Demographic study of volunteer coaches in the 1978 Missoula, Montana Little League Baseball program

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A DEMOGRAPHIC STUDY OF VOLUNTEER COACHES IN THE
1978 MISSOULA, MONTANA LITTLE LEAGUE BASEBALL PROGRAM

by

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B.S. in Education, Keene State College, 1975

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Master of Science

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Approved by:

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Date
Purposes of the Study:
The purposes of this study were to obtain demographic information about volunteer coaches working in the 1978 Little League Baseball program, to determine the coaching orientations, coaches' perceived purposes, the coaches concerns about the Little League Baseball program, and to provide an opportunity for the coaches to evaluate the Missoula Little League Baseball program. In addition, the relationship between various demographic variables and the coaches' perceived purposes, orientations and concerns of the program were also considered.

Procedures used in the Study:
A questionnaire developed by Martens and Gould was adapted for use in this study. Demographic data, including marital status, educational attainment, courses specific to coaching that were completed by the coach and the time spent coaching was considered. The Coaching Orientation Inventory (COI) was used to determine the coaches' orientations or reasons for coaching, the Coaching Outcome Scale (COS) was used to determine which of the three categories of winning, fun or socialization the coaches rated as most important in their programs, and the Sport Socialization Subscale (SSS) was used for determining the specific socialization categories of physical, psychological or social aspects of children's sport programs that the coaches considered most important.

Seventy percent of the coaches working in the 1978 Little League program in Missoula responded to the survey. Responses were coded into the SPSS computer format and computation of means, medians, modes, standard deviations and maximum and minimum values was completed for all relevant data. In addition, cross tabulations were performed on the COI, COS, and SSS using the demographic variables of number of years coaching experience, educational attainment and age group coached.

Conclusions:
It was determined that the individual working in the 1978 Missoula Little League program had, on the average, thirteen years of education and four years coaching experience in the Little League organization. The coaches were found to place primary emphasis on the learning of basic skills of the game and upon development of interpersonal relationships as well as development of rapport between coaches and players. Winning was least often cited as an objective of the program. While the grouping of coaches by demographic variables did not have an effect on the coaches orientation, the grouping of coaches by demographic variables did have an effect on the perceived concerns and outcomes.
DEDICATION

This thesis is dedicated with love and appreciation to my parents, Alice G. and Robert L. Johnson, for their support and enthusiasm, without which this paper would never have been completed.
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TABLE OF CONTENTS

List of Tables ........................................ vi

Chapter I
Introduction .......................................... 1
The Missoula Little League Program .................... 3
Purposes .............................................. 6
Significance .......................................... 7
Delimitations .......................................... 7
Limitations ........................................... 7
Definition of Terms ..................................... 7

Chapter II
Review of Related Literature .......................... 9
Psychological/Sociological Considerations .............. 9
Youth Sport Studies ................................... 13
Training and Certification of Coaches .................. 16
Summary of the Literature .............................. 17

Chapter III
Procedures Used in the Study ......................... 19
Subjects ............................................. 19
Data Collection ...................................... 19
Description of the Questionnaire ...................... 20
Coaches' Opinions ................................... 21
Treatment of Questionnaire Responses ................. 22

Chapter IV.
Results ............................................... 24
Demographic Data .................................... 24
Coaches Training .................................................. 26
Coaching Experience ............................................. 27
Orientations of Respondent Coaches ......................... 32
Experience and Coaching Orientations ....................... 35
Educational Attainment and Coaching Orientation .......... 36
Participants Coached and Coaches Orientation ............. 38
Evaluation of Programs .......................................... 42
Coaches' Perceptions of the Total Program ................. 42
Coaches' Perceptions of Individual Programs ............... 44
Coaches' Opinions and Demographic Variables ............. 46

Chapter V
Summary, Conclusions, Recommendations ................... 52
Conclusions .......................................................... 53
Recommendations ................................................... 54

Selected Bibliography ............................................ 55

Appendices
A. Sample Questionnaire .......................................... 59
B. Sample Letter to Coaches Requesting Assistance .......... 66
C. Follow up Letter ................................................ 67
LIST OF TABLES

I. Coaches' Personal Background ...................... 25
II. Academic Courses Related to Coaching Completed by Coaches . 26
III. Materials that Helped Coaches ...................... 27
IV. Number of Years of Coaching Experience .................. 28
V. Coaches' Participation in Sports and Programs Other Than Little League .................. 28
VI. Number of Participants Per Team ...................... 29
VII. Number Who Coached Own Child ...................... 29
VIII. Weeks Needed to Coach Teams ..................... 30
IX. Hours Worked in Off Season ......................... 30
X. Coaching Orientations ................................. 33
XI. Preferred Coaching Outcomes ......................... 34
XII. Perceived Coaching Concerns ......................... 35
XIII. Experience and Coaching Orientation ................ 36
XIV. Educational Attainment and Coaching Orientation .......... 38
XV. Age Group Coached and Coaches Orientation .......... 40
XVI. Coaches' Perceptions of the Little League Program on League Wide Basis .................. 43
XVII. Coaches' Perceptions of the Little League Program on Individual Program Basis .......... 45
XVIII. Coaches' Perceptions of the Little League Program on League Wide Basis and Various Demographic Variables .......... 47
IXX. Coaches' Perceptions of the Little League Program on Individual Basis and Various Demographic Variables .......... 48
Chapter I

INTRODUCTION

It has been estimated that approximately twenty million children participate in some form of competitive sport program in the United States. While participation is primarily concentrated in football, basketball and baseball, almost all adult sport programs have their childhood counterpart. This phenomenon has created an increasing concern over the conduct, emphasis and effect youth sport programs have on the participants. Proponents of the programs emphasize the development of such positive traits as cooperation, self-acceptance, achievement, motivation, self-assertiveness and respect for others. Many regard the world of sport as a "mini-life" situation wherein the child can learn to deal with the realities of later life. Critics maintain that children are placed in situations which many, if not most, are not able to cope. These opponents cite overemphasis on winning and say that the programs are established to satisfy adults, and children would be better left to organize "pick-up" games with little or no adult interference.

Numerous groups concerned with the welfare of children have developed guidelines for developing children's sport programs. These guidelines can be grouped into four major categories: the effect of stressful competition on physical growth, physiological development, the increased potential for injuries, and the psychological, emotional and social factors
involved. Included with these guidelines is generally a statement emphasizing the need for competent, qualified people to coach and direct the programs.

