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A Comparison of the Values Between Male Athletic Participants and Non-Participants Attending St. Boniface Diocesan High School

Gerry M. Bolin

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A COMPARISON OF THE VALUES BETWEEN MALE ATHLETIC
PARTICIPANTS AND NON-PARTICIPANTS ATTENDING
ST. BONIFACE DIOCESAN HIGH SCHOOL

by
Gerry M. Bolin

Bachelor of Science, University of North Dakota, 1962

A Thesis
Submitted to the Graduate Faculty
of the
University of North Dakota
in partial fulfillment of the requirements
for the degree of
Master of Science

Grand Forks, North Dakota

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A Comparison of the Values Between Male Athletic
Participants and Non-participants Attending
St. Boniface Diocesan High School

Gerry M. Bolin, M. S.

The University of North Dakota, 1975

Faculty Advisor: Dr. Walter Koenig

The purpose of the study was to compare the values of selected high school male athletic participants and non-participants enrolled in grades ten to twelve at St. Boniface Diocesan High School. The instrument used was the Allport-Vernon-Lindzey Study of Values. The purpose of the test was to measure the relative prominence of six basic interests as motives in personality.

The population chosen for this research study was the finite population of the male students enrolled at St. Boniface Diocesan High School during the 1974-75 school year. The population was divided into two strata: athletic participants and non-participants. A random sample of subjects was then taken from each stratum, using random table of numbers.

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The tests were hand scored and points assigned to each of the six measured values. Means and standard deviations were calculated for each variable, for each of the two groups. The means and standard deviations were then compared between the participant, non-participant and national norm groups. The t test was calculated to determine the significance of the comparisons.

There were no significant differences when the t test was calculated at .05 level of significance and 59 degrees of freedom between the participant and non-participant group.

There was a significant difference between the non-participant group and the national norm group on the social scale. The t test calculations at .05 level of significance and 29 degrees of freedom showed that the non-participants scored significantly higher on the social scale. There were significant differences between the participants and the national norm group. The t test calculations at .05 level of significance and 29 degrees of freedom showed that the participants scored higher on the social scale and lower on the theoretical and religious scale than the national norm group.

This Thesis submitted by Gerry M. Bolin in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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Permission

Title A Comparison of the Values Between Male Athletic
Participants and Non-participants Attending St.
Boniface Diocesan High School

Department Physical Education

Degree Master of Science

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Signature Larry M. Boland

Date July 31 1975

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I would like to express my thanks to my chairman, Dr. Walt Koenig and my committee members, Drs. Helen and Larry Smiley. Their helpfulness in completing this project was deeply appreciated.

I would like to dedicate this paper to my wife, Reenie, who became a summer school widow for four summers. Her love and understanding made the task much easier.

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ABSTRACT

The purpose of the study was to compare the values of selected high school male athletic participants and non-participants enrolled in grades ten to twelve at St. Boniface Diocesan High School. The instrument used was the Allport-Vernon-Lindzey Study of Values. The purpose of the test was to measure the relative prominence of six basic interests as motives in personality.

The population chosen for this research study was the finite population of the male students enrolled at St. Boniface Diocesan High School during the 1974-75 school year. The population was divided into two strata: athletic participants and non-participants. A random sample of subjects was then taken from each stratum, using random table of numbers.

The tests were hand scored and points assigned to each of the six measured values. Means and standard deviations were calculated for each variable, for each of the two groups. The means and standard deviations were then compared between the participant, non-participant and national norm groups. The t test was calculated to determine the significance of the comparisons.

There were no significant differences when the t test was calculated at .05 level of significance and 59 degrees of freedom between the participant and non-participant group.

There was a significant difference between the non-participant group and the national norm group on the social scale. The t test calculations at .05 level of significance and 29 degrees of freedom showed that the non-participants scored significantly higher on the social scale. There were significant differences between the participants and the national norm group. The t test calculations at .05 level of significance and 29 degrees of freedom showed that the participants scored higher on the social scale and lower on the theoretical and religious scale than the national norm group.

CHAPTER I

INTRODUCTION

A great many physical educators and coaches claim that participation in inter-scholastic athletics automatically increases the participants' values towards life. They claim because of these learned values, the participant will adjust easier to this present day complex society.

It has been the writer's belief that many more intrinsic and extrinsic factors have to be considered before professing this philosophy.

Statement of the Problem

The purpose of the study was to compare the values of selected high school male athletic participants and non-participants enrolled in grades ten to twelve at St. Boniface Diocesan High School. The instrument used was the Allport-Vernon-Lindzey Study of Values. The purpose of the test is to measure the relative prominence of six basic interests as motives in personality. The test has had wide use in the field of research, particularly to measure group differences.

