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## Player dissidence as related to resentient attitudes of college baseball coaches

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PLAYER DISSIDENCE AS RELATED TO RESENTIENT ATTITUDES  
OF COLLEGE BASEBALL COACHES

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A Thesis

Presented to

the Faculty of the Department of Physical Education

University of the Pacific

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In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

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by

John Stephen Gunther

June 1972

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## Chapter 1

### INTRODUCTION = 1e

American athletes today appear to be revolting against what they consider "a depersonalizing, dehumanizing, paramilitary system as destructive to the American democratic ideal as it is to them personally."<sup>1</sup> According to Leonard Shecter, athletes can no longer be considered a group of "assembly-line, mindless crowcuts who go out and fight, fight, fight unquestioningly for coach, school, country, and God (in approximately that order)."<sup>2</sup>

Axthelm portrayed Jack Scott as one of the most vociferous critics of today's athletic systems.<sup>3</sup> Scott, he said, believes sport can be "fulfilling, educational, and esthetically beautiful, but only if approached on an individual basis." Others, like Scott, have claimed that "team" coaches, with their "authoritarian attitudes," are perverting the essence of sport by making individuals train in faceless groups and compete for school or club rather than self.<sup>4</sup>

Underwood, on the other hand, claimed coaches are the ones

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<sup>1</sup> Leonard Shecter, "The Coming Revolt of the Athletes," Look, 34:43, July 28, 1970.

<sup>2</sup> Ibid., p. 44.

<sup>3</sup> Pete Axthelm, "Athletics for Athletes?" Newsweek, 74:62, August 11, 1969.

<sup>4</sup> Ibid.

with real problems, as they are often left unsupported by their reluctant or uncourageous administrators; they are also caught in a crossfire between conservative alumni and trustees versus radical faculty and students.<sup>5</sup> He quoted Bear Bryant as saying that "kids aren't as hungry as they used to be. Paying the price doesn't mean as much, because everything comes easy."<sup>6</sup> Bryant said that quitting is becoming an acceptable practice; if an athlete feels he is not going to make it big, possibilities are good for his giving up, but now even starters quit and act like they've performed a service.<sup>7</sup>

The authority of the coach is being questioned, and the players are being allowed to dictate policy.<sup>8</sup> Many coaches are asking themselves why, if they can't tell their players what to do, they are needed at all. When athletic rivalries don't mean as much, and loyalties to race or social cause demand more from an athlete than his school or team, the virtues of hard work and discipline are made to seem questionable and possibly even foolish. Thus, the role of the coach is ultimately threatened--the subject he teaches may not be relevant.<sup>9</sup>

If the system is wrong, then athletes may be justified in revolting against it. Many people assertedly continue to defend the system, however, as they accuse our youth of being resistant and irreverent. It has been said that although most players still enjoy athletics, most of them lack discipline, thus are quitters; they lack patience, thus push for immediate and total independence.<sup>10</sup>

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<sup>5</sup>John Underwood, "The Desperate Coach," Part I, Sports Illustrated, August 25, 1969, p. 66.

<sup>6</sup>Ibid., p. 71.    <sup>7</sup>Ibid.    <sup>8</sup>Ibid., p. 70.

<sup>9</sup>Ibid., p. 68.    <sup>10</sup>Ibid., p. 70



The researcher was interested to find that "discipline" was a key word used in the literature dealing with problems of player-coach relations. Two questions then arose to form a general problem.

- 1) Why have some coaches been so successful (in terms of player acceptance) in their application of discipline, while others accused of being "authoritarian," have failed miserably?
- 2) Could there be something inherent in the attitudes of the coach, rather than in discipline itself, that has caused players to rebel (which, in turn, has often led to the coach, himself, quitting or being replaced)?

Upon inspecting the literature concerned with this problem, it was found that writers often approached sport as it functions in an educational setting. Several researchers examined the possibility that many of the failures and problems of team relations might be the result of a poor learning environment. This, it was felt, could possibly be attributed to covert factors such as the attitudes of the coach. One such factor, termed "ressentiment," was found by Nordstrom, Friedenber, and Gold to be highly detrimental to certain learning processes and amenable to research.<sup>11</sup> Thus, the general purpose of this study was to examine the existence and effects of resentment in a sample of college baseball coaches.

STATEMENT OF THE PROBLEM = 24 =

Two specific problems were selected by the researcher as the basis for this study:

<sup>11</sup> Carl Nordstrom, Edgar Friedenber, and Hilary Gold, Society's Children (New York: Random House, 1967), p. 10.

1. What is the extent, if any, of resentment among selected college baseball coaches, and to what extent is this resentment perceived by their players?

2. Does a relationship exist between resentient attitudes of the selected coaches and the amount of dissidence they perceive in the attitudes of their players?

Before attacking these main problems, the researcher was faced with two sub-problems:

1. To obtain or devise instruments for identifying and measuring resentment in selected college baseball coaches and their players' perception of same.

2. To devise a method of rating the amount of dissidence exhibited by the members of a college baseball team.

#### IMPORTANCE OF THE STUDY

Many of the problems involving interpersonal relations today have been blamed on the inability of the "older" generations to adapt to a rapidly changing world. The coach's agony does not, however, lie in "change," as some might say (for he must constantly adapt to the changes in his sport), rather in his attempt to accomodate change without sacrificing control.<sup>12</sup>

While Seett and others appeared to call for a reduction of the coach's control,<sup>13</sup> Payton Jordan accused his colleagues of

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<sup>12</sup>John Underwood, "The Desperate Coach," Part II, Sports Illustrated, September 1, 1969, p. 21.

<sup>13</sup>Arthelm, op. cit.

"copping out" by not fully accepting the role of disciplinarian. He made the following statements in explaining this role and the relevancy of the coach's function as an educator:

We're overrun today with the idea that everyone should "do his thing." Let me say that in athletics you can't very well do your thing. You have to work together. At any other role in society where you are working toward goals, you must work in unity, not individually doing your thing at the expense of the freedom of others. We're trying to build the WHOLE MAN, and believe me, it's the most sufficient thing in education today for this to happen.<sup>14</sup>

Jordan went on to say that parents have been afraid to discipline their children, trying to give them everything they never had since World War II. Thus, things have been made easy for a boy every way he turns, with no rules---just privileges and no responsibilities. When a boy's family has long since given up on discipline, he comes looking for it in his coach, who is supposed to be the educator. The coach is then tested, for he must earn the boy's respect---not necessarily his friendship---if the leadership, discipline, and care he offers are to be understood and accepted.<sup>15</sup> According to Jordan, the coach is the last remaining strong influence to hold up the structure of our society, since responsible parents have abdicated.<sup>16</sup> This structure according to Jordan, is founded on important intangibles which make up character---such things as "discipline, sacrifice, attitude, and rising against the odds."<sup>17</sup>

Underwood, in writing of the desperate situation of today's

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<sup>14</sup> Payton Jordan, "The Future of Athletics" (Paper read at the California State Conference of Athletic Directors, December 20, 1969, San Francisco), p. 2.

