

**AN EVALUATION OF CURRENT SPORTSMANSHIP PRACTICES AND  
PERCEIVED IMPORTANCE OF SPORTSMANSHIP EDUCATION BY  
ATHLETIC DIRECTORS AND GUIDANCE COUNSELORS  
ASSOCIATED WITH THREE WISCONSIN INTERSCHOLASTIC  
ATHLETIC ASSOCIATION CONFERENCES**

by

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**A Research Paper**

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**Investigation Advisor**

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**ABSTRACT**

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(Writer)	(Last Name)	(First)	(Initial)

**An Evaluation of Current Sportsmanship Practices and Perceived Importance of**  
(Title)

**Sportsmanship Education by Athletic Directors and Guidance Counselors Associated with**  
**Three Wisconsin Interscholastic Athletic Association Conferences**

<b>School Counseling</b>	<b>Rod Crist</b>	<b>May/2001</b>	<b>27</b>
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**American Psychological Association (APA) Publication Manual**  
(Name of Style Manual Used in this Study)

In recent years there has been an increased public awareness of the poor sportsmanship behaviors being displayed by coaches, students and parents involved in high school extra-curricular programs. Most of the research concerning the issue concentrates on college athletic programs.

In my attempt to locate articles related to sportsmanship education I found little research concerning current sportsmanship practices and education programs being implemented in America's high schools.

School counselors and athletic directors may hold the responsibility to educate students and community members concerning positive sportsmanship behaviors. Many school counselors are being asked to educate students on proper social skills and incorporate character education into

their guidance curriculums. While at the same time athletic administrators are increasing efforts to address poor sportsmanship and violence in high school extra-curricular activities.

This study will evaluate current practices used by high schools and determine the level of difference in the importance of implementing sportsmanship education into the regular classroom environment. Recent research literature shows that the health of sportsmanship education and practice is declining in high school extra-curricular activities and athletic administrators have failed to address the problems by oversimplifying the problem (Rudd & Stoll, 1998). Therefore the research hypothesis for this study was that athletic directors, the current administrator in charge of sportsmanship education in Wisconsin schools, will rate the importance of implementing sportsmanship education into the school curriculum as less important than high school counselors who are being asked to implement moral character education curriculum in today's schools through classroom instruction and discussion groups. After reviewing data collected from the sportsmanship questionnaires it was found that the research hypothesis for this study was not proven. Athletic directors and guidance counselors believed that athletic directors should be the primary source of sportsmanship education. The study also evaluated the current sportsmanship practices being used in three Wisconsin Interscholastic Athletic conferences. Only one participant believed their school implemented a classroom sportsmanship education curriculum and the most commonly used sportsmanship practice was the display of banners on school grounds promoting good sportsmanship.

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that supported my education  
and encouraged me through the difficult times.  
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## CHAPTER I

### Introduction

In recent years there has been an increased public awareness of the poor sportsmanship behaviors being displayed by coaches, students, and parents involved in high school extra-curricular programs. Most of the research concerning this issue concentrates on athletic programs, but incidents have also been reported in academic and social organizations.

An article in the U.S. News and World Report cites many incidents of poor sportsmanship that society has become adjusted to reading in the papers and hearing on television. Some of these incidents include angry parents and fans firing guns at football games, young pitchers being offered money to hit batters, and coaches pressuring athletes to win-at-all-costs instead of playing for the enjoyment of the game. (Lord, 2000)

In response to the increased reports of poor sportsmanship, communities and athletic administrators have instituted programs to address the issues. Lord (2000) states that over 170 athletic associations have offered videos, handbooks and other materials to promote sportsmanship education in their district. Some schools require students and parents to attend a meeting before the school year begins to review the rules and regulations of the program and sign Codes of Conduct that guarantee they have knowledge of the expectations and appropriate behavior associated with being in school sports and organizations.

Rudd and Stoll (1998) believe that administrators have over-simplified the problem of poor sportsmanship by implementing short-term programs such as the contracting of Codes of Conduct. They believe that administration has overlooked the importance of Kohlberg's moral reasoning theory. This theory believes that morals can only be learned if the person has gained some understanding on the ethical dilemma. This means that parents, coaches, and students need

to discuss the topic and learn to value the understanding they have gained from participating in moral education and training. A seminar consisting of 24 hours of instruction, which involves reading codes of conduct and watching a video, will not allow the participants to value the importance of sportsmanship.

