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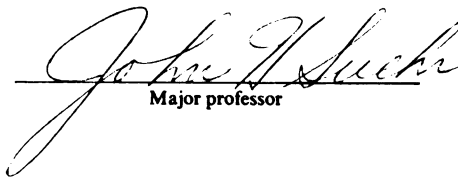
An Analysis of the Selection, Education, and Evaluation
Practices of Michigan High School Basketball Officials

presented by

Thomas C. Smith

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in K-12 Administration



Major professor

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AN ANALYSIS OF THE SELECTION, EDUCATION, AND EVALUATION
PRACTICES FOR MICHIGAN HIGH SCHOOL BASKETBALL OFFICIALS

By

Thomas C. Smith

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Educational Administration

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ABSTRACT

AN ANALYSIS OF THE SELECTION, EDUCATION, AND EVALUATION PRACTICES FOR MICHIGAN HIGH SCHOOL BASKETBALL OFFICIALS

By

Thomas C. Smith

The purpose of this study was to investigate the attitudes of athletic administrators, varsity boys' basketball coaches, and high school basketball officials in Michigan as they related to the selection, education, and evaluation of high school basketball officials. The sample consisted of 77 athletic directors, 77 coaches, and 89 officials, selected at random from information provided by the Michigan High School Athletic Association.

The data were collected by a mailed survey. The questions determined attitudes of the athletic directors, coaches, and officials relative to the roles assumed by each during the selection, education, and evaluation of officials. The role of the Michigan High School Athletic Association was also examined. The responses were analyzed by employing the chi-square test to determine if differences existed among the three groups surveyed. In addition, a descriptive analysis was included.

Thomas C. Smith

The analysis of the data resulted in the following findings:

1. The education of Michigan basketball officials consists of an annual rules meeting and any skills the official can teach him/herself through association with other officials or by self-instruction. No reliable, valid testing is done at any time.
2. The evaluation of Michigan basketball officials is done by the athletic directors and coaches using a classification procedure. The system is biased, unreliable, and lacks validity.
3. Selection of Michigan basketball officials is based largely on telephone solicitation of games by officials. Athletic directors and coaches supported the procedure as efficient.
4. The Michigan High School Athletic Association is viewed as not fulfilling it's role as leader in the administration of athletic programs in the state.

Based on the findings of the study, it was recommended that the Michigan High School Athletic Association review its policies, procedures, and role as they pertain to basketball officials. Specifically, the institution of a comprehensive education/training program, with a valid testing program; and, the development of a reliable and valid evaluation system were recommended.

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ACKNOWLEDGMENTS

The completion of a doctorate is a long and difficult task. It requires much time, dedication and perseverance. The rewards and enjoyment I experienced were a reflection of the encouragement I received from my committee members: Dr. Louis Romano, Dr. Richard McLeod, Dr. Dan Kruger and my chairman Dr. John Suehr. I thank them very much.

In particular, Dr. John Suehr has helped me to grow professionally and personally. He forced me to define my values and strive for the excellence required of a professional educator. His positive attitude and guidance made a difficult process enjoyable.

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CHAPTER I

THE PROBLEM

Introduction

High school athletics, basketball in particular, has always been an important aspect of every school and community in Michigan. In 1985, basketball ranked #1 in terms of sports offered by high schools, and #2 in number of participants (National Federation, 1985). Of 713 schools in Michigan, 701 offered boys' basketball in 1985 (MHSAA, 1986). Nationally, three out of four parents encourage their students to participate in basketball (Miller Lite, 1984).

In its purest form, athletics is an extension of the classroom, where young people have the opportunity to expand their knowledge of life through competitive experiences. Young people learn much from their participation in interscholastic athletics. Lessons in sportsmanship, teamwork, competition and how to win and lose gracefully are an integral part of every team in the athletic program. Athletic competition adds to school spirit and helps all students - spectators as well as participants - develop pride in their school (National Federation, 1985). Signs proclaiming "Home of State Champions" welcome visitors to many communities. Often the activities of an entire town revolve around the basketball schedule. In many instances a

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community's identity hinges upon the success of the school's basketball team.

In addition to the obvious educational value inherent in athletics, there are many collateral benefits as well. Research has consistently shown that student-athletes achieve higher grades, on the average than non-participating students (Interscholastic Athletic Administrator, 1984). For some, basketball is a ticket to college which might not otherwise be available. For others, basketball may well prove to be a "one day of glory," providing that life-long story of a game-winning shot. Athletics is a real-life competency test, with many common goals for the participants and spectators alike, so long as education is the goal, (Blecke, 1986).

There are certainly negative aspects to athletics too. We tend to single out a select few and spend disproportionate amounts of money on those students. Basketball demands time of a student; and, an argument could be made that the time involved might be better spent on academics. Also, there is considerable concern for the pressure to "win." Coaches are beginning to speak out and are calling for a reevaluation of our athletic priorities (Miller Lite, 1984). However, those arguments can be made in another study.

Recently, there has been considerable emphasis on stating instructional objectives in terms of learner behavior as one means for insuring a planned, purposeful and

relevant program (Mayer, 1962). Sport management, specifically basketball officiating, is the focus of this study; and, although it is becoming very complex in terms of purpose and relevancy, its study has been unsupported by empirical data (Parkhouse and Ulrich, 1979).

There is very little that has been revealed by past studies in this area. What has been indicated is questionable on methodological grounds, and is inconsistent and isolated in instance. This state of research still appears to rely heavily on the personal convictions of the investigators in the field. Little evidence is available to support these convictions (Rushall, 1966).

We need to determine what improvements in basketball officiating are required and to state those needs in concrete behavioral terms. The best reason for attempting to improve officiating in Michigan is because it might contribute to the overall goal of athletics which is to improve the educational experience of the athletes. "The only reliable method of needs determination is social scientific research and analysis through statistical methods" (Rebore, 1982).

High School athletics involve several key people who influence the process of student-athlete growth to insure that contests are in fact a positive learning experience. Of primary interest to this study is the competency of game administrators, specifically, the game officials. If one assumes that athletic contests are extensions of the academic process, one might also assume that an effort is

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being made to recruit, select, train and evaluate knowledgeable people to officiate these contests.

This study attempts to carefully analyze the procedures used to select, educate and evaluate basketball officials. An examination will be made to determine if there is a process of recruitment, selection, and development, and to what degree evaluation procedures are utilized in determining the competencies of contest officials. In addition, this study will examine the role of the Michigan High School Athletic Association and its impact on the status of basketball officials.

Purpose of the Study

This study was designed to investigate the attitudes of athletic administrators, basketball coaches and basketball officials relative to the selection, education and evaluation of the officials.

"There is now a greater emphasis on excellence from athletes than ever before. Because of this it is imperative that professional leaders and interested individuals do all that is possible in trying to understand and find ways to help produce highly skilled people who measure up to the needs of these athletes" (Foster, 1971).

By determining the competency of basketball officials as perceived by the three groups, a base line may be established against which future improvements may be judged. The goal is three-fold: (1) to provide information to officials to assist them in improving themselves, (2) to

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provide information to the MHSAA for use in planning state sponsored education/evaluation programs, and (3) to provide information to athletic directors and coaches to assist them in the recruitment and selection of officials.

Definition of Terms

Athletic Director - Person in charge of planning and implementing the school athletic program. Duties include the hiring and supervision of all coaches; the planning and supervision of all interscholastic events; and, the hiring and supervision of game officials.

Coach - Individual charged with the supervision of student-athletes as they train for and engage in interscholastic competition. The coach is responsible for the performance as well as the behavior of the athletes under his/her supervision.

MHSAA - The Michigan High School Athletic Association is an organization of member schools created to coordinate and administer the various athletic programs throughout the state. Membership in the organization is nearly 100 percent of the schools in Michigan. The organization also is responsible for the registration and evaluation of all athletic officials in Michigan (9,710 in 1984-'85).

Official - A term synonymous with referee that refers to an individual who is acting as an independent contractor, offering his/her services to local schools in return for a

set fee. Officials are first registered with the MHSAA on an annual basis and are then allowed to contract their services with schools.

Varsity - A term used to describe the level of competition for athletic teams. With few exceptions, the term varsity refers to teams with members who are at the highest skill level in the school, generally 11th and 12th graders.

Assumptions

This dissertation is based on two assumptions:

1. The survey does determine the attitudes of athletic directors, coaches and officials, relative to the competencies of high school basketball officials.

2. Athletics is a viable, integral part of a modern school curriculum, worthy of study, and falling within the domain of educational research.

Delimitations

1. The data collected were based only on the responses of Michigan athletic directors, coaches and officials; and, were limited to attitudes concerning only basketball officials.

2. The data were affected by the degree of sincerity of the respondents.

3. The survey provided the required data for this study.

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4. The data were collected from athletic personnel and represent their view of the relationship between athletics and the total school curriculum.

5. The data were collected by a mailed questionnaire in the fall of 1985.

Research Questions

This study is an attempt to determine if athletic directors, coaches and officials have the same or similar attitudes regarding the selection, education and evaluation of athletic officials as measured by a survey of each group.

The general research question is: "Do athletic directors, coaches, and basketball officials share similar attitudes relative to the competencies of officials?" Specific research questions include the following:

1. Do the three groups, athletic directors, coaches and officials have a consistent philosophy as to the role and duties of Michigan high school basketball officials?

2. Who do the three groups feel is responsible for the education and training of basketball officials?

3. Are the three groups satisfied with the current Michigan High School Athletic Association procedures for the evaluation of basketball officials?

The hypothesis for each question is: "Do the three groups differ in their responses to the question?" In addition to a general test for overall group differences, of

interest is how a given group answers a given question compared to another group. If one group has significant differences from another group, what exactly are those differences?

Population / Sample

Each high school in Michigan was included in the study. This includes all public as well as private high schools and accounts for a total of 701 athletic directors as well as 701 varsity basketball coaches. The officials consisted of all those who were registered in boys' basketball in 1984-'85 and who were on the "approved list," meaning that they had 16 or more ratings and had the minimal qualifications to work in the state tournaments.

The sample consisted of 77 athletic directors, 77 coaches and 89 officials selected at random from the population outlined above.

Procedures Used

The data collected for the study were analyzed to determine if athletic directors, coaches and officials have similar attitudes concerning the competencies of officials. The first analysis was descriptive, using frequencies and numerical computations and is summarized in tabular form in Chapter IV. Also, the data are illustrated by inferential statistics using chi-squared tests for similarity.

Descriptive analyses of those items resulting in a significant difference in respondents are also included .

All data were compiled, and entered into an IBM personal computer for processing. The frequencies, statistical tests and summarized results were all generated and tabulated by the computer.

Overview of the Study

The study consists of five chapters, a selected bibliography and appendices.

Chapter I includes a rationale for the study, purpose of the study, research questions, assumptions, definition of terms and the organization of the study.

Chapter II contains a review of the literature related to the topic. This includes a search of appropriate ERIC files, review of periodicals, review of personnel abstracts, business management abstracts, and dissertation abstracts.

Chapter III describes and explains the methods and procedures of the study. Included in this chapter are the population, sample, instrumentation, collection, and treatment of the data.

Chapter IV is an analysis of the data from the instrument. This includes the calculation and tabulation of the frequencies of the data as well as the chi-squared test for differences. Also included are descriptive analyses of the data following each chi-square test.

Chapter V presents the summary, findings and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This chapter contains a review of literature and research in six areas related to the present study. Those areas are (1) the athletic directors and coaches; (2) the selection of officials; (3) the education and training of the officials; (4) the evaluation of basketball officials; (5) the role of the MHSAA; and, (6) the associated role conflicts.

The Athletic Directors and Coaches

The Miller Lite studies (1983) documented the fact that athletics is an important part of a school curriculum. The goal of schools should be to offer a quality athletic program which fulfills the educational needs of students. It must be a priority for schools to progress toward achieving the goals they set. If schools do not, they have no business pursuing the goals in the first place (McNeil, 1966).

One of the best ways to improve performance of students is to enhance the skills of those who work with them (Dillon, 1978). Investment in the competence of school employees is a good business practice, especially for an enterprise like education, which depends heavily on people, not machines (VanRyan and Santelli, 1979). Review of these

findings leads to the conclusion that the officials in a basketball contest have at least some effect on the athlete's educational experience.

The amount of upgrading of skills needed for officials depends largely on one's viewpoint regarding the relationship between professional growth activities for officials and the quality of the athletes' educational experience (Saracen, 1971). If officials' skills are to be improved, it would require the cooperation and involvement of four major groups within the state. These groups include (1) high school athletic directors, (2) high school coaches, (3) high school basketball officials, and (4) the Michigan High School Athletic Association. Other groups such as the secondary principals and the superintendents may exert influence through their athletic directors.

ATHLETIC DIRECTORS

While the American public supports athletics, they have serious misgivings about the administration of the programs (Miller Lite, 1983). There seems to be concern regarding the ability and willingness of administrators to take control of the programs they are charged with. The athletic director's job comes down to having the courage to control the operation of the athletic program in a sound educational manner (Bleckie, 1986). "We must step down from our high horses and humbly accept the role as administrators. This task requires an athletic administrator who combines

technical competence with human concerns," (Atterbom, 1976). The implication for officials may be that if the athletic director lacks the technical competence and does not regard officials as an important part of the educational process, then it is unlikely that he/she, the athletic director, will go out of his/her way to hire quality officials. Such a situation may be critical, in light of the findings of Engel & Frederichs (1980); they found the hiring activity was the most crucial task of an administrator. They said, "no single activity of an administrator is as important to the operation of an efficient and effective school as the hiring of quality personnel." The hiring of quality personnel in an athletic program would likely include basketball officials.

In a recent survey (National Association of Secondary School Principals, 1983), only one out of seven athletic directors felt that it was a "primary responsibility" of the athletic director to secure competent officials for all contests. In a supporting study done by the National Interscholastic Athletic Administrators Association (1985), almost 35 percent of the athletic directors responding rated "contest officials" as a less important aspect of the job.

Several studies have questioned the qualifications of the administrators of athletic programs, (Hackett, 1978; Parkhouse & Lapin, 1980; Pope, 1982; and Mullin, 1980). All of these studies have focused on the problem of turning over

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a million dollar business to people who have had little if any preparation for the job. Preparation of athletic directors is "haphazard and poorly articulated" (Zeigler and Spaeth, 1975). Possibly, it is unreasonable to expect an unqualified person to hire qualified personnel. If officiating competency is to be improved, then the people who have a direct effect on that improvement must themselves be knowledgeable concerning current personnel recruitment, selection, development, and evaluation practices.

COACHES

Basketball coaches offer their athletes inspiration and sound judgement as well as teach techniques and skills necessary to compete. They must also be an exemplary model in stressful situations. They must also be knowledgeable, possess necessary skills, demand respect, and inspire excellence in performance (Blecke, 1986). There is a code of ethics for teachers and hence, by default, for coaches as they are teachers, even if not in the strictest sense of the word by being "on-staff" (Pearson, 1982). When coaches attempt to influence officials it's unethical. "The game has become a test of the coach's ability to influence officials and sometimes goes so far as to threaten officials with future contracts" (Pearson, 1982).

No coach has the right to expect an official to serve as a disciplinarian. Controlling the emotions of players is the primary responsibility of a coach, not the official.

The official can only inflict penalties; and, if the situation demands, eject players from the game (Yankoskie, 1985).

The matter of keeping a game under control is the responsibility of both the coach and the officials; thus, placing the coach and official on the same side (Yankoskie, 1985). Many studies which refer to the need for better relations between coaches and officials share a common result, that of the need for coaches to learn the rules. Many coaches do not take the time to learn the rules; also, those who do not know the rules, are reported to be involved in a greater number of disagreements with officials than those coaches who know the rules. Both Engle (1976) and the National Federation of State High School Associations (1985) recommended that coaches officiate at some time in their career. The most often suggested method of doing so was for coaches to officiate intramurals at their own school or at a university.

As is the case with the athletic directors, coaches must know and understand what their responsibilities are in regard to officials.

The Selection of Officials

PERSONALITY

Officials are generally considered to be athletes in their own right. Studies have documented the personality types involved in the decision to become an adult athlete.

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It is possible that some sort of personality factors exists, which motivate individuals to select and participate in athletics. It may be that those individuals who possess the greatest and most fortuitous combination of these factors continue and become successful (Kroll, 1967).

A process of selection based on personality grounds begins to work as the highest levels of athletic achievement are reached. From among the stable, dominant, toughminded, extraverts who are physically gifted there emerge at the top those who are less outgoing and more sensitive (Foster, 1971).

High level competitors share many personality traits. Positive changes in emotional stability, conscience development, tough-mindedness, venturesomeness, and the decrease in apprehension are seen (Ogilvie, 1967).

In a review of literature concerning individuals who are involved in athletics, Cooper (1969) offered the following views of athletes:

1. More outgoing and socially confident.
2. Socially aggressive, dominant and leading.
3. Higher social adjustment as rated by peers.
4. Stronger competitors.
5. Less anxious and more emotionally stable.
6. Less compulsive.
7. Greater tolerance for physical pain.
8. Low feminine - high masculine interests.

A study of adult athletic competitors found that the successful members scored high on emotional stability, high on imagination, low on guilt proneness and high on self-sufficiency (Gilbert, 1974).