In 1968, based on a sample population of 5,320 in high school males (grades 10-12), national norms were established.

Need for the Study

The role of inter-school athletics and the values the participants derive from these programs are being continuously challenged and attacked. Increased costs of the programs in the midst of an economic recessionary period have caused many administrators to re-evaluate the programs. A changing value system of many of the nation's youth has also cast a shadow of doubt as to the benefits to be derived from participating in athletic programs.

To do a direct comparison on the value systems of selected male high school athletic participants and non-participants, as well as to compare the values of both groups to national norms, would help to answer some questions being asked by administrators, coaches and the general public. The possible findings could be used for guiding and evaluating existing high school inter-scholastic athletic programs.

Delimitations

The values of male high school athletic participants and non-participants were studied in an attempt to compare the values of both groups. The study was limited to thirty participants and thirty non-participants between the ages of

fifteen and eighteen who were enrolled at St. Boniface Diocesan High School during the 1974-1975 school term.

The study was limited to the two groups who were all professed Roman Catholics. The study was limited to those in both groups who were chosen using a random sample of numbers. The study was limited by Allport-Vernon-Lindzey Study of Values and the seven variables it measures.

Limitations

The limitations imposed on this study were that the participants would participate seriously, and that an accurate profile of the participants' values could be described. Each individual's mood or attitude toward the value study could not be controlled, although it may have affected the participant's response to some of the test questions. The study was also limited by the testing instrument itself because of the number of variables it measured.

Definition of Terms

Participant--a person who was a playing member on any one or more school athletic teams that participated in an organized sanctioned league.

Non-participant--a person who was not a playing member on any of the schools' athletic teams.

Values--those attitudes which determine action or de-
 liberate non-activity. Values are something more than feelings.

Personality traits pursuant to each sub-scale as de-
 scribed by Spranger (1).

Theoretical: the dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal he characteristically takes a "Cognitive" attitude, one that looks for identities and differences; one that diverts itself of judgments regarding the beauty or utility of objects, and seeks only to observe and to reason. Since the interests of the theoretical man are empirical, critical and rational, he is necessarily an intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and systematize his knowledge.

Economic: The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world--the production, marketing, and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American businessman. The economic attitude frequently comes into conflict with other values. The economic man wants education to be practical, and regards unapplied knowledge as waste. Great feats of engineering and application result from the demands economic men make upon science. The value of utility likewise conflicts with the aesthetic value, except when art serves commercial ends. In his personal life the economic man is likely to confuse luxury with beauty. In his relations with people he is more likely to be interested in surpassing them in wealth than in dominating them (political attitude) or in serving them (social attitude). In some cases the economic man may be said to make his religion the worship of Mammon. In other instances, however, he may have regard for the traditional God, but inclines to consider Him as the giver of good gifts, of wealth, prosperity, and other tangible blessings.

Aesthetic: The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

The aesthetic attitude is, in a sense, diametrically opposed to the theoretical; the former is concerned with the diversity, and the latter with the identities of experience. The aesthetic man either chooses, with Keats, to consider truth as equivalent to beauty, or agrees with Mencken, that, "to make a thing charming is a million times more important than to make it true." In the economic sphere the aesthete sees the process of manufacturing, advertising, and trade as a wholesale destruction of the values most important to him. In social affairs he may be said to be interested in persons but not in the welfare of persons; he tends toward individualism and self-sufficiency. Aesthetic people often like the beautiful insignia of pomp and power, but oppose political activity when it makes for the repression of individuality. In the field of religion they are likely to confuse beauty with purer religious experience.

Political: The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics; but whatever his vocation, he betrays himself as a *Machtmensch*. Leaders in any field generally have a high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else for personal power, influence, and renown.

Religious: The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience." Some men of this type are "immanent mystics," that is, they find their religious experience

in the affirmation of life and in active participation therein. A Faust with his zest and enthusiasm sees something divine in every event. The "transcendental mystic," on the other hand, seeks to unite himself with a higher reality by withdrawing from life; he is the ascetic, and, like the holy men of India, finds the experience of unity through self-denial and meditation. In many individuals the negation and affirmation of life alternate to yield the greatest satisfaction.

Review of Related Literature

Does participation in inter-scholastic athletics develop the value system of a participant, or does participation retard the development of a value system? Does participation in inter-scholastic athletics either develop or retard the development of a participants' value system? The development of a value system appears to be one of the most topical and controversial issues being debated by researchers and writers in the physical education field today. Strong arguments are presented defending or attacking the alternatives to the basic question.