A study conducted by Sharpe and Brown (1995) evaluated the effects of an elementary physical education curriculum in which development of social skills was the primary focus. Three fourth grade physical education classes participated in the study. The students played team sports in physical education three times a week and were instructed on social skills two times a week in the classroom. Students were taught sportsmanship behaviors such as leadership and conflict resolution. The results of the study determined that long-term instruction and participation in team sports with an emphasis on social skills education generalized to other settings beyond the physical education environment. This study supports Rudd and Stoll's opinion that moral education needs to be long-term and involve some instruction on skill development and implementation of the newly learned behaviors.

Schools have historically been one of the three avenues for developing and fostering moral character, the other two being the home and church (Beller & Stoll, 1993). Goldman (1991) believes school leaders face an overwhelming amount of issues regarding interscholastic athletics. The most evident problems involve loss of instructional time to sports and extracurricular activities, lack of sportsmanship by participants and spectators, recruitment of standout athletes, and the commercialization of scholastic sports programs. All these issues need to be addressed to run an effective athletic program. Sportsmanship education can sometimes be overlooked in an attempt to solve other pressing issues such as the state regulations on budgeting, scheduling athletic events and other administrative duties. This trend is important

because sports are an effective venue for implementing character education. Due to this trend many students stay in school because of their involvement in sports (Beller & Stoll, 1993).

Many school districts have given the responsibility of character education to school guidance counselors. In response to the federal government's nationwide call for the development and implementation of moral character development curriculums throughout all grades and across content areas, Wisconsin developed a developmental guidance model to address the needed resources, activities, and goals needed to provide an effective moral education program. Although sportsmanship has not specifically been identified as a personal/social need through the model, some of the main characteristics associated with sportsmanship are addressed through classroom guidance and discussion groups. Students learn conflict resolution skills, respect for individual freedoms and rights of others, communication with peers and adults in various settings, and understanding and respect for differences among people's attitudes, abilities, and lifestyles. Participation in sports has also been associated with the development of these skills, but most coaches do not feel comfortable teaching morals and values to their athletes (Beller and Stoll, 1993).

Most Wisconsin school districts employ athletic directors who are responsible for implementing codes of conduct and following state regulations concerning competitive sporting events. According to the Wisconsin Interscholastic Athletic Association's 2000-2001 Handbook, school athletic programs are given the responsibility to implement rules and programs to address misconduct by athletes and fans attending the events. Currently there are no published reports concerning Wisconsin public school's sportsmanship curriculum and practices. Each school can decide what if any formal education the community and students need to participate in before involvement in extra-curricular athletic programs.

This study is important because it hopes to address the need for an evaluation of Wisconsin public school's sportsmanship programs and current practices. If schools are not implementing long-term sportsmanship programs, the questionnaire will provide an answer to how willing schools are to start a sportsmanship program.

In today's high school sports no school is without examples and incidents of poor sportsmanship. An evaluation by the two main sources of sportsmanship and character education, athletic directors and school counselors, can provide valuable information as to what is happening in the public schools to address the increased violence in high school sports and what improvements schools are willing to make in order to ensure the sportsmanship education is being delivered to students and the community through an appropriate learning curriculum.

A review of literature shows that the health of sportsmanship education and practice is declining in high school extra-curricular activities and administrators have failed to address the problems by oversimplifying the problem (Rudd & Stoll, 1998). Studies also show that school personnel, coaching staff, and community members are not in agreement on the definition of sportsmanship and who should implement sportsmanship curriculum (Beller & Stoll, 1993). Therefore the research hypothesis for this study is that athletic directors, the current administrator in charge of sportsmanship education, will rate the importance of implementing sportsmanship education into the public school curriculum as less important than high school guidance counselors who are being asked to implement moral character education curriculum in today's schools through classroom instruction and discussion groups.