As a school begins the process of hiring an official it may wish to consider the research to structure, or modify its hiring practices. Knowledge of the personality types

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involved in officiating may assist the athletic director and coach in selecting the best officials for their contests.

RECRUITMENT

When a school wishes to hire an official it has two alternative sources from which to seek employees: the internal and the external labor markets. Since a school maynot hire an official from its own staff (conflict of interest), it must use the external labor market. The school must seek officials who are both qualified and willing to officiate at their school.

Schools need to recruit officials in those areas where they have the greatest probability of achieving success. Studies indicate that this may be many miles away from the school where the game will be played (Parnes, 1970). The relevent labor market may be a local officials' organization. The school may lose some of its control by utilizing this subcontractor, but if the local association is reputable, it may be well worth the cost. The athletic director may wish to investigate first hand who the members are and may even wish to attend a meeting. Such a practice would not be different from an industrial recruiters visit to a college campus.

The school has a responsibility to indicate the terms of employment in a reasonable manner, who the opponents are, who the opposing coach is, and certainly the fee involved. An argument may even be made for the athletic director

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stating the type of game he wants called (no blood-no foul vs. any contact is a foul). Studies indicate that when an organization attempts to communicate realistic expectations to new recruits the result is greater cooperation and fewer conflicts (Wanous, 1977). There is danger in this philosophy too. If officials do not retain a certain degree of independence, free from the school's control, there may be a risk of the schools hiring "homers," those officials who only call what that school wants to insure future contracts.

When the number of contests is increasing, and the unemployment levels for officials are low, recruiting is very difficult. Schools must compete aggressively for quality officials. Officials, on the other hand are in a sellers' market and may choose among several schools. The concept of recruitment of qualified officials may be irrelevant if the number of officials does not at least equal the number of contests which need officials. There may be an overriding concern for a "warm body in stripes" just to be able to play the game.

A possible alternative to general recruitment from the population may be the use of specialized schools for officials. If officials were required as a part of the certification process to attend classes and/or work games during summer camps, a new pool of potential officials would be created. Several schools in an area might, in cooperation, initiate such a program during the summer months.

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Studies in cooperative education have shown that a high percentage of summer interns return to work for the sponsoring organization (Tyler, 1961).

SELECTION

The process of making an informed hiring decision involves two basic principles: (1) past behavior is the best predictor of future behavior; and, (2) collect as much reliable and valid data as possible and then use it to select the best person (Cherrington, 1982). Past behavior might be measured by past performance during a game at a school; but, this is difficult for new, rookie officials, since they have no prior experience.

The terms reliability and validity are important. Validity refers to the ability of the selection instrument to measure what is intended, whereas reliability refers to the ability to produce the same results time after time.

Reliable and valid data on officials is difficult to determine. Interviews are not done to hire officials. They would consume too much time for the schools and officials alike and would not be cost-effective. Studies have shown that the reliability of ratings from many different sources is quite low (Carlson, Thayer, Mayfield and Paterson, 1971). This would seem to preclude the use of only past ratings from many schools as a determining factor in the hiring process.

The use of tests (written and performance) has proven to be useful in many areas to determine what knowledge an individual has about his/her job. Many organizations have been very successful in validating achievement tests when the tests measure information required for the favorable performance of the job (Lawshe and Balma, 1966). "A criticism of testing is that it involves a statistical prediction in which outstanding performers may be rejected because of low test scores. Because tests are not perfectly reliable and valid, some individuals may be unjustly rejected," (Cherrington, 1982).

Although prediction error is unfortunate, the consequences of not using any predictors should be considered. A random hiring process creates serious consequences for the athletes, coaches, and the sport itself. If the goal is to maximize effective hiring procedures, and minimize the number of erroneous hirings (poor or unqualified officials), then some error must be tolerated.

The Education and Training of Officials

No physical product is involved in the educational process, but results are nevertheless expected. The sport pages are filled with references to officials who did not perform satisfactorily during the games they officiated. Product-improvement costs in industry are comparable to staff-development costs in education, yet there is a great disparity between the two. A successful business may spend

10 percent of its annual gross on product improvement, yet very few school districts earmark as much as one-one hundredth of that amount specifically for staff development, which is solely designed to improve job performance (Dillon, 1978). Is it reasonable to expect schools to spend any money at all on professional development for officials, especially in light of earlier evidence that athletic directors don't see the hiring of officials as an important aspect of their jobs?

There is little literature that refers to the education or training of basketball officials. Education is that knowledge which an official gains through his own reading; watching televised games; or, private study of the rules. Training on the other hand is the improvement of an officials skills through interaction with other officials or qualified experts (Cherrington, 1982). Typically this might include a group viewing of a video taped game with a critical commentary. Other methods might utilize a clinical setting where officials actually work scrimmages in front of other officials and then receive constructive feedback following the workout (Cherrington, 1982). In any event there have been no formal studies into the relationship between levels of education and training for officials and the degree of competence achieved.

Traditional officiating courses, few as they are, simply provide students with rules and basic mechanics

necessary to officiate (Johnson, 1974). Previous officiating experience is not necessary for instructors of officiating classes so long as they stick to the basic rules (Moss, 1979). What is lacking, however, is the psychological aspects of the officiating task and the methods of dealing with the coaches (Moss, 1979). There is no instruction regarding the principle of advantage-disadvantage, a basic, fundamental concept in the rules of basketball. The concept of advantage-disadvantage involves the "intent and purpose" of a rule so that it may be intelligently applied in a play situation.

A player or a team should not be permitted an advantage that is not intended by rule. Neither should play be permitted to develop that may lead to placing a player at a disadvantage not intended by a rule (Steitz, 1985).

Application of the rules requires a knowledge of the "spirit" of the rules which includes the advantage-disadvantage principle. Lack of understanding with respect to the principle of advantage-disadvantage on the part of coaches and officials underlies the majority of conflicts which are created between the two (Atterbom, 1976).

Continuing professional development is "recognized by all professionals as a necessity for keeping abreast of new knowledge and developments in their field" (Johnson, 1980). Considering that there are from five to fifteen rule changes each year, some major in their impact on the game, it is obvious that officials need to keep informed of the current

status of the rules; and, even more importantly, their interpretations. Professional growth activities are considered essential in maintaining one's skills (Barth, 1979). Several studies have indicated that an initial, one-time test, regardless of how it is administered, is not acceptable, as it allows for no professional development and provides no follow-up instruction (Dalton and Thompson, 1971; Hickam, 1970). There would be no guarantee of understanding new rule changes if a one-time test were used.

Another reason for interest in professional development of officials is the recent realization that the test an official takes to initially register, provides only cursory knowledge for the beginning official. The knowledge gained is barely adequate for the beginner let alone an accomplished official (Johnson, 1980).

How should we educate and train officials? To date, there has been no research on how, or even if, we should improve our education techniques for officials. There seems to be little argument though that we will improve the quality of the educational experience for the athletes if we improve the officials who work the games (Dillon, 1978; VanRyan and Santelli, 1979; Saracen, 1971).

Effective professional-development requires strategies for reaching agreement as to the goals and expectations of a development program (Eiken, 1977). The goals of a development program for officials would be to improve the competen-

cies of the officials as measured by some evaluation process. The expectations would include the desire for most, if not all, officials to take part in the program.

The needs of the learner constitute the most important consideration in program planning (Tyler, 1950). This suggests that officials should be involved in the assessment of their own needs and the designing and implementing a training program.

In addition to merely stating their needs, there may be other reasons for including the officials in the process of organizing some sort of professional development program. The introduction of a development program would represent a fundamental change in the existing practice of educating officials. The successful introduction of change into an organization is a function of the feeling of influence the individuals feel they had on the adoption of the innovation (Coch, 1948; Likert, 1961; Miles, 1964). Innovations which are perceived as threats to existing practice rather than mere additions to it are less likely of being accepted (Miles, 1964).

Shared participation in the solution of problems affecting the group offers a meaningful method of motivating change (Maier and Hoffman, 1964). By including officials in the design of a developmental/educational program, the likelihood of success for the program would greatly increase.

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Because officials are individuals and therefore have different needs, training and education are a serious problem for planners of the training programs. The heart of development is the training program; therefore, the steps in the process of planning, implementing, and evaluating such a program are vitally important (Smith, 1980). Smith's 12 steps include:

1. Review staff-development activities.
2. Establish needs.
3. Establish priorities.
4. Identify target group.
5. Plan the content.
6. Select training strategies.
7. Identify fiscal considerations.
8. Select trainers.
9. Select training site.
10. Arrange for time for the participants.
11. Design and implement evaluation strategy.
12. Implement activities.

Smith's 12-point plan for staff-development is self-renewing in that following implementation, a review of the activities is initiated and the process repeats. Unsuccessful projects consistently rely on outside consultants, who make one-time presentations with little or no follow-up (Jenny, 1984). Although such presentations may be effective for transmitting information, there is little likelihood that they will do much to improve effectiveness (Oliver, 1977). This finding may have serious implications for the method in which the MHSAA currently conducts annual rules clinics, a topic to be covered later. The research predicts that a one hour rules summary has little chance of improving any officials performance.

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The Evaluation of Basketball Officials

The purpose of evaluation is to provide information for making important decisions.

The idea that a professional involved in education can perform a meaningful evaluation of his own performance is as absurd as the view that every psychologist is capable of evaluating his work with his own patients (Oliva, 1976).

Could a person controlling a game which involves 10 athletes running at top speed, and covering 4500 square feet of floor space evaluate his own performance? Perhaps some officials can, but would such a method be effective for many?

A frequent finding of behavioral scientists is that nearly everyone regards his own behavior as sensible and justifiable (Likert, 1961). No official is likely to say that he did a poor job of working a game or that the coach's criticisms of him were justified. For each party it is easiest to say that the other did not do a good job.

Most employees recognize that good job performance is compatible with self-interest (Robbins, 1978). If an official does a good job on the court, he is more likely to have an easier time dealing with the coaches and will enhance his chances of being rehired next season. For this reason, an evaluation which could assist an official in his job performance may effect his development too.

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Evaluation has several purposes: (1) to guide us in personnel decisions such as hiring and firing, (2) to help in the determination of a rewards system, and (3) to identify training needs (Cherrington, 1982). As part of his model for evaluating educational processes, Bolton (1974) identified six reasons to evaluate:

1. To change goals.
2. To modify procedures.
3. To determine new implementations.
4. To improve performance.
5. To reward superior performance.
6. To provide for career planning.

In theory, a sound evaluation program would promote improved performance (Robbins, 1978). As performance improves that translates into more extrinsic and intrinsic rewards. From an officials viewpoint, rewarding superior performance might mean more assignments or even assignments to the state tournaments. From a coaching or administrative perspective it would mean having the most qualified officials assigned to your games.

Although not a primary consideration of the high school official, the credibility of a career ladder to collegiate officiating may also be enhanced by a sound high school evaluation procedure. Perhaps, if officials thought that college supervisors were considerate of high school ratings, they might be motivated to improve their performance.

The issue of ratings is at the heart of the evaluation procedure for officials. The questions of not only what type of rating system should be used, but also who should do

the ratings are central to the issue. Currently, evaluations are done on basketball officials by each school the official works for in a given year. The evaluation consists of a strip of paper and provides a place for the official's name and ID number, as well as a number from one to five (one being excellent job, five being a poor job). Either the coach or the athletic director submits one rating per official regardless of the number of times an official may have worked for that school. The ratings are computerized by the MHSAA and a final "grand mean" of all ratings is sent to the official. There is no breakdown of what school sent what rating since individual ratings are not available to the official (MHSAA, 1985). This prevents an official from retaliating against a school for a poor rating.

Other procedures are available and each has its positive and negative aspects. Classification procedures, similar to what is currently used, are possibly the quickest and easiest to use, but they are the most unreliable and biased as well (Cherrington, 1982).

Classification procedures simply categorize individuals into one of several categories. The minimum number of categories is two and the maximum number is unlimited. If two categories were used the labels would be "high" and "low," With five categories, the labels are usually: excellent, good, average, fair and poor.

The major problem with classification procedures is the difficulty in defining each category. Each evaluator may have a different idea of what "good" or "fair" is. Unless carefully developed and closely monitored, classification procedures are of little value (Cherrington, 1982).

The system currently in use can't be closely monitored due to the large number of schools and the even larger number of officials they are asked to rate.

Graphic rating scales are used more frequently in evaluating performance than any other procedure (Bureau of National Affairs, 1975). Graphic rating scales appear in numerous forms and are used to evaluate both performance as well as personality characteristics. Although similar to current methods of evaluation, there is more than one category to rate.

Typical characteristics might include appearance, communications, intelligence, decision making and attitude. With the exception of those characteristics prohibited by law, any characteristics may be used on the evaluation form (Campbell, 1970).

Instead of having an official's performance being reduced to a single digit for the entire game, several categories could be used to give a more detailed evaluation and yield greater differentiation. The Great Lakes Intercollegiate Athletic Conference (GLIAC) currently uses a format (figure 2.1) which incorporates five categories, each equally weighted. The categories are: appearance, mechanics, judgement-consistency, decisiveness and game control (GLIAC, 1985).

G L I A C

Evaluation of Basketball Game Officials

Game: _____ at _____ Date _____

RATING SCALE

10 - Superior	9 - Excellent	8 - Very Good
7 - Good	6 - Above Average	5 - Average
4 - Below Average	3 - Fair	2 - Poor
	1 - Unsatisfactory	

Referee

Umpire

APPEARANCE

Proper and neat uniform - weight
physical condition - speed & movement

MECHANICS

Use of approved signals - sharp & clear
whistle - strong & controlled voice -
floor position - teamwork

JUDGEMENT - CONSISTENCY

Use of hands - post play - screening
block/charge - floor violations

DECISIVENESS

Firm & Clear

GAME CONTROL

Players - coaches - bench personnel
scorers & timers - courteous
reaction under pressure

TOTAL - Maximum 50

Using 10 as difficult and 1 as an easy
game to work, how do you rate this game?

(Observer)

A separate category is included for the degree of difficulty of the contest (1-10). This allows for even further differentiation. Doing a good job in an easy game may then be equated in some way to doing an average job in a difficult game.

One of the best methods of job performance evaluation is the critical incidents method (Flanagan, 1954). The requirements of a job are those behaviors that make a difference between doing the job competently or incompetently. Critical incidents are descriptions by qualified observers of behaviors that are especially effective or ineffective (Flanagan, 1954). Most coaches and administrators could state or write what those requirements are for officials, but they would be diverse and difficult to consolidate. The critical incidents method requires that the rater-observer know and understand the job which he is rating. Another serious drawback to this method is that it cannot be quantified and computed by machine for rapid feedback (Cherrington, 1982). Only a few officials would benefit from this system and that would violate a previously stated expectation of a development program for officials.

Behaviorally anchored rating scales (BARS) are very useful in evaluating personnel. BARS are about the same as graphic rating scales except that BARS are described more accurately than the graphic rating scales. "Each rating, within each category, is described on the rating form

inspiring greater agreement among evaluators. Evaluators observe behavior rather than subjective perceptions," (Cherrington, 1982).

The research indicates that BARS are superior to most rating scales because they are more reliable and less biased (Campbell, Dunnelle, Darvey and Hellervik, 1973). The disadvantages are the time and effort required to develop the scales. The entire officiating task must be analyzed including the interaction with coaches and administrators, two areas which are usually inaccessible to an observer. This method too, requires the observer to not only observe, but to understand the actions of an official under various circumstances.

The evaluator is as critical as the instrument used in the evaluation. Studies have shown that the quality of the ratings improve when (1) the evaluators are trained in rating, (2) they interact with other evaluators, and (3) they know they will have to defend their ratings (Prather, 1974). Previously cited research has indicated that many athletic administrators are marginally qualified for their own jobs, and that coaches rarely know the rules of the game. Can either one of those groups be considered as "trained in evaluation?" Generally, interaction between coaches does not focus on the positive, qualitative evaluation of officials. Athletic directors don't see the hiring of officials as an important part of their job. The

procedure of mailing in slips of paper and having them computed to a grand mean also excludes the possibility of a school having to defend their rating.

Cherrington (1982) found four priority qualifications for evaluators:

1. The evaluator must know the job responsibilities of each person evaluated.
2. The evaluator must have accurate information about each person's performance.
3. The evaluator must have a standard by which to judge the adequacy of each persons performance.
4. The evaluator must be able to communicate the evaluations to the person and explain the basis on which they were judged.

Current evaluators (coaches or athletic directors) probably do not know the job responsibilities of officials. Unlikely also is that evaluators have a uniform, predetermined standard by which to judge officials. Finally, evaluators do not communicate the results of the evaluation to the official because of the structure of the current process and the method of computing the rating.

There is another problem for raters as well as officials to consider. There seems to be a fair amount of evidence to suggest that raters tend to attribute a number of their own characteristics to the persons they rate. Hostile people tend to attribute more hostility to others than nonhostile people. The same relationship is obtained for ratings of friendliness by friendly and nonfriendly raters (Learly, 1957). Perceptual similarity is certainly

related to ratings of subordinates (Pulakos and Wexley, 1982). The similar-to-me effect accounted for 26 percent of the variance in rating groups (Latham, Wexley and Pursell, 1975). Attitudinally dissimilar applicants in a simulated employment interview are perceived as being less competent and are offered lower salaries (Baskett, 1973).

