San Fernando Valley State College

A COMPARISON OF THE ATTITUDES AND PRACTICES OF COACHES AND ATHLETES REGARDING THE ATHLETIC CODE OF CONDUCT AT SELECTED HIGH SCHOOLS IN THE SAN FERNANDO VALLEY

A thesis submitted in partial satisfaction of the requirements for the Master of Arts in Physical Education

by

Leonard Columbus Haynes Jr.

June, 1972
The thesis of Leonard Columbus Haynes Jr. is approved:

San Fernando Valley State College

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ABSTRACT

A COMPARISON OF THE ATTITUDES AND PRACTICES OF COACHES AND ATHLETES REGARDING THE ATHLETIC CODE OF CONDUCT AT SELECTED HIGH SCHOOLS IN THE SAN FERNANDO VALLEY

by

Leonard Columbus Haynes Jr.

Master of Arts in Physical Education

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This study was undertaken to examine the attitudes and practices of coaches and athletes regarding the athletic code of conduct at selected San Fernando Valley high schools.

A packet containing an explanatory letter, a questionnaire, and a post-paid self-addressed return envelope was mailed to each of 53 athletic coaches selected from a coaching population of approximately 210.

Ten different high schools in the San Fernando Valley were selected to sample the athlete population. Approximately 250 athletes participated in the survey, representing the following sports: Baseball, Basketball, Swimming, Track, Golf and Gymnastics.
The questions used in the questionnaire were selected as a result of personal interviews with physical educators, a review of existing athletic codes of conduct, a pilot study, and personal professional experience and interest of the investigator.

Of the original list of 53 coaches from the San Fernando Valley, 48 had returned the questionnaire by the prescribed deadline, April 1, 1972. A total of 242 athletes from 10 high schools in the San Fernando Valley participated in the study.

Based on the responses received and within the limitations of the study, the following are a few of the major findings of this study:

The majority of coaches and athletes responded that their school used an athletic code that was partly written and partly unwritten; one in which each coach interpreted as he sees fit.

The majority of coaches and athletes responded that the "Coach" of the sport was the party most responsible for the administration of punishment for violations of the athletic code.

The majority of athletes reported that they had violated the athletic code at least once during high school.

The majority of athletes and coaches felt that athletic standards were necessary for high school athletes.

The greatest problem area concerning the athletic standards as seen by the coaches was "Poor enforcement of rules."
CHAPTER I

INTRODUCTION

The enforcement of training rules and regulations for athletes is of utmost importance to the coach and administrator. The range of rules and regulations is widely varied from high school to high school. Some schools, as related by Merchant, allow their athletes the responsibility of governing themselves with whatever standards they deem necessary. (18:22) High schools reported by Baer chose to require their athletes to follow pre-set regulations constructed by the coaches and administrators. (3:54)

Many high schools have developed a written set of athletic standards. This requires the athlete and his parents to sign before participation may begin. (3:54) Still other high schools use unwritten athletic standards. This style of athletic standard allows the coach some freedom to administer his own philosophy and ideals into the athletic program. The coach has more opportunity to deal with the athletes as individuals and consider the circumstances before punishing violators. (9:43)

No matter what form of athletic standard is being used in the high school, coaches and administrators (3, 14, 19, 22, 25, 26)
agree that the modern athlete of today is changing. As stated by Jack Scott, "The athletes are not accepting rules and ultimatums as they did in the past." (22:43)

But the fact that the athlete is changing does not constitute a withdrawal of important standards of athletic conduct, but possibly a look into the original purpose.

Merrill Melnick made the following comments on this issue:

"If it can be shown that the regulations assist the athlete in his pursuit of physical excellence, or that the team's chance of winning is enhanced, then the rules can be justified." (16:32-33)

There seems to be a need for a closer unification of the standards for high school athletes. (3, 12, 15, 17, 25) But the field of athletics is surprisingly void of literature in the area of standards and punishment for violators. The limited amount of literature leaves the coach to develop his own standards, which in some cases may be fair and just, and in others, extreme and detrimental to the athlete.

THE PROBLEM

The problem under consideration in this study is the change in attitude of today's young athlete towards established athletic codes of conduct, and the resulting problems for the coaches, players and schools.
Purpose of the Study

This study was designed to identify and compare the attitudes and practices of coaches and athletes regarding the athletic code of conduct in selected high schools in the San Fernando Valley.

Limitations of the Study

The limitations of the study were as follows: (1) the small number of coaches and athletes participating in the study; (2) only the in-season coaches and athletes were sampled (excluding football); (3) the validity of the "Questionnaire-Type" survey used as a research instrument; and (4) the human factor of interpretation of the responses by the investigator.

Assumptions

To conduct this study it was necessary to make the following assumptions: (1) that most high schools in the San Fernando Valley employ some type of athletic standard; (2) that infractions of these standards do occur; (3) that coaches and athletes will give their honest opinions when answering the questionnaire; and (4) that the athletes and coaches are aware of the standards that govern them and their sport.

Hypothesis

It is hypothesized that there is wide diversity in the athletic codes of conduct, and how they are administered.
It is also hypothesized that there is consistency between athletes' and coaches' attitudes towards athletic codes of conduct.

Definition of Terms

(1) **Athletic Code** - The athletic code is that set of rules or requirements used by the high school coaching staff and administrators to govern the conduct of the boys participating in interscholastic athletics.

(2) **Diversity** - Diversity refers to differences between the standards of one high school and another.

(3) **Infraction** - An infraction is the violation or breaking of one or more of the rules of the athletic code.

(4) **High School** - The high school is the three or four year institution, under the local board of education and the state government, with the responsibility of directing the education of the young people.

**IMPORTANCE OF THE STUDY**

Today, perhaps more than ever before, the young athletes within the educational institutions are undergoing a critical period of self-examination. They are constantly looking and asking for explanations for the rules and regulations they are asked to follow. The athlete is seeking some type of meaningful answers to all his
questions. Although the institutions are capable of various kinds of change, they are for the most part hesitant to discard the old time-tested traditions which have here-to-fore proven beneficial to the welfare and success of their graduates and the community.

The student of today is asking for change, but many times there is failure in the communication of just what is meant by this change. There is a strong outcry for meaning as well. As stated by Progoff (21:95), "Meaning plays a tremendous role in human behavior. Most men, when given a choice, will select that activity which is most meaningful and related to life's purpose."

It is known that in handling and working with athletes, respect and cooperation helps to make valuable relationships among coaches and players. (3:54) This respect is usually acquired through a trust and understanding of the coach and the athlete. Ogilvie and Tutko found that fair treatment was of utmost importance in motivating athletes to perform. It was also found that when a mutual feeling of respect was present, the athletes were highly organized, orderly, respectful and dominant. (17:61)

ORGANIZATION OF THE CHAPTERS

This chapter was designed to inform the reader of the importance and direction of the study. Chapter II reviews the related literature that was available to the author. The procedures utilized
in the design and execution of the study are described in Chapter III.

Chapter IV reports and discusses the findings of the study, and

Chapter V summarizes the paper, states the conclusions, and pro-
vides recommendations for further research.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

The purpose of this study was to compare and identify the attitudes and practices of coaches and athletes regarding the athletic code of conduct in selected San Fernando Valley high schools. This chapter is concerned with the related literature in the field of high school athletic standards.

Is There a Need for Athletic Standards

Interscholastics is a voluntary program. Students are not obligated to participate, and participation is not required for graduation. A student is not required to have athletic credit to enter college. Thus, competition in high school athletics is a privilege and not a right. Accompanying this privilege is the responsibility of the athlete to conform to the standards established for the high school athletic team. (17:3)

Merrill Melnick made the following comments on regulations for athletes:

"If it can be shown that regulations assist the athlete in his pursuit of physical excellence or that the team's chance for winning is enhanced, then the regulation can be justified. A regulation which contributes neither to the athlete's nor to the team's
performance should stand condemned. If sport is to make its most valuable contribution to the educational process, then it should extoll the sanctity of the human personality rather than restrict its blossom with the establishment of choking, irrational, and selfish regulations." (16:32-33)

The Commissioner of Education in New Jersey stated his position on the need for athletic regulations:

"Coaches make rules that athletes must obey for the purpose of team work and organization. The reasonable limits of any rules of eligibility should not include any regulations on hair style and length, which are matters of personal taste, unless it can be shown that such styles create classroom disorder, present a clear and present danger to the student or his fellow participants, or are detrimental to good health and hygiene." (24:72)

C. Carson Conrad, Department of Education, State of California, relates that the director of athletics and his staff, with the approval of the local school administration and the school board, should establish special standards of:

"... attitude, conduct, grooming and appearance, and training consistent with achieving top performance. Standards should be discussed and publicized, understood and enforced. Such standards should be based upon the fundamental premise the athlete is in a position of school leadership, and should represent his team, school, and community in the highest order." (17:3-4)

The need for some form of regulation is vital as stated by Baer:

"The enforcement of training rules and conduct for athletes is of paramount importance to the high school coach. Without definite rules, the morale and discipline will suffer and team pride, spirit and attitude will deteriorate. Violation of training standards and poor citizenship will not only curtail the efficiency of the team, but will also have a detrimental effect on the faculty and the community support." (3:54)
Constructing an athletic standard that is fair and meaningful to the athletes, as well as the administration and coach, is a difficult task. Amid the stormy sea of discord on this subject, the coach and athletic director are asked to do their jobs and perform their daily tasks, build character, instill team work and a sense of discipline, and at the very least produce a winning team. (23:8)

S. H. Freeman, baseball coach at El Camino Junior College, comments on athletic standards:

"It was once pointed out to me that a successful athletic team resembled a military operation. To the surprise of the accuser, I quite readily concurred. Without rules (one set of rules for the entire team), without sacrifice and self-discipline, a team would no longer be a team; but instead 20, 30 or 40 individuals going their separate ways. Personality and individuals aren't stifled in the atmosphere. On the contrary, personality takes on a new lustre, a new freshness, because of the nature of competition, the challenge to innovate is always present..." (8:10)

This section has attempted to show various opinions concerning a need for some type of athletic standards. The next section investigates content regarding athletic codes of conduct.

Written Standards

Many high schools are using a written form of athletic code. A standard that requires the athlete and parents to sign before participation in the sport may begin. The particular value of this type of standard seems to lie in the response of most of the parents. Baer suggests:
"... that parents usually appreciate the fact that they are consulted. Academic teachers also favor this tangible set of rules, and will cooperate with the coach when they know good citizenship is employed and emphasized." (3:54)

A written standard also inhibits the bleeding heart response when a player is dismissed from the squad and later complains of not being aware of the infraction. The coach will always have a record, and evidence if needed, that the athlete and parents had knowledge of the regulations prior to the violation. (3:55)

Unwritten Standards

Some coaches of opposing views feel the unwritten standard is all that is necessary to have a successful team. Hanebutt suggests that:

"... each athlete must realize the responsibilities and duties he has to his school and to himself. This should be a part of the athlete every time he steps onto the playing field. Part of the athletic code is the team spirit, and only his loyalty and dependability to his coach, fellow teammates and himself, can build this. He must learn to carry his own load in society, and should need no form of rules or regulations dictated to him. If the athlete does not feel the responsibility to the school, coach, and himself, then no set of rules will force him to conform." (12:54)

Sherbeck, in a discussion of athletic standards, states that:

"... the entire athletic department should be controlled by one set of standards, whether written or unwritten, for conduct. These standards should be minimum rules and regulations. This would allow flexibility for each coach to interpret as he sees fit." (23:27)
Sherbeck is also of the belief that it is not necessarily important that each school have identical athletic standards with those of nearby areas, or the nation. (23:27)

Innovations in Athletic Standards

Few coaches in high school athletics allow their athletes to govern themselves. One such example is found in northern California at Helena High School. Here, the coach, George Davis, has developed a system which allows his athletes to control all the substitutions in football games, as well as deciding who shall start and which plays they will use. His teams also control the discipline problems by voting on violators of their self-made athletic standards. Coach Davis has enjoyed several winning seasons using this system, although this year he had his first losing season. Coach Davis comments on why he believes they lost:

"... the boys this year seemed to vote for their buddies, and the players that missed practices. They had no real leader among them and the outcome was obvious. They lost and lost, and they deserved it. I don't think anything could have changed them. School is preparation for life, and football is part of life." (18:22)

The Coach

Many of the regulations in athletic standards are the result of the coach. In this modern day, the ideals and standards set up by coaches are being questioned all over the nation whether they be in
high school or college. The coach is constantly asked for an explanation of the reasoning and importance of the rules. The following opinions were voiced by coaches during a meeting of the American Coaches Football Association in 1971. (26)

Jim Sweeney, Washington State: "All of us should realize times are changing and that the mode of dress that we adhered to when we were young might no longer be the thing. As a coach, I am interested in as many kids as possible participating in our program. But I think if we set up a mode or code that a kid could not live up to socially, then we might chase him out of athletics and thus never be able to do a thing for him... To keep everyone participating, we should avoid rigidity in our thinking and standards."

