A STUDY OF THE RELATIONSHIP BETWEEN RISK-TAKING TENDENCIES AND HIGH SCHOOL VARSITY POOTBALL PLAYERS

Thesis for the Degree of M. A. MICHIGAN STATE UNIVERSITY Cyril Anthony Pick 1963



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A STUDY OF THE RELATIONSHIP BETWEEN RISK-TAKING

TENDENCIES AND HIGH SCHOOL VARSITY

FOOTBALL PLAYERS

By

Cyril Anthony Pick

AN ABSTRACT OF A THESIS

Submitted to Michigan State University in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

Department of Health, Physical Education, and Recreation

1963

Approved

ABSTRACT

A STUDY OF THE RELATIONSHIP BETWEEN RISK-TAKING TENDENCIES AND HIGH SCHOOL VARSITY FOOTBALL PLAYERS

by Cyril Anthony Pick

Statement of the Problem

The purpose of this study was to determine whether or net risk-taking tendencies are a part of the personality of geed football players. Risk-taking tendencies were identified in a previous study by the use of an "Earlier Life Experience Inventory," which is a paper and pencil test. Knowing this a coach can determine which of his candidates have the desired psychological patterns to be a good football player.

Methodology

A stratified sample (not a random sample) of ten class A high schools in the Flint and Lansing area were used. The top twenty-two football players of these ten schools were asked, along with their coaches, to participate in the study. An "Earlier Life Experience Inventory" was administered to the football players, and two coaches from each school were asked to rate each one of their boys on a rating scale which I provided for them.

The results were placed in rank order from highest to lowest, based on the score taken from the rating blank. After this ranking, the group was split into three groups--Group I was the top 27 per cent. Group III, the bottom 27 per cent and Group II was made up of the remaining 46 per cent of the total group. Groups I and III were then correlated using the Flanigan Product Moment method for computing coefficient of correlation. Each item in the inventory was correlated in Groups I and III. Group II was inspected and dropped from the study.

Conclusion

An examination of the responses which correlated at .28 or higher, suggest that good football players maintain a personality pattern of self-confidence, physical and social adequacy, and self-expression. A look at the childhood behavior of high riskers and good football players reveals that at an early age they learned skills which gave out status and advantage among peers: driving a car, driving it frequently, and driving at high rates of speed. They were afforded other experiences which gave them a sense of adequacy such as taking overnight trips away from home. They were also taught to feel secure in their own resources as a result of part- and full-time jobs.

At a precocious age they identified themselves with the masculine role which included drinking and driving a car. High riskers and good football players gave expressions to their aggressive drives by frequently fighting and taking dares such as disobeying their parents.

However, high riskers and good football players present a picture of physical adequacy and enjoyment through physical activity. Although they claim more participation in almost every active sport, the difference occurs in rough sports like football, wrestling, and outdoor sports (hunting and swimming).

High riskers and good football players are generally associated with greater social aggressiveness. On both the elementary and high school levels, they were in the mucleus of activities. In school, other students expected them to have the ideas about what to do and how to do it. They were the ones who were selected for major offices and as captains for athletic teams. They also felt selfconfident when asked about friends. Generally they indicated that they had many close friends and very few enemies. Good football players, as well as high riskers always enjoyed competition, considered winning important, practiced, and tried to improve skills when they suffered losses in competition.

Finally, good football players and high riskers frequently engaged in such dangerous activity as racing hot rods and taking part in games of chance.

I must admit in this type of study, the usual limitations of an inventory are present. It is believed, however, that the type of items in the inventory minimises the error of recall. Note that a greater significance would probably be reached if a less homogeneous sample would be used.

You may further conclude that there is a definite pattern followed by a good football player and can be identified by an "Early Life Experience Inventory." It is the sincere belief of the author that this test should be validated so it can be used as a prognostic instrument.

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926972 12/10/63

ACKNOWLEDGEMENTS

The author wishes to acknowledge his adviser, Dr. John Friedrich, for his professional guidance and valuable suggestions in the development of this study.

My thanks are also extended to the subjects who participated so willingly in this study.

Much appreciation is given to the author's wife, Sally, for her help and encouragement in the preparation in the study.

C. A. P.

DEDICATION

This thesis is respectfully and lovingly dedicated to my wife, Sally, and daughter, Mary.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

For many years it has been the opinion of many coaches that you must be a teacher of fundamentals and have your team in top physical condition to be a success. This is indeed desirable. In recent years, however, there has been much emphasis placed on the mental condition of the athlete as well as the physical condition. Due to the success of such famous coaches as Frank Leahy of Notre Dame and Duffy Daugherty of Michigan State University, this movement has gained great acclaim from many coaches. The efforts of these coaches, however, have been concerned with proven football players and not with the boys who have yet to prove themselves. There has not been any experimental evidence presented of someone attempting to predict the possible success of a football player with an objective instrument.

The Problem

Statement of the Problem

The purpose of this study is to determine if there is any relationship between the coaches' judgment of a

football player and how the player scored on an "Earlier Life Experience Inventory."

Need for the Study

For many years the mental condition of an athlete has played an important part in the winning or losing of a football game. Very frequently a game is won by the difference in the mental condition of the participants. With the consolidation movement in the schools of today comes an equalization of equipment and coaching staffs, placing a greater emphasis on the mental condition of the athlete.

Any time-saving devices the coach can develop which will enhance preparation of his team for competitition will add to his efficiency as a coach. Up to the present time, no psychological test has been administered to football players in attempting to determine their mental state.

Each year high school coaches are faced with the same problem of not knowing which of his boys has the mental state or desire to "hit." If these coaches could predict this desire to "hit" with a paper and pencil test, the job of coaching would become much more enjoyable and the playing of the game more fun for athletes.

The job of the physical education teacher and the intramural director could very conceivably become more

enjoyable with this type of information about each of his students. The paper and pencil test could be used in sports such as basketball, soccer, and ice hockey because of the very nature of these sports.

Limitations of the Study

The limitations of the study are as follows:

- Any time a subjective judgment is used as the criteria for a study, it is difficult to obtain desirable levels of reliability and validity.
- Although a pilot study was done to obtain a reliable rating sheet, it is possible for some statements to mean different things to different people.
- 3. A stratified sample was used; not a random sample.
- Ten different testing centers were used in the study.

Definition of Terms

- <u>Risk-taking Tendencies</u>: The number of physicalcontact situations in which an individual will place himself, knowing that the possibility of injury is present.
- 2. Mental Condition: The day to day or week to week

feelings of the athlete.

- 3. <u>Rating Blank</u>: The blank used by the coaches to rate the football players who participated in the study.
- 4. <u>Mental State</u>: The attitude an individual has toward the game of football.

Synopsis of Literature

The literature reports very few studies done with risk-taking tendencies, but the studies that have been done are related, and do support the idea that athletes differ psychologically.¹ The literature also supports the idea that these traits can be identified with paper and pencil tests.²

¹E. G. Booth, Jr., "Personality Traits of Athletes as Measured by MMPI," <u>Research Quarterly</u>, May, 1958, p. 27. ²<u>Ibid.</u>, p. 27.

CHAPTER II

REVIEW OF LITERATURE

Rating Players through Objective Analysis

For some time it has been the desire of high school football coaches to be able to rate their players objectively. There have been many attempts to rate them subjectively as to physical potential, but few have succeeded in rating them objectively.

In this study, the psychological test of risktaking tendencies was used to determine whether or not football players possess this particular trait. Literature reports very little on physical risk-taking tendencies, but many studies have been done on risk-taking tendencies pertaining to insurance and business. This, however, is not the type of risk being tested in this study.

