

COMPARISON OF TEACHER OPINION ON TRAITS OF
HIGH SCHOOL FOOTBALL BOYS AND FINDINGS
OF RESEARCH STUDIES

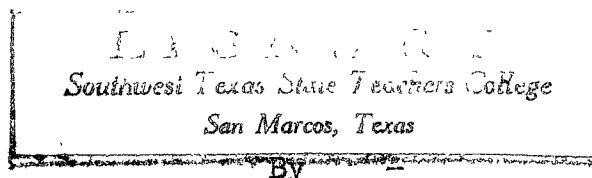
COMPARISON OF TEACHER OPINION ON TRAITS OF
HIGH SCHOOL FOOTBALL BOYS AND FINDINGS
OF RESEARCH STUDIES

THESIS

Presented to the Faculty of the Graduate School of
Southwest Texas State College
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R. L. Martin

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CHAPTER I
INTRODUCTION

A. Reasons for the Study

Whether athletics, as conducted in most schools, contributes to the development of character traits in high school boys has been a debatable question in the minds of many school administrators and teachers and the public in general. Though numerous experiments have been made to find out how athletic activities are related to scholarship and intelligence, little has been done to find out whether participation in athletics influences character trait development of school youth.

B. Purpose of the Study

The primary purpose of this study is to compare teacher opinion on character traits possessed by high school athletic participants in the game of football with the results of some objective studies that have been made on the subject.

C. Definition and Meanings of Character

Because of its complexity and intangibility, the word "character" is difficult to define. Necessarily, its meaning is confused and subject to many interpretations. However, the following short quotations will help clarify the elements and relationships of character as used in this paper:

Moral character certainly presupposes as its basis a multitude of effective specific habits:the habit of brushing one's teeth; of shining one's shoes; of speaking distinctly;.... of repressing the desire to yawn, the impulse to strike, and a hundred other impulses, that nature never intended to be repressed, yet the habitual repression of which is essential to civilized life.¹

Character is whatever lies behind an act in the way of deliberation and desire, whether these processes be near-by or remote.²

Character is thus the act of living. It is won through participation in social and cosmic functioning, through the performance of daily activities in the light of their meaning for the largest or most inclusive reality of which one can conceive. The man of character is one who functions well as a human being, who follows in his own contacts with others the divine strategy he has discovered at work in the world, providing for others conditions through which

¹W. C. Bagley, Classroom Management, pp. 228-229.

²J. Dewey and J. A. Tufts, Ethics, p. 203.

they may themselves achieve selfhood, forgetting himself in this adventure into creative life of the universe in which he finds himself always and everywhere at home.³

D. History and Trends in Character Education

The first record of an attempt at moral education is that contained in the story of the Garden of Eden with its account of disobedience immediately followed by punishment. All through the old testament, the sayings of Confucius, the teachings of Aristotle, Socrates, Plato, and other early educational thinkers, and other writings and writers of more or less antiquity the conviction of the importance of moral education is seen to grow. There are many illustrations of similar acts performed which sometimes resulted in reward and at other times in punishment; and in them all there is present an emphasis on man's relations to other men. Clearly, then, the social goal of character training has always been important.

The first written material used in character education were selections from the Bible, the Catechism, and the Hymn Book. Even later when the demand for other school books, principally readers, developed, these new texts were distinctly religious and moral in their material.

³Hugh Hartshorne, Character in Human Relations, pp. 249-250.

The most prominent of these books was The New England Primer.

.....The Chapter of Accidents, or the Book of Caution to Children, published in 1833 in New York City, was a small volume containing sixteen lessons profusely illustrated with vivid pictures showing the effects of playing with knives, fire, and firearms, riding a wild horse, fighting, teasing bulls, running under carts, and coaches. It might be called the first 'Safety-first' book, although its main emphasis was upon character training.⁴

In 1894, Charles De Garmo⁵ foresaw the lack of moral instruction in the schools and, after stressing its importance, suggested that it be introduced and related to the school curriculum in connection with the regular subjects.

Character education has made rapid strides since De Garmo first emphasized the need for moral teaching. One of the first definitely organized attempts of character education was developed by Miss Jane Brownlee in Toledo, Ohio, in 1901, and is described in her book.⁶ Her plan is a combination of the direct and indirect methods. The

⁴Durant Drake, The New Morality, p. 79.

⁵Walter Lippman, The Preface to Morals, p. 181.

⁶J. Brownlee, Moral Education in the Public School, pp. 68-90.

direct part of her program consisted of a five minute talk each morning on character traits. In her indirect plan she organized her entire school into a club. They elected student officers and committees to govern the school activities.

Two years later, M. A. Cassidy,⁷ then Superintendent of Schools of Lexington, Kentucky, originated a plan in which character traits were emphasized during a fifteen minute 'Golden Deed' period each day. In his plan one character trait was written on the black board and each pupil was asked to illustrate it, after which the best was selected and placed in the 'Book of Golden Deeds.' Annual awards were provided for the best, most outstanding, and most artistic book.

In 1909, the Character Development League⁸ of New York City initiated a plan using as its basis the biographies of great men. A book including biographies and pictures were used. Each lesson given followed a definite outline: Introduction, definition, interpretation,

⁷ Hugh Hartshorne, op. cit., pp. 249-250.

⁸ J. T. White, Character Lessons in American Biography, pp. 26-31.

elucidation, and training, examples, application, literature, and inspiration. Different character traits were suggested for each grade.

In 1914 came the Pathfinders of America, founded by J. F. Wright⁹ different in the respect that their organization had no official connection with the schools. This group believed that character education should be recognized as a special subject with special teachers the same as any other school subject.