Charlie Reese, East Stroudsburg, Pennsylvania: "We talked everything over with our squad. We explained that we realize that they have rights, but we coaches also have rights, and that we have always felt that it was our right to decide how they looked in public, because in a sense they represent the coaching staff. I felt that we could ask them to give up some of their rights for the good of the team. Our squad responded well; there were no complaints."

Hank Johnson, Brockport State University: "It is difficult to relate football to long clean hair or short clean hair... The tricky thing we have to do is to face up to these issues and try to find good reasons why it is best to play football with a clean-cut appearance or a clean T-shirt, or a clean jock strap.

Dave Maggard, Track Coach, University of California: "Coaching has changed. You no longer can separate the athlete from the outside world. We don't have rigid rules and we try to avoid extremes. We try to apply common sense and understanding, to be flexible and build trust... I try to create a feeling of wanting to do, rather than having to do."

Former University of California at Los Angeles football coach, Tommy Prothro, related his ideas on the modern athlete:

"... Any assessment of the relations between coach and athlete has to take into consideration that there has always been
a generation gap. But athletes have changed. You've changed, I've changed. The whole world has changed. It's no longer the autocratic society it was when I played where a Bob Neyland or Wallace Wade would just say you do it because I say so. Now you have to explain yourself, the logic behind and the philosophy." (26:74)

Among the principles of a good coach, authors Voltmer and Esslinger suggested the following concerning the coach and his relationship to his players:

"They insist on enforcement of all rules of athletic eligibility and seek no favors for athletes;

"They are fair and unprejudiced in relationship with students;

"They seek to prevent gambling, obscene language, and other offenses against honesty and decency;

"They set good examples for a boy to follow." (27:247)

The Changing Athlete

Many authors (3, 14, 19, 22, 25) have made reference to the fact that over the past several years there has been a gradual changing of the average athlete. That which was accepted without question several years ago, now has to be explained, justified, or emphasized. Baer relates the following information concerning this change:

"The authors, prior to World War II, wrote only complimentary materials about the athletes. The athletes were on the whole idealistic and responded to statements made by coaches as gospel. It was the tradition of the day to make sacrifices to play on the team. There was an occasional violation of some of the training rules but they were infrequent and the penalties meted out were accepted without question by the players, team, and community." (3:54)
From the *Look* article by Shecter, Jack Scott relates several instances where athletes are not accepting rules or ultimatums as they did in the past:

"Football players at the University of Maryland banded together and announced they would no longer play the game if coach Bob Ward, who admits slapping members of his squad during the heat of practice, continues to coach. Ward was fired.

"At Providencia College the track coach continued to add more restrictions to his already inhumanly restrictive program: no more TV after 10 p.m. When the coach later kicked three boys off the team for minor infractions, the entire squad quit in protest. The coach was fired.

"Columbia University, 66 of 68 football players denounced the invasion of Cambodia and signed a statement to the fact. They later sent it to the president in order to say, "We dispell President Nixon's image that all athletes are part of the silent majority.

"Will Hetzel, basketball star at Maryland, was benched because the coach did not approve of the length of his hair and his views of the idea of winning. He and several other players quit. Later they were all allowed back onto the team.

"Dave Meggysey, $33,000 linebacker for the St. Louis Cardinals, quit professional football to write a book on the unethical practices of the National Football League." (22:43)

Scott feels that the athletes need what he calls his "Bill of Rights." These are part of the humanistic treatment each athlete should be able to demand:

"The human being should be able to express his uniqueness, and when a person is young he has not yet developed the cognitive skills. Physical activity is the best way to develop these skills." (22:45)
Pietrofesa and Rosen believe that, "... the athlete is being manipulated through various devices, such as grades, programs and favors, in order that the teachers can control the student body." (20:165)

Many of the more sophisticated and modern athletes have been exposed to family and group behavioral changes. Baer suggests:

"... that home and school discipline has become more indulgent and permissive. The modern athlete is subject to strong influences, such as the action of some prominent athletes endorsing cigarettes and beer. Social drinking has increased at home. All of these pressures confuse the young player and affect his participation as a member of the team." (3:54)

**Long Hair**

Many of the athletic problems of the recent years have stemmed from the advent of long hair becoming a fad with young boys. In a recent article in *Scholastic Coach*, the editors suggested that "... because of the advent of long-haired players appearing on television so often that possibly some of the up-tightness on this subject was relaxed with many coaches." (24:100)

Most authors (3, 9, 11, 16, 18, 19, 22, 25, 26) agree that the long-hair problem is nothing more than a fad.

Jack Scott feels that:

"The tremendous activity of so many to adopt and construct new regulations pertaining to the length of hair, will only further delay the attainment of the primary goal in athletics, that of building character and fine young men." (22:41)
Scott also believes that the coach has tremendous responsibility in dealing with his athletes. He relates:

"The coach should not become a hair watcher or a dictator. He should not try to impose a 1940 or 1950 way of life upon a 1971 youngster. Maybe life was purer then, but you can't turn back the clock. The modern kid is unimpressed by tradition. He doesn't relate to the past, he belongs to the right-now generation." (25:100)

Ogilvie and Tutko see the problem of the length of hair as a problem of authority. They contend:

"... the coach orders the athlete to get it cut and expects his orders to be obeyed. In contrast, the athlete sees discipline as a peripheral, frivolous issue compared with his own struggle to find identity in the hair styles of his peers. Coach and athlete talk past each other." (19:63)

Drinking and Smoking Infractions

Violations of the no-smoking and no-drinking rules are present in all athletic standards. There is agreement on the importance of these restrictions by most coaches and administrators. (3:54; 7:26)

Minor Rules and Regulations

Hours of sleep, proper diet, practice sessions, personal hygiene habits and attitude should be explained prior to the beginning of the season. Baer (3) suggests that players should be encouraged to wear clean clothes, be clean-shaven and have suitable haircuts. His reasoning behind this type of standard is, "... to develop self-respect and give the proper image of your school."
Also, from the California State Department of Education, and C. Carson Conrad, Chief of the Bureau of Health Education, Physical Education, Athletics, and Recreation, comes the following mandate on athletic standards:

"The athletic coaches and/or athletic directors who have been trained for athletic leadership have the prime responsibility for the implementation of the aforementioned standards. The team physician and the coach are jointly responsible for the physical well-being of the athlete and for preparing them for competition so they can play with safety and meet the demands of the sport. The coach is responsible for imparting individual and team skills, game rules, and strategy, as well as developing the athlete's ability to cope with the psychological aspects of competition.

"Because participation in athletics is a privilege, the school coach should have the authority to revoke that privilege when the athlete does not wish to comply with the rules. The development of special standards for athletes will provide the security of authority that youth needs by letting him know what he can do--and what he cannot do, by showing him that the school wishes him to reach his very best achievement level in his own life and in interscholastic athletics." (17:2)

State-Suggested Criteria for Athletic Standards

From the California State Department of Education, the following is suggested in constructing an athletic standard:

A. Rules of Behavior
   1. Proper dress, grooming, and appearance.
   2. Abstinence from alcohol, tobacco, and drugs.
   3. Other proper training rules, with emphasis upon adequate rest, nutrition, cleanliness and physical fitness.

B. Citizenship
   1. Exemplary conduct of the athlete on and off campus.
2. Adherence to school and community laws and respect for individuals and property.
3. Respect for scholarship and academic achievement.
4. Good sportsmanship and fair play.

C. Team Responsibilities
   1. Common goals and group loyalty with other teams.
   2. Subordination of self-interests to team values.
   3. Self-discipline and team and personal sacrifice to attain such team goals. (17:4)

From the California Curriculum Commission's Objectives of Civic Responsibility, the following seems to suggest individual treatment for each student:

"Civic responsibility and effective citizenship requires that the individual and group be sensitive to the disparities of human circumstance." (15:117)

Idealistically, to treat each athlete as an individual, can often cause problems if one athlete is punished one way and another athlete is punished yet another way. Here coaches are often accused of being inconsistent in treatment. An example of this type of problem can be found in the treatment of football players at the University of Nebraska this year. Nebraska was to have a powerful team coached by Bob Devany. One of the star performers, half-back Johnny Rogers, was arrested before the season got underway for armed robbery. Because of past tradition, all concerned believed Johnny Rogers would be ineligible to play football this year. After several weeks passed, the coach announced to the press that he felt Johnny Rogers deserved another chance to play football. The sports commentator presenting the story left the listener with the question,
"One wonders if the decision was influenced by the caliber of player, boosters or alumni, or even the desire to win." (15)

Legal Aspects

When a violation occurs, the question immediately arises, "Can the athletic director or coach today, under constitutional law principles as interpreted by the courts, set any standards of dress and grooming for members of his team and be able to enforce them?"

Staunton, a legal counsel for the California Teachers Association, relates that:

"... the courts have held that a student in school is entitled to claim protection for his constitutional rights related to the Fourteenth Amendment of the United States Constitution." (23:8)

The student seems to feel he is entitled to wear whatever type of clothing he may feel appropriate in, or grow a beard unfettered by school regulations because this is freedom of expression which is protected by the Constitution.

In answer to argument, the coach usually points out that team discipline requires a minimum standard of dress and grooming. (23:8)

The court is asked to resolve these two rights: (1) the student's asserted constitutional rights to dress and groom himself as he pleases, and (2) the coaches' right to maintain discipline. (17:8)
Staunton further comments on the courts criterion on making decisions of this nature:

"In resolving this question, the courts have developed a general rule that the imposition of reasonable restraints on the exercise of a constitutional right by a student is permissible. The court views the constitutional right of a student to dress and groom himself as he sees fit as being subject to a reasonable school rule." (23:8)

At this point, the problem arises . . . "What is a reasonable rule that will be upheld in court?" The decision of reasonable or not reasonable seems to vary from court to court.

In determining whether or not a school district rule regulating student grooming and dress is reasonable and hence, constitutional, the courts have developed three tests. The court requires the school district to demonstrate:

(1) The district's restraint rationally relates to the enhancement of public service.

(2) The benefit that the public gains by the restraint outweighs the resulting impairment of the constitutional rights.

(3) No alternative less subversive of the constitutional rights are available. (23:1)

Staunton offers a summary of his study of court cases in high school standards:

"A careful study of these cases and others show that there is a common thread or pattern throughout each decision which when woven into whole cloth establish the right of coaches, athletic directors, and schools to regulate the dress and grooming of their team members. In legal terms, the courts recognize the school district's right to regulate the dress and grooming of students where disruption would result which would have a
prejudicial and adverse effect. The academic system, maintenance of discipline, and classroom atmosphere are best served when there are no such influences." (23:1)

On March 10, 1970, the Honorable George B. Harris, United States District Court Judge for the Northern District of California, ruled against four students and athletes from the Redwood High School, Larkspur, California, who sought relief from grooming regulations of the Tamalpais Union High School District.