Studying Personality Traits of Athletes

E. G. Booth, Jr.³ studied the personality traits of seventy-eight athletes with the MMPI. In his findings he found that twenty-two items of MMPI correlated with the absolute competitive rating of MMPI in competitive

³Ibid.

personality (r = -.67) and competitive spirit (r = -.65). The correlations are in the negative, because a high score on the twenty-two items and the low score on the absolute competitive rating indicate good competitive spirit. In conclusion Booth states that evidence has been presented which indicates that some items of the MMPI discriminate between athletes rated as poor and good competitors.

E. Paul Torrance and Robert C. Ziller⁴ studied risk-taking tendencies through knowledge of relevant earlier-life experiences. Their study reveals a personality picture for high riskers of self-confidence, masculinity, physically and socially adequate, competitive, selfexpressive individual. "The Life Experience Inventory," which was made up by a group of psychologists specifically for this study, was used and revealed these findings concerning the personality picture for high risk-taking athletes.

Katona⁵ studied the psychology of decision making. His findings revealed that individuals made decisions in relationship to their earlier behavior--that individuals

⁴E. Paul Torrance and Robert C. Ziller, <u>Risk and</u> <u>Life Experience Crew</u>, Research Laboratory, Research Air Force Center, Randolph Air Force Base, Texas, February, 1957. Research Report AFPTRC-TN-57-23.

⁵George Katona, <u>Business Expectations in the</u> <u>Framework of Psychological Economics</u>, p. 61.

would act in risk-taking situations in relation to specific past experience.

J. Burton Merriman⁶ conducted a study on personality traits and motor ability. A secondary purpose of the study was to compare the differences between personality scores of subjects who scored in the upper 25 per cent in motor ability and the personality score of subjects who scored in the lower 25 per cent in motor ability. He found that motor ability is related to personality traits--that the upper motor ability group scored significantly higher than the lower motor ability groups on measures of poiseascendancy, self-assurance, and on the measures of intellectual and interest modes.

Arthur T. Jersild⁷ states from early childhoed into adult years, motor achievement stands for a combination of many factors. Among the more obvious are strength and speed, size, anatomical build. Among the more elusive factors are interest, self-confidence, a tendency to be fearful, willingness to take a chance, and self-consciousness.

⁶J. Burton Merriman, <u>Research Quarterly</u>, 31, Pt. I: 163-173, May, 1960.

Arthur T. Jersild, <u>Child Psychology</u> (New Jersey: Prentice-Hall, Inc., 1954), p. 164.

Phillip J. Rosch⁸ studied a group of thirty-three wrestlers with Booth's Competitive Behavior Scale. Booth's study is explained earlier in this chapter in which his scale was devised. Their results were analyzed by the Spearman's Rand-Difference Correlation Method. They found that Booth's scale did not predict satisfactorily the competitive behavior of these subjects as judged by their coaches.

Shannon⁹ studied the comparison of athletes and non-athletes in relationship to personality traits. The traits selected for this exclusively were cooperation, self-control, leadership, reliability, agreeability, and sociability. Teachers, coaches, and principals were asked to rate subjects.

Shannon found that the athlete had two traits which pointed favorably to him. They were leadership and sociability. All but one of the six point toward the athlete. He also found that the sum of the scores of the six point in favor of the athlete. This was true regardless of whether ratings of the coaches, the principals, or the teachers are being considered or an average of the judgment of all was taken.

8 Rosch, <u>op. cit.</u>, p. 123.

⁹J. R. Shannon, <u>School Review</u>, 48:127-130, February, 1940.

Summary of the Literature

Although risk-taking tendencies were not measured in any of the above studies, it is evident in the studies that attempts have been made to measure personality traits.

Shannon's study mentions that athletes do differ in their personality from non-athletes, and that personality traits are directly related to motor ability. This was confirmed by Merriman in his study. Jersild stated that motor performance is related to the willingness to take a chance. Torrance and Ziller studied risk-taking tendencies through an "Early Life Experience Inventory" and found definite patterns for high riskers.

Generally speaking we can make the assumption that identification traits of athletes can be measured with paper and pencil tests.

CHAPTER III

METHODOLOGY OF RESEARCH

Introduction

The purpose of this study was to determine the relationship between a subjective judgment of a football player's ability by his coach to an "Earlier Life Experience Inventory," which predicts risk-taking tendencies of an individual.

Selection of Subjects

A stratified sample was used: not a random sample of Class A High Schools in the state of Michigan in the study. The subjects were the top twenty-two football players from each of the ten Class A High Schools in the Lansing and Flint areas. These boys represent the best 220 football players that participated in the Lansing and Flint areas during the 1962 football season.

Method Used in Collecting the Data

Due to the lack of time and nearness of the schools used in the study, personal visits were made rather than letters by mail. This method also insured that every coach

would fully understand the method to be used in the collecting of data and the reason for doing the study.

A visit was made by the author to each school to explain the study and the use of the rating blank. On a date agreed upon by the coach and principal the author returned to the school to administer the "Earlier Life Experience Inventory" to the football players of that school. Each coach was given the rating blank which they were to complete on each one of the ball players. He was instructed at this time to ask the help of two additional coaches on his staff to help rate each of the players from his team. This method was used to give as much objectivity to the rating blank as possible. A self-addressed stamped envelope was provided for the return of the blanks.

The rating blank was the result of a pilot study completed by the author. This pilot study was done for the sole purpose of establishing a rating blank for use in this study. A random sample of fifty High School football coaches in the state of Michigan was used in the pilot study. They were chosen randomly from the Michigan High School Football Coaches Directory. They were asked to comment on the blank used in the pilot study as to its suitability for rating their football team. Forty-eight

returned the blank with comments. The comments were then studied by the author and two other football coaches. After careful study of the comments the rating blank was formulated (see Appendix A).

After all tests had been administered and the rating blanks returned, a score was assigned to each answer sheet. This was obtained from the rating blank the coach filled out for each of his players who participated in the testing. This score was obtained by adding the coaches score he gave on each item of the rating blank. Each item of the rating had a possible score of one to five. Five indicated excellent and one indicated poor (see Appendix D).

The responses from the test were then transferred to IEM cards along with each boy's score. A total was then obtained of each score category so the total sample could be split into three groups. Group I included the top 27 per cent of the sample which numbered sixty-two. Group III consisted of the hottom 27 per cent which numbered sixty-two. Group II was the remaining 46 per cent which numbered ninety-six.

Method of Analyzing the Data

An item analysis was done to the responses and a coefficient of correlation was obtained by the use of the Flanigan Method. All items that received a correlation of .28 or greater were analyzed. This correlation of .28 was set as a minimum because this score is necessary to have significance at the .05 level of confidence. These items can be found in Table 1.

Statistics

An item analysis was made to compare the responses of the "Earlier Life Experience Inventory" of the top 27 per cent of the sample to the bottom 27 per cent of the sample.

These percentage groups were obtained from the score of the coaches rating blanks (see Appendix C).

The coefficients of correlation received on each item was computed by the use of the Flanigan Product Moment Coefficient Tables.

Item	Upper 27%	Bottom 27%	Coefficient of correlation*
10-3	22	8	.29
12-5	28	10	. 32
14-3	22	8	.29
271	22	7	.31
29-1	4	0	. 325
33-3	12	2	. 36
43-4	14	2	. 39
44-3 ′	25	10	.28
52-1	62	52	. 30
52-4	50	30	.29
52-9	34	14	.33
52-10	55	40	.28
52-12	38	18	.31
52-13	4	0	. 325
53-15	6	O	. 40
54-14	10	3	.30
56-16	28	10	. 32
58-5	6	0	.40
59-1	52	34	.28
64-4	4	0	. 325
67-4	22	7	. 31
67-5	40	18	. 34
68-1	14	3	.31
69-5	40	17	.36

Table 1.Item analysis data for items receiving a .28coefficient of correlation or higher.