There are approximately two million volunteers currently serving as coaches and managers in youth sport programs. There can be no doubt that these coaches influence the children and youth who participate in these programs. Tutko and Bruns (51) maintain that a coach affects players in three major ways: by determining whether or not the child participates; by encouraging or discouraging a child's motivation and self-image and by serving as a model with reference to the coach's response to the competitive situation.

Many opinions exist concerning the qualities necessary for a volunteer coach in agency sponsored sport programs. Tutko and Bruns contend that all coaches should have courses in interpersonal communications, child development and human values. The American Medical Association and the American Academy of Pediatrics maintain that coaches should have training in child development, first aid, conditioning and mechanics of the sport skills involved. Additionally, it is generally agreed that the programs should be adjusted to the needs and physical capabilities of the children participating as well as providing instruction utilizing logical and progressive skills.

Unfortunately very few, if any, youth sport programs require even minimum certification standards for coaches. Coaches are more often selected on the basis of availability rather than expertise. Many serve out of a sense of civic duty or because they have a child participating in the program. Volunteer coaches rarely possess even the most
rudimentary knowledge of proper training and conditioning techniques for the sport being coached. Persons who have had playing experience tend to coach as they were coached, while other volunteer coaches often follow the examples of college and professional coaches seen on television. While some of the practices may be sound on high school and college levels, many are not proper for young children. According to Rarick (40), interest by community agencies and youth sport officials oftentimes is placed ahead of the participants' welfare. This reveals a major dilemma of volunteer coaches, namely, the pressure placed upon them to win. In American society, the success or failure of an athletic team is indicative of the competency of the coach. There is evidence that parents, too, place great emphasis on winning and on the idea that children's programs teach skills necessary for future sports participation at higher levels.

THE MISSOULA, MONTANA LITTLE LEAGUE PROGRAM

In 1950 the Little League baseball program began in Missoula, Montana. Although not nationally chartered, the program followed the fundamental concepts of the national Little League. The original program accommodated sixty boys and consisted of four teams. The 1978 rosters included approximately fourteen hundred boys and girls and embodied ninety teams. In 1970 the organization was granted a charter into the American National Little League, Incorporated.

The Missoula Little League program follows the guidelines set forth by the national program. Just as the national Little League has grown to accommodate girls and boys between the ages of seven and fifteen, so too has the Missoula program. There are three leagues located within
the boundaries of the city, namely, Mount Jumbo, Mount Sentinel and Westside. All of the administrative duties are carried out by a board of directors in each league. These positions are volunteer and in many cases the manager, in addition to coaching during the summer months, also serves on the board.

The season begins with registration, held in late March or early April. Any child who wants to try out for a team may not be denied a chance to participate in the screening process which involves throwing, catching, and batting. The leagues use the "draft" system of selection which is one of the prescribed methods set forth by the American National Little League. After team rosters are established, the coach determines the date of the first practice session. Games are played from May 1 to June 21. Since the league board schedules the games to conform to the national Little League rules, no more than two games per week may be played by any team. All-star teams, chosen in each league, must be selected by July 1. In addition, Missoula Little League holds a city-wide tournament for the top eight teams in the city.

The managers and coaches in the Missoula Little League program are all volunteers and there are usually more positions to fill than there are volunteers. There are no specific qualifications or selection processes used for obtaining coaches and no training program of any type is available.

Length of participation as a manager varies with the level being coached. In the major league, there is little turnover; in the minor league, it was estimated by the district little league manager that nearly one-half of the coaches drop out after one season. On the senior
level approximately one-third of the managers turn over each year.
The longest period any coach has worked with the Little League program
is twenty-one years, which happens to be at the major league level.

Coaches are given wide latitude in the activities of the teams
they manage. There are no specific rules, standards or guidelines set
forth by the American National Little League organization for the con­
duct of umpires, managers and parents in game situations. The hand­
book of the American National Little League (5) does list fifteen desir­
able characteristics for adult leaders. These include such categories
as understanding of age group coached, provision for every child to par­
ticipate, instilling and shaping acceptable behavior patterns, knowledge
of the rules, participation in an apprenticeship program, and a know­
ledge of first aid and safety.

Sponsorship for the Missoula program comes through several sources.
Principally, monies are obtained through donations by local businesses.
A fixed amount is required for sponsorship of a team, the amount depen­
ding upon the level of the team being supported. Private donations, as
well as various fund raising activities (candy sales, concessions, etc.)
are also utilized. It is against national organization policy to charge
admission to games, but solicitation for donations at games is an accep­
ted practice. These monies are then placed in a general fund. For the
major league teams, full uniforms and most of the equipment, excluding
gloves and shoes, are provided. For minor league players, shirts, hats
and team equipment are normally furnished.

While each league remains autonomous in terms of their actual opera­
tion, all leagues must conduct their respective programs within the guide­
lines prescribed by the American National Little League, Incorporated.
Minor league teams are completely controlled by the local organization; the national group merely notes the need for expanded opportunities for participation by more children.

The American National Little League, Incorporated, is the only sport agency granted a charter by the Congress of the United States. It is a program that involves millions of children annually and a program on which great emphasis has been placed on the advantages and disadvantages of participation. The American National Little League maintains a program of continuing research designed to provide the safest program possible. There have, however, been no studies dealing with the adults who serve as managers and coaches of programs at the lower level. Thus there has been no attempt to ascertain the qualifications and backgrounds of the managers and coaches nor their attitudes toward competition.

The Missoula, Montana Little League is a vigorous, well organized program, accommodating many children and utilizing the services of a great number of volunteers. As such, this program provides a setting that is acceptable for conducting a demographic analysis of the managers and coaches who guide the Little League teams.

PURPOSES OF THE STUDY

The purposes of this study were as follows:

1. To obtain demographic information about volunteer coaches working in the 1978 Missoula Little League Baseball program.

2. To determine the coaching orientations, the coaches' perceived purpose and the coaches' concerns about the Missoula Little League baseball program.
3. To provide an opportunity for coaches to evaluate the Missoula Little League baseball program.

4. To determine if various demographic variables have a relationship to coaches' perceived orientations, purposes and concerns of the Little League program.

5. To determine if various demographic variables have a relationship to the coaches' evaluation of the Little League program.

SIGNIFICANCE OF THE STUDY

The increasing number of children participating in youth sport programs combined with the lack of information about those volunteers who are working with the child participants indicates the need for a study of those coaches who are working with children's sport programs.

DELIMITATION OF THE STUDY

The study was delimited to the 1978 Little League program in Missoula, Montana. The Missoula program includes the towns of Bonner, Frenchtown, Lolo, and East Missoula as well as the city of Missoula.

