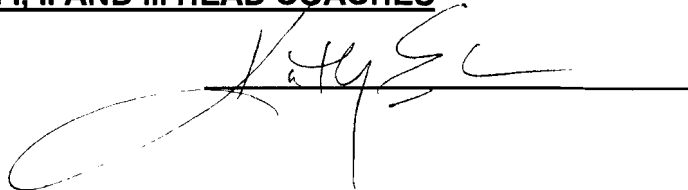


An Abstract of the Thesis of

CHRISTOPHER J. KALLAHER for the Degree of MASTER OF SCIENCE in
Physical Education presented on December 2, 1996.

DETERMINATION OF THE DEGREE OF INTRUSIVENESS OF TEAM RULES
AMONG NCAA DIVISION I, II AND III HEAD COACHES

Abstract approved:

A handwritten signature in black ink, appearing to read "Katy Se", is written over a horizontal line. The signature is fluid and cursive.

The purpose of this study was to determine the difference in the degree of intrusiveness of the team rules among head coaches of NCAA Divisions I, II and III football, basketball, softball, volleyball and baseball programs (n=65). Letters were sent to the head coaches requesting their team rules. The team rules were then analyzed using the Kallaher's Rule Intrusiveness Scale. Data were analyzed through a one-way analysis of variance to determine differences between gender and among divisions. No significant differences were found between male and female coaches and the degree of intrusiveness of team rules. A significant difference was found among the head coaches of the three divisions. Division I and II head coaches had rules significantly different from Division III head coaches.

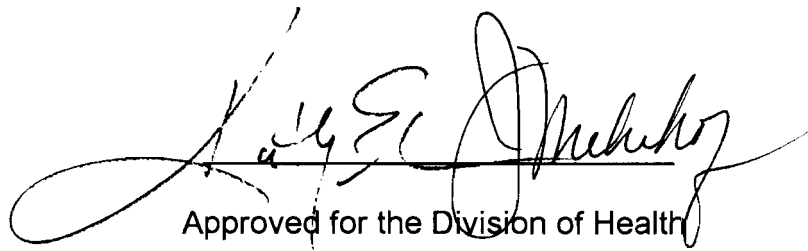
Determination of the Degree of Intrusiveness of Team Rules Among NCAA
Division I, II, and III Head Coaches

A Thesis Presented to the Division of
Health, Physical Education, and Recreation
Emporia State University

In Partial Fulfillment of the
Requirements for the Degree
Master of Science

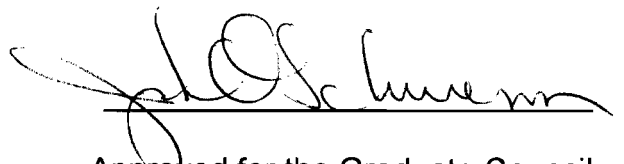
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Approved for the Graduate Council

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CHAPTER 1

Introduction

Winning has always been an integral aspect of college athletics. Historically, teams, fans and coaches have been able to keep winning in perspective. However, in the past two decades, winning has become the sole criterion by which coaches and their teams are judged. When a team loses, the coach's ability and skill in doing his/her job are seriously questioned. After two consecutive losing seasons, a coach may be at serious risk of losing his/her job.

In the last 20 years crucial rules changes by the National Collegiate Athletic Association (NCAA) have greatly effected coaches. These rule changes include a decrease in the number of scholarships awarded in each sport and an increase in academic standards for athletic eligibility. These rule changes make recruiting and retaining athletes more difficult for coaches. As a result coaches must recruit students with better academic credentials. Coaches also must make sure these players stay eligible since the number of athletes receiving athletic scholarships has been reduced.

Pressure to win, coupled with the recent NCAA rule changes, have led many coaches to institute restrictive team rules. Originally, team rules were designed to define an athlete's behavior during the time the athlete was performing some function for the team (e.g., practice, games, interviews). However, many coaches have expanded the rules to include

off-court/field behavior (e.g., study habits, eating habits, sleeping habits, social functions). This need to control and regulate off-court behavior may lead to a reduction in decision making ability and moral development.

For most student athletes, college is the first time they are away from their families and homes. This is a time in their life when they are able to make independent decisions and be held accountable for those decisions. Prior to college, high school students have very limited decision-making ability. For example, high school students do not have the freedom to decide whether they will attend class; either they attend class or they will serve a detention or be suspended from school. A college student who does not attend class will, in all probability, suffer very few consequences. During college, students are usually the only ones who monitor and decide their academic and social behavior.

