

CONFLICT RESOLUTION BETWEEN
HIGH SCHOOL AND
LEAGUE SOCCER

By

RICHARD GUY ROSENBERGER

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Oral Roberts University

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Thesis Approved:

Steven W. Edwards

Thesis Adviser

John S. Barless

Milton D. Rhoads

Norman N. Durham

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

The sport of soccer has been one of the largest sports played in the State of Oklahoma for the past fifteen years. League soccer involves players of all ages and has continued to grow in size. With so much participation in the sport, soccer was finally instituted at the High School level during the Spring of 1985. Now, according to Cecil Devine, Assistant to the Executive Secretary of Oklahoma Secondary Schools Activities Association, there are 52 boys' teams and 34 girls' teams at the High School level (OSSAA 86-87). Shannon (1981) reports that some schools are turning to soccer to avoid the financial strain placed on school athletics by football. In addition, soccer at the High School level increases interscholastic participation from students and also helps meet Title IX requirements.

This study intends to provide a summary of the many conflicts and problems arising from High School soccer versus League soccer. In addition, several options will be presented to attempt to uncover the best approach in dealing with the situation at hand. The problem consists not only of scheduling conflicts between the two leagues but also the dissension between coaches about the amount of playing time each player owes to his or her team.

High School soccer begins February 1 and ends with the state championship during the second week of May. League soccer also begins during February and has state play-offs in May. In addition, League

soccer also has a Summer, Fall, and an indoor Winter season. Most League games are played during the weekends while High School soccer is played during the week. However, several times during the season conflicts do occur. Both coaches usually demand full practice and playing time from their players. Furthermore, several out-of-state League tournaments are held during any week forcing players to choose between their two teams. Devine mentioned that presently there is no rule prohibiting a player from playing on an outside team in addition to playing on his or her High School team (OSSAA 86-87).

One of the major concerns in keeping a High School player from participating in an out-of-state League tournament is the exposure received from colleges. Two former High School soccer players in Broken Arrow, Oklahoma believe that the State of Oklahoma has not yet achieved a place of recognition by college scouts and this further damages an athlete's chance of obtaining a college scholarship (Daily Ledger, March 25 and April 7, 1987). However, by allowing athletes the freedom to attend tournaments during the High School season, the possibility of scholarships being offered through the High School ranks could be diminished. Obviously, a struggle exists to see which soccer league can provide the best opportunity for its players.

Another consideration is the amount of pressure put on these athletes to perform. Greg Landry, pediatrician at the University of Wisconsin Hospital and Clinics, noted that too much training could harm an athlete's physical and psychological well-being. In addition, more students at the junior and high school levels are being treated for injuries resulting from training too hard. By demanding the player's time, many coaches are causing too many good athletes to lose interest

In the sport from burn-out. Although the types of injuries sustained in soccer are not usually serious, the number gradually rises as an athlete goes through a rigid work-out schedule. Martin (1986) commented, "I'm concerned about how many good athletes are scarred by injury or burned-out psychologically by the time they are fifteen because they are unable to meet the insatiable needs of their parents, their coach, their fans, or their own personal obsession."

Finally, the coaches, whether High School or League, should be the ones most dedicated to enhancing their athletes' abilities. The responsibility rests with the coach to "encourage and enforce proper health habits, as well as discipline athletes for lifetime participation, encourage development of other sports skills, and help athletes carry out a program of post-season conditioning that can be maintained after high school and college." (Maetozo, 1981)

Statement of the Problem

The purpose of this study was to discover the best alternatives in alleviating the present scheduling conflict between High School and League soccer.

Delimitations

This study was delimited to:

1. A sample of 11 High School soccer coaches from eastern Oklahoma.
2. A sample of 11 League coaches from the greater Tulsa area. Coaches were sampled from only those coaching players in grades 9-12.

Limitations

The results of this study may be affected by the following limitations:

1. Participants might not have been involved in any conflict regarding High School and League soccer.
2. Coaching participants were sampled only from the eastern part of Oklahoma.
3. All participants were sampled from teams consisting only of male athletes.