<sup>15</sup> Ibid., p. 3.

<sup>16</sup> Ibid., p. 12.

<sup>17</sup> Ibid., p. 11.

coaches, cited various cases where attempts at team discipline have and have not succeeded. At Maryland, for example, Bob Ward's basketball players could not--or would not--accept his "old-fashioned, Spartan way;" their revolt led to his being forced to resign.<sup>18</sup>

In other schools, the military academies and some of the large Southern universities, in particular, Ward's way would be the only way. Coaches there have long been given the latitude to operate in such a manner--with athletic dorms, tough on-the-field manners, curfews, closely supervised study habits, etc.<sup>19</sup>

Underwood indicated that many believe athletics to be the last stronghold of discipline on the campus; one coach is quoted as asking: "If you've coached twenty years and you love it and it's your life's work, do you have to explain yourself fifteen different times to get something done?"<sup>20</sup>

Doc Andros, football coach at Oregon State, had his problems too; but according to him, the faculty fighting against his rules was missing the point. Underwood quoted him as saying:

I'm not fighting hair on the face, I'm fighting for a principle of education--the right to run my department. If I thought it would end with a beard or a mustache, I wouldn't be so bullheaded. But if they beat you on one issue they'll keep right on.<sup>21</sup>

Andros also referred to his duty to the coaching profession and the concepts of training, discipline, team unity and morale, and lessons

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<sup>18</sup>Underwood, Part II, op. cit., p. 25.

<sup>19</sup>Ibid.

<sup>20</sup>Underwood, Part I, op. cit., p. 68.

<sup>21</sup>Underwood, Part II, op. cit., p. 23.

to be learned in the "willingness of an individual to subordinate himself to a cause greater than himself."<sup>22</sup>

Washington's Jim Owens was forced to compromise and give in to the demands of his critics. Underwood pointed out that, while Owen's new black assistant coach, Carver Gayton, was pleased with the good morale, and Owens was praised for his compassion, no one at Washington was pleased with their team's performance. Thus the common question among coaches was being asked there: "Can you relinquish authority and still win?"<sup>23</sup>

Andros stayed because his team was a winner; Ward left because his team was a loser. As far as some coaches are concerned, it almost always comes down to winning and losing; they feel they can't coach to please the pressure groups, rather they must try to build the best team possible.<sup>24</sup>

Discipline can be applied in various ways, and its importance is often stressed. As quoted by Underwood, Jake Gaither indicated his belief that a coach can't run a team democratically.

...If you do, you might build character, but you won't win...winning builds more character, because to win you have to learn what it takes, what it means to sacrifice, to be disciplined. To have a goal.  
When you get discipline, you get rapport, and you get them both when you're concerned, when you care.<sup>25</sup>

Woody Hayes was also cited, by Veller, for his belief in the importance of discipline and the ability of the athlete to appreciate his coaches' efforts.

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<sup>22</sup>Ibid. <sup>23</sup>Ibid., p. 27 <sup>24</sup>Ibid., p. 26.

<sup>25</sup>John Underwood, "The Desperate Coach," Part III, Sports Illustrated, September 8, 1969, p. 37.

...a youngster is open to criticism and will accept it in the right manner as long as he is left with his dignity intact. If he still realizes that we have a very strong interest in him, our corrective measures can be quite severe, but we must leave him with his sense of importance to the squad.<sup>26</sup>

...The player has definite rights. He ought to be treated fairly and individually.<sup>27</sup>

Ogilvie and Tutko concluded that the needs which psychologists seek to reinforce in persons wishing to become teachers in any area seem to be less well represented in the coach's personality.<sup>28</sup> These needs of "nurturance," i.e. to take care of others, treat others kindly, and be sympathetic and helpful to others; "affiliation," i.e. to be loyal to friends, share with friends, form strong attachment to friends, etc.; and "intracception," i.e. to understand the behavior and motives of others, tended to be manifest only to a low degree among coaches sampled; thus Ogilvie and Tutko stated the following:

If one considered coaching to be one of the most important areas in which these traits of personality would be essential for teaching effectiveness, we must conclude that our sample falls considerably below the ideal.<sup>29</sup>

Recognizing the importance of the coach's role as an educator and a disciplinarian, and faced with the challenge to his personal capability in fulfilling this role, the researcher attempted to examine the extent to which certain attitudes would influence the coach's effectiveness. For the purpose of this study, such effectiveness was

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<sup>26</sup>Dr. Don Veller, "The Big Question: Praise or Punishment?" Athletic Journal, February, 1968, p. 40.

<sup>27</sup>Ibid., p. 78.

<sup>28</sup>Bruce G. Ogilvie and Tutko, "Self-Perception as Compared with Measured Personality of Selected Male Physical Educators" (paper presented at the 2nd International Congress of Sports Psychology, Oct. 29, 1968, Washington, D.C.), p. 3.

<sup>29</sup>Ibid.

evaluated on the basis of player dissidence.

### SCOPE AND DELIMITATIONS

This study was limited to the players and coaches of nineteen varsity baseball teams in Northern California. These included eight university-division teams and eleven college-division teams.

In the hope of obtaining honest responses to questionnaires and interviews used, absolute anonymity was guaranteed throughout the study in regard to names of players, coaches, and schools. Thus the university-division teams were coded as teams U-1, U-2, etc. and the college-division teams as C-1, C-2, etc.

Only the resentient attitudes of these coaches and their players' perceptions of same were measured. Only the personal evaluations made by these particular coaches in regard to the existence and amount of player dissidence on their own teams were considered here.

No long-term observations were proposed. Only one set of questionnaires was used for each team.

It was determined that data for this study would consist of: 1) "resentiment" scores obtained through the administration of a revised version of the Parsons-Krieter Resentiment Index (P-KR Index)\* to the selected coaches; 2) "perception of resentiment" scores obtained through the administration of a revised version of the Friedenberq-Nordstrom Resentiment Index (F-NR Index)\*\* to the

\*See appendix B

\*\*See appendix D

selected players; and 3) coaches' ratings of player dissidence according to the researcher's scale.\*

#### LIMITATIONS

This study was further limited by the fact that environmental factors besides resentment exist, and their influence on the players and the learning situation cannot effectively be controlled or measured. Family influence, past experience on other baseball teams, influence of peers, and physiological and psychological state are all variables for which no account was made.

The evaluation of players' "dissidence" was totally subjective. The coaches may or may not have been the best source of detection of this factor. The coaches may have refused to admit its existence or may possibly even have lacked the perceptual ability to recognize it.