Statement of the Problem

In recent years, the actions of athletes have been under scrutiny by the press and the public. In an effort to run a "clean" and winning program, many coaches have instituted very intrusive team policies and rules. Although coaches would much rather answer questions on their team's ability to compete in their respective sport, they are increasingly asked to be responsible for their athletes' academic performance and their off field behavior. For example, if an athlete is caught shoplifting, the coach might be asked to or believes that he/she should be the one to discipline the

athlete instead of allowing the athlete to be punished through the legal system.

To help decrease the number of discipline problems, coaches establish team rules and policies to prevent problems from occurring. If an athlete realizes that she/he would not play in a contest if a team rule or policy was broken the athlete would, in all likelihood, be more reluctant to break the rules. While these rules and policies seem to be in the best interest of the athletes, it restricts the athletes' freedom of choice, independence and personal autonomy.

Purpose of the Study

The purpose of this study was to determine if there was a difference in the degree of intrusiveness of the team rules among head coaches of NCAA Divisions' I, II, and III basketball, softball, volleyball, football, and baseball programs. A subproblem of this study was to determine if there was a difference between male or female coaches in the degree intrusiveness of the team rules they establish for their athletes.

Hypotheses

The following hypotheses served as a basis for this study:

1. There is no difference between male and female coaches of athletic programs on the degree intrusiveness of the rules the coaches establish for their athletes.

2. There is no difference among Division I, II, and III coaches on the degree of intrusiveness of the rules they establish for their athletes.

Significance of the Study

It is important to examine team rules to determine the extent to which coaches are attempting to control the lives of the athletes who play for them. Since there is limited literature in sport on the types of rules coaches establish for their athletes, this study becomes significant in establishing a foundation for other studies. The way in which rules affect autonomy, decision making, and moral development is another reason the study is significant. A college athlete, like other college students, needs to develop the skills necessary to become an autonomous individual who is capable of making his/her own decisions that affect his/her current and future lifestyle.

Also, the long term effect of the rules the athletes live under during their college career needs to be examined. A college athlete traditionally participates in the sport for four to five years. An athlete will be guided by the same rules (unless a coaching change occurs) for these four to five years. It is at this time life long habits are formed.

Definitions

The following terms are defined to clarify terms used throughout this study.

Autonomy - Self-rule or independent decision making.

Beneficence - The moral principle of acting kindly in order to achieve good or to promote social or personal well being.

Independence - Free from the influence, guidance, or control of another (American Heritage Dictionary, 1985).

Intrusive(ness) - Thrust oneself in, especially without warrant or welcome (Webster College Dictionary, 1981).

Morality - Principles or standards of right and wrong relative to individual and group behavior.

Non-Maleficence - The moral principle of doing no harm or evil to others.

Paternalism - The moral principle of limiting a person's liberty. This limitation is justified if a person's actions would produce harm to self or others.

Providing needs without giving responsibility.

Hard Paternalism - Limitation of an individual's freedom of choice and liberty when an individual is competent to make a choice.

Soft Paternalism - Limitation of an individual's freedom of choice and liberty when a person is not competent to make a choice.

Power - Assuming the role of decision maker over another individual or group of individuals.

Rule(s) - An authoritative direction for conduct (American Heritage Dictionary, 1985).

Delimitation

All participants of this study were head coaches of men's basketball (N = 10); women's basketball (N = 14); women's volleyball (N = 13); softball (N = 13); football (N = 6); and baseball (N = 9) programs. All participants were members of NCAA Division's I, II, or III athletic programs.

Limitations

The findings of this study were limited by the following factors:

1. All participants were volunteers.
2. Coaches may have had unwritten rules not included in the rules sent to the researcher.
3. Coaches may have verbally interpreted general rules into specific rules. For example, the general rule of do nothing to embarrass self, school or team may be interpreted by the coach to mean such things as no drinking or no late hours.

Assumption

The study was based on the assumption the coaches sent all of their team rules to the researcher.

Summary

The purpose of this study was to determine if there was a difference in the degree of intrusiveness of the team rules among head coaches of NCAA Division I, II, III basketball, softball, volleyball, football, and baseball programs. This chapter included a brief overview of reasons coaches might establish team rules that prohibit the ability of the student athletes to become

relevant literature in the area of decision making and moral development.

