

AN ANALYSIS OF INTRAMURAL PARTICIPANT
EJECTIONS IN BIG 12 CONFERENCE
INSTITUTIONS

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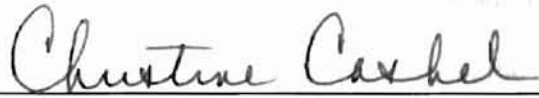
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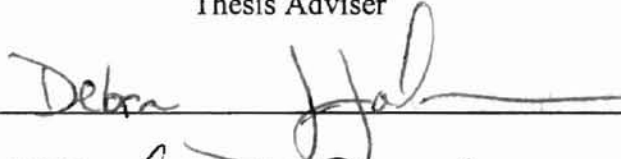
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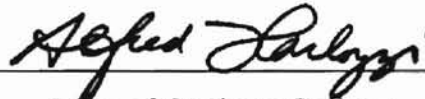
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CHAPTER I

INTRODUCTION

Almost certainly, you can read in a newspaper about some sports personality who

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has been ejected from a game. (Whether it's Mike Tyson who spit on the referee, or a basketball player who spit in the face of an umpire, or a football player who spit on the referee, the act is inappropriate.)

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CHAPTER I
INTRODUCTION

Almost everyday one can read in a newspaper about some sports personality who has been involved in a fight or violent act (Leach, 1997). Whether it's Mike Tyson who bit off part of another boxer's ear, Roberto Alomar who spit in the face of an umpire, or Latrell Sprewell who allegedly attempted to strangle his coach, the act is inappropriate. The aggressive or violent acts may be player against player, player on coach, or player on official. Usually it is a professional athlete, but college, high school and youth athletes also are often involved in acts of violence (Leach, 1997).

In 1996, a youth basketball team (ages twelve to fourteen) sponsored by the Boys and Girls club of Kenton County, Kentucky was accused of attacking referees with punches, kicks and a metal chair after the referees had called an early end to a game because it had gotten out of hand (Carry, 1996). On October 22, 1998 four students from Southern Methodist University were arrested after being involved in a brawl during an intramural flag football contest (Harrison, 1998). At the University of South Florida two fraternities were involved in a bench-clearing brawl that occurred during an intramural basketball game. No criminal charges were filed, but the Greek Life Coordinator suspended the fraternities for four months (Humphrey, 1998). In the fall of 1990, a Michigan State University student approached a student official after an intramural contest and punched the official in the face. The offending player received a multi-year suspension from intramural participation (McNeil, 1992). The examples mentioned above are just a few instances in which violent or aggressive acts occurred within nonprofessional sports.

Many athletes often demonstrate aggressive behavior away from the playing field. When referring to basketball, Charles Barkley was quoted as saying “This is a game that, if you lose, you go home and beat your wife and kids” (Parrish, 1999). Professional boxer Mike Tyson was not only found guilty of beating his wife, he was convicted of rape (Wolff, 1995). In May of 1995, former Chicago Bulls basketball player Scottie Pippen was charged with domestic battery one day after the Bulls were eliminated from the playoffs (Parrish, 1999).

Many college athletes have been involved in crimes off the playing field. As an example, in the early 1990s, five University of Nebraska football players were arrested and/or convicted of violent acts. The charges ranged from destruction of property to second-degree murder (Farber, 1995). Aggressive crimes by athletes are not limited to males. At the University of Indiana, a female basketball player was charged with breaking a beer bottle over another woman’s face (McCallum & O’Brien, 1998). The player was sentenced to two years in prison, but allowed to serve her sentence after the spring semester was over so she could complete classes. Consequently, the Indiana women’s basketball team allowed her to remain playing on the team until the season was over. Although only a few examples are mentioned above, it is clear that there is a growing list of athletes who act aggressively inside of sport and off the playing field.

Aggression in sport seems socially acceptable and within the rules of the game for many sports. There is, however, a line that must be drawn between what is acceptable and what is considered unsportsmanlike conduct. Sportspersonship also is an integral part of sports. It “involves an intense striving to succeed, tempered by commitment to a ‘play spirit’, such that ethical standards will take precedence over strategic gain when the

two conflict” (Bredemeier & Shields, 1995, p. 188). Unfortunately, when compared to non-athletes, today’s athletes have fewer “sportsmanlike” values and attitudes and have a lower emphasis on fairness (Allison, 1982).

John and Janice Dunn (1999) from the University of Alberta conducted a study to examine the relationship between goal orientations, perceptions of athletic aggression, and sportpersonship among elite male youth ice hockey players. Using four self-report questionnaires, players responded to questions concerning their demographics, goal orientations, perceived legitimacy of deliberately directing injurious behaviors toward opponents, and sportpersonship orientations. Dunn and Dunn’s (1999) findings showed that high ego oriented athletes were more inclined to approve of aggressive behaviors than those with low ego orientation. They also found that players with high levels of task orientation had high sportpersonship levels.

Anyone who watches sports on television witnesses fights between players and sees players arguing with the officials. These are considered unsportpersonlike acts. Gough (1997) describes unsportpersonlike acts as “unfair, dishonest, disrespectful, and against the rules” because they are unethical (p. 22). Thus, aggressive acts by participants would be considered unsportpersonlike. Silva (1980) defined aggression as an overt act that can be either physical or verbal and has the potential to physically or psychologically injure the person targeted.

Several sport psychologists have also divided aggression into two types; instrumental and hostile (Aronson, 1995; Bird & Cripe, 1986; LeUnes & Nation, 1996; Pargman, 1998). Hostile aggression is different from instrumental aggression in that the main reinforcement is causing injury. The purpose of hostile aggression is the result,

namely psychological or physical injury (Bird & Cripe, 1986). Instrumental aggression is intended to harm or injure the victim, yet the act is done in order to receive external positive reinforcement or to win (Bird & Cripe, 1986).

Statement of Problem

The literature indicates that aggression within sport is a problem at most levels. Unfortunately, little is known about aggression within intramural sports programs at universities across the United States (McNeil, 1992). Just like any other sport environment, intramural sports programs at Oklahoma State University have aggressive acts committed by participants that result in ejection from competition. However, it is unknown how ejections from intramural sport competitions in Big 12 conference institutions compare.

Purpose of the Study

According to Mueller and Reznik (1979), the purpose of intramural recreational sports programs is to provide people with experiences that will help them achieve a better state of being. Likewise, the Intramural Sports Department at Oklahoma State University is designed to provide organized competitions for any student, faculty or staff member who is interested. "The mission of the intramural sports department is to develop students mentally and physically, provide quality programs and services, and to encourage all participants to value recreation" (K. Bunker, personal communication, October 26, 1999). Ejecting intramural participants from contests contradicts the purpose of intramural sports.

The purpose of this study is to analyze ejections due to aggressive acts that have occurred in intramural contests in Big 12 conference institutions of higher education. In

particular, attempts to discover if more or fewer participants were ejected from competition at any one Big 12 school was investigated. Furthermore, this study investigated whether the ejections at each university were due to physical or verbal aggression. The results of this study may serve as a baseline to inform institutions about ejections in intramural sports.

Hypotheses

The following hypotheses were tested in this study:

*H*₀₁: There is no significant difference between the number of ejections in Big 12 conference institutions.

If the researcher does find a significant difference in the number or type of ejections in Big 12 conference institutions using the Chi-Square Goodness of Fit test, the null hypothesis will be rejected. The researcher will then test the following hypotheses:

*H*₀₂: There is no significant difference in the number of physical ejections between the Big 12 conference institutions.

*H*₀₃: There is no significant difference in the number of verbal ejections between the Big 12 conference institutions.

If the researcher does find a significant difference in the number of physical and verbal ejections in Big 12 conference institutions using the Chi-Square Goodness of Fit test, the researcher will eliminate all female participants and female ejections from the statistical analysis and test the following hypotheses:

*H*₀₄: There is no significant difference in the number of male physical ejections between the Big 12 conference institutions.

Hos: There is no significant difference in the number of male verbal ejections between the Big 12 conference institutions.

Significance of the Study

Violence has been in sports since the ancient Olympic games. In fact, many people today still believe that aggression is the basis of sport. According to Tennenbaum, Stewart, Singer and Duda (1997) “outside of wartime, sports is perhaps the only setting in which acts of interpersonal aggression are not only tolerated, but enthusiastically applauded by large segments of society” (p. 146). A study is needed because the campus recreation professionals at Big 12 universities do not know how many ejections are occurring across like institutions. Up to this time, there have been no studies that report the number or types of ejections that have been occurring due to aggressive acts in intramural sport programs. The findings of this study may inform Big 12 intramural programs about ejections in the Big 12 conference. Once intramural professionals know how their program compares to the other Big 12 schools, they may want to learn what other schools are doing differently to lower the number of ejections.

Definition of Terms

Aggression – Intentional behavior that results in a physical, verbal, or a nonverbal attack of another person with the intent to injure or harm (Bredemeier, 1983; Pargman, 1998; Silva, 1980).

Assertion – By following the rules of the game, participants demonstrate an unusual expenditure of legitimate force and energy without displaying anger (Silva, 1981).

Constitutive Rules – Rules developed and recognized by the governing body of a sport (Silva, 1981).

Desensitization – The process in which individuals become tolerant of aggressive behavior by repeatedly performing aggressive acts (Bandura, 1973).

High Contact Sports – Those sports whose participants must make physical contact with others during play as a necessary part of the game (Ellis, 1999).

Hostile Aggression – The type of aggression in which the intent of the aggressor is to gain satisfaction from injuring or harming another physically or psychologically (Bird & Cripe, 1986).

Hostile Sports Behavior – The behavior exhibited within the structure of sports that exceeds the norms of aggressiveness and is labeled aggression, violence, or hostility (Bredemier, 1985).

Instrumental Aggression – The type of aggression that is aimed at securing extraneous rewards other than the victim's suffering (Bandura, 1973).

Intramural Sports – Designed to provide organized sport competitions, which may be individual or team oriented, in a variety ability levels.

Intramural Captain's Meeting – A meeting for all team captains who enter in a competitive intramural activity. At this meeting the rules of the game and the intramural sportsmanship policy are discussed.

Legitimacy Judgments – Used to determine subject's perceptions of aggressive behavior. The participant's ratings on a particular test indicate how legitimate or acceptable they consider the behavior to be within a particular sport (Ellis, 1999).

Low Contact Sports – Those sports that do not require participants to make physical contact with others during play (Ellis, 1999).

Moral Reasoning - One's ability to balance rights and obligations and differentiate between right and wrong (Bredemeier, 1985).

Normative Rules – A reflection of the values held by participants of a particular sport (Silva, 1978).

Recreational Sports – An umbrella term used to encompass all forms of recreational sports and related activities (McNeil, 1992).

Recreational Sports Professional – An individual who is professionally educated and trained to develop, administer, and supervise intramural or recreational sports programs (McNeil, 1992).

Red Card – A tool for officials to maintain control during a competition. A red card is given in intramural basketball at OSU for flagrant fouls, profanity towards an official, profanity from the sidelines, fighting or attempting to fight, or a second yellow card given to one player. A red card is given in intramural flag football at OSU for flagrant contact, tied flags, arguing or profanity towards an official, profanity from the sidelines, fighting or attempting to fight, or a second yellow card given to one player. The player is automatically ejected from the game and required to leave the premises. According to intramural policy at Oklahoma State University, a yellow card should always be given before a red card is issued unless a fight has occurred.

Sportspersonship – A contemporary term to replace sportsmanship. “Involves an intense striving to succeed, tempered by commitment to a ‘play spirit’, such that ethical

standards will take precedence over strategic gain when the two conflict” (Bredemeier & Shields, 1995, p. 188).

Sportsmanship Rating Form – A form that is completed by officials, then signed by an intramural student supervisor after each game. The content of this form includes the team name, captain’s name, the rating the team was given, the name of any person receiving a yellow or red card, and an area to write information regarding the situation or accounts of what happened (according to the official) in the case of a red or yellow card.

Yellow Card – A tool for officials to maintain control during a competition. A yellow card is given in intramural basketball at OSU for obscene gestures, abusive language towards officials or opponents, profanity from the sidelines, taunting or baiting other players, using tobacco, or inciting undesirable crowd noise. A yellow card is given in intramural flag football for unnecessary roughness or contact, arguing or profanity towards an official, profanity from the sidelines, taunting an opponent, spiking the ball, and obscene gestures. The player is required to exit the game for at least one play. According to intramural policy at Oklahoma State University, a yellow card should always be given before a red card is issued unless a fight has occurred.

Violence – Behavior that involves a physical assault performed solely to cause injury to another (Eitzen & Sage, 1997).

Delimitations and Limitations

The study was delimited to:

- 1) Intramural programs of Universities that are members of the Big 12 conference.

- 2) Records of those participants who were ejected from an intramural competition because of an act of physical aggression, verbal aggression or another reason.
- 3) Data collected from the Fall 1998 and Spring 1999 school year for all intramural sports.

The study was limited by:

- 1) The willingness of Big 12 conference institutions to participate in the study.
- 2) The honesty and accuracy of the institutional information reported.

Assumptions

- 1) The rules in each institution are similar enough that ejections occur for the same reason in each sport.
- 2) Each Big 12 institution has this information and is willing to share it with the researcher.
- 3) The reporting process for ejections is similar and/or comparable at each university.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to report existing literature that pertains to this study. This review of literature contains various theories and definitions of aggression as well as a historical perspective of sports and aggression.

Types of Aggression

During the past 25 years, professionals in the field of sports psychology have developed several definitions of aggression. Silva (1980) defined aggression as an overt act that can be either physical or verbal and has the potential to physically or psychologically injure the person targeted. Bredemeier (1983) added that aggression is the initiation of an attack with the intent to injure. It can refer to physical, verbal and non-verbal assault. According to Pargman (1998), "aggression refers to behavior that is intentionally harmful to others or the tendency to behave in harmful ways. This harm can be either physical or psychological" (p. 157). All three of these definitions are similar in that they suggest harm or injury is caused as the result of the aggressive act.

LeUnes and Nation (1996) believe there are four dimensions to aggression. The first dimension is the infliction of an aversive stimulus upon one person by another. This could include actions such as a verbal assault or a punch. The second dimension is the act is committed with intent to harm. The third dimension is the one perpetrated against is an unwilling victim. The fourth and final dimension is that the aggressive act was done with the expectancy that the behavior would be successful. Husman and Silva (1984)

believe that if the definition in the literature is indeed correct, then there is no legitimate place for aggression in sport.

As mentioned earlier, several sports psychologists have divided aggression into two types, hostile and instrumental (Aronson, 1995; Bird & Cripe, 1986; LeUnes & Nation, 1996; Pargman, 1998). Hostile aggression is different from instrumental aggression in that the main reinforcement is causing injury to another. The purpose of hostile aggression is the result, namely, psychological or physical injury (Bird & Cripe, 1986). An example of hostile aggression would be if a basketball player intentionally pushed his or her opponent into the basket upright just to see the other player get hurt (Bird & Cripe, 1986). "At the time of initiating the injury, the player is not interested in the outcome of the game, only in the outcome that results in the opponent being injured and preferably being removed from the game" (McNeil, 1992, p. 28).

The second type of aggression is referred to as instrumental aggression. Although instrumental aggression is still intended to harm or injure the victim, the act is done primarily to receive external positive reinforcement or to win (Bird & Cripe, 1986). If, in the above example, the basketball player who pushed an opponent into a basket upright was told to do so by her or his coach, to receive praise from fans, or in order to win the game, it would be considered instrumental aggression.

In both hostile aggression and instrumental aggression, the intention is to cause injury, which is not the case in sport assertiveness. According to LeUnes and Nation (1996) the three can be separated on the dimension of winning verses harming. They state, "in hostile aggression, the goal is to harm; in instrumental aggression, the goal is to win; and in assertiveness it is to play with as much enthusiasm, force, and skill as

possible” (p. 256). Deciphering whether aggressiveness or assertiveness has occurred in a particular sport is often quite difficult. One factor that adds to the confusion is the use of the term “aggressive” by players, coaches, fans, and the media when they are most likely referring to assertiveness (LeUnes & Nation, 1996). Sports that involve collisions, such as football, involve many opportunities to injure others, yet these opportunities stay within the rules of the game (LeUnes & Nation, 1996). Silva (1978) suggested teaching proactive assertion rather than stressing aggression. Proactive assertion falls within the rules of sport and includes physical play performed without intent to injure another.

Aggressive behavior should also be differentiated from sports violence (Ellis, 1999). Violence is a term often used interchangeably with aggression in the literature (LeUnes & Nation, 1996). “There is a reasonable continuum ranging from sport assertiveness to instrumental aggression to hostile aggression and, finally, to sports violence” (LeUnes & Nation, 1996, p. 257). Sport violence refers to behavior that is harm inducing and bears no direct relationship to the competitive goals of sport (Terry & Jackson, 1985). According to Eitzen and Sage (1997), sports violence differs from aggression in that aggression can include non-physical behavior, such as intimidation. Coakley (1994) defines intimidation as the threat of physical violence or aggression towards another person. Although behavior in athletic competitions is demonstrated in various types, aggression is the most appropriate label to use when discussing the wide range of behaviors that occur in sport (Ellis, 1999).

Biological Bases of Aggression

Many people have made efforts to arrive at an understanding of why people act aggressively (LeUnes & Nation, 1996). One particular area that has been studied is the

role genetics has on aggression (Zillmann, 1998). In the mid 1960s, Jacobs, Brenton, Melville, Brittain, and McClelland (1965) observed that men with the chromosomal abnormality XYY were found frequently in maximum security wards of state hospitals in Scotland. Their findings sparked several other studies of inmates in prisons, mental institutions, and detention homes.