There may be implications of the similar-to-me effect for officials and the evaluation system. Perhaps officials can improve their ratings if they work in schools where the rater is similar in attitudes to the official. This might create somewhat of a conflict if it is assumed that officials work for the purpose of contributing to the educational experience of athletes. Such an assumption may be invalid if the similar-to-me effect becomes common knowledge among officials.

The Michigan High School Athletic Association

The Michigan High School Athletic Association is an organization of member schools. Currently 95+ percent of the schools in Michigan belong to the Association. One of its stated purposes is to "increase the educational value of interscholastic athletic programs throughout the state," (MHSAA, 1985).

The MHSAA registers over 9,000 officials each year. Of this number over 1000 are registered in basketball (MHSAA, 1985). When a person desires to become an official, he/she writes to the MHSAA and for a \$4 fee is sent an open-book

test of the rules. After completing the test and returning it to the MHSAA, the person is "registered." This qualifies him/her to officiate any high school basketball game in the State of Michigan.

The MHSAA requires member schools to "use in the sports concerned, only those athletic officials who are registered with the MHSAA for the current year" (MHSAA, 1985). Schools may determine who is registered by consulting the Officials Bulletin, which is published annually. Schools which use officials who are not registered, risk being formally disciplined by the organization (excluded from tournament play).

At the beginning of each basketball season, the MHSAA conducts a "rules meeting" where the rules changes for the current season are passed out. All officials are required to attend. If they do not, they are not assigned to tournament play. There is no examination given or other testing done at this time. Officials are expected to learn the rules on their own, by doing so at home or with the assistance of some other group, class, or local officials' association.

Prior to tournament play a committee of athletic directors meets and selects those officials who will work the tournament games. In 1985, 711 officials were available to work. The criterion for assigning them to the games is listed in a memo to the committee (MHSAA C-3 40 86, 1986).

1. Avoid assignments to sites involving relatives.
2. Do not assign officials to more than one site.
3. Avoid assigning officials to their own city.
4. Avoid long-distance travel.
5. Check schedule to insure that the official has worked an adequate number of games in the season.

The officials' schedules, rules meeting attendance record, number of ratings, average rating and recommendations from host schools are also available (MHSAA, 1986). These are used to resolve any question as to the level of play the official is used to working at or any conflicts with the sites which are requesting officials.

If there is to be improvement in the competencies of basketball officials, what role must the MHSAA play? The MHSAA is an organization of professional educators who are aware of the rigors of educational planning and implementation. They have as resources the time and personnel necessary to modify the existing procedures in a manner which would be educationally sound.

Role Conflicts

Role conflict is a popular term used by sociologists to describe "problem situations resulting from multiple role obligations" (Grace, 1972). The three groups of primary importance to this study, athletic directors, coaches, and officials, may all experience some degree of role conflict as described by the current research. It may also be important to understand the implications of role conflict for the three groups since role conflict may influence

the performance of members of each of the three groups as they interact with the other groups.

The major types of role conflict have been identified as:

1. Interrole conflict - the noncompatibility of two or more roles simultaneously fulfilled by an individual.
2. Inter-reference group conflict - disagreement in two or more reference groups in their expectations for the role of an individual.
3. Intra-reference group conflict - disagreement within a single reference group in their expectations for the role of an individual.
4. Role-personality conflict - disagreements between the expectations for the role and the needs-disposition of the individual. (Lipham and Hoeh, 1974).

Each member of the three groups experiences varying degrees of each type of role conflict with respect to the other two groups, as well as to "significant others" - school administrators, athletes, and parents. The success that an individual has in managing the conflicts may determine his/her effectiveness.

A large majority of Michigan athletic directors are not full-time; rather, they are part-time along with other teaching/administrative duties. Studies have shown that the interrole conflicts imposed by dual responsibilities

have influenced individuals' effectiveness (Massengale, 1981).

Leadership behavior was significantly different between part-time administrators and full-time administrators. The part-time administrators actively assumed the role and were higher in resolving conflicts between individuals and groups. Conversely, the full-time administrators placed greater emphasis on productive output (Schreiner, 1968).

When the athletic director must wear too many hats, perhaps the time committed to any one activity is diminished, thereby reducing the "productive output," and forcing him/her to utilize what time there is to put out fires.

Coaches, too, wear many hats. They are usually teachers as well as coaches. "However desirable, it may be insufficient for the teacher/coach to give his or her best effort to these dual responsibilities" (Templin, 1981).

Officials may face greater interrole conflict than do athletic directors and coaches. Since officials may not be involved in the educational environment other than to officiate basketball games, they must be capable of handling two totally different roles. Officiating is only a hobby; and, when the interrole conflict is manifest, officiating may receive less attention.

Possibly the most common and most easily recognizable conflict for any of the three groups is that of inter-reference group conflict. There are several groups which each have different expectations of the athletic director's role. The principal and superintendent may expect the athletic

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director "to minimize expenditures and control the behavior of coaches" (Lipham and Hoeh, 1974). Coaches may expect the athletic director to maximize supplies, hire the best officials, and to endorse requests for materials and facilities (Lipham, 1960). Officials may expect the athletic director to hire them without consideration for the coach or athletes. There appear to be many expectations of the role an athletic director assumes.

The pressure to win and to meet other role expectations may contribute significantly to a teaching/coaching role conflict (Templin and Washburn, 1981). Filling this dual responsibility of teaching/coaching usually results in the individual perceiving their primary responsibilities as coaching and winning; and, that winning is the only real responsibility (Edwards, 1973). Pressure from athletic directors, parents and athletes may contribute to less-than-ethical practices on the part of some coaches, in order to keep their jobs (Lackey, 1977). Surveys in 1945, 1958, 1962, and 1975 indicated that coaches are experiencing great pressures to win (Hamilton, 1945; Garrison, 1958; Hafner, 1962; Lackey, 1977). The pressures which were referred to are created by the parents, school and community. One survey indicated that 100 percent of the 141 responding coaches believed that "failure to win" was the leading cause for dismissal of coaches (Hamilton, 1945). In the Nebraska survey, 70 percent of the schools had coaches

leave the profession voluntarily (Lackey, 1977). The average tenure of a coach in Indiana has been seven years (Washburn, 1980). Perhaps this indicates that individuals who enter the coaching profession should expect a short tenure as a consequence of the pressure to win, and the conflict it poses with the expectations of a teacher.

Officials may also experience inter-reference group conflicts. There is no research to support speculation; however, it may be possible to assume that since the athletic directors and coaches experience inter-reference group conflict, then officials do so too. Fans, parents, coaches and athletic directors all expect the official to know the rules; but, do these groups also have other expectations for officials?

Intra-reference group conflict for an athletic director might be the difference in expectations for the role as seen by many coaches on the staff, each coach with a different expectation of the athletic director. It may also be the differences between officials. Some officials seek an athletic director who is nomothetic (stressing goals, regulations, and authority) in relations with them while other officials may seek a more idiographic person (stressing the needs of the official, having minimum rules, and decentralized authority) (Moser, 1957; Muse, 1966).

Coaches often experience intra-reference group conflict. Parents are usually divided concerning the compe-

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tence of a coach. If their son is a player then the coach is doing a good job; if their son is not playing, or if the team is losing, then the coach should be replaced (Templin and Washburn, 1981). Coaches also experience intra-reference group conflict with officials. Some officials may like a coach for his/her conduct on the sidelines whereas other officials may dislike the same coach for similar behavior.

Without current research, one might only speculate in regards to officials and the intra-reference group conflict they experience. Perhaps it is similar to that experienced by coaches, in that some coaches may prefer an official while other coaches may dislike the same official.

Role-personality conflict may also be present for each of the three groups. Athletic directors, coaches and officials may all have different personal ambitions which they seek to fulfill. Athletic directors and coaches may aspire to bigger schools, larger salaries and greater status, power, and prestige (Ritzer, 1977). Officials may aspire to working more games, tournament games, or even to the ranks of collegiate basketball.

There is an implication that role conflict is "bad" - but such is not necessarily the case. It is assumed that when conflict goes down, effectiveness goes up (Lipham, 1960). Perhaps there is a curvilinear relationship that exists and that some degree of conflict is healthy as well

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as stimulating. This phenomenon is sometimes referred to as the "dither effect" (Pelz, 1967).

The dilemma is further compounded by the lack of clear role definitions and confusion by administrators (Chu, 1980; Templin, 1980). Thus, the teacher/coach, official, or athletic director must work at a job which is not clearly defined and is supervised by a confused administrator. The lack of a clear role definition creates uncertainty which "fosters the authoritarianism and inflexibility found in American coaching" (Edwards, 1973). By having knowledge about roles, we might avoid the negative aspects of conflict and enhance the performance of each of the three groups.

We can approach role conflict in one of two ways: (1) we can analyze and study the theory and research that yield useful guidelines for action, or (2) we can continually attempt to work our way out of one conflict after another (Andrews, 1968).

Summary

The literature supports athletics as an educational activity which, under proper control results in a positive activity for students. The competencies of basketball officials are a function of (1) the willingness of athletic directors to take control of their programs and administer them under principles of personnel management, (2) the abilities of the coach to communicate with the officials in terms of rules and their application, (3) the willingness of

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the officials to engage in self-improvement for the sake of the athletes and the coaches, (4) the leadership role taken by the MHSAA as it defines the programs for officials that it will sponsor (educational/evaluative), and (5) the definition given to the roles assumed by the athletic directors, coaches and officials.

In order to improve the competencies of basketball officials, a combined effort of all the groups is necessary. It is unlikely that any one group alone would have a pronounced effect upon the improvements sought.

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CHAPTER III

STUDY DESIGN AND METHODOLOGY

Study Design

The primary purpose of this study is to determine the attitudes of athletic administrators, basketball coaches and basketball officials relative to the competency of high school basketball officials. By determining the competency of basketball officials as perceived by the three groups, a base line may be established against which future improvements may be judged. The ultimate goal of the study is to provide information to all three groups so that eventually the competency of the basketball officials will increase.

The study attempts to determine which, if any, groups are satisfied with the present procedures for selection, education, and evaluation of officials. If the members of a group are satisfied, then it is not likely that they would support any improvements or the initiation of a professional development program as suggested in the previous chapter. On the other hand, if the three groups are not satisfied with current procedures, then it is probable that they would support some modification in the existing procedures for educating and evaluating the officials.

The method used to measure attitudes towards the officiating competencies and overall satisfaction with the officials and their job performance was a cross-sectional

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survey. This allowed investigation of the three groups' attitudes. Since there was no interest in any time frame other than the present, a cross-sectional design was selected. The questions asked were contemporary in nature and did not require a respondent to project into the future. In fact, most respondents undoubtedly based their responses on memories of the most recent season. Also, due to the high annual turnover rate in all three groups, any other design would have been inappropriate.

The questions were divided into four areas: (1) general philosophy, (2) education, (3) evaluation, and (4) game administration. The responses served to determine in what areas the three groups had similar attitudes and in what areas they had dissimilar attitudes concerning procedures for selecting, educating and evaluating officials.

Those questions not directly related to the determination of attitudes concerning selection, education or evaluation were included to determine the sincerity of the respondents and to determine if athletic directors and coaches had enough knowledge themselves to pass judgement on the officials. If, for example, respondents were satisfied with current methods or indicated no knowledge of current procedures then there is doubt regarding their ability to pass judgement on the officials.

The questionnaire was developed with the assistance of coaches and officials. It was field tested using athletic

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directors, coaches and officials, revised, and retested. The questionnaire development was monitored by Dr. Irvin Lehmann and Dr. Steve Raudenbush (Michigan State University), experts in the field of survey construction, whose contributions improved the face validity of the questions.

Hypotheses

The following hypotheses were used to study the attitudes of the three groups relative to the competencies of officials:

1. There will be no differences in attitudes among the three groups as to the importance of officials to a positive learning atmosphere during a contest.
2. There will be no difference in attitudes among the three groups as to the frequency of official contributions to the positive learning atmosphere in a contest.
3. There will be no difference in attitudes among the three groups as to the degree of motivation officials possess for their dedication to young athletes.
4. There will be no difference in attitudes among the three groups concerning the methods used to hire officials.
5. There will be no difference in attitudes among the three groups as to who is responsible for hiring officials.
6. There will be no difference in attitudes among the three groups that all head coaches attend an annual rules meeting.
7. There will be no difference in attitudes among the three groups that all officials attend an annual rules meeting.

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8. There will be no difference in attitudes among the three groups that attendance at one rules meeting per year is sufficient for coaches and officials.
9. There will be no difference in attitudes among the three groups concerning the open-book test for initial registration of officials.
10. There will be no difference in attitudes among the three groups concerning the testing of officials who are renewing their registration.
11. There will be no difference in attitudes among the three groups concerning support for a closed-book test.
12. There will be no difference in attitudes among the three groups as to which group bears the greatest responsibility for educating officials.
13. There will be no difference in attitudes among the three groups as to the effectiveness of local officials' organizations in educating their members.
14. There will be no difference in attitudes among the three groups as to the primary motive for officials to work basketball games.
15. There will be no difference in attitudes among the three groups in their reaction to the adequacy of the MHSAA in educating officials.
16. There will be no difference in attitudes among the three groups in their opinion of releasing test scores as a condition of registration.
17. There will be no difference in attitudes among the three groups as to their understanding of the current evaluation procedures for officials.
18. There will be no difference in attitudes among the three groups as to who is best qualified to evaluate officials.
19. There will be no difference in attitudes among the three groups as to the type of rating system they each prefer.
20. There will be no difference in attitudes among the three groups concerning using ratings to determine tournament assignments.

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21. There will be no difference in attitudes among the three groups as to how officials should be compensated.
22. There will be no difference in attitudes among the three groups concerning the officials role in summer camps.
23. There will be no difference in attitudes among the three groups concerning officials use of schools' game films.
24. There will be no difference in attitudes among the three groups concerning the source of funding for a revised evaluation system.
25. There will be no difference in attitudes among the three groups concerning their willingness to participate on a committee to revise an evaluation system.
26. There will be no difference in attitudes among the three groups as to their satisfaction with the present system of evaluation.
27. There will be no difference in attitudes among the three groups concerning how well officials apply the rules.
28. There will be no difference in attitudes among the three groups as to their own knowledge of the rules.
29. There will be no difference in attitudes among the three groups as to their reaction to "poor officiating."
30. There will be no difference in attitudes among the three groups as to their reaction to "good officiating."
31. There will be no difference in attitudes among the three groups concerning the ability of officials to handle controversial calls.
32. There will be no difference in attitudes among the three groups as to the frequency of communication with officials.
33. There will be no difference in attitudes among the three groups concerning their own ability to select five officials to work the state finals.
34. There will be no difference in attitudes among the three groups concerning their view of officials.

Description of the Sample

In order to achieve the greatest efficiency in sampling, a stratified random sample was determined to be the best option (Scheaffer, 1979). In this study, the stratifying variable was location within the State of Michigan as determined by the preselected regions used by the MHSAA for purposes of state tournaments. These regions were natural stratifying variables for three main reasons:

1. They were convenient to use since they were originally created with equal numbers in mind.
2. It has been determined that there are differences within the state concerning what various schools expect from, and how they evaluate officials.
3. The cost of sampling in each region is nearly equal making convenience important.

Figure 3.1 on the following page illustrates the approximate regional areas of the state as well as the number of schools and officials in those regions. The number of schools in a region is an accurate reflection of the number of coaches and athletic directors since there is one athletic director and one varsity coach for each high school in the state. The number of officials in each region has been determined based on registration data; and, this number is also correlated with the number of schools.