Chapter 3, Methodology, contains the procedures and methods used in this

study. Chapter 4, Results, contains the results of the study. Chapter 5,

Discussion and Conclusion, includes the researcher's personal interpretations

of results and suggests recommendations for future studies.

CHAPTER 2

Introduction

The purpose of this study was to determine if there was a difference in the degree of intrusiveness of the team rules among Division I, II, III basketball, football, volleyball, softball, and baseball programs. This chapter examines the factors associated with intrusiveness. These factors include moral development, autonomy, and paternalism. In addition, literature related to moral development in sports is examined.

Moral Development

Throughout the years researchers have tried to theorize the development of morals in society (Kohlberg, 1981; Gilligan, 1993; Piaget, 1977; and Erikson, 1962). Two of the most prominent theorist are Kohlberg and Gilligan. Kohlberg's theory of moral development included six developmental stages. Gilligan altered Kohlberg's six stages based on the moral differences she perceived between males and females.

Kohlberg (1981) created three levels of moral development. These levels included the preconventional, conventional, and post conventional - autonomous or principled level. Kohlberg divided these three levels into six stages.

In the preconventional level, a child is responsive to cultural rules and to labels of good and bad or right and wrong. The way a child interprets these cultural rules and labels of good and bad or right and wrong in terms of the

consequences of the actions or punishment/reward determines the actions of the child (Kohlberg, 1981).

The pre-conventional level is divided into two stages. Stage one is the punishment and obedience stage. During this stage a child obeys rules to avoid punishment. Stage two is the instrumental relativist stage. At this time an individual conforms to rules in order to obtain rewards. The prevalent thinking of stage two can be characterized by a "you scratch my back and I'll scratch yours" mentality (Kohlberg, 1981).

In the conventional level, the norms of an individual's family, peer group, or nation are valuable and followed regardless of immediate and obvious consequences. An individual must display loyalty to the group in which she/he is involved to justify the respected order of the people. This respected order is referred to as the chain of command in a society (Kohlberg, 1981).

The conventional level is divided into stages three and four. Stage three is the "good boy - nice girl" stage. At this level an individual conforms to avoid disapproval and dislike by others. Stage four is the law and order stage. Individuals at this level will formulate their moral rights and duties around sacred and religious beliefs. Society orientates individuals to conform in order to avoid being prosecuted by legitimate authorities (Kohlberg, 1981).

The third level is the post-conventional - autonomous or principled level. There is a clear effort at this level to define moral values and

principles that have validity and application in society. The fourth and final level is divided into stages five and six. Stage five is the community welfare level. In stage five, life is valued both in terms of community welfare and of being a universal human right. The “right” action is defined in terms of general individual rights and the standards set by the whole society. Stage six is the “life is sacred” level. At stage six an individual conforms to avoid self-condemnation. Human life is considered sacred and a universal human value of respect for individuals is present (Kohlberg, 1981). No individual, no matter what his or her qualifications might be, has the right to decide who should live and die. A human life commands the highest value of respect and nobody can take that away.

Kohlberg (1981) believed any individual who assumes a parental role (e.g., teachers, coaches, parents) is a moral educator for the children with whom she/he is working. According to Kohlberg, if an individual is exposed to only one set of moral standards, this individual will not progress through the developmental stages. Thus, it becomes important for people to be exposed to individuals at different levels of moral development.

Kohlberg (1981) used the same standards and scales for both males and females. Gilligan (1993) believed males and females go through different moral development processes because of the way the children in America are reared. Males are reared to be the tough bread winners while females are reared to be nurturing and tender.

Although Gilligan never disagreed with Kohlberg's stages of moral development, she believed a separate process of moral development occurred for women and men. Gilligan believed the two principles of justice and care govern the moral development of human beings. According to Gilligan, the moral development of males is influenced by the principle of justice, while the moral development of females is influenced by the principle of care.

The principle of justice consists of understanding and obeying the laws of the land, understanding the value and the worth of human life and realizing no one has the power to decide if someone else is to die. The principle of justice is similar to Kohlberg's stages of moral development. An individual trained through the principle of justice learns what is just and how to do what is "right".

The principle of care refers to an individual developing his or her morals through caring and considering others emotions. Often people develop the principle of care by nurturing others, for instance a mother caring for her children or an older brother or sister caring for a younger sibling. According to Gilligan (1993) the principle of care influences females more than males in society.

