

A COMPARISON OF THE AMOUNT OF SUCCESS
IN SELECTED WOMEN'S TEAM SPORTS AND
THE AMOUNT OF FINANCIAL SUPPORT
IN NAIA INSTITUTIONS

By

GAIL CARLEY SCHARFE

Bachelor of Science
Southern Oregon College
Ashland, Oregon
1967

Master of Science
University of Oregon
Eugene, Oregon
1971

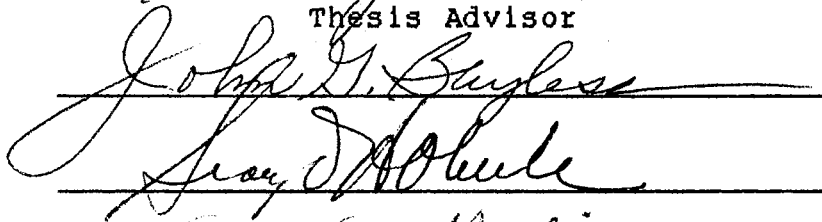
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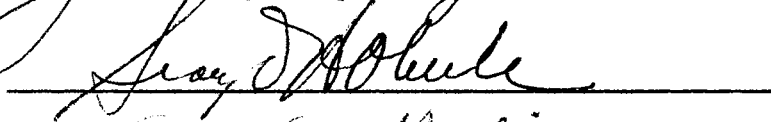
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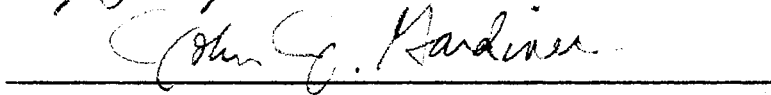
Thesis Approved:



Thesis Advisor









Dean of Graduate College

C O P Y R I G H T

by

Gail Carley Scharfe

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CHAPTER I

INTRODUCTION

Three philosophies that keep arising in the world of major collegiate sports today are: to win at any cost; to attempt to make legal accommodations for women; and to finance athletics in spite of declining resources and rising costs. The common issue is money, and women's programs are, and have been for some time, right in the middle of the resulting controversies.

During the major part of this century, women's participation in sports adhered to the "participation first/competition second" philosophy. By the 1960's competitive athletics were being viewed more favorably for women. The Association for Intercollegiate Athletics for Women (AIAW) was formed to provide a framework in which opportunities for women in intercollegiate athletics could be appropriately provided. In 1972 the landmark federal legislation known as Title IX was passed. Title IX stated that no person shall, "on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . ." (U.S. Commission on Civil Rights Section 1681-1686).

After the passage of Title IX there was more acceptance of competitive athletics for women, and intercollegiate athletics for women grew rapidly. As schools and colleges came into compliance with Title IX, there was a great expansion of athletic opportunities for women. Prior to 1972 athletic scholarships for women were almost nonexistent, but by 1984, 10,000 scholarships were offered to women nationwide (Hannon 51).

Then in 1984, in the lawsuit of Grove City College vs. Bell, the Supreme Court decided that Title IX applied only to programs receiving federal funds. While a college or university receives such funds, its athletic program does not (Acosta and Carpenter 318).

The Grove City College decision was a major setback for women's athletic programs. Women's programs were too firmly entrenched to go backward, but this decision seemed to insure that no further progress would be made. However, in 1988 the Civil Rights Restoration Act was passed. It was designed to counteract the 1984 Supreme Court decision, and as a result, it could be assumed that once again women's athletic programs will make progress.

Need for the Study

It has been said that the passage of Title IX has been the catalyst for the adoption of more cost-control measures in men's athletic programs than in any other previous period in the history of men's athletics (Atwell, Grimes, and

Lopiano 51). While everyone has been trying to cut back financially, however, it seems that some want to cut both men's and women's programs equally, when women's programs have never been equal (Letherman 24).

While equality has not yet been reached, Title IX and subsequent events have moved women's athletic programs toward dependence on money, and consequently in the same direction as men's programs. With increasing frequency, the dominant philosophy seems to be, "more money equals more winning," or put another way, "keeping up with the Joneses" (Lopiano 406).

In National Collegiate Athletic Association (NCAA) Division I schools in particular, the "keep up with the Joneses" syndrome has forced institutions to seek the necessary financial resources to keep up with practices of other institutions. To remain competitive, a Division I institution feels obligated to make financial investments in recruitment, scholarships, coaches' salaries, and other expenses comparable to the institutions with which it competes. Lopiano stated, in addition, that few institutions have engaged in good business practices or cost effective approaches to financial problems, and further, that institutions seem to be willing to do whatever is necessary to maintain their competitive status (406). Nyquist concurred when he stated,

To coaches and athletics directors, beating the competition is the name of the game; more scholarships, more recruiting, more assistant coaches, and bigger facilities are needed to win. Without

coordinated intervention by the chief executive officers, acting in concert, there appear to be no long-term effective restraints on costs. ("Win, Women, and Money" 384)

This increases benefits to athletes, including such things as television sets in athletes' rooms, training tables, athletic dormitories, and tutoring programs. This supposedly increases recruiting advantages, at least until other institutions add the benefits to their programs (Lopiano 406). Attempts by athletic governance organizations to establish cost control measures have largely failed.

Statement of the Problem

It is clear that intercollegiate athletics are having financial problems, some of which parallel institutional problems, and some of which do not. There is also an image problem in collegiate sports today. Increasingly, there are reports of exploitation and favored treatment of athletes; abuses in recruiting, admissions, and financing; the growing professionalism of big-time college athletics; and discrimination against women and nonathletes in the use of facilities. As Nyquist said,

By no means do all institutions operate in dishonorable ways. But when a small liberal arts college comes close to being corrupted by questionable practices, when community colleges become known as farm clubs for big-time universities, and when eighty to one hundred universities operate athletics on a business model, unfortunate standards are set for other less involved, less intense institutions. ("Win, Women, and Money" 377)

No institution of higher learning is beyond reproach,

but most of the major scandals and most of the major problems in intercollegiate athletics have occurred at NCAA universities (Lederman, "Small-College Sports Rebut" 1988). Smaller institutions, or those holding membership in NCAA Division II and III and The National Association of Intercollegiate Athletics (NAIA), are more participation-oriented rather than spectator-oriented than the larger Division I schools. Certain expenses are inherent to any athletic program, but the smaller institutions do not approach the sizable athletic budgets of the large universities, and they do not receive their funds from the same sources. It appears that male and female equality in athletics has been attained by more small colleges (Atwell, Grimes, and Lopiano 19), and the "win-at-any-cost" attitude does not seem as prevalent as in larger institutions.

In selecting the problem for this study, the researcher first considered that the positive effect of some of the expenditures in intercollegiate athletic programs on winning and losing contests has never been demonstrated (Atwell, Grimes, and Lopiano 45). Secondly, smaller institutions seem to have a different purpose in athletics than the more visible NCAA, Division I schools. Third, although women's programs are not yet equal to men's athletic programs, they appear to have more equality in small institutions. These three considerations led to the ultimate purpose of this study, which was to compare the amount of success in the selected women's intercollegiate team sports of volleyball,

basketball and softball and the amount of financial support provided to these programs in selected NAIA institutions.

Research Questions

The research questions of this study were identified as:

1. Is there a significant difference in the total amount of expenditure in successful women's intercollegiate volleyball programs and less successful women's intercollegiate volleyball programs in NAIA institutions?

2. Is there a significant difference in selected areas (head coach salary; assistant(s) coach salary; trainer(s)/assistant trainer(s); sports information director; team travel, meals and rooms; contractual agreements; recruiting; uniforms, equipment and supplies; home game expenses (excluding officials); officials; and financial aid to athletes) of expenditure in successful women's intercollegiate volleyball programs and less successful women's intercollegiate volleyball programs in NAIA institutions?

3. Is there a significant difference in the total amount of expenditure in successful women's intercollegiate basketball programs and less successful women's intercollegiate basketball programs in NAIA institutions?

4. Is there a significant difference in selected areas of expenditure in successful women's intercollegiate basketball programs and less successful women's intercollegiate basketball programs in NAIA institutions?

5. Is there a significant difference in the total amount of expenditure in successful women's intercollegiate softball programs and less successful women's intercollegiate softball programs in NAIA institutions?

6. Is there a significant difference in selected areas of expenditure in successful women's intercollegiate softball programs and less successful women's intercollegiate softball programs in NAIA institutions?

Assumptions

This study was subject to the following assumptions:

1. The athletic administrators that responded to the questionnaire are knowledgeable in both financial matters and questions of sport records.

2. The questionnaires were answered honestly, and were based on factual information.

Delimitations

This study includes only schools with NAIA membership with current enrollments ranging from 1000 to 6600 students. Only the women's team sports of volleyball, basketball, and softball were studied, so schools included in the study support at least one or a combination of these sports.

Limitations

This study was subject to the following limitations:

1. The extent to which survey instrument questions

were wisely chosen and stated.

2. The extent to which administrators accurately answered the questionnaire.

3. The cooperation of the targeted institutions in responding to the questionnaire.

4. The apparent lack of research in the area of women's athletics, particularly at the NAIA level.

Definitions

AIAW: The Association for Intercollegiate Athletics for Women was formed in 1971 to administer intercollegiate sports for women. The AIAW ceased operating in 1982 (Rose 151).

Athletic Scholarship or Grant-In-Aid: Financial aid given to a student-athlete based upon athletic ability or sports performance skills.

Competition: Official participation in organized sport, consisting of a contest or match.

Guarantee: Contractual agreement signed by both schools involved in a contest or match, sometimes involving established sums of money and/or benefits paid to a team or teams.

Intercollegiate Athletics: Athletic competition between two or more colleges or universities of amateur status.

NAGWS: The National Association for Girls' and Women's Sports, formerly the Division of Girls' and Women's Sports

(DGWS) is an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

NAIA: The National Association of Intercollegiate Athletics, formerly the National Association of Intercollegiate Basketball (NAIB) became the NAIA in 1952 and governs the men's and women's sports programs of about 500 mostly small colleges and universities (NAIA, Championship History 2).

NCAA: The National Collegiate Athletic Association was founded in 1906 to serve as the governing body for intercollegiate athletics for men. In 1981-82 the NCAA began sponsoring women's intercollegiate championship events (Thomas and Sheldon-Wildgen 314).

Proposition 48: Rule passed by the NCAA in 1983 and taking effect in 1986, seeking to tighten eligibility standards by requiring Division I freshman athletic scholarship recipients to have a 2.0 core curriculum high school average and a minimum combined math and verbal score on the Scholastic Aptitude Test (SAT) of 700. The rule does not apply to NCAA, Division II or III (Lapchick 86-87).

Selected Areas of Expenditure: Head coach salary; assistant(s) coach salary; trainer(s)/assistant trainer(s); sports information director; team travel, meals and rooms; contractual agreements; recruiting; uniforms, equipment and supplies; home game expenses (excluding officials); officials; and financial aid to athletes.