Positive Statements on the Value of Inter-Scholastic Athletics

A platform statement by the Division of Men's Athletics of the American Association of Health, Physical Education and Recreation, exemplifies the positive side of the debate (2).

Because athletics are of historical and social significance in our national culture. Because athletics provide a primary means through which may be developed

and maintained the physical vigor and stamina required to defend successfully our concept of freedom and to realize fully our potential as Americans. Because athletics provide a primary means through which may be developed the habits, attitudes, and ideals requisite to ethical competition and effective cooperation in a free society. Because athletics provide a primary means through which may be utilized in a healthful and wholesome fashion the leisure of our citizens and youth. Because athletics have a powerful appeal for young people during their formative years and can be utilized to further the harmonious development of youth. . . .

We believe that participation in athletics should be included in the educational experience offered to all students in the schools and the colleges of the United States.

Darrell Crase (3), an Associate Professor of Physical Education and Sports at Memphis State University, claimed:

. . . some sports sociologists view athletics as a vehicle of social mobility, with potential for furthering racial desegregation.

The National Association of Secondary School Principals (4) has also taken the pro side of the debate:

Athletics can be of great value to the educational, psychological, and social growth of students. . . .

Rogers Cornish (5), discussing the connection between sports, religion and politics claimed there was a positive correlation between participation in athletics and positive religious values. He further claimed that the Fellowship of Christian Athletics were given a solid foundation for successful and holy living by participating in athletics.

Kniker stated (6), "the most commonly advocated values to be gained from athletic participation include control,

competition, social security, physical well being and spirit." He further claimed that by developing the above, the participant will become a better citizen in this society.

Negative Statements on the Value of
Inter-Scholastic Athletics

Equally strong claims were presented by writers and researchers who took the negative side of the debate.

Ogilvie and Tutko (7) evaluated 15,000 athletes and found "no empirical support for the tradition that sports build character." They further claimed that the personality of the ideal athlete was not a product of participation; that athletic competition had no more beneficial effects than intense endeavour in any other field.

Jack Scott (8) claimed that because athletes are seldom considered as individuals, the athletes have tended to reject middle class values. He also claimed that athletes tend to breed conformity and do very little for individual development.

Tutko stated (7),

. . . the pre-occupation with "winning only" and being No. 1 is a sick preoccupation for scholastic youngsters who love sports but who are being eliminated at every stage just because they are not going to be "winners"--because they are too short or too weak. The genuine benefits of athletics, health, sociability, and developing personal psychological growth, cooperation, loyalty and pride--are being undermined. . . .

Parents have been deluded into thinking that athletics are good and healthy and character building. When they look at the end results--the professionals--can they honestly believe that? Athletics are building characters, not character.

Harry Edwards (9) assessed the traditional sports creed and rejected, as unsubstantiated by evidence or inconclusive, the often claimed virtues of athletics.

Schendel (10), in a three year longitudinal study of high school athletes and non-athletes, found: "as a group the non-athletic group experienced more positive changes in their sense of self-worth and confidence than did the athletic group."

Neutral Statements on the Value of Inter-Scholastic Athletics

The third alternative in the debate is that participation in inter-scholastic athletics neither adds to nor retards the development of values in participants. Writers and researchers defending this position claimed that the handling of the participants, coupled with the attitude of coaches, would determine the developmental outcome for the participant.

Alley stated (11),

I suggest that school athletics, if directed by coaches of resolute integrity, dedicated to the optimum development of their charges as individuals, can be an exceedingly potent tool for developing desirable behavior patterns in the youngsters who participate.

Autocratic coaches provide little opportunity for the child to develop because of strict conformity. There is very little consideration to the child as a human being.

He further stated,

Athletics in education should be thought of as a two-edged sword, capable of cutting in opposite directions. The directions of the sword's cut depends on those who swing it, not the sword itself!

Alley concluded his position,

Athletic programs designed only for the purpose of winning, inherently is a weeding-out process, driving more people to be spectators. All other factors are cancelled due to a lack of experiencing opportunities to succeed. Can a child find another outlet to experience these feelings without being retarded in his development process? Or will his failure in athletics tend to drive him further inward to a point of not trying.

Coleman (12), stated that,

Athletics can promote the spirit value in some areas, particularly low class socio-economic areas. He contended, however, lack of individuality and stress on conformity may lower gained values. He did not give athletics an exclusive on the above issues. Intensified participation in any school-sponsored program could produce the same positive or negative development goals.