Regardless of the theory of moral development, a common denominator in all theories is that individuals must go through a developmental process. This process is influenced by the individuals with

whom an individual comes in contact. Therefore, any adult who spends considerable time around a youth contributes to his or her moral development.

Paternalism

Paternalism is defined as one individual making a decision for another based on the principles or values the individual believes is best for another person (Thomas, 1988). Traditionally paternalism is considered to be parents guiding their children through experiences and decisions, as children do not have the skills and knowledge to make their own decisions. The advice or decisions the parents make for their children will provide the foundation for the children's morality. However, at some point children must start developing their own decision making skills based on what they have learned and experienced. Parents must step back and allow their children to make decisions and accept the consequences of these decisions. If the parent does not permit or foster this independence, the only set of values and principles the individual will learn is that of the other person (Thomas, 1988).

There are two types of paternalism; soft and hard (Thomas, 1988). Soft paternalism is generally seen as justifiable and beneficent to the individual being acted upon. Soft paternalism is often viewed as a 'right' action. It occurs when an individual is either incompetent or ignorant to make a decision (Thomas, 1988).

Hard paternalism goes against the person's own immediate desires or limit's the person's freedom of choice (Thomas, 1988). Hard paternalism benefits the individual making the decision because the decision maker gets what she/he wants while the needs of the individual acted upon are ignored. Hard paternalism is best illustrated by the saying, "Daddy knows best." It is seen as an act of power over another individual (Thomas). The person making the decision thinks she/he knows what is best for another.

When individuals cross the line from soft paternalism to hard paternalism they have gone from acting in a beneficent manner to acting in a way that limits the other person's autonomy (Thomas, 1988). Soft paternalism is acting in a beneficent manner for individuals who are unable to make those decisions for themselves. Hard paternalism prevents or takes away the autonomy of the other person. As a result, Thomas indicates greater harm is done by not allowing the individual to make his/her own decision.

Moral Development in Sport

There is no doubt sport has a meaning, purpose, and value that transcends the merely physical, and it is an important part of the culture of society (Dubin, 1990). There are several qualities an individual can obtain from participating in athletics. These qualities include goal achievement, discipline, and the respect and the ability to work with others (Dubin). Through participation in sports, an individual can learn to cooperate with

fellow members to achieve one or several goals. The achievement of goals demonstrates the benefit of a voluntary and organized effort. Sports can teach discipline. When working with a team, an individual must be disciplined to cooperate with fellow team members to achieve maximum effort for a contest, or the team will not be able to achieve the goals it has set. Often the team activity develops a respect for the established hierarchy, a sense of equality, and interdependence. Sport is an excellent apprenticeship for human relationships, a remarkable school of sociability (Brohm, 1978). Sport often provides an opportunity to experience success for those who struggle in other areas of life (Hedlund, 1990).

In contrast to this positive view of sport participation, Shields and Bredemeier (1995) suggested that involvement in collegiate basketball is associated with less mature moral reasoning than is characteristic of the general populations. Shields and Bredemeier performed a study measuring moral reasoning for college basketball and students of the college population. Results of the study indicated the basketball players scored lower than the general student population. Shields and Bredemeier replicated this study with collegiate swimmers. They found the swimmers moral reasoning scores were not significantly different from non-athletes. The reasons the researchers postulated for the differences between the two studies included the nature of the game of basketball. Basketball is a team sport and the desire to be the best has changed the attitudes of those

who coach and play the sport. While swimming keeps team points, it is a sport in which each individual is competing against the clock. An athlete may not win the race but she/he may have bettered her/his fastest time. Basketball is one team versus another; one winner, one loser.

Shields and Bredemeier (1995) added people have an incredible capacity to hold strongly to inconsistent beliefs. People often isolate one set of beliefs from another. For example, an athlete may believe certain actions are morally acceptable on the basketball court but not acceptable in society. Athletes who show low levels of moral development in an athletic contest may not hold to those same beliefs outside of sport. Hearn (1988) stated student athletes have different values and ideals while participating in the sport than they do at other times in the day.

Summary

Ross and Charette (1988) believed "attaining independence is a feature of the maturation process we undergo as we grow from childhood into adolescence and then into adulthood. Along with independence comes a greater degree of autonomy which helps us determine what we become" (pg. 182). It becomes important for individuals to become autonomous and to formulate their own principles and values. Paternalism can be benevolent as long as it is in the individual's best interest. However, the moral obligation of beneficence has evolved into a paternalism that often precludes individual autonomy (Thomas, 1988).