The outcome of the trial is summarized in the quotes below:

"That athletic programs provide a unique form for the development of discipline, individual sacrifice, and team work not available in other school programs;

"Although there were divergent views with respect to 'morale' in the enforcement of the rule, the several coaches called by the defendants considered the enforcement of such regulations as legitimate means of building team morale, discipline, and team spirit;

"It is most persuasive and important to observe that after thorough consideration involving the community, the educators, coaches, students, and administrators, the Board of Trustees chose to reaffirm the grooming rule that has been applicable to the students at Redwood High School throughout the years;

"It is believed essential at this time for schools to establish specific standards for athletes which should have the full backing of the school's athletic staff, school administrators, and the local Board of Education." (11:1-2)

School officials in Williams Bay, Wisconsin, insisted the boys with shoulder-length hair distracted other students from their studies. The following is the outcome of the legal action:

"Thomas Breen, 17, and James Anton, 19, were told to cut their hair or be expelled. They took the case to a federal district
court which declared the school's demands unconstitutional. The school then took the case to the Supreme Court which refused to hear it and let the district court's decision stand. The federal district court said, "Freedom to wear one's hair at certain lengths or to wear a beard is constitutionally protected, even though it expresses nothing but individual taste." (11:40)

The courts have also disagreed on issue regarding an Indiana case. School officials said:

"Long haired males disturbed other students while affecting class decorum and endangered health and safety standards in physical education classes. The Indiana courts accepted this." (24:8)

Yet in a Massachusetts district court ruling, it was stated:

"... no factual foundation has been offered to show that hair style involved a health or sanitary risk to the students, or will interfere with other performances of their school work or will create a disciplinary problem of a kind reasonably thought to be a concern for public officials." (24:8)

The courts have in most instances supported school officials when they could prove that a particular hair style regulation is necessary for the safety of the individual. (2:70)

New Strides in Punitive Measures

In the field of suspension, a high school in Skokie, Illinois, has implemented a revolutionary method of helping students. Two teachers, Blackmore and Brady, have developed a program in which they offer the student and his or her parents, the alternative of a normal three-day suspension, or their attendance at a three-day class on the harmful effects of smoking. This program has the purpose of
teaching the willing student all about the problem of smoking and how it can affect their health in later years. They must attend all three sessions of evening classes. The results of this program have been favorable in the first year of operation. Of the 198 students surveyed, 22 actually quit smoking completely. Eighty-five percent indicated that they had cut down on the number of cigarettes they used. All gave reasons relating to the fact that they had become concerned about the health of their body, and this was the major influence. The same program has now been initiated at several other schools in Skokie, Illinois. (14:146-149)

If enough factual evidence could be obtained from these experiments, possible methods such as this could be attempted and implemented into the athletic program.

SUMMARY

This chapter has reviewed the related literature pertaining to the study of high school athletic standards with regard to: (1) the need for athletic standards, (2) written and unwritten athletic standards, (3) the coach, (4) the changing athlete, (5) state requirements for athletic eligibility, and (6) the legal aspects of the administration of athletic rules and regulations.
CHAPTER III

PROCEDURES

The purpose of this research was to identify and compare the attitudes and practices of coaches and athletes regarding the athletic code of conduct at selected San Fernando Valley high schools. This chapter presents the procedures utilized in the construction of the questionnaire and the process involved in conducting the study. The areas of investigation are initial research, construction and validation of the questionnaire, the sampling process, treatment of the data and the method for analyzing the data.

Initial Research

The selection of the attitudes used in the constructing of the questionnaire were determined from a pilot study, personal interviews, review of the literature, and personal observation and experience.

In the spring of 1972, a pilot study was made to sample attitudes and practices of coaches and athletes in respect to the athletic code of conduct in their schools. Along with this, a review of the existing athletic codes of conduct was helpful in determining
the possible problem areas in regard to various types and the
administration of the athletic rules and regulations.

Refinement of the Questionnaire

After the initial attitude statements and questions to be used
in the questionnaire were formulated, they were sent to a panel of
experts for critical evaluation. This panel was composed of profes­
sors from the Physical Education Department at San Fernando
Valley State College (see Appendix C).

The revised questionnaire, resulting from comments and
suggestions from the jury of experts, was presented to a group of
professors and graduate students in a colloquium at the same
institution. The comments resulting from this meeting were also
utilized in the refinement of the instrument.

After the final revision of the questionnaire, the athlete's
and the coach's sections were completed and readied for distribution.

Format of the Questionnaire

The survey questionnaire was divided into four sections.
Part I dealt with the types of athletic codes each school used. Part II
related to the various types of violations. Part III was concerned
with the type of punishment used by the schools, and Part IV was
concerned with the importance and effectiveness of the athletic codes.
A copy of the questionnaire can be found in Appendix A.
Sampling Procedure

Approximately 50 coaches were selected from over thirty high schools in the San Fernando Valley. Each of the coaches was mailed a packet containing a questionnaire, letter of introduction, and a self-addressed stamped envelope.

The athletes were selected from ten high schools in the San Fernando Valley. A limit of one athletic team from each school was imposed in order to keep the number of opinions from any one school at a minimum. The total number of athletes surveyed was approximately 250, equally selected from a combination of sports to include baseball, basketball, track, golf, swimming and gymnastics.

Prior to answering the questionnaire, the athletes were given an introduction (Appendix D) to the survey. Each group of athletes was given the same introduction so there would be no greater advantage to any one group.

The Packet

The packet included the questionnaire (Appendix A), the letter of introduction (Appendix B), and the self-addressed stamped envelope. These items were included to ensure a clear understanding of the study.
Distribution

A total of 53 coaches were finally selected to participate in the study. Each of the coaches was called by telephone prior to the mailing of the packet to ensure his cooperation. These 53 packets were mailed on March 1, 1972. The respondents were asked to return the questionnaire by April 1, 1972.

Follow-Up Procedure

All coaches not responding within the first three weeks after the mailing of the packets, were contacted by telephone. By April 1, 1972, 48 of the original 53 coaches had returned their questionnaire.

Treatment of the Data

The information received from each of the coaches and athletes was recorded on large score cards designed to tabulate all returns as they were gathered. The data received in this study is presented in table form showing the following information:

1. Frequency of response
2. Percentages of response
3. Comparisons of coaches' and athletes' answers.

In most cases computations were made by showing separate responses for coaches and athletes. In a few cases a combined response of coaches and athletes was presented.
Analyzing the Data

A significant conclusion was dependent upon a return or tabulation of 60 percent of responses in a particular direction.

SUMMARY

This chapter has presented the following procedures necessary to conduct the study: (1) the design and content of the instrument required to gather information for this study, (2) an overview of the procedures utilized in the selection and refinement of the questionnaire, (3) the methods used for the selection of the subjects to be used in the study, (4) the distribution and the collection of the questionnaire, and finally (5) the presentation of the data and the procedures used to analyze the data.
CHAPTER IV

PRESENTATION AND DISCUSSION
OF THE DATA

The purpose of this study was to investigate the attitudes and practices of coaches and athletes regarding the athletic code of conduct in selected San Fernando Valley high schools. This chapter reports and discusses the findings of the study.

PRESENTATION OF THE FINDINGS

On April 1, 1972, the collection of data was terminated. At that time, 242 athlete questionnaires had been administered at ten selected high schools with six different sports being represented (golf, tennis, swimming, baseball, gymnastics, and track). Of the 53 coach questionnaires that were originally mailed out, 48 had been returned which represented 95.7 percent.

The presentation of data is broken down into four sections:
(1) Types of Athletic Codes, (2) Violations, (3) Punishment, and (4) Importance and Effectiveness of Athletic Codes.
Part I, Question 1 - Types of Athletic Codes reads as follows:

"Are you aware that your school or team has an athletic code of conduct?"

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (n=48)</th>
<th>ATHLETES (n=238)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46 95.8%</td>
<td>216 90.8%</td>
</tr>
<tr>
<td>No</td>
<td>2 4.2%</td>
<td>22 9.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
</tbody>
</table>

The results shown in Table 1 indicate that most coaches and athletes were aware of some type of athletic standard or set of rules governing the behavior of the athletes.
Part I, Question 2

An attempt was made in this question to determine which type of athletic code was used at the respondent's high school. Question 2 reads as follows:

"Which type of athletic code does your school or team use?
   a. Written standard with pre-set rules and regulations.
   b. Unwritten standard that each coach interprets individually.
   c. A standard where all rules and regulations are devised by the athletes themselves.
   d. No athletic code at all.
   e. Other (Explain)______________.
"

Coaches' Response

Table 2 shows that the type of athletic code used most was (b), "Unwritten standard that each coach interprets individually." Twenty of the 48 coaches (41.7 percent) selected this response. A close second choice was (a), "Written standards with pre-set rules and regulations," which 19 (39.6 percent) of the respondents selected. Four coaches wrote in variations of the choices offered. Their comments are shown in Table 2.

Athletes' Response

Of the 242 athletes responding to question 2, 115 (47.5 percent) selected (b), and 106 (43.8 percent) selected (a). Six respondents selected (e), "Other." These comments are found in Table 2.
<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=242)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Written standard with preset rules and regulations</td>
<td>19</td>
<td>39.6</td>
</tr>
<tr>
<td>Unwritten standard that each coach interprets individually</td>
<td>20</td>
<td>41.7</td>
</tr>
<tr>
<td>A standard where all rules and regulations are devised by the athletes</td>
<td>3</td>
<td>6.3</td>
</tr>
<tr>
<td>No athletic code at all</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>8.2</td>
</tr>
</tbody>
</table>

1. Some standards are student-suggested. (1)
2. Combination of (a) and (b) written code that each coach interprets separately. (1)
3. Athletic code is devised by coaches and approved by seniors. (1)
4. Each coach has a different style of code. (1)

1. I don't know. (5)
2. My school's code was a combination of both (a) and (b), a written standard that each coach interprets as he wishes. (1)

NOTE: Each comment represents one response.
Results from Table 2 indicate a trend towards a type of standard set up by coaches and administrators rather than a code devised by coaches and athletes, or just athletes.

Part I, Question 3

Question 3 reads as follows:

"Which of the following areas are included in your athletic code?  

_____ a. Smoking tobacco.  
_____ b. Drinking alcoholic beverages.  
_____ c. Academic standards.  
_____ d. Moral behavior.  
_____ e. Personal conduct.  
_____ f. Grooming and dress.  
_____ g. Unprescribed drugs.  
_____ h. Respect for authority.  
_____ i. Other (Explain) ___________________________.

Many specific areas could be included in an athletic code. This question was designated to show which areas are most often included. It was possible for each respondent to select all of the choices. Therefore, the total on each of the choices could equal the number of respondents.

Coaches' Response

Of the 48 coaches responding to question 3, the majority selected all of the choices with the largest response in the area of smoking (93.8 percent) and drinking alcoholic beverages (91.7 percent). The lowest concern was moral behavior (66.7 percent). Presentation of this data can be found in Table 3.
<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCY OF MENTION</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COACHES (N=48)</td>
<td>ATHLETES (N=242)</td>
<td>COMBINED (N=290)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Smoking tobacco</td>
<td>45</td>
<td>93.8</td>
<td>167</td>
<td>69.0</td>
<td>212</td>
<td>73.1</td>
<td></td>
</tr>
<tr>
<td>Drinking alcoholic beverages</td>
<td>44</td>
<td>91.7</td>
<td>155</td>
<td>64.0</td>
<td>199</td>
<td>68.6</td>
<td></td>
</tr>
<tr>
<td>Academic standards</td>
<td>41</td>
<td>85.4</td>
<td>175</td>
<td>72.3</td>
<td>216</td>
<td>74.5</td>
<td></td>
</tr>
<tr>
<td>Moral behavior</td>
<td>32</td>
<td>66.7</td>
<td>121</td>
<td>50.0</td>
<td>153</td>
<td>52.8</td>
<td></td>
</tr>
<tr>
<td>Personal conduct</td>
<td>39</td>
<td>81.3</td>
<td>158</td>
<td>65.3</td>
<td>197</td>
<td>67.9</td>
<td></td>
</tr>
<tr>
<td>Grooming and dress</td>
<td>37</td>
<td>77.1</td>
<td>146</td>
<td>60.3</td>
<td>183</td>
<td>63.1</td>
<td></td>
</tr>
<tr>
<td>Unprescribed drugs</td>
<td>41</td>
<td>85.4</td>
<td>159</td>
<td>65.7</td>
<td>200</td>
<td>69.0</td>
<td></td>
</tr>
<tr>
<td>Respect for authority</td>
<td>39</td>
<td>81.3</td>
<td>176</td>
<td>72.7</td>
<td>215</td>
<td>74.1</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: A 100 percent response on any area by the coaches would be a total of 48. One hundred percent by the athletes on any one question would be a total of 242.
Athletes' Response

Table 3 indicates that the majority of athletes felt that all areas were included in their athletic codes. The two areas receiving the most concern were (h), "Respect for authority" (72.7 percent) and (c) "Academic standards" (72.3 percent). The lowest area of concern was moral behavior (50 percent).

It was noted that not all schools, as indicated by the athletes' responses, stressed smoking tobacco and drinking alcoholic beverages.

Complete results from question 3 are shown in Table 3.