LIMITATIONS OF THE STUDY

The study used a questionnaire format, mailed to each coach in the Missoula program.

DEFINITION OF TERMS

1. **Major league.** That league consisting of boys nine through twelve years of age. Participants in this league must conform to all rules and policies of the American National Little League, Incorporated.

2. **Minor league.** That league established primarily for children who do not qualify for the major league. These leagues operate
operate independently and are not subject to the rules and policies of the national Little League organization.

3. **Senior league.** The league consisting of players thirteen through fifteen years of age. The participants in this league are sanctioned by the national organization and are subject to all national rules and policies.

4. **Manager.** In the national Little League, this position corresponds to the head coach.

5. **Coach.** In the Little League, this position corresponds to the assistant coach.

6. **National organization.** The American National Little League, Incorporated, headquartered in Williamsport, Pennsylvania. All rules and regulations governing Little League play are made by this organization.
CHAPTER II

REVIEW OF RELATED LITERATURE

The coach holds the key position in the sport organization and serves in many capacities. He is a salesman, disciplinarian, psychologist, politician, leader and role model. For many players, the coach serves as a substitute parent. It is often difficult to determine the extent of a coach's influence upon a player, especially at the level of youth sport.

Information concerning personality characteristics and qualifications of coaches has been concentrated on a more advanced level. With the increased emphasis currently being placed on youth sport programs, analysis of the characteristics and qualifications of those operating youth programs is especially relevant.

PSYCHOLOGICAL/SOCIOLOGICAL CONSIDERATIONS

Whether he be John Jones of Podunk Little League or John Wooden of UCLA, the coach is subjected to numerous pressures while serving in the coaching capacity. Some pressures are imposed by society, others are presented by the expectations of fellow coaches, while many of the pressures are self-imposed. Edwards (16) believes that the source of pressure for coaches centers around one fundamental conflict, namely, coaches are forced to try to control a situation that is inherently uncontrollable. A coach is evaluated on the results of contests, yet sporting events are by their very nature uncertain. The coach seeks to maximize
his effect over those conditions he can control. This leads to a personality that is, according to Tutko and Olgive (53), less aware of others' needs, domineering and inflexible. Locke (6), on the other hand, found that when compared to other secondary school personnel, the affiliation needs of coaches was higher, yet the succorance needs (acceptance and affection) were approximately the same. Hendry (21) found swimming coaches to be bright and driving individuals but also insecure and anxious. He reported that this insecurity tended to grow as the coaches aged beyond forty years. He further found that coaches have a need to be the center of attention.

In response to the need to control the uncontrollable, coaches have been found to possess a high degree of authoritarianism. The traditional concept of a coach is best described by Massengale when he states: "Coaches as a group are aggressive and highly organized, seldom paying attention to what others say" (32). Coakley (11) feels that coaches are the epitome of traditionalistic views. Kenyon (23) found that prospective physical educators had beliefs more traditional, dogmatic and authoritarian than those of prospective liberal arts teachers. While other researchers support this general thesis (32,6), there are studies that contradict these findings. Using the Mach Scale developed by Christie, Sage (41) undertook to determine the degree to which coaches felt that people were able to be manipulated. A high score on this test indicated that the respondent had a tough-minded view of people and a tendency to take control in groups. These people persuade more than they are persuaded and possess an aggressive willingness to exploit people. Sage selected a sample of three hundred college football and
basketball coaches to complete the Mach Scale. Comparing the results to a sample of male college students, Sage found no difference between the Mach scores of the group studies. He further found no significant difference between less and more experienced coaches. Longmire (6) found through the use of the Short Form Dogmatism Scale that football and baseball coaches were not any more dogmatic than members of other occupational group studies. Hastad (20), in a study using high school football and basketball coaches as subjects, found no significant relationship between authoritarianism and coaching success. He did, however, find a strong positive correlation between authoritarianism and success in coaching. A similar study was completed by Wolfe using wrestling coaches as subjects (56). The results obtained were similar, leading to the conclusion that successful coaches were generally more dogmatic and authoritarian.

Somewhat related to authoritarianism, but not as subject to controversy, is the concept that coaches are politically conservative. David Nelson, Athletic Director at the University of Delaware has characterized coaches as "... almost Harding Republicans and three degrees to the right of Genghis Khan" (17). The Carnegie Commission on Higher Education after surveying nearly sixty thousand physical education teachers found them second only to agriculture faculty on conservatism (17). Again, it is Sage who exercised moderation in his evaluation of the coach. Coaches of basketball, football and track were compared to businessmen and college students, using the Polyphasic Values Inventory. It was found that coaches were less conservative than businessmen, but more conservative than students (44). Sage maintains that this
discrepancy was due more to age than to occupation. However, Sage rein­forced the conservative orientation of coaches when he stated that "The total response profile of the coaches shows them to be moderately conservative."

Research studies have also dealt with the concept of stereotyping and assumption of roles by coaches. Massengale (32) maintains that coaching is an occupational subculture and feels that coaches readily assume common characteristics through their professional preparation program. The coaches are generally isolated from the rest of the educational community, hence, the characteristics learned during preparation are maintained. The most frequently cited reason for this isolation is the pressure inherent in the coaching situation. Not only is the coach subjected to the pressures of his own personality, but because of the high visibility in the community, external pressure becomes important. Coakley (11) explains this concept through use of the term "role set." The role set theory states that there are many people in the circle in which the coach moves. He is constantly bombarded from all sides by different and often conflicting expectations. The major conflicts come from administration of the organization and interaction with players or with parents. This is especially significant in childrens' sports. To resolve these conflicts, the coach is forced to assume a certain role. Priorities are assigned to different sets of expectations. Inevitably, the entire coaching community defines these priorities similarly, primarily because society as a whole has assigned values to these expectations (11).
Loy and Sage have completed the most extensive work on demographic data related to the occupation of coaching. They have determined that college coaches come from low socio-economic backgrounds and generally from the lower-middle classes (6). Coaches are, however, socially upwardly mobile. This may be due to the fact that successful coaches are inevitably promoted while unsuccessful coaches are eliminated (33).

YOUTH SPORT STUDIES

The previous information relates primarily to collegiate coaches. Although some parallels can be made, there are numerous variables that discourage total transfer to the Little League coaching situation. The Little League coach is a volunteer, therefore his motivations vary from those of the professional coach. The fact that it is a part-time position, dealing with young children, makes it even more difficult to directly apply the previous information.