*The coefficient of correlations were computed by the Flanigan Method.

Item	Upper 27%	Bottom 27%	Coefficient of correlation
7 1-1	20	3	.42
72-1	16	4	.30
72-2	38	17	. 33
73-4	22	6	. 32
74-8	36	10	.28
75-2	18	4	. 35
77-1	16	3	. 36
77-3	4	o	. 325
78- 3	22	6	. 32
79-4	32	13	. 30
79- 5	20	6	.28
81-3	3ō	16	.31
82-1	16	. 1	.51
83-1	62	25	. 735
84~5	8	1	.34
85-5	12	3	.29
86-1	30	7	.415
86-12	28	11	.29
87-1	34	15	.28
87-2	6	0	.40
87-5	42	17	.38
87-6	40	7	. 36
87-11	46	21	. 37
9 8-7	38	16	. 35
88-8	36	14	.33
90-1	24	6	. 35
90-5	42	17	. 38
906	52	22	.49

Table 1. -- Continued.

Item	Upper 27%	Bottom 27%	Coefficient of correlation
90-15	60	42	.50
91-5	46	20	. 56
91-6	44	19	. 39
91-7	44	20	. 37
9 3-3	12	3	.29
93-6	20	6	. 28
94-2	14	2	. 39
94-7	6	1	.30
95-5	3	0	.30
97-2	4	0	.325
97-5	14	3	. 32
98-5	4	0	. 325
100-1	38	13	.29
101-5	36	11	. 40
103-1	50	21	. 44
103-3	4	0	. 325
105-3	18	5	.30
106 -3	22	4	. 40
107-2	24	8	. 32
110-6	28	8	. 38
111-1	26	8	.34
112-2	24	8	. 32
113-2	20	4	. 32
114-1	10	1	.40
114-2	12	2	. 36
116-1	12	3	.29
117-5	28	9	.35
120-3	32	13	.30

Table 1, -- Continued.

Item	Upper 27%	Bottom 27%	Coefficient of correlation
122-1	44	21	. 35
125-1	43	17	. 49
127-3	24	6	.35
128-7	8	ა	.43

Table 1.--Continued.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

Introduction

It is the belief of the author that a coach can somewhat determine the psychological makeup of the individual vying for positions on the football team through the media of a paper and pencil test. The purpose of this study was to determine if we can identify people who will take risks or are willing to take a chance.

The test used in this study was an "Earlier Life Experience Inventory" to identify risk-taking tendencies of athletes. This particular test was used because of its very nature and of its purpose for the same reasons by the United States Air Force.

The Air Force validated the test for identifying people who would take risks, and found it to have a correlation of (r = -.85) with scores on a scale that predicted risk. Also, an odd-even reliability of .98 correlated by the Spearman-Brown Formula was obtained.

On the basis of having played football and having been a coach of football, the author feels that risk is a part of a football player.

Presentation of Data

The results of the test showed personality traits. These traits were evident in the profiles of nearly all of the top 27 per cent of the sample. Table 2 shows these personality traits and the items of the test that revealed these traits.

Table 2. Personality traits and the items of the "Earlier Life Experience Inventory" that revealed these traits.

Trait	Iten		
Self-confidence	81-90	117-125	
Physical and social adequacy	64-79	113-113	
Masculinity and dare-taking	27-59	91-101	
Competitive spirit	52-58	110-116	
	p =	.05	

The traits of Table 2 were established through an analysis of the test items. Each item was reviewed and then it was determined what trait the item was attempting to identify.

Analysis of Data

Instead of analyzing each item of Table 1 the items were grouped into areas established by the author. Table 2 shows the areas that were established for the analysis.

. .

These areas were established by reviewing each item of the "Earlier Life Experience Inventory."

The "Earlier Life Experience Inventory" as reported in this chapter was validated with a scale that predicted risk. The sample used in the validating of the "Earlier Life Experience Inventory," showed a very similar profile as the top 27 per cent of the sample in this study.

Self-Confidence

The self-confidence was evident in the items shown in Table 3. The good football player, according to the results of the test, seems to feel he has many friends and has never felt that people disliked him. In addition to this, he feels he has had the approval of all his friends and parents. Along with having many friends, he seemed to be part of the neighborhood gang and many times was one of the leaders. By accepting advice from older people, he displayed a feeling of confidence. Many of the players were afforded the opportunity to acquire self-confidence by going on overnight trips without parental supervision. They were also taught to feel secure in their own resources as a result of part- and full-time jobs.

Item	Coefficient of correlation*
14-3	.29
81-3	.31
82-1	.51
83-1	.735
84-5	. 34
85-5	.29
86-1	.415
86-12	.29
87-1	.28
87-2	.40
87-5	.38
87-6	. 36
87-11	.37
88-7	.35
88-8	.35
90-1	.38
90-5	.49
90-6	.50
90-15	.35
117-5	.35
122-1	.49
 	p = .05

Table 3.	Items and	their	respective	correlations	for	the
	trait of	self-co	onfidence.			

*The above correlations were computed by the Flanigan Method.

Physical and Social Adequacy

In a great number of items in the analysis, physical and social adequacy were shown. Table 4 shows these items along with the correlation and significance. The great desire to compete in games that required physical stamina and participation in outdoor sports such as hunting and

.

fishing displayed the trait of being physically adequate. The boys expressed traits of being socially adequate by being very active in school and home activity. On many occasions they proved to be the individuals elected to important offices in their school. They were asked for advice from fellow classmates in school and often selected or appointed as captains for varsity squads.

Item	Coefficient of correlation*
10-3	.29
12-5	. 32
64-4	.325
67-4	. 31
6 8-1	. 31
69-5	.36
71-1	.42
72-1	. 30
72-2	.33
74-8	.28
75-2	.35
77-1	.36
77-3	.325
78-3	.32
79-5	.28
112-2	. 32
113-2	. 32
	p = .05

Table 4. Items and their respective correlations for the trait of physical and social adequacy.

*The above correlations were computed by the Flanigan Method.
Masculinity and Dare-Taking

Many of the top 27 per cent of the sample expressed this trait by indulging in smoking and drinking at an early age. Table 5 shows the number and their correlation. Driving at high rates of speed and fighting were noted more frequently than in the bottom 27 per cent of the sample. Oftentimes, they were punished for bad conduct at home and at school for their aggressiveness. Dare-taking was evidenced by frequent disobeying of parents' requests and taking part in games of chance. Racing of hot rods were also a part of their everyday activity.

Item	Coefficient of correlation*	
27-1	.31	
33-3	.325	
43-3	.36	
44-3	.39	
53-15	. 40	
54-14	.30	
59-1	.28	
91-5	.56	
91-7	.37	
 101-5	.40	
	p = .05	

Table 5. Items and their respective correlations for the trait of masculinity and dare-taking.

*The above correlations were computed by the Flanigan Method.

Competitive Spirit

The competitive spirit of the top 27 per cent of the sample was shown by their desire to compete in competitive type gemes. They were depressed when they were defeated in these games. Winning was of maximum consequence to them. Table 6 shows the items and their correlation that displayed competitive spirit.

Item	Coefficient of correlation*		
52-1	.30		
52-4	.29		
52-9	. 33		
52-10	- 28		
52-12	.31		
52-13	. 325		
56-6	. 32		
58-5	.40		
110-6	.38		
111-1	.34		
114-1	. 40		
116-1	.29		
	p = .05		

Table 6. Items and their respective correlations for the trait of competitive spirit.