In 1923, W. B. Joyce, President of the Surety Company, New York, founded the National Honesty Bureau for the purpose of establishing the ideals of honesty in young people.¹⁰ In this book are presented many talks on honesty as it related to the student's life, both in his home and outside of it, and also material for a national honesty campaign. These talks are supplemented with discussion, debates, reports, and themes and wherever possible are related to the school's curricular and extra-curricular activities.

⁹H. C. McKown, Character Education, pp. 76-81, 226-231.

¹⁰W. B. Forbush, Honesty Book, p. 23.

In 1924, the Knighthood of Yough Plan,¹¹ originated through the assistance of John Finley and now sponsored by the National Child Welfare Association, was introduced into twelve schools in New York City. The purpose of this organization is to teach and develop the ability to distinguish between right and wrong, and the ability to do and the habit of doing right in real situations of life.

In 1925 came another of the famous morality codes, promoted and sponsored by Collier's Magazine. This code was the result of the combined thought and attention of a great many of the country's best known educators, as well as a great many parents. Prizes were offered those who submitted the best set of suggestions for the actual use of the code. The winner announced bearing the name: The Best Moral Code is a Two-Legged Moral Code. The winning suggestions made included fireman and policeman, reviews of current events, talks, discussion, and themes. Also the idea of indirect classifications each to be earned upon the basis of performance of certain citizenship duties as Good citizen, alien, and worthy citizen.

The ever changing modern educational program has continued to emphasize character education and new several

¹¹ National Child Welfare Association, 70 Fifth Avenue, New York City, New York.

states, educational institutions, and a great many of the larger cities have developed trends that cannot be introduced here, because of lack of space. However, the trend that has been followed throughout these years indicates the nature of the increased interest, importance, and the importance of further studies in the field of character education.

More recently much emphasis has been placed on recreation and sports as the best and most productive fields for character training. It is with this phase that this paper attempts to deal.

CHAPTER II

SIMILAR INVESTIGATIONS

A. Objective Comparisons of Character Traits of Athletes and Non-Athletes

Much has been written upon the question of comparative character traits of athletes and non-athletes, but nearly all studies on this subject found by this writer have been subjective. However, three controlled experiments were located which were along the same lines, but which differ in detail. A brief account of each follows:

The first of these was conducted in the high school of Sandy Township, Du Bois, Pennsylvania, by J. L. Hackenberg.¹ The object was to ascertain whether organized athletics, as conducted in that school system, really contributed anything to certain character traits.

The student body was divided into three classes: those pupils taking active part in extramural activities, e. i., football, basketball, and track (Group I); those

¹J. L. Hackenberg, E. B. Yeich, and L. A. Weisenfluh, "The Effects of Athletics on Certain Character Studies," Journal of Educational Sociology, Sept., 1933--May, 1934, pp. 264-268.

who had no active participation in athletics but were interested in the sports (Group IA); and those pupils who did not participate in athletics, were not interested in sports, and were, in fact, rather antagonistic to athletics (Group IB). Forty cases were used in each group.

Members of the group were paired on the following basis: mental age, achievement scores of the previous year, curriculum followed in high school, sex, grades in school, and location in district.

Students from grades nine and ten only were used in this study. Six different tests, taken from the Character Education Inquiry battery of tests were used to measure comparative growth: the Good Citizenship Test, the Information Test, information part of Self-Scoring Intelligence and Achievement Tests, O'Reilly's Character Analysis Chart, and the New York Rating Scale for School habits.

An attempt was made to measure honesty, citizenship, obedience, and sportsmanship. Furthermore, to find out whether athletics would help the participant to make worthy use of his leisure time. The three Character Education Inquiry Tests were administered to the entire school at the start of the term. The students rated themselves on the O'Reilly Character Analysis Chart and the teachers rated the

pupils on the New York Rating Scale for School Habits during the first week of school. These results were tabulated and recorded. Near the end of the school term the same tests were again administered and again pupil and teacher ratings were made. These results were then tabulated and compared with the initial scores and ratings. Table I presents the results of this study:

Table I

Comparative Growth During One School Year
of Three Groups on Two Criteria

A. Good Citizenship Test

Initial Test Final Test

| | <u>Scores</u> | <u>Scores</u> | <u>Gain</u> |
|--------------------|---------------|---------------|-------------|
| Group I: Averages | 34.65 | 36.20 | 1.55 |
| S. D. | 5.06 | 5.03 | |
| Group IA: Averages | 34.37 | 34.97 | .60 |
| S. D. | 4.02 | 5.47 | |
| Group IB: Averages | 34.37 | 35.27 | .90 |
| S. D. | 4.07 | 6.15 | |

| | Group I over IA | Group I over IB |
|---|-----------------|-----------------|
| Diff. between mean gains | .95 | .65 |
| S. E. of the difference | .6952 | .2528 |
| Ratio of diff. gain to its S. E. | 1.36 | 2.54 |
| Chances of true difference in same direction | 10 to 1 | 184 to 1 |

B. Information Test Results

Initial Test Final Test

| | <u>Scores</u> | <u>Scores</u> | <u>Gain</u> |
|--------------------|---------------|---------------|-------------|
| Group I: Averages | 142.17 | 144.62 | 2.45 |
| S. D. | 2.47 | 2.56 | |
| Group IA: Averages | 141.75 | 141.92 | .17 |
| S. D. | 2.34 | 2.54 | |
| Group IB: Averages | 141.52 | 141.75 | .23 |
| S. D. | 2.47 | 2.71 | |

| | Group I over IA | Group I over IB |
|---|-----------------|-----------------|
| Diff. between mean gains | 2.28 | 2.22 |
| S. E. of the difference | .5056 | .4424 |
| Ratio of diff. gain to its S. E. | 4.51 | 5.0 |
| Chances of true difference in same direction | 308,500 to 1 | 3,488,000 to 1 |

The Self-Scoring Intelligence and Achievement Test was used as a measure of each pupil's honesty. It was found that in the initial test the experiment group had three cases where dishonesty was shown and in the final tests two of these cases disappeared and only one remained. But in the controlled groups the same number of cases of dis-honesty appeared in the final test as in the initial test.

