

IDENTIFYING SKILLS, TRAITS, AND CHARACTERISTICS  
OF SUCCESSFUL ATHLETES, COACHES, AND PARENTS

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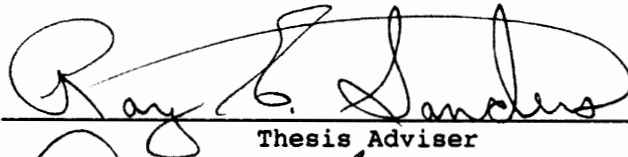
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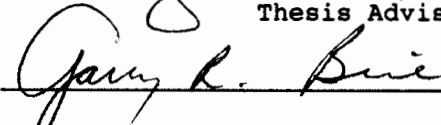
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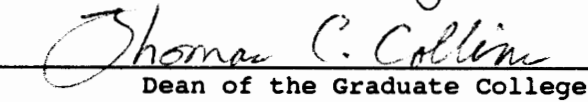
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**DECEMBER, 1993**

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## CHAPTER I

### INTRODUCTION

The public has been exposed to stories about the problems with adolescents. The storylines have transcended most socio-economic barriers and focused on the apathetic, unmotivated, substance-abusing, and often violent youth of today. The media's almost constant conclusion indicted modern bureaucracies as the culprit. School boards, teachers, and the government were identified as causes of all our social problems that surfaced in the actions of our children. Historians like Froude (1875) told us "in schools and colleges, in fleet and army, discipline means success, and anarchy means ruin" (p. 381).

In the past 30 years, increasing numbers of teenagers turned to violence as a means of venting frustration. The Centers for Disease Control (Mackenzie, 1992) reported that one student in 20 carried a gun and the National Crime Survey documented that "almost three million crimes occur in or near U. S. schools every year--one every 10 seconds" (p. 30). Truancy, drug abuse, and declining test scores were symptoms of a social phenomenon that continued to spread like an unchecked virus. The result of the children's increasing level of frustration and diminishing self-esteem caused parents in many cases to seek resolution by neglect or abuse. Either way, the adult's actions added "fuel to the fire" and reinforced the

weaknesses in society.

The parent-child relationship, as it evolved through the ages, had been eroded by society. Society's war over the family had one faction that choose freedom from family obligations and the alleged resilience of children in the face of instability at home (Leo, 1992). Television shows like "Roseanne," "The Simpsons," and "Married With Children" portrayed the family in a damaging, sarcastic manner. Economic issues, including two working parents, forced adults to sacrifice family needs for necessary, sometimes indulgent, income. Moral issues were belabored by the media and politicians to a point that each side of a controversy included common elements and weakened beliefs. Barr (1992), Attorney General of the United States, said in a speech:

It is mainly through family life and the parent-child relationship that young people are socialized and their moral character are [sic] formed. As the family is weakened, so is our ability to transmit values to the next generation (p. 732).

In many communities, educational systems and teachers were expected to assume the child rearing role of the parents.

Families were viewed as the key to society's health. The parent-child relationship was the element in a family that needed to be strong and dynamic. If the child and the parent interacted in a positive and respectful manner, that model served them well as they met the challenges society posed each and every day. Astone (1991) wrote that parents who communicated their aspirations to their children and spent time each week talking to their kids, found they had direct, positive effect on the academic success of their

children. Adult leadership in each family proved to be one factor that promoted good citizenship and, it was assumed, a better society.

Adult family leaders who didn't recognize the need for improved parenting skills were at a disadvantage. Most households were comprised of a single-parent or two working parents with kids that were exposed to conditions that jeopardized the family foundation. Lack of self-discipline, motivation, unstable educational systems, and individual's learned need for self-indulgence and immediate gratification forced parents to alter their role in child rearing. The result was less time spent at home for each member of the family, less time spent together, parenting time neglected because of financial needs and/or wants, and children who sought recognition from sources outside school and neighborhood fences. The final statistics cited children distracted from the fundamental learning that diminished their problem solving skills and self-worth so vital to their chances for success in life.

Researchers as well as clinicians have long valued the potential for parent training to ameliorate or prevent child behavior problems (Roberts & Peterson, 1984). It was generally known most parents had an innate sense to see their children succeed in life. Many parents understood that children deserved their parenting time and energy. They also realized that their upbringing, beliefs, and society's demands impeded their ability to fulfill the role. Most agreed that any tool that improved their parenting skills and enhanced the potential of their children to

succeed was beneficial. Tebes, Grady, and Snow (1989) said that trained parents facilitated decision-making skill development in their children and in turn, fostered independent thinking and responsible behavior on the part of their kids.

Adults should have been exposed to various forms of parenting education. Joe Smela, professional counselor for Southwestern Bell in Oklahoma City, stated in an interview that female adults sought knowledge about the family, but males resisted because of the assumed implications. The relationship of the macho father and his love for sports created a bridge to eliminate this social stigma. Relating sports and coaching skills to parenting allowed the barrier to be removed. Smith (1983) wrote that children who played for trained coaches (parents) showed increases in general self-esteem. Children were sensitive to variations in the coaches' use of encouragement, punishment, and technical instruction. With coaching and parenting interrelated, parents of both sexes had an interest and philosophical justification that rationalized their effort with a tangible rewarded targeted. This type of adult education would benefit individual family members immensely and if just one household increased their strength, the task was productive.

#### Statement of the Problem

Adults who ignore, neglect, or misunderstand good parenting skills have raised an increasing percentage of children ill-prepared to compete successfully in the world.

### Purpose of the Study

The purpose of the study was to identify skills, traits, and characteristics of successful athletes, coaches, and parents that prepared individuals for success in life.

### Need for the Study

The results of this study are needed by adults who can benefit from an educational program to improve their parenting skills. The elements of coaching and parenting that comprised this survey will help each family leader, male or female, increase their efficiency and responsiveness in managing the parent-child relationship.

Most parents have recognized the need for consistent, fair, and firm family leadership. Those parents who cared wanted successful children. The desire to motivate, educate, train, or have their kids baby sat for prolonged periods of time was evidenced by the millions of dollars spent on non-school experiences such as camps, seminars, sports leagues, and recreation. The Guide to Accredited Camps (1991) reported that there were over 8,500 day and resident camps nationwide. At Oklahoma State, thousands of children attended sports camps in 1992 and their parents paid tuition as high as \$1,000 a week.

It was evident to the owners in the summer sports camp industry that some of those resources needed to be allocated to adults to improve their family leadership abilities. Luterman (1973) had suggested some of the parents energy and resources should

be devoted to educating themselves in order to foster a home environment which was most conducive to the child's development. Some of those discretionary dollars spent on the parents would have gone a long way in strengthening the family unit and helped them maximize their children's potential.

This research identified the skills, traits, and characteristics of successful athletes, coaches, and parents that can be adapted into an outline of a parenting plan for adults. Competitive sports provided immediate feedback for its participants and the results, success or failure, often occurred in relation to the mental, physical, and emotional preparedness of each coach and athlete. The consequences of each action were inescapable and the games taught perseverance itself was a great asset. The lessons learned were invaluable and the coach was a primary figure in directing, instructing, motivating, and challenging the players. Their skills can be used by adults to improve parenting ability and in turn, children became the direct benefactors of a trained parent.

Cross (1981, p. 2) stated "adult education is the process of providing organized learning opportunities to adults." This survey's results gave the adult educator the most important elements a parent should voluntarily study in a subject area that should be their highest priority: strengthening the family. The need was real, the incentive was tremendous, the importance was not overstated, and the facts were compiled so each adult educator would know the most important skills that their students needed to understand to raise successful children.



## Objectives

Objectives needed to accomplish the purpose of this study were:

1. To have parents identify and rank the five most important skills needed by adults to raise successful children.
2. To have parents identify and rank the five most important skills neglected by adults that prevented them from raising successful children.
3. To have coaches and athletes identify and rank the five most important skills needed by coaches to prepare championship teams and athletes.
4. To have coaches and athletes identify and rank the five most important skills neglected by coaches that prevented preparation of championship teams and athletes.
5. To have parents identify and rank the five most important personal traits a child must possess to be successful in life.
6. To have parents identify and rank the five most important personal traits that were lacking most often in problem children.
7. To have coaches and athletes identify and rank the five most important personal traits an athlete must possess to compete at the championship level.
8. To have coaches and athletes identify and rank the five most important personal traits that were lacking most often in the problem or unsuccessful athlete.
9. To have parents identify how and when the best teaching took place between parent and child.

10. To have coaches and athletes identify how and when the best coaching took place between coach and athlete.

#### Assumptions

The following assumptions were made:

1. The respondents understood all questions that were asked and gave honest responses to all questions.
2. Adequate research existed to compare expert's findings with this study's data with respect to parenting skills.
3. Adequate research existed to compare expert's findings with this study's data with respect to coaching skills.

#### Scope and Limitations

For the purpose of this study, the following scope and limitations were recognized by the investigator:

1. Socio-economic skewness may have existed with respect to the parent survey due to the populations sampled.
2. The parents and athletes surveyed were randomly selected from current and former Oklahoma State athletes along with former Mid-American All-Star Baseball Camp participants.
3. The coaches surveyed were randomly selected from the nationally published directories for high school, junior college, and major college levels.
4. The study was limited to three 4-page questionnaires.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

After World War II, a person's senses were bombarded by negative rhetoric and energy to the extent that many questioned their value to family and society. Lack of responsibility, the passing of blame, and the mental crutch of guilt permeated our political, economical, and social arenas. As human beings there were two choices: either buy into society as it existed, wallowing in its ills, or rebuild each family unit from within and meet problems with positive energy to improve ones' station in life. The key to the optimal solution was the family, knowledge of its dynamics, and the desire to have a positive life that emulated a successful model.

The review of literature examined various sources and presented the elements of a strong family, successful marriages, parent's roles in child rearing, and the pressures modern families faced everyday. Published research was analyzed to identify how coaches taught and impacted athletes' lives, how athletes learned, and verify if coaching skills could be used by parents to improve the family environment at the end of the 20th century.

### Family Strength

The concept of family strength was nebulous and for that reason should be thought of as a lifetime process rather than a terminal goal. Within its boundaries were relationships that must be initiated, nurtured, challenged, rebuilt, and acknowledged. Otto (1962, 1963, 1964, 1966, 1967, 1972, 1975) defined family strength as a process that consisted of these elements:

1. The ability to provide for the physical, emotional, and spiritual needs of a family.
2. The ability to be sensitive to the needs of the family members.
3. The ability to communicate.
4. The ability to provide support, security, and encouragement.
5. The ability to establish and maintain growth-producing relationships within and without the family.
6. The capacity to maintain and create constructive and responsible community relationships in the neighborhood and in the school, town, local, and state governments.
7. The ability to grow with and through children.
8. An ability for self-help and the ability to accept help when appropriate.
9. An ability to perform family roles flexibly.
10. Mutual respect for the individuality of family members.
11. The ability to use a crisis or injurious experience as a means of growth.
12. A concern for family unity, loyalty, and inter-family cooperation (Otto, 1963, pp. 333-336).

Otto's framework emphasized growth, flexibility, and responsiveness to change were paramount to strength.

Blackburn (1967) stressed that the family was an important source of physical and emotional gratification. Zimmerman and Cervantes (1960) wrote that separate families which included spouses who were close friends created a sense of similarity and intimacy between households that would reduce the likelihood of divorce, juvenile arrests, and other social ills.

The ability of the family to solve problems and handle change as Otto mandated proved to be another key element to strength. Baumbeck (1971) stated that a crisis created the need for a sound problem solving procedure. Anthony (1969) concluded strong families pooled intellectual and emotional resources together to work out constructive solutions in times of crisis.

Change required dialogue. Ball (1976) determined these factors contributed to satisfying communication: (a) talking out problems together, (b) honesty (openness), (c) listening, and (d) talking together. The human components of a family unit were equally important and they needed a tempered freedom to flourish. Sauer (1976) wrote that strong families and their marital and parent-child relationships were characterized by: (a) mutual respect and understanding, (b) expressions of appreciation among family members, (c) parental expressions of interest in their children and their activities, and (d) that religious convictions were important to their life style.

### Marital Success

The cornerstone of a strong family was founded on the relationship of the husband and wife. The definition of a good marriage was vague and changed as society modernized. But one thing became very evident, divorce was the result of weak marriages, and the statistics were alarming. The U. S. Bureau of the Census reported the number of divorces increased from 393,000 in 1960 to 1,166,000 in 1987 (p. 86). In addition to those tangible results, Stinnet and Walters (1977) had observed "permanent marriages in which the partners are miserable and maintain a very destructive relationship with one another" (p. 1). With the dramatic divorce figures and hidden failures, the search for the keys to a strong marriage was the motivation for many experts' life long careers.

Marriage counselors intimated that vital-total relationships between mates were the ideal matches. Cuber and Haroff (1965) categorized such marriages as intrinsic. They stated:

When the close, intimate, confidential, empathetic look is taken, the essence of the vital relationships become clear: the mates are intensely bound together psychologically in important life matters. Their sharing and their togetherness is genuine. It provides the life essence for both man and woman (p. 55).

This type of marriage met the needs for task fulfillment and companionship. Mace and Mace (1975) expressed their belief that this type of relationship was the "preferred choice of the great majority of men and women in our culture today" (p. 133).

### Successful Parent-Child Relationships

The primary task of parents was to create and foster a healthy and stimulating environment for their children. Several key parental actions were pinpointed by researchers to promote solid growth. Good communication utilizing openness and frankness among family members was essential. Satir (1964) observed that communication provided a "blueprint" by which the child grows from infancy to maturity. Poor communication led to maladjusted children and modeling with peers rather than parents.

Norris (1968) and Mote (1967) found parental satisfaction and support were crucial to the children's self-concept, academic achievement, favorable teacher comments, and creativity. College students who perceived parental love from their parents exhibited low anxiety and greater extroversion (Siegleman, 1965). College women who scored higher on creative thinking tests described their parents as significantly more loving (Richardson, 1965) while college student leaders indicated their parents were more loving and less neglecting than non-leaders (Esty, 1968). Elder (1963) described democratic households as environments where children modeled their parents behavior and learned internal responsibility.

Discipline and punishment were identified as important elements of child rearing. Aggressiveness in children increased as the parents progressively relied on physical punishment to control the child's behavior (Lefkowitz, Walder, Eron, 1963). Parental identification by the child decreased as the parents increased the use of physical punishment (Bandura and Huston, 1961). And finally,

Mauch (1970) stated that congruent role expectations for family members was important in the prevention of juvenile delinquency.

#### 1990's Society and Its Problems

Current events reported by the media continued to show American society's problems stemmed from domestic problems and the need for change. In 1992, the political election races made the candidates address the problems facing us in and around America's homes. The economy was the number one issue, but social and educational concerns contributed to the world's uneasiness and were frequent speech topics. Family values, the status of our schools, students, and teachers, along with racial and ethnic inequalities were denoted as real issues for planning and solutions.

The home environment had changed dramatically after World War II. The family networking and on-the-job training in rural settings that fostered value transference gave way to transplanted households. Glenn (1989) found "by 1986 the average family was moving every 2 1/2 years and knew very little about their neighbors and community" (p. 7). The great American dream of home ownership and a stable family setting gave way to the modern mobile world littered with stress related demographics.