Welch, Borgaonkar and Herr (1967) attempted to confirm and extend the investigations of Jacobs, et al. (1965) in the United States. The institution they surveyed contained 464 inmates. They started screening the inmates who were at least 72 inches tall by testing their I.Q. The reason only inmates who were over 72 inches tall were tested was because the XYY chromosomal abnormality is normally found in tall individuals. After testing the I.Q. of those 97 inmates over 72 inches tall, eleven men were found to have an I.Q. score less than 75. Blood samples were then taken from ten of the eleven men. All ten were found to have an XY chromosome complement. Therefore, Welch et al. (1967) found a significantly different result than Jacobs et al. (1965). They concluded that the subjects in Jacobs et al. (1965) study must have been more aggressive than those they tested.

Price and Whatmore (1967) investigated the patients of a state hospital in Scotland. After screening the 342 male patients in the hospital, they found nine patients with an XYY chromosomal abnormality. They then compared these nine patients with 18 patients who had an XY chromosome complement. They found that all nine patients had a significantly higher number of personality disorders, significantly lower I.Q.s, and a significantly lower mean age of first conviction. Price and Whatmore (1967) also

found that there was no significant family history of crime or mental illness in the nine patients with the XYY chromosomal abnormality.

A second approach to understanding aggression has been to analyze the various neurological structures in the brain, such as the hypothalamus, the limbic system, and temporal lobe pathology (LeUnes & Nation, 1996). "All things considered, however, there is no conclusive support for neurological processes as a major cause of aggression" (LeUnes & Nation, 1996).

A third approach to understanding aggression is the viewpoint that certain hormonal agents, such as testosterone, are involved in producing aggressive acts (LeUnes & Nation, 1996). In a study conducted by Dabbs and Morris (1990), 4,462 male military veterans were looked at by comparing the top 10 percent of subjects with high levels of testosterone with the remaining 90 percent. The males with high testosterone levels reported a higher level of drug and alcohol use, more absent without leave (AWOL) violations, more sex partners, and more trouble with peers and authority. The size of Dabbs and Morris's sample was so large, they felt that their study has produced significant evidence to demonstrate a relationship between testosterone and aggression.

Aggression as Instinct

In the past, a popular explanation for aggression was the instinct theory. The instinct theory owes its origin to psychoanalyst Sigmund Freud. Freud (1920/1959) hypothesized that every human being has a life wish and a death wish. The life wish instinct, he thought, was manifested in the sexual drive, whereas the death wish instinct was represented by a need to aggress. He felt the death instinct worked towards a

person's destruction; therefore, people need to aggress instinctually in order to avoid harming themselves.

Many other theorists agree with Freud that aggression is innate to humankind (Ardrey, 1966; Lorenz, 1966). Ethologists such as Lorenz and Ardrey believed people are just like animals and have the same instincts; therefore, they need to aggress. Lorenz (1966) believed that aggression facilitates the survival of the species. Lorenz (1966) was one of the first theorists to study sport as a channel for people's natural aggressive tendencies. He researched animals, which led him to make a deduction about aggressive behavior in humans. Lorenz observed that animals displayed aggressive behavior when reared in isolation, thereby refuting the theory that aggression is learned. He believed that a substitute object (sport) could be used to discharge aggression. Lorenz also thought that the main function of sport was to offer participants a cathartic discharge of aggressive urges.

Catharsis Theory

"Catharsis comes from the Greek word *kathairein*, which means, to cleanse" (Bird & Cripe, 1986, p. 249). The catharsis hypothesis suggests that emotions that are built up can be released by expressing them through aggression (Berkowitz, 1970). Many people believe that participating in athletics may be a good outlet for releasing aggressive tendencies (Freud, 1920/1959; Lorenz, 1966).

Recent studies have shown that participation in competitive sports does not necessarily produce a cathartic effect, but does result in high levels of aggression (Berkowitz, 1964; Sipes, 1976; Zillmann, Johnson, & Day, 1974). In a study by Sipes (1976), a comparison was made between ten warlike countries and ten peaceful countries.

Sipes studied each society to see if there was a correlation between countries at war and their use of combative sports in society. He defined combative sports as those defending territories against a ball or puck, subduing an opponent, or similar combative situations. His findings revealed that nine of the ten warlike countries were involved in combative sports, and only two of the ten peaceful countries participated in combative sports. For the catharsis hypothesis to be correct, the peaceful countries would have had sports that are more combative because the sports serve as an outlet for releasing aggression, thereby lowering the tendency to engage in war (Sipes, 1976).

Berkowitz (1964) also disproved the notion of catharsis. He demonstrated that angry children who were allowed to display aggressive behavior in order to let off steam did not become peaceful as the catharsis notion suggested. Instead, Berkowitz found that these children showed a greater tendency to act more aggressively.

Coakley (1994) stated four weaknesses of the instinct theory of aggression and the catharsis hypothesis. The first weakness is that most of the research done to support the instinct theory was based on studies done with animals, not human beings. The second weakness of the theory is that not all sports allow physical contact between participants; therefore, sport (in general) cannot be considered a suitable outlet to discharge aggression. Coakley stated a third weakness that no empirical evidence exists to support the notion that sport is a suitable way to discharge aggression. Finally, Coakley (1994) argued that the role of aggression in females is virtually ignored.

Despite no valid support for the notion that sport can serve as a way to release aggression, the argument is still popular (Coakley, 1994). One reason for the popularity is the use of cathartic language in society (Coakley, 1994; Wann, Carlson, Holland,

Jacob, Owens, & Wells 1999). In a study by Wann et al. (1999), it was determined that people who were highly involved in sports believed watching aggressive sports on television and in person could reduce aggressive behavior. Russell, Arms, and Bibby (1995) also studied people's perception of symbolic catharsis. Like Wann et al. (1999), they conducted research that indicated people endorsed the notion of catharsis.

Frustration-Aggression Theory

A counter explanation to the instinct theory and catharsis hypothesis is the frustration-aggression theory. This theory, developed by Dollard, Miller, Doob, Mower, and Sears (1939), states that aggression always occurs as a consequence of frustration. Frustration was believed to occur as a result of the blocking of an instrumental goal by someone or something. The theory states that once a goal is blocked, frustration will occur and aggression will follow. If, for some reason, a person cannot act out aggressively on the person who blocked their goal, then the aggression will be displaced onto another person.

Despite the lack of support for this theory, Berkowitz (1965) argued that learning could play a role in producing aggressive behavior. He believed that humans are predisposed to respond to frustration with aggression, but that predisposition can be changed or modified through learning. His major point was that "even though frustration may not always result in aggression, the presence of frustration increases a person's readiness to aggress" (Berkowitz, 1965, p. 318). Berkowitz (1990) has more recently suggested that the basis for aggressive behavior is negative feelings. In a model that he produced, he states "tendencies to experience anger and resort to aggressive behavior are stimulated by negative feelings that are processed cognitively" (Berkowitz, 1990, p. 497).

Social Learning Theory

The instinct and frustration-aggression theories were the foundation for explaining human aggression, yet the social learning theory is what has been widely accepted for explaining aggression in sport (Anshel, 1990; Cox, 1990; Gill, 1986; Husman & Silva, 1980). It argues that aggressive behavior is learned. Bandura (1973, 1977) is the primary developer of the social learning theory. He stated, "In social learning theory, rather than frustration generating an aggressive drive, aversive treatment produces a general state of emotional arousal that can facilitate a variety of behaviors, depending on the types of responses the person has learned for coping with stress and their relative effectiveness" (Bandura, 1973, p. 53).

Bandura (1973) also believed that there are two primary mechanisms in which behaviors are acquired: reinforcement and modeling. People learn from observing others, such as professional athletes, who exhibit aggression in sports. Young athletes see their idols acting aggressively while competing in sports and they believe that it is all right to do likewise. The social learning theory also states that aggression will usually lead to more aggression (Bandura, 1973). When a participant acts aggressively during a sport, the person will not become passive, rather he or she will become more aggressive.

Several studies have supported the credibility of the social learning theory (Bandura & Hutson, 1961; Bandura, Ross & Ross, 1961; Leith, 1982, 1989; Smith, 1974, 1988). In 1961, Bandura and Huston conducted a study in which children observed adults demonstrating aggressive behaviors in order to solve a problem. The children were then asked to solve a problem. The results revealed the children actually imitated the adults' aggressive behavior even though it had no relationship to the problem.

In a study by Bandura, Ross, and Ross (1961), children were divided into two groups. One group watched an adult role model hit a "Bobo doll" while playing with it and the other group viewed an adult playing passively with the doll. They found that the children who witnessed the adult role model receiving positive reinforcement for punching or hitting the "Bobo doll" aggressively, tended to follow the role model's action and act aggressively when playing with it as well. The children who observed the adult playing passively with the "Bobo doll" played gently with it. Based on these results, Bandura, Ross, and Ross rejected the catharsis hypothesis and argued that aggression is learned.

Later studies have also shown aggressive behavior in sport is learned. In a study conducted by Smith (1974), high school hockey players were asked to choose a favorite professional hockey player. The results of their choices showed that those who selected a more aggressive professional athlete were more often than not more aggressive themselves. Smith (1988) then conducted a study to determine if hockey players ages 12-21 learned any legal or illegal hockey techniques from watching professional hockey games. The findings indicated that certain illegal behavior and assaults were learned via observation. By observing the high school players in contests, Smith (1988) also found that many of the participants being studied performed aggressive acts while playing themselves.

Leith (1982) conducted a study for which the primary purpose was to examine the effect of vicarious participation in physical activity on subject aggressiveness. Leith tested sixty high school aged boys who were separated into six groups of ten. Each group viewed a different aggressive sport film before taking the Buss Aggression Machine. The

results supported the hypothesis that different aggressive sport films differentially affect the amount of elicited aggressiveness in the spectators. This study showed that the viewing of competitive-aggressive sport films resulted in increased spectator aggressiveness. This finding appears to be consistent with the Social Learning Theory of aggression, indicating that it is the actual viewing of an aggressive model that leads to increased aggressiveness on the part of the viewer.

Leith (1989) also conducted a study for which the primary purpose was to examine the effect of direct participation in physical activity on subject aggressiveness. Using the Buss Aggression Machine, Leith obtained pre-test and post-test scores of 120 14-17 year old boys. His data showed that inter-participant competitive and competitive-aggressive physical activities resulted in significantly more aggressiveness than did the inter-participant co-operative physical activity. Results also indicated that losing outcomes resulted in significantly more elicited aggressiveness than did winning outcomes.

As instrumental and hostile aggression become more evolved in sport, participants and spectators become desensitized and develop a tolerance to the behavior (Bandura, 1973). Bandura (1973) thought that desensitization occurs as a result of altering the moral value of an aggressive act. He used the example of a soldier going through training. As a soldier experiences training to become a killer, his or her moral value alters so that he or she feels no guilt or anxiety. Bandura also described how a soldier may be praised and considered a hero for killing another human being.

The same desensitization also takes place in sport (Bandura, 1973). Teipel, Gerisch, and Busse (1983) conducted a study to evaluate aggressive behavior in football.

They had 20 players, 20 coaches, and 20 referees who were on an amateur level and 10 sports experts evaluate 40 different foul scenes on a video monitor. The participants responded to a questionnaire about the type of foul, personal sanctions (the type and severity of punishment that the athlete received) and game continuation (whether or not the game was cancelled because of the aggressive act). What Teipel et al. (1983) found was that players tended to devalue the grade of a foul, imposed less hard sanctions and gave less hard game continuations than coaches. The referees and sport experts evaluated fouls much harder, imposed the hardest sanctions and were much more harsh on game continuations than both players and coaches. This supports the idea that players are more desensitized to acts of aggression than non-participants.

Silva (1984) suggested three factors that lead to the “acquisition and exhibition of aggressive behavior in sport behavior” (p. 261). The first factor is that the aggression becomes legitimate because of the use of the term in sport. Athletes are often encouraged to ‘be aggressive’; therefore, it is hard to draw a line between what is legitimate and what is not.

Silva’s second factor was the removal of internal constraints such as guilt. Because so many people consider aggression to be a normal part of the game, players believe that the risks of the game are inherent; therefore, they should not feel guilty if they hurt someone. Silva (1984) also stated that the more people participate in the sports that promote aggression through constitutive and normative rules; the more the internal constraint will diminish. He defined constitutive rules as the normal guidelines put forth by the governing body of the sport and the normative rules as the unwritten rules of the sport. The normative rules are based on the value system of the participants involved.

The third factor Silva (1984) associated with the legitimization of aggression in sport is that positive reinforcement maintains aggression within sport. This positive reinforcement may occur vicariously or through direct external reinforcement. Vicarious reinforcement may be seen every day through the media. Plays that are rough in nature or involve a big hit are often replayed over and over in slow motion so that sports commentators may praise the athlete (Coakley, 1994). Gaining an advantage for one's team or enhancing one's image is an example of external reinforcement.

Morality and Legitimacy Judgments of Aggression

Morality is one's ability to balance rights and obligations and differentiate between right and wrong (Bredemeier, 1985). Bredemeier and Shields (1986) believe that there is a change in morality within sport as compared to the morality in everyday life. The concept of "bracketed morality" supports the idea that sport participants may be released from the responsibility of making moral decisions when involved in competition (Bredemeier, 1994). In sport, there are often no consequences for acting aggressively or defying moral reasoning.

Bredemeier (1985) has been the primary researcher on the topic of moral reasoning as related to athletic aggression. In a 1985 study, she assessed participants' moral reasoning levels according to responses to hypothetical situations and correlated the results with the Continuum of Injurious Acts (CIA). Bredemeier discovered that athletes with stronger moral reasoning were less likely to accept aggression as legitimate. Bredemeier (1985) concluded that legitimacy judgments of injurious sports acts were inversely related to moral reasoning.

Using a modified version of the Bredemeier Athletic Aggression Inventory (BAAI), Mintah (1995) asked 85 college varsity athletes and students to state the degree to which they felt certain reasons justified behaving or playing aggressively in a competition. On a separate Reasons Inventory, he also had the participants indicate the degree to which they agreed with reasons why athletes might intentionally hurt an opponent. Mintah's findings revealed that the athletes moderately agreed with using instrumental and hostile aggression in sport. However, the results showed that these athletes did not agree with the justifications of instrumental and hostile aggression in sport. Mintah (1995) concluded that athletes in the study might not have felt they needed to justify their use of aggression in sport and that it was possible that they viewed intentional acts of aggression as a natural part of sport.

Moral reasoning in everyday life and sport are affected by several variables. Research has indicated that moral reasoning and legitimacy of aggressive sports acts differ according to sex. Silva (1983) conducted a study to determine if differences would appear when asking males and females to rate the legitimacy of rule violating behaviors in sport. After being presented seven slides of sport situations, participants were asked to rate the legitimacy of each behavior on a scale from (1) totally unacceptable to (4) totally acceptable. Silva found that males perceived the rule violating behaviors to be more legitimate than females.

Rainey (1986) also asked males and females to rate the acceptability of six different sport situations in which an individual was physically or psychologically harming another player. His results indicated that males endorsed the behavior much

more than females, yet one third of all participants thought the behaviors to be acceptable.

In a study by Ellis (1999), college varsity athletes from the University of Florida viewed several video clips with various degrees of aggressive acts. The participants were then asked to respond to the video clips by stating whether or not they felt the aggressive act was legitimate. Ellis found that males rated the aggressive behavior as more legitimate than females in nearly every measure. However, athletes involved in high contact sports did not show a greater tendency to judge an aggressive act as legitimate when compared to low contact athletes.

In addition to evaluations by sex of the athlete, studies have also focused on degree of contact. Bredemeier and Shields (1984, 1985) conducted two similar studies that examined the legitimacy of behaviors in hypothetical situations between college basketball players, college swimmers and non-athletes. Each participant rated two sport situations and two daily life situations that involved conflict. They were then assigned a score for sport and life. Bredemeier and Shields found that college basketball players had significantly lower moral reasoning scores for sport than college swimmers and non-athletes. The researchers concluded, "contact sports directly and frequently raise moral issues because of their inherent potential for injury; although other sports also present moral issues, the salience of the moral dimension may not be as great" (1985, p.15).

Bredemeier, Weiss, Shields, and Cooper (1986) also performed a study concerning the high contact sports and moral reasoning. The participants of this study were fourth through seventh grade campers. They were asked to respond to four hypothetical conflict situations, two sport related and two non-sport related. They

completed the Sport Involvement Questionnaire (SIQ) to separate them into groups according to experience they have with high, medium, or low contact sports. Once in groups, the children were administered the Children's Action Tendency Scale (CATS) and the Scale of Children's Action Tendencies in Sport (SCATS) tests in order to determine their behavioral responses to problem situations in sport and daily life. The results showed that males who participated in high contact sports and females participating in medium contact sports (the highest degree for females) had lower moral reasoning levels in sport and daily life. They also had greater tendencies to aggress physically and non-physically in both domains. Bredemeier et al. (1986) concluded that participation in higher contact sports may indicate less mature moral reasoning and higher rating of legitimacy concerning aggressive behavior.

In addition to these evaluations by sex and degree of contact, school level and years of participation by athletes have been studied. Bredemeier, Weiss, Shields, and Cooper (1987) looked at moral reasoning, aggression tendencies, sport involvement, and legitimacy judgments of fourth through seventh grade students. Using the Injurious Sport Act Series (ISAS), it was determined that significant sex and school level differences were apparent. Males rated aggressive behaviors as more acceptable than females and sixth and seventh graders accepted more of the behaviors than the fourth graders.

In a study by Silva (1983), a relationship was found between legitimacy judgments and years of participation. As the number of years reported in sport increased for male participants, so did the perceived legitimacy of aggression. Females who had participated in organized sport for at least 11 years also had higher perceived legitimacy of aggression than females who had no participation experience.

Factors Influencing Aggression

“A virtually unlimited number of factors may cause or facilitate aggression” (LeUnes & Nation, 1996, p. 265). These can include psychological factors, game-related variables, and physical factors. Psychological factors include items such as frustration, arousal, and guilt (Bird & Cripe, 1986; LeUnes & Nation, 1996). The relationship frustration has with aggression has been studied for quite some time. In a study by Sherif and Sherif (1953), elementary age summer camp boys were tested in three stages. In the first stage the boys were allowed to fully participate in all camp activities. The boys were then separated into two groups for the second stage, but still participated in all camp activities. In the third stage the two groups were in competition against one another and were presented with several frustrations. The results of the first two stages were minimal amounts of aggression, but the third stage revealed high amounts of aggression by both groups. This study supports the idea that frustration can increase the likelihood of aggression occurring.