Part I, Question 4

Although many athletic codes contain similar content, often they differ in the period of time the athlete is required to adhere to these standards. Question 4 was designed to investigate the various time requirements related to athletic standards. Question 4 reads as follows:

"During what part of the year are your athletes required to adhere to the athletic standard?

_____ a. All year round, including summer.
_____ b. Just the school year, not summer.
_____ c. During the season of sport, only.
_____ d. During practices and game contests, only.
_____ e. Other (Explain) __________________________."
Coaches' Response

Table 4 shows that the largest number of responses (21 or 52.1 percent) indicated that their athletes were required to adhere to the athletic standard "During the season of the sport, only" (response c). Thirteen (27.1 percent) reported that the code was in force "All year round, including summer" (response a). Four coaches made additional remarks which are also shown in Table 4.

Athletes' Response

The data in Table 4 shows that the responses of the athletes closely paralleled those of the coaches. The largest number of athletes (119 or 50.4 percent) indicated that their code was in force "During the season of sport, only" (response a). Fifty-four (22.9 percent) and 53 (22.5 percent) responded to (a) or (b) respectively. Complete data and comments on question 4 is shown in Table 4.

Part I, Question 5

Question 5 was designed to determine who is responsible for administering punishment to a violator of the athletic code. It read as follows:

"Who is responsible for administering punishment to a violator of the athletic code?

_____ a. The coach of the sport.
_____ b. A body of coaches together.
_____ c. The school's principal.
_____ d. A body of administrators and coaches."
TABLE 4
PORTION OF THE YEAR ATHLETES ARE REQUIRED TO ADHERE TO THE ATHLETIC STANDARDS

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>Frequency of Mention</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COACHES (N=48)</td>
<td>ATHLETES (N=236)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>All year round including summer</td>
<td>13</td>
<td>27.1</td>
<td>54</td>
</tr>
<tr>
<td>Just the school year, not summer</td>
<td>8</td>
<td>16.6</td>
<td>53</td>
</tr>
<tr>
<td>During the season of sport, only</td>
<td>25</td>
<td>52.1</td>
<td>119</td>
</tr>
<tr>
<td>During practice and game contests</td>
<td>2</td>
<td>4.2</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Coaches' statements:
1. All our coaches set their own standard time for athletes to adhere to. (1)
2. Some of our standards we stress all year round, like drugs, and some just during the season. (1)
3. We should have more flexibility during the off-season, must be realistic. (1)
4. Individual sports have different standards than team sports. (1)

NOTE: The statements above were written on the questionnaire after a selection of one of the area a, b, c, or d.
Coaches' Response

The data in Table 5 shows that 36 (75 percent) of the coaches responding to this question indicated that "The coach of the sport" (response a) was responsible for administering the punishment to violators of the athletic code. The remaining responses were evenly distributed among the other choices. Six coaches made comments in addition to their selected responses. Their comments are listed in Table 5.

Athletes' Response

Table 5 shows that the largest majority of athletes, 140 or 60.3 percent, selected response (a), "The coach of the sport," as the party most responsible for administering punishment for violations of the athletic code. The lowest number of responses were found at selection (f), "The athletic department chairman."

There seems to be good communication between the coaches and athletes as to who is responsible for punishment. A majority of the athletes (140 or 60.3 percent) as did the coaches, indicated that "The coach of the sport" was responsible for administering punishment for violations of the code. The remainder of the data along with additional comments by the athletes is found in Table 5.
<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (N=48)</th>
<th>Athletes (N=232)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>a. The coach of the sport</td>
<td>36</td>
<td>75.0</td>
</tr>
<tr>
<td>b. A body of coaches</td>
<td>4</td>
<td>8.2</td>
</tr>
<tr>
<td>c. The school principal</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>d. A body of administrators and coaches</td>
<td>3</td>
<td>6.3</td>
</tr>
<tr>
<td>e. The athletic team</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>f. The athletic department chairman</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>g. Other</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Coaches' comments:
1. Depends on the violations.
2. All the coaches in the school.
3. Combination of the coach and the department chairman.
4. The coach and the principal.
5. All coaches plus administrators.
6. No one really wants the job.

Athletes' comments:
1. No one is responsible. (2)
2. The chairman and the coach. (2)
3. The coach and principal. (1)
4. The coach and administrators. (1)

NOTE: Each statement represents one comment.

NOTE: The number at the end of the statement represents how many responses.
Part II - Violations of the Athletic Code

The purpose of this section was to investigate the various types of violations that occur most often with regard to the athletic codes of selected San Fernando Valley high schools.

Question 1 reads as follows:

"Which single area of your athletic code do you feel is violated most often? (check one)

   a. Smoking tobacco.
   b. Drinking alcoholic beverages.
   c. Academic standards.
   d. Moral behavior.
   e. Personal conduct.
   f. Grooming and dress.
   g. Respect for authority.
   h. Other (Explain) ____________________________ ."

Coaches' Response

Table 6 shows that the largest response was at (b), "Drinking alcoholic beverages." This was selected by 26 or 54.2 percent of the coaches. The lowest response, 1 or 2.1 percent, of the coaches was at (e) and (g), "Personal conduct" and "Respect for authority."

Athletes' Response

Table 6 indicated that the highest number of responses, 90 or 38.3 percent, were for (b), "Drinking alcoholic beverages." A close second choice was (a), "Smoking tobacco." This represented 65 or 27.7 percent of the athletes responding. The lowest number of responses were for "Academic standards," response (c). This response represented 7 (3 percent) of the athletes.
### TABLE 6

**AREA OF ATHLETIC CODE MOST OFTEN VIOLATED**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=235)</th>
<th>COMBINED (N=283)</th>
<th><strong>Frequency of Mention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>a. Smoking tobacco</td>
<td>11</td>
<td>22.9</td>
<td>65</td>
<td>27.7</td>
</tr>
<tr>
<td>b. Drinking alcoholic beverages</td>
<td>27</td>
<td>56.3</td>
<td>90</td>
<td>38.3</td>
</tr>
<tr>
<td>c. Academic standards</td>
<td>3</td>
<td>6.2</td>
<td>7</td>
<td>3.0</td>
</tr>
<tr>
<td>d. Moral behavior</td>
<td>3</td>
<td>6.2</td>
<td>15</td>
<td>6.4</td>
</tr>
<tr>
<td>e. Personal conduct</td>
<td>1</td>
<td>2.1</td>
<td>15</td>
<td>6.4</td>
</tr>
<tr>
<td>f. Grooming and dress</td>
<td>2</td>
<td>4.2</td>
<td>27</td>
<td>11.5</td>
</tr>
<tr>
<td>g. Respect for authority</td>
<td>1</td>
<td>2.1</td>
<td>13</td>
<td>5.5</td>
</tr>
<tr>
<td>h. Other</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>3.5</td>
</tr>
</tbody>
</table>

**Athletes' comments:**
1. Drug rules are violated all year round. (2)
2. Hair-length is violated all the time but no one can do anything about it. (1)
In question 1, a close comparison exists between coaches and athletes regarding the areas most often violated.

Athletes' comments and a presentation of the data are shown in Table 6.

Part II, Question 2

Question 2 reads as follows:

"Which, if any, of the areas of your athletic code do you feel are unimportant?

   _a. Smoking tobacco._
   _b. Drinking alcoholic beverages._
   _c. Academic standards._
   _d. Moral behavior._
   _e. Personal conduct._
   _f. Grooming and dress._
   _g. Respect for authority._
   _h. All are important._
   _i. Other (Explain)___________________________."

This question was designed to investigate the possibility that one or more of the areas of the athletic code might be unimportant to the respondents. Many athletes today, as stated by Melnick (16), need standards but only those that assist the athlete in his pursuit of physical excellence. "A regulation which contributes neither to the athlete's nor to the team's performance, should stand condemned."

Coaches' Response

Of the 48 coaches responding to this question, the majority selected (h), "All are important." This majority represented 36 coaches or 75.0 percent of the respondents. The only other area to
receive more than one response was (f), "Grooming and dress," which received 9 or 18.8 percent of the total. Several of these 9 coaches made comments which are shown on Table 7.

Athletes' Response

The athletes selected a wide range of unimportant areas of athletic standards. The most selected area of unimportance was (f), "Grooming and dress," which received 71 responses or 24.1 percent of the total 295. The lowest area of response to this question was (g), "Respect for authority," which received 11 responses, or 3.7 percent. The researcher was interested to find that 51 athletes (17.3 percent) felt that all areas of the athletic standards are important.

Most of the athletes selected only one area, but some selected two and even three areas which accounts for the total being 295 rather than 242, which was the number of athletes responding to the question.

Several athletes responded also with a comment on the importance or unimportance of the athletic code. These comments are shown in Table 7.

Part II, Question 3

Question 3 was designed to investigate the differences in the opinions of coaches and athletes regarding what percentage of
### TABLE 7

**AREAS OF UNIMPORTANCE CONTAINED IN THE RESPONDENT'S ATHLETIC CODE**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCY OF MENTION</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=242)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO.</td>
<td>%</td>
<td>NO.</td>
</tr>
<tr>
<td>a. Smoking tobacco</td>
<td>1</td>
<td>2.1</td>
<td>18</td>
</tr>
<tr>
<td>b. Drinking alcoholic beverages</td>
<td>0</td>
<td>0.0</td>
<td>45</td>
</tr>
<tr>
<td>c. Academic standards</td>
<td>1</td>
<td>2.1</td>
<td>39</td>
</tr>
<tr>
<td>d. Moral behavior</td>
<td>0</td>
<td>0.0</td>
<td>24</td>
</tr>
<tr>
<td>e. Personal conduct</td>
<td>1</td>
<td>2.1</td>
<td>31</td>
</tr>
<tr>
<td>f. Grooming and dress</td>
<td>9</td>
<td>18.7</td>
<td>71</td>
</tr>
<tr>
<td>g. Respect for authority</td>
<td>0</td>
<td>0.0</td>
<td>11</td>
</tr>
<tr>
<td>h. All are important</td>
<td>36</td>
<td>75.0</td>
<td>51</td>
</tr>
<tr>
<td>i. Other</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
</tr>
</tbody>
</table>

**Athletes'Comments:**

1. Hair rules are too strict. (1)
2. The code is impossible to enforce. (1)
3. Drugs and pot are unimportant. (1)
4. Dress is never enforced. (1)
5. What I do with my body should be my own business. (1)

**NOTE:** Statements found above are representing the opinion of one athlete only.
athletes break the rules at least once during high school athletics.

Question 3 reads as follows:

"What percent of all the athletes at your school do you feel violate the athletic standard at least once during their high school career? Circle one of the following.

(0-25)  (25-50)  (50-75)  (75-100)"

Coaches' Response

Table 8 shows that the coaches' opinions in regard to this question were widely varied. Fifteen coaches or 31.3 percent of the total 48 selected both "0-25" and "75-100." The lowest response was found at "25-50" where seven or 14.6 percent of the coaches placed their response. This table seems to show no definite trend in opinions of coaches but may indicate the wide variance of philosophy of the San Fernando Valley high school coaches.

Athletes' Response

Table 8 shows a definite trend in opinions of athletes concerning what percent of their fellow athletes break the athletic code during high school. Of the 236 responding to this question, 131 or 55.5 percent felt that "75-100" percent of all athletes violate the athletic code. The lowest number of responses, 22 or 9.3 percent, indicated that only "0-25" percent violated the athletic code.
### Table 8

**Percentage of Athletes That Violate the Athletic Code at Least Once During High School**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Coaches</strong> (N=48)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>0 to 25%</td>
<td>15</td>
</tr>
<tr>
<td>25 to 50%</td>
<td>7</td>
</tr>
<tr>
<td>50 to 75%</td>
<td>11</td>
</tr>
<tr>
<td>75 to 100%</td>
<td>15</td>
</tr>
</tbody>
</table>
Part II, Question 4

Question 4 reads as follows:

"What percent of the athletes at your school do you feel violate the athletic standard _several times_ during the season of sport? Circle one of the following:

(0-25)   (25-50)   (50-75)   (75-100)"

Question 4 differs from question 3 only in the number of times the violations occur. This question is designed to investigate the violator that constantly breaks the athletic code during the season.

Coaches' Response

The coaches' opinions of the constant violator are much higher than those of the athletes. Table 9 shows the largest number of responses, 22 or 45.8 percent, falling in the "0-25" percent category. The lowest number of responses (3 or 6.3 percent) were found in the "75-100" percent category.