*The above correlations were computed by the Flanigan Method.

General Discussion

After careful examination of the items of the test and their respective correlation it may be concluded that football players maintain a personality pattern of the following characteristics: self-confidence, physical and social adequacy, masculinity and dare-taking, and competitive spirit.

We can assume from the above paragraph that certain traits of an individual can be identified. If these traits coincide with the above-mentioned we may conclude that the individual could very conceivably be a successful football player.

As a result of the findings in this study little immediate value can be seen for the field of physical education. Although with intense effort a physical education teacher could very likely gain a real insight of certain individuals with such a prognostic instrument.

Of course, these assumptions are being made with the idea that a validation of the results would have a reasonable correlation.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Sumary

The purpose of this study was to add additional information to the amount that has been accumulated in the area of psychological appraisal of athletes. Some studies have already been done appraising competitive spirit of athletes by the media of psychological paper and pencil tests. Others have shown that athletes do differ in their personality from non-athletes and that personality traits are directly related to motor ability. Generally speaking, we can make the assumption that identification traits of athletes can be measured and we can also assume they are directly related to performance.

However, this study was concerned only with the relationship between risk-taking tendencies of high school football players and their ability to play the game.

A stratified sample, but not a random sample was used. The top twenty-two football players who participated in the 1962-63 season from each of the ten Class A Michigan High Schools in the Flint and Lansing area were chosen for

the study. These boys were chosen because they were considered to be proven football players by their coaches. The coaches of each of the ten teams also participated in the study. The football players were given an "Early Life Experience Inventory." Their coaches from each school were asked to rate their boys as to their football ability. The responses from the "Early Life Experience Inventory" were then correlated with the coaches' rating by the Flanigan Method. The items that had a coefficient correlation of .28 or higher were analyzed. It was necessary to use a coefficient of correlation of .28 to attain the .05 level of confidence. It seemed that the top 27 per cent of the sample were characteristic of a self-confident, physically and socially adequate, competitive, masculine individual. On the contrary, the profile of the bottom 27 per cent showed very little of these characteristics.

Conclusion

An examination of the responses which correlated at .28 or higher suggest that good football players maintain a personality pattern of self-confidence, physical and social adequacy, and self-expression. A look at the childhood behavior of good football players reveals that at an early age they learned skills which gave out status and advantage

among peers: driving a car, driving it frequently, and driving at high rates of speed. They were afforded other experiences which gave them a sense of adequacy such as taking overnight trips away from home. They were also taught to feel secure in their own resources as a result of part- and full-time jobs.

At a precocious age they identified themselves with the masculine role which included drinking and driving a car. Good football players gave expressions to their aggressive drives by frequently fighting and taking dares such as disobeying their parents.

However, good football players present a picture of physical adequacy and enjoyment through physical activity. Although they claim more participation in almost every active sport, the difference occurs in rough sports like football, wrestling, and outdoor sports (hunting and swimming).

Good football players are generally associated with greater social aggressiveness. On both the elementary and high school levels they were in the nucleus of activities. In school, other students expected them to have the ideas about what to do and how to do it. They were the ones who were selected for major offices and as captains for athletic

teams. They also felt self-confident when asked about friends. Generally they indicated that they had many close friends and very few enemies. Good football players, as well as people who will take risks always enjoyed competition, considered winning important, practiced, and tried to improve skills when they suffered losses in competition.

Finally, good football players and high riskers frequently engaged in such dangerous activity as racing hot rods and taking part in games of chance.

I must admit in this type of study, the usual limitations of an inventory are present. It is believed, however, that the type of items in the inventory minimises the error of recall. Note that a greater significance would probably be reached if a less homogeneous sample would be used.

You may further conclude that there is a definite pattern followed by a good football player and can be identified by an "Early Life Experience Inventory." It is the sincere belief of the author that this test should be validated so it can be used as a prognostic instrument.

Recommendations

The following should be given considerable thought if a study of this type is to be attempted or if a follow-up

of this study is made.

- The items which received a coefficient of correlation of .28 or better at the .05 level of confidence should be analyzed to determine if they are asking what they seem to be asking.
- A similar study could be done with a .01 level of confidence used as the basis for the item analysis.
- 3. The items chosen for the analysis should now be validated and used to predict the outcome of a group of football players.
- 4. A very interesting study could be done by combining risk-taking tendencies, a boy's motivation and aggressive drives to predict success as a football player.
- 5. This same study should be repeated with a larger group.

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APPENDIX A

Scale

1 - Lowest Rate 5 - Highest Rate



1 2 3 4 5





Sample: SPEED

AGGRESSIVENESS

The desire for physical contact . . (Go-go-go attitude and second effort)

A boy runs 100-yard dash in

10.5 seconds (lineman).

COACHABILITY

The ability to take constructive criticism; not alibi for the mistakes he makes

WILLINGNESS TO SACRIFICE

Does he put football and the things involved (such as conditioning) in front of everything

THINK UNDER PRESSURE

AGILITY

Muscular coordination; quickness, ability to fire out









	1 - Lowest Rate 5 - Highest Rate
SPEED Ability to move fast	1 2 3 4 5
ATTITUDE	
On and off the field (cooperative, cheerful, sullen)	
INTFLLIGENCE	
What kind of student? Can he learn quickly?	
OFF SEASON ACTIVITIES	
Is he fit all year round?	

Cy Pick Michigan State University

Scale

APPENDIX B

EARLY LIFE EXPERIENCE INVENTORY

- 1. What is your age?
 - (1) Less than 15
 (2) 15 to 16
 (3) 17 to 18
 - (4) 19 to 20
- 2. How much education did you complete?
 - (1) 8th grade or less
 - (2) Some high school but was not graduated
 - (3) High school graduation
- 3. What was the regular work of your father? (If the income of your family came chiefly from someone other than your father, show the regular kind of work of that person.)
 - Professional--such as accountant, architect, artist, musician, author, engineer, teacher, professor, physician, dentist, lawyer, etc.
 - (2) Semiprofessional--such as draftsman, engineering aide, dental technician, medical technician, etc.
 - (3) Proprietor, Manager, or Official--such as store owner, wholesale dealer, manufacturer, farm owner, contractor, company official, banker, government official or inspector, etc.
 - (4) Sales--such as salesman of life insurance, real estate, and various kinds of products and services (not in store).
 - (5) Clerical--such as work in a store or office, ticket agent, sales clerk, sales person, bookkeeper, stenographer, etc.

- (6) Protective--police, fireman, soldier (enlisted man), sailor (e.m.), airman, marine (e.m.), etc.
- (7) Skilled Worker or Foreman--such as mason, carpenter, electrician, mechanic, tailor, conductor, baker, barber, foreman in factory, farm, or mine, etc.
- (8) Semi-skilled Worker--such as apprentice, factory operator, chauffeur, delivery man, attendant, etc.
- (9) Unskilled Worker--such as laborer in factory, farm, mine, or construction; fisherman; longshoreman; elevator operator; etc.
- (10) Pilot--military or commercial.
- (11) Officer--Army, Navy, Marines, Air Force (non-pilot), Coast Guard.
- 4. During most of your childhood, in what type of house did you live?
 - (1) A private, one or two-family house which we owned.
 - (2) A private, one or two-family house which we rented.
 - (3) An apartment in a residential apartment house.
 - (4) An apartment over a place of business or store.
- 5. How far do you believe your father (or stepfather or foster father) went in school?
 - (1) Grade school (8th grade or less).
 - (2) Some high school.
 - (3) Graduated from high school.
 - (4) Some training after high school but not college.
 - (5) Some college.
 - (6) Graduated from college.
 - (7) Advanced training after college graduation.
- Selecting from the same choices as in Question 5, state how far you think your mother (or stepmother or foster mother) went in school.
- 7. How old were you when you learned to drive a car?