Statement of the Problem

The purpose of this study is to determine the level of difference in perceived importance of implementing a sportsmanship education program into a Wisconsin public school's curriculum as measured by a questionnaire for high school athletic directors and counselors.

There is no statistically significant difference in perceived importance of implementing sportsmanship education into a public school's curriculum between high school athletic directors and counselors who complete the questionnaire.

## CHAPTER II

### Review of Literature

My review of literature will cover the complexity of defining sportsmanship, current sportsmanship education and practices, and problems involving the implementation of sportsmanship education in the schools.

#### Complexity of Defining Sportsmanship

All of us have heard sometime in our lives that "sports builds character". This assumption is being challenged by the increase in violence, bad language, and dishonesty that have permeated into high school sports. Are athletes being taught moral development through sports?

Green and Gabbard (1999) believe that defining sportsmanship with one specific definition is difficult. Sportsmanship includes several components such as play, the display of courtesy, citizenship and the development of character. Finding a balance between competition and cooperation in order to stop the excessive, poor sportsmanship behavior has been a struggle for coaches and school administrators. The community wants winning teams and administrators want their schools to keep a good reputation of positive sportsmanship and well-mannered students and coaches, but again the balance is often difficult to achieve when athletes are watching professional athletes receive big paychecks while taunting other players and breaking the law (Leahy, 2000).

For the purpose of this study the definition of sportsmanship will be taken from the national association to which the Wisconsin Interscholastic Athletic Association (WIAA) is a member. Since this study is concerned with Wisconsin public schools' sportsmanship programs and practices the definition written below is the most appropriate.

The National Federation of State High School Associations (NFHS) views good sportsmanship as " a commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities, which are characterized by generosity and genuine concern for others. The ideals of sportsmanship apply equally to all activity disciplines. Individuals regardless of their role in activities, are expected to be aware of their influence on the behavior of others and model good sportsmanship." (National Federation of State High School Associations, 2000)

During the 1990's Beller and Stoll have studied many coaches, teachers, and students concerning the National Federation of State High School Associations' definition of sportsmanship. When the subjects were asked if they had ever seen the NFHS sportsmanship code, few were aware of it and none had read it. Most subjects stated that athletic directors were responsible and held accountable for sportsmanship in their schools, not teachers and coaches. The study also reports that players believed that sportsmanship only related to how they treat others on their team, while teachers/coaches believed sportsmanship was either antiquated, relative to each school or relative to the level of play. (Beller & Stoll, 1993)

Research needs to be conducted to ensure that Wisconsin public schools are in agreement about the definition of sportsmanship and who should implement the values and moral education needed in today's high school athletic programs.

### Current Sportsmanship Education and Practices

The benefits of participation in extracurricular activities during high school have been well documented by school districts and adolescent psychologists. Participation in team sports and academic organizations can teach cooperation, communication, conflict resolution, interpersonal skills, and maintenance of physical health (Globus, 1999). The National Federation

of State High School Associations also supports the educational and social benefits of sports by highlighting studies that show a decrease in dropout rates, alcohol and drug use, and criminal activity for youth who are involved in extra-curricular activities to those who are not (WIAA, 1996).

School administration and community members have realized the importance of extra-curricular opportunities for youth and the problems occurring across the nation concerning poor sportsmanship. Many schools have required mandatory meetings for youth and parents before a student can participate in school extracurricular programs. The most popular programs being implemented are usually no longer than 24 hours and involve watching videos, listening to lectures, and reading handouts concerning the rules and regulations of specific sporting events (Rudd & Stoll, 1998).

In the book, Why Johnny Hates Sports by Fred Engh a copy of the Parent Code of Ethics is included as a possible solution to educating parents about appropriate behaviors and consequences of poor sportsmanship (p. 157). The Parent Code of Ethics is being implemented by many school districts as a contract between the parents and schools that they understand the expectations and rules regarding their child's involvement in school sports. The Code of Ethics is usually provided and signed at the annual preseason athletic meetings that typically last an hour to two hours in duration.

Schools have also attempted to promote sportsmanship by including a reminder in sporting event programs about their commitment to sportsmanship. Banners have also been displayed in high school gyms and lobbies advertising popular sportsmanship slogans such as "Be a Fan, Not a Fanatic."