Summary of Related Literature

Most coaches, physical educators and administrators involved in high school athletics have very definite views of the value of high school athletics. Their views seem dependent upon the emphasis they place upon themselves as leaders or value enforcers. Some consider only the team

benefits to be derived from participation, while others place a great deal of emphasis on individual benefits.

The literature presented may be categorized into three general areas: (1) positive values and benefits gained from participation in inter-scholastic athletics, (2) negative effects to the individual caused by participation in inter-scholastic athletics, (3) a neutral position on the value of participation in inter-scholastic athletics, with the stipulation that the coach may cause the experience to be either positive or negative.

Very little objective research has been done on this topic. Most of the research was offered to defend a pre-determined stand on the issue.

CHAPTER II

METHODOLOGY

The population chosen for this research study was the finite population of the male students enrolled at St. Boniface Diocesan High School during the 1974-1975 school year.

Class sheets of all male students in grades 10-12 were used to make up the total population. A stratified random sampling design, assuring a finite population and therefore involving sampling without replacement, was used. The population was divided into two strata; athletic participants and non-participants. A random sample of subjects was then taken from each stratum, using random table of numbers.

Test Construction

The test measured six values; theoretical, economic, aesthetic, social, political and religious. It was self-administering and self-scoring. There were 45 questions with a total of 120 answers, or 20 for each value to be measured. The test consisted of a number of questions based upon a

variety of familiar situations to which two alternative answers in Part I and four alternative answers in Part II were provided. The student recorded his preference numerically by the side of each alternative answer.

The test gave the writer a chance to compare the answers of the sample groups to national norms. Measuring six values also gave the writer a chance to see a complete profile of the students taking the test.

The original Study of Values was revised in 1951 to incorporate the following improvements: (a) increased diagnostic power of the items; (b) simplified wording and modernized certain items; (c) revised and shortened scoring systems; (d) provided fresh norms; and (3) increased the reliability of the test as a whole (13).

Internal consistency of the Study of Values is determined by two methods (a) split-half reliability and (b) item analysis. For a sample group, the product-moment correlations (Spearman-Brown) were as follows:

THEORETICAL	.84
ECONOMIC	.93
AESTHETIC	.89
SOCIAL	.90
POLITICAL	.87
RELIGIOUS	.95

The mean reliability coefficient, using a Z-Transformation was .90 over all six values.

In using item analysis carried out on a group of 780 subjects, each item showed a positive correlation for the total score on its scale, significant at the .01 level.

Test-retest reliability had been determined for one sample population after an interval of one month and another sample after two months. The mean reliability coefficient, using the Z-Transformation was .89 for the former and .88 for the latter.

High school norms were established in 1968. Five thousand, three hundred and twenty males in grades 10-12 were tested and the following norms were published:

	<u>Mean</u>	<u>S.D.</u>
THEORETICAL	42.32	6.40
ECONOMIC	42.81	7.75
AESTHETIC	35.14	7.75
SOCIAL	37.05	6.25
POLITICAL	43.17	5.92
RELIGIOUS	37.93	8.31

Test Application and Administration

The test was conducted in a school classroom for both groups. The athletic participants were tested on a Wednesday following the regular school day. The non-participants were tested on the following Wednesday at the same time of day. The writer assumed that since the subjects were selected at

random, they equally met all the criteria for having been selected.

The test was easy to administer and score. A sample question was provided previous to each section. Responses to each question were placed directly into the self-scoring test booklet.

The test manual cautioned the administrator to say very little to reduce bias. These instructions were followed as outlined.

The test booklets were marked N.P. for the non-participant group and P for the participant group.

Equipment and Supplies

The only equipment necessary for the test were the actual self-scoring test booklets. These were purchased from the publishing company by the writer.

The students were instructed to bring their own pens or pencils to write the test.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to compare the values of male inter-scholastic athletic participants and non-participants attending St. Boniface Diocesan High School.

The instrument used was the Allport-Vernon-Lindzey Study of Values. The test consisted of two sections. The respondent indicated his preference to the given alternative answers. The first section consisted of thirty questions, and the respondent had a maximum of three points to assign to two alternative answers. The second section consisted of fifteen questions. The respondent had four alternative answers to which he assigned four points to the most appealing answer. The answer that appealed to him the least, he assigned one point. The respondent then assigned two or three points to the two remaining answers. The points were assigned by the respondent's order of preference.