Excitement and arousal may also cause a person to become aggressive when competing. Geen and O’Neil (1969) conducted a study of two groups to see if arousal affected aggressive behavior. They aroused one group of subjects and then had them view a boxing match. Another group of subjects was not aroused before viewing the boxing match. The results of the study supported the argument that excitement and arousal will increase aggressive behavior.

Finally, because many athletes believe that aggression is a normal part of sport, they often feel no guilt for aggressive acts they commit (Bird & Cripe, 1986). In a study by Silva (1979), 122 male volunteers were examined while competing in basketball in a

non-sport setting. After talking with participants who exhibited hostile aggression in a non-sport setting, Silva found that high levels of guilt were experienced. However, the participants who exhibited hostile aggression while playing basketball did not demonstrate high levels of guilt. This may occur because athletes believe it is okay to be aggressive in sport.

Game-related variables include items such as the point spread, home versus away factor, the league standing, and the period of play (Bird & Cripe, 1986; Cox, 1990; LeUnes & Nation, 1996). All of these variables influence whether or not a person exhibits aggressive behavior towards another individual. Although there have been no direct studies to support the idea that the point spread affects aggression, several people believe that when a score is tied or close, there is usually less aggression (Bird & Cripe, 1986; Cox, 1990; LeUnes & Nation, 1996). The reason for this may be that when the game is close no player wants to commit a foul that may cost him or her to lose the game.

A team's standing within a league also may affect the amount of aggression shown in the contest. Russell and Drewry (1976) conducted a study to examine aggression in Canadian hockey teams. They found that teams who were directly trailing the league leader in standings were the most aggressive of all teams. In a study also related to league standing, Volkamer (1971), studied a group of soccer teams and found that the lower the team was in the standings, the more likely they were to act aggressively. One reason for this may be because they have no championship at stake and nothing to lose (Volkamer, 1971).

According to Cullen and Cullen (1975), the period of play also affects the amount of aggression exhibited by teams. In their 1975 study, Cullen and Cullen found that

hockey players on losing teams tended to exhibit aggression at the beginning and end of games, while winning teams' aggression continued to increase as the game went on.

Physical factors also can promote or create aggressive acts during sporting events. These physical factors include temperature and noise (LeUnes & Nation, 1996). In a study by Reifman, Larrick, and Fein (1991) the 1986, 1987, and 1988 major league baseball seasons were examined. They wanted to know if game temperature related to the number of batters hit by pitchers in 826 games over those three years. Reifman et al. (1991) determined that a positive and significant relationship did exist because the majority of batters were hit when game temperature exceeded 80 degrees Fahrenheit. It was also determined that the relationship of hit batters and temperature was linear, meaning that as outside temperature became higher, more batters were struck by pitches.

Noise is another factor that may facilitate aggression. Unfortunately, little research has been done to support the notion that noise influences aggression in sport (LeUnes & Nation, 1996). Donnerstein and Wilson (1976) conducted a study that has established a link between noise and aggression. They exposed two groups of students to bursts of noise while the students administered electric shock on confederates of the researcher. Donnerstein and Wilson found that students who heard 95 decibel bursts of noise administered more shock to the confederates than did students who heard 55 decibel bursts of noise. Donnerstein and Wilson's (1976) results indicated that there may be a positive relationship between aggression and noise. Although not thoroughly studied, psychological factors, game-related variables, and physical factors have clearly been shown to relate to aggression in sport.

Summary

Research has indicated that aggression is not necessarily an innate function of human beings. It has also been found that frustration does not always produce aggression, however, frustration heightens the predisposition for aggression. Aggression has been shown to be a learned behavior. Through participating and observing sport, both instrumental and hostile aggression are learned and have become somewhat accepted by society. Because of the large misunderstanding of the word "aggression" by society, the continuum that aggression exists upon is not clearly understood by the common athlete, coach, or spectator.

The notion that sport is an appropriate way to reduce or serve as an outlet for aggressive behavior is not supported by research. Contrary to many people's belief, participating in sport may actually increase the likelihood of an individual becoming more aggressive. Research has proven that sex, years of participation, and the degree of contact in the sport all play a vital role in a person's legitimacy of aggression in athletics. A clear link has been established between the absence of moral reasoning and aggressive behavior. Unfortunately, all too often frustrating situations occur during sports that produce tremendous amounts of anger and aggression.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to analyze ejections due to aggressive acts that occurred in intramural contests in Big 12 conference institutions of higher education. In particular, attempts to discover if more or fewer participants were ejected from competition at any one Big 12 school was investigated. Furthermore, this study investigated whether the ejections at each university were due to physical or verbal aggression. The results of this study may serve as a baseline to inform institutions about ejections in intramural sports.

A study was needed because campus recreation professionals at Big 12 universities did not know how many ejections were occurring. Up to this time, there have been no studies that report the number or types of ejections that have occurred due to aggressive acts in intramural sport programs.

Subjects

The population sampled was the ejection summary reports for all intramural sports occurring during the Fall of 1998 and Spring of 1999 for Big 12 conference institutions. Ejection summary reports included the total number of aggressive participants who were ejected from intramural contests and the various reasons for which they were ejected. The institutions that are members of the Big 12 conference include Baylor University, the University of Colorado, Iowa State University, the University of Kansas, Kansas State University, the University of Missouri, the University of Nebraska, the University of Oklahoma, Oklahoma State University, the University of Texas, Texas A&M University, and Texas Tech University.

Procedures

A record of the ejections that have occurred and permission to analyze the records in the intramural programs was obtained via letters, telephone calls and email. An example of the letter written to each university is in Appendix A. This information was hard for the researcher to obtain because many of the universities did not have a summarized record of the ejections, therefore, a staff member of that university had to retrieve the information from scoresheets and ejection reports.

Permission to conduct this study was also granted from the Institutional Review Board of Oklahoma State University. A letter granting permission to conduct this study may be found in Appendix B.

In order to analyze the data collected by the researcher, several variables needed to be known. These variables included type of league (men's, women's, co-recreational), total number of participants in each sport, gender, and ejection reason (physical or verbal). A contingency chart was made and the following hypotheses were tested.

Hypotheses

*H*₀₁: There is no significant difference between the number of ejections in Big 12 conference institutions.

*H*₀₂: There is no significant difference in the number of physical ejections between the Big 12 conference institutions.

*H*₀₃: There is no significant difference in the number of verbal ejections between the Big 12 conference institutions.

*H*₀₄: There is no significant difference in the number of male physical ejections between the Big 12 conference institutions.

Hos: There is no significant difference in the number of male verbal ejections between the Big 12 conference institutions.

The hypotheses were tested using the Chi-Square "Goodness-of-Fit" method of testing data. The Chi-Square test allowed the researcher to determine the significance of the differences among independent variables (Siegel, 1956). The Chi-Square test was the appropriate test because the data was in discrete categories. The null hypothesis was tested by:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where O_{ij} = observed number of cases categorized in i th row of j th column.

E_{ij} = number of cases expected under H_0 to be categorized in the i th row of the j th column.

$\sum_{i=1}^r \sum_{j=1}^k$ directs one to sum over all (r) rows and (c) columns, i.e., to sum over all cells.

The values of Chi-Square were distributed with degrees of freedom $(df) = (r - 1)(c - 1)$, where r = the number of rows and c = the number of columns in the contingency table.

To find the expected number of ejections at each university, the researcher determined the percentage of participants at each institution based on the total number of participants at all 12 institutions. The researcher then multiplied each institutions represented percentage by the total number of ejections.

According to Siegel (1956), if the observed frequencies are in close agreement with the expected frequencies, the differences $(O_{ij} - E_{ij})$ will be small, and consequently the value of Chi-Square will be small. If the value of Chi-Square is small the researcher

may not reject the null hypothesis. However, if the differences are found to be large, the value of Chi-Square will also be large. The larger the Chi-Square value, the more likely it is that the institutions differ in respect to ejections issued. If an observed value of Chi-Square is equal to or greater than the given in the "Table of Critical values of Chi-Square" for a particular significance level ($\alpha = .01$ in this study), at a particular df ($df = (r - 1)(k - 1)$), then H_0 may be rejected at that level of significance.

The following hypotheses were tested in this study:

H_{01} : There is no significant difference between the number of ejections in Big 12 conference institutions.

If the researcher does find a significant difference in the number or type of ejections in Big 12 conference institutions with $\alpha = .01$, the null hypothesis will be rejected. The researcher will then test the following hypotheses:

H_{02} : There is no significant difference in the number of physical ejections between the Big 12 conference institutions.

H_{03} : There is no significant difference in the number of verbal ejections between the Big 12 conference institutions.

If the researcher does find a significant difference in the number of physical and verbal ejections in Big 12 conference institutions using the Chi-Square Goodness of Fit test, the researcher will eliminate all female participants and ejections from the statistical analysis and test the following hypotheses:

H_{04} : There is no significant difference in the number of male physical ejections between the Big 12 conference institutions.

Hos: There is no significant difference in the number of male verbal ejections between the Big 12 conference institutions.

Summary

By analyzing the ejection summary reports from each Big 12 conference institution instead of the participants who were ejected, the researcher was able to maintain complete confidentiality throughout the study. No participant was contacted at any time during the study. The researcher already had access to the ejection summary reports in the intramural sports department at Oklahoma State University because the researcher held the position of graduate assistant in that department.

CHAPTER IV

RESULTS

The purpose of this study was to analyze ejections due to aggressive acts that occurred in intramural contests in Big 12 conference institutions of higher education. In particular, attempts to discover if more or fewer participants were ejected from competition at any one Big 12 school was investigated. Furthermore, this study investigated whether the ejections at each university were due to physical or verbal aggression. The results of this study may serve as a baseline to inform institutions about ejections in intramural sports.

The hypotheses for this study are listed below.

*H*₀₁: There is no significant difference between the number or type of ejections in Big 12 conference institutions.

*H*₀₂: There is no significant difference in the number of physical ejections between the Big 12 conference institutions.

*H*₀₃: There is no significant difference in the number of verbal ejections between the Big 12 conference institutions.

*H*₀₄: There is no significant difference in the number of male physical ejections between the Big 12 conference institutions.

*H*₀₅: There is no significant difference in the number of male verbal ejections between the Big 12 conference institutions.

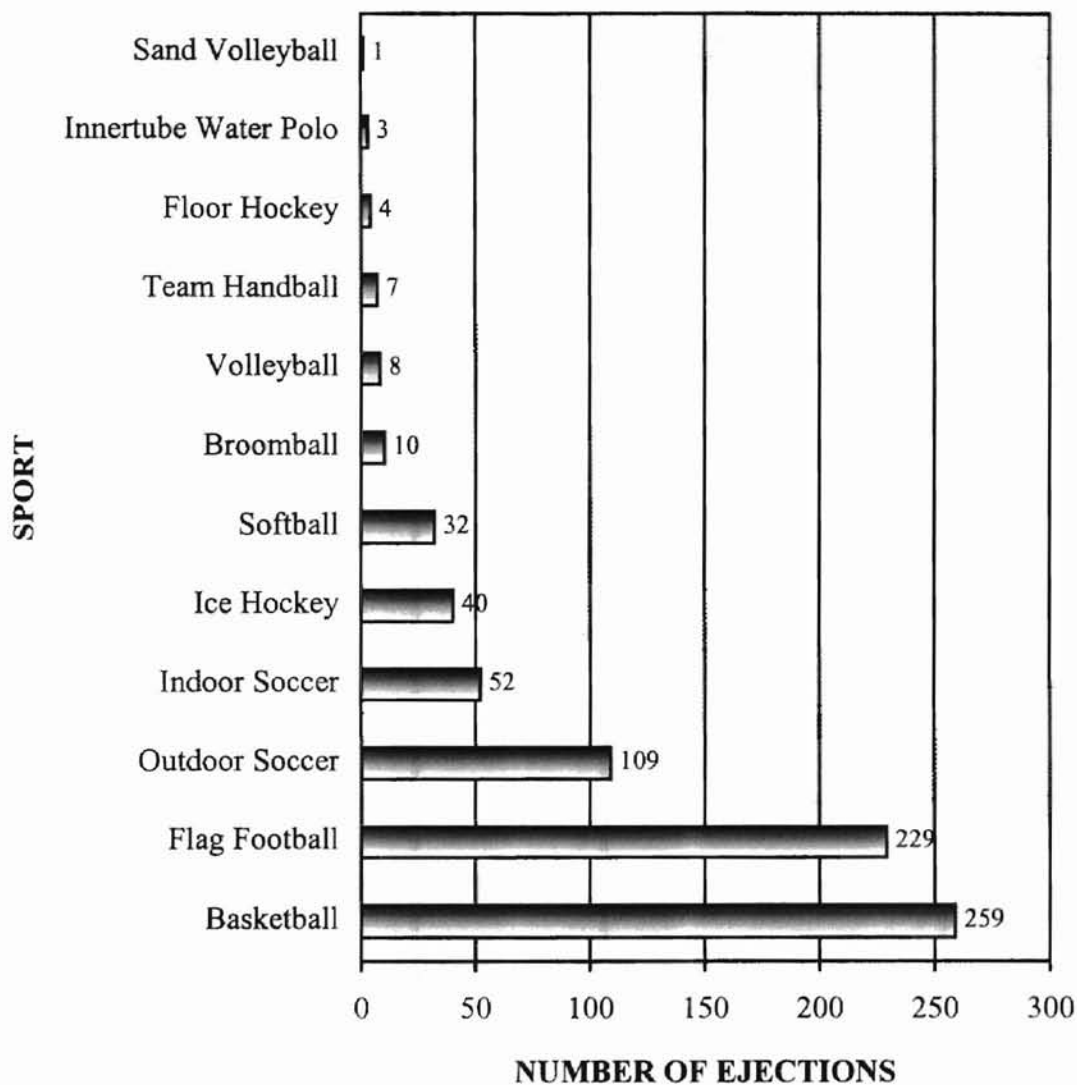
In this chapter, the researcher will discuss the differences in ejections of intramural activities at all of the institutions that are members of the Big 12 conference. The results are based on comparing each university to the 11 other Big 12 schools. All

12 of the conference institutions supplied the researcher with ejection information. In the Fall of 1998 and the Spring of 1999 schools reported a total of 748 verbal and physical ejections. All ejections due to policy issues were not included in any statistical analysis in this study. Policy issues included: the participant being ineligible to play, using a fake identification card, playing on more than one team, dunking a basketball and the participant playing with tied flags during a flag football contest.

Ejection Totals

The 748 reported verbal and physical ejections that occurred during the Fall of 1998 and Spring of 1999 occurred in 12 different intramural sports. Figure 1 depicts the ejection totals in each sport.

FIGURE 1. NUMBER OF EJECTIONS PER SPORT WITHIN THE BIG 12



Team Numbers

Each Big 12 institution reported their total number of teams for each sport during the Fall of 1998 and Spring of 1999. Unless specified, each institution's team numbers represent one season. Institutions that do not offer certain sports were not included in that particular table. These totals are reported in tables 1-12.

TABLE 1
TEAM TOTALS FOR BASKETBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	108	36	0	144
Colorado (2 seasons)	383	44	29	456
Iowa State	213	26	56	295
Kansas	170	29	30	229
Kansas State	220	45	57	322
Missouri (4 seasons)	280	70	0	350
Nebraska	210	34	44	288
Oklahoma	113	33	0	146
Oklahoma State	186	46	50	282
Texas	396	20	65	481
Texas A&M	293	27	60	380
Texas Tech	169	26	39	234

TABLE 2
TEAM TOTALS FOR FLAG FOOTBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	124	67	0	191
Colorado	52	0	10	62
Iowa State	210	18	68	296
Kansas	83	14	9	106
Kansas State	127	22	35	184
Missouri (2 seasons)	147	40	0	187
Nebraska	181	36	76	293
Oklahoma	120	30	0	150
Oklahoma State	159	37	39	235
Texas	290	10	150	450
Texas A&M	305	22	78	405
Texas Tech	229	28	39	296

TABLE 3
TEAM TOTALS FOR OUTDOOR SOCCER

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	54	30	0	84
Colorado	61	12	70	143
Iowa State	69	9	25	103
Kansas	44	8	12	64
Kansas State	50	10	0	60
Missouri	73	29	0	102
Nebraska	42	0	0	42
Oklahoma	0	0	24	24
Oklahoma State	53	15	20	88
Texas	124	9	116	249
Texas A&M	113	11	60	184
Texas Tech	70	9	34	113

TABLE 4
TEAM TOTALS FOR INDOOR SOCCER

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	49	19	0	68
Colorado	40	8	49	97
Iowa State	67	0	25	96
Nebraska	62	9	42	113
Oklahoma	0	0	24	24
Oklahoma State	48	12	28	88
Texas	64	4	36	104
Texas A&M	128	18	71	217
Texas Tech	58	4	19	81

TABLE 5
TEAM TOTALS FOR ICE HOCKEY

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Colorado (2 seasons)	73	1	51	125
Iowa State	66	7	0	73

TABLE 6
TEAM TOTALS FOR SOFTBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	68	40	4	112
Colorado	36	0	25	61
Iowa State	101	20	70	191
Kansas	62	21	18	101
Kansas State	114	25	122	261
Missouri (2 tournaments)	50	15	12	77
Nebraska	111	13	75	199
Oklahoma	75	25	20	120
Oklahoma State	97	28	53	178
Texas	148	13	135	287
Texas A&M	174	11	102	287
Texas Tech (2 seasons)	230	29	133	387

TABLE 7
TEAM TOTALS FOR BROOMBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Colorado	0	0	84	84
Iowa State	242	96	180	518
Nebraska	60	9	0	69

TABLE 8
TEAM TOTALS FOR VOLLEYBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	94	63	12	169
Colorado	30	27	71	128
Iowa State	60	63	102	225
Kansas	27	25	21	73
Kansas State	76	69	100	245
Missouri (3 seasons)	75	62	73	210
Nebraska	37	49	70	156
Oklahoma	70	20	60	150
Oklahoma State	64	40	40	144
Texas	27	26	114	167
Texas A&M	104	36	82	222
Texas Tech	45	24	32	101

TABLE 9
TEAM TOTALS FOR TEAM HANDBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Oklahoma	48	12	0	60

TABLE 10
TEAM TOTALS FOR FLOOR HOCKEY

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Kansas	32	0	3	35
Nebraska	60	0	5	65
Oklahoma State	8	0	22	30
Texas	20	0	12	32

TABLE 11
TEAM TOTALS FOR INNERTUBE WATER POLO

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Colorado	0	0	24	24
Kansas State	0	0	23	23
Oklahoma	0	0	22	22
Oklahoma State	0	0	22	22
Texas Tech	6	0	6	12

TABLE 12
TEAM TOTALS FOR SAND VOLLEYBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	29	14	0	43
Kansas	71	24	25	120
Kansas State	18	6	12	36
Missouri	24	24	48	96
Oklahoma State	59	32	24	115
Texas A&M	41	16	58	115

Participant Numbers

Each institution reported the number of participants involved in their programs. Many universities count these totals off of the actual rosters, but at least one school figures their participant numbers from a mathematical formula. This formula is:

$$\text{Participant total} = 1.5 \times \text{the starting number of the sport}$$

Each sport has a different starting number of players. For example, basketball has a starting number of five players per team. Therefore, an institution using this formula would multiply its number of basketball teams by 7.5 to come up with a total number of participants. Participant numbers for each school are represented in tables 13-24.