The instability of the home was best evidenced by the climbing divorce rate. It increased each decade since 1940 and in 1992 exhibited its presence in nearly 40 percent of America's homes. The parent-child relationship showed strains with the dramatic rise in child abuse. The U. S. Bureau of the Census reported that child



neglect and abuse cases increased from 785,100 in 1980 to 2,085,000 in 1987 (p. 182). The most tragic statistic of all was the rate of child suicide. Meehan and Lamb (1992) reported that The National Adolescent Student Health Survey yielded an estimated lifetime prevalence of attempted suicide of 14 percent among high school students. Surveys of college student populations indicated lifetime prevalence of self-reported attempted suicide as high as 15 percent. The end result as reported by the U. S. Bureau of the Census was 4,900 suicides in 1988 by people under 24 years of age (p. 80).

At the core of many of these problems was the education parents and children received. The availability of raw information to students increased and came to them in more technical and controversial methods. The changes in content and teaching methods may have resulted in record numbers of illiterate adults and lower national test scores. Harman (1987) found that "a basic literacy test administered by the U.S. Bureau of the Census (1986) revealed that 13 percent of Americans above the age of 20 are illiterate" (p. 29). In a report by Hymes (1991) to school administrators, trends from 1969 to 1986 showed declining proficiencies in math, science, and civics with reading virtually unchanged. The U. S. Bureau of the Census reported Scholastic Aptitude Test scores declined from 460 to 427 in verbal skills and from 488 to 476 in math skills between 1970 and 1989 (p. 154). Equally worrisome and reported by Velis (1990) were findings:

From a study carried out in 1975 by the University of Texas, on the basis of the adult performance level (APL) tests, that 23 million adults

experienced considerable difficulty in coping with everyday life and that, in all, 63 million people in the United States did not have the basic knowledge needed for day-to-day living (p. 37).

The societal results of all these evolving problems manifested themselves in the actions of children. Drug and alcohol addictions and crimes became a visible consequence. The U. S. Bureau of the Census cited drug arrests increased from 256.0 to 423.4 per 100,000 inhabitants between 1980 and 1988 while drug rehabilitation patients surpassed 344,000 in 1989 (p. 184 & p. 122). Alcohol treatment center clients reached 374,000 in 1989 (p. 122).

Emerging from the despair was gang related behavior and the violence that accompanied its members. In south central Los Angeles alone "the daily firefight between the Crips and Bloods has claimed 3,000 lives since 1973 and has maimed countless thousands more" (Solotaroff, 1992, p. 339). That particular metropolitan street war started at Dorsey High School. Baumann (1992) reported that 15 percent of the USA's teachers were physically attacked in 1991. In the same survey, students complained that over 40 percent of them had property stolen and 15 percent or more had sustained an injury in a fight.

The research, literature, and statistics were clear. The solution was tantamount to our society's health and parents needed to accept the responsibility to enact positive reform. Experts knew the causes, they presented the knowledge with alternative solutions to parents that needed to learn about how to raise their children and the means to cure the "slow death."

## Child Development

Parents had the responsibility to educate themselves about the development of their children. If parents were given the opportunity, motivations, and exposure to kinds of instructive and enjoyable activities which aided the development of their children, they contributed greatly to building a firm foundation for their children's formal learning experiences (Bronfenbrenner, 1961). Parents needed to be aware that culturally different children lacked many of the skills and habits necessary for meeting expectations of the formal learning environment (Taba, 1964).

Parents involvement was essential. Pierce and Petty (1989) wrote:

Students in this country spend 12 years in compulsory schooling. Each year is made up of approximately 180 six hour days. This adds up to 12,960 hours, or about 13% of the waking life of a child's first 18 years. This means that through the formative years, parents control 87% of a child's waking time. Not only is this fraction much larger than the amount of time spent in school, but it also strongly influences the productivity of school time (p. 3).

More than fifty major research studies of the role of parents in education were summarized by Anne Henderson (1987). These studies revealed that:

1. Parents' involvement increased their children's achievement.
2. Parents' involvement continued to be important even when students were in high school.
3. It wasn't enough for parents just to be active in their children's education at home—they must participate at all levels in

the schools if the schools were to be of fine quality.

4. Parents didn't have to be well educated to help their children improve academically.

5. Minority and low-income children gained most from having their parents take an active part in their schooling.

Certainly time and impact on learning proved to be keys to child development, but so was the need to understand the stages of development. What helped a child in kindergarten alienated the adolescent when he reached high school. McCoy (as cited in Peterson, 1992) wrote:

Parents inane questions are just a way of reaching out to their kids, saying 'please talk to me.' It's their way of saying 'I am interested in you.' As parents feel teens pulling away, they feel grief, and they feel awkward with their teens' growing independence. They know that teens' peers are important, and their kids talk more to them. Parents just want some connection (p. 4D).

#### Parents' Role in Child Rearing

Finch (1955) found household duties to be the category of response for 50 percent of the respondent children when they answered "What is mother?" "What is father?" resulted in a 75 percent response to the category of economic provider.

A study by Kagan (1956) found that children aged six to ten perceived fathers to be "less friendly and more dominant, punitive, and threatening than mothers" (p. 258). Another finding was that the older children more often than the younger children viewed the parent of the same sex to be more dominant and punitive. Hochschild (1989) said women were constantly on duty while men controlled when

they made household contributions. In total wives worked a full extra month every year. More and more women entered the work force and more and more divorced. Hochschild's research indicated that the unwillingness of husbands to pitch in at home was a central factor in marital discontent.

Kagan (1956) reported that Harvard students indicated fathers to be the chief source of authority and mothers to be the chief source of affection. Mussen and Kagan (1958) also studied college students' perceptions of parents and found that "a significantly greater proportion of extreme conformists than of independents perceived their parents as harsh, punitive, restrictive, and rejecting" (p. 59). Luckey (1960) studied marital satisfaction in relation to parental concepts and found that women who were unsatisfactorily married viewed themselves as less responsible and cooperative than their mothers; unsatisfactorily married men viewed their fathers as less loving and more dominant than themselves.

#### Parents' Role in Children's Education

Children have shown behaviors that strongly correlated to the methods their parents used in discipline and their ability to love and nurture. Parents have also demonstrated a tremendous impact on their child's educational experiences. The supportive parental role has been defined as a facilitator to the child's education. Evans (1971) described the factors of parental involvement by writing:

Teachers rarely are trained in techniques for effective parent-teacher communication, much less in the complex details of coordinating home-school curriculum activities, enlisting and rewarding parental support of school

programs, and helping motivated parents to become better teachers of their children (p. 339).

Evans continued:

Most obviously, even a minimal effort to involve parents in their children's education can bridge the continuity gap which often exists between home and school. Second, properly informed and equipped parents can provide home practice opportunities for their children in many school-related activities. This can be extremely important for children whose educational progress is problematical. Third, by contributing in meaningful way to their children's development and education, many parents may achieve an improved sense of self-worth and respect (p. 340).

Many experts have stated early involvement by parents in their children's education was essential. Methods to accomplish that goal had been initiated all over the country. James (1976) wrote:

The Office of Economic Opportunity guidelines for Head Start and Parent Child Center as well as for Project Follow Through establish the role of the parent as being important in all phases of the educational process from decision-making in terms of employment to active participation in classrooms. The advice of parents is essential in planning a quality childhood program (p. 23).

Head Start Follow-Through Program started in 1967 with 40 communities, spawned the Florida Parent Education Model (Gordon, 1968), and expanded to 168 cities in 1974. The educational support groups created by the implementation of these programs were positive steps. The acceptance of the network including friends, teachers, neighbors, and children went a long way in preventing serious problems that were most likely to arise among people with no access to support groups (Glenn, 1989).

#### Father's Role in Child Rearing

Society has increasingly placed the mother in the leadership

role for the family's child bearing responsibilities. Luterman (1973) confirmed this fact and when problems arose the wife was most likely to be more involved in parent education programs and the husband received much of his information secondhand from his wife. The wife, having gained some parenting knowledge, became uncomfortable in the home situation and unilaterally advised the husband. Many husbands resented these efforts and marital problems ensued.

Kanner (1991) discovered that the husband competed with his child for his wife's love and attention and when he lost, he withdrew. The wife, burdened with the child care and the home, turned to her children for more of her emotional satisfaction. The result was a cycle of anger, disappointment, and abandonment within a marriage.

Glenn (1989) remarked that his seminar sessions included 90 percent women and culture still considered child rearing as woman's work. He began a community service series and presented a fathering session in the early 1980's. Ten fathers attended the first meeting. Subsequently, in the late 1980's and in the same community, boosters of the sports programs hijacked the fathers away from the annual appreciation banquet to attend the seminar. The reasoning: "the best thing we can do to support this program is to get our act together as fathers" (p. 11). The result was a crowd of 390 fathers. Sports were the "hook" to involve fathers in parent education programs. Athletics removed the social stigma and expanded the father's role beyond economic provider and changed children's perceptions of the dads as the over-bearing, unfair, and punitive parent.

### Father's Love for Competitive Sports

Sports and men seemed to be synonymous since the beginning organized athletics. Messner (1990) found that men described their earliest experiences in sports as an exclusive male world. Men believed competition brought out the best in the participants. Fathers used sports to teach their kids aggressiveness, socialized them, and trained them to win. For the boys, it became natural to equate masculinity with competition, physical strength, and skills (Messner, 1990). Along the way, however, many parents abused the athletic experience by becoming overbearing, unrealistic, and in the end, disappointed in their children.

Those behaviors reinforced the bad perceptions many children had about their fathers. It seemed most fathers missed the very lessons sports attempted to teach their children: to try your best, to persevere, to seek excellence, to enjoy success, to accept failure, and always seek to learn and improve. Purdy (1987) wrote that fathers helped make the children's experience in sports productive and fun by having limited and realistic expectations for them. For players in youth league sports "It's not whether you win or lose, it's that you played the game" (p. 29).

Sports and the coaches had tremendous appeal to fathers. Coaches captivated children and fathers, represented authority in a good light, and were great spokesmen to the public. They addressed the issues all fathers needed to understand and became a great source for parental education programs.



### Values Learned from Sports

The lessons learned on the playing field have been documented through the years. The great teams, players, and coaches have told stories of inspiration. Life's lessons were displayed in the games and parents, if they took the time, could have learned a lot about themselves, their role, and their children from the participants' efforts.

Kemp (1972), Secretary of the U. S. Department of Housing and Urban Development and former National Football League player, wrote:

Playing football taught me that nothing great happens without inspiration and perspiration. For me, the inspiration came one memorable day as a freshman at Occidental College. Coach Payton Jordan called me into his office and told me - in great confidence - that if I worked hard and never gave up, someday I could reach the NFL. I walked out of his office on cloud nine and practiced harder than ever.

Playing quarterback taught me about incentives. Everything a quarterback does involves cost-benefit decisions, risk-reward ratios and marginal analysis. All decisions are quantifiable and measurable.

Sports taught me other lessons as well: loyalty, determination, audacity. But the lesson that stands out most is that when a team walks onto the field, racial and cultural diversity disappear. Race, religion, economic condition - all artificial differences get left on the sidelines. If they don't, the whole team goes down to defeat. You win or lose as one team, one family, one unit. There is no room for racism, anti-Semitism or prejudice on a successful team.

I learned that in a democratic society - whether it's your family, business, team or nation - we must all move forward together and leave no one behind (12c).

Parents should have understood these values and pursued the means to

educate their children so that they would have been prepared for life's challenges.

Barrett and Bailey (1988) pointed out human beings are biosocial creatures and sports was one of the fields of study that was concerned with the whole person. The model Barrett and Bailey used to identify the elements of life, sports, and human beings included the following:

1. Play - expressive activities, games, arts, theater, the core of the model.

2. Learning - culture was learned and shared behavior, surrounded the core of the model.

3. Interaction - speech and writing were primary forms, but playing sports and dance were specialized form of interaction.

4. Association - teams and theater groups exemplified associations. Status, rank, and pecking order were all part of the system.

5. Subsistence - how necessities of life were supplied. Hunting once necessary, was now a sport. Pro athletes now worked at something that was once play.

6. Sexuality - who was allowed to play what, where, and when. Sport helped redefine sexual roles.

7. Temporality - time and how it was used provided insight into the nature of a culture. Time-bound games like football and basketball were different than non-time bound games like baseball and cricket.

8. Territoriality - taking, using, and defense of territory.

Sports taught its players to fight for the next increment, whether its a yard, base, or basket.

9. Defense - religion against moral decay, medicine and fitness against disease, law against members inside, and war against outsiders. All defenses were reinforced in society and sport.

10. Exploitation - how players were used in games. Endurance and spear throwing gave way to complete games with horse hide balls. Technology and interaction with the environment had developed.

The model described the integration of culture and sport in a way all parents and students understood human activities, including the benefits of athletics.

#### Coach's Power

Fathers related to coaches. Crawford (1988) found that American culture and its movies portrayed coaches like Knute Rockne as a glorified, educational ethos. His players were young men in search of their Holy Grail and showed themselves as vigorous, tough, and clever. Society, as it continued to label females as the homemakers, placed the male as the head of the household. Fathers and coaches had the responsibility, whether real or imagined, to guide the home or team to success. Fathers could have emulated successful coaches and in turn, understood their role as family leaders.

The coach's power encompassed many elements. Bell (1989) concluded that the following positions and relationships defined a

head coach's power:

1. Power - the ability to influence change in another persons behavior; use power to affect goal-directed action.
2. Status - you have responsibility; make all decisions affecting your team; and if you act in control, you'll have authority.
3. Alone at the top - with control, you can do the job; you must stand against bad influences.
4. Lonely at the top - create distance from players; problem solve with others opinions; listen to their problems, you make final choices.
5. Control over opportunity - you decide who plays; if tested, don't waiver.
6. Expert - you are the guide with the secrets, acquire knowledge.
7. Commitment - agree on goals, team first, then individual; actions support their trust.
8. Coercion - control equals costs; punishment detracts from goal-oriented action, creates stress and attrition; pick your spots to exert power.
9. Reward - you lead them to success; verbal and material items ties to goal-directed action.
10. Social strength - common cause makes everyone stronger; analyze peer power, use it or remove it.

The elements paralleled the inner workings of a household and parents could have taught their children the same lessons athletes learned.

### How Athletes Learn

The primary objective of a coach and athlete was to win. In order to have a winning team, players must be developed over a period of time. To perform at a championship level, athletes developed skills and self-motivation. It was the coach's job to maximize those abilities and discipline.

The coach planned what the athlete learned. Skill development, behavior modification, and cognitive development must be organized and scheduled. The athlete's performance measured the effectiveness of that teaching and their success was based upon three basic factors: their natural ability, their motivation, and their experience. Few great natural athletes existed, so ability acted as a limitation that created the need for solid fundamental execution. Self-motivation was either a plus or minus and easily measured by a performer's work habits and improvement. Experience was a great barometer and allowed the athlete to succeed or fail and immediately recognize the reason.

Each athlete that competed brought certain physical and mental traits to their sport. The coach was aware of each as they worked to improve the athlete. Physical differences included body type, conditioning level, health, and injury status. Mental aspects that contributed included intelligence, emotional state, aspirations, motivational level, ability to learn, and critical learning including the grasp of the intricacies of the sport. Finally, skills had to be analyzed to determine the athletes level of development, potential, and mechanical proficiency.

The athlete must be coachable to improve. The coach must know how to teach. Jones (1982) said:

Coaches must learn how to teach. The productive situation occurs when players learn what coaches want them to learn and when both groups have common understandings about how to do it. Coaches, then, must understand the need for an appropriate environment or learning place, for appropriate methods of instruction, and for appropriate feedback or critiques on performance. Perhaps the essence of coaching is being able to recognize weak performance, diagnose the difficulty, and suggest a better way (p. 116).