Table 3.1 is a tabulation of the numbers in each stratum as well as the sampling fraction. An equal standard deviation was used in each stratum because there was no

MHSAA REGIONS

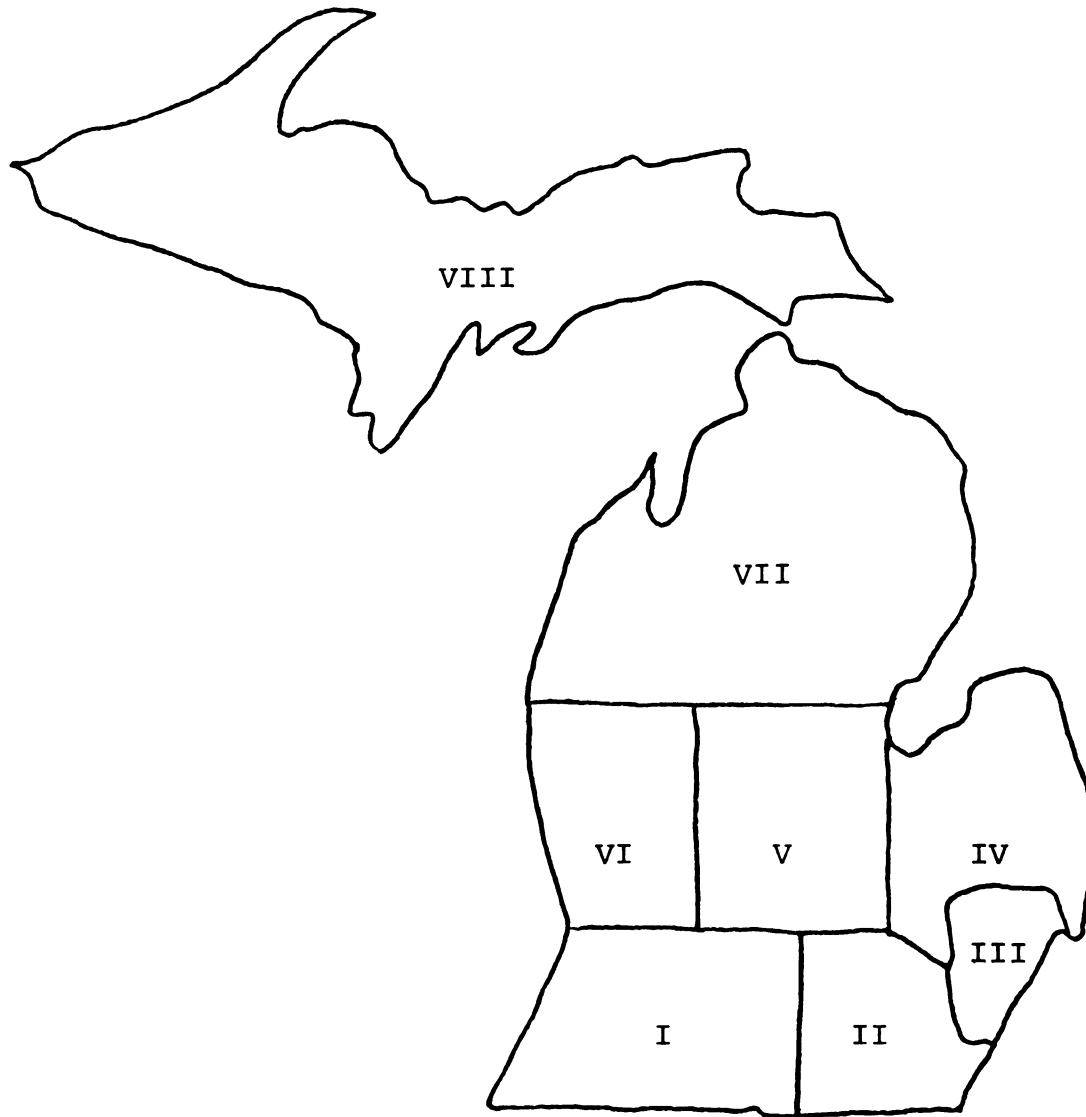


Figure 3.1

Region	I	II	III	IV	V	VI	VII	VIII
Schools	72	63	166	91	91	88	74	55
Coaches	72	63	166	91	91	88	74	55
Officials	86	83	173	164	83	127	77	57

POPULATION DATA

Region	I	II	III	IV	V	VI	VII	VIII
Athletic Director	N _i 72	63	166	91	91	88	74	55
N = 700	w _i .10	.09	.24	.13	.13	.13	.11	.08
n = 77	n _i 9	7	18	10	10	10	8	6
Coaches	N _i 72	63	166	91	91	88	74	55
N = 700	w _i .10	.09	.24	.13	.13	.13	.11	.08
n = 77	n _i 9	7	18	10	10	10	8	6
Officials	N _i 86	83	173	164	83	127	77	57
N = 850	w _i .10	.10	.20	.19	.10	.15	.09	.07
n = 89	n _i 9	9	18	17	9	13	8	6

$$N = \text{Total population size}$$

$$N_i = \text{Stratum size}$$

$$w_i = \text{Sample fraction}$$

$$n_i = \text{Sample size}$$

$$n = \text{Total number in sample}$$

$$w_i = \frac{N_i}{\sum N_i}$$

$$n = \frac{\sum (N_i^2 \cdot \sigma^2) / w_i}{N^2 (B^2/4) + \sum N_i \sigma^2}$$

$$n_i = n \cdot w_i$$

prior information regarding how respondents might answer. In an initial study the respondents throughout the state would answer in similar fashion. Therefore, the standard deviation represents dispersions in scores of those individuals surveyed. Because there are different schools of thought within the state regarding officials, the variance of the responses was expected to be equal. The cost of conducting the survey in each stratum was equal since a one-time mailing has equivalent cost. For these reasons the sampling fraction depended only on the stratum population and the overall population. Factors of cost and variance over different strata were eliminated.

The sample number used was computed based upon a standard deviation of 1.25 (one-fourth of a five point range) and a bound of .25 (20% of one standard deviation) Scheaffer (1979) noted that the bound represents the maximum value of the error and a bound of .25 is considered small in this case.

There is a population of 700 athletic directors, 700 coaches and 850 officials. There are more officials registered for basketball in Michigan, but it was decided to limit the sample to those officials who had at least 16 ratings and therefore were eligible to work in the state tournaments. It further insured that the responses from officials were based upon knowledge of officiating and past experience and reduced the possibility of getting responses

from rookie officials who were unfamiliar with the current Michigan system.

The sample size was 77 for athletic directors, 77 for coaches, and 89 for officials. The precision generated was greater than needed but there were considerations of cost versus resources. Since the informational resources of the MHSAA were available, the number in the sample did not really increase costs appreciably; and therefore, the increased precision was a benefit to the study.

Data Collection

The questionnaire was sent to those officials, coaches and athletic directors selected in the sample. They were sent the questionnaire in a large envelope addressed in letter-quality. Inside, along with the questionnaire, was included a stamped envelope for returning the survey. Following an initial period of 14 days the response rate was in excess of 60 percent and increasing. Dr. Irvin Lehmann (Michigan State University), a noted expert in the field of sampling research, advised that the mailing of a planned follow up questionnaire be delayed pending a brief determination of differences between the nonrespondents and those surveys already in. A check by telephone on a 20 percent sample of the nonrespondents indicated that there was no tangible difference between the nonrespondents and those surveys already returned. Dr. Lehmann advised that the follow up survey be cancelled. This proved to be sound

advice as the final response rate reached 77 percent for the athletic directors, 71 percent for the coaches, and 57 percent for the officials. The response rate was exceptional for the random sampling technique.

The successful response rate may be attributed in part to the fact that the surveys were sent to the athletic directors and coaches at their schools. This may have provided them with time to complete the survey and return it. The officials' surveys were sent to their homes, making a return of the materials time consuming. In addition, the lower return rate for officials may be attributed to the greater turnover rate for officials than for coaches and athletic directors. Officials who are not tied to schools frequently move and may not have received the survey in the first place.

Data Analysis

This study employed the chi-square technique for determining differences among variables. The chi-square technique tests the significance of the differences between variables by comparing the difference between the actual counts in individual cells and the count which would be expected purely by chance. Kirk (1978) pointed out that the use of the chi-square test is for comparisons of independent samples which may be of unequal size and have no pairing of observations.

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The disadvantage of using this test was that it was an omnibus test, revealing differences but not where the differences were. If the null hypothesis for any question was rejected, then a descriptive analysis of the response options was done.

Summary

The attitudes of athletic directors, basketball coaches and basketball officials relative to officiating competencies were determined using a mailed questionnaire. The sample was selected based upon a stratified random sampling technique with the stratifying variables being geographic regions within the state. Questions which determined attitudes concerning education, evaluation, game administration and general game philosophy of officials were asked to all three groups. The results were analyzed using the chi-square test for differences. Those questions yielding significant differences were then analyzed in descriptive terms.

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CHAPTER IV
ANALYSIS OF THE DATA

Introduction

The purpose of this study was to determine the attitudes of high school athletic directors, high school basketball coaches, and high school basketball officials concerning competencies of the basketball officials. The three groups were surveyed; and, the individuals responded to a series of questions related to the hiring, education, and evaluation of high school basketball officials.

In this chapter each of the questions asked will be restated, along with a restatement of the hypothesis to be tested. Comparisons of the responses will be made using a chi-square test for differences with the results being presented in tabular form.

Each of the cells in the chi-square table contain two pieces of data: (1) the number of respondents who chose that answer on the survey, and (2) the proportion of respondents who chose that answer. The marginal data is also included so that a more in depth analysis is possible.

Following each question, hypothesis, and chi-square table is a descriptive statement about the statistical testing and what it means.

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Question A

What is your age group?

1. Under 25 years
2. 26-30 years
3. 31-35 years
4. 36-40 years
5. Over 40 years

TABLE 2 -- AGE

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	0 .00	0 .00	0 .00	0 .00
2	6 .09	9 .16	2 .03	17 .10
3	8 .13	15 .27	9 .17	32 .19
4	14 .23	8 .14	17 .33	39 .23
5	33 .54	24 .42	24 .46	81 .47
	61 1.00	56 1.00	52 1.00	169 1.00

$$\chi^2 = 11.776; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the ages of the respondents. The respondents tend to be in their mid-to late thirties and older. This fact suggests that they are experienced and their answers are credible relative to the current procedures in Michigan. Further investigation into the level of experience of each group might confirm this fact.

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Question B

How many years experience do you have?

1. Less than 5 years
2. 6 - 10 years
3. 11 - 15 years
4. 16 - 20 years
5. More than 20 years

TABLE 3 -- EXPERIENCE

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	4 .07	14 .25	1 .24	19 .11
2	11 .18	14 .25	13 .24	38 .22
3	15 .25	11 .19	12 .22	38 .22
4	9 .15	9 .16	14 .26	32 .19
5	21 .35	9 .16	14 .26	44 .26
	60 1.00	57 1.00	54 1.00	171 1.00

$$\chi^2 = 21.971; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to the level of experience of each. The athletic directors tended to be older, the coaches younger and the officials were evenly spread across all age groups.

The work of Lackey (1977) and Washburn (1980) pointed out the short tenure of coaches, and cited the reason for it as the inability of coaches to cope with the various role

conflicts. They concluded that coaches who are entering the coaching profession should expect a relatively short tenure.

Question C

Which statement best describes your status?

1. A certified teacher
2. A school administrator
3. Certified teacher, but coaching in another school
4. A non-certified employee of the school district
5. Not employed in education

TABLE 4 -- STATUS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	10 .20	41 .73	8 .15	59 .37
2	37 .75	6 .11	4 .07	47 .30
3	1 .02	2 .04	0 .00	3 .02
4	1 .02	0 .00	3 .06	4 .03
5	0 .00	7 .13	39 .72	46 .29
	49 1.00	56 1.00	54 1.00	159 1.00

$$\chi^2 = 140.97; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to the status of each. The athletic directors are school administrators, the coaches are generally teachers and the officials are usually not in education.

The data confirms that coaches are also teachers and, therefore, may experience the dual role conflicts described

by Templin (1981). Because officials are not professional educators, they may also experience role conflict with both the athletic directors and coaches.

QUESTION 1

How essential are officials to a positive learning atmosphere for players, during a game?

1. Very important
2. Somewhat important
3. Neither important nor unimportant
4. Unimportant
5. Very unimportant

H₀: There will be no difference in attitudes among the three groups as to the importance of officials to a positive learning atmosphere during a game.

TABLE 5 -- NEED FOR OFFICIALS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	45 .76	33 .60	31 .60	109 .66
2	11 .19	20 .37	21 .40	52 .31
3	3 .05	2 .03	0 .00	5 .03
4	0 .00	0 .00	0 .00	0 .00
5	0 .00	0 .00	0 .00	0 .00
	59 1.00	55 1.00	52 1.00	166 1.00

$$\chi^2 = 8.887; \text{ df} = 8; .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups as to the importance of officials to a positive learning atmosphere. All three groups responded that

officials were at least "somewhat important" and two-thirds responded that officials were "very important."

This agrees with the findings of Dillon (1978) and VanRyan and Santelli (1979) that individuals working with students represent a significant element in the learning environment.

Question 2

How often do you feel that officials contribute to a positive learning atmosphere while involved in a game?

1. Always
2. Frequently
3. Sometimes
4. Almost never
5. Never

H₀: There will be no difference in attitudes among the three groups as to the frequency of official contributions to the learning atmosphere during a contest.

TABLE 6 -- FREQUENCY OF OFFICIAL CONTRIBUTIONS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	5 .08	5 .08	10 .19	20 .12
2	29 .48	22 .40	24 .46	75 .45
3	25 .42	20 .36	16 .31	61 .37
4	1 .02	8 .15	2 .04	11 .07
5	0 .00	0 .00	0 .00	0 .00
	60 1.00	55 1.00	52 1.00	167 1.00

$$\chi^2 = 12.79; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups as to the contribution of officials to a positive learning atmosphere. Officials at least "sometimes" contributed positively, and almost half the respondents said that officials "frequently" contributed.

Several personality factors possessed by adult athletes were identified by Kroll (1967), Foster (1971), and Cooper (1969). If officials are considered athletes, then the positive changes in emotional stability, conscience development, tough-mindedness, and a decrease in apprehension (Ogilvie, 1967) might be the traits which schools wish to impart to their athletes.

Question 3

To what degree do you feel that officials are motivated in their jobs by their dedication to young athletes.

1. Very dedicated
2. Dedicated
3. Concerned
4. Unconcerned
5. Dedication is non-existent

H₀: There will be no difference in attitudes among the three groups as to the degree of motivation officials possess for dedication to athletes.

TABLE 7 -- DEDICATION OF OFFICIALS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	3 .05	2 .04	12 .24	17 .10
2	19 .32	8 .14	23 .45	50 .30
3	30 .50	35 .63	13 .25	78 .47
4	8 .13	7 .13	3 .06	18 .11
5	0 .00	4 .07	0 .00	4 .02
	60 1.00	56 1.00	51 1.00	167 1.00

$$\chi^2 = 39.09; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to the degree of motivation officials possess for their dedication to athletes. Officials feel they are "dedicated" and the athletic directors and coaches feel the officials are only "concerned." Very few of any group thought the officials were "very dedicated."

Question 4

Some officials phone or write to a school to secure game contracts. How do you view this practice?

1. Unacceptable in any form
2. Unacceptable, but necessary
3. No opinion, don't deal with hiring officials
4. Acceptable because schools can still refuse
5. Perfectly acceptable. It saves time and money.

H_0 : There will be no difference in attitudes among the three groups concerning the methods used to hire officials.

TABLE 8 -- SOLICITING GAMES

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	4 .07	13 .24	9 .17	26 .15
2	2 .03	8 .15	18 .35	28 .17
3	1 .02	13 .24	1 .02	15 .09
4	39 .64	17 .31	14 .27	70 .42
5	15 .25	4 .07	10 .19	29 .17
	61 1.00	55 1.00	52 1.00	168 1.00

$$\chi^2 = 58.88; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups concerning the methods used to hire officials. The athletic directors believe that the practice of calling for games is acceptable; but, coaches and officials indicate that the practice is not acceptable. The officials believe that although the practice is unacceptable, it is necessary under the current situation.

The responses by the athletic directors appear to indicate an interrole conflict as described by Lipham and Hoeh (1974). The athletic directors may be wearing "too many hats" and accept the solicitation of games as a time-saving measure.

The responses by the athletic directors also indicate that, perhaps, they do not view the hiring of officials as

a top priority of their jobs. The National Interscholastic Athletic Administrators Association (1985) and the Secondary Schools Principals Association (1983) found that a significant number of athletic directors do not view the hiring of officials as "important."

Question 5

Who do you feel is primarily responsible for providing (hiring) officials?

1. The athletic director
2. The coach
3. The athletic director with help from the coach
4. The conference or league secretary
5. The local officials' organization

H₀: There will be no difference in attitudes among the three groups as to who is responsible for hiring officials.

TABLE 9 -- RESPONSIBILITY FOR HIRING OFFICIALS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	31 .53	17 .31	18 .35	66 .40
2	0 .00	0 .00	1 .02	1 .01
3	19 .33	27 .49	22 .43	68 .41
4	5 .09	9 .16	9 .18	23 .14
5	3 .05	2 .04	1 .02	6 .04
	58 1.00	55 1.00	51 1.00	164 1.00

$$\chi^2 = 10.76; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups as to who is responsible for hiring officials. All three groups believe that the athletic director has the greatest responsibility; but, coaches and officials indicate that the coaches ought to have input to the process.

The hiring process may be the single most important activity of the athletic director (Engle and Frederichs, 1980). This data seems to indicate that athletic directors, coaches and officials agree.

Question 6

Do you agree with the MHSAA requirement that all head coaches attend an annual rules meeting?

1. Strongly agree
2. Agree
3. No opinion
4. Disagree
5. Strongly disagree

H_0 : There will be no difference in attitudes among the three groups that all head coaches attend an annual rules meeting.

TABLE 10 -- HEAD COACHES ATTENDANCE AT RULES MEETING

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	47 .78	36 .65	49 .94	132 .79
2	11 .18	10 .18	3 .06	24 .14
3	1 .02	1 .02	0 .00	2 .01
4	0 .00	5 .09	0 .00	5 .03
5	1 .02	3 .05	0 .00	4 .02
	60 1.00	55 1.00	52 1.00	167 1.00

$$\chi^2 = 21.31; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups that all head coaches attend an annual rules meeting. Although there appears to be very strong support for the idea of coaches attending, there is enough disagreement on the part of the coaches themselves to be statistically significant.