On the self-ratings of the O'Reilly Character Analysis Chart the athletic groups made a mean increase in a score between initial and final rating of 1.7. Group IA made an increase of .46 and group IB an increase of .08. Thus the athletic group excelled one of the non-athletic groups by 1.24 and the other by 1.62. The standard errors of these differences are, respectively, .503 and .472.

The teacher ratings of the New York Grading Scale for School Habits did not lend themselves to a quantitative evaluation comparable with that of the other tests. Of Group I fourteen members increased their ratings within the experimental period, five decreased their ratings, and 21 remained unchanged; of group IA eight increased in rating, five decreased, and 27 remained the same; while of group IB nine increased their ratings, six decreased theirs, and 25 remained unchanged. Thus in both types of ratings the athletic groups improved slightly more than either of the non-athletic groups.

The the West Reading Experiment study by E. B. Yeich,² twenty athletes were matched with as many non-athletes in respect to sex, grade, and intelligence, an athlete being defined as a member of an athletic squad who participated in all practices and was present as a probable or actual participant at all games of his chosen sport. Scores for four character traits were obtained from the teacher ratings.

As a guide to the teachers in ratings, the four traits involved in the study were carefully explained so that all teachers would interpret them alike.

In three of these traits the mean of an athletic group exceeded that of the non-athletic, as shown in Table II. However, reference to the critical ratios (difference divided by standard error of difference) reveals that none of the differences is significant. In other words these small differences may be explained easily as chance differences.

²Ibid., pp. 267-268.

Table II

Mean Ratings of Athletes and Matched Non-Athletes in four
Character Traits at West Reading High School

| | Fellowship | | Followership | | Obedience | | Honesty | |
|------------------|------------|--------------|--------------|--------------|-----------|--------------|----------|--------------|
| | Athletes | Non-Athletes | Athletes | Non-Athletes | Athletes | Non-Athletes | Athletes | Non-Athletes |
| Number | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Mean | 2.35 | 2.22 | 2.39 | 2.34 | 2.34 | 2.50 | 2.58 | 2.52 |
| Difference | .09 | | .05 | | | .16 | .06 | |
| S. E. Difference | .11 | | .10 | | | .12 | .89 | |
| Ratio | .8 | | .5 | | | 1.33 | .07 | |
| Chances | 4 to 1 | | 2.3 to 1 | | | 10 to 1 | 1.1 to 1 | |

The Old Forge High School experiment by L. A. Weisenfluh³ was conducted in the same manner as that of the West Reading. Fourteen pairs of students were involved in tests for four character traits, namely: fellowship, followership, obedience, and honesty. The athletes were found to exceed the non-athletes in only one of the four character traits--honesty--while the non-athletes exceeded in the other three. But the ratio of the differences to their standard errors range was only from .41 to .67.

In none of the three studies was the difference between the two types of students in academic achievement found to be significant. Thus out of the eight possible comparisons with respect to the contributions to character traits in the West Reading and Old Forge experiments as rated by teachers, four were in favor of the athletic groups and four were in favor of the non-athletic groups. As far as these two trials were concerned, therefore, there is no evidence that participation in athletics favors the development of these traits more than non-participation. But the Sandy Township experiment showed some net advantage to the athletic groups where certain objective tests were employed. And it is worthy of note that in this experiment

³Ibid., p. 268.

changes during the year rather than status were considered and since only pupils in grades nine and ten were used, development was caught at the beginning of the growth curve where changes, if there were any, would have the best opportunity to show themselves.

All in all this trio of experiments suggests the mere possibility that athletics may be made to contribute slightly to the development of character traits. But it also suggests that the contribution is much smaller than it is often alleged to be.

B. Objective Comparison of Intelligence and Scholarship of Athletes and Non-Athletes

In a report of the results of an Otis group test given 1100 Illinois high school students, it was found: (1) that athletes have as much intelligence as non-athletes; (2) that the correlation between scholastic record and intelligence is slightly lower for athletes than non-athletes, but that comparison of the two groups on the basis of scholarship gave the non-athletes very little advantage.⁴

⁴F. A. Beau, "The Mental Ability of Athletes in Comparison with Non-Athletes in High School," The American School Board Journal, Vol. 73, No. 2, (August, 1926) pp. 45, 155.

In a study of the junior high school pupils in the Lincoln School of Teachers College, Columbia University, the following conclusions were set forth: the athletic captains ranked relatively low in mental age and intelligence quotient, but fairly high in scholarship. High physical achievement was the outstanding characteristic of the athletic leaders, while for the other types of leaders high physical achievement was not a prominent characteristic (the physical tests were not given until some time after the elections of captain had taken place). Scholarship was high for all the leaders in all fields of student activities; the athletic leaders among the boys were the lowest of the group of the leaders in scholarship, but even they were at the average of their classes.⁵

In a study of the boys who won their letters between 1922 and 1926 in the Hughes High School, Cincinnati, the 100 boys in this letter group were compared with 100 non-letter boys. The non-letter boys consisted of 20 boys from each of the years indicated. The general scholarship averages are shown in Table III.