The instruments used were all relatively new, however the two resentment indices had been found to be quite reliable. Test-retest reliability was found to be  $r=.85$  for the P-KR Index and for the revised P-RE Index,  $r=.89$ . Since these tools had not been used extensively before, the researcher, in essence, was furthering the assessment of their validity.

The questionnaires were administered by different people in different places, at different times. Thus, the researcher was unable to make the testing environment consistent among the sampled teams.

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\*See appendix C



## ~~ASSUMPTIONS~~

The following basic assumptions were made by the researcher:

1. Ressentiment does exist and can be studied in the sample of coaches used.
2. Player perception of ressentiment can be measured.
3. Coaches are the best source of detecting player dissidence.
4. The instruments used are reliable and valid.
5. The testing environment within each team will be consistent; this is more important than uniformity of testing environments among teams, as different teams will not be matched against one another.

## HYPOTHESES

Two hypotheses were proposed by the researcher at the outset of this study:

1. The amount of ressentiment existing in the attitudinal makeup of each coach, as indicated by his score on the P-KR Index, will show a significant correlation with the amount of ressentiment perceived by his players, as indicated by their mean score on the F-NR Index.
2. The amount of ressentiment existing in the attitudinal makeup of each coach, as indicated by his score on the P-KR Index, will show a significant correlation with the amount of dissidence he perceives in the attitudes of his players, as shown by his rating of the team on the dissidence scale.

## DEFINITIONS

The following are clarifications of the meanings of several

terms which are necessary for understanding the nature of this study:

### Attitude

The definition used in this study was the one synthesized by Shaw and Wright from a wide range of professionally accepted interpretations:

...a relatively enduring system of affective, evaluative reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects. As an affective reaction, it is a covert or implicit response.<sup>30</sup>

### Ressentiment

Revenge, envy, the impulse to detract, spite, and malice are developmental stages which lead to resentment. Such a culmination occurs if neither a "moral self-conquest" (such as genuine forgiveness in the case of revenge) nor an overt act or other "adequate expression of emotion" (such as verbal abuse or shaking one's fist) are realized by an individual, due to restraint caused by a pronounced self-awareness of impotence.<sup>31</sup> In contrast to conventional resentment, resentment is usually "covert, diffuse, and largely unconscious... a kind of free-floating, ill temper."<sup>32</sup> Scheler defines it as:

...a lasting mental attitude, caused by the systematic repression of certain emotions and affects which, as such, are normal components of human nature...leads to the constant tendency to indulge in certain kinds of value delusions and corresponding value judgements...<sup>33</sup>

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<sup>30</sup>Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill Book Co.), p. 10.

<sup>31</sup>William W. Holdheim (trans.), Ressentiment, by Max Scheler (Glencoe: Free Press, 1961), p. 48.

<sup>32</sup>Nordstrom, et. al., op. cit., p. 8

<sup>33</sup>Holdheim, op. cit., pp. 45-46.

### Ressentient

This is an adjective form describing the condition of resentment. One who is resentient refuses to bring others with whom he deals into focus as individuals. Instead he will only do business with abstract entities, so that threatening individuality is kept in its place, danger is circumvented, and mass values are upheld.<sup>34</sup>

The resentient individual is angry due to an oppressed sense of impotence and his inability to imagine transcending it. Having lost out in competition with others during the course of his life, he subconsciously sees himself as a failure and wants revenge (which he knows must remain hidden from the rest of society). Resolution comes in self-deluding value transformation, as values consistent with his predicament replace those alien to it; therefore he derogates values associated with youth, growth, and authentic authority. His failure is transformed into moralized success. His style is philanthropic (safe, acceptable to society), but his primary objective is to damage (even though this is subconscious).<sup>35</sup> A resentient coach, then, would tend to encourage the development of docile, conforming, insipid behavior on the part of his players.

### Dissidence

This dissent and negative reaction to the attitudes and actions of a coach may be expressed in various forms of player opposition on three levels: 1) refusal to abide by team rules of training, appearance,

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<sup>34</sup>Nordstrom, et. al., op. cit., p. 14.

<sup>35</sup>Ibid., p. 13.

social behavior, etc., 2) subtle indication of indifference to and/or displeasure with efforts of the coach to teach skills, methods, philosophies, etc., and 3) open criticism of the coach's personality and/or actions.

#### SUMMARY

In Chapter 1, the writer introduced his area of concern, which revolved around problems arising in player-coach relationships. The statements of the problems and sub-problems dealt with the measurement of resentient attitudes held by selected college baseball coaches. The importance of the study was based on the coach's role in education as it relates to the learning environment surrounding his players.

Definitions pertinent to the study, recognized limitations, and basic assumptions were given. The study hypotheses proposed definite relationships involving a coach's resentient attitudes, his players' perception of these, and player dissidence.

## Chapter 2

### RELATED LITERATURE AND RESEARCH

Before embarking on his own study of resentment, the researcher examined a number of articles and research reports. Of particular interest were those dealing with the personality of a coach and other studies in resentment.

Ogilvie and Tutko, after a great deal of research and observation, concluded that coaches are readily distinguishable from the average male. Certain characteristics tended to show up as components, in varying degrees, of the coach's personality:

1. High success drive--outstanding need to be on top
2. High degree of orderliness, organization--prefers to plan ahead
3. Outgoing, warm, gregarious nature
4. Finely developed conscience--much in tune with appropriate values in our culture
5. Capability in handling emotions well under stress
6. Trustful nature--not defensive in relations with others
7. High in leadership qualities
8. Dominant, take-charge attitude--seeks roles of leadership
9. More prone to blame self and accept blame than pass it on to others.
10. High psychological endurance
11. Emotionally very mature
12. Free to express natural aggressive tendencies in a manner appropriate to the coaching role.<sup>36</sup>

No coach can be expected to rate highly in each of these traits. In fact, most rate low in two other important characteristics: 1.) tendency to be interested in dependency needs of others, and 2)

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<sup>36</sup>Bruce C. Ogilvie and Thomas A. Tutko, "The Coach and His Personality," Problem Athletes and How to Handle Them (London: Pelham Books, Ltd., 1966), pp. 22-23.

flexibility in utilizing new learning.<sup>37</sup> In stressing this fact, Ogilvie and Tutko submitted the following statement:

We have found that there is no successful programme (sic) or technique that can be applied to modify the behavior of athletes that does not take into account the personality of the coach. Every human has his own personal psychological "blind spot"...