For coaching and learning to take place, these elements needed to be present (Jones, 1982):

1. A learning environment conducive to teaching including a good climate with plentiful and safe equipment.
2. A method of instruction that included lesson introduction, skill demonstration with sequence, simple language, and feedback to clarify questions.
3. Practice time with drill, correction, and feedback including positive reinforcement.
4. Evaluation on daily basis and stress tests including scrimmages and drills, with periodic discussions for clarification and critiques.
5. Third party reinforcement from other coaches' tapes, publications, and films.

The structure, type and frequency of practice was very important to athletes. Repetition of a motor skill was a prerequisite to improvement and coaches needed to balance long and short sessions to accomplish the player's goals. Fundamental, game-like, and mental drills included positive and negative

reinforcement. Hours, days, months, and years were spent practicing to reach the championship level.

#### The Family Championship Mission

If parents visualized their households as a team, the great coaches in sport gave them the master plan needed to teach their children how to compete successfully in the world. Fathers should have enjoyed the symbolism and identification with the coaches and the mothers would have welcomed the cooperation and support from their husbands.

The family goal was to become a strong household unit with healthy, self-reliant, and virtuous individuals. When all the family members accepted that goal as their purpose, the guidance parents provided as leaders was welcomed by their children. A win for a family could have been defined as every day they moved forward toward their goal and as George Allen (cited in Libby, 1972) said "In sports, the only measure of success is victory" (p. 2-3). If all the family members strived for family excellence, learning all they can about their roles, every task in the goal process that was completed would have been a family victory.

Secretary of Education William Bennett (cited in Bell, 1989) once likened happiness and victory to a cat:

If you try to coax it or call it, it will avoid you. It will never come. But if you pay no attention to it and go about your business, you'll find it rubbing against your legs and jumping into your lap. So too is enjoyment like a cat. The fun comes from being engaged in the quest for excellence (p. 25).

### Championship Family Preparation

Parents must plan what they want their children to learn. Creating a household model by applying education principles and coaching methods was a good start. Baumrind (1967, 1971, 1972) identified three basic parenting styles which she labeled "authoritarian," "permissive," and "authoritative." The most effective group of parents named were authoritative and stressed democratic skills, fair discipline, and produced more independent, self-reliant children. Hamaker (cited in Meltz, 1992) said:

Democracy is not something that happens every four years in the voting booth, democracy is something we need to live. Everyday. And that's what we need to teach our children.

You need to start early to teach children how to make decisions, how to determine what's important to them, how to participate in the process (p. 10).

Educators have endorsed The Seven Principles for Good Practice in Undergraduate Education as a model for excellence. The principles that were presented (Chickering, 1991) asserted good education:

1. Encourages student-faculty contact.
  2. Encourages cooperation among students.
  3. Encourages active learning.
  4. Gives prompt feedback.
  5. Emphasizes time on task.
  6. Communicates high expectations.
  7. Respects diverse talents and ways of learning
- (p. 5).

Parents who assimilated this knowledge into their everyday lives had an advantage in preparing to lead their family.



### Summary

The American family has taken a "beating" in recent decades. The strong family remained a viable defense against the world's decaying structure. Research and its findings that began in the 1950's remained true in the 90's, yet had faced the ravages of assault on the nuclear family that started in the 1960's. The liberation movements of the 60's asserted the rights of individuals against the power of the establishment and its institutions. The hardest hit was the family (Leo, 1992).

The family and parent-child relationships that needed leadership, communication, and above all a healthy marital union, saw itself portrayed in the media as oppressive. Experts began to expand the research on the family to rekindle the importance of values. Political leaders debated its status daily in the 1992 election races.

The problems were highlighted in the campaign speeches. Drugs, alcohol, violence, and teenage suicide, recognized as the third leading cause of death among the young, created the urgency to redefine the family and parent-child dynamic.

Stable married parents were the best, especially those willing to put children's interests ahead of their own personal fulfillment. But time and economic pressures made that the exception, not the rule, and divorce crept through families. Kids faced stress and reacted in a predictable manner. George Batsche, past president of the National Association of School Psychologists (cited in Kelly, 1992) said "Kids are coming into school with less

years of responding to authority. They're resisting it. They talk back. They become physically resistive. And it takes away from academic time" (p. 7A).

Researchers sought the answers by examining child development, the parents role in education, and pinpointed the father as a major contributor to the family success or failure. The use of the family to teach social skills and coping skills was generally accepted as a positive method. How to enact the procedure remained the critical issue.

Parenting education seemed to be the answer. But again, society interfered. Luterman (1973) said:

Parent education is valued by almost every responsible educator. Often, however, the parent's 'education' consists of a hurried conference, a lecture, or forced, unguided observation of the child. This is woefully inadequate and seldom achieves much. Professionals alone cannot provide optimal educational opportunities for a child by working with him for a limited number of hours per week (p. 504).

The literature revealed that sports appeared to be an avenue that would have involved the father and fostered goal recognition for the family members. Children's initiations to organized sports were often made by fathers who might otherwise be absent or emotionally distant added a powerful charge to the early experience (Messner, 1990). The parents needed to be united in the plan, the children needed to be aware of the urgency, and athletics and educational principles in combination seemed a real tool to attack a very real problem. John Rosemond (1992) wrote that "adults who manage children have a moral obligation to represent reality

correctly to them. It is nothing short of immoral for parents or schools to do otherwise" (p. 3). Athletics, competition, winning, losing, and improving, were all very real to sports participants. The lure of sports to teach parenting skills brought reality to the home in hopes of improving society as the 21st century approached.

To simplify a complex problem, this study utilized a random survey of athletes, coaches, and parents to identify positive skills and traits of successful people. All affected parties were questioned and the anticipated result was a short list of essential skills, traits, and characteristics that could be taught to young parents and coaches to better prepare children for life. Nowhere in the review of literature did the researcher find a refined list of fundamentals and teaching program to instill positive change. The goal of this research was to review the literature to ascertain the depth of the experts' opinions and compile a body of evidence to support the belief that certain skills, traits, and characteristics are unavailable in today's fast-paced society.

## CHAPTER III

### PROCEDURES

#### Introduction

The purpose of this study was to identify from coaches, athletes, and parents those skills, traits, and characteristics that contributed to successful or unsuccessful competitors and the relative importance of each of those elements.

#### Instrument Development

The instrument was developed to identify skills, traits, characteristics, and the selection of those elements to be measured was based on a search of the literature about coaching, motivation of students and athletes, and parenting. In addition, interviews with successful high school and college coaches provided clarification and refinement of the skills and traits to be measured. During the process of formulating the instrument, the survey was tested by members of the 1993 Oklahoma State Baseball team and the researcher's thesis advisory committee chairman for clarity and accuracy. On January 13, 1993 the instrument was submitted to the Institutional Review Board for review and approval. The approval was granted on January 20, 1993 to proceed with the research (See Appendix F).

## Choosing a Testing Method and

### Test Format

The first procedural step was to determine the purpose of the instrument and the identification of what was to be measured. The intention of the survey was to identify coaching and parenting skills that prepared children for lifes' challenges. To accomplish that task, it was also determined the users of this research must understand what traits and characteristics successfully competitive athletes and children possessed to perform at the highest level. Finally, to verify the positive traits, it was decided to ask the respondents which skills, traits, and characteristics unsuccessful athletes, coaches, children, and parents possessed that needed to be changed or improved.

To secure a proper cross-section of the contributors and future market for the survey information, it was determined to survey athletes, coaches, and parents. All the respondents were randomly selected with a sample size of at least 20 to 30 as the goal for each category. The population sizes and sources were as follows:

1. Athletes: approximately 300 NCAA certified student-athletes in 14 sports from Oklahoma State University, Stillwater, Oklahoma.
2. Coaches: approximately 189,000 high school and 40,000 college coaches from *The National Directory of High School Coaches 1992-93 Edition* and *The 1991-92 National Directory of College Athletics* respectively.
3. Parents: approximately 10,000 from the mailing list of Mid-America All-Star Baseball Camps, Rocky Ward, Director, 1-800-950-2267.

The selection tables 1-3 below listed the numbers used to make random survey requests. The random selection process was done using an IBM compatible software package called Paradox Database "Statistics with Finesse, 1986, James Bolding, Fayetteville, Arkansas. The populations were entered and a random sample population of 50 was selected. The goal was to secure at least 20 respondents from each of the three sample populations:

1. Athletes: Each sport had an alphabetical listing of its participants and the sports were organized in alphabetical order. The respondent was selected by numbering the names in order and matching that number with the corresponding athlete.
2. Coaches: A. The high school directory was listed by state, city and school in alphabetical order. The coaches were then listed by sport, in alphabetical order by the sport offered at each school. A random number was selected for a page and name. The researcher found the page and counted in order from the top left down to the corresponding name.  
  
B. The college coaching directory was listed alphabetically by institution name. Again, a page was picked and name was selected and counted from the top left down to the corresponding name.

TABLE 1

## ATHLETES NUMBERS

---

College athlete numbers: 32, 49, 56, 68, 88, 92, 98, 112, 114, 119, 122, 131, 135, 143, 144, 151, 155, 157, 162, 164, 174, 181, 183, 199, 221, 228, 232, 236, 251, 254, 263, 265, 267, 274, 279, 286, 287, 290, 293, 294, 33, 67, 50, 9, 74, 108, 205, 243.

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Source: Oklahoma State University Athletics Certification List, 1993.

TABLE 2

## COACHES NUMBERS

---

High School page numbers\*: 13, 16, 44, 51, 111, 125,  
137, 187, 191, 203, 228, 244, 263, 287, 355, 372,  
383, 397, 412, 415, 488, 492, 521, 600, 616.

---

High School Line numbers\*: 3, 8, 22, 23, 25, 36, 41,  
42, 56, 59, 63, 69, 78, 79, 80, 85, 99, 103, 113, 138,  
149, 152, 155, 268, 276.

---

College page numbers#: 3, 10, 20, 36, 41, 48, 52, 57,  
72, 74, 77, 84, 85, 89, 91, 107, 108, 109, 116, 119,  
120, 123, 131, 140, 163.

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College line numbers#: 4, 11, 18, 32, 26, 48, 29, 51,  
52, 70, 79, 120, 138, 140, 147, 161, 164, 168, 188,  
199, 201, 207, 209, 217, 220.

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\*The National Directory of High School Coaches,  
1992-93.

#The 1991-92 National Directory of College Athletics.

TABLE 3

## PARENTS NUMBERS

---

Numbers in order: 59, 154, 766, 1059, 1259, 1825,  
2100, 2276, 2625, 2894, 2896, 3027, 3047, 3104, 3189,  
3325, 3388, 3486, 3624, 3661, 4080, 4285, 4403, 4425,  
4428, 4663, 4878, 5120, 5356, 5741, 6000, 6161, 6180,  
6225, 6227, 6372, 6494, 7218, 7404, 7472, 7822, 7913,  
7945, 8139, 8147, 8150, 8546, 8633, 9666, 9806.

---

Source: Mid-American All-Star Baseball Camps-1993  
Select Mailing List.

3. Parents: The respondents were selected from a mailing list by counting from page 1, name 1 at the top left, down each column, then to the next column in order. Each page contained approximately 30 parents.

#### Selection of Traits to be Measured

The selection of traits and skills came from an overview of motivational writing by coaches, coaching instructional books, parenting manuals, and interviews with parents and professionals. An analysis of the traits and skills to be considered was done as follows:

1. Was each trait or skill relevant to the expected outcome?
2. Was each trait or skill free of extraneous conditions?
3. Was the trait or skill relevant to one, two, or three populations?

The traits were then grouped to use for each distinct population. Further, they were separated to identify the traits of successful and unsuccessful children, coaches, and athletes. The list of skills, traits, and characteristics are presented in Table 4.

#### Writing the Questions

The criteria used in writing the questionnaire followed the suggestions of authorities on survey development. Parsons (1984) suggested that compound questions not be used and that some of the questions be reversed to help neutralize the halo effect. Lyne (1989) suggested that the wording of the questions remained simple and that all the words in each question were judged to be necessary.



TABLE 4

## LIST OF SKILLS, TRAITS, AND CHARACTERISTICS

---

Intelligence	Knowledge of game
Self-reliance	Independent
Autonomous	Determination
Perseverance	Honesty
Integrity	Leadership
Dominance	Persuade
Assertive	Aggressive
Toughness	Obedient
Conformer	Willingness to learn
Analytical	Natural athletic ability
Creativity	Self-motivated
Achiever	Loyalty
Affiliation	Self-discipline
Self-control	Self-awareness
Knows limits	Knows strengths
Dependable	Responsible
Organized	Sets goals
Extroverted	Wants challenge
Cooperative	Helpful
Accepts consequences	Change
Concern for others	Willingness to experiment
Nurturing	Express feelings with words
Communication	Respect for others
Respect for authority	Moral courage
Inner convictions	Self-Respect

---

(Ammons, 1976; DeGraaf, 1991; Delano, 1975; Dye, 1977; Ernst, 1989; Gallon, 1980; Jones, Wells, 1982; Massimo, 1989; Pierce and Petty, 1989; Reynolds, 1981; Riggs, 1977; Singer, 1972; Smith, 1983; Strom, 1977; Successful Life Skills, 1989)

Harty (as cited in Westerlund, 1990) made the following suggestions about questionnaire development:

1. Meet instrument/measurement objective with each question.
2. Keep length as short as possible without excluding any desired information.
3. Start question formation by describing the dimensions of information needed from the

instrument (what it's about and what does that include).

4. Keep the language as simple as possible.
5. State questions clearly and concisely so they will be interpreted the same by all respondents.
6. Be careful not to write the desired response into the question.
7. Avoid double negatives.
8. Don't ask why -- this confuses between fact opinion and answering.
9. Avoid adjectives which are likely to lead to emotional responses.
10. Don't use acronyms, abbreviations, or slang.
11. Do not use compound questions (pp. 46-47).

### Scoring and Evaluating

On all three groups of questionnaires several demographic facts were sought in questions 1-7. Frequency counts were done to determine tendencies and the diversity of the respondents.

The core of the questionnaire included the listing of the skills, traits, and characteristics to be surveyed and a 5-point ranking scale to evaluate their relative importance. Frequency counts were made to determine the skills, traits, and characteristics most often present. Next, the 5 selected attributes were ranked on a scale with 1 equated to the most important skill, trait, or characteristic and 5 as the least important.

Additional questions were formatted to survey learning and discipline situations. Frequency counts were used to evaluate tendencies of all three populations.

## Testing Application

### Instrumentation

The instruments were prepared for each population. Copies of the questionnaire are found in Appendixes A, B, and C. The grouping of the questions into demographic, skill, trait, characteristic, learning, and discipline categories allowed the results to be evaluated which established a degree of agreement.

### Procedures

The three populations were mailed the questionnaires simultaneously. A cover letter was attached to each questionnaire stating the purpose of the survey, instructions for completion, confidentiality of responses, and the appropriate thank you's and self addressed stamped envelopes enclosed. A copy of the cover letters can be found in Appendixes D and E. Respondents were given 15 days to respond. Each returned survey was recorded anonymously.

Subsequent to the initial mailing, a follow-up mailing was made to the non-respondents. If after an additional 15 days the respondent had not yet returned a questionnaire, a third and final mailing was done. The survey was completed after the third mailing with the receipt of over 30 completed instruments per sample population.