Success: Defined in this study by win percentage.

"High" success was defined by a win percentage greater than 66. "Medium" success was defined by a win percentage equal to or greater than 33 and equal to or less than 66. "Low" success was defined by a win percentage less than 33.

CHAPTER II

REVIEW OF LITERATURE

The increase in female athletic participation in this country from the 1970's to the 1980's has been extensive. In 1982, 35 percent of high school athletes were girls, as opposed to seven percent in 1972. In 1972 there were 32,000 women college athletes. In 1982 there were 150,000 (Hannon 51). After the passage of Title IX the move toward equality was rapid, with the number of colleges offering athletic scholarships to women increasing from 60 to more than 500 in the three years from 1974 to 1977 (Nyquist, "Win, Women, and Money" 385). By 1984 close to 10,000 scholarships were being offered to college women athletes in the United States. In 1980 the NAIA incorporated national championship events for women, making it the first national organization to offer national intercollegiate competition for both men and women (NAIA, Championship History 2). The NCAA followed suit in 1981.

Before the effect of funding in women's collegiate athletics can be discussed and understood, it is appropriate to review the history of how women in intercollegiate athletics in the United States have arrived at their present status. Women have come a long way from the Victorian era when fe-

males were considered too weak and fragile to engage in sports or physical activities.

The Development of Women's Intercollegiate Athletics

During the early years in this country, few women participated in competitive sport. Social mores and the medical profession constrained the "weaker sex," considering them too fragile for sporting activity. There was to be no running and certainly no sweating (Hannon 49). Most sports were considered unfeminine, but in the 1800's women were allowed to participate in such activities as bowling, croquet, archery, skating, bicycling, tennis and swimming (Spears and Swanson 111-116).

Eventually sports became more accepted for women, especially in many institutions of higher education for women where administrators encouraged women to engage in vigorous sports based on the belief that women needed physical activity in order to do their college work (Thomas and Sheldon-Wildgen 298). By the late 1800's, therefore, many women's academies and colleges were involved in intercollegiate athletic contests, even though competition was not well-organized (Marburger 314).

By the early 1900's, however, physical educators began to disapprove of competitive athletics for women on the basis that it was not womanly, and it could endanger the health of the woman. The professional character of men's intercollegiate programs was also a concern, as many women

did not wish to follow this pattern. Thus, a new athletic philosophy developed for women based on the idea of securing the greatest amount of good for the greatest number (Spears and Swanson 218). In 1920 the Association of Directors of Physical Education for College Women denounced intercollegiate athletics for women in favor of Sports Days and Play Days, which emphasized the social benefits of friendly competition, good sportsmanship and fun (Marburger 314-315). Competition among highly skilled athletes was discouraged for the greater part of the century.

The belief that women were fragile was perpetuated by happenings in the world-wide forum of the Olympic Games. Women did not make an official appearance in the Olympics until 1912, and the United States team did not include females until 1920. After several women collapsed from exhaustion at the end of the 800-meter run at the 1928 Olympics, women's track and field events were restricted to distances no longer than 200 meters until 1960. Therefore, the myth of female fragility continued (Hannon 59-60).

After the end of World War II when women began to take an interest in competitive sports again, there were still questions about the femininity of the women involved. One of the predominant factors that appeared to cause a change of attitude toward competitive sports among females was the development of female athletic programs at (primarily black) colleges with the goal of winning (Thomas and Sheldon-Wildgen 298).

By the 1950's and 60's there was a more positive attitude towards women's athletic competition by women physical educators, and rapid changes began to take place. Increased backing for women's sports was also provided by the Civil Rights Act of 1964, which was the basis for the passage of Title IX which became law in 1975.

The increasing popularity of women's competitive athletics led to the formation of organizations to govern such competition. In 1967 the Division of Girls and Women's Sports (DGWS), a division of the American Association of Health, Physical Education and Recreation (AAHPER), developed a Commission on Intercollegiate Sports for Women for the purpose of governing appropriate intercollegiate athletic programs and national championships for women. In 1971 this organization became the Association for Intercollegiate Athletics for Women (AIAW), a sub-structure of DGWS, which is now the National Association for Girls' and Women's Sports (NAGWS). NAGWS is a sub-structure of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). In 1979 AIAW separated from NAGWS/AAHPERD to become an independent organization (Marburger 315). The AIAW grew from a membership of 280 institutions in 1971 to an active membership of 961 institutions for 1980-81 (Thomas and Sheldon-Wildgen 315).

The Impact of Title IX

The strongest catalyst for changes in women's athletic

programs in the United States in the last fifteen years was the passage of Title IX of the Educational Amendment Act of 1972. The rules and regulations interpreting Title IX took three years to write, but it finally went into full effect in 1978. It required all U.S. educational institutions receiving federal funds to provide comparable athletic programs for males and females. Those not complying risked losing all federal funding (Hannon 51).

Title IX did not mandate matching men's and women's budgets, but required proportional funding for interscholastic and intercollegiate programs. The final policy interpretation was divided into three major areas:

1. Financial assistance--scholarships and grants-in-aid must be divided on a proportional basis according to the number of participating male and female athletes.

2. Athletic benefits and opportunities--equipment, supplies, games, practice, travel per diem, coaching, academic tutoring, locker rooms, practice and competitive facilities, medical and training services and facilities, housing and dining services and facilities, and publicity must be equivalent or equal in effect.

3. Effective accommodation of the interests and abilities of both sexes--did not require integration of teams or providing exactly the same sports to both sexes (Thomas and Sheldon-Wildgen 296).

In 1984 a new ruling by the U.S. Supreme Court changed the way Title IX was applied. Under the old interpretation,

if a school or university received any money from the federal government, all of its programs had to be equally available to all students. In 1984 in *Grove City vs. Bell*, the Supreme Court ruled that only programs which specifically receive federal funds were bound by Title IX regulations. As Hannon stated,

Since no athletic programs receive Federal financial aid directly, they were no longer protected by the Big Stick. Title IX, ruled the Court, applied only to athletic scholarships administered through offices of student financial aid, which are the direct recipients of Federal money. (51)

Although the *Grove City* decision was a setback for women's athletics, intense lobbying by women's and civil rights groups caused Congress to pass the Civil Rights Restoration Act of 1988, which reaffirmed the position that if any part of an institution receives federal funds, the entire school must adhere to Title IX standards.

Governance of Women's Intercollegiate Athletics

Title IX eventually affected the governance of women's intercollegiate athletics. During the 1970's both AIAW and NCAA colleges were sponsoring sports for women, but had different rules concerning recruiting, financial aid, eligibility and championships. AIAW, founded by women, run by women and created prior to Title IX to govern women's sports, found itself challenged for control of large college and university women's intercollegiate athletics when the NCAA approved women's championships for 1981-82. Soon AIAW was out of business because most schools chose to go with

the big name and money of NCAA rather than the low-budget, low-profile AIAW (Hannon 55). By 1983, the formerly all-male NCAA and NAIA governed women's intercollegiate athletics.

Because, according to Orleans, the NCAA was afraid that Title IX would take money away from the men's programs, it brought suit against HEW (the former Department of Health, Education and Welfare) trying to get athletics exempted from Title IX. HEW successfully resisted, and "substantial success has been achieved in enhancing women's athletics programs without weakening men's" (41).

Spending for Success

According to Thomas and Sheldon-Wildgen, there are still obstacles to be overcome in women's competitive athletics. They cite the myths that engaging in sports tends to masculinize women, that women are not really interested in sports, that people do not like to watch women play competitively, that women cannot excel in sports for physiological reasons and that sports are masculine activities. In addition, there is still sex stereotyping of sports, and discrimination still exists in many athletic programs in terms of budgets, facilities, equipment and practice schedules (298). With these obstacles still in place, there remain the questions of how successful women's programs can be, and what they need to be successful.

A review of the literature disclosed only one study

pertaining specifically to the relationship between institutional financial commitment and successful women's athletic programs. The study, done by Connee Zotos in 1984, involved NCAA institutions with "top ten" rankings in at least one of the eight sports selected.

Budget information requested in Zotos' study included: coaching salaries; team travel expenses; guarantees to visiting teams; recruiting expenses; equipment, uniforms and supplies; home game expenses; officials fees and reimbursements; and full scholarship equivalencies. Zotos found four areas in which it seems necessary to spend money for success in these top ten NCAA programs:

1. "Marketplace value" for a top head coach and provision for an assistant coaching staff.
2. Travel and guarantee budgets that will permit competition against other top programs.
3. Maximum limit of full scholarships.
4. Recruiting budget equivalent to the competition to recruit the best scholarship athletes (26).

It was found that two factors--salaries and travel make up the largest share of the expenses, and that successful programs usually have at least two paid assistants except for softball, golf and tennis. Travel expenses were found to vary from program to program, depending on the sport and geographical location. Team travel, guarantees and recruiting expenses were less if many competitive schools are clustered in an area. Scholarships also played an important

role in developing top programs (20-22).

Zotos' study showed that, at least in big-time women's intercollegiate athletics, "commitment to a nationally-competitive program means a commitment to spend some fairly large sums of money," although the financial commitment is still considerably less than that required for men's programs (20-26).

In regard to the smaller NAIA programs only one reference to financial commitment and success was found. It was a statement by Jefferson D. Farris, the NAIA's executive director, concerning the NAIA's decision to sponsor national championships in two divisions beginning in 1990-91. Mr. Farris said, "In recent years, the association's championships have come to be dominated by those members who spend more money on their sports programs" (Lederman, "NAIA Members Vote to Create Separate Levels of Competition" A29). Clearly, the NAIA believes that the amount of financial commitment influences the success of an athletic program, since according to Farris, the establishment of a second division is designed to give programs that place less emphasis on their sports programs a better chance of competing for and winning a national championship.

In The Money Game, Atwell, Grimes and Lopiano made some observations concerning expenditures in intercollegiate athletic programs in general. They stated that the largest single expense in most athletic budgets is staff salaries and benefits, and that the most significant hidden cost is

recruiting (because travel is usually the only cost charged to a recruiting budget). Grants-in-aid are seen to be very important, and may be the principal factor in explaining why some programs, such as those of the Ivy League schools, are not up to the quality of other major conferences. The large tuition gap between public and private institutions plus the sometimes higher academic standards of the more prestigious private institutions, has also made it difficult for them to compete, although a few have had great success (40-43). The authors concluded that "the major drain on intercollegiate athletic coffers are those associated with generating income: recruiting, staff, travel, subsidies for student athletes" (38). Lopiano found this to be true across all three NCAA divisions (403).

Rooney, in The Recruiting Game, disagreed somewhat with the above observations, and added some of his own. He said, "A successful athletic program is dependent on the effective recruiting of both players and coaches. Good recruiting does not guarantee a good team, but without it there is no hope" (10). He admitted, however, that generally successful conferences are those located in the midst of talent pools (118). In contrast to the opinion set forth in The Money Game, Rooney thinks that the Ivy League teams hold their own "without benefit of athletic scholarships, off-season practices, or the cajoling, coddling, and payment of student athletes" (174).