...Deep attitudes will manifest themselves despite the best intention on the part of the coach. There are bound to be problems of communication as a direct reflection of these unconscious attitudes.<sup>38</sup>

Mudra offered strong endorsement to criticism of authoritarian coaches, for he said they are functioning not as educators, but as classical conditioners.<sup>39</sup> He claimed the coach, in using a "stimulus-response" approach, is subconsciously subscribing to three notions: 1) great masses of people exist without creative potential; 2) certain ideas are more important than people; and 3) maybe knowledge has to be gained through indoctrination, since its absolute value is questionable, but not to be questioned by those learning it.

In opposition to such indoctrination, Mudra supported a perceptual approach. This was based on the assumption that man usually operates at only 15% of his potential; therefore, he needs to improve perceptions of himself and learn to adapt to different situations through greater perceptive abilities.<sup>40</sup>

Fine and Horne also made some interesting statements in

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<sup>37</sup>Ibid., p. 23.    <sup>38</sup>Ibid., p. 17.

<sup>39</sup>Darrell Mudra, "The Coach and the Learning Process: A Perceptual Approach to Winning," Journal of Health Physical Education Recreation, 41:27, May, 1970.

<sup>40</sup>Ibid.

regard to "desirable learning conditions:"

Learning is facilitated in an atmosphere which encourages people to be active.

Learning is facilitated in an atmosphere which promotes and facilitates the individual's discovery of the personal meaning of ideas.

Learning is facilitated in an atmosphere which emphasizes the uniquely personal and subjective nature of learning.

Learning is facilitated in an atmosphere which consistently recognizes people's right to make mistakes.

Learning is facilitated in an atmosphere which tolerates ambiguity.

Learning is facilitated in an atmosphere in which people are encouraged to trust in themselves as well as in external sources.

Learning is facilitated in an atmosphere in which people feel they are respected.

Learning is facilitated in an atmosphere which permits confrontation.<sup>41</sup>

Holt claimed that our schools' learning environments do not establish such conditions, thus are often highly detrimental to students. Young people are taught to be afraid of "not doing what other people want, of not pleasing, of making mistakes, of failing, of being wrong."<sup>42</sup>

In one of the few published research studies dealing with resentment and its effects on the educational setting, the findings of Nordstrom, Friedenber, and Gold clearly indicated that resentment could be identified and measured within the school environment; and where

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<sup>41</sup>Gerald Pine and Peter Horne, "Principles and Conditions for Learning in Adult Education," Adult Leadership, October, 1969, pp. 113-114.

<sup>42</sup>John Holt, How Children Fail (New York: Delta Books, 1964), p. 167.

<sup>43</sup>Nordstrom, et. al., op. cit., pp. 10-11.

it existed to a high degree, its effects were, as anticipated, stifling and basically disruptive to the learning process.<sup>43</sup> Producing an inhibiting effect on self-expression and enthusiasm, it tended to undermine fortitude and discourage the development of self-mastery. Ressentiment was seen as "insidious when endured, difficult to fight, and stultifying in its consequences."<sup>44</sup>

Kreuter and Parsons concluded that resentment is made up of six specific factors which are available in most social agencies.<sup>45</sup>

Albaugh helped clarify the relationship of resentment to athletics by showing that these factors can be explained through examples in sport.<sup>46</sup>

1. Egalitarianism--a levelling process or "forced equality;" this can be characterized by the examples of "look-alike" teams, where all players dress, act, and even demonstrate their skills in a uniform manner, and individual differences are not taken into account.
2. Obedience--conformity to the demands of others...especially the coach; this is not to be confused with discipline, which is based on personal goals and self-direction, rather than external coercion.
3. Denigration--this "denial of individual rights" and "defamation of an individual's personality" is often exemplified by sarcasm on the part of a coach; it is especially demeaning when the victim is not allowed a chance for retort...in this case, he is really "put in his place."

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<sup>44</sup> Ibid.

<sup>45</sup> Marshall Kreuter and Michael Parsons, "Continued Research on Ressentiment Attitudes," Faculty Research Grant, University of Utah, 1971.

<sup>46</sup> Glen Albaugh, "The Influence of Ressentiment as Identified in College Basketball Coaches," (Paper read at the 1972 Meeting of the National College P.E. Association for Men, New Orleans), pp. 3-4.



4. Rule Orientation--this is related to "obedience" in that dogmatic coaches who have, themselves, been taught to do nothing but obey demand that their players do the same; thus, they develop inflexible and, oftentimes, unrealistic rules which neither account for individual differences nor allow any degree of self-direction on the part of the players...the rule becomes more important than the individual player.
5. Moralizing--such oppression usually occurs when a coach demands that his players comply with his personal belief system and standards, making no account for their own individual backgrounds, needs, or desires...no one is right but the coach, and anyone who disagrees will suffer the consequences.
6. Distrust--lack of respect for self and others is implied by this factor; this is also related to "rule orientation" and is exemplified by the coach who is constantly on the alert for his players' cheating, cutting corners, or behaving in a manner inconsistent with his personal belief system...players are discouraged from self-direction and self-expression by the fear that he'll think they are working against him.

#### Summary

The researcher began Chapter 2 by presenting several conclusions of Ogilvie and Tutko regarding distinguishable personality traits of coaches and their effect on player-coach relationships.<sup>47</sup> He next pointed out how Mudra,<sup>48</sup> Pine and Horne,<sup>49</sup> and Holt<sup>50</sup> have stressed the

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<sup>47</sup>Ogilvie and Tutko, op. cit., pp. 22-23.

<sup>48</sup>Mudra, op. cit., p. 21.

<sup>49</sup>Pine and Horne, op. cit., pp. 113-114.

<sup>50</sup>Holt, op. cit., p. 167

importance of an educator's approach and the establishment of specific desirable learning conditions. Lastly, two studies on resentment were cited in which it was suggested that this phenomenon could be harmful to the learning environment;<sup>51,52</sup> the six constituent factors of resentment were also described in relation to coaches' attitudes.<sup>53</sup>

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<sup>51</sup>Nordstrom, et. al., op. cit., pp. 10-11.

<sup>52</sup>Kreuter and Parsons, op. cit.

<sup>53</sup>Albaugh, op. cit., pp. 3-4

## Chapter 3

### PROCEDURES AND ANALYSIS OF THE DATA

The researcher contacted the head coaches of forty college and university division baseball teams in California and Nevada; questionnaires were then mailed or delivered in person to them. Twenty-two college division coaches and seventeen university division coaches agreed to lend their assistance by administering questionnaires to their players and completing one themselves; thus, these thirty-nine schools were selected for the study.

Thirty-two sets of questionnaires were mailed, and seven sets delivered in person to the head coaches. Instructions for administration\*, a return mailing label, and postage for return mailing were included with each set.