### Validity and Reliability

The simultaneously mailed questionnaire insured a high degree of survey integrity. The random selection of respondents from

diverse populations reduced bias and formed the basis for reliability. The survey's format included both positive and negative responses to similar elements, which further promoted the researchers ability to validate agreement. The weighted value of importance allowed the researcher to compare frequency and the relative importance each respondent placed on that skill, trait, or characteristic.

#### Sample Calculation of the Weighted

#### Value of Importance

The respondents were asked to select 5 skills, traits, and characteristics they believed to be the important elements from lists of 10-26 choices. From those five, each respondent ranked them in order as the most important - 1, very important - 2, quite important - 3, more important - 4, and least important - 5. Each skill, trait, or characteristic was ranked.

From that point, the researcher created a calculation system for each question. For example, from Coaches Questionnaire question #7 and #8, the index line for leadership was calculated in this manner:

Item/Rank	Most Impt.	Very Impt.	Quite Impt.	More Impt.	Least Impt.	TF(V)	WVOI
<b>Leadership</b>							
Value	1	2	3	4	5		
Frequency	8	3	7	5	3	26	
Total Value	8	6	21	20	15	(70)	2.69

TF = Sum of the frequency counts = total frequency

(V) = Sum of the total values = value

WVOI = Value (V) divided by total frequency = weighted value of importance

Leadership was selected 26 times and had a value of 70 ( $8 \times 1 = 8$ ,  $3 \times 2 = 6$ ,  $7 \times 3 = 21$ ,  $5 \times 4 = 20$ ,  $3 \times 5 = 15$ ,  $8 + 6 + 21 + 20 + 15 = 70$ ). The weighted value of importance was then calculated for the 5 elements most frequently selected by dividing the value by the frequency. Leadership had a weighted value of importance of 2.69 ( $70 \text{ divided by } 26 = 2.69$ ).

#### Summary

The development and application of this research rested upon the assumption that results obtained through its use were an accurate indicator of potential success.

Development followed the suggestions of various authors and the advisory committee. Response choices were presented in a 5-point ranking system to force an opinion rather than allowing respondents the opportunity to conditionalize their answers.

The length of the instrument was minimized to only cover skills, traits, and characteristics considered essential to successful coaching, parenting, and competition. Those elements were selected from a list compiled during a thorough review of literature about the subject. Each element was selected by the researcher based upon its relative level of importance and was tested in a positive and negative format to increase validity.

The randomly selected respondents were mailed the questionnaires. A follow-up mailing was made to complete a sample of 30 for each population. The results were tabulated and calculations were made to verify the relative importance of the 5 most frequently selected skills, traits, and characteristics of successful athletes, coaches, and parents.

## CHAPTER IV

### PRESENTATION OF FINDINGS

#### Introduction

The purpose of the study was to identify skills, traits, and characteristics of successful athletes, coaches, and parents that prepared individuals for success in life. To accomplish that purpose raw response compilations were made to establish frequency counts for each of the three categories of questions. The general demographic information included six questions for each of the populations and that data was presented in frequency form only. In addition, the four questions related to learning and discipline were compiled in frequency form only. The responses to the inquiries about skills, traits, and characteristics were further classified by weighing the relative value of importance for the five most frequently selected variables. The method used to calculate the weighted value of importance was previously described in Chapter III.

#### Demographic Findings

##### Athlete Questionnaire

The demographic data generated from the athletes' questionnaires was reduced to frequency counts. This was done

to verify diversity in the population and pinpoint any bias that was present in the samples.

The respondents reported ages in two brackets which ranged from 18-23 years of age (Table 5). Males dominated the returned questionnaires, 25 and 5 females (Table 6). The athletes, in response to the question about championships won, reported that 14 had won 2 or less championships and 16 had won 2 or more championships. The range was 0 to 12 (Table 7).

Parents were identified by the athletes as the primary source for their first involvement in sports. Fifty-seven percent reported that their parents introduced them to athletics (Table 8). Half of the athletes stated they played organized games prior to their 8th birthday (Table 9). Very few of the respondents, 13 percent, remembered quitting a team for a non-injury related reason (Table 10).

#### Coach Questionnaire

The demographic data from the coaches' questionnaires was presented in frequency form which verified population diversity and highlighted any bias present in the sample population.

The ages of the coaches ranged from 20-29 to 50+, with nearly 52% falling in the 30-39 age group (Table 11). The only respondents were male (Table 12) and 84 percent were married (Table 13). Seventy-seven percent reported having children with 65 percent having 2 or more (Table 14).



TABLE 5

ATHLETE QUESTIONNAIRE: WHAT IS YOUR AGE IN YEARS?

	RESPONSE	FREQUENCY
1.	15-17	0
2.	18-20	18
3.	21-23	12
4.	24+	0

(n=30)

TABLE 6

ATHLETE QUESTIONNAIRE: WHAT IS YOUR SEX?

	RESPONSE	FREQUENCY
1.	Male	25
2.	Female	5

(n=30)

TABLE 7  
ATHLETE QUESTIONNAIRE: HOW MANY LEAGUE CHAMPIONSHIPS  
HAVE YOU WON AS A PLAYER?

	RESPONSE	FREQUENCY
1.	0	9
2.	1	1
3.	2	4
4.	3	6
5.	4	2
6.	5	1
7.	6	2
8.	7	0
9.	8	1
10.	9	0
11.	10	2
12.	11	0
13.	12	2

(n=30)

TABLE 8

ATHLETE QUESTIONNAIRE: WHO FIRST SUGGESTED YOU PLAY A SPORT?

	RESPONSE	FREQUENCY
1.	Parent	17
2.	Friend	4
3.	Teacher	0
4.	Coach	2
5.	Brother, Sister	1
6.	Other	6

(n=30)

TABLE 9

ATHLETE QUESTIONNAIRE: HOW OLD WERE YOU WHEN YOU PLAYED YOUR FIRST ORGANIZED GAME?

	RESPONSE	FREQUENCY
1.	1-7	15
2.	8-9	7
3.	10-11	3
4.	12-13	4
5.	14+	1

(n=30)

TABLE 10

ATHLETE QUESTIONNAIRE: HAVE YOU EVER STARTED A  
SEASON AND QUIT BEFORE THE END OF THE SEASON?

	RESPONSE	FREQUENCY
1.	YES	4
2.	NO	26

(n=30)

TABLE 11

COACH QUESTIONNAIRE: WHAT IS YOUR AGE IN YEARS?

	RESPONSE	FREQUENCY
1.	20-29	4
2.	30-39	16
3.	40-49	6
4.	50+	5

(n=31)

TABLE 12  
 COACH QUESTIONNAIRE: WHAT IS YOUR SEX?

	RESPONSE	FREQUENCY
1.	MALE	31
2.	FEMALE	0
(n=31)		

TABLE 13  
 COACH QUESTIONNAIRE: WHAT IS YOUR MARITAL STATUS?

	RESPONSE	FREQUENCY
1.	MARRIED	26
2.	SINGLE	3
3.	DIVORCED	2
4.	WIDOWED	0
5.	SEPARATED	0
(n=31)		

TABLE 14

## COACH QUESTIONNAIRE: HOW MANY CHILDREN DO YOU HAVE?

	RESPONSE	FREQUENCY
1.	0	7
2.	1	4
3.	2	14
4.	3	3
5.	4	3

(n=31)

With respect to coaching experience, two-thirds had been head coaches for 1-5 years (Table 15). All but one had been a head coach, and all 30 with head coaching experience had won at least 1 league championship (Table 16).

Parent Questionnaire

The demographic data that was generated from the parents' questionnaires was reported with frequency counts. This was done to verify sampling diversity and identify any bias that was present in the population.

The parents ages ranged from 20-29 to 50+. Seventy percent of the respondents were bracketed in the 30-39 and 40-49 age groups (Table 17). The sample was evenly split among men and women (Table

TABLE 15

COACH QUESTIONNAIRE: HOW MANY YEARS HAVE YOU  
BEEN A HEAD COACH?

	RESPONSE	FREQUENCY
1.	0	1
2.	1-5	20
3.	6-10	6
4.	11-15	3
5.	16+	1

(n=31)

TABLE 16

COACH QUESTIONNAIRE: HOW MANY LEAGUE CHAMPIONSHIPS  
HAVE YOU WON?

	RESPONSE	FREQUENCY
1.	0	1
2.	1-5	20
3.	6-10	6
4.	11-15	3
5.	16+	1

(n=31)

TABLE 17

PARENT QUESTIONNAIRE: WHAT IS YOUR AGE IN YEARS?

	RESPONSE	FREQUENCY
1.	20-29	1
2.	30-39	10
3.	40-49	11
4.	50+	8

(n=30)

18). Over 86 percent of those surveyed were married (Table 19) and all indicated they had at least one child (Table 20). Two-thirds of the parent population indicated they had been married to their first spouse over 16 years (Table 21) and 90 percent reported some or all of their children had participated in competitive sports (Table 22).

#### Summary of Demographic Data

The data indicated the respondents ranged in age from 20-29 to 50+. Married, single, divorced, and widowed adults were included and most had children involved in competitive sports. Most of the athletes and coaches surveyed had won a championship of some kind. The athletes reported that their parent's encouragement was the primary reason they began to play competitive sports.

The data produced a couple of limiting characteristics. First,



TABLE 18

## PARENT QUESTIONNAIRE: WHAT IS YOUR SEX?

	RESPONSE	FREQUENCY
1.	MALE	15
2.	FEMALE	15

(n=30)

TABLE 19

## PARENT QUESTIONNAIRE: WHAT IS YOUR MARITAL STATUS?

	RESPONSE	FREQUENCY
1.	MARRIED	26
2.	SINGLE	1
3.	DIVORCED	2
4.	WIDOWED	1
5.	SEPARATED	0

(n=30)

TABLE 20

PARENT QUESTIONNAIRE: HOW MANY CHILDREN DO YOU HAVE?

	RESPONSE	FREQUENCY
1.	0	0
2.	1	3
3.	2	15
4.	3	9
5.	4	2

(n=29)

TABLE 21

PARENT QUESTIONNAIRE: HOW MANY YEARS HAVE YOU BEEN OR WERE YOU MARRIED TO YOUR FIRST SPOUSE?

	RESPONSE	FREQUENCY
1.	1-5	3
2.	6-10	5
3.	11-15	1
4.	16+	20

(n=29)

TABLE 22

PARENT QUESTIONNAIRE: HOW MANY OF YOUR CHILDREN  
PLAY OR HAVE PLAYED COMPETITIVE SPORTS?

	RESPONSE	FREQUENCY
1.	1	6
2.	2	14
3.	3	7

(n=27)

100 percent of the coaches who returned the survey were males. However, this is offset somewhat by the 5 female athletes and 15 female parents that cooperated in the research. Next, the coaches' and parents' questionnaires indicated 85 percent of the respondents were married. The research did not show how many in the population were divorced and remarried as a part of that statistic.

#### Skills, Traits, and Characteristics Findings

##### Athlete Questionnaire

The athletes were asked to identify five skills used by their head coach that prepared them for successful competition. The athletes selected most frequently the coaches ability to physically condition them as an important skill. In addition, the athletes indicated that their coaches ability to motivate the player and themselves as coaches were requisite skills (Table 23).

TABLE 23

ATHLETE QUESTIONNAIRE: THE 5 MOST IMPORTANT SKILLS THAT YOUR HEAD  
COACH USED EVERY DAY TO PREPARE YOU TO COMPETE SUCCESSFULLY

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Physical Conditioning	22	3.36
2. Leadership	21	2.76
3. Motivational, goal-setting	20	2.75
4. Self-Motivation	19	2.26
5. Technical Knowledge of the Sports Skills	18	3.44

(n=30)

The athletes were asked to identify and rank five traits that athletes must possess to compete successfully. Mental toughness was selected most frequently while self-discipline was projected as the most important trait (Table 24).

The athletes were asked to identify and rank 5 skills coaches neglected that lessened their team's chances for success. Leadership and creating a positive environment were selected most frequently. Teaching was mentioned as the most important skill neglected by coaches (Table 25).

The athletes were asked to identify and rank five traits that are lacking in an unsuccessful or problem athlete. The results indicated self-discipline was the trait lacking most often and also

TABLE 24

ATHLETE QUESTIONNAIRE: THE 5 MOST IMPORTANT TRAITS A CHAMPIONSHIP  
ATHLETE MUST POSSESS TO COMPETE SUCCESSFULLY AT YOUR LEVEL

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Mental Toughness	20	2.80
2. Self-discipline	16	1.88
3. Self-motivation	15	2.60
4. Loves the sport	14	2.64
5. Communicates, Leadership	9	3.44

(n=30)

TABLE 25

ATHLETE QUESTIONNAIRE: THE 5 COACHING SKILLS YOUR HEAD COACH  
NEGLECTED THAT MAY HAVE LESSENEED YOUR  
TEAMS' CHANCES FOR SUCCESS

ITEM	FREQUENCY	WEIGHTED VOLUME OF IMPORTANCE
1. Leadership	19	2.80
2. Creating positive environment	19	2.58
3. Teaching	15	2.40
4. Communication	15	2.73
5. Motivational, goal setting	15	3.33

(n=30)

the most important (Table 26).

The athletes were asked to select the five characteristics observed most often in the athlete with social problems (class clown, class truancy, aggressive, etc.). Negative attitude, lack of motivation, and irresponsible behavior surfaced frequently. Negative attitude was the most important characteristic (Table 27).

Finally, the athletes were asked to identify and rank the 5 characteristics observed most often in the athlete with performance problems (lazy on the field, makes mental mistakes, etc.). Negative attitude was selected most frequently and was also ranked as the most important (Table 28).

#### Coach Questionnaire

The coaches were asked to identify and rank 5 skills used to be successful. Leadership was picked most frequently with discipline and teaching skills following closely. The skill ranked as the most important was leadership (Table 29).

The most frequently identified traits a championship athlete must possess to compete successfully by the coaches were mental toughness and self-discipline with self-discipline weighted as the most important (Table 30).

The coaches thought the most frequently neglected skills that lessened their teams chances for success were public relations and sales, counseling, and motivational and goal setting. Motivational and goal setting were the skills ranked by the coaches as the most important skill neglected (Table 31).

TABLE 26

ATHLETE QUESTIONNAIRE: THE 5 TRAITS THAT ARE LACKING MOST  
OFTEN IN THE UNSUCCESSFUL OR PROBLEM TEAMMATE.