Assumptions

The following assumptions were made:

1. Each participant would answer the questionnaire based on past experience with conflict.

2. Each participant would answer the questionnaire with honest desire to aid in solving the problem at hand.

3. Each participant had a present understanding of the issue.

Hypothesis

There will be no significant differences between the coaches regarding the resolution of conflicts between High School and League soccer.

Definitions

1. High School soccer - Involving grades 9-12, boys or girls
2. League soccer - Same age group as High School soccer, involving three levels of competition (recreation, classic, and premier)

Research Design and Statistical Analysis

A comparative survey research design was applied using a two-fold questionnaire to determine differences among the two groups. A t-test was conducted for the purpose of comparing the main responses of the groups on similar questions at a 0.05 significance level as illustrated in Table I. Also, tabulation of other questions were recorded in Tables II and III.

CHAPTER II
REVIEW OF RELATED
LITERATURE

The purpose of this chapter is to review the literature relevant to the present study. This topic has received very little attention in the literature due to the recent addition of soccer at the High School level. However, enough literature is provided in related areas to provide the background for this study. These related areas are: (a) soccer at the High School level, (b) psychological and physical well-being of the athlete, and (c) athletic coaching.

Soccer at the High School Level

Soccer entered the High School level in Oklahoma in the Spring of 1985 for many reasons. One reason was the relative inexpensiveness of the sport. John Ambrose, Athletic Director for the Worcester public schools in Massachusetts, believes that \$5,000 a year would be sufficient to run a soccer program in a high school and most of that is incidental. Usually \$1,000 will cover operating expenses (player equipment, balls, etc.). Obviously, soccer would not make a large impact on the athletic budget for many schools. In addition, several schools are using soccer to move away from the financial strains of football (Shannon, 1981).

Another reason for the emphasis on soccer at the High School level was from the demands of players and their parents involved in League

soccer. Many parents felt that since soccer was so strong at the League level, it should be represented in the High School. The one ingredient that High School soccer provided as opposed to League soccer was a sense of school pride (Ledger, April 7, 1987). Moreover, soccer has a major function at the High School level. It is necessary at this level because it gives the school and the players a common goal. In addition, High School soccer overlooks social backgrounds as a basis for status. High school students desire and need status from their peers. Soccer can be an outlet that provides an opportunity for students to gain that status since athletes usually are the most esteemed students in school. Also, athletes are extremely visible and are often members of the "in" crowd (Jable, 1986).

High School soccer officially opens its season March 1 and ends May 1, excluding play-offs (OSSAA Yearbook, 1986-87). League soccer also maintains several divisions of play and participates in tournaments during that same time span. Many schools in Oklahoma have a policy of allowing students to play on their League soccer teams as long as there is no conflict with their High School team. In addition, non-school events, such as League practices or games, would not be excused if they conflicted with the High School season (Ledger, March 25, 1987). However, many players and their League coaches feel that the quality of play in High Schools has not yet reached the level of League soccer. Thus, chances of college scholarships would be strongly diminished if players were not allowed to participate in League tournaments during the High School season. Furthermore, some players believe High School soccer in Oklahoma does not attract the college scouts as well as

out-of-state League tournaments which draw quality teams from several countries (Leger, April 7, 1987).

Psychological and Physical Well-Being of the Athlete

Winning is an important factor in soccer but with the amount of training a player is receiving through both High School and League participation, unnecessary harm may be done to the psychological and physical well-being of the athlete (USA Today, 1985). In fact, psychologist Terry Orlick conducted a ten-year study of a thousand athletes and discovered that 90 percent of the athletes would rather play on a losing team than sit on the bench for a winning team. These athletes felt that winning was of the least importance. Their desire was to have fun and excitement while improving their skill level and playing with their friends. Thomas Tutko, in Winning Is Everything and Other American Myths, voiced his concern upon discovering how many good young athletes were damaged by injury or psychological fatigue because they could not meet the standards and goals of their parents, peers, coaches, and themselves (Martin, 1986). Landry believes that all too often a parent or coach emphasizes winning and competition to the point that they overlook the fact that the athlete is being pushed too far and too fast. High school students are now being treated for overuse injuries that previously existed only at the collegiate and professional level. Unfortunately, at the High School level, overwork usually leads to an undesired need for fitness as an adult (USA Today, 1985).