Autonomy is also a major component of Kohlberg's (1981) stages of moral reasoning. Parents, teachers, and coaches should realize they have a major responsibility developing individuals who can make autonomous and responsible decisions.

CHAPTER 3

Participants

Participants were college head athletic coaches of Division I, II, and III football, basketball, softball, volleyball, and baseball programs. Letters were sent to 180 head coaches of the men's and woman's Divisions' I, II, and III athletic teams. Sixty-five head coaches returned their rules to the researcher (a return rate of 36 %). The return rate based on division affiliation was Division I-38% (N = 23), Division II-33% (N = 20), Division III-37% (N = 22). The return rate based on gender was 44% (N = 40) for the women's programs and 28% (N = 25) for the men's programs.

Procedures

Permission to conduct this study was requested and granted from the Institutional Review Board for Treatment of Human Subjects at Emporia State University (see Appendix A). Using the Blue Book of College Athletics (1994) 20 universities that offered college athletic programs in the sports of volleyball, softball, baseball, football, and men's and woman's basketball were selected from each division. The names of the selected schools from each division were placed in a box and a random selection of 10 schools were selected for this study. A letter requesting the written team rules (see Appendix B) was sent to the head coaches from all selected schools and programs. A self-addressed stamped envelop was provided in order for the participants to return the rules to the researcher.

The return envelopes were coded to ensure the confidentiality of the participants. If the head coach did not respond, the researcher perceived this failure to respond as a refusal to participate in the study.

After receiving the written team rules from participating head coaches the researcher categorized the rules according to the division and to the gender of the head coach. Each rule was then examined and evaluated using the Kallaher (1996) Rule Intrusiveness Scale.

Instrumentation

Kallaher's (1996) Rule Intrusiveness Scale was developed specifically for this study (see Appendix C). The scale was designed to assess the degree to which team rules intrude on personal autonomy. The scale consists of two sub-categories: coach's responsibilities and outside coach's responsibilities. The sub-category, coach's responsibility, includes the rules that are necessary and related to the athletic venue (i.e., during practice, games, preseason and off season conditioning). The category, outside coach's responsibility, includes the rules that are not unrelated to the athletic venue (i.e., relationships nutrition, class attendance, religious beliefs).

The second sub-category, outside coach's responsibility, was divided into four areas: Academics, Personal Appearance, Personal Behavior, and "In Sport" (an area which covers rules that dictate behavior in the athletic venue, but should not be the coach's responsibility). The more rules a

coach had in the sub-category, outside coach's responsibility, the more likely these rules were intrusive and limiting to personal autonomy.

To determine the degree of intrusiveness for an individual set of rules, the number of rules in the category outside the coach's responsibility was multiplied by the number of sub categories the team's rules included. For example, if a team has two rules in the academics, one rule in personnel appearance and one rule in personal behavior, the total would be four times three (4 rules x 3 different areas) for a total of 12. This total is then placed on a 5 point Likert-like scale ranging from slightly intrusive to strongly intrusive. A score ranging from 0 - 4 would be slightly intrusive, a score from 5 - 8 would be moderately intrusive, and a score from 9 - 12 would be strongly intrusive. The Kallaher (1996) Rule Intrusiveness Scale was reviewed by three experts in the field; Dr. Sharon Stoll, Dr. Jennifer Beller, and Dr. Angela Schneider (see Appendix D).

According to the Athletes' Bill of Rights (Stoll & Beller, 1993) a coach does have certain responsibilities to the athletes participating in the sport. These responsibilities include reprimanding or dismissing an athlete for discriminating or harassing another athlete. Coaches may survey athletes at play and practice to evaluate attitude and performance, but nowhere else. The coach can not engage in activities that intentionally harm (physically, emotionally, or psychologically) the athlete. Also, the coach is expected to be prepared and competent in dealing with athletes and

preparation of games. Therefore the coach must establish his/her team rules to follow these guidelines. A coach of an athletic team ought not step outside these responsibilities.