The Little League program involves millions of hours of child-coach interaction, yet the national Little League headquarters has yet to undertake any studies analyzing the motivations of coaches (38). It has been only recently that such information has been accumulated. While some material has come from detailed studies, the majority is based on informal observation.

Ralbowsky (40) states that those men who become attracted to Little League programs fall into two categories: those who have children in the program and those who have a deep interest in the game and want to become actively involved. Those who coach because their child participates do so primarily to supervise his development and to insure that
the child gets to play. For those coaches without children in the program, volunteering is done sometimes to find a niche in the community while for others it is because of a desire to promote baseball.

Further noted is the esteem and respectability that comes with coaching a successful team, particularly in a blue collar lower socioeconomic environment. Mike Maietta, the manager of the 1954 Little League World Champions (who also managed five other teams that went to the World Series) works in a General Electric plant in Schenectady, New York and relates stories of banquets, presents and publicity he received after winning the championship. He further stated that other managers became "jealous" and as a result the leagues were divided so that the talent could be distributed to provide someone else with a championship team.

Studies have indicated that those who work with agency sponsored programs believe that the programs are inherently good for the children. This, coupled with a desire to provide a positive experience, appears to be one of the prime motivations for working in the program.

In 1977 Martens and Gould (31) surveyed 432 volunteer coaches in youth programs in Missouri and Illinois. Their study concentrated primarily in three areas: demographic background, orientations toward coaching and results emphasized by the coach. Coaches from eight sports, baseball/softball, basketball, football, gymnastics, hockey, soccer, swimming and wrestling were selected as the source of data for the study. The coaches were male, approximately thirty-six years old, married, and had two children. The average coach had completed two years of college and was working in one of seven general occupational categories.
Through use of the Coaching Orientation Inventory, a modification of the 1962 Bass Orientation Inventory, Martens and Gould attempted to gain insight into the motivations of responding coaches. By defining three mutually exclusive types of rewards, three coaching orientations were described.

The first of these was self-orientation. A coach who is self-oriented uses the program as a vehicle for gaining recognition, obtaining extrinsic rewards or receiving praise. This person is ego centered and more concerned with himself than those he coaches. The affiliation orientation is the second category. This coach devotes time to establishing friendships, sharing with others and fostering interpersonal relationships. Working well with others is the key emphasis on his team. The final orientation is that of the task-oriented coach and can be described as one who strives to attain team goals. Teaching basic skills as well as knowledge about the game is the objective of this type of coaching orientation. The majority of coaches surveyed by Martens and Gould fell into the general category of being task-oriented. The self-oriented coaching personality was deemed least desirable.

It was determined that coaches placed primary emphasis on the socialization outcome of sport with fun being the second most desirable objective. Winning as an objective was listed as least desirable. Those coaches with more formal training (this term was not defined in the survey) stressed the concept of winning more strongly as a group than did any of the seven occupational groups. Relating specifically to baseball, it was found that the coaches were highest in affiliation orientation and rated fun as a significant purpose of the program.
TRAINING AND CERTIFICATION OF COACHES

There is consensus among authorities that all coaches working with agency sponsored youth programs should possess certain qualifications. The American Alliance for Health, Physical Education and Recreation (AAHPER) states that the most critical problem in the conduct of youth programs is the lack of qualified leadership (2). Because of the voluntary nature of youth agency sport programs it is impossible to require coaches to participate in certifying workshops and in-service training. Yet this does not detract from the need for qualified personnel. "Coaches who lack professional preparation are handicapped in obtaining the social, moral, ethical, mental and physical values inherent in sport . . . they are not capable of protecting the health and well-being of the participants" (15).

While the accepted measure of a coach's competence is usually the won-loss record (6), this criterion is inappropriate for youth programs. Determination of more appropriate qualifications, however, is difficult. Neal (36) defines a good coach as one who has an understanding of the human body, is up-to-date in training methods, and has the capacity to analyze athletic form. In 1962 a task force report, chaired by Esslinger, recommended criteria considered necessary for adequate coaching preparation. These recommendations were later reinforced and updated in 1973 (15). In 1974 the National Conference on Professional Preparation of the AAHPER (3) listed the following areas of preparation as necessary for coaching certification: biological science, knowledge of growth and development, anatomy and physiology, personal health and nutrition, safety and accident prevention specific to activity areas, first aid,
theory of coaching specific sports, principles and administration of physical education and athletics.

The American Academy of Pediatrics recommends that coaches of youth sport programs should have training in child development, first aid, conditioning procedures, and mechanical skill analysis (4). AAHPER states that those persons conducting programs should be "fully qualified to do so" (2). The Alliance strongly recommends use of professional physical educators as leaders for the programs.

In collating this information concerning appropriate preparation, it was found that primary emphasis was placed on the knowledge of child psychology and utilization of good teaching principles. Included under this broad category would be considerations such as coaching roles and relationships, mental and physical characteristics of the young athlete, physiological considerations inherent in the training situation, teaching of specific skills, psychological considerations—including the effect of competition as well as reactions to winning as well as losing. It is also significant to note that in virtually all the material surveyed, the need for an understanding and knowledge of basic first aid was considered fundamental.

SUMMARY OF THE LITERATURE

In reviewing the literature, several characteristics common to the coaching situation emerge. It has been found that coaches are generally strongly conservative and highly authoritarian and they have strong affiliation-related needs that are caused, at least in part, by a strong desire to control an inherently uncontrollable situation.
While many authorities maintain that coaches are insensitive and unaware of others' needs, these statements have not been supported conclusively. The conflicting expectations presented by the multitudinous demands of those within the role set of the coach causes coaches to create a subculture. This subculture provides parameters within which the coach can efficiently and effectively resolve the conflict inherent in the coaching role. The coaches generally come from a rural background and a lower socio-economic level. Coaches have also been found to be very highly upwardly mobile.

The literature indicates that the Little League coach is much less authoritarian and win-oriented than his upper level counterpart. He most probably coaches to help provide a good experience for the participants and because of a love for the sport of baseball. He probably has had little training specific to coaching Little League, as no program exists for certification for Little League coaches. If he is well-read he knows that experts in the field have numerous suggestions for courses that should be requirements, including a strong emphasis on the psychological implications and the need for training in first aid.
Chapter III

PROCEDURES USED IN THE STUDY

SUBJECTS

The subjects for this study consisted of Little League coaches from the 1978 summer Little League program in Missoula, Montana. The names and telephone numbers of the coaches and managers were obtained from the official programs of each league, supplied by the district Little League manager. Although there were ninety-nine teams listed, each theoretically having a coach and manager, there were only one hundred sixty-three names obtained as some teams did not have coaches, while for other teams, neither a coach nor a manager was listed. Addresses of the coaches and managers were obtained from the Missoula telephone directory. Fifteen coaches in the program did not have listed telephone numbers or the numbers were categorized as unlisted, thus contact with these coaches was not possible.