⁵Otis W. Caldwell and Beth Wellman, "Characteristics of School Leaders," Journal of Educational Research, Vol. 14, (June, 1926) pp. 1-13.

Table III
General Scholarship Averages of
Letter Boys and Non-Letter Boys

| | <u>Letter boys</u> | <u>Non-Letter boys</u> |
|----------------|--------------------|------------------------|
| Highest | 94.0 | 91.5 |
| Lowest | 68.4 | 70.8 |
| Upper quartile | 83.2 | 82.55 |
| Lower quartile | 75.3 | 76.85 |
| Mean | 79.2 | 80.1 |
| Median | 78.5 | 80.2 |

On the whole there seems to be no justification for the assumption that letter boys are naturally much different in ability from other high school boys.⁶

A study of boys and girls in four Colorado high schools in which the effort is made to eliminate the variable factors that usually affect studies of the mental ability and accomplishment of athletics and non-athletics gives the following as the summary of conclusions:

1. Athletics slightly decrease the scholastic efficiency of students.

2. Boy athletes are either elected to or choose more extra-curricular activities (not including athletic activities) than the non-athletes, whereas the reverse is true among girls.

⁶W. A. Cook and Mable Thompson, "Comparison of Letter Boys and Non-Letter Boys in a City High School," School Review, Vol. 36, (May, 1928) pp. 350-358.

3. Boy athletes are on the average about a half-years older than the non-athletes, while the girl athletes are about two months younger than the non-athletes.

4. Boy non-athletes rank considerably higher in intelligence than the boy athletes, while girl non-athletes rank slightly lower than the girl athletes.

5. Boy non-athletes rank considerably higher in achievement in school than the athletes, while the girl non-athletes rank slightly higher than the girl athletes.⁷

Three competitive sports were used in a study made at the University High School, University of Minnesota, during the school year 1923-24. The results of the study are given in Table IV:

Table IV

Comparison of Grade Points

| Team | <u>Squad</u> <u>average</u> | <u>School</u> <u>average</u> | <u>School average not</u> <u>incl. squad average</u> |
|---------------|--------------------------------|---------------------------------|---|
| Cross-country | 1.50 | 1.12 | 1.02 |
| Swimming | 1.16 | 1.03 | .97 |
| Track | 1.51 | 1.09 | 1.01 ⁸ |

⁷R. T. Hall, "How Athletes and Non-Athletes Compare in Mental Ability and in Educational Achievement," American Physical Education Review, Vol. 33, (June, 1928) pp. 388-399.

⁸A. L. Lindel, "Correlation Between Class Work and Athletics," Athletic Journal, Vol. 5, No. 3, (November, 1924) pp. 44-48.

In a study made in the High School of Sullivan, Indiana, the following conclusions were reached:

1. In general it was found that the difference between the athlete and the non-athlete in mental ability and scholastic achievement is small and of no significance.

2. There is no difference in grades, but the I.Q's. of the athletes are a trifle higher than the I.Q's. of the non-athletes.

3. The athletes, both boys and girls, did better school work when they were not participating in athletics than they did while they were participating in athletics.⁹

In several schools of Southern Michigan, the marks of athletes and the marks of all the high school boys were compiled, covering a period of three years. Only the first four marks were used--A, B, C, and D,--the failure, or E, being omitted in both cases because of the difficulty in tracing the failures, as they are not always placed on permanent records. The results of the study are given in Table V.

⁹J. D. Hull, "A Comparison of the Grades and Intelligence Quotients of Athletes and Non-Athletes in High School," American School Board Journal, Vol. 69, No. 2, (August, 1924) pp. 44, 107-109.

Table V

All High School Boys, 1920-23

| Subjects | A | % | B | % | C | % | D | % | Total |
|-------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| English | 100 | 7.36 | 373 | 27.4 | 497 | 36.5 | 389 | 28.6 | 1,359 |
| Mathematics | 132 | 15.4 | 242 | 28.3 | 226 | 26.5 | 254 | 29.7 | 854 |
| History | 72 | 6.5 | 359 | 32.5 | 373 | 33.8 | 298 | 27 | 1,102 |
| Languages | 49 | 11.7 | 116 | 27.7 | 130 | 41.1 | 123 | 29.4 | 418 |
| Science | 83 | 8.5 | 298 | 30.6 | 335 | 34.4 | 258 | 26.4 | 974 |
| Commercial | 61 | 10.9 | 133 | 23.8 | 224 | 40 | 141 | 25.2 | 559 |
| Total | <u>497</u> | <u>9.4</u> | <u>1521</u> | <u>28.8</u> | <u>1785</u> | <u>34.0</u> | <u>1463</u> | <u>27.7</u> | <u>5,266</u> |

Athletes, 1920-23

| Subjects | A | % | B | % | C | % | D | % | Total |
|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|--------------|
| English | 31 | 10.33 | 85 | 28.33 | 90 | 30 | 94 | 31.33 | 300 |
| Mathematics | 53 | 20.5 | 52 | 20.1 | 88 | 34.1 | 65 | 25.1 | 258 |
| History | 27 | 11.06 | 69 | 28.2 | 69 | 28.2 | 79 | 32.3 | 244 |
| Languages | 12 | 11.8 | 25 | 24.76 | 32 | 31.68 | 32 | 31.68 | 101 |
| Science | 15 | 7.57 | 64 | 32.3 | 67 | 33.8 | 52 | 26.2 | 198 |
| Commercial | 44 | 7.7 | 22 | 42.3 | 20 | 38.4 | 6 | 11.5 | 52 |
| Total | <u>142</u> | <u>12.3</u> | <u>317</u> | <u>27.5</u> | <u>366</u> | <u>31.7</u> | <u>329</u> | <u>28.5</u> | <u>1,153</u> |

While the athletes have a greater per cent of D's and a lower per cent of C's in English than the whole group, they also have a greater per cent of A's and B's than all boys taking the subject.