The tests were hand scored and points assigned to each of the six measured values. Means and standard deviations

were then calculated for each variable, for each of the two groups. The means and standard deviations were then compared between the participant, non-participant and national norm groups.

Table 1 includes the means and standard deviations for the participant, non-participant and national norm groups, for each of the six values that were measured.

TABLE 1

THE MEANS AND STANDARD DEVIATIONS OF THE
PARTICIPANTS, NON-PARTICIPANTS AND
NATIONAL NORM GROUPS

Value	Participant		Non-Participant		Norm	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
1.Theoretical	40.38	5.91	41.93	6.98	43.32	6.40
2.Economic	42.79	7.11	41.23	8.36	42.84	6.86
3.Aesthetic	36.83	8.18	34.63	8.15	35.14	7.75
4.Social	42.07	6.28	42.87	7.37	37.05	6.25
5.Political	43.59	5.77	42.97	6.07	43.17	5.92
6.Religious	34.38	6.14	36.37	8.33	37.93	8.31

Table 2 illustrates a comparison of the means for each of the six measured values, between the participant and the non-participant groups. The t test was calculated to determine the significance of the comparisons.

TABLE 2

A t TEST COMPARISON OF THE MEANS OF THE SIX
VALUES BETWEEN PARTICIPANT AND
NON-PARTICIPANT GROUPS

Theoretical	Economic	Aesthetic	Social	Political	Religious
-.93	.87	1.08	-.49	.40	-.92

Significance was established at 1.98 using .05 level of significance with 59 degrees freedom. There was no significant difference between the two groups on any of the measured values.

Table 3 illustrates the comparisons between the non-participant and national norm groups. The t test was calculated to determine the significance of the comparisons.

TABLE 3

A t TEST COMPARISON BETWEEN THE NON-PARTICIPANT
AND NATIONAL NORM GROUPS

Theoretical	Economic	Aesthetic	Social	Political	Religious
-1.17	-1.27	-.36	5.03	-.18	-1.01

Significance was established at 1.98 using .05 level of significance with 29 degrees of freedom. At the .05 level of significance there was a significant difference between the non-participant group and the national norm group on the social value.

Table 4 illustrates the comparisons between the participant and the national norm groups. The t test was calculated to determine the significance of the comparisons.

TABLE 4

A t TEST COMPARISON BETWEEN THE PARTICIPANT
AND NATIONAL NORM GROUPS

Theoretical	Economic	Aesthetic	Social	Political	Religious
-2.47	-.02	1.17	4.32	.38	-2.30

Significance was established at 1.98 using .05 level of significance with 29 degrees freedom. At the .05 level of significance there was a significant difference between the participant and national norm groups on the Theoretical, Social and Religious values.

Summary

There was no significant difference when the t test was calculated at .05 level of significance and 59 degrees of freedom between the participant and non-participant group.

There was a significant difference between the non-participant group and the national norm group on the social scale. The t test calculations at .05 level of significance and 29 degrees of freedom showed that the non-participants scored significantly higher on the social scale.

There were significant differences between the participants and the national norm group. The t test calculations at .05 level of significance and 29 degrees of freedom showed that the participants scored higher on the social scale and lower on the theoretical and religious scale than the national norm group.

CHAPTER IV

DISCUSSION

Before discussing the findings of this report the writer felt a brief background of St. Boniface Diocesan High School seemed relevant. The male population in grades 10 to 12 numbered 87. The male students came from a localized area defined as lower middle income. The students who participated in the study were all Roman Catholic and had attended Roman Catholic grade schools before entering high school. The majority of the respondents had been in school together from grades one to their present grade. Their friendships and activities were very much school orientated, and generally the male population was considered to be very active in all phases of the school curriculum.

The writer's remarks in this section were based upon the findings of the study, his past experience as a teacher and a coach, and his role of student council advisor.

These various duties brought him into contact with the entire school population, and in particular, with the population of the two groups chosen to do the study.

Some of the findings in the study were consistent with similar studies. The fact that there was no significant difference between the participant and non-participant groups is consistent with Martin's findings (14). He used an attitude inventory to measure any differences in values between a participant and non-participant group. He concluded that there was no difference between the values and attitudes of participants and non-participants. Hackenburg, Yerck and Weisenfluh conducted three tests in different schools in Dubois, Pennsylvania (15). They used the Character Education Inquiry battery of tests. The test was given to athletic participants and non-participants. They discovered no significant difference between the test results of the participants and non-participants. The possibility that athletics may contribute slightly to the development of character traits was mentioned but not proven in their study. Carter and Shannon (16) used the Symand Adjustment Questionnaire and a score card of personality traits in a study of high school athletic participants and non-participants in four counties in southern Indiana. None of the differences between the means of the seven test items were significant enough to prove any differences between the two groups. Some significance was attached to the fact that the athletic participants excelled in the social items while the non-participants excelled in the academic items.