(1) 12 years old or less.
(2) 13 or 14.

	(3) 15 or 16.	
	(4) 17 or 18.	
	(5) 19 or older.	
	(6) I have not yet lea	rned to drive a car.
8.	How old were you when	you started to drive a car
	frequently?	-
	(1) 14 or younger.	
	(2) 15 or 16.	
	(3) 17 or 18.	
	(4) 19 or 20.	
	(5) 21 or over.	
9.	How old were you when	you got your first car?
	(1) 16 or younger.	
	(2) 17 or 18.	
	(3) 19 or 20.	
	(4) 21 or over.	
	(5) I do not yet own a	car.
10.	How frequently have yo	u violated traffic regulations?
	(1) Often.	(4) Seldom.
	(2) Fairly often.	(5) Never.
	(3) Occasionally.	(6) I do not drive.
11.	How frequently have yo	u been given a traffic ticket?
	(1) Often.	(4) Seldom
	(2) Fairly often.	(5) Never.
	(3) Occasionally.	(6) I do not drive.
12.	What is the fastest yo	u have ever driven an automobile?
	(1) 70 mph.	(4) 100 mph.
	(2) 80 mph.	(5) Over 100 mph.
	(3) 90 mph.	(6) Less than 70 mph.
13.	How did you usually ge were in high school?	t money to go on dates while you
	(1) I did not date in	high school.
	(2) I had a big enough	allowance.
	(3) I got it by asking	for a special allowance.
	(4) I had to plan and	budget carefully.
	(5) I had to work and	Save.

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14.	How old were you when you had your first regular paid job, part-time or full-time?		
	(1) 12 years or less.		
	(2) 13 to 15.		
	(3) 16 to 18.		
	(4) 19 or more.		
15.	How old were you when you sta	erted your first bank	
	account? (Do not include chi	lldhood savings account	
	started by parents.)		
	(1) 12 years or less.		
	(2) 13 or 14.		
	(3) 15 or 16.		
	(4) 17 or 18.		
	(5) 19 or older.		
	(6) I have not yet had an acc	count in my name.	
16.	As a boy, how were your finan	ces taken care of?	
	(1) An allowance.		
	(2) Ny family giving me what	I needed when I asked for	
	it: I had no allowance.		
	(3) Generally getting along y	without cash.	
	(4) Earning my own money for	some of the things I wanted.	
	(5) Earning my own money.		
17.	How frequently have you borro	owed money?	
	(1) Very often. (4)	Seldom.	
	(2) Fairly often. (5)	Never.	
	(3) Occasionally.		
18.	How old were you when you too	ok your first overnight	
	trip away from home without y	your family?	
	(1) 10 or less. (4)	19 to 21.	
	(2) 11 to 15. (5)	22 or over.	
	(3) 16 to 18. (6)	Never.	
19.	When you were a boy, how free trips away from home without	quently did you take overnight	
	es an rotte actione	lase famili	
	(1) Very often. (4)	Only once or twice.	
	(2) Fairly often. (5)	Never.	
	(3) Once in a while.		

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- 20. As a boy, how actively did you participate in family conversations?
 - (1) I took little part in family conversation.
 - (2) I talked about the same as anyone else.
 - (3) I probably did more than my share of talking at home.
- 21. As a boy, how frequently did you have a feeling of wanting to leave home?
 - (1) Very often.
 - (2) Fairly often.
 - (3) Once in a while.
 - (4) Never.
- 22. Before age 17, how many times did you run away from home or leave home in anger or protest?

(1)	10 or more times.	(4) Twice.
(2)	5 to 9 times.	(5) Once.
(3)	3 to 4 times.	(6) Never.

23. How old were you when you started choosing all, or almost all, of your own clothes?

(1)	12	or	younger.	(4)	19	to	21.
(2)	13	to	15.	(5)	22	or	older.
(3)	16	to	18.	(6)	Not	t ye	et.

24. - 31. At what age did you first do the things listed below in items 24 - 31. (Answer each item separately, using the key below.)

(1)	12	or	younger.	(4)	17	to	18.
(2)	13	to	14.	(5)	19	to	20.
(3)	15	to	16.	(6)	21	or	over.
			(7) Not yet.				

24. Going out on dates.

25. Necking.

- 26. Dancing.
- 27. Smoking.
- 28. Drinking beer.

- 29. Drinking wiskey.
- 30. Hitchhiking.
- 31. (leave blank)
- 32. Which of the following things do you remember doing as a child?
 - (1) Having nightmares.
 - (2) Eating only certain foods.
 - (3) Being timid away from home.
 - (4) Fighting.
 - (5) Crying.
 - (6) Doing cruel things.
 - (7) Snitching things.
 - (8) Playing hookey.
 - (9) Biting fingernails.
 - (10) Having temper tantrums.
 - (11) Having allergies (sensitivity to certain foods or substances in animals, flowers, grain, etc.).
 - (12) Lying.
 - (13) Stuttering.
 - (14) Having asthma.
 - (15) Bullying other kids.

33. As a boy, how frequently did you skip school?

- (1) Often.
- (2) Fairly often.
- (3) Occasionally.
- (4) Seldom.
- (5) Never.
- 34. In high school, how frequently did you cheat on examinations?
 - (1) Often.
 - (2) Fairly often.
 - (3) Occasionally.
 - (4) Seldom.
 - (5) Never.
- 35. Which of the following things do you remember doing before age 15?
 - (1) Walking alone in the woods.

- (2) Being afraid of snakes.
- (3) Being afraid of water.
- (4) Being afraid of the dark.
- (5) Being afraid of high places.
- (6) Playing with snakes.
- (7) Being interested in sex.
- (8) Being picked up by police.
- (9) Reading a great deal.
- (10) Teasing other kids.
- (11) Smooking reefers.
- (12) Leading the gang.
- (13) Winning a prize in scholarship.
- 36. When you were a boy, how much moving did your family do?
 - Always lived in the same house except for trips, visits, etc.
 - (2) Lived in the same town and neighborhood but moved more than once.
 - (3) Lived in the same town but changed neighborhoods at least once.
 - (4) Moved from one town to another at least once, but always in the same part of the country.
 - (5) Noved from one town to another in various parts of the country.
 - (6) Did not live together as I lived in an orphanage, or with foster parents, grand parents, other relatives, etc.
- 37. How difficult for you were these moved which involved changes from one neighborhood or town to another?
 - (1) Difficult and disagreeable.
 - (2) Somewhat difficult and disagreeable.
 - (3) Easily enough made.
 - (4) Fun.
 - (5) Did not make any such moves.
- 38. How difficult for you were changes from one school or college to another?
 - (1) Difficult and disagreeable.
 - (2) Somewhat difficult and disagreeable.
 - (3) Easily enough made.
 - (4) Fun.