It is sometimes stated that athletes take 'snap courses.' These tables seem to disprove that theory. It was found that 8.7 per cent of the marks of athletes in the language group and 7.9 per cent of the marks of all the boys in that subject. Also 22.3 per cent of the marks of athletes are in mathematics, and 16.4 per cent of the marks of all boys are in that group. And 21.1 per cent of the marks of athletes are in history, while 20.9 per cent of the marks of all the boys are in that group. These three subjects are mentioned because they are all elective and in every case the athletes have a greater per cent of marks in these groups than have all the boys including the athletes.¹⁰

The wide difference in procedures employed in administering the tests, the periods of time covered, the measuring instruments used, plus kinds and numbers of group studied, makes the problem of summarization of all these studies extremely difficult. In general it was found that the difference between the participating athlete and the

¹⁰E. H. Wilds, op. cit., pp. 149-150, Extra-Curricular Activities.

non-athlete in mental ability and scholastic achievement is for the most part small and of no statistical significance. Practically all the studies that were reviewed by the writer show that non-athletes do slightly better scholastic work than the boys participating in athletics, though a few of the studies found the opposite to be true.

All the studies produced evidence that athletes were less apt to drop out of school, and the majority of the studies found that a larger percentage of athletes than of non-athletes graduate with the members of their class. The athletic groups were found to make lower grades while the sport was in season than when not taking actual part in a sport. Therefore, it might be said that there is little or no difference to be found between athletes and non-athletes in scholarship or achievement.

CHAPTER III

METHOD OF COLLECTING AND TREATING DATA

A. Procedure of the Study

Up to this point this paper has dealt with the necessary introductory materials and with data gathered from objective tests that are available. Since, as stated in the introduction, the purpose of this study is to compare such objective data with the subjective opinions of teachers, directors of athletics, and administrators, the next logical step is to present such opinions.

One hundred graduate students in the teaching profession enrolled at Southwest Texas State College, San Marcos, Texas, were given a mimeographed questionnaire (page 27) which had seventeen questions related to character conduct, positively stated, to be answered yes or no. A short definition of each trait was appended (page 28) to be read before the answers were attempted.

Each was asked to answer the questions carefully as he knew football boys from his experience in the teaching profession.

It will be noted that a number of questions (18-23) that are not directly related to traits of character were also asked. These were introduced to ascertain as far as possible the background of those answering the questions. They have been left in this study and incorporated in this report because of their suggestiveness for determining results.

The sheets were then returned to the writer for analysis. The first step was to tabulate the answers by groups: administrators (Table VI); coaches (Table VII); men teachers (Table VIII); and , women teachers (Table IX). A master sheet was then used to tabulate and combine all the groups (Table X) and incorporate the total answers for determining results.

No separate study for reliabilities of the questionnaire was made. The preliminary research was taken from a study by C. H. McCloy.¹

¹ C. H. McCloy, "General Elements of Character," The Research Quarterly of the American Physical Education Association, Vol. VI, No. 3, (October, 1935) pp. 99-109.

Questionnaire Used

Name _____ Location _____ Sex _____

Position Held _____
(Administrator) (Teacher) (Coach)Please give your honest opinion in answering YES or NO.

I.

1. Do football players energetically apply themselves in class? _____
2. Do football players foresee what needs doing and do it? _____
3. Are football players prompt? _____
4. Do football players believe in themselves? _____

II.

5. Are football players careful in their undertakings? _____
6. Are football players fair in their actions? _____
7. Do football players respect the rights of others? _____
8. Are football players loyal? _____
9. Do football players have the "Refuse to Give up" attitude? _____
10. Are football players capable of meeting unusual demands? _____
11. Are football boys fearless? _____

III.

12. Do football players have ease of manner? _____
13. Are football players popular? _____
14. Are football players alert? _____

IV.

15. Do football players cooperate? _____
16. Are football players honest and upright? _____
17. Are football players polite and respectful? _____
18. Did you ever play football? _____
19. Are football players injured more frequently and more seriously than they should be? _____
20. Do football players pay attention in class the day before a game? _____
21. Do football players have time for study? _____
Do they study? _____

Answer the following questions if you have played football.

22. Was football detrimental to your health? _____
23. Was a football season less, equally as, or more valuable than a major academic subject? _____

Character Traits Defined

READ CAREFULLY AND REFER TO FREQUENTLY IN ANSWERING QUESTIONNAIRE

I.

1. Aggressiveness: energetic, self-assertive.
2. Initiative: an ability to foresee what needs doing, and do it.
3. Decisive: having the power or quality of deciding.
4. Self confidence: belief or trust in ones self.

II.

5. Thoroughness: accurate and careful.
6. Sportsmanship: one who is fair and honorable.
7. Respect for the rights of others: proper regard, esteem, or courtesy.
8. Loyalty: faithfulness and devotion.
9. Perseverance: refusal to give up, continued effort.
10. Resourcefulness: capable of meeting unusual demands or sudden needs.
11. Physical courage: boldness and fearless.

III.

12. Poise: ease of manner.
13. Popularity: state of being liked and admired by many.
14. Alertness: wide awake ready to act and on the lookout.

IV.