Athletes' Response

Table 9 shows that the largest number of responses, 66 or 27.8 percent designated the category "25-50" percent. The lowest number of responses, 50 or 21.1 percent, were recorded in the "0-25" percent category. This even distribution of responses seems to indicate that no definite trends existed among the athletes concerning a complete lack of respect, or complete compliance with the athletic standards.

Comparisons of data for this question are shown in Table 9.
TABLE 9
PERCENTAGE OF ATHLETES THAT VIOLATE THEIR ATHLETIC CODE SEVERAL TIMES DURING THE SEASON OF SPORT

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCY OF MENTION</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COACHES (N=48)</td>
<td>ATHLETES (N=237)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 to 25%</td>
<td>22</td>
<td>45.8</td>
<td>50</td>
<td>21.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 to 50%</td>
<td>14</td>
<td>29.2</td>
<td>66</td>
<td>27.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 to 75%</td>
<td>9</td>
<td>18.8</td>
<td>64</td>
<td>27.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75 to 100%</td>
<td>3</td>
<td>6.2</td>
<td>57</td>
<td>24.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part II, Question 5

Question 5 was designed to investigate which type of athlete is more prone to violating the athletic standard. It is realized by the investigation that the great number of athletes involved in track and football could have had some influence on the outcome of this question. Question 5 reads as follows:

"In which sport do violations of the athletic code occur most often? Check one.

   a. Football
   b. Basketball
   c. Baseball
   d. Track
   e. Swimming
   f. Golf
   g. Soccer
   h. Tennis
   i. Water Polo
   j. Gymnastics
   k. Wrestling
   l. Other (Explain)

Coaches' Response

Table 10 shows that of the 48 coaches responding to this question, 28 or 58.3 percent selected (a), "Football." At the same time, a few offered a comment on why they made this selection. These comments appear at the bottom of Table 10. Swimming, golf, tennis, water polo, and gymnastics did not receive any responses.

Athletes' Response

The total number of athletes responding to this question were 232. Of these, 142 or 61.2 percent selected (a), "Football." Differing from the opinions of the coaches, several other areas received many responses. The next highest was (b), "Track," with
### TABLE 10

**RESPONSES INDICATING THE SPORT WHERE VIOLATIONS OCCUR MOST OFTEN**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=232)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Football</td>
<td>28 58.3</td>
<td>142 61.2</td>
</tr>
<tr>
<td>b. Basketball</td>
<td>4 8.3</td>
<td>20 8.5</td>
</tr>
<tr>
<td>c. Baseball</td>
<td>2 4.2</td>
<td>2 0.9</td>
</tr>
<tr>
<td>d. Track</td>
<td>7 14.6</td>
<td>29 12.5</td>
</tr>
<tr>
<td>e. Swimming</td>
<td>0 0.0</td>
<td>2 0.9</td>
</tr>
<tr>
<td>f. Golf</td>
<td>0 0.0</td>
<td>5 2.2</td>
</tr>
<tr>
<td>g. Soccer</td>
<td>1 2.1</td>
<td>0 0.0</td>
</tr>
<tr>
<td>h. Tennis</td>
<td>0 0.0</td>
<td>2 0.9</td>
</tr>
<tr>
<td>i. Water Polo</td>
<td>0 0.0</td>
<td>15 6.4</td>
</tr>
<tr>
<td>j. Gymnastics</td>
<td>0 0.0</td>
<td>6 2.6</td>
</tr>
<tr>
<td>k. Wrestling</td>
<td>0 0.0</td>
<td>2 0.9</td>
</tr>
<tr>
<td>l. Other</td>
<td>6 12.5</td>
<td>7 3.0</td>
</tr>
</tbody>
</table>

**Coaches' comments:**
1. Football, due to closeness of players.
2. Deals in largest number - football.
3. They don't occur more in any one sport.
4. More with individual sports. The kids are more individualistic.
5. Track because of their weird personality.
6. Which ever sport is largest.

**Athletes' comments:**
1. I have no idea where violations occur most often. (7)

**NOTE:** Each comment represents one opinion.
29 or 12.5 percent. Seven or 3.0 percent of the athletes offered comments that they had no idea or opinion of which sport violated the athletic code most often.

Comments and results from question 5 are shown in Table 10.

Part III, Punishment of Violators

This section was designed to investigate the various kinds of punishment practices being used in selected high schools in the San Fernando Valley. Question 1 reads as follows:

"Do you feel that punishment for violations of the athletic code at your school is consistent and fair to the athletes?____always _____usually _____seldom _____never"

Coaches' Response

Table 11 shows that of the 48 coaches responding to this question, 33 or 68.8 percent indicated that punishment was "usually" consistent and fair at their school. Only one coach, or 2.1 percent, felt that the punishment at his school was "never" fair and consistent.

Athletes' Response

Of the 241 athletes responding to this question, 138 or 57.3 percent selected "usually." The lowest number of responses, 30 or 12.4 percent, appeared at "never."

Results and a comparison of the responses from question 1 are shown in Table 11.
### TABLE 11

**OPINIONS OF RESPONDENTS CONCERNING THE CONSISTENCY AND FAIRNESS OF THE PUNISHMENT FOR VIOLATIONS AT THEIR SCHOOL**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCY OF MENTION</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=241)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Always</td>
<td>6</td>
<td>12.5</td>
<td>11</td>
</tr>
<tr>
<td>Usually</td>
<td>33</td>
<td>68.8</td>
<td>138</td>
</tr>
<tr>
<td>Seldom</td>
<td>8</td>
<td>16.6</td>
<td>62</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>2.1</td>
<td>30</td>
</tr>
</tbody>
</table>
Part III, Question 2

Question 2 was designed to investigate the problem of coaches overlooking violations of some athletes. A relatively similar opinion is seen in comparing the answers of this question between the coaches and athletes. Question 2 reads as follows:

"How often do you feel coaches overlook violations of the athletic code at your school? _____Constantly _____Occasionally _____Seldom _____Never"

Coaches' Response

Of the 48 coaches responding, 28 or 58.3 percent replied by selecting "Occasionally." The lowest number of responses, 2 or 4.2 percent, were "Never." The coaches seem to be in agreement that on many occasions, violations of the athletic code are overlooked that should be brought to the attention of the governing body of the athletic code.

Athletes' Response

The athletes also were in agreement that many times violations of the athletic code are overlooked. Table 12 shows that 121 or 50.8 percent selected "Occasionally" as their choice to best describe how often violations are overlooked. The lowest number of respondents selected "Never." Here, 22 or 9.2 percent felt that violations are never overlooked at their school.
### TABLE 12
RESPONSES CONCERNING HOW OFTEN COACHES OVERLOOK VIOLATIONS OF THE ATHLETIC CODE

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>Frequency of Mention</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COACHES (N=48)</td>
<td>ATHLETES (N=238)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Constantly</td>
<td>6</td>
<td>12.5</td>
<td>34</td>
</tr>
<tr>
<td>Occasionally</td>
<td>28</td>
<td>58.3</td>
<td>121</td>
</tr>
<tr>
<td>Seldom</td>
<td>12</td>
<td>25.0</td>
<td>61</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>4.2</td>
<td>22</td>
</tr>
</tbody>
</table>
Part III, Question 3

Question 3 reads as follows:

"Do you feel that a first-time violator of the athletic code should be given a second chance to participate without punishment?  
_____Yes  _____No  _____Other (Explain)_______"

Coaches' Response

Table 13 shows that 23 or 47.9 percent of the coaches felt that the athlete who violated the code should be punished even if it is the first offense. Sixteen or 33.3 percent felt that the athlete should be given a second chance with no punishment if he is a first-time violator. Nine or 18.8 percent of the coaches made comments that did not fit into the "yes" or "no" categories. These comments are shown in Table 13.

Athletes' Response

Of the 223 athletes responding to this question, 185 or 83.0 percent said "Yes," the athletes who are first-time violators should be given a second chance. Twenty-eight or 12.6 percent said "No" to the same question, and ten or 4.5 percent offered comments that didn't fit into the "yes" or "no" category. A comparison of these two opinions and the athletes' comments are shown in Table 13.
### TABLE 13
RESPONSES ON FIRST-TIME VIOLATORS BEING GIVEN A SECOND CHANCE TO PARTICIPATE WITHOUT PUNISHMENT

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=223)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.  %</td>
<td>No.  %</td>
</tr>
<tr>
<td>Yes</td>
<td>16  33.3</td>
<td>185  83.0</td>
</tr>
<tr>
<td>No</td>
<td>23  47.9</td>
<td>28   12.5</td>
</tr>
<tr>
<td>Other</td>
<td>9   18.8</td>
<td>10   4.5</td>
</tr>
</tbody>
</table>

Coaches' comments:
1. It depends on the situation. (4)
2. Athletes should be given a second chance, but not until next year. (2)
3. We need lighter punishment so not to discourage the boys. (2)
4. I would allow the athlete to play without punishment if I thought it would help him. (1)

Athletes' comments:
1. No athlete should ever be punished if he is trying his best. (3)
2. It would depend on the situation. (7)
Part III, Questions 4 and 5

Questions 4 and 5 ask the respondents to comment on their opinion of the "usual" punishment for a specific violation of the athletic code. These two questions are directed at investigating a typical violation.

The comments resulting from these requests were categorized into several subject areas. The subject areas, along with the frequency of mention for question 4 are shown in Table 14. All data concerning question 5 is shown in Table 15.

Questions 4 and 5 read as follows:

"What is the usual punishment at your school for an athlete who is caught smoking for the first time during his season of sport?"

"What is the usual punishment at your school for an athlete who is caught smoking for the second time during the same season of his sport?"

The following categories were selected to encompass the many responses offered to questions 4 and 5. Examples of responses were taken word-for-word from the questionnaire and are listed below each category.

<table>
<thead>
<tr>
<th>Category: Nothing at all</th>
</tr>
</thead>
</table>

Comments:
1. Very near nothing.
2. Not one thing.
3. A lecture or maybe nothing.
### Category: Warning

**Comments:**
1. Talked to by the coach.
2. Yelled at.
3. Lecture on the athletic code.
4. Call parents and take away letter or letterman's jacket.

### Category: Extra Work

**Comments:**
1. Run laps.
2. Late practice sessions.
3. Take out and put away equipment.

### Category: Game Suspension

**Comments:**
1. Miss one to three games.
2. Miss half of the season games.
3. Practice, but not allowed to play for two weeks.

### Category: Suspension

**Comments:**
1. Suspension from his sport for the rest of the year.
2. One-year suspension.
3. Kicked off the team.

### Category: Complete Suspension

**Comments:**
1. Off the team for the rest of his high school time.
2. Kicked off for good.
3. Loss of two years eligibility.
4. Kicked out of school.
Category: Don't Know

Comments:
(1) I have no idea.
(2) I don't know.
(3) Have never heard of it happening.
(4) Our coach never told us.

Category: Depends on the Ability of the Athlete

Comments:
(1) Varies with each coach and how good he is.
(2) According to sport and coach and ability of the athlete.
(3) Depends if he is a top athlete and what coach.
(4) There is no standard punishment, but if the athlete is a star, very little.

It should be pointed out that the investigator realizes that we are looking at opinions, and these opinions are not necessarily always accurate. An example might be found in Table 14, where 21 athletes said that usual punishment for a first-time violator of the no-smoking regulation was nothing. Although a school may have strict rules and maintain they adhere to these rules, sometimes the opinion of the person on the outside, as the athlete in this case, could be very accurate.