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Self-discipline	22	1.77
2. Self-motivation	14	2.14
3. Mental toughness	14	2.85
4. Accepts coaching	12	2.92
5. Dependable, responsible	12	3.00

(n=30)

TABLE 27

ATHLETE QUESTIONNAIRE: THE 5 CHARACTERISTICS YOU OBSERVED MOST  
OFTEN IN AN ATHLETE WITH SOCIAL PROBLEMS

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Negative attitude	24	2.00
2. Unmotivational	23	2.35
3. Irresponsible	19	3.15
4. Disrespectful	14	2.86
5. Partier, Playboy	12	2.33

(n=30)

TABLE 28

ATHLETE QUESTIONNAIRE: THE 5 CHARACTERISTICS YOU OBSERVED  
MOST OFTEN IN AN UNDERACHIEVING ATHLETE  
WITH PERFORMANCE PROBLEMS

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Negative attitude	24	2.04
2. Gives up, not very tough	19	2.89
3. Complains, divisive	17	2.71
4. Alibis for mistakes	14	2.64
5. Defiant, disobedient	12	3.50

(n=30)

TABLE 29

COACH QUESTIONNAIRE: THE 5 MOST IMPORTANT SKILLS YOU USED  
TO BE SUCCESSFUL HEAD COACH

TABLE	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Leadership	25	2.69
2. Disciplinarian	23	3.00
3. Teaching	22	2.67
4. Communication	16	3.18
5. Motivational, Goal Setting	14	3.08

(n=31)



TABLE 30

COACH QUESTIONNAIRE: THE 5 MOST IMPORTANT TRAITS A CHAMPIONSHIP  
ATHLETE MUST POSSESS TO COMPETE SUCCESSFULLY AT YOUR LEVEL

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Mental Toughness	18	3.61
2. Self-discipline	15	2.07
3. Self-motivated	13	3.23
4. Perseverance, Determined	12	2.67
5. Accepts Coaching	12	3.33

(n=31)

TABLE 31

COACH QUESTIONNAIRE: THE 5 COACHING SKILLS YOU NEGLECTED THAT IN  
HINDSIGHT MAY HAVE LESSENED YOUR TEAM'S CHANCES FOR SUCCESS

ITEM	FREQUENCY	WEIGHTED VOLUME OF IMPORTANCE
1. P.R., SALES	16	4.0
2. COUNSELING	15	3.13
3. MOTIVATIONAL AND GOAL SETTING	15	2.07
4. COMMUNICATION	12	3.09
5. CREATING POSITIVE ENVIRONMENT	12	2.75

(n=31)

The coaches identified self-discipline, self-motivation, and mental toughness as the most frequent traits lacking in the unsuccessful or problem athlete. Self-discipline was ranked as the most important (Table 32).

The most frequently identified characteristics found in the athlete with social problems were lack of motivation, negative attitude, and lack of goals or ambitions. The coaches ranked lack of motivation and negative attitude virtually even as the most important trait (Table 33).

The characteristics most frequently identified in the athlete with performance problems were alibiing and lack of toughness. The coaches cited alibiing as the most important characteristic found in athletes with performance problems (Table 34).

#### Parent Questionnaire

The parents identified the characteristics observed most often in an underachieving child were negative attitude and insecurity. Insecurity was ranked as the most important attribute (Table 35).

Parents selected self-discipline, positive self-image, and self-motivation as the traits most frequently found in the successfully competitive child. Positive self-image and honesty were cited as the most important trait (Table 36).

Parents selected four skills that were frequently neglected by adults that hampered their children's chances for success. They were negative attitude, lack of goal setting, motivational,

TABLE 32

COACH QUESTIONNAIRE: THE 5 TRAITS THAT ARE LACKING MOST OFTEN  
IN THE UNSUCCESSFUL OR PROBLEM ATHLETE

ITEM	FREQUENCY	WEIGHTED VOLUME OF IMPORTANCE
1. Self-discipline	22	1.90
2. Self-motivated	18	2.88
3. Mental Toughness	18	3.16
4. Perseverance, Determined	14	3.00
5. Goal-setting, Organized	8	3.25
Positive Self-Image	8	3.25

(n=31)

TABLE 33

COACH QUESTIONNAIRE: THE 5 MOST IMPORTANT CHARACTERISTICS YOU  
OBSERVED MOST OFTEN IN AN ATHLETE WITH SOCIAL PROBLEMS

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Unmotivated	25	2.44
2. Negative Attitude	22	2.45
3. No Goals or Ambitions	22	3.05
4. Irresponsible	16	3.56
5. Spoiled	13	3.08

(n=31)

TABLE 34

COACH QUESTIONNAIRE: THE 5 MOST IMPORTANT CHARACTERISTICS YOU  
OBSERVED IN AN ATHLETE WITH PERFORMANCE PROBLEMS

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Alibis for Mistakes	25	2.28
2. Gives up, Not very tough	23	2.70
3. Negative Attitude	19	2.63
4. Insecure	17	3.71
5. Lackadaisical	15	2.69

(n=31)

TABLE 35

PARENT QUESTIONNAIRE: THE 5 CHARACTERISTICS OBSERVED MOST OFTEN  
IN AN UNDERACHIEVING CHILD WITH PERFORMANCE PROBLEMS

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Negative Attitude	25	2.60
2. Insecure	23	2.35
3. Gives up, not very tough	19	3.16
4. Alibis for mistakes	16	3.19
5. Complains, divisive	13	4.00

(n=30)

TABLE 36

PARENT QUESTIONNAIRE: THE 5 MOST IMPORTANT TRAITS A CHILD MUST  
POSSESS TO COMPETE SUCCESSFULLY IN LIFE

ITEM	FREQUENCY	VALUE OF IMPORTANCE
1. Self-discipline	23	2.74
2. Positive Self Image	20	1.80
3. Self-motivated	19	2.89
4. Honesty, Integrity	12	2.25
5. Respects authority	11	3.27

(n=30)

and responsibility. The most important skill was motivation (Table 37).

The traits found most frequently in an unsuccessful or a problem child were identified as lack of self-discipline, lack of positive self-image, and lack of self-motivation. The parents ranked self-discipline as the most important trait (Table 38).

The parents identified negative attitude as the characteristic observed most often in a child with social problems. They also ranked that characteristic as the most important (Table 39).

Parents ranked communication as the most frequently needed skill to be a successful parent. In addition, they ranked communication as the most important skill (Table 40).

TABLE 37

PARENT QUESTIONNAIRE: THE 5 SKILLS PARENTS NEGLECTED THAT  
LESSENED THEIR CHILDREN'S CHANCES FOR SUCCESS IN LIFE

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Negative Attitude	24	2.83
2. No Goals, Ambitions	22	3.05
3. Unmotivated	21	2.76
4. Irresponsible	20	2.90
5. Bad Peer Group	12	2.83

(n=30)

TABLE 38

PARENT QUESTIONNAIRE: THE 5 TRAITS THAT ARE LACKING MOST OFTEN IN  
AN UNSUCCESSFUL OR PROBLEM CHILD

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Self-discipline	21	2.24
2. Positive Self-image	18	2.22
3. Self-motivated	17	3.29
4. Dependable, Responsible	14	3.29
5. Honesty, Integrity	13	2.54

(n=30)

TABLE 39

PARENT QUESTIONNAIRE: THE 5 CHARACTERISTICS YOU OBSERVED MOST  
OFTEN IN A CHILD WITH SOCIAL PROBLEMS

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Negative Attitude	25	2.28
2. Unmotivational	21	2.43
3. No Goals, Ambitions	21	3.52
4. Irresponsible	17	3.00
5. Bad Peer Group	15	3.27

(n=30)

TABLE 40

PARENT QUESTIONNAIRE: THE 5 MOST IMPORTANT SKILLS THAT YOU USED  
TO BE A SUCCESSFUL PARENT

ITEM	FREQUENCY	WEIGHTED VALUE OF IMPORTANCE
1. Communication	27	2.22
2. Positive reinforcement	25	2.32
3. Honesty, Consistency	22	2.86
4. Listening	20	2.65
5. Discipline	16	3.94

(n=30)

Summary of Skills, Traits, and  
Characteristics Findings

When asked about skills used by successful coaches or parents, leadership and teaching were selected by the coaches and athletes while communication was ranked by the parents as the most important skills used by coaches or parents. To validate those selections, the respondents were asked to select those skills that when neglected, lessened their chances for success. The athletes identified teaching as the most important skill that was damaging when neglected. The coaches felt their lack of goal-setting skills was relatively important and parents thought their lack of motivation as a parent was potentially damaging.

All three populations were asked to identify and rank the five most important traits a champion athlete or child must possess to compete successfully in the world. Mental toughness, self-discipline, and self-motivation were universally selected most frequently. The athletes and coaches ranked self-discipline as the most important trait while parents chose a positive self-image as the key to successful competition. When asked in the negative manner to verify which traits were lacking most often in the unsuccessful athlete or child, self-discipline was selected most frequently and weighed as the most important.

To further evaluate the elements of the unsuccessful athlete or child, the respondents were asked to identify and rank five characteristics that contributed to their problems. For those



individuals with social problems, lack of self-motivation and negative attitude were identified most frequently. Athletes and parents ranked negative attitude as the most important characteristic lacking in unsuccessful children or athletes while coaches selected lack of motivation. For those children and athletes with performance problems, athletes selected and ranked negative attitude as the most important characteristic. Coaches selected and ranked making alibis as the most important and the parents selected negative attitude most often but ranked insecurity as the most important.

#### Learning and Discipline Findings

##### Athlete Questionnaire

The statistics garnered from the learning and discipline section of the athletes' questionnaires were presented in frequency form.

Sixty percent of the athletes thought the best coaching took place between a coach and one player (Table 41). The great majority believed that best coaching included a written presentation, repetitive practice, and review. Forty-three percent thought self-teaching also contributed to successful learning (Table 42).

With respect to discipline, the athletes reported 87 percent of their coaches practiced stratified discipline. In fact, nearly 44 percent did it quite often (Table 43). If and when stratified discipline occurred and the players found out, athletes reported anger and loss of respect for the coach 53 percent of the time (Table 44).

TABLE 41

ATHLETE QUESTIONNAIRE: WHEN DOES THE BEST COACHING OR PLAYER  
IMPROVEMENT TAKE PLACE?

RESPONSE	FREQUENCY
1. COACH AND SMALL GROUP	5
2. COACH AND ONE PLAYER	18
3. COACH AND FULL SQUAD	6
4. OTHER	1

(n=30)

TABLE 42

ATHLETE QUESTIONNAIRE: HOW DOES THE BEST COACHING OR PLAYER  
IMPROVEMENT TAKE PLACE?

RESPONSE	FREQUENCY
1. ONE ORAL OR WRITTEN PRESENTATION	6
2. WRITTEN PRESENTATION, REPETITIVE PRACTICE, REVIEW	6
3. WRITTEN PRESENTATION, SELF-TEACHING REPETITIVE PRACTICE, REVIEW	13
4. WRITTEN PRESENTATION AND REVIEW	1
5. OTHER	4

(n=30)

TABLE 43

ATHLETE QUESTIONNAIRE: HOW OFTEN DID YOUR COACHES PRACTICE  
STRATIFIED DISCIPLINE IN YOUR PLAYING CAREER?

RESPONSE	FREQUENCY
1. SELDOM, 1-5 TIMES	13
2. OFTEN, 6+ TIMES	13
3. NEVER	4

(n=30)

TABLE 44

ATHLETE QUESTIONNAIRE: WHEN THE PUNISHMENT WAS CHANGED AND THE  
TEAM WAS AWARE OF THE ADJUSTMENT, DID YOU FEEL ANGRY AND  
THINK THE COACH HAD JEOPARDIZED THE TEAMS'  
DISCIPLINE AND CHANCES FOR SUCCESS?

RESPONSE	FREQUENCY
1. YES	16
2. NO	14

(n=30)

### Coach Questionnaire

The statistics generated from the learning and discipline section of the coaches' questionnaires were presented in frequency form.

The majority of coaches thought the best coaching takes place between the coach and one player. Only 16 percent believed the best coaching takes place with the full squad (Table 45). Fifty percent of the coaches thought the best coaching included written presentation, self-teaching, practice, and review (Table 46).

Over 66 percent of the coaches thought they never practiced stratified discipline (Table 47). Of those that practiced stratified discipline, 70 percent did not feel guilty about their actions (Table 48).

### Parent Questionnaire

The statistics produced from the learning and discipline section of the parents' questionnaires were presented in frequency form.

Over 67 percent of the parents concluded that the best teaching of life's lessons and parenting took place with all family members present, ideally at home (Tables 49 and 50).

Nearly one half (47%) of the parents thought they never practiced stratified discipline (Table 51) and those that did (70%) believed they did not lose authority or lessen their children's respect for discipline (Table 52).

TABLE 45

COACH QUESTIONNAIRE: WHEN DOES THE BEST COACHING OR PLAYER  
IMPROVEMENT TAKE PLACE?

RESPONSE	FREQUENCY
1. COACH AND A SMALL GROUP	9
2. COACH AND ONE PLAYER	16
3. COACH AND A FULL SQUAD	5

(n=30)

TABLE 46

COACH QUESTIONNAIRE: HOW DOES THE BEST COACHING OR PLAYER  
IMPROVEMENT TAKE PLACE?

RESPONSE	FREQUENCY
1. ORAL OR WRITTEN PRESENTATION	1
2. WRITTEN PRESENTATION, REPETITIVE PRACTICE, REVIEW	8
3. WRITTEN PRESENTATION, SELF TEACHING, REPETITIVE PRACTICE REVIEW	15
4. WRITTEN PRESENTATION, REVIEW	0
5. OTHER	5

(n=29)

TABLE 47

COACH QUESTIONNAIRE: HOW OFTEN HAVE YOU PRACTICED  
STRATIFIED DISCIPLINE IN YOUR CAREER?

RESPONSE	FREQUENCY
1. SELDOM, 1-5 TIMES	8
2. OFTEN, 6 OR MORE TIMES	2
3. NEVER	20
(n=30)	

TABLE 48

COACH QUESTIONNAIRE: IF AND WHEN YOU ADJUSTED THE PUNISHMENT  
AND THE TEAM WAS AWARE OF THE ADJUSTMENT, DID YOU FEEL  
GUILTY AND THINK YOU JEOPARDIZED THE TEAMS'  
DISCIPLINE AND CHANCES FOR SUCCESS?

RESPONSE	FREQUENCY
1. YES	9
2. NO	21
(n=30)	

TABLE 49

PARENT QUESTIONNAIRE: WHEN DOES THE BEST TEACHING OF  
LIFE'S LESSONS TAKE PLACE?

RESPONSE	FREQUENCY
1. INTERACTION BETWEEN FATHER AND CHILD	0
2. INTERACTION BETWEEN MOTHER AND CHILD	1
3. INTERACTION WITH ALL FAMILY MEMBERS	22
4. CRISIS SITUATION	5
5. OTHER	2

(n=30)

TABLE 50

PARENT QUESTIONNAIRE: HOW DOES THE BEST PARENTING TAKE PLACE?

RESPONSE	FREQUENCY
1. AT HOME WITH ONE PARENT	2
2. AT HOME WITH BOTH PARENTS	8
3. AT HOME WITH ALL FAMILY MEMBERS	20
4. AWAY DURING VACATION	0
5. OTHER	0

(n=30)

TABLE 51

PARENT QUESTIONNAIRE: HOW OFTEN HAVE YOU PRACTICED  
STRATIFIED DISCIPLINE?

RESPONSE	FREQUENCY
1. SELDOM, 1-10 TIMES	12
2. OFTEN, 10+ TIMES	4
3. NEVER	14

(n=30)

TABLE 52

PARENT QUESTIONNAIRE: IF AND WHEN YOU CHANGED THE PUNISHMENT AND  
YOUR OTHER CHILDREN WERE AWARE OF THE ADJUSTMENT, DID YOU FEEL  
GUILTY AND THINK YOU JEOPARDIZED YOUR AUTHORITY  
AND THEIR RESPECT FOR DISCIPLINE?

RESPONSE	FREQUENCY
1. YES	9
2. NO	21

(n=30)

best teaching took place between all family members. All groups thought the best teaching included a written presentation, self-teaching, repetitive practice, and review.



## Summary of Learning and

### Discipline Findings

The athletes and coaches thought the best coaching took place between a coach and one player. Parents indicated they thought the best teaching took place between all family members. All groups thought the best teaching included a written presentation, self-teaching, repetitive practice, and review.