15. Cooperation: a working together for the same end, mutual help to one another.
16. Integrity: uprightness, virtue, or honesty.
17. Polite and respectful: civil, showing deference.

Note: Definitions taken from Webster's Collegiate Dictionary.

B. Summary and Interpretation of Questionnaire

In the Tables VI, VII, VIII, IX, and X, with their interpretations, are a composite showing of the findings for each of the four groups and for the total groups asked to answer the questionnaire. It appears likely that athletes at one institution have a different relation to character development from those at another institution. Also, different policies at different schools may be responsible for unlikeness among athletic groups, suggesting that athletes possess poor or weaker traits in some institutions and better or more character traits in others. For this reason it is believed that a composite grouping is the most valuable because it includes the total cases involved by the different school positions held by the persons answering the questionnaire. Nevertheless, the answers are shown for whatever value they may have.

Positive Self-Feeling Traits

It was a unanimous belief that football boys believed in themselves. The importance of possessing faith in one's ability cannot be denied.

It was the general opinion that football boys do not apply themselves energetically in class. Though such a tendency requires remedial action on the part of school

authorities, such matters are not germane to this paper.

Social Factors

Those who answered the questionnaire were unanimously agree that football boys possessed loyalty traits. This is not surprising since the youth of today see loyalty placed at such high premium. Since their early school years they have had to salute and pledge allegiance to the American Flag. Such pledges are prerequisite to membership and clubs and school organizations everywhere. The possession of high fidelity is required by many National Youth Groups.

There is not sufficient evidence to support the contention that the loyalty traits of athletes are the result of athletic activities, nor that such traits exist in athletes to a higher degree than in non-athletes. In short, on the basis of existing evidence, no affirmation or denial of the value of athletics in this connection is justifiable.

The group showed that football boys were not fearless individuals and that they many times showed lack of fortitude and physical prowess that they should possess.

Individual Qualities

It was an almost unanimous belief that personality,

the quality trait of being admired and approved, was constant among most boys that participated in football. This is not surprising, since the loyalty of most students in supporting the school activities develops school spirit and morale that is prevalent in all the school functions, and centers itself around the athletic program.

The quality rated the lowest among football boys was ease of manner. Whether some factors inherent in the more strenuous forms of athletics is responsible for the development of this trait, and the desirability of remedial action are beyond the scope of this paper. Definitely, however, serious attention should be given to the matter.

Tendency to Merge with the Group

The responses indicate that a large percentage of the teachers believe that football boys are cooperative. This signifies that willingness to seek the welfare of the group, regardless of the undertaking, is a definitely discernable trait. Being loyal and believing in themselves stands out in relation to their cooperative attitude and the undertakings of others. The pleasing personality which most of the teachers signified that football boys possessed would indicate that this trait is closely correlated with a cooperative attitude.

Another challenging reaction of those answering the questionnaire was that football boys ranked low in respect for the rights of others. Lack of trained leadership and sound administration policies may be generally responsible for such a condition. Many times the leadership and supervision over the athletic teams is under such criticism from the public that winning at any price becomes the goal. Such a condition should not be tolerated by the school officials.

One of the implications of this study seems to be that the athletic programs of the schools should be made the subject of careful study by those who believe in athletics.

Table VI
Responses of Administrators

| Traits | Number answering | Yes answers | | No answers | | Did not answer |
|--|---------------------|----------------|-----|---------------|----|-------------------|
| I. | | No. | % | No. | % | |
| Aggressiveness | 27 | 18 | 67 | 9 | 33 | 0 |
| Initiative | 26 | 20 | 77 | 6 | 23 | 1 |
| Decisive | 27 | 19 | 70 | 8 | 30 | 0 |
| Self confidence | 27 | 27 | 100 | 0 | 00 | 0 |
| Positive of Self Feeling | 107 | 84 | 79 | 23 | 21 | 1 |
| II. | | | | | | |
| Thoroughness | 26 | 19 | 73 | 7 | 27 | 1 |
| Sportsmanship | 27 | 23 | 85 | 4 | 15 | 0 |
| Respect for others rights | 27 | 23 | 85 | 4 | 15 | 0 |
| Loyalty | 27 | 27 | 100 | 0 | 00 | 0 |
| Perserverance | 27 | 19 | 70 | 8 | 30 | 0 |
| Resoursefulness | 27 | 24 | 89 | 3 | 11 | 0 |
| Physical courage | 27 | 18 | 67 | 9 | 33 | 0 |
| Social Factors | 188 | 153 | 81 | 35 | 19 | 1 |
| III. | | | | | | |
| Poise | 27 | 20 | 74 | 7 | 26 | 0 |
| Popularity | 27 | 26 | 96 | 1 | 04 | 0 |
| Alertness | 25 | 25 | 100 | 0 | 00 | 2 |
| Individual Qualities | 79 | 71 | 90 | 8 | 10 | 2 |
| IV. | | | | | | |
| Cooperation | 27 | 26 | 96 | 1 | 04 | 0 |
| Integrity | 26 | 23 | 88 | 3 | 12 | 1 |
| Polite and Respectful | 26 | 24 | 92 | 2 | 08 | 1 |
| Tends to Merge with Group | 79 | 73 | 92 | 6 | 08 | 2 |
| I, II, III, and IV Character Traits | 453 | 381 | 86 | 72 | 14 | 6 |