The responses indicate that the three groups feel that coaches' attendance at the meetings is important. This agrees with the findings of Dillon (1978), Johnson (1980), and Barth (1979) as they indicated the need for continual professional development for anyone involved in the educational process.

The disagreement found between some coaches may be due to an interrole conflict (Lipham and Hoeh, 1974). They may not see their role as requiring great rule knowledge, but rather rule knowledge as the role of officials.

QUESTION 7

Do you agree with the MHSAA requirement that all officials attend an annual rules meeting?

1. Strongly agree
2. Agree
3. No opinion
4. Disagree
5. Strongly disagree

H₀: There will be no difference in attitudes among the three groups that all officials attend an annual rules meeting.

TABLE 11 -- OFFICIALS ATTENDANCE AT RULES MEETING

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	54 .93	49 .89	50 .96	153 .93
2	3 .05	3 .05	2 .04	8 .05
3	1 .02	1 .02	0 .00	2 .01
4	0 .00	2 .04	0 .00	2 .01
5	0 .00	0 .00	0 .00	0 .00
	58 1.00	55 1.00	52 1.00	165 1.00

$$\chi^2 = 5.23; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups that all officials attend an annual rules meeting. There is very strong support across all three groups for the current attendance requirement.

This data also agrees with the findings of Johnson (1980) and Barth (1979), citing the need for professional development for officials. The rules meetings will at least transmit information to officials (Oliver, 1977).

Question 8

Do you agree that attendance at one rules meeting is enough?

1. Enough for coaches and officials
2. Enough for coaches, but officials should attend more
3. Both coaches and officials should attend more
4. Enough for officials, but coaches should attend more
5. Eliminate the meeting requirement altogether

H₀: There will be no difference in attitudes among the three groups tht attendance at one rules meeting per year is sufficient for both coaches and officials.

TABLE 12 -- MEETING ATTENDANCE FOR COACHES AND OFFICIALS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	34 .59	21 .38	22 .42	77 .47
2	16 .28	22 .40	8 .15	46 .27
3	8 .14	8 .15	20 .38	36 .22
4	0 .00	1 .02	2 .04	3 .02
5	0 .00	3 .05	0 .00	3 .02
	58 1.00	55 1.00	52 1.00	165 1.00

$$\chi^2 = 26.53; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups that attendance at one rules meeting per year is sufficient for both coaches and officials. Athletic directors are satisfied; coaches prefer to have officials attend more rules meetings; and, officials who are not satisfied believe that both coaches and officials should attend more rules meetings.

Coaches, like officials, need continual professional development. The research by Engle (1976) implies that if coaches did know the rules better, then perhaps it would reduce conflicts with officials.

QUESTION 9

Currently, a written, open-book test is required of all officials who register for the first time. How do you feel about this procedure?

1. The test should be eliminated
2. The test should be closed-book
3. The test should be administered, open-book, again during the season
4. The test should be administered, closed-book, again during the season
5. The present situation is fine

H_0 : There will be no difference in attitudes among the three groups concerning the open-book test for initial registration of officials.

TABLE 13 -- ATTITUDE TO OPEN-BOOK TEST

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	2 .03	2 .04	0 .00	4 .02
2	21 .35	22 .40	10 .20	53 .32
3	6 .10	5 .09	13 .25	24 .14
4	12 .20	6 .11	7 .14	25 .15
5	19 .32	20 .36	21 .41	60 .36
	60 1.00	55 1.00	51 1.00	166 1.00

$$\chi^2 = 14.08; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups concerning the open-book test for initial registration. The groups are either satisfied with the present, open-book format or they favor changing to a closed-book format. There is little support for inseason testing.

The use of tests to determine job related knowledge was described by Lawshe and Balma (1966) and was found to be appropriate for determining future job performance by Cherrington (1982).

Question 10

What is your opinion regarding the testing of officials who are renewing their registration.

1. No testing is necessary
2. Test with the open-book format
3. Test with the closed-book format
4. Test, closed-book, and publish the results
5. No opinion

H₀: There will be no difference in attitudes among the three groups concerning the testing of officials who are renewing their registration.

TABLE 14 -- TESTING RENEWING OFFICIALS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	8 .13	10 .19	9 .18	27 .16
2	19 .32	14 .26	24 .47	57 .35
3	22 .37	19 .35	11 .22	52 .32
4	8 .13	8 .15	5 .10	21 .13
5	3 .05	3 .06	2 .04	8 .05
	60 1.00	54 1.00	51 1.00	165 1.00

$$\chi^2 = 7.19; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups concerning the testing of officials who are renewing their registration. The groups are split between the use of the open-book format and the closed-book format. This finding is similar to the findings for new officials.

Question 11

If finances permitted, would you support a closed-book test for officials semi-annually, prior to and during the season.

1. Strongly support
2. Support
3. No opinion
4. Prefer no change in present procedures
5. Strongly prefer no change in present procedure

H_0 : There will be no difference in attitudes among the three groups concerning support for a closed-book test.

TABLE 15 -- SUPPORT FOR A CLOSED-BOOK TEST

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	15 .25	11 .20	12 .23	38 .23
2	28 .47	24 .43	15 .29	67 .40
3	4 .07	11 .20	2 .04	17 .10
4	10 .17	9 .16	18 .35	37 .22
5	2 .03	1 .02	5 .10	8 .05
	59 1.00	56 1.00	52 1.00	167 1.00

$$\chi^2 = 19.74; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups concerning support for a closed-book test. Athletic directors and coaches generally support the use of a closed-book test; however, officials are satisfied with the present, open-book test.

Question 12

What group or organization has the greatest responsibility for educating officials?

1. Michigan High School Athletic Association
2. Local officials' organization
3. Schools (conferences, leagues)
4. Officials themselves
5. Private groups (clinics, university classes)

H₀: There will be no difference in attitudes among the three groups as to who has the greatest responsibility for educating officials.

TABLE 16 -- RESPONSIBILITY FOR OFFICIALS' EDUCATION

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	39	33	16	88
	.70	.60	.31	.54
2	6	11	16	33
	.11	.20	.31	.20
3	1	1	0	2
	.02	.02	.00	.01
4	9	9	19	37
	.16	.16	.37	.23
5	1	1	1	3
	.02	.02	.02	.02
	56	55	52	163
	1.00	1.00	1.00	1.00

$$\chi^2 = 20.85; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to who has the greatest responsibility for educating officials. Athletic directors and coaches believe that the MHSAA has the greatest responsibility. Officials are divided. Some officials believe that the MHSAA is responsible but others believe that the officials themselves are responsible, through an association or completely by themselves.

The views of the athletic directors and coaches may be explained by interrole conflict, the idea that athletic directors and coaches are already wearing too many hats. Educating officials should not be another. Interference group conflict may also be a factor. The coaches and athletic directors may view educating officials as not their role, but rather the role of the MHSAA.

The research indicates that perhaps clinics and group sessions with other officials may be of some benefit (Moss, 1979). Education can take place in the presence of recognized expert -other officials (Cherrington, 1982).

Question 13

How effective do you feel that local officials' organizations are in educating their members as to the rules of the game?

1. Very effective
2. Only somewhat effective
3. Not effective
4. Don't know
5. Ineffective and counterproductive, teaching the incorrect interpretations of some rules

H₀: There will be no difference in attitudes among the three groups as to the effectiveness of local officials' organizations in educating their members.

TABLE 17 -- EFFECTIVENESS OF OFFICIALS' ORGANIZATIONS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	8 .13	6 .11	14 .27	28 .17
2	37 .62	25 .45	28 .54	90 .54
3	8 .13	15 .27	5 .10	28 .17
4	6 .10	9 .16	5 .10	20 .12
5	1 .02	0 .00	0 .00	1 .01
	60 1.00	55 1.00	52 1.00	167 1.00

$$\chi^2 = 14.88; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups as to the effectiveness of local officials' organizations in educating their members. The three groups believe that the organizations are "somewhat effective" in educating members. The groups do not believe the organizations are counterproductive; and, suggest that officials' organizations could play an important role in the education process. This conclusion reflects Cherrington's finding that association with an expert (other officials) is beneficial (1982).

Question 14

What do you think is the primary motive for officials to improve themselves?

1. Work better games
2. Work tournaments
3. Earn more money
4. Self-gratification
5. Do a better job for athletes and coaches

H₀: There will be no difference in attitudes among the three groups as to the primary motive for officials to work games.

TABLE 18 -- OFFICIALS' MOTIVE FOR IMPROVEMENT

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	17 .30	11 .20	14 .27	42 .26
2	9 .16	10 .18	6 .12	25 .15
3	9 .16	17 .30	0 .00	26 .16
4	12 .21	7 .13	28 .55	47 .29
5	9 .16	11 .20	3 .06	23 .14
	56 1.00	56 1.00	51 1.00	163 1.00

$$\chi^2 = 39.51; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to the motive of officials to work games. The athletic directors and coaches responded across all categories. Officials believe they improve themselves for reasons of self-gratification. Doing a better job for coaches and athletes was the least important reason for improvement.

Considering the possibility of a role-personality conflict (Lipham and Hoeh, 1974), who but officials themselves, know what their own needs dispositions are? Each official may officiate for different reasons and receive different levels of satisfaction from it.

Question 15

How would you react to the statement, "The MHSAA is doing an adequate job in educating officials."

1. Strongly agree
2. Agree
3. No opinion
4. Disagree
5. Strongly disagree

H₀: There will be no difference in attitudes among the three groups in their reaction to the adequacy of the MHSAA in educating officials.

TABLE 19 -- THE MHSAA AND OFFICIALS' EDUCATION

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	3 .05	2 .04	3 .06	8 .05
2	12 .20	20 .36	21 .40	53 .32
3	9 .15	7 .13	4 .08	20 .12
4	27 .45	22 .39	16 .31	65 .39
5	9 .15	5 .09	8 .15	22 .13
	60 1.00	56 1.00	52 1.00	168 1.00

$$\chi^2 = 8.27; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups in their reaction to the adequacy of the MHSAA in educating officials. Athletic directors tended to be less satisfied and officials more satisfied with the MHSAA. None of the groups indicated strong feelings.

Question 16

Would you favor the release of written test scores as a condition of registration for officials.

1. Strongly favor
2. Favor
3. No opinion
4. Against
5. Strongly against

H₀: There will be no difference in attitudes among the three groups in their opinion of releasing test scores as a condition of registration.

TABLE 20 -- PUBLICATION OF TEST SCORES

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	7 .12	10 .18	7 .13	24 .14
2	17 .29	13 .23	8 .15	38 .23
3	12 .20	14 .25	9 .17	35 .21
4	18 .31	15 .27	18 .35	51 .31
5	5 .08	4 .07	10 .19	19 .11
	59 1.00	56 1.00	52 1.00	167 1.00

$$\chi^2 = 8.42; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups in their opinion of releasing test scores as a condition of registration. There is no clear evidence of a preference to release test scores. There are equal numbers in favor of, and against the release of the scores.

Releasing the scores might induce the "dither effect" (Pelz, 1967) and increase conflict for the officials. Interference group conflict if athletic directors used the scores in the selection process and intragroup conflict if officials scrutinized each others scores (Lipham and Hoeh, 1974).

Question 17

Do you know how the MHSAA currently evaluates officials?

1. I understand and agree with the method
2. I understand, but disagree with the method
3. I would like some other method than we now have
4. No method of evaluation works
5. I do not understand the current method

H₀: There will be no difference in attitudes among the three groups as to their understanding of the current evaluation procedures for officials.

TABLE 21 -- KNOWLEDGE OF MHSAA EVALUATION PROCEDURES

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	18 .30	12 .22	5 .10	35 .21
2	13 .21	18 .33	18 .35	49 .29
3	27 .44	18 .33	19 .37	64 .38
4	0 .00	0 .00	2 .04	2 .01
5	3 .05	7 .13	7 .14	17 .10
	61 1.00	55 1.00	51 1.00	167 1.00

$$\chi^2 = 15.56; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to their understanding of the current evaluation procedures for officials. Although the differences are statistically significant, the three groups indicated that they either disagree with the current method of evaluation or would like some other method. Since few selected the "no evaluation" option, it appears that all three groups would like some new form of evaluation procedure.

Question 18

Who do you think is best qualified to evaluate officials?

1. Athletic directors
2. Coaches
3. Other officials
4. MHSAA personnel
5. Some combination of the above

H₀: There will be no difference in attitudes among the three groups as to who is best qualified to evaluate officials.

TABLE 22 -- WHO SHOULD EVALUATE

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	4 .07	0 .00	2 .04	6 .04
2	9 .15	14 .25	1 .02	24 .14
3	3 .05	7 .13	16 .31	26 .15
4	1 .02	3 .05	0 .00	4 .02
5	44 .72	32 .57	32 .63	108 .64
	61 1.00	56 1.00	51 1.00	168 1.00

$$\chi^2 = 31.00; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to who is best qualified to evaluate officials. The three groups seem to prefer a combination of athletic directors, coaches, officials, and MHSAA staff. Officials seem to prefer, to some extent, the use of other officials to do the evaluating. None of the groups had much confidence in the MHSAA or athletic directors as sole evaluators.

Ratings from several sources would have questionable reliability (Carlson, Thayer, Mayfield, and Paterson, 1971). If there were to be a combination of evaluators as indicated by the responses, then the goal of reliable ratings might be compromised.

The data indicates poor confidence in evaluations by athletic directors and the MHSAA personnel; yet, those are the groups who currently determine and select which officials will work the tournaments (MHSAA 1986).

Question 19

What type of rating system would you favor?

1. Single digit, one rating per year per school
2. Single digit, but rate as often as an official has that school during the season
3. A written comments form without numbers
4. A numerical scale with several categories
5. No evaluation should be done

H₀: There will be no difference in attitudes among the three groups as to the type of rating system they each prefer.

TABLE 23 -- TYPE OF RATING SYSTEM

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	11 .20	11 .20	7 .15	29 .18
2	12 .22	12 .23	13 .25	37 .23
3	11 .20	13 .23	12 .25	36 .23
4	20 .37	18 .32	16 .33	54 .34
5	0 .00	2 .04	0 .00	2 .01
	54 1.00	56 1.00	48 1.00	158 1.00

$$\chi^2 = 5.04; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups as to the type of rating system each prefers. The three groups seem to prefer a numerical rating system that involves more than one category. There is also some support for rating officials more than once per year. The lack of responses to "no evaluation" indicates that all three groups believe that some type of evaluation system is needed.

The respondents agree with the research findings. Evaluation is necessary to promote improved job performance (Robbins, 1978). The single digit, classification procedures which lack reliability (Cherrington, 1982) and were rejected by the respondents. The three groups tended to prefer the numerical scale with several categories. Their

preference of the graphic rating scale would improve reliability and validity while at the same time offer speed of computation (Cherrington, 1982).

Question 20

How do you react to the statement, "Ratings should determine tournament assignments."

1. Strongly agree
2. Agree
3. No opinion
4. Disagree
5. Strongly disagree

H₀: There will be no difference in attitudes among the three groups concerning the use of ratings to determine tournament assignments.

TABLE 24 -- RATINGS AND TOURNAMENT ASSIGNMENTS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	12 .20	18 .32	5 .10	35 .21
2	30 .51	24 .43	19 .37	73 .44
3	5 .08	3 .05	4 .08	12 .07
4	10 .17	8 .14	21 .41	39 .23
5	2 .03	3 .05	2 .04	7 .04
	59 1.00	56 1.00	51 1.00	166 1.00

$$\chi^2 = 18.10; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups concerning the use of ratings to determine tournament assignments. Athletic directors, coaches, and some offi-

cials support the use of ratings to determine tournament assignments. Nearly one-third of the coaches "strongly" supported the use of ratings. However the majority of officials rejected the use of ratings in this manner.

Some of the uses for an evaluation system are: to provide information for selection of personnel, and the determination of a rewards system (Cherrington, 1982). Therefore, using ratings for selection purposes would be acceptable if not desireable.

Coaches indicated a strong preference for the use of ratings. Perhaps this is due to the inter-reference group conflicts posed by the pressure to "win" (Templin and Washburn, 1981). In order to win, they may believe that they need the best officials possible (Lackey, 1977).

Question 21

How do you think officials should be compensated?

1. By each school setting its own pay scale
2. By a pay scale based on test scores and ratings
3. By a scale set by the local officials' organization
4. By a state-wide scale set by the MHSAA
5. By a percentage of the gate receipts

H₀: There will be no difference in attitudes among the three groups as to how officials should be compensated.

TABLE 25 -- METHOD OF COMPENSATING OFFICIALS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	30 .53	14 .24	12 .24	56 .34
2	2 .04	6 .10	0 .00	8 .05
3	3 .05	5 .08	11 .22	19 .11
4	22 .39	34 .58	26 .51	82 .49
5	0 .00	0 .00	2 .04	2 .01
	57 1.00	59 1.00	51 1.00	167 1.00

$$\chi^2 = 29.32; \text{ df} = 8; .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to how officials should be compensated. Athletic directors want to set their own scale or, at least, have the MHSAA set the scale. The coaches and officials prefer to have the MHSAA set the scale.