One month after the questionnaires were delivered or mailed, a follow-up letter\*\* was sent to the coaches who had not yet returned them. Nineteen of the sets were finally returned with sufficient data for analysis, and seven were returned with less than half of the members on a team having completed the questionnaires (Some of the questionnaires were incomplete, or they were not even returned.). Six coaches wrote to apologize for not returning their team's questionnaires (for a variety of reasons) and seven coaches did not respond at all.

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\*See appendix A

\*\*See appendix E

Each coach was asked to administer the "National Athlete's Questionnaire" (F-NR Index)\* to his players, to complete the "National Coaches' Questionnaire" (P-KR Index)\*\* himself, and to rate his team on each level of dissidence using the investigator's scale.\*\*\*

Comparing Coaches' Scores  
With Team-Mean Scores

A mean score was computed for each team on each question in the F-NR Index. Team mean scores were then computed for the total questionnaire. The mean of these team scores was calculated as 146.6, with a standard deviation of 14.8 and a range of 50.5.

The mean of all the coaches' scores on the P-KR Index was found to be 161.1, with a standard deviation of 24.2 and a range of 95. A product-moment correlation coefficient was computed with  $r=.202$  when the coaches' scores were compared with the corresponding team-mean scores.

Comparing Coaches' Scores  
With Ratings of Team Dissidence

The mean score for the coaches' dissidence ratings was computed at 33.4, with a standard deviation of 24.7 and a range of 94. In comparing the coaches' scores on the P-KR Index with corresponding coaches' dissidence ratings, a correlation coefficient of  $r=-.077$  was calculated.

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\*See appendix D

\*\*See appendix B

\*\*\*See appendix C

## Chapter 4

### DISCUSSION

The first hypothesis proposed in this study was as follows: The amount of resentment existing in the attitudinal makeup of each coach, as indicated by his score on the P-KR Index, will show a significant correlation with the amount of resentment perceived by his players, as indicated by their mean score on the F-NR Index. This hypothesis was rejected as the computed correlation coefficient ( $r = .202$ ) was appraised as insignificant at the .05 level of confidence.

The second hypothesis proposed in this study was as follows: The amount of resentment existing in the attitudinal makeup of each coach, as indicated by his score on the P-KR Index, will show a significant correlation with the amount of dissidence he perceives in the attitudes of his players, as indicated by his rating of the team on the dissidence scale. This hypothesis was rejected as the computed correlation coefficient ( $r = -.077$ ) was appraised as insignificant at the .05 level.

Correlational procedures were also used by the investigator in examining corresponding questions in the two indices discussed above. Out of fifteen matched pairs of questions, only one produced a significant correlation coefficient at the .01 level and two others at the .05 level.

The data seemed to indicate a significant discrepancy between the way the sampled coaches and their corresponding teams perceived their mutual sport environment in relation to resentment.

In observing the conflicting viewpoints of coaches and their players, a question was raised as to which group presented a more accurate picture of the situation in their questionnaire responses. Two factors led the researcher to decide in favor of the players: 1) the larger number of respondents in the samples of players as compared to the samples of coaches; 2) the probability that players would be more objective in their perceptions than the coaches, as they were not asked to evaluate themselves.

#### "Best Thing" - "Worst Thing"

Although they provided no scientific evidence, perhaps the most interesting items on the athletes' questionnaires were the first two, which asked them to briefly explain the best and worst things about their team. In many instances, the head coach was named in the best or worst category, and this further indicated perceptual discrepancies between players and coaches.

For example, the head coach of team C-3 rated himself extremely low in resentment (his score on the P-KR Index was second-lowest of all coaches sampled), while his players rated him quite high (their team-mean score was the highest of all teams). Furthermore, nearly half of the players sampled seemed to picture him as highly resentient in the "worst thing" section of their questionnaires. There was mention of his lack of concern for the players and failure to deal with them as individuals; as one young man stated:

...most (of the players) think that he feels that winning is the only thing that matters and that he refuses to react to the feelings and attitudes of the players.

In accordance with Holt's criticisms of learning environments<sup>54</sup> and the findings of Nordstrom, Friedenber<sup>g</sup>, and Gold<sup>55</sup> were the complaints of the players of team C-3. These players felt the coach was placing undue pressure on them and using a highly negative approach. He was accused of stifling them, inhibiting their self-expression and enthusiasm, undermining their fortitude, and discouraging their development of self-mastery. One athlete's statement that the coach "makes people feel like asses" was supported by another's "worst thing" description:

The lack of encouragement the ballplayers received from the coaching staff. In general we hear about our mistakes and little about our good performances. This has led to a loss of personal pride in our ball club.

Other team members also made reference to "a poor relationship between the players and the coach" and the "lack of encouragement which leads to loss of self-pride." One such individual tried to sum up the team's attitudes:

I think we have unified in our feelings against the coach. Personally, I feel the coach doesn't encourage the team at all. He tries, unconsciously, to break down our spirit, perhaps, because he feels he is not a part of the team. He hates to be associated with mediocrity and he shows that in his disdain for us. In this sense I think he has contributed a great deal to our losses, by undermining the confidence of the team.

Team C-3 appeared to be a prime example of resentment in action. There were numerous examples of the constituent factors of

<sup>54</sup>John Holt, op. cit., p. 167.

<sup>55</sup>Nordstrom, et. al., op. cit., pp. 10-11.

ressentiment (denigration, moralizing, etc.) being perceived by the players. Thus, on examining this case, his conclusion was the same as that of Nerdstrom, Friedenbergr, and Gold; i.e. that ressentiment was "insidious when endured, difficult to fight, and stultifying in its consequences."<sup>56</sup>

Another interesting case was team U-9. Having seen this team and its coach in action previously, the investigator anticipated finding very high scores on the ressentiment index. The head coach was at first perceived as being insensitive, critical, gruff, close-minded, and primarily concerned with winning. However, where this head coach rated himself high on the ressentiment index, his team did not. Only one player criticized the coach, while several others praised him for their team's unity and success. It became apparent on examining the team's questionnaires, that they felt this man was not merely interested in winning ball games; more importantly, he was very much concerned with their development as individuals.

This impression of the coach was perhaps best described by one player who wrote:

The best thing about our team is that it is coached by a man who is dedicated to building men's character. Though winning is important, the coach has continually brought forth the most from his players. He is a concerned individual and one whom I respect very much.

The "best thing" - "worst thing" items were not truly meaningful from a scientific standpoint; however it was felt by the researcher that they were very meaningful for discussion purposes, as they added to the total picture of the team environment. In many cases, statements of criticism or praise like those presented above helped the

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<sup>56</sup>Ibid.



investigator to better understand the effects of the coach's attitudes on his team and become more confident in the validity of the players' questionnaires.