Table VII
Responses of Coaches

| Traits | Number answering | Yes answers | | No answers | | Did not answer |
|--|---------------------|----------------|------------|---------------|-----------|-------------------|
| I. | | No. | % | No. | % | |
| Aggressiveness | 23 | 17 | 74 | 6 | 26 | 2 |
| Initiative | 24 | 23 | 96 | 1 | 04 | 1 |
| Decisive | 22 | 20 | 91 | 2 | 09 | 3 |
| Self Confidence | <u>24</u> | <u>24</u> | <u>100</u> | <u>0</u> | <u>00</u> | <u>1</u> |
| Positive Self Feeling | 93 | 84 | 90 | 9 | 10 | 7 |
| II. | | | | | | |
| Thoroughness | 25 | 18 | 72 | 7 | 28 | 0 |
| Sportsmanship | 24 | 22 | 93 | 2 | 07 | 1 |
| Respect others rights | 24 | 22 | 93 | 2 | 07 | 1 |
| Loyalty | 23 | 23 | 100 | 0 | 00 | 2 |
| Perserverance | 24 | 17 | 71 | 7 | 29 | 1 |
| Resoursefulness | 24 | 24 | 100 | 0 | 00 | 1 |
| Physical Courage | <u>24</u> | <u>21</u> | <u>87</u> | <u>3</u> | <u>13</u> | <u>1</u> |
| Social factors | 168 | 147 | 88 | 21 | 12 | 7 |
| III. | | | | | | |
| Poise | 24 | 20 | 83 | 4 | 17 | 1 |
| Popularity | 24 | 23 | 96 | 1 | 04 | 1 |
| Alertness | <u>24</u> | <u>23</u> | <u>96</u> | <u>1</u> | <u>04</u> | <u>1</u> |
| Individual Qualities | 72 | 66 | 92 | 6 | 08 | 3 |
| IV. | | | | | | |
| Cooperation | 24 | 24 | 100 | 0 | 00 | 1 |
| Integrity | 23 | 21 | 91 | 2 | 09 | 2 |
| Polite and Respectful | <u>24</u> | <u>22</u> | <u>93</u> | <u>2</u> | <u>07</u> | <u>1</u> |
| Tends to Merge with Group | 71 | 67 | 91 | 4 | 05 | 4 |
| I, II, III, and IV Character Traits | 404 | 364 | 91 | 40 | 09 | 21 |

Table VIII
Responses of Men Teachers

| Traits | Number answering | Yes answers | | No answers | | Did not answer |
|--|---------------------|----------------|-----|---------------|----|-------------------|
| I. | | No. | % | No. | % | |
| Aggressiveness | 18 | 11 | 61 | 7 | 39 | 1 |
| Initiative | 18 | 9 | 50 | 9 | 50 | 1 |
| Decisive | 18 | 12 | 67 | 6 | 33 | 1 |
| Self confidence | 18 | 18 | 100 | 0 | 00 | 1 |
| Positive Self Feeling | 72 | 50 | 70 | 22 | 30 | 4 |
| II. | | | | | | |
| Thoroughness | 16 | 10 | 62 | 6 | 38 | 3 |
| Sportsmanship | 17 | 17 | 100 | 0 | 00 | 2 |
| Respect others rights | 18 | 15 | 83 | 3 | 17 | 1 |
| Loyalty | 18 | 18 | 100 | 0 | 00 | 1 |
| Perserverance | 19 | 17 | 89 | 2 | 11 | 0 |
| Resoursefulness | 17 | 14 | 82 | 3 | 18 | 2 |
| Physical courage | 18 | 10 | 56 | 8 | 44 | 1 |
| Social factors | 123 | 101 | 81 | 22 | 19 | 10 |
| III. | | | | | | |
| Poise | 17 | 10 | 59 | 7 | 41 | 2 |
| Popularity | 18 | 18 | 100 | 0 | 00 | 1 |
| Alertness | 18 | 18 | 100 | 0 | 00 | 1 |
| Individual Qualities | 53 | 46 | 87 | 7 | 13 | 4 |
| IV. | | | | | | |
| Cooperation | 18 | 18 | 100 | 0 | 00 | 1 |
| Integrity | 18 | 17 | 94 | 1 | 06 | 1 |
| Polite and Respectful | 17 | 15 | 88 | 2 | 12 | 2 |
| Tends to Merge with Group | 53 | 50 | 94 | 3 | 06 | 2 |
| I, II, III, and IV Character Traits | 301 | 247 | 82 | 54 | 18 | 22 |

Table IX
Responses of Women Teachers

| Traits | Number answering | Yes answers | | No answers | | Did not answer |
|--|---------------------|----------------|-----|---------------|----|-------------------|
| | | No. | % | No. | % | |
| I. | | | | | | |
| Aggressiveness | 28 | 11 | 39 | 17 | 61 | 1 |
| Initiative | 25 | 17 | 68 | 8 | 32 | 4 |
| Decisive | 29 | 21 | 77 | 8 | 13 | 0 |
| Self confidence | 28 | 27 | 96 | 1 | 04 | 1 |
| Positive Self Feeling | 110 | 76 | 70 | 34 | 30 | 6 |
| II. | | | | | | |
| Thoroughness | 28 | 20 | 71 | 8 | 29 | 1 |
| Sportsmanship | 28 | 25 | 89 | 3 | 11 | 1 |
| Respect others rights | 28 | 26 | 93 | 2 | 07 | 1 |
| Loyalty | 28 | 28 | 100 | 0 | 00 | 1 |
| Perseverance | 29 | 25 | 86 | 4 | 14 | 0 |
| Resourcefulness | 28 | 20 | 71 | 8 | 29 | 1 |
| Physical courage | 27 | 19 | 70 | 8 | 30 | 2 |
| Social Factors | 196 | 163 | 83 | 33 | 17 | 7 |
| III. | | | | | | |
| Poise | 28 | 19 | 68 | 9 | 32 | 1 |
| Popularity | 28 | 28 | 100 | 0 | 00 | 1 |
| Alertness | 27 | 25 | 93 | 2 | 07 | 2 |
| Individual Qualities | 83 | 72 | 87 | 11 | 13 | 4 |
| IV. | | | | | | |
| Cooperation | 29 | 29 | 100 | 0 | 00 | 0 |
| Integrity | 27 | 20 | 74 | 7 | 26 | 2 |
| Polite and Respectful | 29 | 22 | 76 | 7 | 24 | 0 |
| Tends to Merge with Group | 85 | 71 | 84 | 14 | 16 | 2 |
| I, II, III, and IV Character Traits | 474 | 382 | 81 | 92 | 19 | 19 |