DATA COLLECTION

The instrument used for data collection was an adaptation of a questionnaire designed by Rainer Martens, University of Illinois, and Daniel Gould, Michigan State University. This survey originally contained five parts: a) demographic information, b) coaching history, c) personal sports background, d) coaching goals and preferred orientations, and e) attitudes toward the major issues in childrens'
sports. After discussion with Martens and the author's advisor, it was determined that a streamlined version of the questionnaire would be more appropriate to the Missoula Little League situation. As a result, section c was removed and questions from parts a and b were consolidated. Sections d and e remained unchanged. The completed questionnaire therefore consisted of three parts: a) demographic data, b) orientations toward coaching, and c) opinions about issues in youth sport programs. A copy of the questionnaire is contained in Appendix A.

**DESCRIPTION OF THE QUESTIONNAIRE**

The first portion of the questionnaire was designed to obtain general demographic information about the respondent coaches' background, training and experience. Included in this portion were considerations such as marital status, educational attainment and academic courses specific to the coaching situation that had been completed by the coach. Additional information was obtained relative to coaching in programs other than Little League Baseball. The time involved in coaching and related activities was also requested.

The section devoted to opinions about coaching was designated as the Coaching Orientation Survey (COI). The COI is a sport specific adaptation of the 1962 Bass Orientation Inventory. The COI consisted of the first seven items of section b of the instrument. Respondents were asked to indicate, through use of the numbers "3," "2," or "1" those statements with which they agreed most (indicated by "3") and those statements with which they agreed least (indicated by "1"). The "2" was used to designate those statements which the coach felt were second most important.
Questions eight through ten consisted of the Coaching Outcomes Scale (COS). These questions were designed to determine which of the three categories of outcomes, winning, fun or socialization, coaches rated as most important in their respective programs. These items were scored in the same manner as the COI.

To further ascertain the orientations of coaches, the concept of socialization was further broken down into three categories—physical, psychological and social aspects of children's sports. Coaches were asked to indicate which they considered most important. Questions eleven, twelve and thirteen addressed this problem through use of the Sport Socialization Subscale (SSS). Presentation and scoring utilized the same method as the COI.

To determine whether the alternatives cited did in actuality indicate the projected orientations, Martens and Gould had the questionnaire evaluated by twelve prominent sport psychologists. There was a ninety-eight percent confirmation of validity for the COI and COS and the SSS was judged as one hundred percent valid by the judges.

The reliability of Martens' and Gould's instrument was measured using a rest-retest method. The reliability coefficients were: COI self-orientation $r = .86$, affiliation orientation $r = .77$, task orientation $r = .86$. For the COS: winning $r = .86$, fun $r = .77$, socialization $r = .77$, and for the SSS: physical fitness $r = .70$, psychological $r = .51$, social $r = .76$.

**COACHES' OPINIONS**

This portion of the questionnaire attempted to ascertain the coaches' feelings toward specific critical problems in youth sport
programs. Coaches were asked to indicate, on a percentage basis, the amount of time they felt a situation applied to their specific coaching situation and then to the league as a whole.

The series of statements (20 in each case, 40 altogether) were compiled from statements frequently made concerning youth programs. It was hoped that this information would help to identify those aspects of youth sport that needed improvement.

TREATMENT OF QUESTIONNAIRE RESPONSES

The initial mailing of the questionnaires numbered one hundred forty-eight. Ten of these were returned as unable to be delivered, and two of the coaches indicated by telephone that they had quit the program before the season began. Each questionnaire was sent with a stamped, self-addressed envelope and a cover letter explaining the nature of the study. Three weeks after the questionnaires were mailed, each coach who had not yet responded was telephoned, the purpose of the questionnaire explained, and their assistance solicited. This resulted in the mailing of seventeen additional questionnaires to those who indicated that they had lost the first one. The second contact by telephone increased the return to eighty respondents.

Following a four-week interval, a follow-up letter, as well as another questionnaire and stamped self-addressed envelope (Appendix C), were mailed to those persons who had not yet responded. Fifty questionnaires were sent out in the second mailing. Fourteen of these were returned, bringing the total number of usable responses to ninety-four. This represented a seventy percent return.
As the completed questionnaires were returned each was coded for input into the SPSS computer format. Utilizing this basic program design, it was possible to ascertain means, medians, modes, standard deviations and variances, as well as the ranges and minimum and maximum values for all relevant data. Additionally, cross tabulations were performed on section two—the orientation questions and their relationship to various demographic variables.

For that part of the study dealing with coaches' attitudes toward the program, percentages utilizing ten point intervals were used. Data were analyzed by considering all responses as a group, then by categorizing the answers according to years of experience of the coach, educational attainment of the coach, and the age group coached.
Chapter IV

RESULTS

DEMOGRAPHIC DATA

For ease of analysis, the data from the demographic portion of the questionnaire was subdivided into three sections. Section I dealt with information on the coaches' personal background: marital status, number of children, and educational background. Section II examined the coaches' training—whether or not the coach had any formal training and the nature of that training. Any specific college courses that the coach had taken was also determined as well as a list of reading materials or any additional aids that may have helped the coach. Section III described the coaching background of the respondents—years coached, number of children coached per year, ages of the participants, what other sports programs the coaches worked with and the nature of these programs, whether the coaches had ever or were presently coaching his son or daughter, whether the respondent planned to coach next year, the league in which he coached, and the time devoted to coaching, including the off season.

SECTION I: COACHES' PERSONAL BACKGROUND

As can be seen in Table I, the typical volunteer coach in the Missoula Little League program is married, with seventy percent of the respondent coaches having either two or three children. Generally, the coaches possess a high school diploma, with a mean educational level of thirteen years. Sixteen percent of the respondent coaches had attained
a Bachelor's degree and ten percent had formal education beyond a Bachelor's degree.