Rudd and Stoll (1998) found that these common approaches implemented by school administrators are over-simplified and inappropriate learning experiences for the development of character and morals. In order for youth and parents to learn the importance of sportsmanship, they must value the concepts and benefits of how sportsmanship can be used on and beyond the playing fields. If this is not done the quality of sportsmanship will continue to decrease and will have a negative affect on the future of high school athletes.

A study conducted by Hedland (1990) gathered data from three small colleges to discover whether teaching moral education methodologies was better than the current teacher-centered lecture which only presents information rather than discussing the materials. Three classrooms were used in the study. The students were given a pre- and posttest of the Hahm-Beller Values Choice Inventory, a reliable instrument that measures moral reasoning in the sport context. Classroom A was the good reasoned approach in which students discussed scenarios and determined the course of action via the best personal reason, Classroom B was a teacher-centered lecture, question and answer approach that focused on the first order questions, and Classroom C was based on moral reasoning and focused on dialogue and cognitive disequilibrium about societal and sport issues. Hedland found that Classrooms A and C produced significant increase in moral reasoning while no significant difference occurred for Classroom B. This finding supports Rudd and Stoll's opinion that to increase cognitive moral reasoning an interactive teaching model based on argumentation, theory, and dialogue is preferred to a lecture, question-answer approach.

#### Problems Involving the Implementation of Sportsmanship Education in the Schools

As this review of literature has discussed schools are facing the dilemma of decreasing quality of sportsmanship education and practices in the schools. The National Federation of High

School Associations has identified ten target groups within the high school community that should be held responsible for conducting themselves in a sportsmanlike manner- coaches and directors, student participants, sporting spectators, spirit groups, media, officials, school administrators, state association executives, boards of education, and public address announcers. These ten groups are expected and need to come together to implement an effective sportsmanship program within their public school's curriculum. (National Federation of High School Associations, 2000)

Schools are finding it difficult to find time and support to implement sportsmanship education programs. Since most high school athletic associations, including Wisconsin's, give individual school districts the responsibility to implement specific regulations and punishments to athletes and sports spectators who display poor sportsmanship there is not pressure on schools to implement a long-term program into the classrooms. NFHS also points out that only one to three percent of an overall school's budget is given to high school activity programs. Without the pressure from state and national organizations, the schools do not have to worry about not having enough time or money to implement a sportsmanship education curriculum.

Schools need to evaluate current practices and educational efforts concerning sportsmanship. History has shown that unless everyone recognizes the need for and values the total program and its philosophic goals, changes will be slow and nonexistent (Beller & Stoll, 1993). Athletic directors and guidance counselors may hold the key to improving the state of high school sportsmanship.

## CHAPTER III

### Methodology

#### Subjects

Participants were twenty-six athletic directors and guidance counselors (18 athletic directors, 8 guidance counselors) employed by school districts that are members of the Wisconsin Interscholastic Athletic Association (WIAA). Conference Commissioners from all WIAA high school athletic conferences were emailed a letter of interest (Appendix A) to participate in a sportsmanship thesis research project. Three commissioners responded to the letter and provided mailing addresses of athletic directors and guidance counselors employed by their conference's high schools. The three WIAA conferences that participated in the sportsmanship research project were:

- Conference A- 8 schools, located in Southwestern Wisconsin
- Conference B- 8 schools, located in South central Wisconsin
- Conference C- 12 schools, located in West central Wisconsin

Commissioners were informed by the researcher that their individual conference names would not be identified in the final research paper.

#### Instrumentation

The instrumentation was a self-administered questionnaire (Appendix B) that was mailed to participants. The questionnaire contained one demographic question that asked the occupation of the participant. The other items included in the questionnaire addressed an evaluation of each of the school's current sportsmanship practices being implemented and Likert-scale rated statements concerning the participant's perception on the importance of sportsmanship education.