Table X

Summary of Total Responses to Questionnaire

| Traits | Number answering | Yes answers | | No answers | | Did not answer |
|---------------------------|---------------------|----------------|-----|---------------|----|-------------------|
| | | No. | % | No. | % | |
| I. | | | | | | |
| Aggressiveness | 96 | 57 | 60 | 39 | 40 | 4 |
| Initiative | 93 | 69 | 74 | 24 | 26 | 7 |
| Decisive | 96 | 72 | 75 | 24 | 25 | 4 |
| Self confidence | 97 | 96 | 99 | 1 | 01 | 3 |
| Positive Self Feeling | 382 | 294 | 77 | 88 | 13 | 18 |
| II. | | | | | | |
| Thoroughness | 95 | 67 | 71 | 28 | 29 | 5 |
| Sportsmanship | 96 | 87 | 91 | 9 | 09 | 4 |
| Respect others rights | 97 | 86 | 89 | 11 | 11 | 3 |
| Loyalty | 96 | 96 | 100 | 0 | 00 | 4 |
| Perseverance | 99 | 78 | 79 | 21 | 21 | 1 |
| Resourcefulness | 96 | 82 | 85 | 14 | 15 | 4 |
| Physical courage | 96 | 68 | 71 | 28 | 29 | 4 |
| Social Factors | 675 | 564 | 83 | 111 | 17 | 25 |
| III. | | | | | | |
| Poise | 93 | 69 | 74 | 27 | 26 | 7 |
| Popularity | 97 | 95 | 98 | 2 | 02 | 3 |
| Alertness | 95 | 91 | 86 | 3 | 04 | 6 |
| Individual Qualities | 285 | 255 | 88 | 33 | 12 | 16 |
| IV. | | | | | | |
| Cooperation | 97 | 96 | 99 | 11 | 01 | 3 |
| Integrity | 94 | 84 | 88 | 13 | 12 | 6 |
| Polite and Respectful | 96 | 83 | 86 | 13 | 14 | 4 |
| Tends to Merge with Group | 287 | 263 | 91 | 37 | 09 | 13 |
| I, II, III, and IV | | | | | | |
| Character Traits | 1629 | 1376 | 84 | 259 | 16 | 72 |

CHAPTER IV

CONCLUSION

This study was undertaken for the purpose of ascertaining the value of athletics in the development of certain traits in students. It was the desire of this writer to compare results of objective tests related to this field with teacher opinion regarding character traits possessed by high school football boys. Since objective tests have proven that many of these traits may be acquired, it seems logical that schools might offer a very substantial contribution to the development of character traits through its activities.

Objective comparisons of character traits of athletes and non-athletes in three related studies are enumerated as follows:

1. In none of three studies was the difference between the athlete and the non-athlete student in academic achievement found to be significant.
2. There was no evidence that participation in athletics favored the development of character traits more than non-participation.
3. This trio of experiments suggests the mere

possibility that athletics may be made to contribute slightly to the development of character traits. But it also suggests that the contribution is much smaller than it is often alleged to be.

From several objective comparisons of intelligence and scholarship of athletes and non-athletes the following conclusions were reached:

1. The correlation between scholastic record and intelligence is slightly lower for athletes than non-athletes, but that comparison of the two groups on the basis of scholarship gave the non-athletes very little advantage.

2. Scholarship was high for all the leaders in all fields of student activities. The athletic leaders were the lowest of the group of the leaders in scholarship, but they were at the average of their classes.

3. There is no justification for the assumption that letter boys are much different in ability from other high school boys.

4. Boy athletes are either elected to or choose more extra-curricular activities than the non-athletes.

5. That athletes did better school work when they were not participating in athletics than they did while the sport was in season.

6. There is no difference in grades of athletes and non-athletes, but the I. Q's. of the athletes is slightly higher than the non-athletes.

7. It might be said that there is little or no difference to be found between athletes and non-athletes in scholarship or achievement.

From the summary of total responses of the questionnaire the following conclusion was reached:

1. Loyalty was the only character trait unanimously thought to be characteristic of athletes.

2. Forty per cent of all the answers indicated that football boys did not energetically apply themselves in class which suggests the reason why athletes would make slightly lower grades than non-athletes.

3. Only sixty-nine per cent were of the opinion that football boys possessed ease of manner.

4. Ninety-nine percent thought that football boys possessed self confidence which might be responsible for the participation in more non-athletic extra-curricular activities than non-athletes.

5. Ninety-nine per cent believed that football boys were cooperative, which might suggest that boys more than girls are elected to student offices.

6. Only sixty-seven per cent believed that football boys were thorough, which might account for the fact that

football boys made better grades when they were not engaged in a sport.

7. Ninty-five per cent believed that football boys were popular, and that admiration of them could tend to distract other students from their work with a consequent decrease in scholastic efficiency in class.

8. Ninty-six per cent thought that football boys possessed self confidence.

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