Athletes should be allowed to have fun and enjoy participating in sports and be encouraged to venture into a variety of physical activities. On the other hand, coaches should take a strategic part in the

athlete's future by teaching, encouraging, and enforcing proper health and safety habits. In addition, coaches should be responsible for ensuring a post-season conditioning program that would benefit the athlete as an adult. Finally, coaches should stress the need for an athlete to develop other athletic skills (Maetozo, 1981).

Athletic Coaching

As small communities are vanishing and less open space is available, organized teams have largely become a way to get players together. Often, these organized teams resemble professional and college sports. Dr. Vern Seefeldt, Director of the Youth Sports Institute at Michigan State University, describes the problem as adults organizing youth athletic events to an amount of perfection. This leaves very little opportunity for players to be creative, and it deprives them of the chance for arbitrating, negotiating, and problem solving. Dr. Tutko further adds that athletes are actually crippled psychologically when they are denied the opportunity to set up plays. Leadership skills should be taught by having the athletes take turns leading calisthenics and drills. By alternating team captains each practice, they are allowed to design and run their own plays (Martin, 1986).

Dr. Jerry Thomas, Professor of Physical Education and Psychology at Louisiana State University, views coaching as the key element in a successfully run youth sports program. However, he further adds that it can be very difficult obtaining consistent preparation for volunteer youth coaches. Most youth coaches are untrained and unable to handle the problems involved with coaching young athletes. The American Coaching Effectiveness Program developed by Dr. Ranier Martens is

designed to help coaches learn how to treat and cope with injuries, teach specific sport skills, and understand the emotional needs of the athletes they work with (Martin, 1986).

Summary

In summary, soccer as a High School sport can be a financial success although many scheduling difficulties exist in relation to League soccer. Also, the concerns for an athlete's physical and psychological health is a critical issue for the many players involved in both levels of soccer. Finally, the question of whether these athletes are receiving the quality coaching needed looms as another major problem for players in High School and League soccer.

CHAPTER III

METHODS AND PROCEDURES

The methods and procedures utilized in this study are described in this chapter. This chapter is divided into two sections: selection of the subjects and instrumentation.

Selection of the Subjects

Nineteen High School head soccer coaches from eastern Oklahoma were initially contacted through the mail by the investigator (See Appendix A). Those contacted included only the High Schools participating in soccer in the Spring season. The sample consisted of all contacted coaches who agreed to participate in this study by responding. The sample of High School coaches consisted of 11 coaches.

A sample of 23 League head soccer coaches were initially contacted through the mail by the investigator. Those contacted included only those coaches associated with Green Country Soccer Association. The coaches were sampled from all three classifications of League soccer: premier, classic, and recreation. The final sample consisted of all coaches who agreed to participate in this study by responding. The sample of League coaches consisted of 11 coaches.

Instrumentation

A two-fold questionnaire was used in this study. The questionnaire consisted of statements pertaining to alternatives and solutions to the present High School/League soccer situation. The questionnaire was designated for either a High School or League soccer coach. Along with each questionnaire, a subject consent form was sent which required the participant's signature.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to discover the best alternatives in alleviating the present scheduling conflict between High School and League soccer. This chapter provides an analysis of the data collected from the survey. The hypothesis evaluated in this investigation stated that there would be no significant differences between the coaches regarding the resolution of conflicts between High School and League soccer. After the means and standard deviations were calculated for each response, a t-test compared the means of various responses to determine if significant differences existed. The 0.05 significance level was used for comparisons throughout the study. Table I lists the findings.