An evaluation of the current sportsmanship practices included eight brief statements in

which the participants completed by circling "yes" or "no" if their school currently implemented the common sportsmanship practice. The eight common practices identified were:

- Display of sportsmanship banners on school grounds
- Definition of sportsmanship included in athletic codes
- Announcement of sportsmanship policy before athletic events
- Written statement of sportsmanship policy included in athletic programs
- Contracts signed by student athletes promoting good sportsmanship
- Contracts signed by parents of student athletes to promote good sportsmanship
- Established guidelines to be enforced when poor sportsmanship is observed during school events
- Sportsmanship Education curriculum being delivered in the classroom setting

If the participant answered yes to the classroom setting statement, they were instructed to continue the questionnaire by answering specific questions about the curriculum being used. The name of the curriculum, main educator of curriculum, grade levels taught sportsmanship and number of hours of instruction included in the curriculum were identified through the questionnaire.

If the participant answered no to the classroom setting statement, they were instructed to continue the questionnaire by flipping the page to the backside. The back of the questionnaire included questions concerning the perceptions of the participants towards implementation of sportsmanship education. They were asked to rate the statements on a scale of 1 being strongly agree to five being strongly disagree. The statements addressed five areas of sportsmanship education:

- Encouragement to implement sportsmanship education in the classroom during school hours
- Primary educators of sportsmanship education
- Extra-curricular coaches' and advisors' training to teach sportsmanship
- School district effectiveness in promoting and educating students about good sportsmanship practices
- School district effectiveness in promoting and educating parents about good sportsmanship practices

An informational letter (Appendix C) and self-addressed stamped envelope was also included in the mailing to participants.

### Procedures

The researcher mailed questionnaires (Appendix B) to fifty-five subjects on April 4, 2001. The mailing included an informational letter (Appendix C) about the research project stating the purpose of the questionnaire and the qualifications of the researcher, self-addressed stamped envelope to return the completed questionnaire to the researcher and a color-coded questionnaire (red = Conference C, blue = Conference B and purple = Conference A). The questionnaires were color-coded due to the request of conference commissioners to receive data findings of their individual conference. At the beginning of the questionnaire participants were advised of the potential risks and benefits of the study and given the opportunity to withdraw at any time from the study. An additional paragraph was added that included contact information of the researcher, research advisor and UW-Stout Institutional Review Board for the Protection of Human Subjects in Research if they had any questions or concerns. The participants were

thanked for their time after completion of the questionnaire and instructed to return the questionnaire by April 16, 2001.

#### Methodological Limitations

1. Participants were only sent one mailing of the questionnaire. The return rate was forty-six percent and may not be a significant representation of the three athletic conferences.
2. The validity and reliability of the questionnaire should be considered when reviewing the results of the study. The questionnaire was designed by the researcher and was evaluated by two professors in the counseling department. Further analysis of the questionnaire items should be conducted.
3. The three athletic conferences used in this study may not represent the perceptions of all counselors and athletic directors that have membership in the Wisconsin Interscholastic Athletic Association (WIAA).
4. Students and parents should also participate in the evaluation of sportsmanship practices being implemented by schools. It is important to include the targeted consumers of a marketing promotion such as increasing the awareness of positive sportsmanship at school events.

## CHAPTER IV

### Results

#### Data Analysis

The data was analyzed using the SPSS Data Editor computer software. Participants' responses from the questionnaire were entered into the database and analyzed to determine significant findings concerning perceived importance of sportsmanship education as rated by guidance counselors and athletic directors.

An evaluation of current practices used by the three schools to promote sportsmanship was also analyzed using the SPSS Data Editor.

Guidance counselors and athletic directors agreed that they would encourage their school district to implement a sportsmanship curriculum program during school hours in the classroom.

Both guidance counselors and athletic directors responded that athletic directors should be the primary educators of sportsmanship education.

Guidance counselors remained neutral on feelings concerning their school district's ability to effectively promote good sportsmanship practices through educating parents and students. Athletic directors agreed that their schools were effectively promoting good sportsmanship through education to parents and students in their district. See Table 1.

All participants responded that extra-curricular coaches and advisors have sufficient knowledge and training to teach positive sportsmanship.

The most common practice used by the three conferences participating in this study was displaying sportsmanship banners on school grounds (81%). The least commonly used method of promoting sportsmanship was delivery of sportsmanship education in the classroom (4%) and

requiring parents of student athletes to sign contracts to promote good sportsmanship (27%). See Graph 1.