Sources of Funding

Financial support for athletic programs comes from a variety of sources, including student fees, appropriated funds, gate receipts, television revenue, guarantees, post-season play, tournaments and donations. The greater the emphasis and public interest, the greater the dependence on the revenue-producing sports to defray expenses.

Not all institutions finance athletics in the same way. In NCAA Division I, funding may come from television and bowl revenue and donor contributions. In Division II, III and NAIA schools, money may come from institutional support in the form of state government appropriations and student fees (Uehling 14). Therefore, in Division I the expectation is that the athletic program be at least partially self-supporting, while at other levels there is more institutional support.

The passage of Title IX sparked the increase of female athletic participation in high school and earlier, and led to new levels of national interest in women's college athletics. Women's athletic programs rushed into the athletic scholarship business, undertaking intensive recruiting and promotions (Rooney 219). Women are now demanding and beginning to receive equal treatment, and women's athletics have started to suffer some of the abuses that have plagued men's intercollegiate athletics, such as illegal recruiting and the pressure to win at all costs (Lapchick 109).

Not only are there greater numbers of participants, but

greater numbers of fans as well. In On the Mark, Richard Lapchick, director of the Center for the Study of Sports in Society at Northeastern University, reported:

Only five years ago, many of the top women's (basketball) teams had trouble drawing over 100 fans a game. . . . Now women's games often draw thousands of spectators. For example, in February 1986, more than 11,000 fans were on hand to see a key Atlantic Coast Conference match between Virginia and the University of North Carolina. . . . And this trend is not limited to basketball.
(106)

In another example of spectator support, in December of 1987 a record 24,563 fans--the largest ever at a women's basketball game--saw Tennessee vs. Texas at Thompson-Boling Arena in Knoxville, Tennessee (Hannon 50).

It is well-known, however, that women's athletic programs do not usually generate much income, and that much of the funds for women's programs come from institutional sources rather than gate receipts. Now that there is a greater societal acceptance and interest in athletics for women, the expanding demand for women's sport during this period of economic austerity has placed the entire system of American intercollegiate athletics under tremendous strain (Chu 307-308). Also, warns Merrily Dean Baker, NCAA's assistant executive director for administration, "as more money is invested to build women's programs, the pressure to win becomes greater" (Lapchick 110).

Reasons for the Financial Crisis

Women's athletic programs cannot shoulder all the blame

for placing intercollegiate athletics in this situation, however. For one reason, women's athletics expenditure levels are considerably less (70-86 percent less in 1979) than for men's programs (Lopiano 396). Nyquist in 1985 ("The Immorality of Big-Power Athletics" 109) found that women were 51 percent of the student population, and 30 percent of the participants in college athletics were women. Women had 16-18 percent of the athletic budgets and 20-21 percent of the athletic scholarships. In essence, the literature suggests that the financial crisis in intercollegiate athletics would exist even if women's athletics were not a factor.

The financial crisis in men's athletics is not new. Lopiano reported in 1979 that from 1970 to 1977, deficits in all categories of men's athletic programs increased, and the growth rate in both revenue and expense categories of athletic programs in most cases equaled or exceeded both normal inflationary increases and the compound growth rates of the economy. NCAA and AIAW data reported that 69 percent of all men's athletic programs were deficit producing (394-398). There seems to be no evidence of cutting back on the Division I level, as most institutions continue to spend more money to keep pace. Even today, at a time when smaller institutions are trying to raise standards and abolish abuses, Division I has increased the number of initial football scholarships that an institution is permitted to offer each year (Lederman, "Sports Reform Catches On" A39).

Differences Between Large and Small Colleges

The athletic philosophies of large and small institutions differ from one another, and therefore, small college athletic expenses differ from those of large colleges and universities. George Drake, in an interesting article in The Chronicle of Higher Education, contended that those differences began in the 1930's when universities began to invest more and more heavily in the quest for winning teams. Drake said, "Small colleges were forced to leave major conferences and form their own associations, which retained the amateur approach that originally inspired college athletics" (116). He continued by saying that big-time intercollegiate sports have become the property of the public--entertainment rather than extracurricular outlets for students, particularly in states without professional major-league sports.

Small college athletics are only incidentally spectator sports, concentrating mainly on student participation. Drake said that fewer than five percent of the students at large universities participate in varsity sports, but at small colleges the figure is close to 40 percent (116).

In small colleges there is little correlation between sports and revenue. As noted earlier, athletics are supported at least in part from general funds because athletics are considered part of the educational program. In small colleges, athletic departments are often combined with the physical education departments, usually no grants-in-aid are based solely on athletic prowess, coaches often have faculty

appointments and coach in addition to teaching and other duties, and salaries are still the largest expenditure, followed by travel and equipment (Atwell, Grimes, and Lopiano 16).

As noted previously, the philosophy of small college athletics also differs from that of the larger institutions. This is seen most clearly in the philosophies of their governing bodies. Lederman ("Small College Sports Rebut" A37) found the NAIA to be more academically-oriented than the NCAA, as it has had for many years a tougher academic-progress rule than NCAA.

The two associations also have differing philosophies on governance. As Lederman stated, "Through most of its nearly 50 years, the NAIA, unlike the NCAA, has emphasized institutional and regional autonomy over national governance" (Lederman, "Small College Sports Rebut" A38). The NAIA has seen few abuses from its membership, and therefore has shied away from widespread rule-making at the national level. However, in the wake of NCAA's highly publicized passage in 1983 of Proposition 48, which set minimum eligibility requirements for incoming freshman athletes, the NAIA felt a need to clarify its position. Therefore, it recently (March, 1988) adopted a sweeping package of reforms that included minimum academic standards for athletes and put limitations on the length of seasons and on financial aid to athletes.

The NAIA now requires a freshman athlete to meet two of

three requirements to participate: a designated minimum score on a standardized test; an overall high school GPA of 2.0 on a 4.0 scale; or a rank in the top half of his/her high school graduating class. It also created two competitive divisions and two national championships in major sports, allowing institutions that do not offer scholarships to compete against comparable colleges, rather than against bigger, stronger institutions. These rules will take effect for athletes entering colleges in the fall of 1989 (Lederman, "Small-College Sports Association Adopts Reforms" 38).

Summary

The review of the literature related to the development and status of women's intercollegiate athletics shows that there has been a rapid growth of women's athletics in the United States that has paralleled the social and political climate. Once considered too weak and fragile for athletic participation, women gradually found acceptance in the formerly male-dominated world of athletics. During the evolution of competitive sport for women was the period of the "participation for all" philosophy, and times when women in athletics were stereotyped as unfeminine.

Civil Rights legislation, including Title IX of the Educational Amendments Act of 1972, had a great impact on the growth of women's athletics. Since its passage there has been controversy about how Title IX should be interpreted,

however. The interpretation was challenged and reversed in 1984 in *Grove City vs. Bell*, making Title IX program-specific as to the receipt of federal funds and the application of equal availability of programs. The Civil Rights Restoration Act of 1988 returned the original interpretation of Title IX.

As women's athletics evolved, so did the organizations that governed them. Women's sports organizations went through many name changes and reorganizations. Eventually, all-women's collegiate organizations were absorbed by the formerly all-male NCAA and NAIA. This change in governance has helped the growth of women's intercollegiate athletics, but there are those who say that it has also led to the women's programs having the same abuses as the men's.

The literature clearly shows that the alleged abuses have everything to do with money. Costs of running intercollegiate programs have escalated along with the competition. NCAA Division I programs--both men's and women's--commit large sums of money to establishing nationally competitive programs. Although smaller schools feel the pressures to be competitive also, their athletic philosophies differ from Division I schools. They generally feel that athletics are a part of the educational process, that they should be funded the same as other programs, and they are not expected to be self-supporting. As such, the smaller schools seem to be less discriminatory toward women's athletics than the larger ones. It was for those reasons, that small NAIA in-

stitutions were selected for this study. The impact of the amount of financial commitment on the women's athletic programs in these small schools remains unclear. This study was undertaken to contribute to the limited body of knowledge relating to the financial patterns and athletic success rate in small NAIA institutions and to help indicate what, if any, solutions are possible for the financial crisis that exists today in intercollegiate athletics.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to compare the amount of success in the selected women's intercollegiate team sports of volleyball, basketball and softball and the amount of financial support provided to these programs in selected NAIA institutions. The following will explain the selection of subjects, development of the survey instrument, collection of data and procedures used in the statistical analysis.

Selection of Subjects

Since the purpose of this research was to study small colleges and universities, only schools with NAIA membership with current enrollments ranging from 1000 to 6600 students were included. In keeping with the delimitations, all of the schools in the study support at least one or a combination of the women's team sports of volleyball, basketball, and softball.

Using information contained in the National Association of Intercollegiate Athletics 1988-89 Membership Directory, the researcher selected all of the institutions that met the above criteria. If the enrollment was missing from the information, the school was not included in the study. There

were 227 schools in the 32 NAIA districts (see Figure 1) that met the criteria.

Development of Survey Instrument

A questionnaire was developed by the researcher to meet the needs of this study. The validity and reliability of the questionnaire was determined by a panel of three judges. The panel of judges was composed of the following administrators: Dr. Robert Kamm, Professor Emeritus and former President, Oklahoma State University, Stillwater, Oklahoma; Dr. Sally Jones, Director, School of Health and Physical Education, Southern Oregon State College, Ashland, Oregon; and Bernice Bigham, Director, Department of Physical Education, Blue Mountain Community College, Pendleton, Oregon. The questionnaire was sent to the judges with a request for comments and/or recommendations. Revisions were made from the panel's suggestions.

The revised questionnaire (Appendix) was designed to gather demographic information, budget information for the institution's women's volleyball, basketball and softball programs and information pertaining to the success of those programs. The demographic information section included questions relating to: the title of the individual completing the survey; the school's classification as public or private; the state in which the school is located; the conference in which the school competes, if applicable; and the women's sports in which the school competes.