Research supports the use of evaluations as a legitimate factor in the determination of rewards (Cherrington, 1982 and Bolton, 1974).

Question 22

How do you react to the statement, "Officials should be an integral part of summer camps for the purpose of interaction with coaches and athletes." This assumes no payment for the officials.

1. Strongly agree
2. Agree
3. No Opinion
4. Disagree
5. Strongly disagree

H₀: There will be no difference in attitudes among the three groups concerning the officials in summer camps.

TABLE 26 -- OFFICIALS AND SUMMER CAMPS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	5 .08	11 .20	1 .02	17 .10
2	19 .31	16 .29	9 .18	44 .26
3	8 .13	12 .22	6 .12	26 .16
4	22 .36	14 .25	25 .49	61 .37
5	7 .11	2 .04	10 .20	19 .11
	61 1.00	55 1.00	51 1.00	167 1.00

$$\chi^2 = 23.04; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups concerning the officials in summer camps. Coaches and athletic directors are divided; officials disagree with the idea of being involved with summer camps.

The officials disagreement may represent a role-personality conflict. Their self-perceived role as officials may also require them to be paid (Ritzer, 1977).

Question 23

Should officials be able to use a school's game films for self-evaluation?

1. Yes, but coaches should be present to comment
2. Yes, but it should be private for the officials
3. No opinion
4. Not a good idea, but if officials desire, ok
5. Officials should not use school films

H₀: There will be no difference in attitudes among the three groups concerning officials use of schools' game films.

TABLE 27 -- OFFICIALS' USE OF GAME FILMS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	11 .18	22 .40	5 .10	38 .23
2	39 .65	26 .47	38 .73	103 .62
3	3 .05	3 .05	0 .00	6 .04
4	4 .07	2 .04	5 .10	11 .07
5	3 .05	2 .04	4 .08	9 .05
	60 1.00	55 1.00	52 1.00	167 1.00

$$\chi^2 = 19.73; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups concerning officials use of schools' game films. All three groups support the use of game films by officials. The

difference between groups is found when coaches are present to make comments. Officials do not want coaches present.

The literature supports these findings. When officials use the films to study or to educate themselves, they realize greater improvement if critiqued by a recognized expert (Cherrington, 1982); and, coaches would not qualify as experts since they do not know the rules themselves (Engle, 1976).

(Engle, 1976).

Question 24

If the system of evaluation were changed, some form of additional cost might be incurred. How would you suggest the additional cost of a revised ratings system be funded?

1. Schools increase their membership dues to the MHSAA
2. Officials registration fees would increase
3. A combination of the above two methods
4. The MHSAA would absorb the cost within its budget
5. I don't want to change the present system

H₀: There will be no difference in attitudes among the three groups concerning the source of funding for a revised ratings system.

TABLE 28 -- COST OF REVISED RATING SYSTEM

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	6 .11	4 .07	7 .14	17 .11
2	7 .13	10 .19	4 .08	21 .13
3	15 .27	21 .39	23 .45	59 .37
4	24 .43	16 .30	13 .25	53 .33
5	4 .07	3 .06	4 .08	11 .07
	56 1.00	54 1.00	51 1.00	161 1.00

$$\chi^2 = 8.78; \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups concerning the source of funding for a revised rating system. All three groups support spreading out the costs with a slight preference for the MHSAA absorbing the costs in its budget. From what source does the MHSAA generate its funds? Usually it is from membership dues and officials' registration fees.

Question 25

Would you be willing to serve on a committee to evaluate and possibly revise the evaluation system for officials?

1. Absolutely
2. Probably
3. Maybe
4. Probably not
5. Definately not

H₀: There will be no difference in attitudes among the three groups concerning their willingness to participate on a committee to revise the system.

TABLE 29 -- COMMITTEE TO REVISE EVALUATIONS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	23 .38	17 .31	27 .52	67 .40
2	19 .32	17 .31	11 .21	47 .28
3	9 .15	17 .31	8 .15	34 .20
4	7 .12	3 .05	3 .06	13 .08
5	2 .03	1 .02	3 .06	6 .04
	60 1.00	55 1.00	52 1.00	167 1.00

$$\chi^2 = 11.81 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups concerning their willingness to participate on a committee to revise the evaluation system. All three groups indicated they would "probably" serve on a committee. Over one-half the officials responded that they "absolutely" would serve. This may mean that they all consider evalu-

ation important enough to devote their own time to a modification of the system. Very few respondents were not willing to serve on a committee.

Question 26

Are you satisfied with the current procedures for evaluation of officials?

1. Very satisfied
2. Satisfied
3. No opinion
4. Dissatisfied
5. Very dissatisfied

H_0 : There will be no difference in attitudes among the three groups as to their satisfaction with the present system of evaluation.

TABLE 30 -- SATISFACTION WITH CURRENT EVALUATIONS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	1 .02	0 .00	1 .02	2 .01
2	20 .34	16 .29	11 .21	47 .28
3	6 .10	3 .05	3 .06	12 .07
4	24 .41	29 .53	28 .54	81 .49
5	8 .13	7 .13	9 .17	24 .14
	59 1.00	55 1.00	52 1.00	166 1.00

$$\chi^2 = 5.39 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups concerning their satisfaction with the present system of evaluation. Two-thirds of all respondents

indicated they are either "dissatisfied" or "very dissatisfied" with the present system.

Question 27

How well do officials apply the rules?

1. Very well
2. Usually ok, the few mistakes seldom have an effect on the outcome of the game
3. Some officials know the rules, but many others don't
4. Officials as a whole don't know the rules
5. Officials may know the rules, but prefer to call a game based on their own interpretation of a rule

H₀: There will be no difference in attitudes among the three groups concerning how well officials apply the rules.

TABLE 31 -- OFFICIALS' APPLICATION OF THE RULES

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	5 .08	2 .04	9 .17	16 .09
2	31 .51	23 .42	28 .53	82 .49
3	16 .26	18 .33	12 .23	46 .27
4	0 .00	0 .00	0 .00	0 .00
5	9 .15	12 .22	4 .08	25 .15
	61 1.00	55 1.00	53 1.00	169 1.00

$$\chi^2 = 10.78 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups concerning how well officials apply the rules. All three groups believe that officials know most of the rules

and are willing to accept the few circumstances when they don't.

Question 28

How well do you know the current rules?

1. Very well, I am/could be a knowledgeable official
2. Better than most of my colleagues
3. About the same as most of my colleagues
4. Just well enough to get by
5. Hardly at all

H₀: There will be no difference in attitudes among the three groups as to their knowledge of the rules.

TABLE 32 -- KNOWLEDGE OF CURRENT RULES

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	12 .20	19 .35	21 .50	52 .33
2	21 .34	14 .25	7 .17	42 .27
3	26 .43	21 .38	14 .33	61 .39
4	1 .02	1 .02	0 .00	2 .01
5	1 .02	0 .00	0 .00	1 .01
	61 1.00	55 1.00	42 1.00	158 1.00

$$\chi^2 = 12.89 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups as to how well they know the rules. All say they know the rules at least as well as their colleagues. Over one-third of the coaches indicate they know the rules as

well as officials. Only one-half of the officials consider themselves as "knowledgeable."

There may be some indication of role conflict within these responses. It appears that no group wants to admit to less knowledge than his/her colleagues. Possibly an intra-reference group role conflict exists (Lipham and Hoeh, 1974).

The coaches' response that they know the rules is contrary to the research (Engle, 1976).

QUESTION 29

What is your reaction to "poor officiating?"

1. I usually discuss it with the official after the game
2. I voice my opinion immediately, even during the game
3. I don't say anything
4. I delegate a third party to discuss it with the official
5. I usually just discuss it with some of my colleagues

H₀: There will be no difference in attitudes among the three groups as to their reaction to "poor officiating."

TABLE 33 -- REACTION TO "POOR OFFICIATING"

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	28 .48	18 .33	24 .50	70 .43
2	8 .14	27 .49	2 .04	37 .23
3	10 .17	7 .13	9 .19	26 .16
4	3 .05	2 .04	0 .00	5 .03
5	9 .16	1 .02	13 .27	23 .14
	58 1.00	55 1.00	48 1.00	161 1.00

$$\chi^2 = 42.61 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to their reaction to "poor officiating." Athletic directors and officials generally choose to discuss it after the game; and, coaches prefer to voice their opinions immediately.

These results may indicate that athletic directors and officials have duties that preclude them from immediate discussions; and, that coaches are experiencing an inter-reference group role conflict as a result of the "win" pressures (Templin and Washburn, 1981). The conflict may even be role-personality based if the coach has imposed the "win" mindset on him/herself (Lipham and Hoeh, 1974).

Question 30

What is your reaction to "good officiating?"

1. I compliment the official after the game
2. I compliment the official during the game
3. I don't say anything
4. I use a third party to compliment the official
5. I pass the good word with my colleagues

H₀: There will be no difference in attitudes among the three groups as to their reaction to "good officiating."

TABLE 34 -- REACTION TO "GOOD OFFICIATING"

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	46 .81	43 .81	37 .76	126 .79
2	7 .12	8 .15	8 .16	23 .14
3	3 .05	0 .00	2 .04	5 .03
4	1 .02	0 .00	0 .00	1 .01
5	0 .00	2 .04	2 .04	4 .03
	57 1.00	53 1.00	49 1.00	159 1.00

$$\chi^2 = 7.09 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups as to their reaction to "good officiating." All three groups prefer to compliment the official following the game. Unlike the reaction to "poor officiating," there is no desire to use a third party to express the reaction to a job well done.

Question 31

How do you feel officials handle controversial calls?

1. They communicate well with both benches
2. They may answer if they are close to the bench
3. Officials generally avoid contact with the benches in these situations
4. Officials listen with one ear and what the coach says goes out the other
5. Officials are defensive and condescending to coaches

H₀: There will be no difference in attitudes among the three groups concerning the ability of officials to handle controversial calls.

TABLE 35 -- CONTROVERSIAL CALLS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	15 .25	6 .11	14 .30	35 .22
2	17 .29	8 .15	12 .26	37 .23
3	21 .36	23 .43	15 .32	59 .37
4	3 .05	3 .06	3 .06	9 .06
5	3 .05	13 .25	3 .06	19 .12
	59 1.00	53 1.00	47 1.00	159 1.00

$$\chi^2 = 18.34 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups concerning the ability of officials to handle controversial calls. All three groups generally believed that officials either communicated with the benches or avoided the benches.

The data suggests that officials may experience a role-personality conflict during periods of controversy.

If the official believes that he/she can experience a positive interaction with the coaches then they may be likely to communicate with the benches. On the other hand, if the official believes that the discussion would be negative, he/she may be likely to avoid the benches (Lipham and Hoeh, 1974). Coaches who are under pressure to win, may interpret this behavior as condescending and defensive.

Question 32

How often do you communicate with officials regarding the applications of rules and game control?

1. Very often, frequently outside the season
2. Often, but only during the season
3. Often, but only at games, during the season
4. Only when necessary
5. Rarely, if at all

H₀: There will be no difference in attitudes among the three groups as to the frequency of communications with officials.

TABLE 36 -- COMMUNICATIONS WITH OFFICIALS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	12 .20	15 .27	17 .35	44 .27
2	4 .07	11 .20	22 .45	37 .23
3	10 .17	14 .25	4 .08	28 .17
4	24 .40	9 .16	3 .06	36 .22
5	10 .17	6 .11	3 .06	19 .12
	60 1.00	55 1.00	49 1.00	164 1.00

$$\chi^2 = 42.34 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is significant difference among the three groups as to the frequency of communication with officials. A majority of athletic directors communicate with officials "only when necessary." Coaches communicate more often; and, officials communicate with each other "very often, frequently outside the season."

The results of the National Interscholastic Athletic Administrators Association Survey (1985) are reflected in these data. Athletic directors may not have contact with officials; because they, the athletic directors, do not see officials as a priority of their jobs - even though the hiring of officials should be the primary activity of the athletic director (Engel and Frederichs, 1980).

Question 33

If asked to name five officials to work the state finals, knowing that your name would be on the recommendation, could you name five?

1. Very easily
2. Easily
3. Maybe, if I thought for a long time
4. I doubt it
5. Definitely not

H₀: There will be no difference in attitudes among the three groups concerning their ability to name five officials to work the state finals.

TABLE 37 -- NAMING OFFICIALS TO THE STATE FINALS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	27 .45	19 .34	23 .47	69 .42
2	21 .35	19 .34	10 .20	50 .30
3	11 .18	9 .16	11 .22	31 .19
4	1 .02	7 .13	2 .04	10 .06
5	0 .00	2 .04	3 .06	5 .03
	60 1.00	56 1.00	49 1.00	165 1.00

$$\chi^2 = 13.60 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups as to their ability to name five officials to work the state finals. All three groups indicated that it would be at least "easy" to name five. Perhaps five is too small a number and doesn't yield a great enough differentiation.

Question 34

Which statement best reflects your view of officials?

1. Good people, doing a tough job for demanding coaches
2. People pursuing a hobby which affects the careers of coaches and the lives of athletes
3. People who work one night a week, lacking the drive for excellence that coaches, players and fans expect
4. Officials are basically politicians, eager to please the people who control their destinies
5. Officials are unfulfilled athletes who didn't make it as a player or coach

H₀: There will be no difference in attitudes among the three groups as to their overall view of officials.

TABLE 38 -- VIEW OF OFFICIALS

<u>Response</u>	<u>Athletic Directors</u>	<u>Coaches</u>	<u>Officials</u>	
1	46 .81	36 .68	41 .82	123 .77
2	9 .16	12 .23	9 .18	30 .19
3	2 .04	3 .06	0 .00	5 .03
4	0 .00	2 .04	0 .00	2 .01
5	0 .00	0 .00	0 .00	0 .00
	57 1.00	53 1.00	50 1.00	160 1.00

$$\chi^2 = 8.26 \quad df = 8; \quad .95\chi^2_8 = 15.51$$

There is no significant difference among the three groups as to their overall view of officials. Nearly 96 percent of the sample agreed that officials were "good people, doing a tough job for demanding coaches."

Summary

The results of the study have been presented along with the statistical analysis. Based on the results of this study, there appears to be several areas of agreement as well as areas of disagreement among the athletic directors, coaches, and officials.

The areas of agreement among the groups are:

1. Officials are essential to an athletic program as they contribute positively to the learning atmosphere.
2. Athletic directors are the people most responsible for the hiring of basketball officials.
3. Officials should be required to attend more than the one mandatory rules meeting annually.
4. Local officials' associations are only somewhat effective in the education of their members.
5. There is dissatisfaction by all groups with the Michigan High School Athletic Associations procedures for education of officials.
6. Over 75 percent of all respondents were dissatisfied with the Michigan High School Athletic Association procedures for evaluating officials.
7. Evaluation instruments should be numerical, but have several categories with explanations for each category.
8. Increased costs for modified evaluation programs could be spread out over the school membership dues and increased official registration fees.
9. All groups indicated willingness to serve on a committee to modify the current education and evaluation procedures.
10. Officials generally know the rules of the game. Problems which arise out of a lack of rule knowledge seldom determine who wins or loses.

11. All groups claim to know the rules as well as their colleagues.
12. Everyone found it easy to name five officials who could work the state finals.
13. Everyone agreed that officials are good people who find themselves often working for demanding coaches.

The areas of disagreement among the groups are:

1. Athletic directors and coaches believe that officials are not dedicated to the athletes where officials believe that they are.
2. Athletic directors see nothing wrong with officials phoning to solicit games and coaches and officials believe that the practice is wrong.
3. Officials believe that coaches too, should attend more rule related meetings. The coaches and athletic directors do not feel as strongly about this as the officials.
4. Athletic directors and coaches support the idea of using a closed-book test for officials; but, the officials prefer the continued use of the open-book format.
5. Although all groups are in favor of a revised evaluation system, they differ in the format it should take. Officials prefer officials to rate each other; and, athletic directors and coaches prefer a combination of evaluators.
6. Athletic directors and coaches would prefer to use ratings to determine tournament assignments, but officials disagree.
7. Athletic directors prefer to control their own programs in terms of salaries and summer camps whereas coaches and officials would prefer greater control by the state association.
8. Officials wish to avoid contact with coaches, be it during the contest, or in the form of comments connected with a film session. Coaches would like to have a forum to make their comments.

9. Athletic directors and coaches avoid contact with officials, making contact "only when necessary." Officials interact and communicate with each other frequently during the season and often outside the season as well.

CHAPTER V
SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS,
AND IMPLICATIONS FOR FURTHER RESEARCH

Summary

High school basketball provides athletes with an extension of the classroom and the opportunity to experience real-life tests of their athletic and social potential. The purpose of this study was to investigate the attitudes of high school athletic directors, varsity basketball coaches, and high school basketball officials relative to the competencies of basketball officials. This information, along with current research findings could then be used to assess the current policies and procedures used to hire, educate, and evaluate high school basketball officials. Any information which might lead to the improved competency of officials, would increase the likelihood of a more meaningful, and positive athletic experience for the student-athletes (Dillon, 1978; Saracen, 1971).