Only one participant answered “yes” to the statement that their school district is implementing sportsmanship education curriculum delivered in the classroom setting.

### Results

The researcher hypothesized that athletic directors, the current administrator in charge of sportsmanship education, would rate the importance of implementing sportsmanship education into the public school curriculum as less important than high school guidance counselors who are being asked to implement moral character education curriculum in today's schools through classroom instruction and discussion groups. This hypothesis was not supported by the research findings. Both guidance counselors and athletic directors agreed that implementation of sportsmanship education in the classroom should be encouraged in their school districts.

An evaluation of the current sportsmanship practices being used throughout the three districts showed that only one participant had knowledge of a sportsmanship curriculum being taught in the classroom. The curriculum being used by the school district was “Coaching to Change Lives & Teaching to Change Lives.” According to the participant classroom teachers and coaches implemented the curriculum to students in grades 7-12. The curriculum was taught in the classroom and after school during practices. Over eleven hours were spent delivering the curriculum to students.

### Summary Statement

This chapter focused on presentation of data findings collected from the completed questionnaires sent to guidance counselors and athletic directors.

The research findings reveal that although guidance counselors and athletic directors agree that their district should implement sportsmanship curriculum during school hours in the classrooms; the majority of the schools are not currently implementing a specific curriculum concerning sportsmanship in the classroom.

## CHAPTER V

### Conclusion and Recommendations

#### Introduction

This chapter will discuss the conclusions that have been drawn from the research and recommendations that have surfaced from the literature review and the results of the questionnaire.

#### Conclusions and Recommendations

Wisconsin high schools are utilizing many of the common sportsmanship practices to promote good sportsmanship throughout their district. Over half the high schools that participated in the study displayed banners on school grounds promoting sportsmanship, included a definition of sportsmanship in their athletic codes, addressed crowd before athletic events by announcing sportsmanship policy, and established guidelines to be enforced when poor sportsmanship is observed by school personnel during school events. These are positive steps towards increasing youth's awareness of positive sportsmanship.

Wisconsin high school athletic directors hold the primary responsibility to educate students, school staff and community members concerning sportsmanship. The study found that the participants encouraged implementing sportsmanship education into the classroom and athletic directors will be the individuals responsible for marketing this finding to school administration and board members for consideration.

The evaluation and perceived importance of sportsmanship education in Wisconsin schools should be looked further into by surveying more athletic conferences. Guidance counselors may not be a valuable participants due to the finding that athletic directors hold the primary responsible to educate on sportsmanship concerns.

A consistent method to evaluate sportsmanship practices being used in schools should be established by conference commissioners and WIAA administrators. Schools will be held more accountable for educating students, staff and community about the importance of promoting sportsmanship at school events and incorporating sportsmanship into their lives.

In today's competitive society we all should be required to learn and practice good sportsmanship. Sportsmanship education can improve social interactions among our youth and increase school climates by enforcing positive acts of sportsmanship in all extra-curricular activities. Hopefully the lessons learned in school can transfer into our adult lives as professionals in the field of work, parenting and friendship.