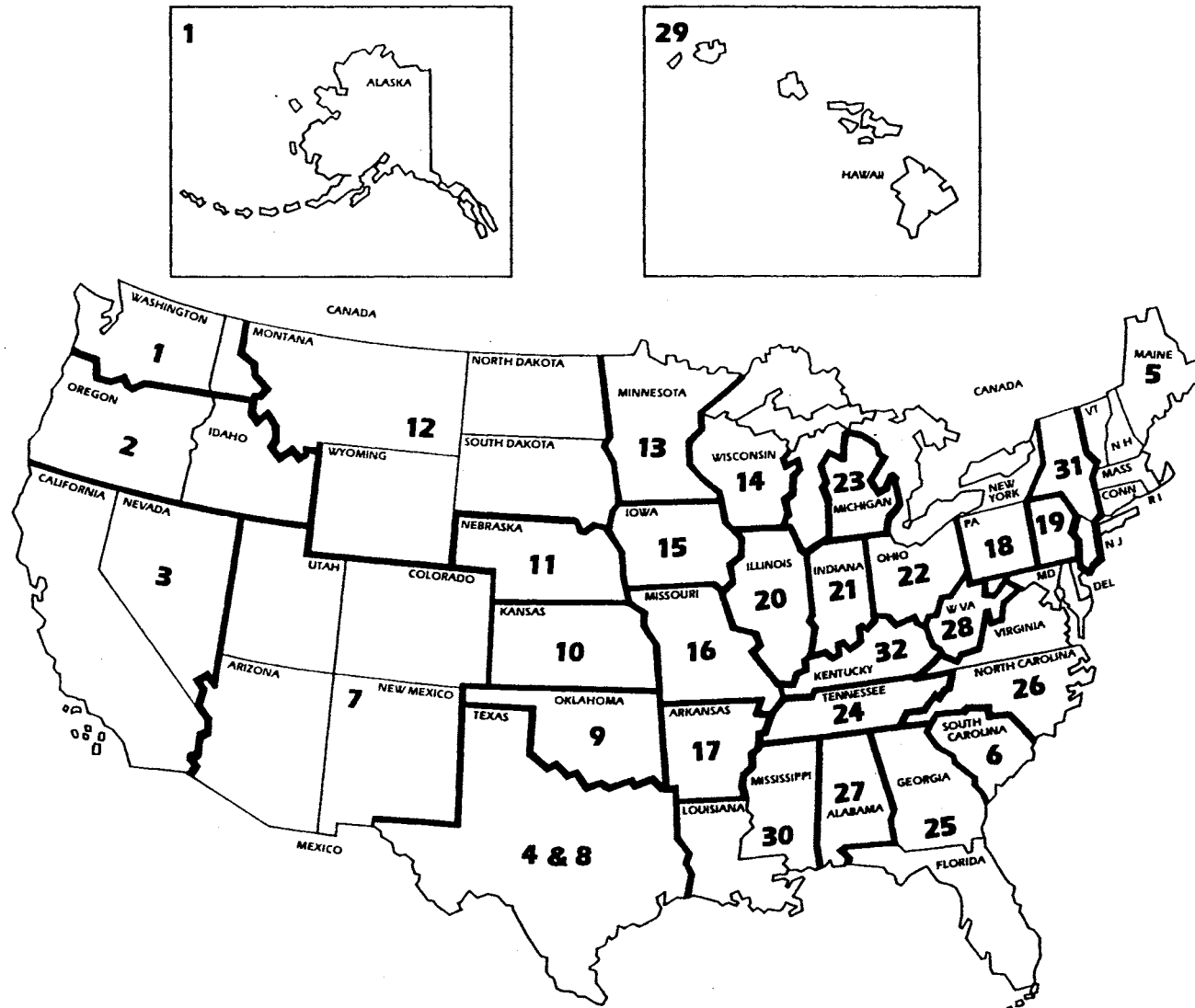


Figure 1. NAIA District Map (NAIA, Membership Directory, 8)

The budget information section included twelve items pertaining to the three women's team sports, including total budget, salaries of coaches and other personnel, team travel expenses, recruiting and financial aid to athletes. Included in the information pertaining to the success of the programs were win-loss records and conference placing. All information was for the school year of 1987-88.

The questionnaire was reproduced with black ink on canary yellow paper, as research indicates yellow as being one of the colors that will probably increase the appeal of a questionnaire and provide the best legibility (Berdie and Anderson 56-57).

Collection of Data

The questionnaire was mailed to the women's athletic directors of the 227 selected institutions along with a self-addressed stamped envelope and a cover letter explaining the purpose and need for the study and promising confidentiality. The athletic directors were asked to complete the questionnaire and return it to the researcher by a specific date. Questionnaires were coded in order to determine which institutions had not responded. A follow-up letter was sent to the institutions that had not responded within four weeks. A follow-up telephone call was made if the institution had returned the questionnaire, but had omitted pertinent data.

After the first mailing, questionnaires were returned

from 111 (48.9%) of the administrators. The second mailing produced a final total of 162 (71.4%) returns. Follow-up telephone calls were made to 45 institutions that returned the questionnaire, but had omitted pertinent data, such as win-loss records and/or financial aid to athletes.

Statistical Analysis

The data obtained from completion of the questionnaire were entered by the researcher into a computer data file. The statistical program SYSTAT was used to analyze data. Each case for each sport was assigned to Group 1 (high), 2 (medium) or 3 (low) based upon its win percentage. If the case's win percentage was greater than 66, it was assigned to Group 1. If the case's win percentage was equal to or greater than 33 and equal to or less than 66, it was assigned to Group 2. If the case's win percentage was less than 33, it was assigned to Group 3.

The descriptive statistics of the maximum, minimum, mean and standard deviation were determined for each variable. These were done for the total group and for each district. Analysis of variance (ANOVA) was used to determine if significant differences existed for selected areas of expenditure among the groups in each of the three sports. It was necessary to first eliminate cases that were missing win-loss records. Because of missing data, independent t-tests were used for post hoc mean comparisons on the varia-

bles indicating significance. The .05 level of confidence was established as the level of significance.

CHAPTER IV

RESULTS

This chapter includes the results of the statistical analyses of the data and a discussion of the findings. The primary purpose of this study was to compare the amount of success in the selected women's intercollegiate team sports of volleyball, basketball and softball and the amount of financial support provided to these programs in selected NAIA institutions.

An analysis of variance (ANOVA) was conducted to determine if significant differences existed for selected areas of expenditure among high, medium, and low success groups. Because of unequal group counts due to missing data, independent t-tests were used for post hoc mean comparisons. Descriptive statistics were also obtained for each variable. The decimal points have been omitted for presentation of all dollar amounts. This chapter will first discuss the demographic information and then consider each research question as stated in Chapter I. Finally, additional findings as suggested by the descriptive statistics will be discussed. For clarity, the statistical presentation will be organized by sport.

Demographic Information

The questionnaire was mailed to the women's athletic directors of 227 institutions. A final total of 162 (71.4%) were returned. The percentage of return by each district, the means for the total number of women's sports, and the means for number of sports being studied for each district are presented in Table 1.

TABLE 1
DEMOGRAPHIC CHARACTERISTICS OF
RESPONDENTS BY DISTRICT

District	Surveys Sent	Surveys Received	% Return	Total Number Sports (Mean)	No. of Sports Studied (Mean)
1	7	6	85.7	5.833	2.000
2	8	8	100.0	6.125	2.625
3	5	3	60.0	5.000	2.000
4	8	7	87.5	3.714	2.429
5	7	4	57.1	4.750	2.500
6	7	7	100.0	3.333	2.500
7	10	7	70.0	4.714	2.286
8	11	8	72.7	4.429	1.714
9	12	9	75.0	2.778	1.556
10	5	3	60.0	4.333	2.667
11	4	0	0.0	-	-
12	10	7	70.0	4.429	2.286
13	7	3	42.9	5.000	3.000
14	6	5	83.3	5.800	3.000
15	7	5	71.4	4.800	2.800
16	7	6	85.7	4.200	2.200
17	9	8	88.9	3.750	1.750
18	7	2	28.6	4.000	2.000
19	3	2	66.7	3.000	2.000
20	6	3	50.0	3.000	2.000
21	10	7	70.0	6.714	2.714
22	10	9	90.0	4.333	2.556
23	7	6	85.7	4.167	2.833
24	8	4	50.0	4.250	2.000
25	9	6	66.7	3.667	1.667
26	9	7	77.8	4.714	3.000
27	3	3	100.0	2.000	1.500
28	9	5	55.6	4.600	2.400
29	3	2	66.7	3.500	1.500
30	6	6	100.0	2.000	1.000
31	5	3	60.0	4.667	2.667
32	2	1	50.0	2.000	1.000

Each institution supported at least one of the three sports being studied. The sample mean was 2.247 of the possible three. The total number of women's sports at each institution ranged from one to nine. The mean was 4.329.

Statistical Data for Volleyball

Table 2 presents a summary of the volleyball budget information.

TABLE 2
SUMMARY OF BUDGET INFORMATION
FOR VOLLEYBALL

Item	N	Min	Max	Mean
Total Budget	108	\$10,000	\$99,873	\$15,658
Head Coach Salary	106	700	42,000	13,156
Assistant(s) Coach Salary	71	0	15,000	1,156
Trainer(s) Salary	50	0	31,200	10,473
Sports Info. Dir. Salary	44	0	25,000	7,981
Team Travel, Meals, Rooms	97	350	20,000	4,525
Contractual Agreements	35	0	2,500	238
Recruiting	75	0	3,000	769
Uniforms, Equip., Supplies	93	175	17,300	2,090
Home Game Expenses	61	0	6,000	407
Officials	81	47	4,000	1,124
Financial Aid to Athletes	109	0	70,556	13,831

Table 2 shows the usable data for each budget item, the minimum, the maximum and the mean for each item. Extremes in salaries are seen for the following reasons: There was no position; the position was part-time; the salary came out of a budget other than the athletic budget; or the salary reflected additional duties.

Results Related to Research Question 1

The first research question was: Is there a significant difference in the total amount of expenditure in successful women's intercollegiate volleyball programs and less successful women's intercollegiate volleyball programs in NAIA institutions?

The analysis of variance produced an F-ratio of 2.413 which indicated that there were no significant differences among groups at the .05 level for Total Budget (see Table 3). Therefore, research results indicated that there were no significant differences in the total amount of expenditure in successful women's intercollegiate volleyball programs and less successful women's intercollegiate volleyball programs in NAIA institutions.

Results Related to Research Question 2

The second research question was: Is there a significant difference in selected areas of expenditure in successful women's intercollegiate volleyball programs and less successful women's intercollegiate volleyball programs in

NAIA institutions?

Table 3 presents the analysis of variance summaries for volleyball.

TABLE 3
ANALYSIS OF VARIANCE SUMMARIES
FOR VOLLEYBALL

Item	SS	df	MS	F
Total Budget				
Between Ss	.157374E+10	2	.786870E+09	2.413
Within Ss	.329424E+11	101	.326162E+09	
Head Coach Salary				
Between Ss	.156999E+10	2	.784993E+09	7.989*
Within Ss	.972763E+10	99	.982589E+08	
Asst. Coach Salary				
Between Ss	.210873E+08	2	.105473E+08	2.765
Within Ss	.251702E+09	66	3813664.890	
Trainer(s) Salary				
Between Ss	.308446E+08	2	.154223E+08	0.125
Within Ss	.566344E+10	46	.123118E+09	
S.I.D. Salary				
Between Ss	4406909.034	2	2203454.517	0.028
Within Ss	.314551E+10	40	.786378E+08	
Team Travel, Meals, Rooms				
Between Ss	.118238E+09	2	.591192E+08	4.882*
Within Ss	.108989E+10	90	.121098E+08	
Contractual Agreements				
Between Ss	2466522.446	2	1233261.223	4.123*
Within Ss	9271627.789	31	299084.767	
Recruiting				
Between Ss	1547294.169	2	773647.085	1.473
Within Ss	.367568E+08	70	525096.541	
Uniforms, Equip., Supplies				
Between Ss	.230903E+08	2	.115452E+08	2.687
Within Ss	.369494E+09	86	4296437.499	
Home Game Expenses				
Between Ss	1138585.609	2	569292.804	0.732
Within Ss	.435335E+08	56	777383.641	
Officials				
Between Ss	1889602.103	2	944801.051	1.764
Within Ss	.396396E+08	74	535669.787	
Financial Aid to Athletes				
Between Ss	.213331E+10	2	.106665E+10	5.788*
Within Ss	.187982E+11	102	.184296E+09	

* p < .05

Significant differences at the .05 level were found in four

areas. The first area was Head Coach's Salary with an F-ratio of 7.989. Independent t-tests were done to determine which groups were significantly different. As can be seen in Table 4, it was found that the amount of expenditure for the high success group was significantly higher than that of the medium and low success groups. The medium success group and the low success group were not significantly different.