#### Suggestions For Further Study

It was the feeling of the researcher that the results of this study might have been even more conclusive if all thirty-nine teams had been included. Thus, personal administration of questionnaires was recommended for future studies. This would aid in bringing about uniformity of administration techniques, better understanding of instructions and procedures on the part of respondents, more complete participation by teams involved, and greater confidence in the integrity of the responses due to the assurance of their unpremeditated nature.

Additional instruments were also recommended. Since the number of players was so much greater than the number of coaches sampled, it is possible that more tools are needed to properly evaluate the attitudes and perceptions of the coaches. Personal interviews with coaches might also be valuable in attempting to appraise the team's environments.

The dissidence scale on the coaches' questionnaire was questionable in regard to validity because of the large variability. A better evaluation of the extent of dissidence could possibly be obtained through personal interview.

Many variables besides resentment may have been responsible for the differences in team scores. In future studies it might be interesting to compare such factors as won-lost records, scores of starters versus substitutes, scores of black versus white players,

and scores of varsity squads versus junior varsity squads.

## Chapter 5

### SUMMARY

#### Description of the Problem

Ressentiment was defined in this study as an attitude which, in contrast to conventional resentment, is usually "covert, diffuse, and largely unconscious...a kind of free-floating, ill temper."<sup>57</sup>

The researcher also referred to Scheler's definition of resentment, which described it as:

...a lasting mental attitude, caused by the systematic repression of certain emotions and affects which, as such, are normal components of human nature...leads to the constant tendency to indulge in certain kinds of value delusions and corresponding value judgements...<sup>58</sup>

Two specific problems were selected by the researcher as the basis for this study:

1. What is the extent, if any, of resentment among selected college baseball coaches, and to what extent is this resentment perceived by their players?
2. Does a relationship exist between resentient attitudes of the selected coaches and the amount of dissidence they perceive in the attitudes of their players?

#### Research Methodology

The study originally involved the players and head coaches of

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<sup>57</sup>Nordstrom, et. al., op. cit., p. 8.

<sup>58</sup>Holdheim, op. cit., pp. 45-46.

forty college and university baseball teams in California and Nevada. The study sample, however, was comprised of only nineteen of these teams, since insufficient data was received from the rest.

Each coach was asked to administer the "National Athlete's Questionnaire" (designed to measure their perception of resentment) to each of his players, to complete the "National Coaches' Questionnaire" (designed to measure resentment in his own psychological makeup) himself, and to evaluate his team in regard to dissidence, using a scale devised by the researcher.

A mean score was computed for each team from its players' questionnaires, and this was compared with the corresponding coach's score on the coaches' questionnaire. This coach's score was also compared with the rating he gave his team on the dissidence scale.

#### Results

A product moment correlation coefficient of  $r=.202$  was computed when the coaches' scores were compared with their corresponding team-mean scores. In comparing the coaches' scores with their corresponding dissidence ratings, a correlation coefficient of  $-.077$  was calculated.

#### Conclusions

No significant correlation was found between the coaches' scores on the "National Coaches' Questionnaire" and the corresponding team-mean scores on the "National Athlete's Questionnaire." Also, no significant correlation was found between the coaches' scores and their corresponding dissidence ratings.

The following conclusions were drawn by the researcher at the

completion of this study.

1. Ressentiment was found to exist (in varying degrees) in the psychological makeup of numerous college baseball coaches. This phenomenon appeared to be perceived by the players; and, just as Nordstrom, Friedenber, and Gold described, it was "insidious when endured, difficult to fight, and stultifying in its consequences."<sup>59</sup>
2. There was no correlation between the way sampled coaches and their corresponding teams perceived their mutual sport environment in relation to resentment.
3. The players' questionnaires appeared to be better instruments than the coaches' questionnaires for measuring the degree to which resentment showed up as an attitude of the coach in their mutual sport environment. They also seemed to give a better idea of the extent to which dissidence was a part of the players' own attitudes (than did the dissidence rating scale completed by the coach).
4. The coaches' dissidence scale was determined to be a questionable instrument, and personal interviews were recommended as possibly being more meaningful in determining the presence of this factor.

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<sup>59</sup>Nordstrom, et. al., op. cit., pp. 10-11.

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APPENDIXES

A.

INSTRUCTIONS FOR ADMINISTRATION

Dear Coach,

Thank you very much for agreeing to help me with this study involving current attitudes of players and coaches in college baseball. As you may know, we baseball coaches have been accused of lacking interest in research into the psycho-social aspects of athletics and refusing to cooperate with those persons doing such research. Today, however, with changing attitudes and the problems caused by these, we find that we must do more and more besides coaching physical skills. Thus, it is hoped that you will share my interest in this study (which is a follow-up to studies done with high school students and college basketball players) and encourage your players to respond as honestly and sincerely as possible to these questionnaires in order to provide us with meaningful data.

If you would like to receive a copy of my results and conclusions when I have finished, please enclose a note to that effect when you return these questionnaires.

In striving for some kind of uniformity in the administration of the questionnaires, we have developed a few guidelines we hope you will follow:

1. Please do not look over the questionnaires or allow your players to do so until you are ready to administer them all.
2. Be sure to pick some quiet area, like a classroom, where the questionnaires can be administered to all the players at once.
3. Be assured and please assure your players that the questionnaires will be anonymous--names are not to be given.
4. Coaches should be out of the room while players complete the questionnaires (the head coach completes his own in a separate room).
5. As soon as the questionnaires have been completed, place them back in the envelope and seal it for mailing.

Your prompt assistance in this survey will be invaluable and, of course, greatly appreciated.

Sincerely,

John Gunther

B.

THE PARSONS-KRUEGER RESENTMENT INDEX

NATIONAL COACHES' QUESTIONNAIRE

General Information

Coaching Experience (years) \_\_\_\_\_ Age \_\_\_\_\_

Undergraduate Major \_\_\_\_\_

Subjects you would like to teach the most other than coaching:  
\_\_\_\_\_  
\_\_\_\_\_

Subjects you would least like to teach: \_\_\_\_\_  
\_\_\_\_\_

The 40 statements on the following pages are concerned with the coaching environment. There are no right or wrong answers; the purpose is simply to get your general opinion about each statement.

Please answer each statement. Move along quickly for your first honest response is usually your best. In the left margin according to how much you agree or disagree, write 1, 2, 3, 4, 5, or 6 depending on how you feel in each case.

