	1 2 3 4 5 6 7
9. Do you think coaches have the right to put winning a game ahead of the welfare of an individual player?	1 2 3 4 5 6 7
10. Should you overlook displays of temperamental disposition if the coach produces a winning team?	1 2 3 4 5 6 7

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