According to Stoll and Beller (1993) the rights of athletes include the right to play with equal consideration on the team. The athlete may not be discriminated against on the basis of religion, gender, ethnic origin, race, color, or economic background. Every athlete has rights as a member of the team and can be dismissed from the team if he or she is involved in criminal activity either within or outside the team, he or she is drunk, high, or takes drugs while performing or practicing, or he or she actively disrupts team activity without a valid reason. Under no circumstances can an athlete be dismissed or scholarship rescinded without implementing fair due process procedures. Athletes have the right to engage in activities of their choice.

When a coach sets rules for his/her team, she/he must consider both the athletes' rights and the coaches' responsibilities to the athletes. A coach should not write rules that infringe on the rights of the athletes. The rules must be written only for purposes of improving an athlete or a team during the time the athlete is participating in the sport for which the rules were written.

Analysis of Data

Differences among divisions and intrusiveness was made using a one way analysis of variance (Hypothesis 2). Differences between gender and intrusiveness was made using an one way analysis of Variance (Hypothesis 1). All data were analyzed at the $p > .05$ level of significance.

Summary

In summary, the purpose of this study was to determine if there was a difference in the degree of intrusiveness of team rules among Divisions I, II, and III football, basketball, softball, volleyball and baseball programs. In addition, this study examined the differences between men's athletics and women's athletics in terms of the intrusiveness of the rules established by the head coach. The participants were head coaches at Divisions I, II, and III schools. Data were analyzed using an one way analysis of variance.

CHAPTER 4

The purpose of this study was to determine if there was a difference in the degree of intrusiveness of the team rules among head coaches of Division I, II, III basketball, volleyball, football, softball, and baseball programs. A subproblem of this study was to determine if there was a difference between male or female coaches in the degree intrusiveness of the team rules they establish for their athletes.

The participants were college head athletic coaches at the Division I, II, and III levels. Letters were sent to the 180 head coaches of the men's and woman's Divisions' I, II and III athletic teams. Sixty-five head coach's returned their rules to the researcher (a return rate of 36 %). The return rate based on Division affiliation was Division I 38 % (N = 23), Division II 33% (N = 20), and Division III 37 % (N = 22). The return rate based on gender was (N = 40) or 44 % for the woman's programs and 28 % (N=25) for the men's programs.

Hypothesis 1 stated there was no difference between male and female coaches of athletic programs on the degree intrusiveness of the rules the coaches establish for their athletes. Data were analyzed using one way anova. The analysis indicated no significant differences ($p = .8995$) between male coaches and female coaches on the degree intrusiveness of their rules (see Table 1). Hypothesis 1 was not rejected.

Table 1

Intrusiveness Total by Gender

		Sum of Mean		
Source	<u>D.F.</u>	<u>Squares</u>	<u>Ratio</u>	<u>Prob.</u>
Bet. Groups	1	16.5085	.0161	.8995
W/in Groups	61	62641.7137	.1026	.9133
Total	62	62658.2222		

The second hypothesis stated there was no difference among Division I, II, and III coaches on the degree of intrusiveness of the rules they establish to their athletes. The analysis indicated there was a significant difference ($p = .0056$) in the degree of intrusiveness among the three divisions (see Table 2). Upon further inspection of the data the significance was between the Division III coaches and the other two Divisions. Hypothesis 2 was rejected.

Table 2

Intrusiveness Total by Division

Sum of Mean				
Source	<u>D.F.</u>	<u>Squares</u>	<u>Ratio</u>	<u>Prob.</u>
Bet. Groups	2	9936.86	5.65	*.0056
W/in Groups	60	52721.37		
Total	62	62658.22		

* $p > .05$

CHAPTER 5

The purpose of this study was to determine if there was a difference in the degree of intrusiveness of the team rules among head coaches of NCAA Divisions I, II and III basketball, softball, volleyball, football, and baseball programs. A subproblem of this study was to determine if there is a difference between male or female coaches in the degree intrusiveness of the team rules they establish for their athletes.

The results of this study indicate there is little difference in the degree of intrusiveness between the male and female head coaches. However, there was a significant difference among the head coaches of Division I, II, III and degree of intrusiveness of their team rules. The rules Division I and II head coaches establish indicate a high degree of intrusiveness when compared to the rules established by head coaches in Division III.

While Gilligan (1993) has noted a difference between genders and moral development, this study did not find a gender difference. The reason for this finding may be the state of athletics. If this study had been performed 10 to 15 years ago there, may have been a difference in the degree of intrusiveness between the sexes of the coaches. With the increased competition in women's sports, many woman head coaches feel the need to take more responsibility for the athletes. In addition sport tends to be built around the principle of justice rather than care. If this is

the case, males and female head coaches have been exposed to a system that rewards or reinforces rule bound behavior rather than caring attitudes.