One area in Table 14 where a problem can be observed would be where 78 athletes or 32.9 percent had no idea of the punishment one would receive for a violation of this nature. A lack of communication, in this case between coach and athlete, is obvious and seemingly unnecessary. If a school has regulations, as these high schools
<table>
<thead>
<tr>
<th>GENERAL COMMENT CATEGORY</th>
<th>FREQUENCY OF MENTION</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=237)</th>
<th>COMBINED (N=285)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Nothing at all</td>
<td>3</td>
<td>6.3</td>
<td>21</td>
<td>8.9</td>
</tr>
<tr>
<td>Warning</td>
<td>6</td>
<td>12.5</td>
<td>24</td>
<td>10.1</td>
</tr>
<tr>
<td>Extra work</td>
<td>1</td>
<td>2.1</td>
<td>8</td>
<td>3.4</td>
</tr>
<tr>
<td>Game suspension</td>
<td>10</td>
<td>20.8</td>
<td>4</td>
<td>1.7</td>
</tr>
<tr>
<td>Suspension - one year</td>
<td>23</td>
<td>47.9</td>
<td>78</td>
<td>32.9</td>
</tr>
<tr>
<td>Complete suspension</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Don't know</td>
<td>0</td>
<td>0.0</td>
<td>87</td>
<td>36.7</td>
</tr>
<tr>
<td>Depends on the ability of the athlete</td>
<td>5</td>
<td>10.4</td>
<td>14</td>
<td>5.9</td>
</tr>
</tbody>
</table>

NOTE: Responses were subjectively placed into one of the above categories.
**TABLE 15**

**DISTRIBUTION OF RESPONSES CONCERNING USUAL PUNISHMENT FOR A SECOND-TIME VIOLATOR OF THE NO-SMOKING REGULATION IN THE SAME SEASON**

<table>
<thead>
<tr>
<th>General Comment Category</th>
<th>Frequency of Mention</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coaches (N=48)</td>
<td>Athletes (N=227)</td>
<td>Combined (N=275)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Nothing at all</td>
<td>3</td>
<td>6.2</td>
<td>7</td>
<td>3.1</td>
</tr>
<tr>
<td>Warning</td>
<td>1</td>
<td>2.1</td>
<td>14</td>
<td>6.2</td>
</tr>
<tr>
<td>Extra work</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td>Game suspension</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td>Suspension - one year</td>
<td>42</td>
<td>87.5</td>
<td>119</td>
<td>52.4</td>
</tr>
<tr>
<td>Complete suspension</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>2.1</td>
<td>34</td>
<td>15.0</td>
</tr>
<tr>
<td>Depends on the ability of the athlete</td>
<td>1</td>
<td>2.1</td>
<td>48</td>
<td>21.1</td>
</tr>
</tbody>
</table>

**NOTE:** Responses were subjectively placed into one of the above categories.
do, it seems important for the athletes to be informed as to the enforcement procedures and punishment.

The investigator was interested in the 19 or 6.7 percent of coaches and athletes that suggested the punishment for this type of violation depended upon the caliber of the athlete.

Part III, Question 6

An attempt was made in question 6 to investigate the possibility of an athlete ever being able to participate in athletics after breaking a major regulation and being apprehended for the third time. Question 6 reads as follows:

"Would it ever be possible for a boy to be caught smoking for the third time in his high school career and be allowed to participate under any conditions?

_____Yes  _____No  _____Other (Explain)_____

Coaches' Response

Table 16 shows that this question was equally divided between the "yes" and "no" answers. Of the 47 coaches responding, 20 or 42.6 percent selected "Yes" and 27 or 57.4 percent selected "No." Several comments were made along with the "yes" and "no" answers, and these will appear in Table 16.

Athletes' Response

Of the 288 athletes responding to this question, the largest majority, 118 or 51.8 percent, selected "No," but 66 of the athletes,
### TABLE 16
RESPONSES CONCERNING THE POSSIBILITY OF A THREE-TIME VIOLATOR OF THE NO-SMOKING REGULATION BEING ALLOWED TO PARTICIPATE IN ATHLETICS

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (N=47)</th>
<th>ATHLETES (N=228)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
<td>42.6</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>57.4</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Coaches' comments:
1. It would be possible only if the violations were made out of season. (1)
2. Yes, it happens often when coaches just look the other way. (2)

Athletes' comments:
1. I don't know. (23)
2. It depends upon how good the athlete is. (21)

NOTE: These three comments were from the coaches, offered after a selection of a "Yes" or "No" answer.
or 28.9 percent had the opposite response and selected "Yes."

Again, many were unsure of an answer and just wrote that they didn't know.

An interesting response was offered by 21 of the athletes representing 9.2 percent. They replied that their answer was predicated upon knowing if the athlete was a "top performer," or just one of the average team members.

All data concerning question 6 is shown in Table 16.

Part III, Question 7 - Athletes Only

Question 7 was a direct attempt to identify the number of athletes that have actually broken the athletic code. The investigator is aware of the incriminatory implications a question of this nature holds, and often this may influence the validity of the answer. It was felt that the introduction, which assured the responding athletes that no reference to himself or his school would be made, was enough to insure a truthful response to all questions of this nature. Question 7 reads as follows:

"ATHLETES ONLY

Have you ever violated the athletic code at your school?
    _____ Yes      _____ No      _____ Other (Explain)__________"

Athletes' Response

Table 17 shows that the majority of athletes responded that they had broken the athletic code. Of the 233 responding, 179 or
### TABLE 17
RESPONSES CONCERNING THE ATHLETE AND HIS BREAKING OF THE ATHLETIC CODE AT HIS HIGH SCHOOL

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>Frequency of Mention ATHLETES (N=233)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>179</td>
</tr>
<tr>
<td>No</td>
<td>54</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

Athletes' comments:
1. All the star athletes on this team break the code every weekend.
2. Everybody breaks the code because it is unrealistic.
3. As long as the coach thinks we don't, everything is OK, but we all do.
4. If our code was just during the season, I'd stick to it, but it's all year long and no one wants to stick to it all year . . . beach parties, etc.
5. Most of the tenth graders do, but soon they grow up and join the rest.

NOTE: The comments listed above represent written comments after a selection of a "yes" or "no" answer was made.
76.8 percent responded in the affirmative. Fifty-four or 23.2 percent of the athletes responded with an answer of "no." Several athletes made comments along with their answer and these comments are shown on Table 17.

When reading Table 17, one must realize that for an athlete to respond with an answer of "yes," he could be referring to a violation of any one of the major or minor regulations ranging from drinking and smoking to academic grades and respect for authority.

**Part III, Question 8 - Athletes Only**

An attempt was made in this question to investigate the possibility of an athlete being caught breaking the athletic code, and then being allowed to participate with no punishment at all. Question 8 reads as follows:

"Have you ever been caught breaking the athletic code and been allowed to participate without punishment?  
_____Yes  _____No  _____Other (Explain)__________"  

**Athletes' Response**

Of the 235 athletes responding to this question, 52 or 22.1 percent selected "yes" and 179 or 76.2 percent replied "no." A few comments were made along with their answers, and these comments can be found in Table 18.
TABLE 18

A COMPARISON OF RESPONSES CONCERNING THE ATHLETE BEING CAUGHT BREAKING THE ATHLETIC CODE AND BEING ALLOWED TO PARTICIPATE WITHOUT PUNISHMENT; AND THE COACHES RESPONSE AS TO ALLOWING ATHLETES TO PARTICIPATE WITHOUT PUNISHMENT AFTER VIOLATING THE ATHLETIC CODE

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Question 8 ATHLETES (N=235)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>52</td>
</tr>
<tr>
<td>No</td>
<td>179</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

Athletes' comments:
1. I don't know because I've never been caught. (4)

Coaches' comments:
1. I give extra work in practice so a boy won't miss a game.
2. Not in my regular season.
3. I would if it would help the athlete.
4. I don't feel this is any of your business; what I do with my athletes is my own business.
Part III, Question 9 - Coaches Only

This question was directed to correspond to question 8 for athletes only. The purpose was to solicit opinions of both coaches and athletes in the area of athletes being allowed to participate in athletics with no punishment after being caught breaking the athletic code. The questions were each directed towards the specific party, coach, or athlete. Question 9 reads as follows:

"COACHES ONLY

Have you ever caught one of your athletes breaking the athletic code and allowed him to participate without punishment?  
____Yes  ____No  ____Other (Explain)_______"

Coaches' Response

Of the 48 coaches responding to this question, 15 or 31.3 percent replied "yes" and 29 or 60.4 percent answered "no." Four coaches chose to comment on the question rather than offer a "yes" or "no" answer. These comments, along with a comparison of the coaches' and athletes' responses to questions 8 and 9, are shown in Table 18.

Part IV - Effectiveness and Importance

This section of the questionnaire was included to sample opinions of coaches and athletes regarding the effectiveness and importance of athletic standards. Question 1 reads as follows:
"Do you feel that athletic standards are necessary for the high school athlete? 
____ Yes ______ No ______ Other (Explain) ________"

Coaches' Response

Of the 48 coaches responding to this question, 46 or 95.8 percent responded "yes," and one or 2.1 percent answered "no." One or 2.1 percent of the coaches responded with a written answer which is included in Table 19.

Athletes' Response

Of the 242 athletes responding to question 1, 166 or 68.6 percent answered "yes." Sixty-nine or 28.5 percent answered "no." The 7 remaining athletes responded with written statements listed in Table 19.

It was interesting to note that several of the athletes' written responses made mention that only certain sports need athletic standards, those being the team-type sports of football, basketball, etc.

It was also interesting to note that the largest number of athletes, although not agreeing with present standards, felt that some type of code of conduct is still needed in high school athletics.
TABLE 19
RESPONSES INDICATING THE NECESSITY FOR HIGH SCHOOL ATHLETIC STANDARDS

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=242)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>46</td>
<td>95.8</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Coaches' comments:
1. Athletic standards are becoming less important each year at this high school. (1)

Athletes' comments:
1. It depends upon the sport. Some sports need no standards, but the team sports need them. (4)
2. Athletes are adults and need no one to tell them how to act. (2)
3. I don't know. (1)
Question 2 reads as follows:

"Do you feel that the athletic standards at your school are effective in controlling the conduct of the athlete during his high school career?

____ Yes  ____ No  ____ Other (Explain)

--- --- ---

Coaches' Responses

Table 20 shows that of the 48 coaches, 28 or 58.3 percent responded "yes" and 20 or 41.7 percent replied "no." Seven of the coaches responded with a written comment. These comments appear in Table 20.

Athletes' Response

Table 20 indicates that the majority of the athletes, 139 or 59.7 percent, answered "no," and 92 or 39.5 percent answered "yes." Two athletes or 0.8 percent answered with a written comment that appears in Table 20.

Part IV, Question 3

Question 3 was an attempt to identify the ideal type of athletic standard through the opinions of the coaches and athletes. Many of the coaches and athletes answered by combining two or more of the selections. Question 3 reads as follows:

"Which of the following forms of the athletic standards do you feel would be the most effective in controlling the conduct and activities of an athletic team?"
TABLE 20
RESPONSES INDICATING IMPORTANCE AND EFFECTIVENESS OF THE ATHLETIC STANDARDS IN CONTROLLING THE CONDUCT OF ATHLETES

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCY OF MENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COACHES (N=48)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

Coaches' comment:
1. Yes, but just to a minor degree.
2. Keeps a small percentage in line.
3. The rules influence, but do not control.
4. Most athletic standards need modern improvement.
5. Yes, only if coaches would take time to explain the rules.
6. Yes, most of the time.
7. All standards have gone down.

Athletes' comments:
1. I don't know. (2)

NOTE: Each of the coaches' comments represents one response that was written in along with their selection of a "Yes" or "No" reply.
a. A strict set of rules, made up by the coaches and athletic department, spelling out specific types of conduct and punishment for athletes.

b. An athletic standard that the team members make-up themselves, one that would cover just the areas they felt important and effective.

c. One in which the coach deals with each athlete as an individual depending upon the circumstances and administering punishment as he sees fit.

d. No athletic standard at all, each athlete shall govern himself as he sees fit.

e. Other (Explain)

Coaches' Response

Table 21 shows that the coaches’ responses were well divided into the first three selections, (a), (b) and (c). The highest number of responses, 17 or 34.4 percent, were at (a), "A strict set of rules, made up by the coaches and athletic department." The lowest number of responses were at (d), "No athletic standard at all, each athlete shall govern himself as he sees fit." Many coaches replied with written answers that will appear in Table 21.