TABLE 4
T-TEST COMPARISONS OF VOLLEYBALL GROUPS ON
HEAD COACH'S SALARY

Group	N	M	SD	Grouping*
High Success	33	\$18,860	\$ 9,486	A
Medium Success	46	12,285	10,577	B
Low Success	23	8,589	9,078	B

* Means with the same letter are not significantly different at the .05 level.

The next area in which significant differences were found was Team Travel, Meals and Rooms with an F-ratio of 4.882. Table 5 shows that the amount of expenditure for the high success group was significantly higher than that of the low success group. No other groups were found to be significantly different.

TABLE 5

T-TEST COMPARISONS OF VOLLEYBALL GROUPS ON
TEAM TRAVEL, MEALS AND ROOMS

Group	N	M	SD	Grouping*	
High Success	27	\$ 6,197	\$ 4,729	A	
Medium Success	45	4,347	3,138	A	B
Low Success	21	3,112	1,934		B

* Means with the same letter are not significantly different at the .05 level.

Contractual agreements was the next area in which significant differences were found with an F-ratio of 4.123. However, comparison of the means of the high success group and the medium success group indicated no significant difference for contractual agreements. There were insufficient data for tests on the other groups.

The final area in volleyball in which significant differences were found was Financial Aid to Athletes with an F-ratio of 5.788. As can be seen in Table 6, the t-tests showed that the amount of expenditure for the high and medium success groups were significantly higher than that of the low success group. The high success group and the medium success group were not significantly different.

TABLE 6
T-TEST COMPARISONS OF VOLLEYBALL GROUPS ON
FINANCIAL AID TO ATHLETES

Group	N	M	SD	Grouping*
High Success	33	\$18,659	\$16,606	A
Medium Success	49	12,970	13,360	A
Low Success	23	6,137	7,991	B

* Means with the same letter are not significantly different at the .05 level.

Therefore, research results indicated that there were significant differences in four areas of expenditure in successful women's intercollegiate volleyball programs and less successful women's intercollegiate volleyball programs in NAIA institutions. Those areas were found to be: Head Coach's Salary; Team Travel, Meals, Rooms; Contractual Agreements; and Financial Aid to Athletes.

Statistical Data for Basketball

Table 7 presents a summary of the basketball budget information.

TABLE 7
SUMMARY OF BUDGET INFORMATION
FOR BASKETBALL

Item	N	Min	Max	Mean
Total Budget	122	\$ 1,960	\$127,803	\$24,607
Head Coach Salary	123	0	45,000	17,582
Assistant(s) Coach Salary	96	0	30,840	3,369
Trainer(s) Salary	58	0	31,200	9,855
Sports Info. Dir. Salary	49	0	30,000	9,465
Team Travel, Meals, Rooms	109	0	30,863	6,557
Contractual Agreements	40	0	3,000	374
Recruiting	92	0	7,170	1,421
Uniforms, Equip., Supplies	105	100	13,000	2,732
Home Game Expenses	74	0	6,000	760
Officials	94	50	4,200	1,823
Financial Aid to Athletes	124	0	112,500	21,876

Table 7 shows the usable data for each budget item, the minimum, the maximum and the mean for each item. Again, extremes are seen for the reasons specified earlier.

Results Related to Research Question 3

The third research question was: Is there a significant difference in the total amount of expenditure in successful women's intercollegiate basketball programs and less successful women's intercollegiate basketball programs in NAIA institutions?

Table 8 presents the analysis of variance summaries for basketball.

TABLE 8
ANALYSIS OF VARIANCE SUMMARIES
FOR BASKETBALL

Item	SS	df	MS	F
Total Budget				
Between Ss	.839515E+10	2	.419757E+10	6.980*
Within Ss	.697548E+11	116	.601334E+09	
Head Coach Salary				
Between Ss	.566995E+09	2	.283498E+09	2.585
Within Ss	.128315E+11	117	.109671E+09	
Asst. Coach Salary				
Between Ss	.481541E+09	2	.240770E+09	8.142*
Within Ss	.269111E+10	91	.295726E+09	
Trainer(s) Salary				
Between Ss	.287696E+09	2	.143848E+09	1.219
Within Ss	.649067E+10	55	.118012E+09	
S.I.D. Salary				
Between Ss	.296811E+09	2	.148405E+09	1.867
Within Ss	.365706E+10	46	.795012E+08	
Team Travel, Meals, Rooms				
Between Ss	.173049E+09	2	.865246E+08	4.270*
Within Ss	.212765E+10	105	.202634E+08	
Contractual Agreements				
Between Ss	1225336.261	2	612668.131	1.079
Within Ss	.204499E+08	36	568053.422	
Recruiting				
Between Ss	4825528.311	2	2412764.156	1.476
Within Ss	.143850E+09	88	1634659.452	
Uniforms, Equip., Supplies				
Between Ss	.168893E+08	2	8444666.042	1.956
Within Ss	.431685E+09	100	4316850.788	
Home Game Expenses				
Between Ss	4308829.268	2	2154414.634	1.476
Within Ss	.102185E+09	70	1459779.218	
Officials				
Between Ss	1445884.256	2	722942.128	0.998
Within Ss	.651684E+08	90	724093.471	
Financial Aid to Athletes				
Between Ss	.466996E+10	2	.233498E+10	5.573*
Within Ss	.498587E+11	119	.418981E+09	

* $p < .05$

The analysis of variance produced an F-ratio of 6.980 which indicated that there was a significant difference among

groups at the .05 level for Total Budget. As can be seen in Table 9, the independent t-tests showed that the amount of expenditure for the high success group was significantly higher than that of the medium and low success groups. The medium success group and the low success group were not significantly different.

TABLE 9
T-TEST COMPARISONS OF BASKETBALL GROUPS ON
TOTAL BUDGET

Group	N	M	SD	Grouping*
High Success	34	\$37,961	\$34,695	A
Medium Success	59	18,502	15,264	B
Low Success	26	22,268	25,702	B

* Means with the same letter are not significantly different at the .05 level.

Therefore, research results indicated that there was a significant difference in the total amount of expenditure in successful women's intercollegiate basketball programs and less successful women's intercollegiate basketball programs in NAIA institutions.

Results Related to Research Question 4

The fourth research question was: Is there a significant difference in selected areas of expenditure in successful women's intercollegiate basketball programs and less successful women's intercollegiate basketball programs in NAIA institutions?

Significant differences at the .05 level were found in three other areas in addition to the total budget, which was discussed above. The first area was Assistant(s) Coach's Salary with an F-ratio of 8.142. Table 10 shows that a comparison of group means indicated that the amount of expenditure for the high success group was significantly higher than that of the medium and low success groups. The medium success group and the low success group were not significantly different.

TABLE 10

T-TEST COMPARISONS OF BASKETBALL GROUPS ON
ASSISTANT(S) COACH'S SALARY

Group	N	M	SD	Grouping*
High Success	28	\$ 6,853	\$ 8,618	A
Medium Success	46	2,223	3,788	B
Low Success	20	1,350	1,447	B

* Means with the same letter are not significantly different at the .05 level.

The second area in which significant differences were found was Team Travel, Meals and Rooms with an F-ratio of 4.270. As Table 11 indicates, the independent t-tests showed that the amount of expenditure for the high success group was significantly higher than that of the medium and low success groups. The medium success group and the low success group were not significantly different.

TABLE 11
T-TEST COMPARISONS OF BASKETBALL GROUPS ON
TEAM TRAVEL, MEALS AND ROOMS

Group	N	M	SD	Grouping*
High Success	35	\$ 8,370	\$ 6,350	A
Medium Success	50	5,893	3,143	B
Low Success	23	5,308	3,515	B

* Means with the same letter are not significantly different at the .05 level.

Financial Aid to Athletes was the third area in which significant differences were found with an F-ratio of 5.573. Table 12 shows that the amount of expenditure for the low success group was significantly lower than that of the medium and high success groups. The high success group and the medium success group were not significantly different.

TABLE 12

**T-TEST COMPARISONS OF BASKETBALL GROUPS ON
FINANCIAL AID TO ATHLETES**

Group	N	M	SD	Grouping*
High Success	37	\$29,152	\$20,693	A
Medium Success	57	21,091	22,631	A
Low Success	28	12,062	14,605	B

* Means with the same letter are not significantly different at the .05 level.

Therefore, research results indicated that there were significant differences in three areas of expenditure in successful women's intercollegiate basketball programs and less successful women's intercollegiate basketball programs in NAIA institutions. Those areas were found to be: Assistant(s) Coach's Salary; Team Travel, Meals, Rooms; and Financial Aid to Athletes.

Statistical Data for Softball

Table 13 presents a summary of the softball budget information.

TABLE 13
SUMMARY OF BUDGET INFORMATION
FOR SOFTBALL

Item	N	Min	Max	Mean
Total Budget	64	\$ 1,768	845,150	88,913
Head Coach Salary	64	700	32,000	10,864
Assistant(s) Coach Salary	47	0	4,200	954
Trainer(s) Salary	28	0	29,000	11,564
Sports Info. Dir. Salary	24	0	25,000	9,141
Team Travel, Meals, Rooms	62	0	17,000	3,674
Contractual Agreements	21	0	2,500	178
Recruiting	47	0	2,000	468
Uniforms, Equip., Supplies	61	170	6,000	1,644
Home Game Expenses	38	0	1,035	197
Officials	55	40	1,885	818
Financial Aid to Athletes	67	0	50,000	8,297

Table 13 shows the usable data for each budget item, the minimum, the maximum and the mean for each item. Extremes are seen in salaries for the same reasons as specified in the discussion on volleyball.

Results Related to Research Question 5

The fifth research question was: Is there a significant difference in the total amount of expenditure in successful women's intercollegiate softball programs and less successful women's intercollegiate softball programs in

NAIA institutions?

Table 14 presents the analysis of variance summaries for softball.