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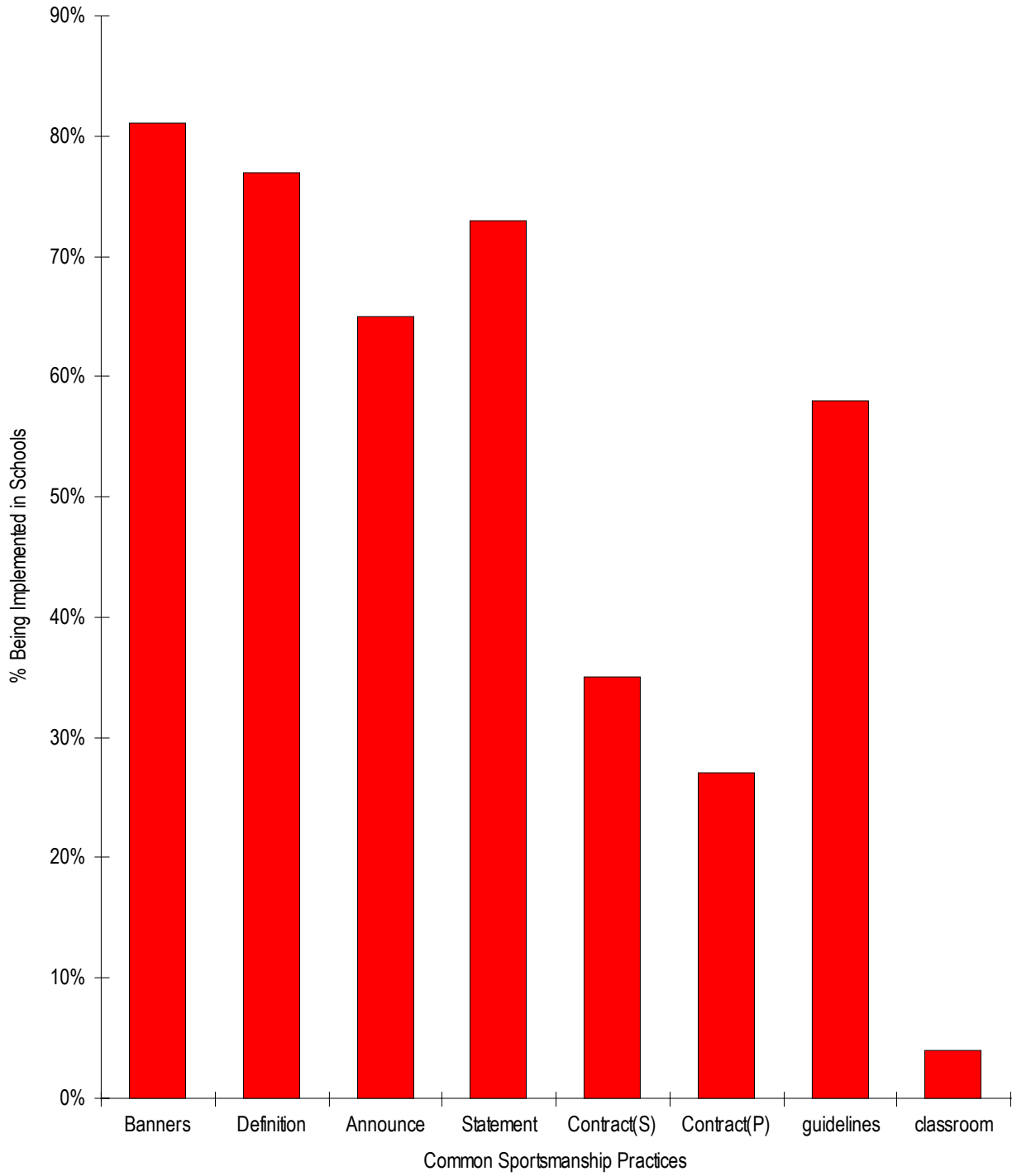
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## TABLES AND GRAPHS

**Table 1. Mean Scores of Athletic Directors and Guidance Counselors: Perceived Importance Ratings**

<b>Perceived Importance Question Topics</b>	<b>Athletic Director Mean Scores</b>	<b>Guidance Counselor Mean Scores</b>
Encourage Implementation in Classroom	2.41	2.38
Guidance Counselors: Primary Educator	3.82	4.38
Athletic Directors: Primary Educator	2.29	3.50
Coaches & Advisors: Training	2.41	2.38
Educate Students Effectively	2.47	3.25
Educate Parents Effectively	2.94	3.38
Conference Promotes Sportsmanship	1.78	2.13

**Graph 1. Participants' Awareness of Implemented Sportsmanship Practices in Schools**



APPENDIX A

COMMISHIONER LETTER

Date: March 7, 2001  
To: Conference Commissioners  
From: Stacy Berg, Graduate Student  
School Counseling  
University of Wisconsin- Stout  
Subject: SPORTSMANSHIP THESIS

Conference Commissioners:

My name is Stacy Berg. I am currently enrolled in the School Counseling Graduate Program at the University of Wisconsin- Stout. To complete program requirements I am conducting a thesis research project that will evaluate current sportsmanship practices of Wisconsin public school districts and perceived importance of implementing sportsmanship curriculums into the regular classroom as rated by athletic directors and guidance counselors.