The differences among the divisions may be a result of several factors. These factors include professional aspirations, media exposure and financial considerations. Division III athletes have a slimmer chance of a professional career. Athletes at the Division III level may not need as many team rules because they are more focused on their education than on a professional contract. There is less media exposure at the Division III level. Athletes at this level are not closely watched and monitored by the local media. As a result of this lack of media attention, coaches may not feel the need to enforce as many team rules. In addition, enormous amounts of money are spent on Division I programs. In order to get the support of alumni and boosters, university coaches must keep their programs in good standing.

Future Recommendations

Recommendations for future research include:

- 1) An examination of coaches unwritten rules.
- 2) An increase in the number of coaches surveyed.
- 3) An inclusion and examination of the rules of individual sports programs.

Summary

This study found no difference between male and female head coaches and the degree of intrusiveness of team rules. However, a difference

among head coaches of Divisions' I, II, and III programs was found. Their differences may be due to several factors: professional aspirations, media exposure, and financial considerations among the three Divisions. Future studies should examine the rules of head coaches of individual sports.

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Appendix A

Application for Approval to Use Human Subjects



EMPORIA STATE UNIVERSITY

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/341-5351

RESEARCH AND GRANTS CENTER - BOX 48

February 10, 1995

Christopher Kallaher
HPER
Box 13
CAMPUS

Dear Mr. Kallaher:

The Institutional Review Board for Treatment of Human Subjects has evaluated your application for approval of human subject research entitled, "A Comparison of Athletic Team Rules to Moral Principles." The review board approved your application which will allow you to begin your research with subjects as outlined in your application materials.

Best of luck in your proposed research project. If the review board can help you in any other way, don't hesitate to contact us.

Sincerely,

A handwritten signature in cursive script, appearing to read "John Schwenn #".

John Schwenn, Dean
Office of Graduate Studies
and Research

JS:pf

cc: Kathy Ermler

Appendix B
Letter of Rules Request



EMPORIA STATE UNIVERSITY

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/341-5354
FAX 316/341-5603

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS
BOX 4020

September 18, 1995

Barry Haskell
Softball
Harvard U
60 John F. Kennedy St.
Cambridge, MA 02138

Dear Coach Haskell:

I am a masters student in the Department of Health, Physical Education and Recreation at Emporia State University. As a part of my thesis, I am examining the rules coaches establish for their athletes. I am asking head coaches to send their team rules to me. A self-addressed, stamped envelope has been provided for your convenience.

Please send a copy of your team rules to me at your earliest convenience. If you have any questions about this study, please call me at (316) 341-5354. If you wish to have a copy of the results of this study, please indicate by circling YES on the return envelope. Again, thank you for your willingness to participate in this study.

Thank you,

Chris Kallaher
Athletics - Box 4020
Emporia State University
Emporia, KS 66801-5087
(316) 341-5354

Appendix C

Kallaheer's Rule Intrusiveness Scale

Appendix D

Letter of Request for Expertise on Developed Scale

To: Rule Evaluators
From: Chris Kallaher
RE.: Instructions on evaluating process

As you read through the rules there will be several comments written by the coach that may not be a rule but only a comment, disregard this type of statement. Concentrate only on the rules.

There will be two main types of rules that need to be separated; Rules that fit under the Coaches "job Description" and the rules that do not. Coaches are hired to recruit, lead practices, and games. They are not hired to baby sit, be some one's parent, or make judgments other than what they witness in terms of athletic ability or potential future playing ability.

The rules that I wish for you to concentrate on are the ones that do not fit the coaches job description. There are four categories these rules may fall under; academics, personal appearance, personal behavior, and "in sport" a category for rules that may actually be part of practice or games that the coach has no right to establish a rule for. An example of this is the coach choosing roommates for the players on the road.

Thank you for your help.

I, Christopher J. Kallaher, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulation governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Christopher J. Kallaher
Signature of Author

12/12/96
Date

**Determination of the Degree of Intrusiveness of Team
Rules Among NCAA Division I, II, and III Head Coaches**
Title of Thesis

Doug Cooper
Signature of Graduate Office Staff Member

12-16-96
Date Received