TABLE 14
ANALYSIS OF VARIANCE SUMMARIES
FOR SOFTBALL

Item	SS	df	MS	F
Total Budget				
Between Ss	.919714E+08	2	.459857E+08	0.899
Within Ss	.281414E+10	55	.511662E+08	
Head Coach Salary				
Between Ss	.213712E+09	2	.106856E+09	0.935
Within Ss	.640169E+10	56	.114316E+09	
Asst. Coach Salary				
Between Ss	1327391.673	2	663695.837	0.709
Within Ss	.374477E+08	40	936192.715	
Trainer(s) Salary				
Between Ss	.160655E+09	2	.803275E+08	0.719
Within Ss	.245805E+10	22	.111730E+09	
S.I.D. Salary				
Between Ss	.142093E+09	2	.710464E+08	1.106
Within Ss	.115599E+10	18	.642219E+08	
Team Travel, Meals, Rooms				
Between Ss	8803261.379	2	4401630.689	0.518
Within Ss	.450464E+09	53	8499313.714	
Contractual Agreements				
Between Ss	139512.344	2	69756.172	0.161
Within Ss	6911898.182	16	431993.636	
Recruiting				
Between Ss	593762.463	2	296881.232	1.714
Within Ss	6928941.583	40	173223.540	
Uniforms, Equip., Supplies				
Between Ss	2953119.179	2	1476559.590	1.612
Within Ss	.467153E+08	51	915987.199	
Home Game Expenses				
Between Ss	256457.952	2	128228.976	1.274
Within Ss	3219859.191	32	100620.600	
Officials				
Between Ss	264001.833	2	132000.916	0.750
Within Ss	8095530.290	46	175989.789	
Financial Aid to Athletes				
Between Ss	.141059E+10	2	.705293E+09	5.990*
Within Ss	.694747E+10	59	.117754E+09	

* p < .05

The analysis of variance produced an F-ratio of 0.899 which

indicated that there were no significant differences among groups at the .05 level for Total Budget. Therefore, research results indicated that there were no significant differences in the total amount of expenditure in successful women's intercollegiate softball programs and less successful women's intercollegiate softball programs in NAIA institutions.

Results Related to Research Question 6

The sixth and final research question was: Is there a significant difference in selected areas of expenditure in successful women's intercollegiate softball programs and less successful women's softball programs in NAIA institutions?

Significant differences at the .05 level were found in only one area, which was Financial Aid to Athletes. An F-ratio of 5.990 indicated significant differences among group means. Independent t-tests shown in Table 15 indicated that the amount of expenditure for the medium success group was significantly higher than that of the high and low success groups. The high success group and the low success group were not significantly different.

TABLE 15
T-TEST COMPARISONS OF SOFTBALL GROUPS ON
FINANCIAL AID TO ATHLETES

Group	N	M	SD	Grouping*
High Success	16	\$ 2,972	\$ 4,480	A
Medium Success	37	12,315	13,468	B
Low Success	9	1,970	3,811	A

* Means with the same letter are not significantly different at the .05 level.

Therefore, research results indicated that there were significant differences in one area of expenditure in successful women's intercollegiate softball programs and less successful women's intercollegiate softball programs in NAIA institutions. Group means were significantly different in the area of Financial Aid to Athletes.

Additional Findings

There are two additional findings of interest as suggested by the descriptive statistics. The first is a comparison of volleyball, basketball and softball costs. The second is geographical differences in expenditures.

Table 16 is included as a convenient means to compare the costs of the three women's sports.

TABLE 16
MEANS BY CATEGORIES FOR EACH SPORT

Item	Volleyball	Basketball	Softball
Total Budget	\$15,658	\$24,607	\$ 8,913
Head Coach Salary	13,156	17,582	10,864
Assistant(s) Coach Salary	1,156	3,369	954
Trainer(s) Salary	10,473	9,855	11,564
Sports Info. Dir. Salary	7,981	9,465	9,141
Team Travel, Meals, Rooms	4,525	6,557	3,674
Contractual Agreements	238	374	178
Recruiting	769	1,421	468
Uniforms, Equip., Supplies	2,090	2,732	1,644
Home Game Expenses	407	760	197
Officials	1,124	1,823	818
Financial Aid to Athletes	13,831	21,876	8,297

Basketball is seen to be the most expensive sport to sponsor in all but one category. The second most expensive sport in all but one category is volleyball. Of the three, softball is the third most expensive sport. These findings concur with Zotos' ("The Price of Success" 25), even though she studied NCAA, Division I schools.

Tables 17, 18 and 19 show the means of the total budget and six selected expenditures by district for each sport.

TABLE 17

**MEANS OF SELECTED EXPENDITURES
BY DISTRICT FOR VOLLEYBALL**

District	Total Budget	Head Coach Salary	Asst. Coach Salary	Travel, Meals, Rooms	Recruiting	Uniforms, Equipment, Supplies	Financial Aid to Athletes
1	\$13,748(5)	\$ 9,759(4)	\$ 8,000(2)	\$5,151(3)	\$ 3,000(1)	\$ 1,652(3)	\$ 3,837(3)
2	9,874(6)	15,342(7)	600(6)	6,290(6)	525(6)	1,989(6)	2,883(6)
3	8,841(3)	18,666(3)	833(3)	4,600(2)	766(3)	1,500(2)	9,000(3)
4	34,026(5)	20,500(7)	350(5)	4,157(7)	575(4)	2,414(7)	34,691(7)
5	4,700(2)	18,000(1)	- (0)	- (0)	1,000(1)	- (0)	0(2)
6	9,825(4)	16,625(4)	750(2)	1,566(3)	200(2)	1,000(1)	11,750(4)
7	8,740(6)	11,000(6)	750(4)	3,389(5)	280(4)	1,324(5)	6,186(6)
8	18,249(7)	12,200(6)	1,666(3)	6,610(6)	550(6)	1,608(6)	4,642(7)
9	5,500(2)	12,333(3)	0(2)	1,950(2)	350(2)	1,750(2)	17,770(3)
10	4,610(1)	16,553(3)	3,100(2)	5,416(3)	1,000(3)	2,220(3)	12,641(3)
11	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)
12	8,719(5)	21,622(7)	1,016(6)	3,784(5)	1,400(6)	1,362(4)	5,025(6)
13	31,445(3)	15,895(3)	1,250(3)	11,041(3)	1,506(3)	1,186(3)	7,562(3)
14	6,811(5)	6,711(5)	764(4)	3,329(5)	325(3)	851(5)	524(5)
15	7,571(5)	2,500(2)	166(3)	3,281(4)	166(3)	1,301(4)	22,330(4)
16	21,149(4)	19,666(3)	3,500(1)	5,375(3)	563(3)	1,823(3)	27,156(4)
17	74,217(4)	26,937(4)	875(2)	4,161(5)	900(2)	4,723(5)	33,584(5)
18	4,500(1)	5,000(1)	- (0)	- (0)	500(1)	- (0)	8,000(1)
19	5,000(2)	1,100(2)	500(1)	2,050(2)	- (0)	300(1)	2,800(2)
20	7,750(2)	10,333(3)	1,666(3)	4,750(2)	500(1)	3,250(2)	17,100(3)
21	12,657(7)	9,800(4)	916(6)	3,243(6)	933(3)	1,194(7)	571(7)
22	9,376(8)	7,812(8)	940(5)	2,725(6)	666(3)	3,093(5)	8,794(7)
23	14,840(6)	2,440(5)	750(2)	6,446(4)	416(3)	1,928(4)	14,125(5)
24	5,300(2)	3,500(1)	500(1)	2,400(2)	500(1)	2,100(2)	- (0)
25	- (0)	3,500(1)	- (0)	7,000(1)	3,000(1)	3,000(1)	32,100(1)
26	12,816(6)	16,464(7)	500(2)	2,650(5)	840(5)	2,390(5)	10,602(5)
27	66,416(1)	21,000(1)	3,200(1)	13,500(1)	2,000(1)	2,300(1)	48,516(1)
28	5,915(2)	14,400(2)	1,000(1)	2,625(2)	550(2)	1,127(2)	37,028(2)
29	36,358(2)	6,000(1)	1,000(1)	11,236(2)	1,500(1)	9,650(2)	46,200(2)
30	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)
31	4,738(2)	1,900(2)	- (0)	2,900(2)	200(1)	622(2)	9,300(2)
32	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)

Note: Number of cases are given in parentheses.

TABLE 18

MEANS OF SELECTED EXPENDITURES
BY DISTRICT FOR BASKETBALL

District	Total Budget	Head Coach Salary	Asst. Coach Salary	Travel, Meals, Rooms	Recruiting	Uniforms, Equipment, Supplies	Financial Aid to Athletes
1	\$25,529(6)	\$13,034(5)	\$ 2,900(4)	\$7,967(4)	\$ 2,250(2)	\$ 2,324(4)	\$ 3,837(3)
2	10,816(6)	17,142(7)	700(7)	7,186(6)	633(6)	2,192(6)	3,583(6)
3	10,447(2)	32,000(1)	1,000(2)	4,500(1)	650(2)	2,200(1)	25,500(2)
4	37,912(6)	20,428(7)	1,610(5)	4,798(6)	926(5)	2,964(6)	41,021(7)
5	8,750(2)	14,100(4)	3,750(2)	2,900(2)	1,333(3)	2,300(2)	0(4)
6	17,260(5)	19,083(6)	1,666(3)	3,800(4)	933(3)	2,250(2)	23,184(5)
7	12,306(4)	21,500(3)	666(3)	6,033(4)	665(2)	1,407(4)	8,627(4)
8	22,194(5)	29,500(4)	3,066(3)	6,625(4)	1,475(4)	1,237(4)	6,000(5)
9	28,434(8)	27,000(8)	7,211(8)	5,188(8)	2,375(8)	3,920(7)	34,252(8)
10	9,700(1)	17,333(3)	12,013(3)	9,666(3)	2,500(3)	2,840(3)	25,682(3)
11	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)
12	12,696(5)	24,212(7)	2,414(7)	7,492(5)	1,720(5)	1,609(5)	8,325(6)
13	33,529(3)	17,016(3)	2,433(3)	11,135(3)	1,281(3)	1,784(3)	8,908(3)
14	30,850(5)	15,212(4)	5,586(3)	8,922(5)	2,806(3)	1,735(5)	6,210(5)
15	12,089(5)	14,760(3)	333(3)	6,283(4)	300(3)	2,263(4)	27,244(4)
16	30,698(3)	18,000(3)	2,500(2)	7,250(2)	1,500(2)	2,600(2)	33,178(3)
17	72,541(5)	27,700(5)	3,500(1)	7,250(4)	1,320(2)	7,005(4)	34,728(5)
18	8,150(2)	5,600(2)	2,400(1)	- (0)	1,000(2)	- (0)	28,000(2)
19	12,000(1)	1,500(1)	1,200(1)	5,000(1)	- (0)	- (0)	20,000(1)
20	10,000(1)	5,000(1)	1,000(1)	3,500(1)	500(1)	3,500(1)	2,947(1)
21	16,307(7)	10,491(6)	750(6)	4,691(6)	1,000(3)	1,715(7)	1,571(7)
22	24,031(9)	15,666(9)	3,525(8)	6,341(8)	858(6)	2,529(7)	14,591(9)
23	30,709(6)	9,500(4)	5,275(4)	6,742(3)	1,083(3)	3,136(4)	30,025(5)
24	15,750(2)	22,000(1)	- (0)	5,100(2)	750(1)	5,250(2)	57,450(2)
25	33,450(4)	17,080(5)	1,000(3)	7,520(5)	1,995(5)	3,020(5)	26,683(6)
26	22,055(6)	16,142(7)	3,375(4)	4,370(5)	2,010(5)	3,390(5)	22,443(5)
27	65,782(2)	24,500(2)	13,350(2)	12,750(2)	2,500(1)	3,000(1)	45,282(2)
28	14,856(4)	14,600(3)	3,000(1)	5,835(4)	1,500(4)	4,540(4)	16,350(4)
29	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)
30	31,875(4)	13,333(6)	6,600(3)	10,000(4)	1,666(3)	2,675(4)	67,583(6)
31	10,595(3)	3,333(3)	1,533(3)	4,700(3)	200(2)	1,433(3)	0(1)
32	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)

Note: Number of cases are given in parentheses.