Table I

COACHES' PERSONAL BACKGROUND

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>No. of Coaches</th>
<th>Percent of Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marital Status:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>22</td>
<td>23.4</td>
</tr>
<tr>
<td>Married</td>
<td>72</td>
<td>76.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Number of Children:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zero to three</td>
<td>52</td>
<td>54.3</td>
</tr>
<tr>
<td>Four to seven</td>
<td>42</td>
<td>45.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Educational Levels Attained:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 10-12</td>
<td>45</td>
<td>47.5</td>
</tr>
<tr>
<td>Level 13-16</td>
<td>36</td>
<td>38.3</td>
</tr>
<tr>
<td>Level 17 +</td>
<td>13</td>
<td>13.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Formal Training Received:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than High School</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>59</td>
<td>62.8</td>
</tr>
<tr>
<td>Junior College Degree</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td>Bachelor of Arts/Science</td>
<td>15</td>
<td>16.0</td>
</tr>
<tr>
<td>Higher</td>
<td>9</td>
<td>9.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>
SECTION II: COACHES' TRAINING

Very few of the adult volunteers had any formal training as a coach. Of these, seven had degrees in Health and Physical Education and six had at least one college course related to coaching. Additionally, fifteen respondents indicated that they had participated in a seminar on some aspect of coaching.

By referring to Table II, it can be seen that of the fourteen courses listed, fewer coaches had completed a course in kinesiology and psychology of sport. Over fifty percent had completed a course in first aid, and a large number of coaches had completed a course in a biological science.

Table II

ACADEMIC COURSES RELATED TO COACHING COMPLETED BY COACHES

<table>
<thead>
<tr>
<th>Course Taken</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Psychology of Sport</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Physiology of Exercise</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td>Coaching Baseball</td>
<td>8</td>
<td>8.5</td>
</tr>
<tr>
<td>Coaching Course (other than baseball)</td>
<td>9</td>
<td>9.6</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10</td>
<td>10.6</td>
</tr>
<tr>
<td>Prevention and Care of Athletic Injuries</td>
<td>13</td>
<td>13.8</td>
</tr>
<tr>
<td>Physiology</td>
<td>13</td>
<td>13.9</td>
</tr>
<tr>
<td>Officiating</td>
<td>15</td>
<td>15.6</td>
</tr>
<tr>
<td>Child Development</td>
<td>16</td>
<td>17.0</td>
</tr>
<tr>
<td>Anatomy</td>
<td>17</td>
<td>18.0</td>
</tr>
<tr>
<td>Child Psychology</td>
<td>17</td>
<td>18.0</td>
</tr>
<tr>
<td>Biology</td>
<td>31</td>
<td>33.0</td>
</tr>
<tr>
<td>First Aid</td>
<td>53</td>
<td>56.4</td>
</tr>
</tbody>
</table>
In addition to coursework, the respondents were asked to indicate additional materials that helped them in their capacity as coaches. Twenty-one percent found sports magazines helpful, twenty percent listed lectures as helpful, and forty-eight percent preferred books. The largest number of coaches marked "other." Numerous coaches wrote in "experience playing" as helpful to their coaching responsibilities.

Table III

<table>
<thead>
<tr>
<th>MATERIALS THAT HELPED COACHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
</tr>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Magazines</td>
</tr>
<tr>
<td>Lectures</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

SECTION III: COACHING EXPERIENCE

The mean level of experience for the responding volunteer coaches was four years. One-third were in their first year as Little League coaches while another third had coached two or three years. The remaining third had experience that ranged from four through twenty-one years (Table IV).

The experience was obviously rewarding for a majority of the coaches, as fifty-nine percent planned to coach during the 1979 season. Twenty-nine percent were undecided and twelve percent were definitely planning not to coach during the 1979 season.
### Table IV

**NUMBER OF YEARS OF COACHING EXPERIENCE**

<table>
<thead>
<tr>
<th>Coaching Experience</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Coaches (one to three years)</td>
<td>62</td>
<td>66.0</td>
</tr>
<tr>
<td>Middle Coaches (four to seven years)</td>
<td>25</td>
<td>26.7</td>
</tr>
<tr>
<td>Upper Level Coaches (eight to twenty-one years)</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As depicted in Table V, twenty-five percent of the responding coaches worked with a community sports program other than Little League baseball. Eighty-three percent worked in another agency sponsored program while eight percent of the coaches worked in a program sponsored by the public school system. The coaches worked with a variety of different sports, including football, basketball and soccer.

### Table V

**COACHES PARTICIPATION IN SPORTS AND PROGRAMS OTHER THAN LITTLE LEAGUE**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number</th>
<th>Type of Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>10</td>
<td>Agency Sponsored</td>
<td>27</td>
</tr>
<tr>
<td>Basketball</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On the average, coaches worked with fifteen children per year. A large number of teams were composed of either thirteen or fourteen members. The largest team reported a membership of twenty players and the smallest team had twelve players. Fifty-five percent of the coaches had never coached their own child while the remaining forty-five percent of the respondents were coaching their own child during the 1978 season.

Table VI

<table>
<thead>
<tr>
<th>NUMBER OF PARTICIPANTS PER TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Participants</td>
</tr>
<tr>
<td>Twelve to fifteen members</td>
</tr>
<tr>
<td>Sixteen to eighteen members</td>
</tr>
<tr>
<td>Twenty to twenty-five members</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Table VII

<table>
<thead>
<tr>
<th>NUMBER WHO COACHED OWN CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coached child 1978 season:</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have ever coached own child:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
The coaches estimated that on the average ten weeks per season were needed to do an adequate job coaching their respective teams. Nearly one-fourth of the coaches, however, felt that twelve weeks were needed. The data reported on the number of hours coaching was determined to be unreliable, as the coaches' responses indicated confusion on this portion of the questionnaire. During the off season a majority of coaches did not work with the program at all. The coaches who did work off season generally served as members of the boards of directors for the league in which they coached.

Table VIII

<table>
<thead>
<tr>
<th>Weeks</th>
<th>No. of Coaches</th>
<th>Percent of Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three to seven</td>
<td>17</td>
<td>18.1</td>
</tr>
<tr>
<td>Eight to twelve</td>
<td>59</td>
<td>62.8</td>
</tr>
<tr>
<td>Thirteen to sixteen</td>
<td>13</td>
<td>13.9</td>
</tr>
<tr>
<td>Seventeen to twenty-nine</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table IX

<table>
<thead>
<tr>
<th>Hours</th>
<th>No. of Coaches</th>
<th>Percent of Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero to ten</td>
<td>66</td>
<td>70.3</td>
</tr>
<tr>
<td>Ten to forty-nine</td>
<td>15</td>
<td>15.1</td>
</tr>
<tr>
<td>Fifty and above</td>
<td>3</td>
<td>4.3</td>
</tr>
<tr>
<td>No response</td>
<td>10</td>
<td>20.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Demographic data from respondent coaches in this investigation parallel the findings of Martens and Gould. The demographic variables of marital status and number of children were the same in both studies. The coaches in Martens' and Gould's study had more educational background by one year than did those coaches working in the Missoula program.