Questionnaire Responses Pertaining to Both
High School and League Coaches

1. The High School/League soccer situation should be left as it is.
2. There is a problem with player burn-out from playing both High School and League soccer.
3. There should be a 15-game rule during the High School season (10 games played for High School and five games played for League).
4. All League games should be played on the weekends and High School games during the week.
5. There is a problem with injuries sustained from playing both High School and League soccer.
6. Each player should be granted a leave of absence from his/her League team during High School District play.
7. Each player should be granted a leave of absence from his/her League team during their High School season.
8. There is a smooth transition for players from League to High School soccer.
9. A problem with conflicting schedules exists with High School and League soccer.
10. Playing in League tournaments disrupts a player's High School season.
11. It is best to have no High School player allowed to participate in any League tournaments during the High School season.
12. High School soccer is supported strongly by the schools and fans.
13. League soccer provides a better opportunity for college scholarships than High School soccer.

TABLE I
 COMPARISON BETWEEN HIGH SCHOOL
 AND LEAGUE SOCCER COACHES

TEST ITEM	HIGH SCHOOL		LEAGUE		df	t
	MEAN	SD	MEAN	SD		
1	4.182	0.751	3.727	0.905	19	1.14
2	2.000	1.414	2.636	1.120	19	5.30*
3	3.300	1.337	4.091	0.539	19	1.82
4	2.000	1.247	2.000	1.095	19	0.00
5	2.091	1.221	3.000	1.183	20	1.78
6	1.700	1.252	3.182	1.328	19	2.62*
7	2.300	1.337	3.818	0.874	19	3.11*
8	3.200	1.398	3.455	1.128	19	1.73
9	2.364	1.362	2.091	0.831	20	0.57
10	1.909	1.136	2.818	1.079	20	0.39
11	2.700	1.494	4.182	0.751	19	2.91*
12	3.091	1.700	3.818	0.603	20	1.34
13	3.909	1.221	3.273	1.348	20	1.17

*significant beyond .05 level

An examination of Table I indicates there was a significant difference in the responses from coaches on items 2, 6, 7, and 11.

1. On item 2, 63.6% of the High School coaches agreed that there was a problem with player burn-out, whereas, only 45.5% of the League coaches agreed.
2. On item 6, 72.7% of the High School coaches agreed that players should be granted a leave of absence from their League team during High School District play, whereas, only 36.4% of the League coaches agreed.
3. On item 7, 54.6% of the High School coaches agreed that players should be granted a leave of absence from their League team during High School District play, whereas, only 27.3% of the League coaches agreed.
4. On item 11, 45.5% of the High School coaches agreed that it is best to have no High School player allowed to participate in any League tournaments during the High School season, whereas, 0.0% of the League coaches agreed.

On items 1, 3-5, 8, 10, and 12-13, there was no significant difference in the responses.

Questionnaire Responses Pertaining Only to League Coaches

1. Most players would not be able to compete on the international level if they did not play year-round on League teams.
2. There is too much pressure put on athletes to play only one sport by their High School coaches.
3. It would be possible for League soccer to delay their season until May 1, when High School soccer ends.
4. Premier teams would join another league if they were not allowed to play during the High School season.
5. There would be a problem with some League coaches losing money if they could not field a team during the High School season.

TABLE II
RESPONSES PERTAINING TO LEAGUE COACHES ONLY

TEST ITEM	% OF AGREE AND STRONGLY AGREE	% OF DISAGREE AND STRONGLY DISAGREE	% UNDECIDED	M	SD
1	81.8	18.2	0.0	2.182	0.982
2	90.9	9.1	0.0	1.909	0.831
3	27.3	72.7	0.0	3.455	1.440
4	18.2	45.5	36.4	3.273	0.786
5	45.5	36.4	18.2	3.000	1.095

An examination of Table II indicates that League coaches agreed by at least 50% on the following:

1. On item 1, most players would not be able to compete on an international level if they did not play year-round on League teams.
2. On item 2, High School coaches apply too much pressure on athletes to play only one sport.

The League coaches also disagreed by at least 50% on item 3, that it would be possible for League soccer to delay their season until May 1, when High School soccer ends.