TABLE 13
PARTICIPANT TOTALS FOR BASKETBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	864	288	0	1152
Colorado (2 seasons)	2737	352	227	3316
Iowa State	1885	197	560	2642
Kansas	1360	232	240	1832
Kansas State	2188	494	552	3234
Missouri (4 seasons)	1484	371	0	1855
Nebraska	1774	294	528	2596
Oklahoma	700	350	0	1050
Oklahoma State	1394	345	375	2459
Texas	3564	180	585	4329
Texas A&M	2672	252	552	3476
Texas Tech	1755	292	540	2587

TABLE 14
PARTICIPANT TOTALS FOR FLAG FOOTBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	1240	670	0	1910
Colorado	538	0	137	675
Iowa State	2612	194	932	3738
Kansas	996	168	108	1272
Kansas State	1761	380	525	2666
Missouri (2 seasons)	1058	288	0	1346
Nebraska	2141	432	1271	3844
Oklahoma	1200	300	0	1500
Oklahoma State	1670	547	410	2627
Texas	3190	110	1800	5100
Texas A&M	3355	242	858	4455
Texas Tech	2977	681	714	4372

TABLE 15
PARTICIPANT TOTALS FOR OUTDOOR SOCCER

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	594	385	0	979
Colorado	630	141	859	1630
Iowa State	1054	63	355	1472
Kansas	528	96	144	768
Kansas State	713	172	0	885
Missouri	525	209	0	734
Nebraska	536	0	0	536
Oklahoma	0	0	300	300
Oklahoma State	742	210	280	1232
Texas	1860	135	1740	3725
Texas A&M	1385	143	780	2308
Texas Tech	776	126	571	1473

TABLE 16
PARTICIPANT TOTALS FOR INDOOR SOCCER

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	367	143	0	510
Colorado	373	72	512	957
Iowa State	385	0	198	583
Nebraska	651	96	528	1275
Oklahoma	0	0	300	300
Oklahoma State	360	90	210	660
Texas	640	40	360	1040
Texas A&M	1530	216	852	2598
Texas Tech	521	52	304	877

TABLE 17
PARTICIPANT TOTALS FOR ICE HOCKEY

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Colorado (2 seasons)	651	10	511	1172
Iowa State	656	65	0	721

TABLE 18
PARTICIPANT TOTALS FOR SOFTBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	816	480	48	1344
Colorado	404	0	340	744
Iowa State	960	134	920	2014
Kansas	930	315	270	1515
Kansas State	1847	361	1837	4045
Missouri (2 tournaments)	505	152	134	791
Nebraska	1649	216	1159	3024
Oklahoma	800	250	250	1300
Oklahoma State	1455	420	795	2670
Texas	2072	182	1890	4144
Texas A&M	2558	162	1496	4216
Texas Tech (2 seasons)	3096	503	2130	5729

TABLE 19
PARTICIPANT TOTALS FOR BROOMBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Colorado	0	0	833	833
Iowa State	1835	697	1385	3917
Nebraska	505	77	0	582

Nebraska State University Library

TABLE 20
PARTICIPANT TOTALS FOR VOLLEYBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	940	630	120	1690
Colorado	211	217	565	993
Iowa State	1501	1368	893	3762
Kansas	243	225	189	657
Kansas State	800	697	1143	2640
Missouri (3 seasons)	480	397	467	1344
Nebraska	1649	216	1159	3024
Oklahoma	250	60	300	610
Oklahoma State	480	300	300	1080
Texas	270	260	1140	1670
Texas A&M	986	341	778	2105
Texas Tech	423	220	302	945

TABLE 21
PARTICIPANT TOTALS FOR TEAM HANDBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Oklahoma	400	75	0	475

TABLE 22
PARTICIPANT TOTALS FOR FLOOR HOCKEY

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Kansas	256	0	24	280
Nebraska	508	0	37	545
Oklahoma State	72	0	198	270
Texas	200	0	120	320

TABLE 23
PARTICIPANT TOTALS FOR INNERTUBE WATER POLO

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Colorado	0	0	228	228
Kansas State	0	0	236	236
Oklahoma	0	0	200	200
Oklahoma State	0	0	198	198
Texas Tech	55	0	62	117

TABLE 24
PARTICIPANT TOTALS FOR SAND VOLLEYBALL

<u>INSTITUTION</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>CO-RECREATIONAL</u>	<u>TOTAL</u>
Baylor	116	56	0	172
Kansas	426	144	150	720
Kansas State	112	36	61	209
Missouri	103	103	206	413
Oklahoma State	152	72	60	284
Texas A&M	211	82	293	586

Ejection Numbers

Each university was also asked to supply the researcher with a report of the ejections that took place in intramural sports during the Fall of 1998 and Spring of 1999. The schools were asked to report the total number of ejections in each sport in two categories, physical reasons and verbal reasons. They were also asked to provide the number of females and number of males ejected in each category. In tables 25-36 ejections are summarized for each sport.

TABLE 25

SUMMARY OF EJECTIONS OCCURRING IN BASKETBALL

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Baylor	5	0	2	0	7
Colorado (2 seasons)	8	0	22	0	30
Iowa State	8	0	1	0	9
Kansas	6	0	5	0	11
Kansas State	10	0	6	0	16
Missouri (4 seasons)	20	2	10	1	33
Nebraska	18	0	5	0	23
Oklahoma	10	1	12	0	23
Oklahoma State	8	0	18	0	26
Texas	24	1	14	0	39
Texas A&M					24
Texas Tech	15	1	2	0	18
<u>Total From</u>	132	5	97	1	*259
<u>All Institutions</u>					

* The total number includes ejections from Texas A&M University.

TABLE 26

SUMMARY OF EJECTIONS OCCURRING IN FLAG FOOTBALL

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Baylor	7	0	4	1	12
Colorado	N/A	N/A	N/A	N/A	N/A
Iowa State	0	0	0	0	0
Kansas	0	0	5	0	5
Kansas State	4	0	2	1	7
Missouri (2 seasons)	16	0	7	0	23
Nebraska	12	0	12	0	24
Oklahoma	26	0	25	0	51
Oklahoma State	15	2	16	0	33
Texas	5	0	5	0	10
Texas A&M					29
Texas Tech	33	0	2	0	35
<u>Total From</u>	118	2	78	2	*229
<u>All Institutions</u>					

* The total number includes ejections from Texas A&M University.

TABLE 27

SUMMARY OF EJECTIONS OCCURRING IN OUTDOOR SOCCER

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Baylor	3	0	1	0	4
Colorado	0	0	0	0	0
Iowa State	3	0	0	0	3
Kansas	0	0	2	0	2
Kansas State	6	0	3	0	9
Missouri	6	0	2	0	8
Nebraska	6	0	4	0	10
Oklahoma	0	0	9	0	9
Oklahoma State	4	0	6	0	10
Texas	11	0	12	0	23
Texas A&M					12
Texas Tech	17	0	2	0	19
<u>Total From</u>	56	0	41	0	*109
<u>All Institutions</u>					

* The total number includes ejections from Texas A&M University.

TABLE 28

SUMMARY OF EJECTIONS OCCURRING IN INDOOR SOCCER

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Baylor	2	0	1	0	3
Colorado	0	0	1	1	2
Iowa State	0	0	0	0	0
Nebraska	2	0	5	0	7
Oklahoma	0	0	0	0	0
Oklahoma State	0	0	0	0	0
Texas	6	0	4	0	10
Texas A&M					28
Texas Tech	3	0	0	0	3
<u>Total From</u>	13	0	11	1	*52
<u>All Institutions</u>					

* The total number includes ejections from Texas A&M University.

TABLE 29

SUMMARY OF EJECTIONS OCCURRING IN ICE HOCKEY

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICA</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>L MEN'S</u>	<u>WOMEN'S</u>	
Colorado (2 seasons)	0	0	40	0	40
Iowa State	0	0	0	0	0
<u>Total From</u> <u>All Institutions</u>	0	0	40	0	40

TABLE 30
SUMMARY OF EJECTIONS OCCURRING IN SOFTBALL

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Baylor	2	0	0	0	2
Colorado	N/A	N/A	N/A	N/A	N/A
Iowa State	0	0	0	0	0
Kansas	0	0	0	0	0
Kansas State	3	0	1	0	4
Missouri (2 tournaments)	0	0	0	0	0
Nebraska	2	0	0	0	2
Oklahoma	0	0	0	0	0
Oklahoma State	0	0	0	0	0
Texas	8	0	0	0	8
Texas A&M					6
Texas Tech (2 seasons)	10	0	0	0	10
<u>Total From</u> <u>All Institutions</u>	25	0	1	0	*32

* The total number includes ejections from Texas A&M University.

TABLE 31

SUMMARY OF EJECTIONS OCCURRING IN BROOMBALL

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Colorado	0	0	5	5	10
Iowa State	0	0	0	0	0
Nebraska	0	0	0	0	0
<u>Total From</u> <u>All Institutions</u>	0	0	5	5	10

TABLE 32

SUMMARY OF EJECTIONS OCCURRING IN VOLLEYBALL

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Baylor	2	0	0	0	2
Colorado	N/A	N/A	N/A	N/A	N/A
Iowa State	0	0	0	0	0
Kansas	0	0	0	0	0
Kansas State	0	0	1	0	1
Missouri (3 seasons)	1	0	0	0	1
Nebraska	0	0	0	0	0
Oklahoma	0	0	0	0	0
Oklahoma State	1	0	0	0	1
Texas	3	0	0	0	3
Texas A&M	0	0	0	0	0
Texas Tech	0	0	0	0	0
<u>Total From</u>	7	0	1	0	8
<u>All Institutions</u>					

TABLE 33

SUMMARY OF EJECTIONS OCCURRING IN TEAM HANDBALL

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Oklahoma	3	1	3	0	7
<u>Total From</u> <u>All Institutions</u>	3	1	3	0	7

TABLE 34

SUMMARY OF EJECTIONS OCCURRING IN FLOOR HOCKEY

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Kansas	1	0	0	0	1
Nebraska	0	0	0	0	0
Oklahoma State	0	0	1	0	1
Texas	0	0	2	0	2
<u>Total From</u> <u>All Institutions</u>	1	0	3	0	4

TABLE 35

SUMMARY OF EJECTIONS OCCURRING IN INNERTUBE WATER POLO

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Colorado	1	0	2	0	3
Kansas State	0	0	0	0	0
Missouri	0	0	0	0	0
Oklahoma	0	0	0	0	0
Oklahoma State	0	0	0	0	0
Texas Tech	0	0	0	0	0
<u>Total From</u>	1	0	2	0	3
<u>All Institutions</u>					

TABLE 36

SUMMARY OF EJECTIONS OCCURRING IN SAND VOLLEYBALL

<u>INSTITUTION</u>	<u>VERBAL</u>	<u>VERBAL</u>	<u>PHYSICAL</u>	<u>PHYSICAL</u>	<u>TOTAL</u>
	<u>MEN'S</u>	<u>WOMEN'S</u>	<u>MEN'S</u>	<u>WOMEN'S</u>	
Baylor	0	0	0	0	0
Kansas	1	0	0	0	1
Kansas State	0	0	0	0	0
Missouri	0	0	0	0	0
Oklahoma State	0	0	0	0	0
Texas A&M	0	0	0	0	0
<u>Total From</u>	1	0	0	0	1
<u>All Institutions</u>					

Hypotheses

The Chi-Square Goodness of Fit test is a non-parametric statistical procedure used to test the expected and observed frequencies or the association between two categorical variables (Siegel, 1956). The Goodness of Fit test was used because the researcher was interested in counting results that fall into particular categories. The Goodness of Fit test sums the difference between the expected results and the observed results, divided by the expected results.

The first null hypothesis looked at whether there was a significant difference between the number of ejections in Big 12 conference institutions.

H_{01} : There is no significant difference between the number of ejections in Big 12 conference institutions.

Because of the sample size of the ejection totals gathered from the Big 12 conference institutions, the researcher was only able to perform the Chi-Square Goodness of Fit test on three sports. These sports included basketball, flag football and outdoor soccer.

The administration of the Chi-Square Goodness of Fit test for basketball is demonstrated on table 37. The resulting χ^2 value was 57.54 with a probability $<.0001$. The critical value was 24.72 at $\alpha = .01$ with 11 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for the sport of basketball.

TABLE 37
BASKETBALL COMPARISON BETWEEN PARTICIPANTS AND NUMBER
OF EJECTIONS

INSTITUTION	NUMBER OF PARTICIPANTS	NUMBER OF EJECTIONS
Baylor	1152	7
Colorado	3316	30
Iowa State	2642	9
Kansas	1832	11
Kansas State	3234	16
Missouri	1855	33
Nebraska	2596	23
Oklahoma	1050	23
Oklahoma State	2459	26
Texas	4329	39
Texas A&M	3476	24
Texas Tech	2587	18

$$\chi^2 = 57.54 \quad df = 11 \quad p < 0.001$$

There was a significant difference in the number of ejections in basketball because of a few schools observed frequencies. The University of Missouri and the University of Oklahoma had a notably higher observed number of ejections than what was expected. One school also had a considerably lower observed frequency than what was expected: Iowa State University. Because the observed frequencies were not in close

agreement with the expected frequencies, the differences ($O_{ij} - E_{ij}$) were large; therefore, raising the Chi-Square value high enough to reject the null hypothesis.

The administration of the Chi-Square Goodness of Fit test for flag football is demonstrated on table 38. Because ejection numbers were not available from the University of Colorado, they were not figured into the statistical analysis, thus lowering the degrees of freedom. The resulting χ^2 value was 235.24 with a probability < 0.001 . The critical value was 23.21 at $\alpha = .01$ with 10 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for the sport of flag football.

TABLE 38
FLAG FOOTBALL COMPARISON BETWEEN PARTICIPANTS AND
NUMBER OF EJECTIONS

INSTITUTION	NUMBER OF PARTICIPANTS	NUMBER OF EJECTIONS
Baylor	1910	12
Iowa State	3738	0
Kansas	1272	5
Kansas State	2666	7
Missouri	1346	23
Nebraska	3844	24
Oklahoma	1500	51
Oklahoma State	2627	33
Texas	5100	10
Texas A&M	4455	29
Texas Tech	4372	35

$\chi^2 = 235.24$ $df = 10$ $p < 0.001$

The Chi-Square value was also found to be high enough for flag football to reject the first hypothesis because three institutions had a considerably higher amount of observed ejections than what was expected, the University of Missouri, the University of Oklahoma and Oklahoma State University. Three institutions also had a notably lower amount of observed ejections than what was expected for flag football; Iowa State University, Kansas State University and the University of Texas.

The administration of the Chi-Square Goodness of Fit test for outdoor soccer is demonstrated on table 39. The resulting χ^2 value was 65.55 with a probability < 0.001 . The critical value was 24.72 at $\alpha = .01$ with 11 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for the sport of outdoor soccer.

TABLE 39
OUTDOOR SOCCER COMPARISON BETWEEN PARTICIPANTS AND
NUMBER OF EJECTIONS

INSTITUTION	NUMBER OF PARTICIPANTS	NUMBER OF EJECTIONS
Baylor	979	4
Colorado	1630	0
Iowa State	1472	3
Kansas	768	2
Kansas State	885	9
Missouri	734	8
Nebraska	536	10
Oklahoma	300	9
Oklahoma State	1232	10
Texas	3725	23
Texas A&M	2308	12
Texas Tech	1473	19

$\chi^2 = 65.55$

$df = 11$

$p < 0.001$

The Chi-Square value was also large enough to reject the first hypothesis for outdoor soccer because three institutions had a notably higher observed number of ejections than was expected. They were the University of Nebraska, the University of Oklahoma and Texas Tech University. Two institutions were also found to have a notably lower number of ejections in outdoor soccer than what was expected; the University of Colorado and Iowa State University.

After comparing the number of ejections for basketball, flag football and outdoor soccer the researcher determined that the first null hypothesis should be rejected. All three sports were found to have a Chi-Square value higher than the critical value at $\alpha = .01$ with a probability < 0.001 . Due to the fact that a significant statistical difference was found in the number of ejections in Big 12 conference institutions, the researcher tested the second and third hypotheses.

The second null hypothesis looked at whether there was a significant difference in the number of physical ejections in Big 12 conference institutions.

H₀₂: There is no significant difference in the number of physical ejections between the Big 12 conference institutions.