The athletes reported nearly 9 out of 10 coaches practiced stratified discipline and over 50 percent of them felt a loss of respect for the coach and lesser chance for team success. Parents and coaches, in contrast, thought they rarely practiced stratified discipline. When they did, they did not feel guilty or think they lessened their children's or team's chances for success.

### Summary of Findings

When each set of completed questionnaires was analyzed it was evident the sample populations were diversely represented. The athletes that responded ranged from 18 to 23 years of age, were both male and female, and all had won some form of league championship in their careers. Most started their athletic careers with parental support at an early age and few had ever started a season and quit.

The coaches ranged from 20 to over 50 years of age, were all males, over 90 percent were married or had been married, and two-thirds had at least one child. All but one had been a head coach and all of the head coaches had won at least one league

championship.

The parents surveyed ranged from 20 to over 50 years of age, were evenly represented male to female, and all but one had been or were married. Over 67 percent of the parents had been married 16 years or longer to their first spouse and all had children who participated in organized sports.

Each questionnaire asked general questions about skills, traits, and characteristics of successful athletes, coaches, parents, and children. Each question was asked in a positive and negative format to validate the responses. The athletes ranked leadership and self-motivation as the two most important skills and the coaches selected leadership and teaching. In the negative format, the athletes picked leadership and teaching as harmful if neglected, and the coaches thought the lack of motivational or goal setting skills as detrimental to the team if neglected. Parents thought communication, positive reinforcement and consistency were all important skills. They ranked negative attitude, lack of goal setting, and motivational skills as tools that did hamper their children's chances for success.

When asked to identify and rank the five most important traits a person could possess, four were selected universally. Mental toughness, self-discipline, self-motivation, and a positive self-image were ranked as most important for the successful individuals and found lacking most often in unsuccessful athletes and children.

The portion of the instrument that asked about the five characteristics found most often in athletes and children with

social or performance problems produced five universal elements. In all cases where these 5 characteristics were an option in the survey, they were selected as one of the 5 most important characteristics. The five were negative attitude, lack of motivation, irresponsibility, making alibis, and lack of toughness. In four of the six cases, negative attitude was ranked as the characteristic observed most often in an athlete or a child with a social or performance problem.

The learning and discipline section of the questionnaires dealt with stratified discipline, its effects on involved parties, and how and when the most effective teaching takes place. The athletes and coaches thought the best learning takes place between one player and the coach. In the majority of responses, the best coaching included written material, self-teaching, repetitive practice, and review. Parents thought the best teaching takes place with all family members present.

With respect to discipline, over 80 percent of the athletes thought their coaches practiced stratified discipline. Over 90 percent of the coaches and nearly 80 percent of the parents denied or indicated that they seldomly practiced stratified discipline. Of those that did, 70 percent of the parents and coaches thought changing punishment for different people had little effect on the kids respect for authority or discipline.

With 91 completed questionnaires from three distinct sample populations, the results had a high degree of reliability. The opportunity for the individual respondents to select and rank five skills, traits, and characteristics made the questionnaire valid.

## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

#### Summary

The purpose of this study was to identify from athletes, coaches, and parents those skills, traits, and characteristics that contributed to successful or unsuccessful competitors and the relative importance of each of those elements.

Measuring subjective human skills, traits, and characteristics objectively had always been a difficult task. Quantification of results inherently led to an assignment of a level of importance. Such an assignment may have been an inaccurate assessment of the skills, traits, and characteristics. Therefore, it was decided to survey various sample populations to increase the chances of a valid and reliable result.

The development and application of the research from this study rested upon the assumption that the respondents would reply honestly and provide evidence of the most important skills, traits, and characteristics needed to compete successfully in life.

Development followed the suggestions of various authors in calling for forced-choice formatting as the easiest to write, score, and interpret. Response choices were presented in positive and negative formats using a five-point rating scale and a

comparative value was calculated for each of the most frequent selections. It was believed that five choices would force respondents into committing to an opinion, rather than allowing them the opportunity to conditionalize their answers.

The length of the instrument was minimized to only survey elements considered essential skills, traits, and characteristics. Those elements were selected from a search of literature and interviews and then grouped according to similarities. Question formation was based on the work of various authors, sampling, and input from the advisory committee. The scoring system was created for quantification purposes and cutoff points were determined by frequency counts.

This study identified skills, traits, and characteristics of successful athletes, coaches, and parents. In addition, demographic data was requested to verify a diverse population and identify any potential bias from the population's respondents. Finally, the survey requested information about learning and discipline used by coaches and parents and measured its impact on the athletes and children.

Development of the population specific questionnaires began with an extensive review of parenting, coaching, and counseling literature. Included in the review was an accumulation of skills, traits, and personality descriptives to be utilized in the survey. To complete the instrument, learning theory and various discipline methods were analyzed and incorporated into simplistic questions.

The skills, traits, and characteristics selected were prepared in a test survey to identify and eliminate any confusion and misunderstandings. The sample questionnaire was given to adults, athletes, children, and coaches then appropriate corrections were made.

The instrument was mailed to 150 randomly selected athletes, coaches, and parents. From the initial and follow-up mailing, 91 completed questionnaires were received for tabulation. Each sample population included at least 25 responses.

The demographic data revealed the samples were diverse and contained few factors of bias. The only exception was the fact that all the responses from the coaches were made by men. This element was partially mitigated by the 20 female responses from the other sample populations.

The analysis of the data from the skills, traits, and characteristic section of the survey was interesting. Strong elements were identified by the positive requests and verified in the negative question mode. Leadership, teaching, communication, maintaining and utilizing positive reinforcement, motivation, and goal setting were the most important skills for coaches and parents. Self-discipline, mental toughness, a positive self-image, and self-motivation were both the most important traits and also observed most often in the successful athlete or child. In the negatively formatted questions, negative attitude, lack of motivation, irresponsibility, making alibis, and lack of toughness were ranked as the most important.

The athletes had different opinions about learning and discipline than the coaches and parents. The adults practically denied ever using stratified discipline while the athletes indicated they had all experienced the problem. The athletes reported the use of stratified discipline lessened their team's chances for success and angered them. The adults thought their use of stratified discipline, if acknowledged, didn't lessen their authority.

#### Conclusions

During the review of literature, it was determined that an acceptable measurement of skills, traits, and characteristics of successful athletes, coaches, and parents would be a scale of relative importance. This was done by identifying the frequency of response and the forced choice rankings of those selected elements. It was assumed that this procedure would enhance the knowledge of what skills coaches and parents needed to improve their effectiveness. In addition, the traits identified by the respondents as important should be emphasized by coaches and parents to give their dependents a better chance to succeed. Finally, the method and delivery of learning material should not be compromised and discipline must be discussed before hand and implemented consistently to reinforce athlete's and children's respect for authority.

It was beyond the scope of this study to recommend the benefits of this information. The objective was to identify and rank important skills, traits, characteristics, and learning methods to

help children compete. The data were clear cut and the need for coaches and parents to understand the relative importance of these facts was irrefutable.

Parents have shown a tendency to view the classroom and the student-teacher relationship as the scapegoat for society's ills. Teachers and coaches viewed the home and the parent-child relationship as a primary cause of today's problems. This research indicated that all parties could improve themselves if they possessed certain skills, traits, and characteristics. While many believe innate intelligence or natural ability was the key to success, none of the nearly 90 respondents thought so. Instead, they selected mental toughness, self-discipline, self-motivation, and perseverance as the most important traits or characteristics. Communication and leadership skills that created a positive environment were identified as enviable assets.

Our classrooms, homes, and athletic teams must emphasize these traits as early as possible in a child's life. Young parents and coaches must be taught how to foster these traits and use the skills identified to improve their ability. These fundamentals could be taught in parenting and coaching seminars. Only then will children have the tools needed to compete successfully and handle the pressures of the 1990's and beyond.

#### Recommendations for Practice

The study identified several elements that can be improved or enhanced with training. This survey's results can be used in coaching and parenting seminars to educate the participants about



their importance and methods to improve their effectiveness. From the data, one can reasonably reach the following conclusions:

1. Coaches and parents must understand and use leadership teaching, communication, discipline, and motivational skills.
2. Coaches and parents must develop mental toughness, self-discipline, self-motivation, and perseverance in all those children they teach, coach, or raise.
3. Coaches and parents must do all they can to eliminate irresponsibility, negative attitude, lack of motivation, and lack of toughness in all those children they teach, coach, or raise.
4. Coaches and parents must do all they can to understand that the best learning takes place in one-on-one situations with a well-prepared, consistent approach.
5. Coaches and parents must not practice stratified discipline.

#### Recommendations for Further Study

1. It is recommended that the study be replicated in a pure parent-child sample population. The results of that study could be cross-referenced against these results.
2. A follow-up study could be replicated to survey female coaches to further validate the strength of the results of this study.
3. Conduct a qualitative study that includes a population cross-section similar to this survey. The study would substantially verify or refute this data by the observation of the researcher rather than relying on self-disclosure by population

respondents from a written instrument.

#### Implications

1. It is substantiated in this study that athletes and children should be taught how to become self-disciplined, self-motivated, mentally tough, and positive about themselves. Coaches and parents of successful children should possess the skills to accomplish those goals.
2. Coaches and parents must learn how to teach, lead, communicate, motivate, and use positive reinforcement to enhance their dependents chances for success.
3. Coaches and parents must learn how to utilize learning theories to improve their teaching skills and use fair and consistent discipline to eliminate children's negative attitudes, their ability to alibi, and irresponsibility.

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## APPENDIXES

**APPENDIX A**

**ATHLETE QUESTIONNAIRE**

## OKLAHOMA STATE UNIVERSITY - COLLEGE OF EDUCATION - OAED

CHAMPIONS IN LIFE: AN ADULT EDUCATION STUDY THAT IDENTIFIES PARENTING AND COACHING SKILLS NEEDED TO PREPARE CHILDREN TO COMPETE SUCCESSFULLY IN THE WORLD.

## ATHLETE QUESTIONNAIRE

INSTRUCTIONS: PLEASE CHECK, CIRCLE, AND WRITE THE ANSWERS TO THE FOLLOWING QUESTIONS. PLEASE TAKE YOUR TIME AND RESPOND HONESTLY. WHEN COMPLETED, RETURN THE QUESTIONNAIRE TO JIM SCHWANKE IN THE ENCLOSED, SELF-ADDRESSED ENVELOPE.

1. WHAT IS YOUR AGE IN YEARS? 15-17\_\_ 18-20\_\_ 21-23\_\_ 24+\_\_
2. WHAT IS YOUR SEX? MALE\_\_ FEMALE\_\_
3. HOW MANY LEAGUE CHAMPIONSHIPS HAVE YOU WON AS A PLAYER?  
# OF LEAGUE CHAMPIONSHIPS\_\_
4. CIRCLE WHO FIRST SUGGESTED YOU PLAY A SPORT.
 

a. Parent	c. Teacher	e. Brother, Sister
b. Friend	d. Coach	f. Other_____
5. HOW OLD WERE YOU WHEN YOU PLAYED YOUR FIRST ORGANIZED GAME?  
1-7\_\_ 8-9\_\_ 10-11\_\_ 12-13\_\_ 14+\_\_
6. HAVE YOU EVER STARTED A SEASON AND QUIT (NON-INJURY RELATED) BEFORE THE END OF THE SEASON? YES\_\_ NO\_\_  
IF YES, HOW MANY TIMES? \_\_
7. CIRCLE THE 5 MOST IMPORTANT SKILLS THAT YOUR HEAD COACH USED EVERYDAY TO PREPARE YOU TO COMPETE SUCCESSFULLY.
 

a. Leadership	i. Teaching
b. Self-motivation	j. Technical knowledge of the sport's skills
c. Counseling, patience	k. Motivational, goal setting
d. Strategist	l. Knowledge of the sport's rules
e. PR, sales, fundraising	m. Creating positive environment
f. Administration, planning	n. Other_____
g. Communication	
h. Physical conditioning	
8. RANK IN ORDER OF IMPORTANCE THE 5 SKILLS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT SKILL (5).
 

1. MOST IMPORTANT	__
2. VERY IMPORTANT	__
3. QUITE IMPORTANT	__
4. MORE IMPORTANT	__
5. LEAST IMPORTANT	__

9. CIRCLE THE 5 MOST IMPORTANT TRAITS A CHAMPIONSHIP ATHLETE MUST POSSESS TO COMPETE SUCCESSFULLY AT YOUR LEVEL.
- |                             |                             |
|-----------------------------|-----------------------------|
| a. Intelligence             | n. Knowledge of the game    |
| b. Self-discipline          | o. Communicates, leadership |
| c. Aggressiveness           | p. Perseverance, determined |
| d. Honesty, integrity       | q. Learns from adversity    |
| e. Curiousness, will try    | r. Loyalty, obedient        |
| f. Self-motivation          | s. Loves the sport          |
| g. Goal-setting, organized  | t. Dependable, responsible  |
| h. Natural athletic ability | u. Extrovert, performer     |
| i. Self-aware, confident    | v. Cooperative, helpful     |
| j. Problem-solver, winner   | w. Achievement-oriented     |
| k. Mental toughness         | x. Independent, courageous  |
| l. Knows limitations        | y. Accepts coaching         |
| m. Positive self-image      | z. Other _____              |
10. RANK IN ORDER OF IMPORTANCE THE 5 TRAITS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT TRAIT (5).
1. MOST IMPORTANT    —  
 2. VERY IMPORTANT   —  
 3. QUITE IMPORTANT   —  
 4. MORE IMPORTANT   —  
 5. LEAST IMPORTANT   —
11. THINKING BACK TO WHEN YOUR TEAM WAS UNSUCCESSFUL, CIRCLE THE 5 COACHING SKILLS YOUR HEAD COACH NEGLECTED THAT MAY HAVE LESSENED YOUR TEAMS' CHANCES FOR SUCCESS.
- |                             |  |
|-----------------------------|--|
| a. Leadership               | i. Teaching                                  |
| b. Self-motivation          | j. Technical knowledge of the sport's skills |
| c. Counseling, patience     | k. Motivational, goal setting                |
| d. Strategist               | l. Knowledge of the sport's rules            |
| e. PR, sales, fundraising   | m. Creating positive environment             |
| f. Administration, planning | n. Other _____                               |
| g. Communication            |  |
| h. Physical conditioning    |  |
12. RANK IN ORDER OF IMPORTANCE THE 5 SKILLS YOU SELECTED ABOVE THAT YOUR COACH SHOULD IMPROVE FIRST TO INCREASE YOUR TEAM'S CHANCES TO COMPETE SUCCESSFULLY. LIST THE LETTER OF THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT SKILL TO IMPROVE (5).
1. MOST IMPORTANT    —  
 2. VERY IMPORTANT   —  
 3. QUITE IMPORTANT   —  
 4. MORE IMPORTANT   —  
 5. LEAST IMPORTANT   —