TABLE 19

MEANS OF SELECTED EXPENDITURES
BY DISTRICT FOR SOFTBALL

District	Total Budget	Head Coach Salary	Asst. Coach Salary	Travel, Meals, Rooms	Recruiting	Uniforms, Equipment, Supplies	Financial Aid to Athletes
1	\$ 8,100(1)	\$ 4,000(1)	\$ 1,000(1)	\$5,000(1)	\$ - (0)	\$ 1,600(1)	\$ 0(1)
2	7,637(4)	22,000(4)	933(3)	4,508(3)	283(3)	2,247(3)	1,000(3)
3	6,300(1)	2,000(1)	600(1)	1,500(1)	1,000(1)	1,200(1)	15,000(1)
4	29,905(2)	10,166(3)	900(2)	3,100(3)	500(1)	2,666(3)	20,738(3)
5	4,700(2)	1,566(3)	0(1)	1,125(2)	600(2)	1,550(2)	0(4)
6	10,033(3)	8,000(4)	500(3)	3,233(3)	150(3)	2,050(2)	9,677(4)
7	6,798(3)	26,500(2)	0(2)	3,282(3)	276(2)	1,251(3)	2,846(3)
8	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)
9	5,183(1)	16,500(2)	0(2)	1,810(2)	500(2)	1,010(2)	16,767(2)
10	- (0)	24,330(2)	3,100(2)	7,000(2)	1,250(2)	2,250(2)	18,306(2)
11	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)
12	5,222(2)	25,743(2)	600(1)	3,062(2)	260(2)	685(2)	2,350(2)
13	14,371(3)	2,900(3)	1,133(3)	8,764(3)	516(3)	1,178(3)	2,387(3)
14	6,867(5)	9,938(4)	1,264(4)	3,572(5)	587(2)	1,133(5)	240(5)
15	7,099(4)	2,500(1)	250(2)	4,409(4)	266(3)	1,740(4)	18,537(3)
16	11,831(1)	26,000(1)	3,500(1)	- (0)	- (0)	- (0)	26,224(1)
17	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)
18	3,000(1)	3,200(1)	- (0)	- (0)	500(1)	- (0)	40,000(1)
19	11,000(1)	1,500(1)	500(1)	500(1)	- (0)	- (0)	4,500(1)
20	10,000(1)	5,000(1)	1,500(2)	9,250(2)	500(1)	4,750(2)	26,388(2)
21	5,270(5)	5,300(4)	825(4)	2,538(4)	400(1)	1,270(5)	600(5)
22	6,757(6)	8,500(6)	640(5)	1,305(5)	400(3)	1,416(4)	3,364(6)
23	9,113(5)	2,300(4)	1,000(1)	2,134(2)	625(2)	914(3)	15,406(4)
24	7,500(1)	- (0)	- (0)	3,500(1)	500(1)	2,000(1)	- (0)
25	7,150(2)	15,966(3)	0(1)	1,800(1)	100(1)	250(1)	12,000(1)
26	10,529(5)	14,600(5)	0(1)	2,520(5)	650(5)	1,680(5)	6,802(5)
27	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)
28	6,365(3)	16,166(3)	800(2)	1,550(3)	200(3)	1,766(3)	0(3)
29	34,230(1)	5,500(1)	2,000(1)	17,000(1)	1,200(1)	4,200(1)	14,400(1)
30	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)
31	8,274(1)	2,500(2)	1,650(2)	3,879(3)	200(2)	1,126(3)	20,900(1)
32	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)	- (0)

Note: Number of cases are given in parentheses.

Some geographical patterns can be seen from these means. First, none of the New England schools (District 5) that responded gave financial aid based on athletic ability. There were no other districts for which this was true.

One of the areas areas that showed the highest expenditures was Arkansas (District 17), with the highest means in Total Budget and Head Coach's Salary for volleyball; and Total Budget and Uniforms, Equipment and Supplies for basketball. Another district that was highest in some items was District 27 (Alabama), showing the highest means in Travel, Meals and Rooms and Financial Aid to Athletes for volleyball; and Assistant(s) Coach's Salary and Travel, Meals and Rooms for basketball. The District 27 means reflect only one or two institutions, however. One school in District 29 (Hawaii) had the highest means in Total Budget and Travel, Meals and Rooms for softball.

Among the consistently lowest in expenditures were Districts 18 (Western New York, Western Pennsylvania) and 19 (Eastern Pennsylvania, Delaware, Maryland), with the lowest means in Total Budget, Head Coach's Salary and Uniforms, Equipment and Supplies for volleyball; Total Budget and Head Coach's Salary for basketball; and Total Budget, Head Coach's Salary and Travel, Meals and Rooms for softball. However, these low means reflect only one or two institutions.

Discussion

The data from this study came from selected NAIA institutions, and analysis revealed significant differences in one total budget expenditure and five selected areas of expenditure among successful and less successful women's intercollegiate programs in volleyball, basketball and softball.

The findings indicated that there was a significant difference in the total amount of expenditure in successful women's intercollegiate programs and less successful women's intercollegiate programs in one sport, which was basketball. The total amount of expenditure for the high success group was significantly higher than that of the medium and low success groups. It should be noted that some schools reported only the Total Budget figure, while others reported other items but left out the total figure. In most cases, the individual budget items given did not equal the total budget figure given. Discrepancies in budget totals and "Total Budget" made it difficult to determine if salaries of coaches were included unless the school specifically stated that they were or were not included. The data indicated that most of the time salaries were considered separate from the Total Budget.

A significant difference was also found in the salaries for head coaches of volleyball and assistant coaches of basketball. In both cases the salaries for the high success groups were significantly higher than that of the medium and

low success groups. It was found that some coaches were part-time and some were full-time with other duties such as teaching, administration or coaching other sports. Some received release time for coaching rather than a salary. One school reported that their coaches received free room and board in addition to their salary. Where the same individual coached two sports, and a full-time position salary was given, the full salary figure was listed in the data for both sports. For these reasons, the means for coaches' salaries may be somewhat misleading.

Although the analysis of data indicated significant differences in the area of contractual agreements, there was not enough data to find where the significance was. In these selected NAIA institutions, contractual agreements did not seem to involve much, if any, expenditure in the form of guarantees in any of the three women's sports studied.

Significant differences were found in Team Travel, Meals and Rooms in the sports of volleyball and basketball. In volleyball, the amount of expenditure for the high success group was significantly higher than that of the low success group, and in basketball, the expenditure for the high success group was significantly higher than that of both the medium and low success groups. This finding is not surprising in that successful athletic programs usually seem to travel more extensively in order to meet similar competition. However, it is interesting to note that geographical accessibility or inaccessibility to competition did not seem

to greatly affect the means of this budget item.

The budget item for which significant differences were found in all three sports was Financial Aid to Athletes. For both volleyball and basketball, the amount of expenditure for the high and medium success groups was significantly higher than that of the low success group. In softball, the amount of expenditure for the medium success group was found to be significantly higher than that of the high and the low success groups. This was an interesting finding, since it was inconsistent with all of the other findings which indicated that the higher success groups spent more.

Some interesting and revealing information was gleaned from the content and comments on the returned questionnaires. This information may have an effect on the interpretation of the data.

First of all, budgeting seems to differ from school to school. Costs were broken down differently, making accurate reporting difficult in some cases for the areas in which this research was focused. For some budget items, money may have come from a budget other than the athletic budget. This was found to be true in some cases for instructor/coach, trainer and sports information director salaries. Some trainers, sports information directors and assistant coaches were students or graduate assistants, so were not paid or were paid from a different source. Recruiting money may have also come from a different source, such as the stu-

dent recruitment office. Home game expenses may have been paid out of a different fund, such as building maintenance, and often was not reported.

Some respondents simply put "included in budget" instead of reporting each budget item listed. It should also be noted that, as in the case of some coaches, the trainers and sports information directors may have had additional duties which were included in their salaries. Also, these personnel generally covered all sports, and a full salary, not a prorated one, was reported.

In regard to financial aid to athletes, most of the aid reported was in the form of athletic scholarships. If the respondent indicated that scholarships were given on the basis of need only rather than athletic ability, the information was recorded as "0".

A few institutions refused to release budget figures, stating that "financial data not available for release," or "department policy not to release budget figures for general use." Some indicated that salaries were a confidential matter. One school reported win-loss records but no other data, and commented:

As you can see by the above, our program has the financial resources to be competitive with our opponents. We strive to assure all concerned that ours will be in line with others in our conference/district. All financial arrangements or expenditures remain our concern.

Another school that did complete the financial information stated:

Our women's programs are very competitive and rep-

resent the philosophy for both women's and men's sports. We value our intercollegiate experience. Keep in mind there are a lot of schools within one hour of our school.

There was also the case of the engineering school that made the point that it was affected more by the small pool of athletes from which to recruit than by the amount of money put into the program.

As can be seen from the above, there were many variations in the reported data that should be considered in the final interpretation. While it appears that significant differences existed between successful and less successful women's volleyball, basketball and softball programs on some budget items in NAIA schools of this size, it is possible that there are many other variables which affect the success or lack of success of such programs.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the purpose, procedures and findings of the study, the conclusions, and recommendations for further study.

Purpose and Procedures

The primary purpose of this study was to compare the amount of success in the women's intercollegiate team sports of volleyball, basketball and softball and the amount of financial support provided to these programs in selected NAIA institutions.

A questionnaire developed by the researcher was sent to the women's athletic directors of 227 NAIA institutions ranging from 1000 to 6600 in enrollment. Each selected institution supported at least one or a combination of the women's team sports of volleyball, basketball, and softball. The questionnaire asked for demographic and budget information and information pertaining to the success of the three sports programs. A final total of 162 (71.4%) of the surveys were returned. The returns supplied usable data in varying amounts for the three sports, since some data may have been missing or some schools did not have all three

sports.