Because the sample size of the ejection totals gathered from the Big 12 conference institutions for each sport was small, the researcher was only able to perform the Chi-Square Goodness of Fit test on two sports. These sports included basketball and flag football.

The administration of the Chi-Square Goodness of Fit test for physical ejections in basketball is demonstrated on table 40. Texas A&M University was unable to report the physical ejections that occurred during basketball; therefore, they were not included

in the statistical analysis and the degrees of freedom was lowered. The resulting χ^2 value was 54.77 with a probability < 0.001 . The critical value was 23.21 at $\alpha = .01$ with 10 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for physical ejections in the sport of basketball.

TABLE 40
BASKETBALL COMPARISON BETWEEN PARTICIPANTS AND NUMBER
OF PHYSICAL EJECTIONS

INSTITUTION	NUMBER OF PARTICIPANTS	NUMBER OF EJECTIONS
Baylor	1152	2
Colorado	3316	22
Iowa State	2642	1
Kansas	1832	5
Kansas State	3234	6
Missouri	1855	11
Nebraska	2596	5
Oklahoma	1050	12
Oklahoma State	2459	18
Texas	4329	14
Texas Tech	2587	2

$\chi^2 = 54.77$ $df = 10$ $p < 0.001$

The administration of the Chi-Square Goodness of Fit test for physical ejections in flag football is demonstrated on table 41. Texas A&M University and the University

of Colorado were both unable to report the physical ejections that occurred during flag football; therefore, they were not included in the statistical analysis and the degrees of freedom was lowered. The resulting χ^2 value was 152.66 with a probability < 0.001 . The critical value was 21.67 at $\alpha = .01$ with 9 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for physical ejections in the sport of flag football.

TABLE 41
FLAG FOOTBALL COMPARISON BETWEEN PARTICIPANTS AND
NUMBER OF PHYSICAL EJECTIONS

INSTITUTION	NUMBER OF PARTICIPANTS	NUMBER OF EJECTIONS
Baylor	1910	5
Iowa State	3738	0
Kansas	1272	5
Kansas State	2666	3
Missouri	1346	7
Nebraska	3844	12
Oklahoma	1500	25
Oklahoma State	2627	16
Texas	5100	5
Texas Tech	4372	2

$\chi^2 = 152.66$

$df = 9$

$p < 0.001$

After comparing the number of physical ejections for basketball and flag football the researcher has determined that the second null hypothesis should be rejected. Both sports were found to have a chi-square value greater than the critical value at $\alpha = .01$ with a probability < 0.001 .

Three institutions had a considerably higher number of observed physical ejections than were expected for basketball; the University of Colorado, the University of Oklahoma and Oklahoma State University. Two institutions also had a considerably higher number of observed physical ejections than what was expected for flag football, the University of Oklahoma and Oklahoma State University. Those institutions that had a notably lower number of observed physical ejections than what was expected for basketball included Iowa State University and Texas Tech University. The University of Texas was the only institution to have a notably lower number of observed physical ejections than what was expected.

The third null hypothesis considered whether there was a significant difference in the number of verbal ejections in Big 12 conference institutions.

H₀₃: There is no significant difference in the number of verbal ejections between the Big 12 conference institutions.

Because the sample size of the ejection totals gathered from the Big 12 conference institutions was small, the researcher was only able to perform the Chi-Square Goodness of Fit test on two sports. These sports included basketball and flag football.

The administration of the Chi-Square Goodness of Fit test for verbal ejections in basketball is demonstrated on table 42. Texas A&M University was unable to report the verbal ejections that occurred during basketball; therefore, they were not included in the

statistical analysis and the degrees of freedom was lowered. The resulting χ^2 value was 36.71 with a probability < 0.001 . The critical value was 23.21 at $\alpha = .01$ with 10 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for verbal ejections in the sport of basketball.

TABLE 42
BASKETBALL COMPARISON BETWEEN PARTICIPANTS AND NUMBER
OF VERBAL EJECTIONS

INSTITUTION	NUMBER OF PARTICIPANTS	NUMBER OF EJECTIONS
Baylor	1152	5
Colorado	3316	8
Iowa State	2642	8
Kansas	1832	6
Kansas State	3234	10
Missouri	1855	22
Nebraska	2596	18
Oklahoma	1050	11
Oklahoma State	2459	8
Texas	4329	25
Texas Tech	2587	15

$\chi^2 = 36.71$

$df = 10$

$p < 0.001$

The administration of the Chi-Square Goodness of Fit test for verbal ejections in flag football is demonstrated on table 43. Texas A&M University and the University of Colorado were both unable to report the verbal ejections that occurred during flag football; therefore, they were not included in the statistical analysis and the degrees of freedom was lowered. The resulting χ^2 value was 136.64 with a probability < 0.001 . The critical value was 21.67 at $\alpha = .01$ with 9 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for verbal ejections in the sport of flag football.

TABLE 43
 FLAG FOOTBALL COMPARISON BETWEEN PARTICIPANTS AND
 NUMBER OF VERBAL EJECTIONS

INSTITUTION	NUMBER OF PARTICIPANTS	NUMBER OF EJECTIONS
Baylor	1910	7
Iowa State	3738	0
Kansas	1272	0
Kansas State	2666	4
Missouri	1346	16
Nebraska	3844	12
Oklahoma	1500	26
Oklahoma State	2627	17
Texas	5100	5
Texas Tech	4372	33

$$\chi^2 = 136.64 \quad df = 9 \quad p < 0.001$$

After comparing the number of verbal ejections for basketball and flag football the researcher has determined that the third null hypothesis should be rejected. Both sports were found to have a chi-square value greater than the critical value at $\alpha = 01$ with a probability < 0.001 .

The University of Missouri and the University of Oklahoma were both found to have a notably higher observed number of verbal ejections than expected in basketball and the University of Missouri, the University of Oklahoma and Texas Tech University

all were found to have a notably higher observed number of verbal ejections than expected for flag football. The University of Colorado and Iowa State University were both found to have a considerably lower observed number of verbal ejections than what was expected for basketball and Iowa State University and the University of Texas were both found to have a considerably lower observed number of verbal ejections than what was expected for flag football.

Because the researcher found that males represented a very large number of the ejections that occurred at every institution and because the second and third hypotheses were rejected, the fourth and fifth hypotheses were tested.

Ho4: There is no significant difference in the number of male physical ejections between the Big 12 conference institutions.

Ho5: There is no significant difference in the number of male verbal ejections between the Big 12 conference institutions.

The researcher again tested basketball and flag football for both hypotheses. Because the researcher needed to have a total number of male participants to obtain an expected number of ejections, all participants competing in men's leagues as well as exactly $\frac{1}{2}$ of participants competing in Co-recreational leagues represented the total number of male participants.

The fourth null hypothesis looked at whether there was a significant difference in the number of male physical ejections between Big 12 conference institutions.

Ho4: There is no significant difference in the number of male physical ejections between the Big 12 conference institutions.

The administration of the Chi-Square Goodness of Fit test for male physical ejections in basketball is demonstrated on table 44. Texas A&M University was unable to report the male physical ejections that occurred during basketball; therefore, they were not included in the statistical analysis and the degrees of freedom was lowered. The resulting χ^2 value was 71.50 with a probability < 0.001 . The critical value was 23.21 at $\alpha = .01$ with 10 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for male physical ejections in the sport of basketball.

TABLE 44
 BASKETBALL COMPARISON BETWEEN MALE PARTICIPANTS AND
 NUMBER OF MALE PHYSICAL EJECTIONS

INSTITUTION	NUMBER OF MALE PARTICIPANTS	NUMBER OF MALE EJECTIONS
Baylor	864	2
Colorado	2850	22
Iowa State	2165	1
Kansas	1480	5
Kansas State	2464	6
Missouri	1484	10
Nebraska	2038	5
Oklahoma	700	12
Oklahoma State	1582	18
Texas	3857	14
Texas Tech	2025	2

$\chi^2 = 71.50$ $df = 10$ $p < 0.001$

The administration of the Chi-Square Goodness of Fit test for male physical ejections in flag football is demonstrated on table 45. Texas A&M University and the University of Colorado were both unable to report the male physical ejections that occurred during flag football; therefore, they were not included in the statistical analysis and the degrees of freedom was lowered. The resulting χ^2 value was 154.29 with a

probability < 0.001. The critical value was 21.67 at $\alpha = .01$ with 9 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for male physical ejections in the sport of flag football.

TABLE 45
FLAG FOOTBALL COMPARISON BETWEEN MALE PARTICIPANTS AND
NUMBER OF MALE PHYSICAL EJECTIONS

INSTITUTION	NUMBER OF MALE PARTICIPANTS	NUMBER OF MALE EJECTIONS
Baylor	1240	4
Iowa State	3078	0
Kansas	1050	5
Kansas State	2024	2
Missouri	1058	7
Nebraska	2777	12
Oklahoma	1200	25
Oklahoma State	1875	16
Texas	4090	5
Texas Tech	3334	2

$\chi^2 = 154.29$ $df = 9$ $p < 0.001$

After comparing the number of male physical ejections for basketball and flag football the researcher has determined that the fourth null hypothesis should be rejected.

Both sports were found to have a chi-square value greater than the critical value at $\alpha = .01$ with a probability < 0.001 .

The University of Colorado was found to have a notably higher number of male physical ejections than was expected for basketball and the University of Oklahoma and Oklahoma State University were found to have a notably higher number of male physical ejections than was expected for both basketball and flag football. Kansas State University and the University of Texas were both found to have a considerably lower number of male physical ejections than was expected for flag football and Iowa State University and Texas Tech University were found to have a considerably lower number of male physical ejections than was expected for basketball and flag football.

The fifth null hypothesis considered whether there was a significant difference in the number of male verbal ejections between Big 12 conference institutions.

Hos: There is no significant difference in the number of male verbal ejections between the Big 12 conference institutions.

The administration of the Chi-Square Goodness of Fit test for male verbal ejections in basketball is demonstrated on table 46. Texas A&M University was unable to report the male verbal ejections that occurred during basketball; therefore, they were not included in the statistical analysis and the degrees of freedom was lowered. The resulting χ^2 value was 35.66 with a probability < 0.001 . The critical value was 23.21 at $\alpha = .01$ with 10 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for male verbal ejections in the sport of basketball.

TABLE 46
BASKETBALL COMPARISON BETWEEN MALE PARTICIPANTS AND
NUMBER OF MALE VERBAL EJECTIONS

INSTITUTION	NUMBER OF MALE PARTICIPANTS	NUMBER OF MALE EJECTIONS
Baylor	864	5
Colorado	2850	8
Iowa State	2165	8
Kansas	1480	6
Kansas State	2464	10
Missouri	1484	20
Nebraska	2038	18
Oklahoma	700	10
Oklahoma State	1582	8
Texas	3857	24
Texas Tech	2025	15

$\chi^2 = 35.66$ $df = 10$ $p < 0.001$

The administration of the Chi-Square Goodness of Fit test for male verbal ejections in flag football is demonstrated on table 47. Texas A&M University and the University of Colorado were both unable to report the male verbal ejections that occurred during flag football; therefore, they were not included in the statistical analysis and the

degrees of freedom was lowered. The resulting χ^2 value was 139.53 with a probability < 0.001. The critical value was 21.67 at $\alpha = .01$ with 9 degrees of freedom, thus, indicating that the χ^2 null hypothesis should be rejected for male verbal ejections in the sport of flag football.

TABLE 47
FLAG FOOTBALL COMPARISON BETWEEN MALE PARTICIPANTS AND
NUMBER OF MALE VERBAL EJECTIONS

INSTITUTION	NUMBER OF MALE PARTICIPANTS	NUMBER OF MALE EJECTIONS
Baylor	1910	7
Iowa State	3738	0
Kansas	1272	0
Kansas State	2666	4
Missouri	1346	16
Nebraska	3844	12
Oklahoma	1500	26
Oklahoma State	2627	17
Texas	5100	5
Texas Tech	4372	33

$\chi^2 = 139.53$

$df = 9$

$p < 0.001$

After comparing the number of male verbal ejections for basketball and flag football the researcher has determined that the fifth null hypothesis should be rejected. Both sports were found to have a chi-square value greater than the critical value at $\alpha = 01$ with a probability < 0.001 .

Texas Tech University was found to have a notably higher number of male verbal ejections than was expected for flag football and the University of Missouri and the University of Oklahoma were found to have a notably higher number of male verbal ejections than was expected for both basketball and flag football. The University of Colorado was found to have a notably lower number of male verbal ejections than was expected for basketball and Iowa State University, the University of Kansas, Kansas State University and the University of Texas were all found to have a considerably lower number of male verbal ejections than was expected for flag football.

Summary of Results

After testing all five hypotheses using the Chi-Square Goodness of Fit test, all five hypotheses were rejected. The researcher found that every sport tested for all five hypotheses had one or more institutions with a notably higher number of observed ejections than expected and one or more institutions with a notably lower number of observed ejections than expected.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a brief summary of the findings, conclusions and recommendations for future research.

Purpose

The purpose of this study was to analyze ejections due to aggressive acts that occurred in intramural contests in Big 12 conference institutions of higher education. In particular, attempts were made to discover if more or fewer participants were ejected from competition at any one Big 12 school. Furthermore, this study investigated whether the ejections at each university were due to physical or verbal aggression. The results of this study are meant to serve as a baseline to inform institutions about ejections in intramural sports at Big 12 conference institutions.

Review of the Study

The samples for this study were the reports or summaries provided by each Big 12 conference institution. In this study, the intramural sport directors of the Big 12 conference were asked to provide the researcher with intramural sport team numbers, participant numbers and ejection numbers for the Fall of 1998 and Spring of 1999. All 12 institutions provided the researcher with information that was requested, however, not all schools were able to provide all aspects of that information. Statistical data were obtained between April of 2000 and May of 2000.

Summary of Findings

The following hypotheses were tested in this study:

Hypothesis 1: There is no significant difference between the number of ejections in Big 12 conference institutions.

The first hypothesis was rejected.

Hypothesis 2: There is no significant difference in the number of physical ejections between the Big 12 conference institutions.

The second hypothesis was rejected.

Hypothesis 3: There is no significant difference in the number of verbal ejections between the Big 12 conference institutions.

The third hypothesis was rejected.

Hypothesis 4: There is no significant difference in the number of male physical ejections between the Big 12 conference institutions.

The fourth hypothesis was rejected.

Hypothesis 5: There is no significant difference in the number of male verbal ejections between the Big 12 conference institutions.

The fifth hypothesis was rejected.

The first hypothesis tested whether there was a significant difference between the number of ejections per participant that occurred in Big 12 institutions. The researcher found that several institutions in each of the three tested sports had a considerable difference in their amount or number of ejections. Two institutions specifically stood out in this study. The University of Oklahoma was the one school that had notably more ejections per number of participants than any other institution in all three tested sports.

On the other hand, Iowa State University had a notably fewer number of ejections per number of participants in all three tested sports.

The second and third hypotheses tested whether there was a significant difference in the number of physical and verbal ejections per participant between Big 12 conference institutions. From the total number of ejections that occurred, one would expect a similar number of physical ejections per participant and a similar number of verbal ejections per participant at each institution. That was not the case. Oklahoma State University and the University of Oklahoma were both found to have a notably higher number of physical ejections per participant for basketball and flag football when compared to the rest of the Big 12 conference. A notably higher number of verbal ejections compared to the rest of the Big 12 conference occurred at the University of Missouri for both basketball and flag football. However, Iowa State University was found to have a notably lower number of observed physical ejections and observed verbal ejections than expected for both basketball and flag football.

The fourth and fifth hypotheses tested whether there was a significant difference in the number of male physical and male verbal ejections per participant between Big 12 conference institutions. Once again, a significant difference occurred with the University of Oklahoma and Oklahoma State University having a notably higher number of observed male physical ejections than expected per participant and the University of Missouri had a notably higher number of observed male physical ejections and male verbal ejections than expected. Iowa State University was found to have a notably lower number of observed male physical and male verbal ejections than expected per participant.

Conclusions

After testing the first hypothesis using the chi-square Goodness of Fit test, the following conclusions may be drawn.

- 1) Several institutions had a considerably higher or lower number of ejections per participant in basketball, flag football and outdoor soccer than expected when compared to the rest of the Big 12.
- 2) Several institutions had a considerably higher or lower number of physical ejections per participant in basketball and flag football than expected when compared to the rest of the Big 12.
- 3) Several institutions had a considerably higher or lower number of verbal ejections per participant in basketball and flag football than expected when compared to the rest of the Big 12.
- 4) Very few women were ejected from any intramural sports.
- 5) Many of the Big 12 conference institutions do not keep ejection information records.

There are several reasons why a particular institution might have a higher or lower number of observed ejections in a particular sport. These reasons included the length of season or number of games played by each participant, the rules each institution followed, the experience an institutions officials had, and whether or not an institution abided by a "sportsmanship policy".

The University of Missouri was found to have a significantly higher number of observed ejections than expected in both flag football and basketball. However, they had four seasons of basketball and two flag football seasons while most other schools only

had one season of each of those sports. Each season for the University of Missouri is five weeks long followed by a playoff tournament. Other institutions played shorter seasons or only one season; therefore, the participants may have had less participations to accumulate ejections. Participations are the “total playing opportunities”. For example, a team of five basketball players playing in a five game regular season would have twenty-five participations for that sport. Participations are calculated at Oklahoma State University by multiplying the number of people in a contest at one time by the number of contests played in the league. Unfortunately, this is not always easy to calculate because of game forfeits, concedes and cancellations due to poor weather. Participations were not used for this study because they were not available from every institution.

Each university in the Big 12 conference also may play intramural sports by different rules. Therefore, some universities might have had a high number of ejections based on the rules they abided by. For example, Oklahoma State University flag football rules allowed a dropped ball to be considered a “live fumble”. This rule permitted the participants to dive on the ball in order to recover it. Often times this caused a great deal of physical contact between participants, resulting in aggressive situations. This may be one reason that Oklahoma State University had a notably higher observed number of ejections for flag football than what was expected.