The population consisted of all the high school athletic directors, varsity boys' basketball coaches, and high school basketball officials in Michigan. The sample which was surveyed consisted of a stratified random sample of the total population. Overall, 77 athletic directors, 77 coaches, and 89 officials were surveyed. They responded to questions regarding their attitudes concerning the hiring

practices used to secure officials for games, methods of educating officials, and evaluation procedures for officials.

The responses to the questions were analyzed to determine if differences existed among the three groups in their attitudes towards hiring, education and evaluation of officials. The statistical method employed was the chi-square test for significant difference. Following each test, descriptive analyses and literature references were included.

If educators have established athletic programs to increase the positive learning experiences a student may engage in, then there must be a commitment on the part of these same educators to guarantee the hiring of dedicated and qualified personnel to work with the athletes (McNeil, 1966). Such a commitment would involve the active, coordinated participation of those people directly involved with recruiting, selecting, educating and evaluating game officials.

Athletic directors, coaches, officials, and the Michigan High School Athletic Association all need a unified purpose and direction to assist them in the establishment of policies and procedures to meet the needs of the athletes. The athletes should have the best possible officials to work their games. Athletic directors, coaches, the MHSAA, and officials themselves must hire, educate and evaluate

officials. Schools that sponsor basketball have an obligation to provide the best officials available which, in turn, help to provide the best environment for an athlete to participate in (McNeil, 1966).

The study attempts to examine the following sub-questions:

1. Are athletic directors, coaches and the MHSAA concerned about how officials are hired, educated and evaluated?
2. Is there any concern for utilizing accepted practices of personnel management in the securing of officials for games?
3. Are modern methods of staff development being used to educate and/or train existing officials?
4. Are reliable and valid methods of evaluation being used to improve officials' on-court competencies?

As previously indicated in Chapter II, the Review of Literature, the quality of athletic competition is related to the competence of the officials (Dillon, 1978). However, hiring competent officials was found to be a low priority of athletic directors (National Association of Secondary School Principals, 1976; National Interscholastic Athletic Administrators Association, 1985).

The technical competence of athletic directors was questioned (Atterbom, 1976). In addition, several studies questioned the professional qualifications of athletic directors (Hacket, 1978; Parkhouse and Lapin, 1980; Pope, 1982; Mullin, 1980; Zeigler and Spaeth, 1975). All studies raised concerns for having an unqualified person administering a program with major learning implications for young people. Athletic directors may not possess the knowledge or experience necessary to make sound educational decisions based upon accepted practices of personnel management (Miller Lite, 1983; Blecke, 1986; Atterbom, 1976; Pope, 1982; Parkhouse and Lapin, 1980; Zeigler and Spaeth, 1975).

Similar studies were presented which addressed the role of coaches relative to officials. Coaches often did not know the rules as well as they thought; and, coaches should even consider officiating themselves (Engle, 1976; National Federation, 1985). Often conflict between officials and coaches arose out of a lack of understanding of a rule on the coaches part (Pearson, 1982). Officials, too, are not always knowledgeable. If coaches spend the time to become more knowledgeable concerning the rules, then a source of conflict might be substantially reduced.

The process of securing quality officials might be enhanced through the use of local associations (Parnes, 1970). Although schools might lose some of their control over the hiring process, the results might prove to be worth

the tradeoff. The development of an officials' intern program might also assist in bringing qualified new people into the officiating ranks (Tyler, 1961).

Educating officials could fall into the realm of staff-development. Traditional classes offer instruction on the rules, but often lack instruction on the psychological aspects of the officiating task (Johnson, 1974; Moss, 1979). Current methods of educating officials usually include the administration of a one-time test. The use of tests may be a valid method of determining knowledge (Lawshe and Balma, 1966), but the use of a one-time test offers little help in increasing effective performance (Dalton and Thompson, 1971; Hickam, 1970; Jenny, 1984). The one-time test, or an annual rules meeting sponsored by the MHSAA, offers a medium for information dissemination; but, it is not correlated with increased effectiveness (Oliver, 1977).

The annual rules meeting sponsored by the MHSAA may be an attempt to educate officials; but, it lacks educational foundation in that there is no reliable measurement device used. Repeated testing of officials and reevaluation of training needs would increase the effectiveness of an education program (Bolton, 1974; Lawshe and Balma, 1966). A complete training program would include a review of needs, planning specific content, selection of strategies, financial considerations, selecting the trainers, and implementing the training program (Smith, 1980).

If there is to be improved performance by officials, then there must be some reliable method by which to measure the performance. Performance evaluation procedures were reviewed and the advantages and disadvantages of each cited. The critical incidents method may be the best for performance evaluation (Flanagan, 1954). However, the critical incidents method can't be quantified, and would be difficult to apply to thousands of officials in Michigan (Cherrington, 1982).

In order to make evaluation procedures meaningful, the person doing the evaluation must have four qualifications:

1. The evaluator must know the job.
2. The evaluator must understand an official's performance.
3. There must be a standard by which to make comparisons.
4. The evaluator must be able to communicate with the official to justify the evaluation criterion.

(Cherrington, 1982).

Considering the current procedures for evaluating officials, none of the above four qualifications seem to be possessed by those doing the evaluations.

The MHSAA has established a system for evaluating officials (MHSAA, 1985). When the MHSAA has an opportunity to use that system, as a factor in determining tournament assignments, it appears not to use it (MHSAA C-3 40 86,

1986). The actual criteria used to determine assignments are those related to geography, and the number of games worked during the past season.

Those people doing evaluations may tend to attribute a number of their own characteristics to the officials they rate (Learly, 1957). Perceptual similarity is related to the ratings of subordinates (Pulakos and Wexley, 1982). The similar-to-me effect may have an effect on the ratings officials receive from some schools.

Officials experience role conflicts which may have an effect on the attitudes of the athletic directors, coaches and officials. The conflicts may also effect the officials' performance. Four types of role conflict were identified: (1) interrole, (2) inter-reference group, (3) intra-reference group, and (4) role-personality (Lipham and Hoeh, 1974).

The lack of clear role definitions for athletic directors, coaches, and officials have caused confusion in the administration of athletic programs (Chu, 1980); and, has fostered inflexibility in coaching (Edwards, 1973). Role conflicts require analysis and study to determine guidelines for action (Andrews, 1968).

FINDINGS

The survey data collected and analyzed in Chapter IV result in the following findings:

1. There is no significant difference in age among the three groups. Over 70 percent of the sample was older than 35 years. Only 10 percent was younger than 30 years.
2. There is significant difference in experience among the three groups. The athletic directors have the most experience, 50 percent have more than 15 years. Coaches have less experience, 50 percent have less than 10 years. Officials are evenly distributed in all experience ranges.
3. There is significant difference in the status of the three groups. The athletic directors and coaches are nearly all educators. Only 22 percent of the officials were certified educators.
4. There is no significant difference among the three groups that officials are essential to a positive learning atmosphere. The data indicates that 97 percent of the respondents said officials were at least "somewhat important."
5. There is no significant difference among the three groups as to the frequency of positive contributions by officials. Officials "sometimes" (37 percent) or "frequently" (45 percent) contribute to the learning atmosphere.
6. There is significant difference among the three groups concerning officials' motivation. Officials feel they are "dedicated" (45 percent) while athletic directors and coaches feel that officials are "concerned" (53 and 63 percent respectively).
7. There is significant difference among the three groups concerning the solicitation of games by officials. Phoning for games is viewed as not acceptable by 52 percent of the officials; but, as acceptable by coaches and athletic directors (89 percent).

8. There is no significant difference among the three groups concerning the hiring of officials. Over 80 percent of the sample feels that the athletic director with possibly some help from the coach is responsible for hiring officials.
9. There is significant difference among the three groups concerning head coaches attending rules meetings. Although 79 percent of the sample indicated strong support for a requirement for coaches to attend, there were enough coaches (18 percent) who didn't to make a statistical significance.
10. There is no significant difference among the three groups concerning officials' attendance at rule meetings. Strong support for an attendance requirement for officials was indicated by 93 percent of the respondents.
11. There is significant difference among the three groups that attendance at one rules meeting is enough. Athletic directors are satisfied; coaches are divided, 40 are percent satisfied and 40 percent believe that officials need to attend more. Officials are also divided. Forty-two percent, are satisfied; but 38 percent feel that both coaches and officials ought to attend more.
12. There is no significant difference among the three groups concerning the test for initial registration. Athletic directors were spread across all responses; coaches prefer the test to be closed-book (40 percent); and, officials prefer the current, open-book test.
13. There is no significant difference among the three groups concerning the testing of officials who are renewing registration.. The groups are evenly split between the open- and closed-book test.
14. There is significant difference among the three groups concerning a closed-book test. Athletic directors and coaches support the closed-book test (70 percent each). Officials indicate 52 percent support for a closed-book test, and a 35 percent preference for no change.

15. There is significant difference among the three groups concerning the responsibility to educate officials. Athletic directors (70 percent) and coaches (60 percent) feel that the MHSAA is responsible. Officials feel that the MHSAA (31 percent) and the local officials' organizations (31 percent) are responsible.
16. There is no significant difference among the three groups as to the effectiveness of local officials' organizations. Approximately one-half the respondents feel that the organizations are "somewhat effective."
17. There is significant difference among the three groups as to officials' motives to officiate. The athletic directors and coaches responded evenly across all categories. Officials cited "self-gratification" (55 percent) as the primary motive to officiate.
18. There is no significant difference among the three groups as to the adequacy of the MHSAA in educating officials. Thirty seven percent of the respondents feel that the MHSAA's programs are adequate; 52 percent do not.
19. There is no significant difference among the three groups in their opinion of releasing test scores as a condition of registration. There is no clear preference to release the scores or not to.
20. There is significant difference among the three groups concerning the understanding of current evaluation methods. The preference is to keep some system, but to change from the current one (67 percent).
21. There is significant difference among the three groups concerning the qualifications of evaluators. There is no preference for one group, but rather for a combination of athletic directors, coaches, the MHSAA and officials (64 percent).
22. There is no significant difference among the three groups as to the type of rating system preferred. They preferred a rating system which was numerical with several categories (34 percent).

23. There is significant difference among the three groups concerning the use of ratings to determine tournament assignments. The athletic directors and coaches (75 percent) support using ratings for tournament assignments; officials are split, 47 percent in favor - 45 percent against.
24. There is significant difference among the three groups as to how officials should be compensated. Athletic directors favor setting their own scales (53 percent); coaches and officials prefer a state-wide scale by the MHSAA (51 percent).
25. There is significant difference among the three groups as to the involvement of officials in summer camps. Athletic directors and coaches are divided over all responses. Officials reject the idea by almost 70 percent.
26. There is significant difference among the three groups concerning officials' use of game films. Use is not the issue, all three groups support use. When coaches are present to make comments, officials and athletic directors reject the idea.
27. There is no significant difference among the three groups concerning the source of funding for a revised rating system. The respondents favor sharing the costs between schools and officials (40 percent).
28. There is no significant difference among the three groups concerning their willingness to participate on a committee to revise evaluations. Sixty-eight percent of the respondents indicate they would "probably" serve.
29. There is no significant difference among the three groups as to their satisfaction with the present system of evaluation. Two-thirds of all respondents indicated they are either "dissatisfied" or "very dissatisfied."
30. There is no significant difference among the three groups concerning officials' application of the rules. Fifty-eight percent of the respondents feel that officials know the rules, and the few mistakes that are made have little effect.

31. There is no significant difference among the three groups concerning their own knowledge of the rules. Over 50 percent of each group indicated knowledge better than their colleagues. In addition, 35 percent of the coaches said they knew the rules as well as officials; and only 50 percent of the officials felt they, as officials, were knowledgeable.
32. There is significant difference among the three groups concerning their reaction to "poor officiating." Fifty percent of the athletic directors and officials choose to discuss it after the game; whereas, 50 percent of the coaches prefer to voice their opinion immediately.
33. There is no significant difference among the three groups as they react to "good officiating." All groups compliment the official after the game.
34. There is significant difference among the three groups concerning the ability of officials to handle controversial calls. All the groups believe that officials avoid the benches; but, 25 percent of the coaches believed the officials were also defensive and condescending.
35. There is significant difference among the three groups concerning communication with officials. Over 50 percent of the athletic directors communicate with officials "only when necessary." Coaches and officials communicate "often."
36. There is no significant difference among the three groups concerning their ability to name five officials to work the state finals. Seventy-two percent of the respondents indicated that they could "easily" name five.
37. There is no significant difference among the groups concerning their overall view of officials. Seventy-seven percent said that officials were "good people doing a tough job for demanding coaches."

CONCLUSIONS

Within the limitations of this study, and the statistical analyses employed, the following conclusions are drawn from the survey data collected and reported in Chapter IV. The findings show there are very few professionally accepted practices of selection, development, and evaluation being utilized in the securing of and retaining officials for high school basketball games.

DEMOGRAPHICS

The majority of respondents tend to be in their mid- to late-thirties. The athletic directors tend to be more experienced; the coaches had less experience. The officials have a wide range of experience levels.

The athletic directors and coaches were nearly all school personnel and therefore, professional educators. On the other hand, 72 percent of the officials were external to education.

The demographic data indicates that the athletic directors are generally older, more experienced educators. The teacher/coaches are less experienced, but not necessarily younger, possibly suggesting a role conflict and confirming the existence of short coaching tenure in Michigan. The officials are non-educators who may have considerable experience as officials.

PERSONALITY

All three groups viewed officials as good people doing a tough job for demanding coaches. They also saw quality officials as essential to an environment conducive to positive learning, agreeing with the current research. In contrast, however, over 50 percent of the athletic directors and coaches believe that officials are not dedicated to the athletes; but, are instead, officiating for other reasons. Officials cited "self-gratification" as a reason for officiating and not the reasons cited by the coaches and athletic directors.

The athletic directors and coaches work closely with the athletes on a daily basis. They view the officials' limited contact time with the athletes as being less dedicated. Officials, although sincere in intent, do not invest the hours in athletics that the athletic directors and coaches do; and, therefore are viewed as less dedicated to the athletes.

HIRING OFFICIALS

All three groups indicated that the athletic director was responsible for hiring officials, a point supported in the literature. The athletic directors see nothing wrong with the practice of officials phoning to solicit games since schools still have the right to refuse the official.

Coaches and officials view the practice as wrong, but necessary considering athletic directors encourage the

practice by hiring those who phone for games. Athletic directors view phoning by officials as acceptable, because it saves time and money for the athletic directors.

Hiring officials who solicit games violates the accepted practices of recruitment and selection of personnel. Accepted hiring techniques require the athletic director to actively recruit the best officials available, by utilizing accepted methods of recruitment and selection. This might include the use of tests, evaluation results, summer camps, and information provided by the local officials' organization. This practice would obviously take time and effort. One conclusion may be that athletic directors are placing their own interests ahead of the interests of the athletes. Furthermore, the description presented in the literature as being professionally unqualified to manage the personnel they are charged to supervise may result.

EDUCATION OF OFFICIALS

All three groups believe that attendance at rules meetings is important for officials. Perhaps the respondents believe that attendance at a rules meeting is positively correlated with greater knowledge of the rules; although this rejected by the literature.

Officials believe that coaches need to attend rules meetings as much as they do. The athletic directors and coaches believe that coaches attend enough rules meetings.

The literature suggested that coaches need improved rules knowledge as much, if not more than the officials do. If improving the skills of people who work with athletes improves the educational experience, then improving the coaches' rule knowledge can only be a positive step.

There was significant difference among three groups concerning the format of the written test for officials. The officials viewed the open-book format as acceptable. The coaches and athletic directors supported a closed-book format. Apparently, the athletic directors and coaches don't believe that the open-book results are valid, and that changing to a closed-book format might increase the validity. Using an open-book format does not guarantee that officials will learn the rules, even for a short period of time. Using a closed-book format would increase the likelihood of an official having to study the rules for a short period of time if for no other reason than to increase his/her score on the test.

The only true concern is that officials know the rules. Athletic directors, coaches, and officials indicate that officials know the rules. Testing rules in any form becomes a confirmation of rule knowledge, and is basically an achievement test. A closed-book format might offer better validity, and may be easier to defend on educational grounds.

All three groups indicated that local officials' associations are only somewhat effective in educating their members. Apparently, these associations can not be counted on to educate their own membership without some assistance from the MHSAA, who the respondents identified as the group most responsible for the education of officials.

All three groups were dissatisfied with the procedures employed by the MHSAA to educate officials. They believed that the MHSAA, as an educational leader in the state, is not fulfilling its obligation and stated objectives.

EVALUATION OF OFFICIALS

Over 75 percent of the respondents were dissatisfied with the current system and were willing to serve on committees to modify the procedure. This shows a true concern for the issue of evaluation and a willingness to take action. If the people who are directly involved in, and affected by, evaluation are willing to improve the process, then perhaps all that is required is the initial impetus.

Although all groups were in favor of a revised evaluation system, they disagreed on its format. Officials preferred to be evaluated by other officials. Athletic directors and coaches preferred to do the evaluations themselves or in some combination with others. This difference may point to a lack of mutual trust to evaluate in an unbiased manner. It may also indicate the presence

of a substantial role conflict. Athletic directors' and coaches' evaluations would lack reliability since there is no evidence that either group is qualified to evaluate officials.