Example:

2 1. Coaching is fun

- 1 I agree a little
- 2 I generally agree
- 3 I strongly agree

- 4 I disagree a little
- 5 I generally disagree
- 6 I strongly disagree

1 I agree a little    3 I strongly agree    5 I generally disagree  
2 I generally agree    4 I disagree a little    6 I strongly disagree

- \_\_\_ 1. One of the strengths of a good coach lies in his ability to teach obedience.
- \_\_\_ 2. Coaches should actively discourage the existence of cliques on the team.
- \_\_\_ 3. The concept of equal treatment of all players need not be a primary concern of a good coach.
- \_\_\_ 4. Some of the most successful athletes here are those with the best physical skills.
- \_\_\_ 5. Using good judgement as to time and place, coaches should advise players about their styles of appearance and dress.
- \_\_\_ 6. There is no question that team members can gain great value from meeting and practicing in small groups by themselves.
- \_\_\_ 7. Punishing a player, i.e. running extra laps because of misconduct, is a reasonable way of helping him recognize his social responsibility.
- \_\_\_ 8. One of the coaches' most important tasks is seeing that team members get along with each other.
- \_\_\_ 9. The creative abilities of athletes continue to impress one even after several (or less) years in the profession.
- \_\_\_ 10. If the dress codes of an athletic team were left to the discretion of the team, quality standards for many teams would decline.
- \_\_\_ 11. A good coach will use wit and sarcasm, if necessary, to control showoffs and attention getters.
- \_\_\_ 12. Eliciting personal opinion from the players in regards to team strategy could inhibit the efficiency of the team.
- \_\_\_ 13. A great pleasure in coaching is when you have a talented team that is truly creative during its performances.
- \_\_\_ 14. A coach may have good reason to allow privileges to one player that are not allowed to all.
- \_\_\_ 15. Lack of player enthusiasm for learning most likely means that the material or coaching method used was inappropriate.
- \_\_\_ 16. This rule is foolish: players must be in bed by 10:30 on all week day nights and by 12:30 on weekends.

1 I agree a little    3 I strongly agree    5 I generally disagree  
2 I generally agree    4 I disagree a little    6 I strongly disagree

- \_\_\_ 17. After observing an athlete's performance in practice for a short time, a perceptive coach can easily judge how the player will perform in a game situation.
- \_\_\_ 18. A good coach doesn't concern himself with out of season regulations and controls over his athletes.
- \_\_\_ 19. Athletics is a good place to impress upon young men that most meaningful learning is hard work.
- \_\_\_ 20. Teachers in other subject areas who make a practice of allowing students to follow their own interests frequently end up with a less than adequate program.
- \_\_\_ 21. Repetition is the key to successful learning in athletics.
- \_\_\_ 22. For team functions, the individual athlete should be able to choose his own seat, room mate, table at which to eat, etc.
- \_\_\_ 23. Talking and whispering during the practice sessions is usually a sign that appropriate learning is not taking place.
- \_\_\_ 24. Coaches should not expect a player to inform on a teammate who is breaking the rules.
- \_\_\_ 25. The appearance of some of our professional sport stars is a disgrace to what athletics really stand for.
- \_\_\_ 26. High school or college age athletes should participate in the establishment of their own governing rules and regulations.
- \_\_\_ 27. It is more important for a player to have faith in himself than it is for him to be obedient to the structure of the team.
- \_\_\_ 28. Allowing players to participate too openly in the planning of team activities may cause a coach to lose his authority.
- \_\_\_ 29. When a player adjusts to the rules and guidelines of the team, it is an indication of positive change in his character development.
- \_\_\_ 30. Coaches should be ready to "jump on" those who take short cuts or slack off in practice.
- \_\_\_ 31. Allowing for imaginative behavior is an important educational objective in athletics as learning fundamentals basic to the specific sport.
- \_\_\_ 32. The gifted athlete probably needs less praise than the average or below average athlete.

1 I agree a little    3 I strongly agree    5 I generally disagree  
2 I generally agree    4 I disagree a little    6 I strongly disagree

- \_\_\_ 33. Parents, administrators, and fellow teachers should be able to visit a practice at any time without announcement.
- \_\_\_ 34. Athletes should be allowed to make their own decisions on matters that effect them regarding activities outside of their sports environment.
- \_\_\_ 35. One of the dangers of being a permissive coach is that you might become overly friendly with the athletes.
- \_\_\_ 36. For the good of the team, it is pretty important to keep the players "under wraps" in regards to individual behavior on and off the field.
- \_\_\_ 37. Laughing and boisterous behavior during practice sessions are acceptable as long as it does not interfere with the objectives of the practice.
- \_\_\_ 38. Individual development for athletes is generally best accomplished through equal treatment at all times.
- \_\_\_ 39. Good coaches are never concerned with a racial quota system.
- \_\_\_ 40. Team meetings generally are lectures, and if any discussion does exist it should be directed by the coach.



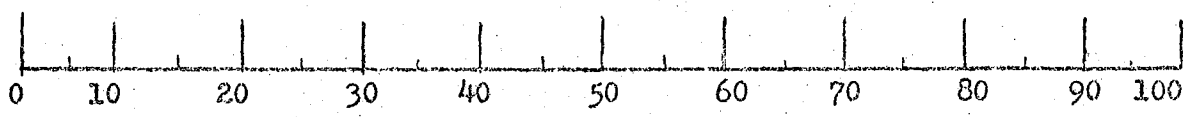
C.

COACHES' SCALE FOR RATING TEAM DISSIDENCE

COACHES' SCALE FOR RATING  
TEAM DISSIDENCE

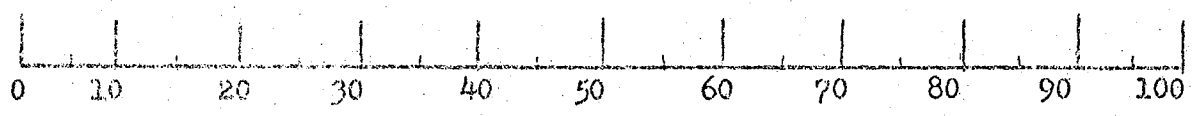
In responding to the questions below, please mark an "X" at the point on the scale which represents your best estimate.

- 1. What percentage of your players refuse to abide by team rules of training, appearance, social behavior, etc. (even if occasionally)?



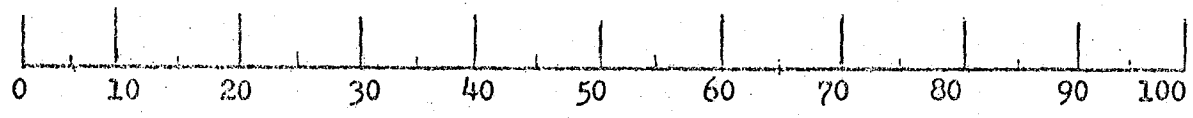
(Estimated percentage of players)

- 2. What percentage of your players give subtle indication of indifference to and/or displeasure with your efforts to teach them skills, methods, philosophies, etc.?



(Estimated percentage of players)

- 3. What percentage of your players openly criticize your personality and/or actions (as far as you can tell)?



(Estimated percentage of players)

D.