The experience and quality of an intramural official may have also affected the number of ejections within a particular sport. There may have been several reasons for having poor officials. These reasons include the training procedures used by a university and the number of returning officials from the previous season. Many schools may have offered little to no training before a season started. That may leave an official confused

about what he or she is supposed to be doing or unclear of the rules of the sport. Many schools, including Oklahoma State University, have a high turnover rate of officials. There may be several reasons for this including the official's rate of pay, work hours and responsibilities of the job being difficult.

Many institutions are also now following strict sportsmanship policies. Most sportsmanship policies contain set of guidelines regarding participant conduct or behavior and often state penalties for an individual or team if those guidelines are broken. Of the 12 institutions looked at in this study nine had a sportsmanship policy implemented. These institutions include: the University of Colorado, Iowa State University, the University of Kansas, Kansas State University, the University of Nebraska, Oklahoma State University, the University of Texas, Texas A&M University and Texas Tech University. Examples of these sportsmanship policies may be seen in Appendixes C-K.

The University of Oklahoma, which had no sportsmanship policy in place, had a notably higher number of observed ejections than what was expected in all three sports. However, many of the institutions that do have a sportsmanship policy in place still had a significantly higher number of ejections than what was expected in several sports. For example, Oklahoma State University had a higher number of observed ejections than was expected in flag football, and the University of Nebraska and Texas Tech University both had higher numbers of observed ejections than expected for outdoor soccer.

The second through fifth hypotheses also provided several conclusions. The first conclusion is that certain schools have a greater problem with physical aggression resulting in ejections than other institutions. In particular, Oklahoma State University and the University of Oklahoma both had a higher number of observed physical ejections

than what was expected for basketball and flag football. Likewise, verbal aggression was a problem for the University of Missouri, Texas Tech University and the University of Oklahoma.

There are many possible reasons why a participant is ejected from a game. As stated in chapter two, research has indicated that aggression is not necessarily an innate function of human beings. It has also been found that frustration does not always produce aggression, however, frustration heightens the predisposition for aggression. Aggression has been shown to be a learned behavior. It is quite possible that many of the participants that were ejected in intramural contests learned to act aggressively from watching television or reading about it and they learned that it was okay to act that way. Unfortunately, many intramural participants act as though the game or contest, which they are competing in, is the most important thing in the world.

Programmatic Recommendations

At what point should an intramural administrator be concerned with aggression on the court or field? Because aggressive acts could result in lawsuits or serious injury, an intramural staff as well as the entire campus recreation department staff, should be concerned with physical and verbal aggressive acts by participants at all times.

In collecting data for this study, several conclusions were made about what records intramural administrators should keep on file after any sport ends. It is extremely important to keep all of this information on file at the university. Esckilsen (1984) suggested that written information is the determining factor in the effectiveness and efficiency of intramural sports programs. He suggested that the key is to keep an effective data retrieval system. Because data should be easily accessible, the researcher

suggests that a sport summary report be completed at the end of every season. This sports summary should include the following:

- 1) The name of the sport;
- 2) The dates the entries opened and closed for registration;
- 3) The dates play began and ended;
- 4) The total number of teams entered for each league and competition level;
- 5) The total number of participants entered (actually counted from the rosters) for each league and competition level;
- 6) The number of forfeits for each league and competition level;
- 7) The total number of games/matches played for each league and competition level;
- 8) The total number of participations for each league and competition level;
- 9) The total number of ejections for physical reasons;
- 10) The total number of ejections for verbal reason;
- 11) The total number of ejections for policy reasons;
- 12) A section for comments or concerns including rule changes, officials training suggestions, scheduling issues and equipment issues; and
- 13) A financial summary.

An example of a possible sport summary form is located in Appendix L.

A list or database should also be kept of participants who are ejected from games along with the reason they were ejected. This allows the intramural administrator to track participants who have a problem with aggression. The researcher would also recommend that whomever is supervising the field or court, as well as the officials on duty, write an exact account of what they heard or saw take place before, during and after an ejection on an ejection report form immediately after the incident takes place. This form should

include the student's name and identification number. That information should already be available on a team roster and on a nightly game sign-in sheet or scoresheet.

Recommendations for Further Research

The following suggestions for future research are made as a result of this study:

- 1) A replication of this study outside of the Big 12 conference would offer intramural administrators in other conferences an idea of how they compare to the Big 12 conference and other institutions.
- 2) A research study should be conducted to determine if institutions that follow sportsmanship policies have fewer ejections than those institutions that do not follow sportsmanship policies.
- 3) Those institutions that follow the NIRSA rules for flag football, basketball and outdoor soccer should be compared to institutions that play by different rules to determine if more or fewer ejections occur.
- 4) A study should be conducted to determine the demographics of the participants being ejected including the year in school, age and sex.
- 5) A study looking at the participants past experience in athletics should be conducted to determine if participants who have more experience in a particular sport are ejected more than participants with little to no experience in that sport.
- 6) By comparing the training method of officials, a researcher could determine what styles, if any, work better to eliminate ejections.

- 7) A study could be conducted to test if a preseason meeting or class for all participants regarding sportsmanship would help lower the number of ejections for the season when compared to the previous year or season.
- 8) Research on the legitimacy judgments of aggressive behavior in intramural sports should be conducted by using either video clips or surveys.
- 9) Legitimacy judgments of aggressive behavior in intramural sports should be assessed to compare team sport participants to individual or dual sport participants.
- 10) An on-site observation should be conducted to determine the participant's opinion of why he or she did what they did in order to get ejected.
- 11) A study comparing physical factors including the climate and noise level during competition should be conducted to determine if they have an effect on aggression.
- 12) A study should be conducted to determine the day of week and time of day most ejections occur at a particular institution.
- 13) A study should be conducted to determine if teams in lower divisions have more or fewer ejections.
- 14) A study analyzing game variables including the period of play, point spread at the time of the ejection and league standing should be conducted.

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APPENDICES

APPENDIX A

LETTER TO INTRAMURAL DIRECTORS REQUESTING DATA

April 18, 2000

Dear Colleague,

I am a graduate assistant in intramural sports at Oklahoma State University. I am working on my thesis and am wondering if you would be willing to help. Right now I feel that OSU ejects way too many participants, but I am not sure how we compare to the rest of the Big 12.

I would like to compare intramural ejections between all Big 12 schools willing to participate. I will be looking at the number of ejections verses the number of participants. I will also look at reasons for the ejection including physical and verbal aggression. Finally, I will look at whether or not the participant was a male or female.

Currently, Oklahoma State is ejecting basketball participants almost every night. I am hoping that this information can help intramural directors know whether or not they have a problem at their school. What I need from your school is a summary of the physical and verbal ejections occurring at your school in all intramural sports in the 1998-1999 school year, your schools participation and team numbers for each of the sports that participants were ejected from, and a copy of your sportsmanship policy.

This study will be completely confidential and absolutely no names will be used. Please let me know if you have this information on file and if you would be willing to share it with me. If you have any questions feel free to call or email me back. Thank you for your time.

Sincerely,

Scott Schuttenberg
G.A. Oklahoma State University
(405) 744-7407
schutts@okstate.edu

APPENDIX B
OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD PERMISSION FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 4/17/01

Date: Monday, April 17, 2000

IRB Application No: ED00257

Proposed Title: AN ANALYSIS OF INTRAMURAL PARTICIPANT EJECTIONS IN BIG 12 CONFERENCE INSTITUTIONS

Principal

Investigator(s):

Scott L. Schusterberg
702 N. Washington
Stillwater, OK 74074

Christine Cashel
111 Colvin Recreation Center
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Signature:



Carol Olson, Director of University Research Compliance

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX C
UNIVERSITY OF COLORADO
CODE OF CONDUCT

University of Colorado Intramurals

CODE OF CONDUCT

BASIC STATEMENT:

As stated in the conduct section of "Team Information and Eligibility Rules":

"A contest can be very important to an individual participant or team, but this should not become so overbearing so as to preclude humanistic civilized behavior. Any individual or group who is guilty of flagrant misconduct by intimidating opponents, use of profanity, and/or not acting in a manner favorable to the purpose, objective, and intent of Intramurals in an intramural contest, **HAS AUTOMATICALLY SUSPENDED THEMSELVES FROM FURTHER PARTICIPATION.** Physical or verbal abuse is not a part of any Intramural Program and therefore will not be tolerated. An individual ejected from a game for any inappropriate conduct is automatically out of at least the next game & possibly more. That individual must present a verbal & written statement to the Intramural Director explaining the situation and why the individual should be allowed to play. Teams and/or individuals involved in a fight will be dropped from the IM program.

Any individual found guilty of striking, intimidating or in any way attempting to influence an official, may have official charges filed against them with the University Police Department.

Conduct rules must be upheld before, during, & after the contest!"

MORE SPECIFICS:

ANY INDIVIDUAL EJECTED FROM A GAME HAS AN AUTOMATIC MINIMUM ONE GAME SUSPENSION. In Basketball for example: if a player receives 2 T's (technical fouls) they are out of the current game & automatically out of the next game. Any player &/or team referred to the Intramural Office is also automatically on probation for the remainder of that session. A team with 3 T's is probably out of their next game. Teams/individuals on probation who have another infraction are subject to prolonged suspension (semester, school year, & depending on severity may be dropped from all IM programming).

TYPES OF CONDUCT CODE INFRACTIONS:

1. *ALCOHOL:* Often times, problems with player misconduct involves alcohol. If suspected, the supervisor has the right to stop participation of any player or team

suspected of being under the influence of alcohol. Captains are responsible for their team member's conduct and must strongly discourage drinking prior to or during an intramural contest.

2. *DISSENSION*: Only the team captain is eligible to discuss rules & decisions with the officials & then only during time outs or between periods and in a polite manner. Judgment calls should not be addressed. Spectators and players on the bench are the responsibility of the team. Dissension whether it be verbal or by gesture will result in a minimum of a warning and possible ejection.

3. *PROFANITY/GESTURES*: Players guilty of use of profanity and/or gesturing toward other players or officials will experience a penalty ranging from a warning to ejection from that game (and the next). If it continues and is extreme, a player/team may be dropped for the session (6 weeks).

4. *VERBAL ABUSE*: Again only the team captain is eligible to talk to the refs. See #1 above. Verbal abuse toward the officials and/or other team is not part of the game. Neither is "trash talk". This infraction will result in first a warning followed by ejection from the game, the next game (automatic), and possibly more.

5. *THREATENING BEHAVIOR (verbal or physical)*: Any threatening behavior (includes touching an official) results in a minimum suspension of one session (6 weeks - from the date of infraction) and possibly longer. Depending on severity suspension may result in a year's suspension from all IM programming. Threatening behavior towards another player is also grounds for suspension.

6. *PLAYERS INVOLVED IN A FIGHT*: this includes player to player contact outside of regular game contact; (pushing, bumping, grabbing) minimum from that game and the next. Depending on the severity, suspension can last a session (6 weeks from date of infraction) to suspension for a year. This suspension could be from all IM programming depending on the severity of the situation.

7. *PLAYER HITS ANOTHER PLAYER*: immediate ejection, suspension for the rest of the semester and possibly longer (if it occurs near the end of a session/semester, suspension carries over).

NOTE: Unsportsmanlike behavior in a tournament or at the end of a session will carry over to the next session or semester.

LEVELS & PROCEDURE FOR ENFORCEMENT:

1. ON SITE: Warnings by officials/scorekeeper.

Warning by Supervisor.

Ejection from game.

Ejection from game and asked to leave facility.

2. INTRAMURAL OFFICE: If a report comes in on the supervisor sheet:

a) The individual/team involved gets written up on the "Bad List" which is a database.

b) The intramural director gets a report and makes a phone call to the captain and/or individual involved.

c) Said individual needs to make an appointment with the director.

d) Depending on the situation written reports may also be asked of supervisors/officials/ and/or scorekeepers.

e) The opposing team may also be contacted.

f) Sometimes a letter will be sent to the captain of a team.

g) Depending on the severity of the situation there is a minimum of a one game suspension and a maximum of suspension from all Intramural activities. The individual and team, if allowed to play, is on probation for the remainder of the season.

h) Since sportsmanship is one of the criteria for inclusion in the tournament, unsportsmanlike behavior can result in a team not advancing to the tournament.

3. STUDENT CONDUCT OFFICE: Some cases may be referred to the Student Conduct Office for further action.

4. POLICE: In extreme cases of threats, abuse, or physical confrontation the police may be contacted.

STATEMENT REGARDING OFFICIATING

1. The officials are there to call the game! The players are present to play the game! Therefore the players should not start calling the game.

2. It is not an easy job! Employees go through a training program & in some cases must take a comprehensive written test. There is a probationary period.
3. Officials should hustle, know rules, and be in the correct position.
4. They make the calls as they see them and do the best job they can.
5. Just as you are not perfect, neither are they.
6. Players and spectators at the intercollegiate and professional levels do not see a play as the officials do!
7. Many times a call is made and a team/player/spectator does not agree. If the call was made the other way, then that team/players/spectators would disagree!

Think about it!

APPENDIX D
IOWA STATE UNIVERSITY
SUSPENSION, PENALTY & PROTEST POLICY

Iowa State University Recreation Services – Intramural Sports

IM Handbook

SUSPENSIONS, PENALTIES and PROTESTS

1. Suspensions and Rulers of Conduct: Any student, faculty/staff, spouse or spectator associated with any contest and attempts to commit, incite or aid others in committing any of the following acts of misconduct shall be subject to disciplinary procedures by the Recreation Services Office. Severe cases of misconduct will be referred to the Dean of Students Office for possible university action. (The Intramural Advisory Council will act as an appeal board in disciplinary cases.)

The consequences of any player ejected from a contest for any reason will result in immediate suspension from all intramural competition. The individual(s) must set an appointment to discuss reinstatement with the Intramural Coordinator. The Intramural Coordinator shall determine the length of the suspension period.

Infractions	Minimum Suspensions
Unsportsmanlike behavior	One game
Verbal abuse	One game
Unnecessary Physical contact	One game
Fighting (striking or swinging)	Ten academic weeks
Threatening behavior (verbal) towards and official	Ten academic weeks
Threatening behavior (physical) towards an official	One academic year
Individual playing under assumed name	Ten academic weeks (Plus the team is dropped)
Captain of a team that uses a player under an assumed name	Four academic weeks (Plus the team is dropped)
Individual playing illegally playing on two teams in the same sex division	Four academic weeks (Plus the second team they played for is dropped)

2. These suspensions are minimums. The Intramural Coordinator will determine if further suspension is necessary.

Individuals or teams that behave in an unsportsmanlike manner after the conclusion of a contest could be subject to suspensions similar to the ejection policy for participants. In

addition, unsportsmanlike acts committed by players or spectators at the conclusion of a game could result in withholding of awards.

3. SPORTSMANSHIP RATING: -- Teams will be given a sportsmanship rating by the officials for each game. Ratings are A, B, and C. A "C" rating is not satisfactory and the team will receive a letter to encourage better behavior. A second "C" rating could result in the team being dropped from further competition. Awards may be withheld from championship teams or selected individuals if their sportsmanship following the contest is inappropriate. This will be determined by the Intramural Coordinator.

APPENDIX E
UNIVERSITY OF KANSAS
DISCIPLINARY PROCEDURES AND SPORTSMANSHIP POLICY

University of Kansas

INTRAMURAL SPORTS POLICIES AND GUIDELINES

DISCIPLINARY/REINSTATEMENT PROCEDURES (See also: Sportsmanship Policy following the Policies and Guidelines)

1. Contest participants, who choose to follow unsportsmanlike practices before, during, or after a contest, whether directed toward an opponent, an official, a spectator, or an Intramural Sports staff member, may be ejected from that contest. The ejection may be administered by the contest official, a supervisor or a staff member.
2. Yellow/Red card System: A yellow/red card will be displayed during contests to warn and/or eject individuals/ teams/spectators/organizations. Two yellow cards displayed to one individual before, during, or after one contest will result in an automatic ejection of that player. Three yellow cards displayed to one team before, during, or after one contest will result in an automatic forfeit of the contest. Any red card displayed to an individual will result in an automatic ejection of that individual. A yellow card is not required before a red card is displayed; and a red card is not required for a suspension to occur. (See also: Sportsmanship Policy following these Policies and Guidelines.)
3. A participant ejected from a contest is automatically banned from all Intramural Sports activity until official reinstatement. No individual will be reinstated without first visiting the Intramural Director or an appointed staff member (i. e. no self-imposed penalties). It is the responsibility of the ejected player to contact the Assistant Director and set up a meeting time! The period of any suspension will be determined by the Intramural Staff after hearing all parties involved. Minimum suspension for all ejections: one game.
4. Appeals on disciplinary rulings may be made in writing to the Associate Director of Recreation Services within 48 hours of the original discipline meeting. The Associate Director will determine in what fashion he/she will hear the appeal, in accordance with standard university policies.
5. Each manager is responsible for the conduct of the individual members of his or her team and spectators. The manager and/or team may be liable to suspension for the actions of his or her team and spectators. Please refer to the Sportsmanship Policy following these policies and procedures.
6. A game will be automatically stopped in the event that team members enter the playing field without the consent of the Intramural Sports staff. Penalties include: automatic forfeit, \$ 10 forfeit fee fine, an unacceptable sportsmanship rating, and a possible season ending sportsmanship rating.
7. The Intramural Staff may suspend play during a contest at any time due to unsportsmanlike events. When a contest is stopped due to the unsportsmanlike actions of one team, the contest will be recorded as a forfeit win for the opposing team. When a contest is stopped due to the unsportsmanlike actions of both teams, the contest will be recorded as a forfeit loss for both teams. Further disciplinary actions against individual(s) and/or the team(s) may result from the unsportsmanlike behavior.