39. How old were you when you first felt that you could come and go as you pleased without having to account too closely to your parents? (1) 12 or younger. (4) 17 to 18. (2) 13 to 14. (5) 19 to 20. (3) 15 to 16. (6) 21 to 22. (7) 23 or over. 40. Where did you grow up? (1) On a farm. (2) In a rural area but not on a farm. (3) In a community of less than 10,000 people. (4) In a suburb of a city. (5) In a city. 41. As a boy, how frequently did you take a dare? (1) Almost always. (2) Usually. (3) Sometimes and sometimes not. (4) Almost never. (5) Mever. 42. As a boy, how frequently did you get into fights with other boys? (1) Hever. (4) Fairly frequently. (2) Once or twice. (5) Very frequently (3) Several times. 43. As a boy, how frequently did you disobey your parents? (1) Never. (4) Frequently. (2) Rarely. (5) Very frequently. (3) Occasionally. 44. In grammar school, how frequently were you punished for bad conduct in school? (1) Once or twice a week. (4) Once or twice a year. (2) Almost every week. (5) Rarely. (3) Almost every month. (6) Mever.

45. How many times have you found yourself in serious situations in which you just did not know what to do? (1) None. (4) 6 to 8. (2) 2 to 3. (5) 9 to 10. (3) 3 to 5. (6) Over 10. 46. As a boy, how well did you satisfy your parents' expectations of you? (4) Seldom. (1) Always. (2) Usually. (5) Never. (3) Fairly often. 47. How many times have you run into a very serious or difficult situation in which you had to put out with everything you had? (1) None. (4) 6 to 8. (2) 1 to 2. (5) 9 to 10. (3) 3 to 5. (6) Over 10. How much did you enjoy the kinds of sports listed in 48. items 48-517 (1) Very much (3) Very little. (2) Some. (4) Not at all. Rough sports like football, boxing, wrestling, hockey. 48. 49. Sports like baseball, basketball (which involve no physical contact.) 50. Individual sports like track, tennis, gymnastics, weight lifting. 51. Outdoor sports like hunting, fishing, etc. 52. When you were a boy, in which of the following sports did you engage fairly often. (Answer as many as apply.) 1. Football. 8. Boxing. 2. Softball. 9. Wrestling. 10. Basketball. 3. Baseball. 4. Swimming. 11. Soccer. 12. Track. 5. Diving. 6. Roller Skating. 13. Skiing. 7. Gymnastics. 14. Sailing. 15. Hunting.

- 53. When you were a boy, in which of the following activities did you engage fairly often?
 - 1. Checkers. 9. Poker. 2. Chess. 10. Bridge. 3. Marbles. 11. Pool. 4. Dominoes. 12. Mumblety Peg. 13. Driving a motorcycle. 5. Lotto. 6. Monopoly 14. Driving an automobile. rapidly around corners. 7. Anagrams. 8. Parchesi. 15. Racing a "hot rod."
- 54. At the present time, in which of the following activities do you engage fairly often? (Answer as many as apply.)

1.	Golf.	9.	Poker.
2.	Tennis.	10.	Auto racing.
3.	Softball.	11.	Black Jack.
4.	Hunting.	12.	Roulette.
5.	Swimming.	13.	Dice or craps.
6.	Diving.	14.	Drinking parties.
7.	Chess.	15.	Pool.
8.	Bridge.		

- 55. As a boy, what was your usual reaction toward competition? (Answer as many as apply.)
 - (1) I always enjoyed competition very much.
 - (2) I meither liked nor disliked competition.
 - (3) I disliked competing with others, but competed nevertheless.
 - (4) I tried to avoid competing with others whenever possible.
 - (5) I saw no point in competing with others.
 - (6) I thought winning was very important.
 - (7) I preferred to compete against my own record rather than against others.
- 56. How did you usually react to losses in competition?
 - (1) I practiced and tried to improve my skills.
 - (2) I just tried harder next time.
 - (3) I talked with other people about how to improve, or tried to get more information in some way.
 - (4) I tried to think of a better strategy or method of attack.

- (5) I played against someone less skilled than the person to whom I had lost.
- (6) I usually felt pretty low.
- (7) I don't remember having any particular reaction of any kind.
- Which of the following things have you had to plan for 57. carefully and which you have succeeded in your goal? (Answer as many as apply.)
 - (1) Being elected to office.
 - (2) Being invited to join a fraternity or club.
 - (3) Obtaining an introduction to someone I wanted to meet.
 - (4) Succeeding in a school subject that was difficult for me.
 - (5) Getting ahead of someone with whom I was competing.
 - (6) Making a favorable impression upon someone.
 - (7) Dating a particular girl.
 - (8) To get into the kind of job I am in.
- 58. Which of the following teams or clubs did you try to make but failed during your high school career?
 - (1) Football.
 - (2) Basketball. (7) Debating.
 - (3) Baseball.
 - (4) Tennis.

- (6) Dramatics.
- (8) Choir.
- (9) Band.

- (5) Track.
- 59. How many courses did you fail in high school?
 - (1) None. (5) Pour.
 - (2) One. (6) Five.
 - (3) Two. (7) Six or more.
 - (4) Three.
- When you were taking subjects in school that you 60. disliked, how hard did you work?
 - (1) I worked just as hard as if I liked it.
 - (2) I worked just enough to get by.
 - (3) I tried to get out of it.
 - (4) I tried to develop an interest in it.
 - (5) I sometimes failed the subject.

61. When you unexpectedly have "time on your hands," what do you usually do? (Mark as many as apply.) (1) Sit down and relax. (2) Find some absorbing task to do. (3) Find any kind of work to do. (4) Seek some kind of entertainment. (5) Find somebody to talk with. 62. When you were a boy, how many friends and acquaintances of other races and nationalities did you have? (1) None. (3) 4 to 6. (2) 1 to 3. (4) 7 or more. 63. While in high school, how old were most of your closest friends in relation to your age? (1) About my own age. (2) A few years older than I. (3) A few years younger than I. (4) Varied greatly. (5) Spend most of my time with adults. 64. How frequently has the thought entered your mind that other people dislike you or something about you? (1) Very often. (2) Pretty regularly. (3) Once in a while. (4) Mever. 65. In grade school, how many friends did you usually have? (1) No friends or regular play mates. (2) A few acquaintances but no close friends. (3) One or two good friends, but that is all. (4) Several close friends. (5) Many good friends. 66. Did your parents approve of your grade school friends? (1) I played with only those of whom they did approve. (2) I played with some even though my parents disapproved of my doing so. (3) My parents didn't ever express approval or disapproval of my grade school friends.

- (4) My parents approved of my playing with whomever I chose.
- (5) My parents seemed to disapprove of whomever I chose as friends.
- 67. In high school, how many friends did you usually have?
 - (1) No friends to speak of.
 - (2) A few acquaintances but no close friends.
 - (3) One or two true friends but that is all.
 - (4) Several close friends.
 - (5) Many good friends.
- 68. Do your parents approve of your high school friends?
 - (1) I associated closely only with those of whom they did approve.
 - (2) I associated with some even though my parents disapproved of my high school friends.
 - (3) My parents didn't ever express approval or disapproval of them.
 - (4) My parents approved of my associating with whomever I chose.
 - (5) My parents seemed to disapprove of whomever I chose as friends.
- 69. At the present time, how many friends do you have?
 - (1) No friends to speak of.
 - (2) A few acquaintances but no close friends.
 - (3) One or two good friends, but that is all.
 - (4) Several close friends.
 - (5) Many good friends.
- 70. In grade school, how much a part of your group did you feel?
 - (1) Right in the middle of things.
 - (2) Pretty much a part of the group.
 - (3) Kind of on the fringe of the crowd.
 - (4) Left out of things, pretty much on my own.
- 71. In high school, how much a part of your group did you generally feel?
 - (1) Right in the middle of things.
 - (2) Pretty much a part of the group.
 - (3) Kind of on the fringe of the crowd.
 - (4) Left out of things, pretty much on my own.