The two most diverse findings between the two studies were the number of children coached and the years of coaching experience. Those coaches surveyed by Martens and Gould worked with more children per season (the mean was 22 as opposed to 15 in the Missoula study). The coaches in the Illinois study even had more coaching experience in children's sport programs (six years vs four years).

While some of the findings in this study parallel the observations of Ralbowsky, some of the charges that he makes are not supported. The large number of coaches who work with their own children in the Little League program supports Ralbowsky's statement that the reason that most volunteer coaches participate is to insure that their child is actively involved. The fact that the mean level of educational attainment for the coaches in the Missoula study was thirteen years contradicts the sketch that Ralbowsky paints of a coach being an uneducated person.

The small number of coaches who had completed the courses recommended by experts in children's sports is important, not because it indicates a lack of concern on the part of the coaches; rather, it indicates a need for in-service training programs for the coaches in the Missoula area.
ORIENTATIONS OF RESPONDENT COACHES

The second part of the questionnaire attempted to determine the coaches' orientation or reason for coaching in the Little League program. This portion of the questionnaire consisted of thirteen questions, subdivided into three parts: a) orientation of the coach (COI), b) the outcomes that the coach considered most important (COS), and c) the emphasis that the coach placed on various aspects of the program (SSS).

The COI, COS and SSS were scored by assigning numerical values to the coaches' responses. The response marked "most" was assigned a value of 3, the "least" answer was assigned a value of 1. The answer not marked by the coach was assigned a value of 2. Those responses marked improperly, indicating all responses of equal importance or assigning more than a value of 1 to a given response, were not considered, and are accounted for under the "unusable response" category. Each section of the coaching orientations portion of the questionnaire was scored separately. Thus, for the COI seven statements were presented, making the total number of possible responses equal six hundred fifty-eight for ninety-four coaches; for the COS and SSS three statements each were presented, making the total number of possible responses equal two hundred eighty-two.

As Table X indicates, the Missoula Little League coaches emphasized the learning of basic skills and knowledge of the game; thus the respondent coaches saw themselves as being highly task oriented. Development of interpersonal relationships and establishment of good rapport with players was seen as second most important, indicating the emphasis of the affiliation orientation. Few coaches were self-oriented, indicating
that they did not see their participation in Little League as a vehicle for obtaining recognition and extrinsic rewards.

Table X

<table>
<thead>
<tr>
<th>Orientation</th>
<th>No. of Responses</th>
<th>Percent of Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>325*</td>
<td>49.4</td>
</tr>
<tr>
<td>Affiliation</td>
<td>215</td>
<td>32.7</td>
</tr>
<tr>
<td>Self</td>
<td>94</td>
<td>14.3</td>
</tr>
<tr>
<td>Unusable responses**</td>
<td>24</td>
<td>3.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>658</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Responses were scored by counting the total number of "most" responses for each scale.

**Answers that were not coded properly by respondent coaches.

The study attempted to ascertain those outcomes that coaches perceived as being most important for the players in the Little League program. The major outcomes that were used in the study were winning, having fun, and socialization. As seen in Table XI, providing an atmosphere where players could develop friendships and learn about themselves as well as helping them to learn to relate to the world was the outcome most frequently cited by the coaches (socialization outcome). This was followed closely by the outcome of having fun. Winning as an outcome of the program was least often listed by the coaches.
Table XI

PREFERRED COACHING OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>No. of Responses</th>
<th>Percent of Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialization</td>
<td>230*</td>
<td>81.6</td>
</tr>
<tr>
<td>Having fun</td>
<td>31</td>
<td>11.0</td>
</tr>
<tr>
<td>Winning</td>
<td>7</td>
<td>2.4</td>
</tr>
<tr>
<td>Unusable responses**</td>
<td>14</td>
<td>5.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>282</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Responses were scored by counting the total number of most responses.

** Answers marked improperly by the coaches.

The final questions in the section on coaching orientation dealt with the emphasis that coaches gave to the social, physical and psychological dimensions of the Little League program (SSS). As indicated in Table XII, respondent coaches indicated that they were most concerned with the psychological implications of organized programs. The child's physical well-being was of second greatest concern while the problems children had socially was seen as of least concern among the three.

It is important to note that these differences were very narrow, indicating the fact that the respondent coaches were concerned with all three aspects of the program.
Table XII

PERCEIVED COACHING CONCERNS

<table>
<thead>
<tr>
<th>Concern</th>
<th>No. of Responses</th>
<th>Percent of Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological</td>
<td>102*</td>
<td>36.0</td>
</tr>
<tr>
<td>Physical</td>
<td>84</td>
<td>30.0</td>
</tr>
<tr>
<td>Social</td>
<td>79</td>
<td>28.0</td>
</tr>
<tr>
<td>Unusable responses**</td>
<td>17</td>
<td>5.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>282</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Responses were scored by counting the total number of "most" responses.
**Answers marked improperly by the coaches.

EXPERIENCE AND COACHING ORIENTATION

Respondents were categorized according to the number of years they had coached in the Missoula Little League program. Using the same categories as Martens and Gould, the responses were classified into three groups: beginning coaches who had coached one to three years \(N = 62\), middle coaches or those with four to seven years experience \(N = 25\), and upper level coaches or those who had coached eight or more years \(N = 5\).

As depicted in Table XIII, beginning coaches were highly task oriented. Nearly half saw their purpose in coaching as imparting rudimentary skills necessary to play the sport. The remaining fifty percent were divided between the affiliation and self-orientations, with the affiliation orientation being the second most prepared. The beginning coach listed the social outcome as most important. Concern for social welfare of the participants was cited most often by the beginning coaches.
Table XIII