Based on the findings of this study and other similar studies and reinforced by readings on this topic, the writer concluded with the point that there are no differences between the values of high school male athletic participants and non-participants. The extent to which the non-athletic participants became involved in the school's other extracurricular programs tempered his stand. The writer believed that a male high school student could experience as much personal growth and develop a value system by becoming actively involved in another aspect of the school's extracurricular program. The extent of the development would depend upon the leadership and direction given to the student by the supervisor of that particular program. Any democratic high school program in which the participants became actively involved in the objectives and administration cannot help but build the character of its participants.

The study revealed the point that the non-participant group scored significantly higher on the social value scale than the national norm group. The writer was unable to find other similar studies in which this point was brought out. On the contrary, Biddulph (17) used the Allport-Vernon-Lindzey Study of Values to measure the difference between the social values of male high school athletic participants and non-participants. He found that the athletic participants

scored higher on the social value scale than the non-participants. The writer believed that the nature of the school and the activities in which the non-athletic participants were involved showed up in this finding. The non-participants operated under a less demanding after school time schedule. They had more time to mix with the other students and probably used this free time to socialize with their schoolmates. Their groups could have been heterogeneous offering the opportunity for a socialization process involving different views and ideas. The non-athletic participants participated in other school-sponsored activities. These activities usually involved a cross sampling of the school population. These activities were, by the majority, student orientated and student administered. There was generally a lot of discussion and exchange of ideas in the planning of these programs. The sex or grade level of the participant did not seem to have an effect on the significance of the participant to the whole group. All persons were listened to and treated with equal respect. The participant did not feel restricted or inhibited and appeared to become an active and important member of the group. Their inhibitions were forgotten; the social values gained from such an experience proved to be very worthwhile.

The significant findings of the participant group were difficult to explain. These findings agreed with some

similar studies but differed with other similar studies. Denny (18) gave the Study of Values to Catholic students attending public schools. He found that the Catholic students scored significantly higher on the religious scale but scored significantly lower on the theoretical and economic scales. The fact that the participant group was 100 percent Roman Catholic could have possibly accounted for these findings. Soldoka, McGready, McGourt and Greeley (19) did a ten-year longitudinal study on students who graduated from Catholic schools. They found that the students, while in school, rejected the teachings of Catholicism. The students agreed that the teachings played an important role in their lives once they were out of school. A discussion with the religion teachers at the writer's school seemed to verify this point. The religion teachers claimed that the students developed a negative attitude toward Catholicism, mostly because of the way instruction was carried out in the elementary and junior high Catholic schools. The autocratic approach toward religious studies left little room for student discussion and interpretation. The students were expected to accept on faith all of the churches' teachings. They were discouraged in their attempts to be theoretical or critical of any of the churches' teachings. This fact could have possibly added some significance to the point that the participants scored

significantly lower on the religious and theoretical scales than the national norm group.

Many physical educators and coaches have always attested to the fact that participation in athletics added to the social development of a student. The study reinforced this point. The participants probably received dual reinforcement on their social development. Being members of a very tight knit school community as well as active members of an interscholastic athletic team added to their social development. The participants came into contact with people inside and outside the school community. They were given a chance to meet new students and this fact added to their social development.

The reasons for the significant findings in the study were difficult to isolate. The interscholastic programs and the extracurricular programs both played a major role in the findings of the study. The very nature of the school and the student body also played an important role in the findings of the study. The school's role cannot be underemphasized. It did play a major role in reinforcing existing student values. According to Prince (20)

. . . the kind of school a school sets up to be depends upon some system of values. An individual's values, or what he feels ought to be and do and think, cannot help but affect his behavior in his associations with his fellows.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was undertaken to measure any differences between the values of selected male athletic interscholastic participants and non-participants enrolled in St. Boniface Diocesan High School.

The writer selected 30 male participants and 30 male non-participants enrolled in grades 10 to 12. Each group was given the Allport-Vernon-Lindzey Study of Values. Means and standard deviations were calculated for each of the six measurable values. The means for each variable were then compared using the t test. The participants were compared to the non-participants. Both groups were compared to the national norm group using the t test to calculate any differences between the means of the six variables.