SPORTSMANSHIP POLICY

The development and practice of good team sportsmanship is a priority for all Intramural Sports activities. The following rating system is intended to establish guidelines in which team behavior and attitude towards themselves and others are judged. This rating will include actions by team members and their fans before, during, and after all contests. The team manager is responsible for educating all team members and fans affiliated with their team about the sportsmanship rating system. In order to encourage acceptable conduct, Intramural Sports, staff (Supervisors, officials, scorekeepers, and/or administration) shall make decisions whether to warn, penalize or eject individuals/teams/spectators/organizations for poor sportsmanship. A yellow/red card will be displayed during contests to warn and/or eject individuals/teams/spectators/organizations. However, a yellow card is not required before a red card is displayed; and a red card is not required for a suspension/ejection to occur. **CARDS WILL NOT BE DISPLAYED FOLLOWING THE CONCLUSION OF A CONTEST. HOWEVER, UNACCEPTABLE BEHAVIOR WILL BE SANCTIONED ACCORDINGLY.**

The three different team ratings are: **Acceptable, Unacceptable, and Season Ending.**

THE RATING SYSTEM IS DESIGNED TO RATE TEAMS AND NOT INDIVIDUAL CONDUCT.

A team is responsible for the actions of the individual team members and spectators related to their team. The team manager's effort in assisting officials/staff to calm difficult situations and to restrain troubled teammates is the key to controlling team conduct. Intramural Sports Supervisors/officials and/or scorekeepers shall determine acceptable and unacceptable team ratings. Appeals for unacceptable ratings will not be accepted. The Intramural Sports Administrative staff will determine season ending ratings and reserve the right to review any rating.

ACCEPTABLE SPORTSMANSHIP RATING

1. Team members cooperate with and demonstrate good sportsmanship toward members of both teams, spectators, and all Intramural Sports staff.
2. Team captain (spokesperson) exhibits control over their team and spectators, converses reasonably and rationally with officials about rule interpretations/calls and cooperates by providing any information requested by any Intramural Sports staff.
3. Team members participate in the spirit and intent of the intramural game rules and policies.
4. Team members accept judgmental decisions made by the officials during the contest.
5. No red cards issued and/or no player/spectator ejections occur before, during, or after the contest. A team (players/spectators) does not receive three yellow cards.
6. Team respect shown for Intramural Sports equipment, Shenk Sports Complex facilities and equipment, and Robinson facilities and equipment.

UNACCEPTABLE SPORTSMANSHIP RATING (Any one of the following will lead to an unacceptable rating.)

1. Three or more yellow cards or technicals issued in any one contest towards one team (players/spectators).
2. Red cards issued and/or player/spectator ejections occur before, during, or after the intramural contest.
3. Technical fouls for unsportsmanlike conduct and/or multiple unsportsmanlike penalties given.
4. Players/spectators complain about officials' decisions and/or show dissension. Complaints may be voiced verbally or "non-verbally". Arguing between opposing teams/spectators may also lead to an unacceptable rating.
5. Team captain (spokesperson) does not control their team and spectators, converses in a dissenting manner with officials about rule interpretations/calls and does not cooperate or provide information requested by any Intramural Sports staff while performing their duties.
6. Team members do not meet eligibility requirements for participation within the program. See Intramural Policies and Procedures.
7. Team members are playing with participant(s) who are currently suspended from participating on their Intramural Sports team and/or program.
8. Team members leave the bench area and enter the field of play without the consent of the Intramural Sports staff while participating in an action that is not considered part of the normal course of play.
9. Public indecency or obscenity.
10. Individuals/teams playing after the consumption or suspicion of consumption of alcohol/drugs. If the contest has begun, player(s) will immediately be ejected from the contest.
11. Physical abuse by participant(s)/spectator(s) in the form of fighting and/or wrestling with an opponent and/or teammate before, during, or after an Intramural contest.
12. Any threatening behavior (verbal and/or nonverbal), taunting, or baiting to any Intramural Sports employee, participant, or spectator before, during, or after an Intramural contest.
13. Damage/destruction of facilities/equipment.
14. Any violation of the University of Kansas Code of Student Rights and Responsibilities.

CONSEQUENCES FOR UNACCEPTABLE RATING

1. Team is suspended until captain (spokesperson) meets with the Intramural Sports Director or designee. Captain (spokesperson) shall be held responsible to initiate the meeting in a timely manner to ensure availability of the Director (preferably several days before team is scheduled). Please call the Office of Recreation Services (864-3546) to schedule an appointment. Teams will forfeit any games scheduled on subsequent days prior to the meeting. During the meeting, the captain will be notified of the suspended status of their player(s).
2. Regardless of the length of the season, two unacceptable ratings will equal a season ending rating and the team will automatically be dropped from any further competition.

3. The eligibility of players from both teams may be reviewed. Violation of any eligibility rule will cause a contest to be automatically forfeited.

SEASON ENDING SPORTSMANSHIP RATING (Any one of the following will lead to a season ending rating.)

1. Team is uncooperative and out of control before, during, or after an intramural contest.
2. Team captain exhibits poor control over themselves, their team and/or their spectators.
3. Multiple red cards are given and/or multiple ejections occur.
4. Participants and/or spectators constantly complain to officials/supervisors. There is excessive argument with teammates/opposing team, officials/supervisors. Communication is verbally abusive.
5. Any threatening behavior (verbal and/or nonverbal to any Intramural Sports employee, participant, or spectator, before, during, or after an intramural contest.
6. Any physical contact with any Intramural Sports Employee.
7. Team falls to cooperate/comply with Intramural Sports/Recreation Services/University of Kansas officials while performing their duties; falsely represents or withholds any information requested.
8. Team(s) are unable to continue to play and game is stopped.

CONSEQUENCES FOR SEASON ENDING RATING

1. Team will automatically be dropped from any further competition in that particular sport.
2. The eligibility status of players from both teams will be reviewed. Violation of any eligibility rule will cause a contest to be automatically forfeited.

APPEAL OF A TEAM SPORTSMANSHIP RATING

Only a Season Ending rating can be appealed by the manager. A written appeal must be filed within 48 hours of the rating. During the appeal process, the burden of proof shifts from the Intramural Sports program to the manager/team. IT IS NOT A HEARING. The process is a review of the record of the incident(s) and reasons for the season ending behavior. Teams will remain dropped from any further competition during the appeal process. Acceptable reasons for an appeal are: new information concerning the contest becomes available; and/or the sanction is too severe for the offense. The appeal will be reviewed by the Associate Director and/or persons designated by the Associate Director. (Review of appeals during playoffs will be heard as soon as time permits. This does not guarantee that each appeal will be heard before the next playoff game.)

REWARDS FOR EXCELLENT SPORTSMANSHIP

During each team sport season, up to three teams will be recognized for their excellent sportsmanship! These teams will be noted on the final standings of their particular sport and will receive a free entry fee for the next sport they participate in. Although good Sportsmanship is expected in the Intramural Sports program, we encourage every team to attempt to reach the level of being recognized as an asset to the program by providing a model of leadership for other teams in the program.

APPENDIX F
KANSAS STATE UNIVERSITY
SPORTSMANSHIP POLICY

Kansas State University
Intramural Sports
Sportsmanship

Sportsmanship is vital to the conduct of every Intramural contest. In order to encourage proper conduct during games, officials, administrative personnel and supervisors shall make decisions on whether to warn, penalize or eject players or teams for poor sportsmanship. *These decisions are final.* The Intramural Directors and/or the Rules and Protest Committee will rule on further penalties as a result of unsportsmanlike conduct.

The following may be considered as evidence of unsportsmanlike conduct: profanity; unnecessary delay of the game; striking or shoving an opponent; arguing with officials concerning decisions (discussion is allowed as long as it is done in a mature manner by the team captain); derogatory and abusive remarks toward an opponent or official; touching an official; any action the intent of which is to physically injure an opponent or official; any action which may potentially cause equipment or facility damage or any action which shows disregard for the rules or policies of the intramural program.

Each student participating on a team should choose his or her team members carefully, as all team members will suffer the consequences of any disciplinary action taken by Recreational Services against that team for violation of the intramural rules.

A team captain/manager is responsible for actions by an individual member of the team or for spectators directly related to the team. The conduct of the players and the spectators before and after the game is just as important as the conduct during the game. An organization will be held responsible for its conduct at these times as well as during the game.

Unsportsmanlike Conduct & Ejection Policy: If an intramural participant or spectator is ejected from any activity, he/she is immediately ineligible for further competition in any intramural activity until he/she is cleared by the intramural assistant director (or his/her designee).

It is the participant's responsibility to schedule an appointment with the intramural assistant director to review his/her behavior and subsequent eligibility in any intramural activity. Penalties are effective after the meeting with the assistant director or his/her designee (i.e., no self-imposed penalties).

Individual: Ejection from a contest for verbal abuse or harassment, threatening an opponent or official, touching an official or shoving or striking an opponent will result in penalties against the individual(s) involved. These range from the minimum of the Basic Unsportsmanlike Penalty to suspension from all intramural activities for one full calendar year depending on the severity of the unsportsmanlike action.

Team: Team involvement in unsportsmanlike conduct may result in a minimum of probation for that team, up to removal from the Intramural schedule. (See Team Suspension below.)

The number one priority in intramural play is good conduct and sportsmanship. When taunting and baiting are allowed to take place, sportsmanship takes a backseat. Examples include, but are not limited to, harassing, heckling, badgering, or teasing to engender ill will, or mocking or challenging in an insulting manner. Any demonstration of taunting or baiting during intramural activities will be penalized.

Intramural Probation:

Individual: The individual may continue his/her participation in that sports season with the full understanding that any further reports of unsportsmanlike conduct will result in stricter penalties, i.e., suspension.

Team: Intramural probation places a team on probationary status. Any further unsportsmanlike conduct will result in suspension from any further intramural participation. This also applies to teams not in attendance at Captains'/ Managers' Meetings or Soccer Captains' Meeting.

Intramural Suspension:

Individual: The individual may not participate in any intramural activity, whether it be a team sport, meet sport or an individual sport. Any action taken against an individual does not preclude the right to take action against the organization the individual represents for the same incident(s) of unsportsmanlike conduct.

Team: Suspension from intramural activities prohibits the suspended organization from participating in any team or meet sports or being represented in individual sports during the period of intramural suspension.

The term of probation or suspension for individuals and teams may be set for a particular sport, semester, year or an indefinite period.

Basic Unsportsmanlike Penalty:

Any participant ejected from a contest will not be allowed to participate in his/her team's succeeding contest. The individual will then be placed on intramural probation. This is a minimum penalty.

(Other penalties may be applied.)

APPENDIX G
UNIVERSITY OF NEBRASKA
SPORTSMANSHIP, TEAM, & PLAYER CONDUCT POLICY

University of Nebraska
Office of Campus Recreation

Sportsmanship, Team, & Player Conduct

Spirit of Competition

Modern team sport activities find their origin in the basic human need for play. Winning and losing are mere outcomes of this play spirit. Abusive language, poor attitude, and manipulation of the rules to further winning are NOT just 'part of the game'. What is 'part of the game' is the simple satisfaction of playing and the interdependence of teamwork, improving fitness, and enhancing friendships. Without your opponent, you have no game, no contest, and absolutely no fun. You are indebted to your opponent as they are indebted to you. In a fundamental way, then, competing against an opponent is based on cooperation. Upholding high standards of integrity and fair play acknowledges this idea of cooperative competition. An intentional violation of the rules, no matter how small, is cheating and a direct offense against these principles. The goal of the NU Intramural Sports Program is to promote lifetime skills through the venue of sports that offer meaning beyond that of a win or a loss, the memory of which quickly fades. All players are expected to play within the context of the NU Intramural Sports Program's Spirit of Competition.

Team Sportsmanship Rating System

The development of team and individual sportsmanship is of fundamental importance in all intramural sports activities. The Sportsmanship Rating System is intended to be an objective scale by which teams' attitude and behavior can be assessed throughout the intramural sports league and playoff seasons. Behavior before, during, and after an intramural sport contest is included in the rating. The team manager is responsible for education and informing all players and spectators affiliated with his/her team about the system. To encourage acceptable conduct before, during, and after intramural sports contests, officials and/or supervisors shall make decisions whether to warn, penalize, or eject persons for poor sportsmanship.

Team ratings are: ACCEPTABLE UNACCEPTABLE SEASON ENDING

A team is responsible for the actions of the individual team members and spectators related to it. The team manager's efforts in assisting officials/staff to calm difficult situations and to restrain troubled teammates are key to controlling team conduct. Intramural sports officials and/or staff assistants shall determine acceptable and unacceptable team ratings. Appeals for unacceptable ratings will not be recognized. The Intramural Sports Assistant Director and/or Coordinator will determine season ending ratings. The Intramural Sports Program staff also reserve the right to review any rating given to a team. Regardless of the division or league, teams displaying good sportsmanship and receiving an acceptable rating throughout the league and playoff seasons will be eligible for complimentary awards and discounts.

1. Acceptable Sportsmanship Rating Behavior

1. Team members cooperate with and demonstrate good sportsmanship toward members of both teams, spectators, and all IM staff and officials.
2. Team captain exhibits control over his/her team and spectators, converses reasonably and rationally with officials about rule interpretations/calls, and cooperates by providing any information requested by an IM official/staff.
3. Team members participate in the spirit and intent of the intramural sport game rules and/or program policies. Team members accept judgment decisions made by the officials during the contest.
4. Respect is shown for NU Campus Recreation facilities and equipment.

2. Unacceptable Sportsmanship Rating will be given as a result of the following:

1. Any player that is ejected for unsportsmanlike conduct.
2. Any technical fouls for unsportsmanlike conduct and/or multiple unsportsmanlike penalties given.
3. Participants/Spectators who continually complained about officials' decisions and displayed dissent. Complaints include both verbal and nonverbal behavior. Excessive arguing between opposing teams/spectators might also lead to an unacceptable rating.
4. Team captain (spokesperson) exhibited little control over his/her team and spectators, conversed in a dissenting manner with officials about rule interpretations/calls and did not cooperate. Did not provide information requested by any intramural sports official/staff while performing duties.
5. Team members did not meet eligibility requirements for participation in the NU Intramural Sports Program. See IM Articles of Eligibility in OCR Guidebook.
6. Team members played with participants who were on the outstanding ejection list or had been suspended from participation in the Intramural Sports Program.
7. Public indecency, vulgarity, or obscenity.
8. Individuals/teams played after the consumption of alcohol/drugs. If the contest has begun when this is discovered, the player(s) will be immediately removed from the facility, and the contest will be forfeited to the opponent.
9. Physical abuse by participants/spectators in the form of fighting and/wrestling with an opponent and/or teammate which occurred before, during, or after an Intramural Sports contest.
10. Any threatening behavior (verbal and/or nonverbal) to any NU Intramural Sports or Campus Recreation employee, participant, or spectator which occurred before, during, or after an Intramural Sports contest.
11. Damage to or destruction of any NU or NU Campus Recreation facilities or equipment.
12. Any violation of the NU Student Code of Conduct.

3. Consequences of Unacceptable Rating

1. Team is suspended until the captain/manager meets with the Assistant Director or Coordinator for Intramural Sports. It is the captain's responsibility to call (472-3467) and schedule a meeting with the Assistant Director or Coordinator for Intramural Sports. A team is ineligible for any intramural sport competition until this meeting occurs.
2. Regardless of the length of the season or tournament, two unacceptable ratings will be equivalent to a season ending rating, and the team will automatically be dropped from further competition.

4. Season Ending Sportsmanship Rating Behavior

1. Team was uncooperative and out of control before, during, or after intramural sports contest(s).
2. Team captain (spokesperson) exhibited poor control over self, the team, and/or the spectators.
3. Multiple ejections or blatant unsportsmanlike conduct that endangered participants, fans, officials, or supervisors occurred.
4. Team failed to cooperate/comply with intramural sports administrative staff/University officials while performing their duties; falsely represented or withheld any requested information.
5. A team received a second unacceptable rating in the same sport or activity.
6. A season ending sportsmanship rating can not be appealed or protested.
7. Teams were unable to continue play and the contest was stopped before its scheduled conclusion.
8. Teams receiving an unacceptable sportsmanship rating in a weekend tournament will be eliminated from further competition regardless of the contest's outcome.

5. Consequences of a Season Ending Sportsmanship Rating

1. Team will be automatically dropped from any further intramural sports competition.
2. Future eligibility in the NU Intramural Sports Program of all team players will be reviewed.

Individual Player Conduct

If an NU Intramural Sports Program participant is ejected from any intramural sport contest, s/he will immediately be ineligible from further access to and competition in any intramural sports activity and other Campus Recreation programs and facilities until s/he has met with the Assistant Director for Intramural Sports or his/her designee. Player suspensions will be effective after the meeting with the Assistant Director or his/her designee (i.e., no self-imposed or conduct decision or suspensions are permitted). It is the participant's responsibility to schedule an appointment with the Assistant Director or his/her designee to review the player's behavior and subsequent eligibility in the NU Intramural Sports Program. Failure to schedule a meeting will result in the incident being forwarded to NU Student Judicial Affairs. Any participant who commits, incites, or aids others in committing any of the following acts of misconduct shall be subject to disciplinary procedures:

1. Player or spectator hits, strikes, or pushes an NU Campus Recreation employee--indefinite suspension. Player may petition for reinstatement to the Assistant Director for Intramural Sports after a minimum of one calendar year.
2. Hitting or striking another player or spectator--indefinite suspension; minimum six months.
3. Threatening behavior (verbal or physical) before, during, or after a contest toward a Campus Recreation employee (student or professional)--indefinite suspension; minimum one month.
4. Threatening behavior (verbal or physical) before, during, or after a contest toward another player or spectator--indefinite suspension; minimum one month.
5. Verbally abusing an official or any other Campus Recreation employee--indefinite suspension; minimum one week.
6. Verbally abusing an opponent or teammate--indefinite suspension; minimum one week.
7. Action(s), which could potentially cause equipment or facility damage and/or personal injury--indefinite suspension; minimum one week.
8. Team players and managers are expected to be cooperative and honest when asked for assistance in identifying teammates or opponents who may be involved in incidents. Failure to do so may result in a team and/or individual penalty including game or season forfeiture.
9. Failure to cooperate with NU or Campus Recreation staff (i.e., giving name, completing forms, etc.) after ejection--minimum 2 weeks and game forfeiture.
10. Any person entering/using NU Campus Recreation facility illegally, using an assumed name, or using an NU photo I.D. illegally will be declared ineligible for all Campus Recreation programs and/or facilities for at least 7 days (University holidays and breaks will not count toward suspension).
11. Illegally playing for more than one team--player ineligible for the remainder of that activity and each team forfeits all games in which the illegal player participated (forfeit fees lost accordingly).
12. Personal conduct situations not covered herein will be handled in an appropriate manner by the Assistant Director for Intramural Sports or his/her designee.