Questionnaire Responses Pertaining Only to High School Coaches

1. High School soccer is an inexpensive sport to run.
2. A rule stating that a player cannot play for another team during the High School season would be impossible to enforce.
3. There is too much pressure put on athletes to play only one sport by League coaches.
4. High School soccer provides a sense of school pride for players.
5. Soccer in the school system at the junior high level would alleviate many problems.
6. Recruiting to get the best players to play on premier teams hurts High School soccer.
7. Playing High School soccer during the winter season would alleviate many problems.

TABLE III
 RESPONSES PERTAINING TO HIGH SCHOOL COACHES ONLY

TEST ITEM	% OF AGREE AND STRONGLY AGREE	% OF DISAGREE AND STRONGLY DISAGREE	% UNDECIDED	M	SD
1	90.9	9.1	0.0	1.545	0.934
2*	54.6	27.3	9.1	2.500	1.434
3	27.3	18.2	54.5	2.909	1.044
4	90.9	9.1	0.0	1.545	0.934
5*	54.6	18.2	18.2	2.400	1.350
6	63.7	18.2	18.2	2.273	1.104
7	9.1	90.9	0.0	4.273	1.191

*no response from one subject for 9.1%

An examination of Table III indicates that High School coaches agreed by at least 50% on the following:

1. On item 1, that High School soccer is an inexpensive sport to run.
2. On item 2, that it would be impossible to enforce a rule stating that a player cannot play for another team during the High School season.
3. On item 4, that High School soccer provides a sense of school pride for players.

4. On item 5, that soccer at the junior high level in the school system would alleviate many problems.
5. On item 6, that recruiting to get the best players to play on premier League teams hurts High School soccer.

The High School coaches also disagreed by at least 50% on item 7, that playing High School soccer during the winter season would alleviate many problems. The High School coaches also were undecided by at least 50% on item 3, that League coaches apply too much pressure on their athletes to play only one sport.

Discussion

Earlier in this study, the point was made by John Ambrose, Athletic Director for the Worcester Public Schools in Massachusetts, that soccer at the High School level is an inexpensive sport to maintain (Shannon, 1981). From the data accumulated in this study, it appears that both groups of coaches believe soccer is also necessary at the High School level based on the response that High School soccer provides a better opportunity for college scholarships (54.6% of League coaches and 72.8% of High School coaches). However, it appears both coaches believe soccer at the High School level is not yet supported extremely well by either the school or the fans (90.9% of League coaches and 45.5% of High School coaches).

Although, Maetozo (1981) mentioned that it should be the coaches' responsibility to stress the need for an athlete to develop other athletic skills, only 45.5% of the League coaches agreed that player burn-out takes place over the amount of time a player is involved in soccer. This could be due to many of the League coaches' beliefs that

there is a need for year-round play to be able to compete internationally. In addition, it also appears that the observed differences regarding leave of absences for League teams and player participation in tournaments during the High School season were due to the High School coaches' feelings on player burn-out and the interrupting of their season through League tournaments. This is evident from the response on having a 15-game rule (10 games for High School and 5 games for League). Over 60% of the High School coaches either disagreed or were undecided on this issue, possibly implying that the coaches still felt the High School season would be interrupted. In addition, 100% of the League coaches either disagreed or were undecided on this issue, possibly implying again that League coaches do not desire any limitation on their season.

As previously noted, the High School soccer season officially opens March 1 and ends May 1, excluding play-offs (OSSAA Yearbook, 1986-87). Based on the data from Table III, most High School coaches do not favor a winter season. This could be the result of competing against the basketball season or the winter weather. From the data in Table II, most League coaches do not favor extending the opening of their spring season until May 1. This could be attributed to the limited time of preparation for summer League play.

Finally, most of the findings concluded that a scheduling conflict does indeed exist with High School and League soccer (80.8% of League coaches and 72.8% of High School coaches). Furthermore, the alternative most coaches favor involves playing High School games during the week and League games during the weekends (72.8% of High School coaches and 81.9% of League coaches).

CHAPTER V

SUMMARY

This chapter includes a summary of the study, the findings derived from the analysis of the data collected, conclusions, and recommendations for further study.