Conclusions

From the treatment of the data, the following conclusions appear warranted:

1. There were no significant differences between the six values of the participant and non-participant group.

2. The non-participant group scored significantly higher on the social value scale than the national norm group.

3. The participant group scored significantly higher on the social value scale than the national norm group.

4. The participant group scored significantly lower on the theoretical and religious value scales than the national norm group.

Recommendations

The following recommendations were made by the writer:

1. The Study of Values test should be given to selected male athletic participants and non-participants attending the remaining parochial schools and the public schools in Winnipeg for the purpose of comparison.

2. A study should be conducted to examine the values of male athletic participants and non-participants in each of the three high school grades in both public and parochial schools.

3. A study should be conducted to examine the values of selected male and female athletic participants and non-participants. The study should include male and female athletes participants and non-participants in private and public high schools.

APPENDIX A

PART I

1. The main object of scientific research should be the discovery of truth rather than its practical applications.
(a) Yes; (b) No.
2. Taking the Bible as a whole, one should regard it from the point of view of its beautiful mythology and literary style rather than as a spiritual revelation.
(a) Yes; (b) No.
3. Which of the following men do you think should be judged as contributing more to the progress of mankind?
(a) Aristotle; (b) Abraham Lincoln.
4. Assuming that you have sufficient ability, would you prefer to be: (a) a banker; (b) a politician?
5. Do you think it is justifiable for great artists, such as Beethoven, Wagner and Byron to be selfish and negligent of the feelings of others?
(a) Yes; (b) No.
6. Which of the following branches of study do you expect ultimately will prove more important for mankind?
(a) mathematics; (b) theology.
7. Which would you consider the more important function of modern leaders? (a) to bring about the accomplishment of practical goals; (b) to

encourage followers to take a greater interest in the rights of others.

8. When witnessing a gorgeous ceremony (ecclesiastical or academic, induction into office, etc.), are you more impressed: (a) by the color and pageantry of the occasion itself; (b) by the influence and strength of the group?
9. Which of these character traits do you consider the more desirable? (a) high ideals and reverence; (b) unselfishness and sympathy.
10. If you were a university professor and had the necessary ability, would you prefer to teach: (a) poetry; (b) chemistry and physics?
11. If you should see the following news items with headlines of equal size in your morning paper which would you read more attentively? (a) PROTESTANT LEADERS TO CONSULT ON RECONCILIATION; (b) GREAT IMPROVEMENTS IN MARKET CONDITIONS.
12. Under circumstances similar to those of Question 11? (a) SUPREME COURT RENDERS DECISION; (b) NEW SCIENTIFIC THEORY ANNOUNCED.
13. When you visit a cathedral are you more impressed by a pervading sense of reverence and worship than by the architectural features and stained glass? (a) Yes; (b) No.

14. Assuming that you have sufficient leisure time, would you prefer to use it: (a) developing your mastery of a favorite skill; (b) doing volunteer social or public service work?
15. At an exposition, do you chiefly like to go to the buildings where you can see: (a) new manufactured products; (b) scientific (e.g., chemical) apparatus?
16. If you had the opportunity, and if nothing of the kind existed in the community where you live, would you prefer to found: (a) a debating society or forum; (b) a classical orchestra?
17. The aim of the churches at the present time should be: (a) to bring out altruistic and charitable tendencies; (b) to encourage spiritual worship and a sense of communion with the highest.
18. If you had some time to spend in a waiting room and there were only two magazines to choose from, would you prefer: (a) SCIENTIFIC AGE; (b) ARTS AND DECORATIONS?
19. Would you prefer to hear a series of lectures on: (a) the comparative merits of the forms of government in Britain and in the United States; (b) the comparative development of the great religious faiths?

20. Which of the following would you consider the more important function of education?
(a) its preparation for practical achievement and financial reward; (b) its preparation for participation in community activities and aiding less fortunate persons.
21. Are you more interested in reading accounts of the lives and works of men such as:
(a) Alexander, Julius Caesar, and Charlemagne; (b) Aristotle, Socrates, and Kant?
22. Are our modern industrial and scientific developments signs of a greater degree of civilization than those attained by any previous society, the Greeks, for example? (a) Yes; (b) No.
23. If you were engaged in an industrial organization (and assuming salaries to be equal), would you prefer to work: (a) as a counselor for employees; (b) in an administrative position?
24. Given your choice between two books to read, are you more likely to select: (a) THE STORY OF RELIGION IN AMERICA; (b) THE STORY OF INDUSTRY IN AMERICA?
25. Would modern society benefit more from: (a) more concern for the rights and welfare of citizens; (b) greater knowledge of the fundamental laws of human behavior?