13. CIRCLE THE 5 TRAITS THAT ARE LACKING MOST OFTEN IN THE UNSUCCESSFUL OR PROBLEM TEAMMATE.
- |                             |                             |
|-----------------------------|-----------------------------|
| a. Intelligence             | n. Knowledge of the game    |
| b. Self-discipline          | o. Communicates, leadership |
| c. Aggressiveness           | p. Perseverance, determined |
| d. Honesty, integrity       | q. Learns from adversity    |
| e. Curiousness, will try    | r. Loyalty, obedient        |
| f. Self-motivation          | s. Loves the sport          |
| g. Goal-setting, organized  | t. Dependable, responsible  |
| h. Natural athletic ability | u. Extrovert, performer     |
| i. Self-aware, confident    | v. Cooperative, helpful     |
| j. Problem-solver, winner   | w. Achievement-oriented     |
| k. Mental toughness         | x. Independent, courageous  |
| l. Knows limitations        | y. Accepts coaching         |
| m. Positive self-image      | z. Other _____              |
14. RANK IN ORDER OF IMPORTANCE THE 5 TRAITS YOU SELECTED ABOVE THAT NEED TO BE IMPROVED TO INCREASE YOUR TEAMMATES' CHANCES TO COMPETE SUCCESSFULLY. LIST THE LETTER OF THE MOST IMPORTANT (1) THE THE LEAST IMPORTANT TRAIT TO IMPROVE (5).
1. MOST IMPORTANT      —
  2. VERY IMPORTANT     —
  3. QUITE IMPORTANT    —
  4. MORE IMPORTANT     —
  5. LEAST IMPORTANT    —
15. CIRCLE THE 5 CHARACTERISTICS YOU OBSERVE MOST OFTEN IN AN ATHLETE WITH SOCIAL PROBLEMS (CLASS CLOWN, FAILURE TO ATTEND CLASSES, AGGRESSIVE BEHAVIOR, WITHDRAWN BEHAVIOR, LACK OF SELF-ESTEEM, ETC.).
- |                        |                            |
|------------------------|----------------------------|
| a. Unmotivated         | h. Negative attitude       |
| b. Non-starting player | i. No goals or ambitions   |
| c. Divorced parents    | j. Bad peer group          |
| d. Irresponsible       | k. Unintelligent           |
| e. Disrespectful       | l. Partier, playboy        |
| f. Loner               | m. Drug or alcohol problem |
| g. Spoiled             | n. Other _____             |
16. RANK IN ORDER OF OCCURRENCE THE 5 CHARACTERISTICS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST FREQUENTLY OBSERVED (1) TO THE LEAST FREQUENTLY OBSERVED CHARACTERISTIC (5).
1. MOST FREQUENTLY      —
  2. VERY FREQUENTLY     —
  3. QUITE FREQUENTLY    —
  4. MORE FREQUENTLY     —
  5. LEAST FREQUENTLY    —

17. CIRCLE THE 5 CHARACTERISTICS YOU OBSERVE MOST OFTEN IN AN UNDERACHIEVING ATHLETE WITH PERFORMANCE PROBLEMS (LAZY ON THE FIELD, MAKES REPEATED MENTAL MISTAKES, UNWILLINGNESS TO BE COACHED, ETC.).
- |                             |                             |
|-----------------------------|-----------------------------|
| a. Insecure                 | h. Negative attitude        |
| b. Argues, disruptive       | i. Unrealistic              |
| c. Fights with teammates    | j. Alibis for mistakes      |
| d. Complains, divisive      | k. Lackadaisical            |
| e. Defiant, disobedient     | l. Gives up, not very tough |
| f. Fears success or failure | m. Drug or alcohol problem  |
| g. Dishonest                | n. Other_____               |
18. RANK IN ORDER OF OCCURRENCE THE 5 CHARACTERISTICS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST FREQUENTLY OBSERVED (1) TO THE LEAST FREQUENTLY OBSERVED CHARACTERISTIC (5).
- |                     |     |
|---------------------|-----|
| 1. MOST FREQUENTLY  | --- |
| 2. VERY FREQUENTLY  | --- |
| 3. QUITE FREQUENTLY | --- |
| 4. MORE FREQUENTLY  | --- |
| 5. LEAST FREQUENTLY | --- |
19. CIRCLE WHEN THE BEST COACHING OR PLAYER IMPROVEMENT TAKES PLACE.
- |  |
|--|
| a. Interaction between coach and small group (2-10). |
| b. Interaction between coach and one player.         |
| c. Interaction between coach and full squad.         |
| d. Other_____  |
20. CIRCLE HOW YOU THINK THE BEST COACHING OR PLAYER IMPROVEMENT TAKES PLACE.
- |  |
|--|
| a. One oral or written presentation.                                     |
| b. Written presentation, repetitive practice, and review.                |
| c. Written presentation, self-teaching, repetitive practice, and review. |
| d. Written presentation and review.                                      |
| e. Other_____  |
21. CIRCLE HOW OFTEN YOUR COACHES PRACTICED STRATIFIED DISCIPLINE IN YOUR PLAYING CAREER, ADJUSTING THE PUNISHMENT TO FIT THE OFFENDER'S STATUS ON THE TEAM. (EXAMPLE, STARTER MISSES CURFEW, NO SUSPENSION. BACK-UP PLAYER MISSES CURFEW, SUSPENDED FOR 2 GAMES).
- |                         |             |          |
|-------------------------|-------------|----------|
| a. Seldom, 1 to 5 times | b. 6+ times | c. Never |
|-------------------------|-------------|----------|
22. WHEN THE PUNISHMENT WAS CHANGED AND THE TEAM WAS AWARE OF THE ADJUSTMENT, DID YOU FEEL ANGRY AND THINK THE COACH HAD JEOPARDIZED THE TEAM'S DISCIPLINE AND CHANCES FOR SUCCESS?
- |        |       |
|--------|-------|
| a. Yes | b. No |
|--------|-------|

**APPENDIX B**

**COACH QUESTIONNAIRE**



## OKLAHOMA STATE UNIVERSITY - COLLEGE OF EDUCATION - OAED

CHAMPIONS IN LIFE: AN ADULT EDUCATION STUDY THAT IDENTIFIES PARENTING AND COACHING SKILLS NEEDED TO PREPARE CHILDREN TO COMPETE SUCCESSFULLY IN THE WORLD.

## COACH QUESTIONNAIRE

INSTRUCTIONS: PLEASE CHECK, CIRCLE, AND WRITE THE ANSWERS TO THE FOLLOWING QUESTIONS. PLEASE TAKE YOUR TIME AND RESPOND HONESTLY. WHEN COMPLETED, RETURN THE QUESTIONNAIRE TO JIM SCHWANKE IN THE ENCLOSED, SELF-ADDRESSED ENVELOPE.

1. WHAT IS YOUR AGE IN YEARS? 20-29\_\_ 30-39\_\_ 40-49\_\_ 50+\_\_
2. WHAT IS YOUR SEX? MALE\_\_ FEMALE\_\_
3. WHAT IS YOUR MARITAL STATUS? MARRIED\_\_ SINGLE\_\_ DIVORCED\_\_ WIDOWED\_\_ SEPARATED\_\_
4. HOW MANY CHILDREN DO YOU HAVE? 1\_\_ 2\_\_ 3\_\_ IF MORE, PLEASE INSERT THE NUMBER.\_\_
5. HOW MANY YEARS HAVE YOU BEEN A HEAD COACH INCLUDING ALL LEVELS? 1-5\_\_ 6-10\_\_ 11-15\_\_ 16-20\_\_ 20+\_\_
6. HOW MANY LEAGUE CHAMPIONSHIPS HAVE YOU WON INCLUDING ALL LEVELS? 1-5\_\_ 6-10\_\_ 11-15\_\_ 16+\_\_
7. CIRCLE THE 5 MOST IMPORTANT SKILLS YOU USE TO BE A SUCCESSFUL HEAD COACH.
 

a. Leadership	i. Teaching
b. Disciplinarian	j. Technical knowledge of the sport's skills
c. Counseling, patience	k. Motivational, goal setting
d. Strategist	l. Knowledge of the sport's rules
e. PR, sales, fundraising	m. Creating positive environment
f. Administration, planning	n. Other _____
g. Communication	
h. Physical conditioning	
8. RANK IN ORDER OF IMPORTANCE THE 5 SKILLS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT SKILL (5).
 

1. MOST IMPORTANT	__
2. VERY IMPORTANT	__
3. QUITE IMPORTANT	__
4. MORE IMPORTANT	__
5. LEAST IMPORTANT	__

9. CIRCLE THE 5 MOST IMPORTANT TRAITS A CHAMPIONSHIP ATHLETE MUST POSSESS TO COMPETE SUCCESSFULLY AT YOUR LEVEL.
- |                             |                             |
|-----------------------------|-----------------------------|
| a. Intelligence             | n. Knowledge of the game    |
| b. Self-discipline          | o. Communicates, leadership |
| c. Aggressiveness           | p. Perseverance, determined |
| d. Honesty, integrity       | q. Learns from adversity    |
| e. Curiousness, will try    | r. Loyalty, obedient        |
| f. Self-motivated           | s. Loves the sport          |
| g. Goal-setting, organized  | t. Dependable, responsible  |
| h. Natural athletic ability | u. Extrovert, performer     |
| i. Self-aware, confident    | v. Cooperative, helpful     |
| j. Problem-solver, winner   | w. Achievement-oriented     |
| k. Mental toughness         | x. Independent, courageous  |
| l. Knows limitations        | y. Accepts coaching         |
| m. Positive self-image      | z. Other _____              |
10. RANK IN ORDER OF IMPORTANCE THE 5 TRAITS YOU SELECTED ABOVE BY LISTING THE LETTER FOR THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT TRAIT (5).
1. MOST IMPORTANT    —
  2. VERY IMPORTANT   —
  3. QUITE IMPORTANT  —
  4. MORE IMPORTANT   —
  5. LEAST IMPORTANT  —
11. REFLECTING BACK ON YOUR CAREER, CIRCLE THE 5 COACHING SKILLS YOU NEGLECTED THAT IN HINDSIGHT MAY HAVE LESSENED YOUR TEAMS' CHANCES FOR SUCCESS.
- |                             |  |
|-----------------------------|--|
| a. Leadership               | i. Teaching                                  |
| b. Disciplinarian           | j. Technical knowledge of the sport's skills |
| c. Counseling, patience     | k. Motivational, goal setting                |
| d. Strategist               | l. Knowledge of the sport's rules            |
| e. PR, sales, fundraising   | m. Creating positive environment             |
| f. Administration, planning | n. Other _____                               |
| g. Communication            |  |
| h. Physical conditioning    |  |
12. RANK IN ORDER OF IMPORTANCE THE 5 SKILLS YOU SELECTED ABOVE THAT HAD YOU HAD THE TIME OR THE INCLINATION TO IMPROVE WOULD HAVE INCREASED YOUR TEAMS' CHANCES FOR SUCCESS. LIST THE LETTER OF THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT SKILL TO IMPROVE (5).
1. MOST IMPORTANT    —
  2. VERY IMPORTANT   —
  3. QUITE IMPORTANT  —
  4. MORE IMPORTANT   —
  5. LEAST IMPORTANT  —

13. CIRCLE THE 5 TRAITS THAT ARE LACKING MOST OFTEN IN THE UNSUCCESSFUL OR PROBLEM ATHLETE.

- |                             |                             |
|-----------------------------|-----------------------------|
| a. Intelligence             | n. Knowledge of the game    |
| b. Self-discipline          | o. Communicates, leadership |
| c. Aggressiveness           | p. Perseverance, determined |
| d. Honesty, integrity       | q. Learns from adversity    |
| e. Curiousness, will try    | r. Loyalty, obedient        |
| f. Self-motivated           | s. Loves the game           |
| g. Goal-setting, organized  | t. Dependable, responsible  |
| h. Natural athletic ability | u. Extrovert, performer     |
| i. Self-aware, confident    | v. Cooperative, helpful     |
| j. Problem-solver, winner   | w. Achievement-oriented     |
| k. Mental toughness         | x. Independent, courageous  |
| l. Knows limitations        | y. Accepts coaching         |
| m. Positive self-image      | z. Other _____              |

14. RANK IN ORDER OF IMPORTANCE THE 5 TRAITS YOU SELECTED ABOVE THAT SHOULD BE IMPROVED TO INCREASE AN ATHLETES' CHANCE TO COMPETE SUCCESSFULLY. LIST THE LETTER FOR THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT TRAIT TO IMPROVE (5).

1. MOST IMPORTANT    \_\_\_
2. VERY IMPORTANT   \_\_\_
3. QUITE IMPORTANT  \_\_\_
4. MORE IMPORTANT   \_\_\_
5. LEAST IMPORTANT  \_\_\_

15. CIRCLE THE 5 CHARACTERISTICS YOU OBSERVE MOST OFTEN IN AN ATHLETE WITH SOCIAL PROBLEMS (CLASS CLOWN, FAILURE TO ATTEND CLASSES, AGGRESSIVE BEHAVIOR, WITHDRAWN BEHAVIOR, LACK OF SELF-ESTEEM, ETC.).

- |                        |                            |
|------------------------|----------------------------|
| a. Unmotivated         | h. Negative attitude       |
| b. Non-starting player | i. No goals or ambitions   |
| c. Divorced parents    | j. Bad peer group          |
| d. Irresponsible       | k. Unintelligent           |
| e. Disrespectful       | l. Partier, playboy        |
| f. Loner               | m. Drug or alcohol problem |
| g. Spoiled             | n. Other _____             |

16. RANK IN ORDER OF OCCURRENCE THE 5 CHARACTERISTICS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST FREQUENTLY OBSERVED (1) TO THE LEAST FREQUENTLY OBSERVED CHARACTERISTIC (5).

1. MOST FREQUENTLY   \_\_\_
2. VERY FREQUENTLY  \_\_\_
3. QUITE FREQUENTLY \_\_\_
4. MORE FREQUENTLY  \_\_\_
5. LEAST FREQUENTLY \_\_\_

17. CIRCLE THE 5 CHARACTERISTICS YOU OBSERVE MOST OFTEN IN AN UNDERACHIEVING ATHLETE WITH PERFORMANCE PROBLEMS (LAZY ON THE FIELD, MAKES REPEATED MENTAL MISTAKES, UNWILLINGNESS TO BE COACHED, ETC.).
- |                             |                             |
|-----------------------------|-----------------------------|
| a. Insecure                 | h. Negative attitude        |
| b. Argues, disruptive       | i. Unrealistic              |
| c. Fights with teammates    | j. Alibis for mistakes      |
| d. Complains, divisive      | k. Lackadaisical            |
| e. Defiant, disobedient     | l. Gives up, not very tough |
| f. Fears success or failure | m. Drug or alcohol problem  |
| g. Dishonest                | n. Other _____              |
18. RANK IN ORDER OF OCCURRENCE THE 5 CHARACTERISTICS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST FREQUENTLY OBSERVED (1) TO THE LEAST FREQUENTLY OBSERVED CHARACTERISTIC (5).
1. MOST FREQUENTLY    \_\_\_
  2. VERY FREQUENTLY   \_\_\_
  3. QUITE FREQUENTLY   \_\_\_
  4. MORE FREQUENTLY    \_\_\_
  5. LEAST FREQUENTLY   \_\_\_
19. CIRCLE WHEN THE BEST COACHING OR PLAYER IMPROVEMENT TAKES PLACE.
- a. Interaction between coach and small group (2-10).
  - b. Interaction between coach and one player.
  - c. Interaction between coach and full squad.
  - d. Other \_\_\_\_\_
20. CIRCLE HOW YOU THINK THE BEST COACHING OR PLAYER IMPROVEMENT TAKES PLACE.
- a. One oral or written presentation.
  - b. Written presentation, repetitive practice, and review.
  - c. Written presentation, self-teaching, repetitive practice, and review.
  - d. Written presentation and review.
  - e. Other \_\_\_\_\_
21. CIRCLE HOW OFTEN HAVE YOU PRACTICED STRATIFIED DISCIPLINE IN YOUR CAREER, ADJUSTING THE PUNISHMENT TO FIT THE OFFENDER'S STATUS ON THE TEAM. (EXAMPLES, STARTER MISSES CURFEW, NO SUSPENSION. BACK-UP PLAYER MISSES CURFEW, SUSPENDED FOR 2 GAMES).
- a. Seldom, 1 to 5 times
  - b. 6+ times
  - c. Never
22. IF AND WHEN YOU CHANGED THE PUNISHMENT AND THE TEAM WAS AWARE OF THE ADJUSTMENT, DID YOU FEEL GUILTY AND THINK YOU JEOPARDIZED THE TEAM'S DISCIPLINE AND CHANCES FOR SUCCESS?
- a. Yes
  - b. No

**APPENDIX C**

**PARENT QUESTIONNAIRE**

## OKLAHOMA STATE UNIVERSITY - COLLEGE OF EDUCATION - OAED

CHAMPIONS IN LIFE: AN ADULT EDUCATION STUDY THAT IDENTIFIES PARENTING AND COACHING SKILLS NEEDED TO PREPARE CHILDREN TO COMPETE SUCCESSFULLY IN THE WORLD.