It is my goal to collect data from at least four athletic conferences. Your support and cooperation would be greatly appreciated. I believe with your support and guidance, athletic directors and counselors would be more willing to complete the questionnaire. I am writing this letter in hopes that you will work with me during my thesis development. If your conference would be willing to participate, I would share the results of my study with your schools. Individual school districts would not be named in the final draft of my thesis. The only identifiers would be the conference name and schools who did not participate in the study.

The questionnaire that will be used during the study is attached to this email. If you have any questions or concerns, please reply back to this email or contact me by phone at (715) 232-8285.

I hope to hear from you soon and that your conference would be willing to participate in my thesis. I believe that evaluating your current sportsmanship practices will not only benefit your conference, but your students, athletes, parents and community.

Thank you,

Stacy Berg

APPENDIX B  
SPORTSMANSHIP QUESTIONNAIRE

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have a right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

NOTE: Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher, Stacy Berg or research advisor, Rod Crist and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI, 54751, phone (715) 232-1126.

**Current Occupation**                    \_\_\_ Guidance Counselor                    \_\_\_ Activities/Athletic Director

**What are the current practices for implementing sportsmanship education in your school district?**

- |   |     |    |
|---|-----|----|
| 1. Sportsmanship banners displayed on school grounds  | yes | no |
| 2. Definition of sportsmanship included in athletic codes   | yes | no |
| 3. Announcement of sportsmanship policy before athletic events                                    | yes | no |
| 4. Written statement of sportsmanship policy included in athletic programs                        | yes | no |
| 5. Contracts signed by student athletes to promote good sportsmanship                             | yes | no |
| 6. Contracts signed by parents of student athletes to promote good sportsmanship                  | yes | no |
| 7. Established guidelines to be enforced when poor sportsmanship is observed during school events | yes | no |
| 8. Sportsmanship education curriculum delivered in classroom setting                              | yes | no |

Please list any other practices being used to promote sportsmanship education in your school district.

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**If you answered "no" to question 8, please continue this questionnaire by flipping the page to the backside.**

**If you answered "yes" to question 8, what is the name of the curriculum being used by your school district?**

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**Please circle the appropriate answer to each question.**

**Who implements the sportsmanship curriculum?**

Classroom teacher      Guidance Counselor      Coaches      Athletic Director      Other \_\_\_\_\_

**Who receives sportsmanship education through your curriculum?**

Student Athletes                    Parents and Athletes                    All Students                    Students and Parents

**What grade levels receive sportsmanship education through your curriculum?**

K      1      2      3      4      5      6      7      8      9      10      11      12

**In what environment does your district teach sportsmanship education?**

Annual athletic code meeting                    Regular classroom during school hours                    After-school during practice

**How many hours are students taught sportsmanship through your curriculum?**

0-2 hrs.                    3-6 hrs.                    7-10 hrs.                    11+ hrs.

Thank you for taking the time to complete this questionnaire. Please mail your completed questionnaire to the address provided in your original email message.

**Please complete the following statements by circling the most appropriate rating, 1 being strongly agree and 5 being strongly disagree.**



APPENDIX C

INTRODUCTION LETTER

**Date: April 4, 2001**

**To: Guidance Counselors of the Dunn/St. Croix, Capitol and Scenic Bluffs Conference**

My name is Stacy Berg. I am a school counseling graduate student at the University of Wisconsin-Stout. As part of my program requirements, I must complete a thesis study. I have chosen to evaluate the current sportsmanship education practices of our schools. Your assistance would be greatly appreciated by completing the attached 1 page questionnaire.

Your conference commissioner provided your addresses and names for this study. They will be sent individual conference results upon completion of my thesis. Your personal information and school name will not be included in the data analysis. All data will be identified by conference name only.

Please return the questionnaire by April 16, 2001.

Thank you for your cooperation in completing this questionnaire. I look forward to assisting your conference in evaluating your current sportsmanship practices.

Stacy Berg

Enclosure