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APPENDIX H
OKLAHOMA STATE UNIVERSITY
SPORTSMANSHIP POLICY

OKLAHOMA STATE UNIVERSITY
INTRAMURAL SPORTS DEPARTMENT 1999-2000
SPORTSMANSHIP RATING POLICY

- I. In order for a team to qualify for playoffs (post season tournaments) each team must have:
 - A. A 3.0 sportsmanship rating average at the conclusion of regular season contests.
 - B. Not forfeited out of regular season (2 forfeits; conceding 2 games is same as 2 forfeits).
- II. General description of each rating and the behavior that is expected of all participants, spectators, and bench personnel (including the coach):
 - 4 Rating: Excellent Conduct and Sportsmanship: Players fully cooperate with all officials and other team members. The captain calmly converses with the officials about rule interpretations and calls. The captain has full control of their teammates, fans and bench throughout the contest.
 - 3 Rating: Average Conduct and Sportsmanship: Team members verbally complain about some decisions made by the officials and/or show minor dissension which merits a yellow card. Teams receiving one (1) yellow card shall receive no higher than a "3" rating.
 - 2 Rating: Below Average Conduct and Sportsmanship: Team members show verbal dissent (yelling once, questioning constantly, etc.) towards officials and/or opposing team members from the playing field or bench which merits a yellow card. The team captain exhibits minor control over the teammates but is still in control of him/her self. A team that receives more than one yellow card will receive no higher than a "2" rating (teams receiving more than one yellow card will have 5 points deducted from their total points earned).
 - 1 Rating: Poor Conduct and Sportsmanship: Teams constantly comment to the officials and/or opposing team from the field and/or sidelines. The team captain exhibits little control over teammates or themselves. A team which receives one (1) red card will not receive higher than a "1" rating (teams that receive one red card will have 10 points deducted from their total points earned).
 - O Rating: Totally Unacceptable Conduct and Sportsmanship: The team is completely uncooperative. Captain has no control over teammates or themselves. Any team causing a game to be forfeited, other than by not showing up to play, or receives more than one red card shall receive a "0" rating (teams that receive a 0 rating will have 15 points minimum deducted from their total points earned).
- III. A team that receives a "0" rating must have their captain meet with the Graduate Assistant to determine the eligibility status of their team. The team will not be

allowed to play and will forfeit each contest until they meet with the Graduate Assistant overseeing that sport.

- IV. Each team, in each game, will be given a sportsmanship rating by the officials who are on the game and the intramural supervisor on duty. In order to be eligible for playoffs your team must maintain a 3.0 sportsmanship rating average throughout regular season. If your team does not maintain the necessary 3.0, your team will not be eligible for playoffs regardless of your record/standings.
 - A. Forfeit Guidelines: For each forfeit received because the other team failed to show, an automatic 4 rating will be assessed. There will be no rating given to the team that forfeits and therefore the total number of games will be reduced for each forfeited game (example: Team A forfeits 1 game and should have played a total of 5. This team will only be counted as playing 4 games).
 - B. All rain-out games not made up will be counted as played, and all teams will receive a 4 rating for those games.
 - C. Conceding a contest is actually forfeiting without having to pay, therefore all forfeit guidelines will be enforced for any conceded game.
- V. A player will not be eligible to participate in his/her team's next contest for the following:
 - A. Receiving a Red Card.
 - B. Receiving 2 Yellow Cards in the same contest
 - C. Receiving 2 Yellow Cards during one year (August 1999 thru August 2000)
- VI. Any player with any of the above will be ineligible for at least one contest and must set up a meeting with the Graduate Assistant to determine their eligibility status. Any player playing in any contest that is ineligible will cause that contest to be forfeited. Teams playing in playoffs will meet the following criteria:
 - A. If a team receives a "0" rating they will be eliminated from the playoffs immediately.
 - B. If a team receives a "1" rating, they must come to the IM office the following day to discuss the rating and a decision will be rendered at that time whether or not to allow the team to continue in playoffs. If they are able to continue to play, the team must receive no lower than a "3" rating in all remaining contests.
 - C. Any player ejected from any contest during playoffs will be ineligible for the remainder of all playoff games (even if they are playing on two teams they are not eligible to play for either team).
- VII. The following formula is used to calculate all sportsmanship rating averages. Total ratings from all contests divided by the total number of games played.

Example 1: Team A gets the following ratings for all the contests they play: 4, 3, 3, 4,

4. Team A has played 5 games therefore: $18 \div 5 = 3.6$

Team A is eligible for playoffs.

Example 2: Team B receives the following sportsmanship ratings: 2, 2, 3, 3, 4 and

they have also played 5 games therefore: $14 \div 5 = 2.8$

Team B is NOT eligible for playoffs.

APPENDIX I
UNIVERSITY OF TEXAS
HONOR CODE & SPORTSMANSHIP POLICY

University of Texas

Intramurals Policies and Procedures

Part 11: Regulations for All Intramural Sports

A. Honor Code

1. All individuals and organizations participating in Intramural Sports shall be expected to comply with the spirit as well as the letter of the rules.
2. Charges of alleged violations of the Honor Code shall be submitted to the Director or his or her delegate who shall refer such charges to the Intramural Sports Council for action.
3. The burden of proving each allegation rests with the individual or group making the charge and all evidence must be presented in writing to the Director or his or her delegate. If an alleged violator is found guilty, the Council shall determine a penalty.
4. The Intramural Staff reserves the right to move a Class B or "recreational team" or individual up to the Class A or competitive playoff bracket if it is determined that the team or individual is of higher caliber than Class B or recreational competition.
5. Abuse of Intramural officials, in any form, shall not be condoned. All violations of this code shall result in individual or team suspension or referral to the Dean of Students.
6. Ignorance of the rules is not an excuse for any violations that may occur.

D. Sportsmanship Policy

1. Part of the philosophy of the Division of Recreational Sports is to ensure that good sportsmanship is part of every Intramural contest. In order to improve sportsmanlike behavior, the Intramural Sports Program has adopted a sportsmanship code of ethics. The code will be strictly enforced by the Intramural Staff - program assistants, supervisors and officials. It is the responsibility of each player to do everything possible to make certain that the game atmosphere is friendly and good-natured. The following rules of sportsmanship will be enforced:
2. **No player, coach, or team follower shall:**
 - A. Use foul or derogatory language, threaten, or verbally abuse any other participant or Intramural employee before, during or after the game. This includes trash talk.
 - B. Participate in a game for which he/she is ineligible.
 - C. Argue or talk back to the game official. Only the captain may address the official in a courteous manner concerning the interpretation of a rule.
 - D. Intentionally strike, push or trip another player.
 - E. Mistreat the facility, equipment or supplies of The University of Texas.

3. Yellow/Red Card System: A yellow/red card system will be used to enforce the sportsmanship policy. Individuals will be issued a yellow card as a warning. Two yellow cards will result in a red card and subsequent ejection. Red cards may be issued without yellow warning cards in specific situations.

Sports Specific Examples:

Soccer, Softball, Volleyball Yellow Card = Warning Red Card = Ejection

Basketball Technical Foul = Warning 2nd Technical = Ejection

Football Unsportsmanlike Conduct = Warning 2nd Penalty = Ejection

4. Ejections

A. Any player, coach or team follower receiving a red card/ejection must meet with the Assistant Director before participating in the next Intramural contest. Penalties for red card/ejection include suspension and/or probation for a period of one game to extend to an entire academic year.

When a player is suspended from Intramurals he or she may appeal.

However, the player(s) under question is suspended from participating in all Intramural activities while awaiting the outcome of his/her appeal.

B. Team captains are responsible for the conduct of their players, sidelines and spectators. Team captains who cannot control their sidelines and/or spectators will be issued a warning (yellow card, technical foul, unsportsmanlike penalty) and subsequent red card (ejection) if necessary.

C. In the case of extreme misconduct, additional penalties may be imposed by the Assistant Directors. Penalties for any suspension may be appealed to the Intramural Sports Council.

5. Sportsmanship Ratings

A. Ratings are given to teams after each contest by supervisors and officials. These ratings reflect behavior before, during and after the contest.

B. In order for a team to qualify for post season playoffs, it must have a "B" average in sportsmanship during regular season round robin play.

C. Sportsmanship ratings will be based on the following criteria:

1. A = Excellent conduct and sportsmanship. Players cooperate with officials and team members. The captain calmly converses with officials and has full control of his/her team.
2. B = Good conduct and sportsmanship. Team members verbally complain about officials and show minor dissension, which may or may not merit a yellow card. Teams that receive one yellow card will receive no higher than a B rating.
3. C = Average conduct and sportsmanship. Team shows verbal dissent towards officials or opposing team, which may or may not merit a yellow card. Captain exhibits minor control over his/her

team. Teams receiving multiple yellow cards or one red card will receive no higher than a C rating.

4. D = Below average conduct and sportsmanship. Team constantly comments dissension/trash talk to officials or opposing team. Team captain has little control over his/her team or self A team receiving multiple red cards will receive no higher than a D rating.

5. F = Poor conduct and sportsmanship. Team is completely uncooperative. Captain has no control over self or the team.

Examples of behavior warranting an F rating are as follows:

a. A team has been warned about unnecessary roughness that jeopardizes the safety of participants.

b. A player or spectator clearly associated with a team shouts obscenities, gestures, or commits other threatening actions that could endanger the safety of any official, supervisor or program assistant.

c. Any game where the following occur: three technical fouls on one basketball team; three unsportsmanlike conduct penalties on one football team; three ejections in softball, volleyball or soccer for unsportsmanlike behavior. (When these occur the game shall end.)

d. Any team receiving an F rating during the regular season will be declared ineligible for post-season tournament play. These teams have the option of appealing their eligibility to the Intramural Sports Council.

6. Special Contest Situations:

A. A team winning by default will receive an A rating. A team losing by default will receive a B rating.

B. Special sportsmanship policies exist for playoffs. Teams must receive a C or higher rating in order to continue. Other conditions will be posted with the brackets.

C. This policy also applies to single and double elimination weekend tournaments (i.e. 3-Pitch Softball, Holiday Basketball, Texas Cup Soccer).

D. Teams must receive a C or higher rating. Any team rated D or F will be removed from the tournament. Teams have until 12 noon the next day, or one hour prior to the next contest - whichever comes first - to appeal the rating. All decisions made by the staff member on site regarding weekend tournaments are final.

7. Assumed Names

A. The use of an assumed name in any manner in the Intramural Program shall constitute a violation.

B. Should a player use an assumed name or be guilty of a fraudulent act, he or she shall be disqualified from participating in Intramurals for a period of up to one year. In addition, the team using such a player shall be disqualified from that sport pending a hearing with the Intramural Sports Council.

APPENDIX J
TEXAS A&M UNIVERSITY
SUSPENSION & RULES OF CONDUCT POLICY

Texas A&M University – Rec Sports

Intramural Rules and Regulations

Article IV. Suspensions and Rules of Conduct

Section 1. Rules of Personal Conduct.

A. Any person who commits, attempts to commit, incites or aids others in committing any of the following acts of misconduct shall be subject to disciplinary procedures by Rec Sports. Team captains, team managers, or coaches are responsible for the conduct of their players, and therefore are subject to the same disciplinary actions as their players.

B. Minimum disciplinary action for a contestant playing on more than one team is suspension in the division where the violation occurs for the remainder of the sport.

C. Any illegal substitute in dual sports will be indefinitely suspended pending an interview with the staff member in charge of the sport. An illegal substitution will result in the loss of all entry points and participation points earned in the tournament by the substitutes as well as the individual for whom the substitute is made.

D. If a player is ejected from a game, he/she is suspended indefinitely from all Intramural competition, effective immediately, pending an interview with the staff member who shall determine the length of the suspension period.

The following suspensions carry the noted disciplinary action:

1. Player verbally abuses an official or participant-minimum of one game.
2. Threatening behavior (verbal or physical) toward a player or spectator-minimum of one month.
3. Player or spectator makes physical contact in a threatening manner (battery) toward another player or spectator-minimum of three months.
4. Threatening behavior (verbal or physical) toward an official-minimum of six months.
5. Player or spectator makes physical contact in a threatening manner (battery) toward an official-minimum of one year.

E. The jurisdiction of supervisors and game officials continues throughout an individual's presence in recreational sports facilities. All players and spectators alike should be aware that they must abide by Texas A&M student rules of conduct at all times.

F. An organization or individual, for good reason not covered previously in Article IV, may be suspended from Intramural competition by the staff member in charge of that sport.

Section 2. Use of an Assumed Name or other Fraudulent Acts

A. The use of an assumed name in any manner in the Intramural program shall constitute a violation of the rules.

B. Fraudulent acts shall be defined as misrepresentation of a score or playing while ineligible or under suspension.

C. Should a participant, team captain or team manager be guilty of or responsible for the use of an assumed name or a fraudulent act, he/she will be disqualified from all Intramural activities pending an interview with the individual in charge of that sport who shall determine the length of the suspension period (minimum six months). The team for which he/she played may be dropped from further competition in that sport.

APPENDIX K
TEXAS TECH UNIVERSITY
REINSTATEMENT PROCEDURES

Texas Tech University Policies and Regulations

Reinstatement Procedures

Contest participants, who choose to follow unsportsmanlike practices during a contest, whether directed toward an opponent or an official, may be ejected from that contest. The ejection may be administered by a contest official, a contest supervisor, or a member of the Intramural staff. Examples of unsportsmanlike conduct which will result in ejection include swearing, excessive technical fouls, flagrant actions toward an opponent, flagrant actions toward an official, and fighting or inciting a fight.

A participant ejected from contest due to unsportsmanlike conduct shall be suspended from all Intramural activities pending official reinstatement. The guidelines which apply to reinstatement are as follows:

1. Ejections due to unsportsmanlike conduct shall automatically impose upon a player, a one game suspension in that sport.
2. The period of suspension beyond the minimum for each person who is suspended from intramural's shall be determined by the Recreational Sports Staff. *No individual will be reinstated prior to a personal visit with the staff member in charge of the particular sport in their office, 8:00 A.M. -5:00 P.M. in room 202, SRC.*
3. Appeals shall be considered by the Intramural Advisory and Protest Council during regularly scheduled meetings or as needed. Appeals must be submitted in writing within one week after notification of a decision to the Associate **Director of Recreational Sports**. Appellate jurisdiction rests solely with the council. The above process might be adjusted during playoffs.

APPENDIX L
SPORT SUMMARY FORM

SPORT SUMMARY

Sport: _____ Semester: _____

Entries Opened: _____ Entries Closed: _____

Play Began: _____ Play Ended: _____

TEAM NUMBERS**Men's Teams Entered**

A _____

B _____

C _____

Women's Teams Entered

A _____

B _____

Co-Rec Teams Entered

A _____

B _____

**Men's Participants
Entered**

A _____

B _____

C _____

**Women's Participants
Entered**

A _____

B _____

**Co-Rec Participants
Entered**

A _____

B _____

Men's Forfeits

A _____

B _____

C _____

Women's Forfeits

A _____

B _____

Co-Rec Teams Entered

A _____

B _____

Men's Games Played

A _____

B _____

C _____

Women's Games Played

A _____

B _____

Co-Rec Games Played

A _____

B _____

Men's Participations

A _____

B _____

C _____

Women's Participations

A _____

B _____

Co-Rec Participations

A _____

B _____

EJECTION TOTALSMale Participants Ejected

League:

	Physical	Verbal	Policy
Men's A	_____	_____	_____
Men's B	_____	_____	_____
Men's C	_____	_____	_____
Co-Rec A	_____	_____	_____
Co-Rec B	_____	_____	_____

Female Participants Ejected

League:

	Physical	Verbal	Policy
Women's A	_____	_____	_____
Women's B	_____	_____	_____
Co-Rec A	_____	_____	_____
Co-Rec B	_____	_____	_____

COMMENTS/CONCERNS

Tournament Format:

Scheduling Issues:

Rules:

Equipment:

Finances:

VITA

Scott Lincoln Schuttenberg
Candidate for the Degree of
Master of Science

Thesis: AN ANALYSIS OF INTRAMURAL PARTICIPANT EJECTIONS IN BIG 12
CONFERENCE INSTITUTIONS

Major Field: Health, Physical Education, and Leisure Studies

Biographical:

Personal Data: Born in Scranton, Pennsylvania, On September 30, 1974, the son of Mr. and Mrs. Sheldon Schuttenberg and husband to Barbara Schuttenberg.

Education: Graduated from Fairview High School, Boulder, Colorado in May 1992; received Bachelor of Science Degree with a major in Recreation from the University of Northern Colorado, Greeley, Colorado in August 1998. Completed the requirements for the Masters of Science Degree with a major in Health, Physical Education, and Leisure Studies at Oklahoma State University in July 2000.

Experience: Assistant Track and Field coach at University High School in Greeley, Colorado (1993-1995); Intramural Sports Official at the University of Northern Colorado (1997-1998); Undergraduate Lead Supervisor and Intramural Assistant at the University of Northern Colorado (1997 – 1998); Interim Director of Sports and Athletics at the Louisville Recreation Center, Louisville, Colorado (Internship 1998); Graduate Assistant in Intramural Sports at Oklahoma State University (1998-2000); Coordinator of Intramural Sports at the University of South Carolina (2000-Present).

Professional Membership(s): Certified Recreational Sports Specialist (CRSS) and member of the National Intramural Recreational Sports Association (NIRSA).