72. At the present time, how much a part of your group do you generally feel? (Answer from question 71) 73. When you dated one girl fairly regularly, did you date other girls at the same time? (1) Regularly. (4) Rarely. (2) Most of the time. (5) Never. (3) Occasionally. (6) Does not apply. 74. Of which of the following organizations have you been an active member at some time? (1) Boy Scouts. (6) Church Youth Group. (2) 4-H Club. (7) YHCA (3) Future Farmers of (8) Neighborhood gang. America (9) Hobby club. (4) Airplane model club. (10) Music organisations. (5) Debating club. 75. Do you help other students with their studies? (1) Other students ask me for help with their studies. (2) Other students expect me to have ideas about what to do and how to do it. (3) Teachers ask me to explain things to other students. (4) I sought opportunities to help other students understand things. (5) I rarely helped others with their studies. 76. Do you help new students get acquainted? (1) I was usually one of those who helped new students get acquainted. (2) Other students seemed to find me easy to get acquainted with. (3) I wasn't much aware of, or was little concerned with new students. 77. Which of the following types of teams did you (or are you now) captain? (1) Varsity football. (2) Varsity baseball. (3) Varsity basketball.

- (4) Class or intramural football.
- (5) Class or intramural baseball.
- (6) Class or intramural basketball.
- (7) Sandlot league baseball.
- (8) Softball.
- (9) Hockey.
- (10) Boxing.
- (11) Track.
- (12) Tennis.
- (13) Swimming.
- (14) Golf.
- (15) Soccer.
- 78. How many organizations did you (or are you now) holding office in?
 - (1) None.
 - (2) One or two minor offices.
 - (3) One or two major offices.
 - (4) Several minor offices.
 - (5) Several major offices.
- 79. How often do people tell you their troubles?
 - (1) Never.
 - (2) Considerably less than they do others.
 - (3) Somewhat less than they de others.
 - (4) About the same as they do others.
 - (5) Somewhat more than they do others.
 - (6) Considerably more than they do others.
- 80. When you are with a group of friends deciding what to do for the ovening, what do you usually do?
 - (1) Make a suggestion and try to get the others to accept it.
 - (2) Make a suggestion and let it go at that.
 - (3) Wait for others to make suggestions and express your opinion about their suggestions.
 - (4) Say nothing and go along with the others.
 - (5) Leave the group, if I do not like the decision.
- 81. How often do you accept advice and aid from your friends?
 - (1) Very frequently. (4) Rarely.
 - (2) Fairly frequently. (5) Never.
 - (3) Occasionally.

- (1) Very frequently. (4) Rarely.
- (2) Fairly frequently. (5) Never.
- (3) Occasionally.
- 83. During your boyhood, did you live with your parents?
 - (1) I always lived with my father and mother except for trips, etc.
 - (2) I lived with one of my parents; the other was frequently absent.
 - (3) I lived with one of my parents; the other lived away from us or was dead.
 - (4) I visited or was visited by my parents but lived with relatives or elsewhere.
 - (5) I rarely or never saw my parents as they were dead or unknown.
- 84. Mark as many of the following as apply:
 - (1) My father is deceased.
 - (2) My father lives and I see him from time to time.
 - (3) My father is living but we have not kept in touch.
 - (4) My mother is deceased.
 - (5) My mother is living and I see her from time to time.
 - (6) My mother is living but we have not kept in touch.
 - (7) My family now includes my father and stepmother or foster mother.
 - (8) My family now includes my mother and stepfather or foster father.

85. How many brothers and sisters do you have? (Mark two.)

- (1) No brothers.
- (2) One brother.
- (3) Two brothers.
- (4) Three brothers.
- brothers.
- (6) No sisters.
- (7) One sister.
- (8) Two sisters.
- (9) Three sisters.
- (5) More than three (10) More than three sisters.
- 86. When you were a boy, where did you spend your summer vacations? (Mark all which apply.)
 - (1) At home.
 - (2) At camp.
 - (3) At day camp.

- (4) At my family's summer camp or home.
- (5) With other relatives in the country.
- (6) With friends in the country.
- (7) At work.
- (8) With relatives or friends in another town.
- (9) Taking occasional short trips.
- (10) On a long trip.
- (11) On day trips with my family.
- (12) On day trips for swimming, picnicking, etc. with my own crowd.
- 87. In which of the following activities have you and your family, or members of the group with which you lived, engaged fairly often? (Mark as many as apply.)
 - (1) Played games together.
 - (2) Read aloud.
 - (3) Gone to movies together.
 - (4) Gone for walks together.
 - (5) Gone on picnics and outings.
 - (6) Gone swimming, fishing, boating, skiing, skating, etc. together.
 - (7) Sung together.
 - (8) Gone to ball games and other athletic events together.
 - (9) Gone for rides together.
 - (10) Shopped together.
 - (11) Gone to church together.
 - (12) Gone to museums, exhibits, concerts, plays, etc. together.
 - (13) Done housework together.
 - (14) Norked on hobbies together.
 - (15) Worked in the garden or yard.
- 88. In which of the following activities have you and your family, or members of the group with which you lived, engaged fairly often? (Mark as many as apply.)
 - (1) Made such things as toys, play equipment, gifts, furniture, together.
 - (2) Listened to music together.
 - (3) Entertained each other's friends.
 - (4) Attended social gatherings.
 - (5) Talked about our day's activities together.
 - (6) Gone on trips together.
 - (7) Gone on vacations together.
 - (8) Engaged in sports together.
 - (9) Included neighbors and friends in our good times, both mine and theirs.

- 89. Why did you do most of the things you checked in items 87 and 88?
 - (1) Largely because my family wanted me to.
 - (2) Because I enjoyed doing them with my family.
- 90. When you lived with your folks, which of the following things did you do around the house?
 - (1) Minor repairs such as wiring, carpentry.
 - (2) Helping with cleaning.
 - (3) Scrubbing floors.
 - (4) Gardening.
 - (5) Putting on screens and storm windows.
 - (6) Sweeping sidewalks and shoveling snow.
 - (7) Stable, barn, and chicken coop cleaning.
 - (8) Chopping wood.
 - (9) Plowing, harrowing, etc.
 - (10) Cultivating.
 - (11) Harvesting, picking, etc.
 - (12) Feeding and caring for farm or ranch animals.
 - (13) Caring for animal pets (dog, cat, etc.)
 - (14) Caring for younger children.
 - (15) Washing the family car.
- 91. Which of the following things have you done? (Mark as many as apply.)
 - (1) Slept under a shelter made the same day (for instance, a lean-to of pine boughs).
 - (2) Butchered an animal (such as a hog, cow, deer, squirrel).
 - (3) Hiked over 20 miles.
 - (4) Learned to swim moderately well or better.
 - (5) Learned to dive moderately well or better.
 - (6) Learned to handle a cance moderately well or better.
 - (7) Learned to use an axe moderately well or better.
 - (8) Learned to climb mountains moderately well or better.
 - (9) Learned to walk with snow shoes.
- 92. During the last five years you lived with your folks, how frequently did strong disagreements take place between you and the people listed in items 93 - 98?
 - (1) A few times a week. (5) A few times a year.
 - (2) At least once a week. (6) Rarely.