26. Suppose you were in a position to help raise standards of living, or to mould public opinion. Would you prefer to influence: (a) standards of living; (b) public opinion?
27. Would you prefer to hear a series of popular lectures on: (a) the progress of social service work in your part of the country; (b) contemporary painters?
28. All the evidence that has been impartially accumulated goes to show that the universe has evolved to its present state in accordance with natural principles, so that there is no necessity to assume a first cause, cosmic purpose, or God behind it. (a) I agree with this statement; (b) I disagree.
29. In a paper, such as the New York Sunday Times, are you more likely to read: (a) the real estate sections and the account of the stock market; (b) the section on picture galleries and exhibitions?
30. Would you consider it more important for your child to secure training in: (a) religion; (b) athletics?

PART II

1. Do you think that a good government should aim chiefly at--(Remember to give your first choice 4, etc.)
 - a. more aid for the poor, sick and old
 - b. the development of manufacturing and trade
 - c. introducing highest ethical principles into its policies and diplomacy
 - d. establishing a position of prestige and respect among nations.

2. In your opinion, can a man who works in business all the week best spend Sunday in--
 - a. trying to educate himself by reading serious books
 - b. trying to win at golf, or racing
 - c. going to an orchestral concert
 - d. hearing a really good sermon

3. If you could influence the educational policies of the public schools of some city, would you undertake--
 - a. to promote the study and participation in music and fine arts
 - b. to stimulate the study of social problems
 - c. to provide additional laboratory facilities
 - d. to increase the practical value of courses

4. Do you prefer a friend (of your own sex) who--
 - a. is efficient, industrious and of a practical turn of mind
 - b. is seriously interested in thinking out his attitude toward life as a whole
 - c. possesses qualities of leadership and organizing ability
 - d. shows artistic and emotional sensitivity

5. If you lived in a small town and had more than enough income for your needs, would you prefer to--
 - a. apply it productively to assist commercial and industrial development
 - b. help to advance the activities of local religious groups
 - c. give it for the development of scientific research in your locality
 - d. give it to The Family Welfare Society

6. When you go to the theater, do you, as a rule, enjoy most--
 - a. plays that treat the lives of great men
 - b. ballet or similar imaginative performances
 - c. plays that have a theme of human suffering and love
 - d. problem plays that argue consistently for some point of view

7. Assuming that you are a man with the necessary ability, and that the salary for each of the following occupations is the same, would you prefer to be a --
 - a. mathematician
 - b. sales manager
 - c. clergyman
 - d. politician

8. If you had sufficient leisure and money, would you prefer to--
 - a. make a collection of fine sculptures or paintings
 - b. establish a center for the care and training of the feeble-minded
 - c. aim at a senatorship, or a seat in the Cabinet
 - d. establish a business or financial enterprise of your own

9. At an evening discussion with intimate friends of your own sex, are you more interested when you talk about--
 - a. the meaning of life
 - b. developments in science
 - c. literature
 - d. socialism and social amelioration

10. Which of the following would you prefer to do during part of your next summer vacation (if your ability and other conditions would permit)--
 - a. write and publish an original biological essay or article
 - b. stay in some secluded part of the country where you can appreciate fine scenery
 - c. enter a local tennis or other athletic tournament
 - d. get experience in some new line of business

11. Do great exploits and adventures of discovery such as Columbus's, Magellan's, Byrd's and Amundsen's seem to you significant because--
 - a. they represent conquests by man over the difficult forces of nature
 - b. they add to our knowledge of geography, meteorology, oceanography, etc.
 - c. they weld human interests and international feelings throughout the world
 - d. they contribute each in a small way to an ultimate understanding of the universe

12. Should one guide one's conduct according to, or develop one's chief loyalties toward--
 - a. one's religious faith
 - b. ideals of beauty
 - c. one's occupational organization and associates
 - d. ideals of charity

13. To what extent do the following famous persons interest you--
 - a. Florence Nightingale
 - b. Napoleon
 - c. Henry Ford
 - d. Galileo

14. In choosing a wife would you prefer a woman who--
 - a. can achieve social prestige, commanding admiration from others
 - b. likes to help people
 - c. is fundamentally spiritual in her attitudes toward life
 - d. is gifted along artistic lines

15. Viewing Leonardo da Vinci's picture, "The Last Supper," would you tend to think of it--
- a. as expressing the highest spiritual aspirations and emotions
 - b. as one of the most priceless and irreplaceable pictures ever painted
 - c. in relation to Leonardo's versatility and its place in history
 - d. the quintessence of harmony and design

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