The three groups favored a critical incidents format; but, that format would be impractical for the number of officials in Michigan. The three groups also favored a numerical format with several categories; each category being described with behaviors. The format which the groups favored would essentially be a graphic rating scale. A graphic rating scale would reduce rater error and bias.

In addition to using evaluation results for improving the officials' performance, the athletic directors and coaches would use them for determining tournament assignments. However, officials were against that idea. There seems to be general agreement for having some performance appraisal. Even if evaluations were not used for assignment purposes, they could still serve the identified need of giving feedback to officials, and for assisting the athletic directors in the selection process.

There is solid evidence that all three groups want to modify the present system, and to develop one that is reliable and valid. If such a system could be developed and instituted, then an evaluation system for hiring, compensation, planning, and staff-development might be realized. There is evidence in the literature that the

system desired by the three groups is less biased and more effective than the system in current practice.

As evidenced by perceived neglect of staff-development programs and the lack of reliable evaluation, it does appear that the MHSAA is no more intent on exercising acceptable personnel management practices than are local athletic departments.

RECOMMENDATIONS

Considering the findings and conclusions of this study, the following recommendations seem appropriate:

1. Time on future MHSAA meeting agendas should be reserved for the specific discussion of the responsibilities inherent in the hiring of officials. Emphasis should be placed on minimizing the use of officials who solicit games, with explanation of the negative impact soliciting games by officials has on effective hiring.
2. The basketball coaches at all levels of a school's program should be required to attend at least one rules meeting prior to the season and another during the season, where a rules test is administered. It is further suggested that superintendents be notified of those coaches who do not attend.
3. Rule knowledge on the part of the officials can be improved by instituting a program of education conducted at the local level by the local officials' associations using MHSAA generated materials. The continuing

educational process would be periodically monitored by the administration of a closed-book, written test on an annual basis. The scores from the test would be returned to the official for personal use, but also kept by the MHSAA as another piece of data to supplement the other data already available to those selecting officials for tournament assignments.

4. The MHSAA should change the evaluation procedure for officials. Based on the available research and the collected data, the implementation of a graphic rating scale is recommended.
5. A committee representing officials, coaches, athletic directors, including a professional evaluation designer should compose an acceptable form for evaluating officials. The form should list the specific behaviors to evaluate in order to minimize rater error and bias.
6. The evaluation form must be numerical and computer readable to insure rapid tabulation. By utilizing the advances in computer technology, each official will have access to the specific ratings he/she received and the ratings will be up-to-date for more timely use.
7. The MHSAA should increase the membership dues to schools and the registration fees to officials. The amount of increase should be sufficient to cover planning, implementing, and evaluating the modifications proposed within this study.

8. The Michigan High School Athletic Association has been determined to be the leader of high school athletic programs in the State of Michigan. It is suggested that the MHSAA commit time, money and energy to the development of a standing committee for the purpose of ongoing assessment, implementation and reevaluation of policies, practices and procedures related to officials.

IMPLICATIONS FOR FURTHER RESEARCH

The findings of this study suggest further research, as indicated by the following recommended questions:

1. Does the size of the school influence the degree to which accepted management techniques are followed by athletic directors?
2. Does the number of times an officials works for a school in one season influence the evaluation he/she receives from that school?
3. Does the size of the school influence the quality of the evaluation an official may receive?
4. What factors must an individual consider when deciding to officiate high school basketball.
5. Do officials who are also educators receive better evaluations than non-educators?
6. Do officials who are educators get hired disproportionately more than officials who are non-educators.

7. Are the officials in other sports educated or evaluated differently than the officials in basketball?
8. How does Michigan compare to other states in terms of the education and evaluation of basketball officials?
9. The findings of this study may be compared to similar studies of officials in other sports, and the entire population of officials nationwide.

CHAPTER VI

REFLECTIONS AND INSIGHTS

During the course of this study this researcher had the opportunity to observe individual athletic directors, coaches, and officials, and to discuss with them the issues relative to athletics. In addition to the data cited and analyzed in Chapter IV, the opinions, behaviors, and intentions of these individuals provide additional data for further insight into the areas of selection, education, and evaluation of basketball officials.

The purpose of this study was to determine the attitudes of athletic directors, coaches, and officials relative to the selection, education, and evaluation of basketball officials. Prior to the analysis of the data, this researcher expected that the athletic directors and coaches would have similar attitudes and officials would have different attitudes concerning the questions posed. For many questions this was not the case. All three groups held similar beliefs concerning officials and the need to improve our present system of hiring, educating, and evaluating officials.

It was also expected that any problems related to officiating basketball and any dissatisfaction with officiating on the part of coaches and athletic directors would be traceable to the officials. However, this was also not the

case. Athletic directors and coaches did not blame the officials, but rather the MHSAA and its policies; therefore, any dissatisfaction with present officiating was directed at the system under which the officials operate.

Following careful evaluation of the current procedures and the MHSAA, it appears that the weakest links in the system of selection, education, and evaluation of officials are the athletic directors. It is unfortunate such a conclusion can be reached, but the most direct evidence which supports this conclusion is the fact that athletic directors hire officials; and, they do so with no basis other than the need for a body. No standards of recruitment or selection are used when officials who solicit games by phone are hired; nor are standards applied when officials are assigned to tournaments by athletic directors who have little or no knowledge of the official's ability.

The excuse that the MHSAA is at fault for establishing procedures which contribute to the problem must be tempered by the realization that indirectly, athletic directors are the MHSAA. Through a council of representatives, athletic directors control the procedures and policy revisions which might improve the present situation. Athletic directors have the power to significantly change the MHSAA procedures now in effect; but, to do so would require a substantial commitment and a great effort. Considering the poor management practices now utilized, and

that these practices are accepted as the way to conduct business, it is doubtful that the required effort could be generated.

Any organization which hires employees to perform a task and which compensates the employee for that task takes the responsibility of defining the task, hiring competent people to perform it and then evaluating their performance. In short, the organization directs the employees in the most efficient method to meet the organizational goals. On the contrary, it appears that Michigan high school basketball officials are often allowed to define their own roles, educate themselves, and in many cases, assign themselves to their officiating jobs. Officials direct their own terms of employment and schools accept them. This system fails to provide the quality officials athletes have every right to expect. We seem committed to accept, and in some cases depend on, "a warm body in stripes."

There seems to be an overriding concern by schools for insuring that all officials work games - a "share the wealth" philosophy. Rather than using those officials who have demonstrated proficiency, and using them often, there is a tendency to use all officials who have minimal qualifications. Who, beside the marginal officials, are served by this philosophy?

The individuals who benefit from the current practices of education and evaluation are those officials who would

score poorly on the testing instruments, or on valid evaluation scales. By not having to account for their abilities, and by soliciting games, they continue to work games taking games from those officials who work hard and strive to do a good job for coaches and athletes. How many knowledgeable officials sit at home nights simply because they refuse to solicit games? They are the people we need and want working on the basketball courts.

Why there is no testing of officials is unclear. There was some indication during the research that officials don't want to be tested out of fear that the results would indicate a lack of rule knowledge and compromise the officials ability to work games. If this is the case, what better reason to do the testing. Why not determine the level of rule knowledge an official has since that knowledge is the very reason the official is hired in the first place? For the MHSAA not to take a firm leadership role in this area is an example of employees telling the organization what the job is.

Similar arguments can be made for the revision of a valid evaluation system. Why are we currently using a system which is unreliable, invalid and highly biased? There are alternative systems which offer greater reliability, and are easy to use and tabulate. The study cited several reasons to evaluate; yet, the current system does not utilize evaluations for any of the accepted reasons.

The current system obligates athletic directors and coaches to do the evaluations, spending time doing what they, as well as officials, know is wasted.

It has been demonstrated that existing education and evaluation procedures are deficient; there is support for increasing fees and dues to cover any additional costs to revise the procedures; and, members of the athletic community are willing to serve on committees to revise procedures. Most importantly, the MHSAA, through its Representative Council, has the resources necessary to make fundamental changes in existing procedures.

There appears to be every reason to test officials for rule knowledge, at least, on an annual basis. There is also ample evidence that a little effort in developing an evaluation system would reap big rewards in developing better officials and would provide a basis for selection of officials to tournament games.

Politics aside, there are many revisions in current procedures which could be made that would cost little, yet provide great benefits. With all data considered, why do we accept what we know is less than the best?

APPENDIX

OFFICIATING SURVEY

INSTRUCTIONS:

1. Carefully read each question.
2. Following each question are five response options. Choose the response which best fits your opinion. Choose only one response.

SAMPLE:

The most overworked and underpaid professionals in education today are:

1. High School Principals
2. Athletic Directors
3. Basketball Coaches
4. Band Directors
5. Superintendents

PERSONAL DATA

1. What is your age group?
 1. Under 25
 2. 26-30
 3. 31-35
 4. 36-40
 5. Over 40
2. How many years experience do you have as a **VARSITY** coach, official, or athletic director?
 1. Less than 5 years
 2. 5-10 years
 3. 11-15 years
 4. 16-20 years
 5. More than 20 years
3. Which statement **best** describes your current status?
 1. A certified teacher
 2. A school administrator
 3. Certified teacher, but coaching in another district
 4. A non-certified employee of a school district
 5. Not employed in education

GENERAL PHILOSOPHY

1. How essential are officials to a positive learning atmosphere, for players, during a game situation?
 1. Very important
 2. Somewhat important
 3. Neither important nor unimportant
 4. Unimportant
 5. Very unimportant

2. How often do you feel that officials contribute to a positive learning atmosphere while involved in game situations?
 1. Always
 2. Frequently
 3. Sometimes
 4. Almost never
 5. Never

3. To what degree do you feel that officials are motivated in their jobs by their dedication to young athletes?
 1. Very dedicated
 2. Dedicated
 3. Concerned
 4. Unconcerned
 5. Dedication is non-existent

4. Some officials phone or write to schools to secure game contracts for their schedules. How do you view this practice?
 1. Unacceptable in any form
 2. Unacceptable, but necessary
 3. No opinion, don't deal with hiring officials
 4. Acceptable because schools still have the right to refuse
 5. Perfectly acceptable. It saves the schools time & money.

5. Who do you feel is primarily responsible for providing (hiring) officials?
 1. The athletic director
 2. The coach
 3. The athletic director with help from the coach
 4. The conference or league secretary
 5. The local officials' organization

EDUCATION

6. Do you agree with the MHSAA requirement that all head coaches attend an annual rules meeting?
 1. Strongly agree
 2. Agree
 3. No opinion
 4. Disagree
 5. Strongly Disagree
7. Do you agree with the MHSAA requirement that all officials attend an annual rules meeting?
 1. Strongly agree
 2. Agree
 3. No opinion
 4. Disagree
 5. Strongly disagree
8. Do you feel that attendance at **ONE** rules meeting per year is enough?
 1. Enough for coaches and officials
 2. Enough for coaches, but officials should attend more than one meeting
 3. Both coaches and officials should attend more than one meeting
 4. Enough for officials, but coaches should attend more than one meeting
 5. Eliminate the meeting requirement altogether
9. Currently, a written, open-book test is required of all officials who register for the first time. How do you feel about this procedure?
 1. The test should be eliminated
 2. The test should be closed-book
 3. The test should be administered, open-book, again during the season (twice in the initial season)
 4. The test should be administered, closed-book, again during the season
 5. The present situation is fine
10. What is your opinion regarding the testing of officials who are renewing their registration?
 1. No testing is necessary
 2. Test with the open-book format
 3. Test with the closed-book format
 4. Test, closed-book, and publish the results
 5. No opinion

11. If finances permitted, would you support a closed-book test for officials, semi-annually, prior to and during the season?
 1. Strongly support
 2. Support
 3. No opinion
 4. Prefer no change in present procedures
 5. Strongly prefer no change in present procedures
12. What group or organization has the greatest responsibility for educating officials?
 1. Michigan High School Athletic Association
 2. Local officials' organizations
 3. Schools (conferences, leagues)
 4. Officials themselves
 5. Private groups (clinics, university classes, etc.)
13. How effective do you feel that local officials' organizations are in educating their members as to the rules of the game?
 1. Very effective
 2. Only somewhat effective
 3. Not effective
 4. Don't know
 5. Ineffective and counterproductive, teaching the incorrect interpretations of some rules
14. What do you think is the primary motivator for officials to improve themselves?
 1. Work better games
 2. Work tournaments
 3. Earn more money
 4. Self-gratification
 5. Do a better job for the athletes and coaches
15. How would you react to the statement, "The MHSAA is doing an adequate job in educating officials."
 1. Strongly agree
 2. Agree
 3. No opinion
 4. Disagree
 5. Strongly disagree
16. Would you favor the release of written test scores as a condition of registration for officials?
 1. Strongly favor
 2. Favor
 3. No Opinion
 4. Against
 5. Strongly against

EVALUATION

17. Do you know how the MHSAA currently evaluates officials?
1. I understand and agree with the method
 2. I understand, but disagree with the method
 3. I would like some other method than we have at present
 4. No method of evaluation works
 5. I do not understand the current method
18. Who do you think is best qualified to evaluate officials?
1. Athletic directors
 2. Coaches
 3. Other officials
 4. MHSAA personnel
 5. Some combination of the above
19. What type of rating system would you favor?
1. A single digit, one rating per year per school as we currently have
 2. A single digit, but rate an official as often as he/she has a team during the season
 3. A written comments form without numbers, where positive and negative comments could be written
 4. A numerical scale with **several** categories
 5. No evaluations should be done
20. How do you react to the statement, "Ratings should determine tournament assignments?"
1. Strongly agree
 2. Agree
 3. No opinion
 4. Disagree
 5. Strongly disagree
21. How do you think officials should be compensated?
1. By each school setting its own pay scale
 2. By a pay scale based on test scores and ratings
 3. By a scale set by local officials organizations
 4. By a state-wide scale set by the MHSAA
 5. By a percentage of the gate receipts

22. How do you react to the following statement? "Officials should be an integral part of summer camps for the purpose of interaction with coaches and athletes." This assumes no payment to the officials.
1. Strongly agree
 2. Agree
 3. No opinion
 4. Disagree
 5. Strongly Disagree
23. Should officials be able to use a school's game films for self-evaluation?
1. Yes, and coaches should be present to add their comments as well
 2. Yes, but it should be a personal experience for the official
 3. No opinion
 4. It's not a good idea, but if some officials want to use the films, ok
 5. Officials should not use a schools films at all
24. If the system of evaluation were changed by the MHSAA, some form of additional cost would be encountered. How would you suggest the additional cost of a revised ratings system be funded?
1. Each member school would increase its annual membership dues by approximately \$80
 2. Officials would fund the system through increased registration fees
 3. A combination of the above two methods
 4. The MHSAA would absorb the cost within its budget
 5. I don't want to change the present system
25. Would you be willing to serve on a committee to evaluate and possibly revise the evaluation system for officials?
1. Absolutely
 2. Probably
 3. Maybe
 4. Probably not
 5. Definitely not
26. Are you satisfied with the current procedures for the evaluation of officials?
1. Very satisfied
 2. Satisfied
 3. No opinion
 4. Dissatisfied
 5. Very Dissatisfied

GAME ADMINISTRATION

27. How well do officials apply the rules?
1. Very well
 2. Usually ok, the few mistakes seldom have an effect on the outcome of the game
 3. Some officials know the rules, but many others do not
 4. Officials as a whole don't know the rules
 5. Officials may know the rules, but prefer to call a game based on their own interpretation of the rules
28. How well do you know the current rules?
1. Very well, I am (could be a knowledgeable official)
 2. Better than most of my colleagues
 3. About the same as most of my colleagues
 4. Just well enough to get by
 5. Hardly at all
29. What is your reaction to "poor officiating"?
1. I usually discuss it with the official AFTER the game
 2. I voice my opinion immediately, even if it is during the contest
 3. I don't say anything
 4. I delegate a third party to discuss it with the official
 5. I usually just discuss it with some of my colleagues
30. How do you react to "good" officiating?
1. I compliment the official after the game
 2. I compliment the official during the game
 3. I don't say anything
 4. I use a third party to compliment the official
 5. I pass the good word with my colleagues
31. How do you feel officials handle controversial calls?
1. They communicate well with both benches
 2. They may answer if they are close to the bench
 3. Officials generally avoid contact with coaches in these situations
 4. Officials listen with one ear and what the coach says goes out the other
 5. Officials are defensive and condescending to coaches

32. How often do you converse with officials regarding the application of rules and game control.
1. Very often, frequently outside the season
 2. Often, but only during the season
 3. Often, but only at games, during the season
 4. Only when necessary
 5. Rarely, if at all
33. If asked to name 5 officials to work the state finals, knowing that your name would be on the recommendation, could you name 5?
1. Very Easily
 2. Easily
 3. Maybe, if I thought for a long time
 4. I doubt it
 5. Definitely not
34. Which statement BEST reflects your views of officials?
1. Good people, doing a tough job for demanding coaches
 2. People pursuing a hobby which affects the careers of coaches and lives of athletes
 3. People who work one night a week, lacking the drive for excellence that coaches players and fans expect
 4. Officials are basically politicians, eager to please the people who control their destiny
 5. Officials are unfulfilled athletes who didn't make it as a player or coach

COMMENTS !!!!!

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