- (3) A few times a month. (7) Never. (4) At least once a month. (8) Not applicable.
- 93. Father (stepfather, etc.)
- 94. Mother (stepmother, etc.)
- 95. A brother.
- 96. A sister.
- 97. A teacher.
- 98. An employer.
- 99. When you were growing up, how often did your father use to scold you?
 - (1) Very often.
 (2) Fairly often. (4) Rarely.
 - (5) Never.
 - (3) Occasionally.
- 100. As a boy, how concerned were your parents about your health?
 - (1) Very much.
 (4) Very little.
 (2) A good deal.
 (5) Not at all.
 - (3) Somewhat.
- 101. What is your attitude toward your health? (Mark as many of the following as apply.)
 - (1) I have frequent colds and ailments.
 - (2) I worry about my health.
 - (3) I hardly think of my health.
 - (4) I have several minor difficulties.
 - (5) I try to take good care of my health.
 - (6) I am usually well and strong.
 - (7) I have fears about my future health.
 - (8) I am a very healthy person.
- 102. What has been your most common ailment?
 - (1) Inability to sleep well.
 - (2) Headaches.
 - (3) Stomach distress.
 - (4) Kidney, intestinal trouble, etc.
 - (5) Cold, bronchial troubles, etc.

- (6) Something other than above.
- (7) No ailments.
- 103. How many times did your family move from one city or town to another because your father was seeking a better opportunity?
 - (1) Never. (4) Three times.
 - (2) Once. (5) Four times.
 - (3) Twice. (6) Five times or more.
- To what extent do you think your father emphasized the 104. importance of improving the position of himself and his family?
 - (1) A great extent. (3) A small extent. (2) A moderate extent. (4) Almost no extent.
- 105. To what extent do you think your mother emphasized getting ahead and improving the position of the family?
 - (1) A great extent. (3) A small extent.
 - (2) A moderate extent. (4) Almost no extent.
- 106. During the years you were growing up, how did the kind of work your father did change in importance, responsibility and complexity?
 - (1) Increased a lot.
 - (2) Increased a little.
 - (3) Remained about the same.
 - (4) Decreased a little.
 - (5) Decreased a lot.
 - (6) I cannot say.
- 107. During the years you were growing up, how did the standard of living in your family change?

(1 - 5) Same as in 106. (6) Fluctuated greatly, going up and down.

- 108. 114. While you were growing up, to what extent were the attitudes listed in items 108-114 taught in your family?
 - (1) Very great.
 (4) Fairly small.
 (2) Great.
 (5) Not at all.
 - (5) Not at all.
 - (3) Not too great. (6) I cannot say.

- 108. To respect the rights of others.
- 109. To strive hard to succeed.
- 110. To make present sacrifices for future gains.
- 111. To work hard at whatever I did.
- 112. To understand people for what they are.
- 113. To have faith in God.
- 114. To be somewhat on guard against people.
- 115. While you were growing up, how often did you have the feeling that you were doing better than a brother or sister?
 - (1) Often. (4) Rarely.
 - (5) Never.
 - (2) Regularly.(3) Occasionally. (6) I cannot say.
- 116. How often did your father or mother, or both, use to urge you to equal the accomplishments of your father?
 - (1) Often. (4) Occasionally.
 - (2) Regularly. (5) Never.
 - (3) Rarely. (6) I cannot sav.
- 117. How often did your father or mother, or both, use to urge you to equal the accomplishments of your brother(s) or sister(s)?

(1) - (6) Same as 116.

118. To what extent did your father or mother discuss with you plans for getting ahead in the world?

(1) - (6) Same as 116.

- 119. Which of the following things have you trained and taught yourself to do well? (Answer as many as apply.)
 - (1) Manual skills like woodworking, auto mechanics, etc.
 - (2) Artistic skills like writing, sketching, painting, acting, etc.

- (3) Typing, shorthand.
- (4) To overcome a physical handicap.
- (5) To speak well in public.
- (6) To acquire special ability to make a team.
- (7) To become less shy in social relations.
- (8) To control my temper.
- (9) To adapt my personality to the requirements of the situation.
- 120. When you lived with your parents, whose ideas were accepted?
 - (1) My mother usually.
 - (2) My father usually.
 - (3) My mother and father about the same.
 - (4) I cannot say.
- 121. While you were growing up, how often did your mother use to scold you?
 - (1) Very often.
 (4) Rarely.
 (2) Fairly often.
 (5) Never.

 - (3) Occasionally.
- 122. Regardless of your income, have you managed to save anything?
 - (1) I have managed to save money.
 - (2) I have never saved money.
 - (3) I have sometimes spent more than I earned.
- In the next twelve months, what portion of your 123. income do you expect to save?
 - (1) 5% or less. (5) 407. (6) 33%.
 - (3) 15%.
 - (7) 50% or more.

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- (4) 20%.
- 124. When you have a little extra money, which of the following do you prefer to do?
 - (1) Try my luck at poker or dice.
 - (2) Get a good meal.
 - (3) Go on a date.
 - (4) Call the folks back home.
 - (5) Save it.

- 125. How frequently do you usually attend religious services?
 - (1) Regularly each week.
 - (2) About once a month.
 - (3) Only on important holidays.
 - (4) Extremely rarely.
 - (5) Never.
- 126. How often do you tell jokes?
 - (1) Quite a bit more than most fellows.
 - (2) A little more often than most fellows.
 - (3) About the same as most fellows.
 - (4) Somewhat less frequently than most fellows.
 - (5) Quite a bit less frequently than others.
 - (6) Almost never.
- 127. What do you think is the best age for a man to get married?
 - (1) 18 to 19 years.
 - (2) 20 to 21.
 - (3) 22 to 23.
 - (4) 24 to 25.
 - (5) 26 to 27.
 - (6) 28 or over.

128. How many children do you think make the best family?

- (1) None.
- (2) One.
- (3) T.o.
- (4) Three.
- (5) Four.
- (6) **Five**.
- (7) Six or more.
APPENDIX C

COACHES' SCORE DISTRIBUTION AND THEIR FREQUENCY

	SCORE	FREQUENCY	
	50	2.	
	49	4	
UPPER	48	2	
274	47	6	
4 1 70	46	8	
	45	14	
	44	12	
	43	14	
	42	18	
	41	20	
MIDDLE	40	6	
4694	39	14	
40,2	38	10	
	36	8	
••••••••••••••••••••••••••••••••••••••	35	20	
	34	14	
	33	15	
	32	8	
Botton	31	2	
27%	30	4	
	29	4	
	28	8	
	27	2	
	26	4	
	24	1	

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APPENDIX D

	1	Scale 1 - Lowest Ra					te	
Sample:	3	-	nug	nee	C F			
SPEED		1	2	3	4	5		
A boy runs 100 yd. dash in 10.5 sec. (lineman)			Ţ	T				
AGGRESSIVENESS		1	2	3	4	5		
The desire for physical contact (go-go-go attitude and second effort)			2	1			コ	
ACHIEVEMENT								
The desire for constant improvement through long grinding hours of practice The tremendous urge to compete				3	1	1		
COACHABILITY								
The ability to take constructive criticism; not alibi for the mistakes he makes			2	1	I	1		
WILLINCNESS TO SACRIFICE								
Does he put football and the things involved (such as conditioning) in front of everything				3	1	1		
THINK UNDER PRESSURE								
The ability to concentrate on the work to be done at the moment (an end catching the ball)				3	1	[
AGILITY								
Muscular coordination; quickness, ability to fire out					4	<u> </u>		

	1 5	<u>Scale</u> 1 - Lowest Rate 5 - Highest Rate					
			1	2	3	4	5
SPEED							
Ability to move fast						4	
ATTITUDE On and off the field (cooperative, cheerful, sullen)			1		[
INTELLICENCE							
What kind of student? Can he learn quickly?		Γ		2	I		
OFF SEASON ACTIVITIES							
Compate in other sports; does he stay fit year 'round		Γ		ļ	3		

TOTAL = 27

Cy Pick Michigan State University

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