Athletes' Response

Table 21 shows that the highest number of responses, 103 or 43.6 percent were for (b), "An athletic code that the team members would make up themselves." A close second choice was (c), "One in which the coach deals with each athlete individually." This response represented 69 or 29.2 percent of the respondents. Fifteen athletes or 6.4 percent replied with a written response which is shown in Table 21.
<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=236)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>a. A strict set of rules made up by the coaches and athletic department spelling out specific types of conduct and punishment for athletes.</td>
<td>17</td>
<td>35.4</td>
</tr>
<tr>
<td>b. An athletic standard that the team members make up themselves, one that would cover just the areas they felt important and effective.</td>
<td>10</td>
<td>20.8</td>
</tr>
<tr>
<td>c. One in which the coach deals with each athlete as an individual depending upon the circumstances and administering punishment as he sees fit.</td>
<td>13</td>
<td>27.1</td>
</tr>
<tr>
<td>d. No athletic standard at all.</td>
<td>3</td>
<td>6.3</td>
</tr>
<tr>
<td>e. Other</td>
<td>5</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Coaches' comments:
1. A combination of coaches and athletes would be best. (4)
2. A strict set of rules made up by athletes would be good. (1)

Athletes' comments:
1. Coaches and athletes should make up the code. (11)
2. Combination of (b) and (c). (3)
3. Rules should come from inside.
Part IV, Question 4

Question 4 was designed to identify the major problem areas in athletic codes in selected high schools in the San Fernando Valley. Many problems exist that were not specifically presented to the respondent as one of the choices and therefore, several coaches wrote in their comments along with their choices. Question 4 reads as follows:

"Which of the following is the greatest problem concerning the athletic code at your school?

_____ a. Punishment of violators.
_____ b. Regulations are too strict.
_____ c. Unequal treatment of athletes.
_____ d. Unrealistic rules.
_____ e. Poor enforcement of the rules.
_____ f. There are no problems.
_____ g. Other (Explain) ____________________________"

Coaches' Response

Table 22 shows that the highest number of responses were at (c), "Unequal treatment of athletes" and (e), "Poor enforcement of the rules." They were represented by 15 or 31.3 percent selecting (c) and 16 or 33.3 percent selecting (e). The lowest number of responses were found at (b), "Regulations are too strict." This was represented by 5 coaches or 10.4 percent. Comments made in addition to the respondent's answer to this question are shown in Table 22.
### TABLE 22
RESPONSES CONCERNING GREATEST PROBLEM AREAS OF THE CURRENT ATHLETIC STANDARDS

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>Frequency of Mention</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COACHES (N=48)</td>
<td>ATHLETES (N=221)</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------</td>
<td>------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>a. Punishment of violators</td>
<td>6 12.5</td>
<td>29 13.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Regulations are too strict</td>
<td>1 2.1</td>
<td>27 12.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Unequal treatment of athletes</td>
<td>15 31.3</td>
<td>65 29.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Unrealistic rules</td>
<td>5 10.4</td>
<td>32 14.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Poor enforcement of the rules</td>
<td>16 33.3</td>
<td>32 14.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. There are no problems</td>
<td>5 10.4</td>
<td>36 16.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Other</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Coaches' comments:**
1. Distinguishing who are the violators.
2. Coaches don't stick together, and Los Angeles Board of Education won't back a coach's decision.
3. Hair length is greatest problem.

**NOTE:** The three comments were made with the selection of one of the choices above.
Athletes' Response

Table 22 indicates that the highest number of responses were found at (c), "Unequal treatment of athletes." This accounted for 65 or 29.4 percent of the total athletes. The lowest number of responses were found at (b), "Regulations are too strict." This was represented by 27 or 12.2 percent. It was interesting to note that 36 or 16.3 percent of the athletes felt there were no problems involved with their athletic standards.

A comparison of the responses of coaches and athletes are shown in Table 22.

Part IV, Question 5

Question 5 attempted to identify areas of effectiveness in the athletic standards of the high schools of the San Fernando Valley. Question 5 reads as follows:

"In which of the following areas is your athletic code most effective in dealing with athletes?

a. Punishment of violators.

b. Enforcement of rules.

c. Maintaining good conduct and dress standards.

d. Helping to maintain good grades.

e. Promotes school spirit.

f. Maintain good physical condition.

g. There are no effective areas.

h. Other (Explain)____________________"
TABLE 23
RESPONSES CONCERNING MOST EFFECTIVE AREAS OF THE ATHLETIC STANDARDS

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>Frequency of Mention</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COACHES (N=48)</td>
<td>ATHLETES (N=242)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>a. Punishment of violators</td>
<td>3</td>
<td>5.2</td>
<td>30</td>
</tr>
<tr>
<td>b. Enforcement of rules</td>
<td>5</td>
<td>10.3</td>
<td>22</td>
</tr>
<tr>
<td>c. Maintaining good conduct and dress standards</td>
<td>12</td>
<td>25.9</td>
<td>22</td>
</tr>
<tr>
<td>d. Helping to maintain good grades</td>
<td>9</td>
<td>19.0</td>
<td>41</td>
</tr>
<tr>
<td>e. Promotes school spirit</td>
<td>4</td>
<td>8.6</td>
<td>15</td>
</tr>
<tr>
<td>f. Maintain good physical condition</td>
<td>7</td>
<td>13.8</td>
<td>50</td>
</tr>
<tr>
<td>g. There are no effective areas</td>
<td>8</td>
<td>17.2</td>
<td>54</td>
</tr>
<tr>
<td>h. Other</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
</tr>
</tbody>
</table>

Coaches' comments:
1. There is no consistency between sports.
2. Guide lines are needed for conformity.

Athletes' comments:
1. The code is overlooked too often. (2)
2. The code seems demoralizing to the athletes and their attitude. (4)

NOTE: These comments were offered along with a selection of one of the choices.
standards." The lowest number of responses were found at (a), "Punishment of violators." Eight coaches, or 17.2 percent selected (g), "There are no effective areas." This may indicate some frustration among the coaches participating in the study. Comments from this question are shown in Table 23.

Athletes' Response

Table 23 shows that of the 234 athletes responding to this question, the highest number of responses, 54 or 22.4 percent, were found at (g), "There are no effective areas." A close second choice was (f), "Maintain good physical condition." The lowest number of responses was 15 or 6.3 percent which selected (e), "Promotes school spirit." Six athletes or 2.5 percent wrote in comments to better describe their answers.

A comparison of the attitudes of coaches and athletes, along with the comments of both, are shown in Table 23.

Part IV, Question 6

This question was seeking to investigate whether the athletes and coaches would be interested in seeing a code of similar standards used in the San Fernando Valley high schools. Question 6 reads as follows:

"Should a similar athletic code be used by all high schools in the San Fernando Valley?

____Yes  ______No  ______Other (Explain)__________"
Coaches' Response

Table 24 indicates that the highest number of responses, 29 or 60.4 percent, answered "no." Nineteen or 39.6 percent replied "yes." Many of the 48 coaches added a comment to clarify their answer. These comments appear in Table 24.

Athletes' Response

Of the 228 athletes responding to this question, 124 or 54.4 percent replied "no" and 101 or 44.3 percent answered "yes." Three athletes or 1.3 percent replied that they did not know, or had no idea.

A comparison of these responses are shown in Table 24.

SUMMARY

This chapter has presented in detail the data received from 48 coaches and 242 high school athletes responding to a questionnaire-type survey designed to study opinions and practices concerning high school athletic standards. The data was presented to the reader in the same order as it appeared in the questionnaire.
TABLE 24
RESPONSES AS TO A NEED FOR A STANDARDIZATION OF ALL ATHLETIC CODES IN THE SAN FERNANDO VALLEY

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>COACHES (N=48)</th>
<th>ATHLETES (N=228)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>19</td>
<td>39.6</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>60.4</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Coaches' comments:
1. Each coach needs his own standards.
2. This would be useless if coaches would practice and enforce the rules.
3. Socio-economic values are very different in some schools, which would make this impossible.

Athletes' comments:
1. They did not know. (3)

NOTE: Each of the coaches' comments above were offered along with a "Yes" or "No" answer.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This study was undertaken to examine the attitudes and practices of conduct of coaches and athletes regarding the athletic code of conduct in selected San Fernando Valley high schools.

For an athlete to be eligible to take part in the study, he had to be enrolled in one of the in-season sports which included baseball, basketball, swimming, golf, track and gymnastics. Two hundred forty-two athletes were used in this study. For a coach to be eligible to participate in the study, he had to be the head coach of one of the afore-mentioned sports, and be presently coaching at a high school in the San Fernando Valley. Fifty-three coaches were selected to participate and were mailed the packet of information.

The questions on the questionnaire were carefully selected after a review of the literature, personal contact with coaches and athletes, guidance and suggestions from the jury of experts, graduate students, and the researcher's personal background.
The questionnaire was devised so that both coaches and athletes could respond.

The questionnaire was divided into four sections. Part I was to determine the type of athletic code by which the respondents were controlled. Part II investigated the types of violations that occur at the respondent's school. Part III dealt with the various types of punishment used by each school, and Part IV was designed to determine the importance and effectiveness of their athletic code.

A total of 53 coaches were mailed the questionnaire and when the final tally was made, 48 or 95.6 percent of the questionnaires had been returned.

Eight of the 250 athletes participating in the study did not fill out questionnaires, bring the total to 242 athletes who completed the questionnaire.

The data was compiled to show frequency of response and percentages of the responding populations, and comparisons were made between opinions of the coaches and athletes.

Based upon the responses received, and within the limitations of the study, a summary of the major findings within each area covered by the questionnaire is as follows:

**Part I - Types of Athletic Codes**

(1) The majority of coaches and athletes responding were aware that their school had some form of standards to
govern the conduct of the athletes.

(2) The greatest number of respondents, both coaches and athletes, replied that their school used a code that was partly written and partly unwritten; one in which the coach interprets as he sees fit.

(3) Over 50 percent of the coaches and athletes replied that their athletic code required the athlete to adhere to the standards during the season of sport only.

(4) The majority of coaches and athletes responded that the coach of the sport was the party most responsible for administering punishment for violations of the athletic code.

Part II - Violations of the Athletic Code

(1) The largest single response of coaches (56 percent) and athletes (38 percent) concerning the area of the athletic code that is violated most often, was "Drinking alcoholic beverages."

(2) The most selected area of unimportance by the athletes was "Grooming and dress" (71 percent).

(3) Seventy-five percent of the coaches responded that "All areas" of the athletic code were important.
Part III - Punishment for Violations of the Athletic Code

1. Sixty-eight percent of the coaches and 57 percent of the athletes replied that punishment for violations of the athletic code at their school was "Usually" consistent.

2. The highest single response of coaches (58 percent) and athletes (50 percent) responded that "Occasionally" coaches at their school over-looked violations of the athletic code.

3. The highest single response of coaches (47 percent) and athletes (32 percent) indicated a "one-year" suspension as normal punishment for a first-time violator of the "No-smoking" regulation.

4. The majority of athletes (76 percent) admitted they had violated the athletic code at their school.

Part IV - Importance and Effectiveness of the Athletic Code

1. The majority of coaches (95 percent) and athletes (68 percent) responded that athletic standards were necessary for high school athletes.

2. The highest single response of athletes (59 percent) indicated that the athletic standards at their school were not effective in controlling the conduct of the athletes. On the same question for the coaches, the highest response
(58 percent) indicated that the athletic standards at their schools were effective in controlling athletic conduct.

(3) "Poor enforcement" was the highest single response by the coaches (33 percent) to the question of what was the greatest problem area in athletics. The highest single response by the athletes (29 percent) to this question was "Unequal treatment of the athletes."

CONCLUSIONS

On the basis of the findings, and within the limitations of the study, it is concluded that there is wide diversity in the make-up and administration of athletic codes of conduct at selected high schools in the San Fernando Valley; it was also concluded that there was consistency between the athletes' and coaches' attitudes.

RECOMMENDATIONS

The recommendations resulting from this investigation are presented in two sections. The first section considers recommendations related to the administration of high school athletic standards. The second section is related to recommendations for future research in the field of athletic standards.
Administration of high school athletic standards

(1) That because of the high majority of coaches and athletes that were in favor of athletic standards, these standards should be retained, but made more equitable and meaningful to the athletes and coaches.

(2) That athletes be included into the group of coaches and administrators that devise and construct the rules and regulations of the athletic codes.

(3) That there is clear definition of the expectations of the athletes pertaining to their adherence to the athletic code of conduct.

(4) That policies for punishment of violators of the athletic code be made clear to the athlete and parents prior to the beginning of the athletic season.

(5) That equal treatment be offered each athlete without regard for his ability to perform his sport.

Recommendations for future research

(1) That a similar study in design and content, be conducted in a high school area out of the San Fernando Valley and comparisons made between the two to determine if similar diversities and conditions exist.

(2) That a study be made of athletic teams that are allowed to control their own discipline problems, such as the teams coached
by George Davis in Northern California (12; 3), where the athletes make all decisions concerning the administration of team policy.