## PARENT QUESTIONNAIRE

INSTRUCTIONS: PLEASE CHECK, CIRCLE, AND WRITE THE ANSWER TO THE FOLLOWING QUESTIONS. PLEASE TAKE YOUR TIME AND RESPOND HONESTLY. WHEN COMPLETED, RETURN THE QUESTIONNAIRE TO JIM SCHWANKE IN THE ENCLOSED, SELF-ADDRESSED ENVELOPE.

1. WHAT IS YOUR AGE IN YEARS? 20-29\_\_ 30-39\_\_ 40-49\_\_ 50+\_\_
2. WHAT IS YOUR SEX? MALE\_\_ FEMALE\_\_
3. WHAT IS YOUR MARITAL STATUS? MARRIED\_\_ SINGLE\_\_ DIVORCED\_\_ WIDOWED\_\_ SEPARATED\_\_
4. HOW MANY CHILDREN DO YOU HAVE? 1\_\_ 2\_\_ 3\_\_ IF MORE, PLEASE INSERT THE NUMBER.\_\_
5. HOW MANY OF YOUR CHILDREN\* PLAY OR HAVE PLAYED COMPETITIVE SPORTS? 1\_\_ 2\_\_ 3\_\_ IF MORE, PLEASE INSERT NUMBER \_\_
6. HOW MANY YEARS HAVE YOU BEEN OR WERE YOU MARRIED TO YOUR FIRST SPOUSE? 1-5\_\_ 6-10\_\_ 11-15\_\_ 16+\_\_
7. CIRCLE THE 5 CHARACTERISTICS YOU OBSERVE MOST OFTEN IN AN UNDERACHIEVING CHILD WITH PERFORMANCE PROBLEMS (LAZINESS, MAKES REPEATED MENTAL ERRORS, UNWILLINGNESS TO TO BE TAUGHT, ETC.).
 

a. Insecure	h. Negative attitude
b. Argues, disruptive	i. Unrealistic
c. Fights with friends	j. Alibis for mistakes
d. Complains, divisive	k. Lackadaisical
e. Defiant, disobedient	l. Gives up, not very tough
f. Fears success or failure	m. Drug or alcohol problem
g. Dishonest	n. Other _____
8. RANK IN ORDER OF OCCURRENCE THE 5 CHARACTERISTICS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST FREQUENTLY OBSERVED (1) TO THE LEAST FREQUENTLY OBSERVED CHARACTERISTIC (5).
 

1. MOST FREQUENTLY	___
2. VERY FREQUENTLY	___
3. QUITE FREQUENTLY	___
4. MORE FREQUENTLY	___
5. LEAST FREQUENTLY	___

9. CIRCLE THE 5 MOST IMPORTANT TRAITS A CHILD MUST POSSESS TO COMPETE SUCCESSFULLY IN LIFE.
- |                            |                             |
|----------------------------|-----------------------------|
| a. Intelligence            | n. Knows value of education |
| b. Self-discipline         | o. Communicates, leadership |
| c. Aggressiveness          | p. Perseverance, determined |
| d. Honesty, integrity      | q. Learns from adversity    |
| e. Curiousness, will try   | r. Loyalty, obedient        |
| f. Self-motivated          | s. Respects authority       |
| g. Goal-setting, organized | t. Dependable, responsible  |
| h. Plays sports, athletic  | u. Extrovert, performer     |
| i. Self-aware, confident   | v. Cooperative, helpful     |
| j. Problem-solver, doer    | w. Achievement-oriented     |
| k. Mental toughness        | x. Independent, courageous  |
| l. Knows limitations       | y. Accepts teaching         |
| m. Positive self-image     | z. Other _____              |
10. RANK IN ORDER OF IMPORTANCE THE 5 TRAITS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT TRAIT (5).
1. MOST IMPORTANT    \_\_\_
2. VERY IMPORTANT   \_\_\_
3. QUITE IMPORTANT   \_\_\_
4. MORE IMPORTANT    \_\_\_
5. LEAST IMPORTANT   \_\_\_
11. AFTER THINKING ABOUT CHILDREN WITH SOCIAL OR PERFORMANCE PROBLEMS, CIRCLE THE 5 SKILLS THEIR PARENTS NEGLECTED THAT LESSENED THEIR CHILDREN'S CHANCES FOR SUCCESS IN LIFE.
- |                     |                          |
|---------------------|--------------------------|
| a. Unmotivated      | h. Negative attitude     |
| b. Non-athletic     | i. No goals, ambitions   |
| c. Divorced parents | j. Bad peer group        |
| d. Unresponsible    | k. Unintelligent         |
| e. Disrespected     | l. Partier, playboy      |
| f. Loner            | m. Drug, alcohol problem |
| g. Spoiled          | n. Other _____           |
12. RANK IN ORDER OF IMPORTANCE THE 5 SKILLS YOU SELECTED ABOVE WHICH WHEN NEGLECTED BY PARENTS LESSENED THEIR CHILDREN'S CHANCES FOR SUCCESS. LIST THE LETTER OF THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT SKILL TO IMPROVE (5).
1. MOST IMPORTANT    \_\_\_
2. VERY IMPORTANT   \_\_\_
3. QUITE IMPORTANT   \_\_\_
4. MORE IMPORTANT    \_\_\_
5. LEAST IMPORTANT   \_\_\_

13. CIRCLE THE FIVE TRAITS THAT ARE LACKING MOST OFTEN IN THE UNSUCCESSFUL OR PROBLEM CHILD.
- |                            |                             |
|----------------------------|-----------------------------|
| a. Intelligence            | n. Knows value of education |
| b. Self-discipline         | o. Communicates, leadership |
| c. Aggressiveness          | p. Perseverance, determined |
| d. Honesty, integrity      | q. Learns from adversity    |
| e. Curiousness, will try   | r. Loyalty, obedient        |
| f. Self-motivated          | s. Respects authority       |
| g. Goal-setting, organized | t. Dependable, responsible  |
| h. Plays sports, athletic  | u. Extrovert, performer     |
| i. Self-aware, confident   | v. Cooperative, helpful     |
| j. Problem-solver, doer    | w. Achievement-oriented     |
| k. Mental toughness        | x. Independent, courageous  |
| l. Knows limitations       | y. Accepts teaching         |
| m. Positive self-image     | z. Other _____              |
14. RANK IN ORDER OF IMPORTANCE THE 5 TRAITS YOU SELECTED ABOVE THAT SHOULD BE IMPROVED TO INCREASE A STUDENT'S CHANCE TO COMPETE SUCCESSFULLY IN LIFE. LIST THE LETTER OF THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT TRAIT TO IMPROVE (5).
1. MOST IMPORTANT    —
  2. VERY IMPORTANT   —
  3. QUITE IMPORTANT   —
  4. MORE IMPORTANT   —
  5. LEAST IMPORTANT   —
15. CIRCLE THE 5 CHARACTERISTICS YOU OBSERVE MOST OFTEN IN A CHILD WITH SOCIAL PROBLEMS (CLASS CLOWN, FAILURE TO ATTEND CLASSES, AGGRESSIVE BEHAVIOR, WITHDRAWN BEHAVIOR, LACK OF SELF-ESTEEM, ETC.).
- |                     |                          |
|---------------------|--------------------------|
| a. Unmotivated      | h. Negative attitude     |
| b. Non-athletic     | i. No goals, ambitions   |
| c. Divorced parents | j. Bad peer group        |
| d. Unresponsible    | k. Unintelligent         |
| e. Disrespected     | l. Partier, playboy      |
| f. Loner            | m. Drug, alcohol problem |
| g. Spoiled          | n. Other _____           |
16. RANK IN ORDER OF OCCURRENCE THE 5 CHARACTERISTICS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST FREQUENTLY OBSERVED (1) TO THE LEAST FREQUENTLY OBSERVED CHARACTERISTIC (5).
1. MOST FREQUENTLY    —
  2. VERY FREQUENTLY   —
  3. QUITE FREQUENTLY   —
  4. MORE FREQUENTLY   —
  5. LEAST FREQUENTLY   —



17. CIRCLE THE 5 MOST IMPORTANT SKILLS THAT YOU USE TO BE A SUCCESSFUL PARENT.
- |                           |                              |
|---------------------------|------------------------------|
| a. Problem solving        | g. Discipline                |
| b. Decision making        | h. Stress management         |
| c. Positive reinforcement | i. Time management           |
| d. Communication          | j. Friendship, understanding |
| e. Listening              | k. Honesty, consistency      |
| f. Conflict resolution    | l. Goal Setting              |
| g. Motivation             | m. Teaching                  |
| h. Leadership             | n. Other_____                |
18. RANK IN ORDER OF IMPORTANCE THE 5 SKILLS YOU SELECTED ABOVE BY LISTING THE LETTER OF THE MOST IMPORTANT (1) TO THE LEAST IMPORTANT SKILL (5).
- |                    |     |
|--------------------|-----|
| 1. MOST IMPORTANT  | ___ |
| 2. VERY IMPORTANT  | ___ |
| 3. QUITE IMPORTANT | ___ |
| 4. MORE IMPORTANT  | ___ |
| 5. LEAST IMPORTANT | ___ |
19. CIRCLE WHEN THE BEST TEACHING OF LIFE'S LESSONS TAKES PLACE.
- |  |
|--|
| a. Interaction between father and child.   |
| b. Interaction between mother and child.   |
| c. Interaction between all family members. |
| d. Crisis Situation                        |
| e. Other_____                              |
20. CIRCLE HOW YOU THINK THE BEST PARENTING TAKES PLACE?
- |                                     |
|-------------------------------------|
| a. At home with one parent.         |
| b. At home with both parents.       |
| c. At home with all family members. |
| d. Away from home during vacations. |
| e. Other_____                       |
21. CIRCLE HOW OFTEN HAVE YOU PRACTICED STRATIFIED DISCIPLINE IN YOUR LIFETIME, ADJUSTING THE PUNISHMENT BETWEEN CHILDREN TO AVOID CONFLICT WITH YOU. (EXAMPLE, SON MISSES CURFEW, NO DISCIPLINE. DAUGHTER LATE FROM DATE, GROUNDED FOR 2 WEEKS).
- |                       |          |
|-----------------------|----------|
| a. Seldom, 1-10 times | c. Never |
| b. Often, 10+ times   |          |
22. IF AND WHEN YOU CHANGED THE PUNISHMENT AND YOUR OTHER CHILDREN WERE AWARE OF THE ADJUSTMENT, DID YOU FEEL GUILTY AND THINK YOU JEOPARDIZED YOUR AUTHORITY AND THEIR RESPECT FOR DISCIPLINE?
- |        |       |
|--------|-------|
| a. Yes | b. No |
|--------|-------|

APPENDIX D

COVER LETTER

**Oklahoma State**

Dear Friend,

With more being written about the struggles of the American family everyday, I've been asking myself as a coach and camp director what I can do to help improve the parent-child relationship. Our baseball program encompasses a group of forty individuals every year and our staff uses various methods to motivate, discipline, and inspire each person in our family. It struck me that some of those skills may give parents a better chance to complete their most important task: raising self-reliant children prepared to compete in the world.

To better identify the parenting and coaching skills along with the attributes a successful child most possess, I'm asking you to participate in this research by answering the enclosed questions. If possible, please complete the questionnaires and return it to me in the self-addressed, pre-paid envelope as soon as possible.

Your answers are confidential since you are asked not to put your name on the questionnaire and the published data won't include any respondent names. Please answer each question as honestly as you can. We are not interested in how you think you should answer the question, but what you actually think about each question.

It is expected that the information gained from this research will be of benefit to families and also to persons in the education professions such as teaching and counseling.

I appreciate your participation in this research. It is only through the contributions of people like yourself that we can gain greater understanding of children and the skills we need as coaches and parents to improve their chances for success in the world.

Respectfully yours,

  
Jim Schwanke  
Assistant Head Coach

**Allie Reynolds Stadium**

Stillwater, Oklahoma 74078-0300 • (405) 744-5849 • FAX 405-744-7754

APPENDIX E

FOLLOW-UP LETTER

Dear Friend,

Last month I requested your help in completing research for a master's study program at Oklahoma State University. To date, I have not received enough completed questionnaires to validate the random sample. As a result, a second copy of the questionnaire has been mailed and I ask that you help me and take only a few minutes to complete the form and mail it back to me in the return envelope.

I truly appreciate your cooperation and wish you well in 1993.

Sincerely,

Jim Schwanke

**APPENDIX F**

**HUMAN RESEARCH APPROVAL FORM**

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
FOR HUMAN SUBJECTS RESEARCH

Date: 1-19-93

IRB#: ED-93-046

Proposal Title: CHAMPIONS IN LIFE: AN ADULT EDUCATION STUDY THAT  
IDENTIFIES PARENTING SKILLS NEEDED TO RAISE CHILDREN  
PREPARED TO COMPETE SUCCESSFULLY IN THE WORLD

Principal Investigator(s): Ray Sanders, Jim Schwanke

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A  
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR  
BOARD APPROVAL. ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO  
BE SUBMITTED FOR APPROVAL.

---

Comments, Modifications/Conditions for Approval or Reasons for  
Deferral or Disapproval are as follows:

Signature:

*Maria S. Tilley*

Chair of Institutional Review Board

Date: January 20, 1993

VITA 2

James L. Schwanke

Candidate for the Degree of

Master of Science

**Thesis:** IDENTIFYING SKILLS, TRAITS, AND CHARACTERISTICS OF  
SUCCESSFUL ATHLETES, COACHES, AND PARENTS

**Major Field:** Occupational and Adult Education

**Biographical:**

**Personal Data:** Born in Gary, Indiana, October 17, 1955, the  
son of Clarence L. and Lois M. Schwanke.

**Education:** Graduated from Sahuaro High School, Tucson,  
Arizona, in June, 1973; received Bachelor of Science  
Degree in Marketing from Oklahoma State University in  
May, 1978; completed requirements for the Master of  
Science degree at Oklahoma State University in December,  
1993.

**Professional Experience:** Student Assistant Baseball Coach,  
Oklahoma State University, June, 1977 to May, 1979;  
Field Representative, MAKO, Inc., Tulsa, Oklahoma, June,  
1979 to April, 1980; Vice-President, Mutterer Construction  
Company, Tucson, Arizona, May, 1980 to October, 1985; Real  
Estate Broker and Developer, The Aberdeen Group, Tucson,  
Arizona, November, 1985, to May, 1990; Assistant Head  
Baseball Coach, Oklahoma State University, June, 1990 to  
present.