For purposes of statistical analysis, each case for each sport was assigned to Group 1 (high), 2 (medium) or 3 (low) based on its win percentage. Then, an analysis of variance was conducted to determine if significant differences existed for total and/or selected areas of expenditure among high, medium and low success groups. Independent t-tests were done for the variables indicating significance at the .05 level.

Findings

The statistical analysis of the data yielded the following findings for each research question:

1. There were no significant differences in the total amount of expenditure in successful women's intercollegiate volleyball programs and less successful women's intercollegiate volleyball programs in NAIA institutions.

2. The high and/or medium success groups were significantly higher than that of the low success group in Head Coach's Salary; Team Travel, Meals, Rooms; and Financial Aid to Athletes in women's intercollegiate volleyball programs in NAIA institutions. A significant difference was also found in Contractual Agreements, but there were insufficient data for t-tests.

3. The high success group was significantly higher than that of the medium and low success groups in the total amount of expenditure in women's intercollegiate basketball

programs in NAIA institutions.

4. The high and/or medium success groups were significantly higher than that of the low success group in Assistant(s) Coach's Salary; Team Travel, Meals, Rooms; and Financial Aid to Athletes in women's intercollegiate basketball programs in NAIA institutions.

5. There were no significant differences in the total amount of expenditure in successful women's intercollegiate softball programs and less successful women's intercollegiate softball programs in NAIA institutions.

6. The medium success group was significantly higher than that of the high and low success groups in Financial Aid to Athletes in women's intercollegiate softball programs in NAIA institutions.

An additional finding suggested by the descriptive statistics was that basketball was generally the most expensive sport to sponsor, followed by volleyball and then softball. Geographical patterns were seen in some expenditures, with two districts in the southeast showing the highest means on several budget items, and two districts in the northeast showing consistently the lowest means on several items.

Conclusions

Generally, the research showed that while the amount of financial support helps, it is probably not necessarily the most important factor involved in schools of this size. Results were inconclusive, since there were no budget items

that were found to be significant in all three sports. Financial Aid to Athletes was found to be significantly higher for the more successful groups in volleyball and basketball, but for softball, almost the reverse was true, in that the medium success group was significantly higher than the high and low success groups.

Recommendations for Further Research

For further study concerning the role of finances in women's athletics, there are several options that this researcher recommends. First, and most importantly, in order to get a clearer picture of the relationship of expenditures and the level of success of an athletic program, it is necessary to look at that program over a longer period of time than one year. There are certain items in the budget, such as uniforms, equipment and supplies, that may vary greatly from year to year. Therefore, this investigator recommends that the study be replicated asking for information over a five year period.

Secondly, similar studies should be done at different levels and different sized schools. Studies should be done with larger NAIA institutions and NCAA, Division I, II and III schools.

Finally, the study should be expanded to include all women's sports. In any of the further studies, consideration should be given to breaking down budget items differently in an attempt to get more specific information, and

also asking for the number of full tuition scholarships given in addition to the amount.

Concluding Thoughts

The nature of the responses to the survey suggested that the athletic departments of the institutions that were the subject of this study generally appeared to be connected to some extent with physical education departments, and therefore shared personnel. This led to a variation in the way information was reported, and made it difficult to draw any solid conclusions, especially where salaries were concerned. While significant differences appeared to exist between successful and less successful women's volleyball, basketball and softball programs on some budget items in NAIA schools of this size, it is possible that there are many other variables which affect the success or lack of success of such programs. Examples of some of these variables might be the pool of athletes from which the school draws, a winning tradition, the coach, and school and community enthusiasm and support.

From the comments made on many of the questionnaires, it seemed likely that many of those reporting believed that money is important for success. Factors that could affect the amount of money necessary at any given school, however, could include the amount of tuition (affecting financial aid to athletes), geographical location and cost of living.

It appears that the type of information asked for in

this study is needed, but not readily available. For these reasons, it is the recommendation of this investigator that policies and procedures manuals should be in existence and be followed in all athletic departments. Accurate records should be kept and be readily available. Further, in combined athletic and physical education departments, athletic and physical education duties should be separated for the purpose of clarifying salary, load and evaluation.

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APPENDIXES

APPENDIX A
CORRESPONDENCE

Dear

I am writing to ask for your assistance with my dissertation. I am proposing to study the effect of expenditures in women's intercollegiate athletic programs on the success of these programs. The study will be limited to NAIA institutions ranging in size from 1000 to 6600, and to the women's sports of volleyball, basketball and softball.

I have devised a questionnaire, and I am soliciting your assistance in the validation of its content. I have enclosed a copy with this letter.

Please feel free to make any comments you would like about the questions and information being requested, as well as the construction. A major concern of mine is to make the questionnaire as easy as possible to complete. I would also like you to comment on any questions which may seem confusing or in the gray area. If there are any concerns in which you may be interested that you feel I should add, please include them as well.

Your comments along with those of other individuals selected for the panel of judges will be incorporated into the survey. I am attempting to meet a deadline of January 5, to have revisions made and to do my major mailout. When the study is completed, I will send you a copy of the results.

I want to thank you in advance for your help, and I will look forward to getting your feedback.

Sincerely,

Gail C. Scharfe

Dear

Now that there is a greater societal acceptance and interest in athletics for women, the expanding demand for women's sport during this period of economic austerity has placed the entire system of American intercollegiate athletics under financial strain. Because of your administrative position in the athletic community, I am sure that you share my concern for financial issues.

The enclosed survey instrument deals with the effect of expenditures in women's intercollegiate athletic programs on the success of these programs. The results will be used as the statistical information for a study being completed for Oklahoma State University. The study will be limited to NAIA institutions ranging in size from 1000 to 6600, and to the women's sports of volleyball, basketball and softball.

Your responses to this survey will be a valuable contribution to this study. I would like to assure you that the information will be presented only in the collective form, and that institutions or individuals will not be named.

It will be appreciated if you will complete the enclosed form and return it in the stamped return envelope. I am attempting to meet a February 28 deadline.

I will be pleased to send you a summary of the results if you desire. Thank you for your cooperation.

Sincerely,

Gail C. Scharfe

Dear

Please help. A few weeks ago I mailed a survey instrument to you to be completed and returned to me. I have not yet received your responses.

Enclosed is another survey and return envelope. As in the first mailing, the instrument is coded for follow-up purposes and research tabulation only. Confidentiality will be maintained in all reporting of data.

I realize that you have a very busy schedule, but won't you please take a few moments to complete the form and return it to me as soon as possible? The success of this research project and my graduation with a Doctor of Education degree is dependent to a great extent upon the cooperation of each person requested to complete this survey.

Thank you for your time and effort.

Sincerely,

Gail C. Scharfe

APPENDIX B

QUESTIONNAIRE

SURVEY OF FINANCIAL SUPPORT AND SUCCESS
STATUS IN SELECTED NAIA WOMEN'S SPORTS

Please read each question carefully and circle the appropriate answer:

1. The title of the individual completing this survey is:
 - (a) Athletic Director Only (for all sports)
 - (b) Athletic Director (for men or women only)
 - (c) Athletic Director/Department Chair (Phys. Ed.)
 - (d) Athletic Director/Coach
 - (e) Athletic Director/Dept. Chair/Coach
 - (f) Other _____ (specify)

2. This school is classified as: (a) Public (b) Private

3. This institution is located in which state? _____

4. Does your women's program compete in an athletic conference?
 - (a) Yes (b) No
 If yes, which one(s)? _____

5. Circle the women's sport(s) in which your institution participates on an intercollegiate basis under NAIA rules. (Although this study will concentrate only on volleyball, basketball and softball, we would appreciate knowing all the women's sports in which you participate).

01 Basketball	02 Cross Country
03 Soccer	04 Softball
05 Swimming/Diving	06 Tennis
07 Track and Field	08 Volleyball
09 Other _____	

(over, please)

2

Please give your best dollar amount estimate of the following items for the school year of 1987-88:

6. Sport:	Women's Volleyball	Women's Basketball	Women's Softball
Total Budget:	\$	\$	\$
Head Coach Salary:	\$	\$	\$
Assistant(s) Coach Salary:	\$	\$	\$
Trainer(s)/ Asst. Trainer(s):	\$	\$	\$
Sports Information Director:	\$	\$	\$
Team Travel, Meals, Rooms:	\$	\$	\$
Contractual Agreements:	\$	\$	\$
Recruiting:	\$	\$	\$
Uniforms, Equipment, Supplies:	\$	\$	\$
Home Game Expenses (excluding officials):	\$	\$	\$
Officials:	\$	\$	\$
Financial Aid to Athletes (full or partial scholarships, tuition, books, work- study, etc.):	\$	\$	\$

3

Please list the following:

7. Sport:	Women's Volleyball	Women's Basketball	Women's Softball
1987-88 Win-Loss Record:			
1987-88 Tournament Championships (if applicable):			
1987-88 Conference Placing out of Number in Conf. (if applicable):			
1987-88 National Placing (if applicable):			

Additional comments:

Return to: Gail Scharfe
Rt. 6, Box 221
Stillwater, OK 74074

VITA

Gail Carley Scharfe

Candidate for the Degree of
Doctor of Education

Thesis: A COMPARISON OF THE AMOUNT OF SUCCESS IN SELECTED
WOMEN'S TEAM SPORTS AND THE AMOUNT OF FINANCIAL
SUPPORT IN NAIA INSTITUTIONS

Major Field: Higher Education

Minor Field: Health, Physical Education and Leisure

Biographical:

Personal Data: Born in Frostburg, Maryland, January 6,
1945, the daughter of Cedric and Virginia Scharfe.

Education: Graduated from Phoenix High School,
Phoenix, Oregon, 1963; received Bachelor of
Science degree in Education, Cum Laude, from
Southern Oregon College, Ashland, Oregon, 1967;
received Master of Science degree in Physical
Education, With Honors, from the University of
Oregon, Eugene, Oregon, 1971; completed require-
ments for the Doctor of Education degree at
Oklahoma State University in December, 1989.

Professional Experience: Physical education and health
teacher and girls' coach, Riddle High School,
Riddle, Oregon, 1967-1970; physical education and
health teacher and girls' coach, Pilot Rock High
School, Pilot Rock, Oregon, 1971-1984; head coach
of women's basketball and physical education in-
structor, Southern Oregon State College, Ashland,
Oregon, 1984-1985; substitute teacher, Hermiston
School District, Hermiston, Oregon, 1985-1986;
graduate teaching associate, Oklahoma State
University, Stillwater, Oklahoma, August 1986 to
May 1989.

Professional Organizations: Oregon, Oklahoma and
American Alliances for Health, Physical Education,
Recreation and Dance; Oregon and National High
School Coaches Associations; Phi Epsilon Kappa;
Phi Kappa Phi