The purpose of this study was to discover the best alternatives in alleviating the present scheduling conflict between High School and League soccer. Eleven High School and League coaches responded to a questionnaire in order to determine solutions for this study. Thirteen responses on the questionnaire were used to compare the decisions of both the High School and League coaches. Seven responses were used to receive input from High School coaches. Five responses were used to receive input from League coaches.

Findings

The data collected in this study were analyzed and yielded the following findings:

1. There were significant differences in the responses from the coaches regarding player burn-out, leave of absence from League teams during High School District play, leave of absence from League teams during the entire High School season, and High School players participating in League tournaments during the High School season ($p < .05$).

2. At least 50 percent of the League coaches agreed on players competing at an international level by playing year-round soccer, High School coaches applying too much pressure on athletes to play one sport, and the impossibility for League soccer to delay their season until May 1.
3. At least 50 percent of the High School coaches agreed on High School soccer being an inexpensive sport, impossibility of enforcing a rule that disallows players from playing for another team during the High School season, High School soccer providing a sense of school pride for players, soccer at the junior high level in the school system would alleviate many problems, recruiting by premier League teams hurts High School soccer, and playing High School soccer during the winter season would not alleviate many problems.

Conclusions

Based on the findings and limitations of this study, the following conclusions were formulated:

1. It is strongly evident that both League and High School coaches agree that a scheduling conflict exists.
2. It appears that the best alternative to resolve this conflict is to strongly enforce the policy of League games on weekends and High School games during the week.
3. It also appears that soccer at the junior high level in the school system would decrease the conflict at the High School level.

Recommendations

Based on the results of this study, the following recommendations for further study are suggested:

1. The sample should be expanded to include a larger geographical area, possibly the entire State of Oklahoma.
2. The sample should be expanded to include other viewpoints, i.e., referees, parents, players, and college or professional players.
3. A similar study should be done comparing the results of this study with the results of a study from another state.

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APPENDIXES

APPENDIX A
CONSENT FORM

OKLAHOMA STATE UNIVERSITY COMPARATIVE STUDY
ON HIGH SCHOOL AND LEAGUE SOCCER

The purpose of this study is to compare responses from High School coaches, League coaches, and players regarding the conflict existing with High School and League soccer. The entire study involves responding to the questionnaire presented. The results of this study will be used to present a possible solution or alternative to the situation at hand.

The following statements constitute an agreement between the participant and the investigator.

1. Participation in this study is completely voluntary.
2. There are no penalties for not answering some or all of the questions, but your cooperation is extremely important.
3. Records of participants and their responses on the questionnaire answer sheet will be kept in a confidential file. Final disclosing of research findings will not identify individual participants in any manner.
4. Participants will have the opportunity to discuss individual test results with the investigator at the conclusion of the study.

Please sign if you agree to participate in the study.

Participant: _____

Phone Number: _____

Date: _____

Witness: _____

Date: _____

Investigator:

Richard G. Rosenberger
945 West Boston
Broken Arrow, Oklahoma 74012
(918) 455-5747

Investigator's Signature: _____

Date: _____

APPENDIX B
OPINION SURVEY DIRECTIONS SHEET

OPINION SURVEY

As a student in the Graduate College of Oklahoma State University, I am doing a survey of the opinions and attitudes toward the present High School and League soccer situation. I would appreciate a few minutes of your time to fill out this survey. The information received will be processed and used to see if an alternative solution can be found. Your answers will be kept in total confidence. I appreciate your honest and truthful response to the statements on the other side of this page. Thank you for your help. Please read the directions below before beginning the survey.

DIRECTIONS:

Use a soft lead pencil and the answer sheet provided. Do not write your name on the answer sheet. Read each question carefully and then answer using the scale at the top of the page. Mark "A" on the answer sheet if you Strongly Agree, mark "B" if you Agree, and so on. For example:

(A) Strongly Agree (B) Agree (C) No Opinion (D) Disagree (E) Strongly Disagree

Sample Question: Soccer is a sport for players of all ages.