THE REVISED FRIEDENBERG-NORDSTROM RESENTMENT INDEX

## NATIONAL ATHLETE'S QUESTIONNAIRE

## General Information

Sport(s) \_\_\_\_\_ Age \_\_\_\_\_

School \_\_\_\_\_ Major \_\_\_\_\_

The following is a study of your responses to a variety of questions about your team and sports in general. The best answer to each statement is your personal opinion. You may find yourself strongly agreeing or strongly disagreeing with some of the statements. Regardless of your position, you can be sure many other athletes feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree. Write 1, 2, 3, 4, 5, or 6 depending on how you feel in each case. Please answer every statement. Attempt to be just as honest as you can with each response.

<u>1</u>	I agree a little	<u>4</u>	I disagree a little
<u>2</u>	I generally agree	<u>5</u>	I generally disagree
<u>3</u>	I strongly agree	<u>6</u>	I strongly disagree

Example:

3 1. Sports here are fun.

In the space below, briefly explain the best thing about your team.

In the space below, briefly explain the worst thing about your team.

1 I agree a little      3 I strongly agree      5 I generally disagree  
2 I generally agree      4 I disagree a little      6 I strongly disagree

- \_\_\_ 1. On road trips, the coaches are always on the alert to see that there are no infringements of the team rules and regulations.
- \_\_\_ 2. If the coaches accuse a player of misbehavior, there isn't much the player can do about it.
- \_\_\_ 3. The coaches here don't interfere with our political activities off the court or field.
- \_\_\_ 4. If you start out on the wrong foot, it is really difficult to make up lost ground with the coaches.
- \_\_\_ 5. Players here who often disagree with the coaches don't play as much as they would otherwise.
- \_\_\_ 6. The team rules regarding dress on road trips are too restrictive.
- \_\_\_ 7. We really have fun on this team.
- \_\_\_ 8. If the coaches here think a player is showing off, they usually put him down with words.
- \_\_\_ 9. If two players are of equal ability, the one who plays up to the coaches will probably see more playing time.
- \_\_\_ 10. When our team discusses a problem with the coaches, the coaches allow all points of view to be explored.
- \_\_\_ 11. Our coaches make us feel like real human beings.
- \_\_\_ 12. The coaching staff here wouldn't expect an individual player to inform on a friend who is breaking training rules.
- \_\_\_ 13. Coaches here keep players on the bench as a means of "getting back at them."
- \_\_\_ 14. The coaches here seldom plan practice sessions just to "keep us busy."
- \_\_\_ 15. On this team, everyone gets equal treatment regardless of his ability.
- \_\_\_ 16. Even though you may make mistakes in practices and games, the coaches here don't make you feel dumb for it.
- \_\_\_ 17. The coaches here make a special effort to see that small groups of players don't dominate any of the team's activities.

1 I agree a little      3 I strongly agree      5 I generally disagree  
2 I generally agree      4 I disagree a little      6 I strongly disagree

- \_\_\_ 18. The coaches here are more concerned about our development as individuals than they are about winning.
- \_\_\_ 19. To do well in the offensive and defensive systems used here, it is best for the individual player to be creative rather than mechanical.
- \_\_\_ 20. At this school, the first team seems to get all of the attention of the coaches.
- \_\_\_ 21. The most successful players here have the best skills and physical ability.
- \_\_\_ 22. It is very clear that the team's business comes first before any other activities related to the school, no matter what their importance.
- \_\_\_ 23. Team members here are allowed to determine many of their own rules and regulations.
- \_\_\_ 24. Trying to get the coaches to listen to new ideas is like "butting your head against the wall."
- \_\_\_ 25. Coaches here sometimes try to "pry" into our affairs outside of athletics.
- \_\_\_ 26. Most of the players on this team are too proud to cheat or take it easy during practice sessions.
- \_\_\_ 27. Coaches here want our clothes to be neat and clean, and far out mod styles are out.
- \_\_\_ 28. The coaches here take great pride in conducting very punishing practice sessions.
- \_\_\_ 29. If the coaches here think that a player is spotlighting too much, they can be pretty clever at putting him in his place.
- \_\_\_ 30. The coaches here tend to keep players "well under wraps" on or off the field.
- \_\_\_ 31. A player here doesn't really have an individual identity. It's like a factory turning out athletes instead of young men.
- \_\_\_ 32. Laughing and boisterous behavior are generally acceptable during practice sessions.
- \_\_\_ 33. The team here is left pretty much to itself to do what is reasonable regarding bedchecks.

1 I agree a little    3 I strongly agree    5 I generally disagree  
2 I generally agree    4 I disagree a little    6 I strongly disagree

- \_\_\_ 34. Players here start out with a clean slate regardless of their previous reputations.
- \_\_\_ 35. Players' problems here are generally treated with care and sensitivity.
- \_\_\_ 36. The practice sessions here are really imaginative and interesting.
- \_\_\_ 37. The coaches here really show an interest in you and are here to help if you need them.
- \_\_\_ 38. Most of our team meetings are lectures and if any discussion does exist it is directed by the coaches.
- \_\_\_ 39. Our coaches make it clear that they don't like to see our hair long.
- \_\_\_ 40. Coaches work very hard at equalizing the playing time of whatever ethnic groups we have.

E.

FOLLOW-UP LETTER TO COACHES



## UNIVERSITY OF THE PACIFIC

Stockton, California  
95204

May 19, 1971

Dear Coach,

Since I communicated with you over a month ago, and you agreed to help me with my Master's Thesis study, I have been eagerly awaiting the receipt of your team's questionnaires.

I realize how busy you have been at this time of year, so your time and assistance are greatly appreciated. Therefore, as I near the completion of my study, I would just like to ask that you please have your team complete their questionnaires at the earliest convenience.

If your questionnaires have already been sent, and passed this letter in the mail, I would like to express my sincere thanks to you and your bellplayers.

Yours very truly,

John Gunther

JG:kp

F.  
RAW SCORES

## RAW SCORES

Team	N	Team Mean FN-R Revised	Coach's Score PK-R Revised	Dissidence Rating
C-1	20	126.4	110	60
C-2	19	126.2	155	14
C-3	16	175.7	115	20
C-4	14	125.2	172	25
C-5	12	166.4	181	33
C-6	23	140.7	144	16
C-7	20	138.1	129	3
C-8	11	149.3	163	55
C-9	13	130.8	184	*
C-10	14	169.4	186	13
C-12	21	156.0	170	14
U-1	20	154.0	148	15
U-2	21	146.1	172	97
U-3	26	145.5	148	76
U-4	16	130.9	162	48
U-6	25	159.2	205	20
U-7	22	159.4	181	15
U-8	15	139.5	154	48
U-9	19	145.9	182	30

\* Coach of team C-9 did not submit a dissidence rating; thus, his scores were not used in testing the researcher's second hypothesis.