(3) That a study be undertaken to identify the most effective ways of handling athletic disciplinary problems, with the intent of improving the methods of punishing violators of athletic standards.
BIBLIOGRAPHY


APPENDIX A
## A STUDY OF THE ATTITUDES AND PRACTICES OF COACHES AND ATHLETES ON THE ATHLETIC CODE OF CONDUCT IN THE SAN FERNANDO VALLEY HIGH SCHOOLS

### Part I - Forms of Athletic Codes

1. Are you aware that your school or your team has an athletic code of conduct?  
   - Yes  
   - No  
   - Other

2. Which type of athletic code does your school or team use?  
   - a. Written standard with pre-set rules and regulations.  
   - b. Unwritten standard that each coach interprets individually.  
   - c. A standard where all rules and regulations are devised by the athletes themselves.  
   - d. No athletic code at all.  
   - e. Other (Explain) ____________________________

3. Which of the following areas are included in your athletic code?  
   - a. Smoking tobacco  
   - b. Drinking alcoholic beverages  
   - c. Academic standards  
   - d. Moral behavior  
   - e. Personal conduct  
   - f. Grooming and dress  
   - g. Unprescribed drugs  
   - h. Respect for authority  
   - i. Other (Explain) ____________________________

4. During what part of the year are your athletes required to adhere to the athletic standard?  
   - a. All year round, including summer.  
   - b. Just the school year, not summer.  
   - c. During the season of sport, only.  
   - d. During practices and game contests, only.  
   - e. Other (Explain) ____________________________

5. Who is responsible for administering punishment to a violator of the athletic code?  
   - a. The coach of the sport  
   - b. A body of coaches together  
   - c. The school’s principal  
   - d. A body of administrators and coaches  
   - e. The athletic team  
   - f. The athletic department chairman  
   - g. Other (Explain) ____________________________
Part II - Violations

1. Which single area of your athletic code do you feel is violated most often? (check one)

   a. Smoking tobacco
   b. Drinking alcoholic beverages
   c. Academic standards
   d. Moral behavior
   e. Personal conduct
   f. Grooming and dress
   g. Respect for authority
   h. Other (Explain)

2. Which, if any, of the areas of your athletic code do you feel are unimportant?

   a. Smoking tobacco
   b. Drinking alcoholic beverages
   c. Academic standards
   d. Moral behavior
   e. Personal conduct
   f. Grooming and dress
   g. Respect for authority
   h. All are important
   i. Other (Explain)

3. What percent of all the athletes at your school do you feel violate the athletic standard at least once during their high school career? Circle one of the following.

   (0-25)   (25-50)   (50-75)   (75-100)

4. What percent of the athletes at your school do you feel violate the athletic standard several times during the season of sport? Circle one of the following:

   (0-25)   (25-50)   (50-75)   (75-100)

5. In which sport do violations of the athletic code occur most often? Check one.

   a. Football
   b. Basketball
   c. Baseball
   d. Track
   e. Swimming
   f. Golf
   g. Soccer
   h. Tennis
   i. Water Polo
   j. Gymnastics
   k. Wrestling
   l. Other (Explain)
Part III - Punishment

1. Do you feel that punishment for violations of the athletic code at your school is consistent and fair to the athletes?

always usually seldom never

2. How often do you feel coaches overlook violations of the athletic code at your school?

Constantly Occasionally Seldom Never

3. Do you feel that a first-time violator of the athletic code should be given a second chance to participate without punishment?

Yes No Other (Explain)

4. What is the usual punishment at your school for an athlete who is caught smoking for the first time during his season of sport?


5. What is the usual punishment at your school for an athlete who is caught smoking for the second time during the same season of his sport?


6. Would it ever be possible for a boy to be caught smoking for the third time in his high school career and be allowed to participate under any conditions?

Yes No Other (Explain)

Athletes only

7. Have you ever violated the athletic code at your school?

Yes No Other (Explain)

8. Have you ever been caught breaking the athletic code and been allowed to participate without punishment?

Yes No Other (Explain)

Coaches only

9. Have you ever caught one of your athletes breaking the athletic code and allowed him to participate without punishment?

Yes No Other (Explain)
Part IV – Importance and Effectiveness

1. Do you feel that athletic standards are necessary for the high school athlete?
   
   Yes   No   Other (Explain)

2. Do you feel that the athletic standards at your school are effective in controlling the conduct of the athlete during his high school career?
   
   Yes   No   Other (Explain)

3. Which of the following forms of the athletic standards do you feel would be the most effective in controlling the conduct and activities of an athletic team?
   
   a. A strict set of rules, made up by the coaches and athletic department, spelling out specific types of conduct and punishment for athletes.
   
   b. An athletic standard that the team members make-up themselves, one that would cover just the areas they felt important and effective.
   
   c. One in which the coach deals with each athlete as an individual depending upon the circumstances and administering punishment as he sees fit.
   
   d. No athletic standard at all, each athlete shall govern himself as he sees fit.
   
   e. Other (Explain)

4. Which of the following is the greatest problem concerning the athletic code at your school?
   
   a. Punishment of violators   b. Regulations are too strict   c. Unequal treatment of athletes   d. Unrealistic rules   e. Poor enforcement of the rules   f. There are no problems   g. Other (Explain)

5. In which of the following areas is your athletic code most effective in dealing with athletes?
   
   a. Punishment of violators   b. Enforcement of rules   c. Maintaining good conduct and dress standards   d. Helping to maintain good grades   e. Promotes school spirit   f. Maintain good physical condition   g. There are no effective areas   h. Other (Explain)

6. Should a similar athletic code be used by all High Schools in the San Fernando Valley?
   
   Yes   No   Other (Explain)

Thank you for your cooperation,

Leonard C. Haynes, Jr.
APPENDIX B
LETTER OF INTRODUCTION

March 1, 1972

Dear Coach ________________________,

I am a candidate for the Master of Arts Degree in Physical Education at San Fernando Valley State College in Northridge, California. Because of the current concern regarding the athletic standards at the high school level, I am attempting to identify the opinions and practices regarding your athletic standards.

My research involves surveying the San Fernando Valley high schools and sampling attitudes and practices of the coaches and athletes. All replies will remain in the strictest of confidence and no reference will be to any individual or his institution.

I am enclosing my questionnaire (approximately 5-minutes answering time) and would appreciate your honest and prompt opinions. Please return the questionnaire in the self-addressed stamped envelope prior to April 1, 1972.

Thank You for your cooperation and prompt reply.

Respectfully,

Leonard C. Haynes Jr.
Junior Varsity Baseball Coach
Burbank High School
902 N. Third Street
Burbank, California 91502
APPENDIX C
JURY OF EXPERTS

Dr. Adran D. Adams
Dr. Donald R. Bethe
Dr. William H. Cullum
Dr. Merrill D. Hardy
Mr. David L. Young
ATHLETES' QUESTIONNAIRE INTRODUCTION

Greetings and Thank You: I would like to thank your coach and your team for agreeing to participate in my study of athletic standards.

The purpose of my study: My purpose is to try to identify some of the attitudes and practices of coaches and athletes regarding the athletic code of conduct in your school. I need your honest opinions on several important areas of concern. I am concerned with the various different rules and codes that high schools in the San Fernando Valley are using at present. And I believe that the opinions of the athletes involved in sports should be heard.

Instructions: Please answer all questions with the exception of the one marked "COACHES ONLY." If you have no opinion on a question, or just don't know, write that. The questionnaire has four sections, please fill out each one including the back of the questionnaire.

Final Thank You: (When all questionnaires were turned in) Thank you again for your time and cooperation.
A STUDY OF THE ATTITUDES AND PRACTICES OF COACHES AND ATHLETES ON THE ATHLETIC CODE OF CONDUCT IN THE SAN FERNANDO VALLEY HIGH SCHOOLS

Part I – Forms of Athletic Codes

1. Are you aware that your school or your team has an athletic code of conduct? Check One
   
   ______ Yes ________ No ________ Other ________

2. Which type of athletic code does your school or team use?

   a. Written standard with pre-set rules and regulations.
   b. Unwritten standard that each coach interprets individually.
   c. A standard where all rules and regulations are devised by the athletes themselves.
   d. No athletic code at all.
   e. Other (Explain) ______________________

3. Which of the following areas are included in your athletic code?

   a. Smoking tobacco
   b. Drinking alcoholic beverages
   c. Academic standards
   d. Moral behavior
   e. Personal conduct
   f. Grooming and dress
   g. Unprescribed drugs
   h. Respect for authority
   i. Other (Explain) ______________________

4. During what part of the year are your athletes required to adhere to the athletic standard?

   a. All year round, including summer.
   b. Just the school year, not summer.
   c. During the season of sport, only.
   d. During practices and game contests, only.
   e. Other (Explain) ______________________

5. Who is responsible for administering punishment to a violator of the athletic code?

   a. The coach of the sport
   b. A body of coaches together
   c. The school’s principal
   d. A body of administrators and coaches
   e. The athletic team
   f. The athletic department chairman
   g. Other (Explain) ______________________
**Part II - Violations**

1. Which single area of your athletic code do you feel is violated most often? (check one)

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2. Which, if any, of the areas of your athletic code do you feel are unimportant?

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3. What percent of all the athletes at your school do you feel violate the athletic standard least once during their high school career? Circle one of the following.

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4. What percent of the athletes at your school do you feel violate the athletic standard several times during the season of sport? Circle one of the following:

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5. In which sport do violations of the athletic code occur most often? Check one.

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<td>i. Water Polo</td>
<td>j. Tennis</td>
<td>k. Wrestling</td>
<td>l. Other (Explain)</td>
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Part III - Punishment

1. Do you feel that punishment for violations of the athletic code at your school is consistent and fair to the athletes?

- always
- usually
- seldom
- never

2. How often do you feel coaches overlook violations of the athletic code at your school?

- Constantly
- Occasionally
- Seldom
- Never

3. Do you feel that a first-time violator of the athletic code should be given a second chance to participate without punishment?

- Yes
- No
- Other (Explain)

4. What is the usual punishment at your school for an athlete who is caught smoking for the first time during his season of sport?


5. What is the usual punishment at your school for an athlete who is caught smoking for the second time during the same season of his sport?


6. Would it ever be possible for a boy to be caught smoking for the third time in his high school career and be allowed to participate under any conditions?

- Yes
- No
- Other (Explain)

[ATHLETES ONLY]

7. Have you ever violated the athletic code at your school?

- Yes
- No
- Other (Explain)

8. Have you ever been caught breaking the athletic code and been allowed to participate without punishment?

- Yes
- No
- Other (Explain)

[COACHES ONLY]

9. Have you ever caught one of your athletes breaking the athletic code and allowed him to participate without punishment?

- Yes
- No
- Other (Explain)
Part IV – Importance and Effectiveness

1. Do you feel that athletic standards are necessary for the high school athlete?
   _______Yes _______No _______Other (Explain)

2. Do you feel that the athletic standards at your school are effective in controlling the conduct of the athlete during his high school career?
   _______Yes _______No _______Other (Explain)

3. Which of the following forms of the athletic standards do you feel would be the most effective in controlling the conduct and activities of an athletic team?
   _______a. A strict set of rules, made up by the coaches and athletic department, spelling out specific types of conduct and punishment for athletes.
   _______b. An athletic standard that the team members make-up themselves, one that would cover just the areas they felt important and effective.
   _______c. One in which the coach deals with each athlete as an individual depending upon the circumstances and administering punishment as he sees fit.
   _______d. No athletic standard at all, each athlete shall govern himself as he sees fit.
   _______e. Other (Explain)

4. Which of the following is the greatest problem concerning the athletic code at your school?
   _______a. Punishment of violators _______e. Poor enforcement of the rules
   _______b. Regulations are too strict _______f. There are no problems
   _______c. Unequal treatment of athletes _______g. Other (Explain)
   _______d. Unrealistic rules

5. In which of the following areas is your athletic code most effective in dealing with athletes?
   _______a. Punishment of violators _______e. Promotes school spirit
   _______b. Enforcement of rules _______f. Maintain good physical condition
   _______c. Maintaining good conduct and dress standards _______g. There are no effective areas
   _______d. Helping to maintain good grades _______h. Other (Explain)

6. Should a similar athletic code be used by all High Schools in the San Fernando Valley?
   _______Yes _______No _______Other (Explain)

Thank you for your cooperation,

Leonard C. Haynes, Jr.