Sample Answer: If you "Agree" with this statement, you would mark "B" on the answer sheet.

A B C D E
0 0 0 0 0

If you have questions, please ask the person administering this survey.

APPENDIX C
HIGH SCHOOL COACHES OPINION SURVEY

A Strongly Agree B Agree C No Opinion D Disagree E Strongly Disagree

1. High School soccer is an inexpensive sport to run.
2. High School soccer provides a better opportunity for college scholarships than League soccer.
3. Playing in League tournaments disrupts a player's High School season.
4. Each player should be granted a leave of absence from his/her League team during High School District play.
5. A rule stating that a player cannot play for another team during the High School season would be impossible to enforce.
6. There is a smooth transition for players from League to High School soccer.
7. A problem with conflicting schedules exists with High School and League soccer.
8. There is too much pressure put on athletes to play only one sport by League coaches.
9. The High School/League soccer situation should be left as it is.
10. It is best to have no High School player allowed to participate in any League tournaments during the High School season.
11. High School soccer provides a sense of school pride for players.
12. There is a problem with injuries sustained from playing both High School and League soccer.
13. Soccer in the school system at the junior high level would alleviate many problems.
14. High School soccer is supported extremely well by fans.
15. Each player should be granted a leave of absence from his/her League team during the High School season.
16. There is a problem with player burn-out from playing both High School and League soccer.
17. Recruiting to get the best players to play on premier teams hurts High School soccer.
18. There should be a 15-game rule during the High School season. (10 games played for High School and 5 games played for League)
19. Playing High School soccer during the winter season would alleviate many problems.
20. All League games should be played on the weekends and High School games during the week.

APPENDIX D
LEAGUE COACHES OPINION SURVEY

A Strongly Agree B Agree C No Opinion D Disagree E Strongly Disagree

1. High School soccer is well-established and supported strongly by the schools.
2. There is a problem with player burn-out from playing both High School and League soccer.
3. There should be a 15-game rule during the High School season. (10 games played for High School and 5 games played for League)
4. All League games should be played on the weekends and High School games during the week.
5. League soccer provides a better opportunity for college scholarships than High School soccer.
6. There is a problem with injuries sustained from playing both High School and League soccer.
7. The High School/League soccer situation should be left as it is.
8. Each player should be granted a leave of absence from his/her League team during High School District play.
9. Most players would not be able to compete on the international level if they did not play year-round on League teams.
10. There is too much pressure put on athletes to play only one sport by their High School coaches.
11. Each player should be granted a leave of absence from his/her League team during the High School season.
12. It would be possible for League soccer to delay their season until May 1, when High School soccer ends.
13. Premier teams would join another league if they were not allowed to play during the High School season.
14. There is a smooth transition for players from League to High School soccer.
15. A problem with conflicting schedules exists with High School and League soccer.
16. Playing in League tournaments disrupts a player's High School season.
17. It is best to have no High School player allowed to participate in any League tournaments during the High School season.
18. There would be a problem with some League coaches losing money if they could not field a team during the High School season.

VITA 2

Richard G. Rosenberger

Candidate for the Degree of

Master of Science

Thesis: CONFLICT RESOLUTION BETWEEN HIGH SCHOOL AND LEAGUE SOCCER

Major Field: Health, Physical Education, and Recreation

Biographical:

Personal Data: Born in Atlanta, Georgia, March 27, 1961, the son of Beryl G. and Mary E. Rosenberger.

Education: Graduated from T. L. Hanna High School, Anderson, South Carolina, in June 1979; received Bachelor of Science Degree in Physical Education from Oral Roberts University, Tulsa, Oklahoma, in May, 1983; completed requirements for the Master of Science degree at Oklahoma State University in May, 1988.

Professional Experience: Health Club Manager, Villa Fontana Apartments, Tulsa, Oklahoma, May, 1983, to August, 1984; Physical Education Teacher and Coach, Broken Arrow Public Schools, Broken Arrow, Oklahoma, August, 1984, to June, 1988.