EXPERIENCE AND COACHING ORIENTATION

<table>
<thead>
<tr>
<th></th>
<th>Beginning Level</th>
<th>Middle Level</th>
<th>Upper Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Orientations (COI)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>218</td>
<td>50.2</td>
<td>80</td>
</tr>
<tr>
<td>Affiliation</td>
<td>148</td>
<td>34.1</td>
<td>56</td>
</tr>
<tr>
<td>Self</td>
<td>55</td>
<td>12.7</td>
<td>27</td>
</tr>
<tr>
<td>Unusable cases</td>
<td>13</td>
<td>3.0</td>
<td>12</td>
</tr>
<tr>
<td>TOTALS</td>
<td>434</td>
<td>100.0</td>
<td>175</td>
</tr>
<tr>
<td>Outcomes (COS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socialization</td>
<td>155</td>
<td>83.3</td>
<td>60</td>
</tr>
<tr>
<td>Having fun</td>
<td>19</td>
<td>10.2</td>
<td>9</td>
</tr>
<tr>
<td>Winning</td>
<td>5</td>
<td>2.7</td>
<td>2</td>
</tr>
<tr>
<td>Unusable cases</td>
<td>7</td>
<td>3.8</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td>186</td>
<td>100.0</td>
<td>75</td>
</tr>
<tr>
<td>Concerns (SSS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological</td>
<td>68</td>
<td>36.6</td>
<td>23</td>
</tr>
<tr>
<td>Physical</td>
<td>53</td>
<td>28.5</td>
<td>24</td>
</tr>
<tr>
<td>Social</td>
<td>56</td>
<td>30.1</td>
<td>20</td>
</tr>
<tr>
<td>Unusable cases</td>
<td>9</td>
<td>4.8</td>
<td>8</td>
</tr>
<tr>
<td>TOTALS</td>
<td>186</td>
<td>100.0</td>
<td>75</td>
</tr>
</tbody>
</table>

Responses were scored by counting the total number of "most" responses for each scale in each experience category. There were 62 beginning coaches, 25 middle level coaches, and 7 upper level coaches.

in listing task orientation as the preferred outcome. Socialization was also a very important outcome for these coaches as 80% of the coaches responded with this observation. The primary concerns of the coach with four to seven years' experience were both the physical and psychological development of children through sport participation. Self-orientation
was important for the most experienced coaches. They paralleled those coaches with less experience in naming the socialization aspect of the Little League program as being of primary importance. Social interests of the players were seen as the main concern for these coaches.

EDUCATIONAL ATTAINMENT AND COACHING ORIENTATION

The relationship between educational attainment and orientation to coaching was also analyzed. Educational levels of coaches were categorized into the following three groups: one to twelve years of education (n = 45), thirteen to sixteen years of education (n = 36), and seventeen or more years of education (n = 13).

Regardless of educational attainment, the coaches were task oriented. The coaches with the least educational background were more task oriented than those with thirteen or more years of educational attainment. There appeared to be no pattern between educational attainment and perceived concerns of the program, as those coaches with the least background were evenly divided between physical and psychological concerns. Those coaches with thirteen to sixteen years were most concerned with physical concerns, and coaches with seventeen or more years of education listed both psychological as well as social concerns equally.
Table XIV

EDUCATIONAL ATTAINMENT AND COACHING ORIENTATION

<table>
<thead>
<tr>
<th></th>
<th>10 - 12 years</th>
<th>13 - 16 years</th>
<th>17+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Orientations (COI)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>170</td>
<td>54.0</td>
<td>122</td>
</tr>
<tr>
<td>Affiliation</td>
<td>90</td>
<td>29.0</td>
<td>91</td>
</tr>
<tr>
<td>Self</td>
<td>33</td>
<td>10.0</td>
<td>39</td>
</tr>
<tr>
<td>Unusable cases</td>
<td>22</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>315</td>
<td>100.0</td>
<td>252</td>
</tr>
<tr>
<td>Outcomes (COS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socialization</td>
<td>108</td>
<td>80.0</td>
<td>83</td>
</tr>
<tr>
<td>Having fun</td>
<td>15</td>
<td>11.1</td>
<td>13</td>
</tr>
<tr>
<td>Winning</td>
<td>3</td>
<td>2.2</td>
<td>3</td>
</tr>
<tr>
<td>Unusable cases</td>
<td>9</td>
<td>6.7</td>
<td>9</td>
</tr>
<tr>
<td>TOTALS</td>
<td>135</td>
<td>100.0</td>
<td>108</td>
</tr>
<tr>
<td>Concerns (SSS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological</td>
<td>49</td>
<td>36.0</td>
<td>32</td>
</tr>
<tr>
<td>Physical</td>
<td>49</td>
<td>36.0</td>
<td>43</td>
</tr>
<tr>
<td>Social</td>
<td>25</td>
<td>19.8</td>
<td>22</td>
</tr>
<tr>
<td>Unusable cases</td>
<td>12</td>
<td>8.2</td>
<td>11</td>
</tr>
<tr>
<td>TOTALS</td>
<td>135</td>
<td>100.0</td>
<td>108</td>
</tr>
</tbody>
</table>

Responses were scored by counting the total number of "most" responses for each scale in each educational category. The number of coaches with 10-12 years of education was 45, the number of coaches with 13-16 years was 36, and the number of coaches with 17+ years was 13.
PARTICIPANTS COACHED AND COACHES ORIENTATIONS

Cross tabulations were performed to determine the patterns between the age level coached and the orientations, concerns and outcomes of the respondent coaches. Coaches were divided into two groups: those who worked with children nine to twelve years of age (Little League) and those who worked with thirteen to fifteen year old children (Senior League). As Table XV indicates, the age group coached did not appear to be a factor in coaching orientation, as both groups were task oriented. Both groups also agreed that the major purpose of the program was socialization. Psychological concerns were considered most important by the coaches of the younger players, while social concerns were most important in the estimation of the coaches of older players.

It should be noted that in both situations the range of responses to the SSS was very narrow, indicating that the coaches were considered with all of the dimensions (psychological, physical and social) of the SSS.

DISCUSSION: COACHING ORIENTATIONS

The similarity in findings between this study and that of Martens and Gould is especially striking. In both situations, task orientation emerged as the preferred outcome, regardless of whether the group was considered as a whole or when the respondent coaches were grouped according to demographic variables. The perceived goals and concerns of volunteer coaches changed as educational attainment and years of experience increased. Those coaches possessing the least educational attainment were much more diverse not only in their coaching orientation but in
Table XV

AGE GROUP COACHED AND COACHES' ORIENTATION

<table>
<thead>
<tr>
<th></th>
<th>Little League</th>
<th></th>
<th>Senior League</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Orientations (COI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>263</td>
<td>50.0</td>
<td>61</td>
<td>51.3</td>
</tr>
<tr>
<td>Affiliation</td>
<td>180</td>
<td>33.8</td>
<td>33</td>
<td>27.8</td>
</tr>
<tr>
<td>Self</td>
<td>76</td>
<td>14.1</td>
<td>13</td>
<td>10.9</td>
</tr>
<tr>
<td>Unusable cases</td>
<td>13</td>
<td>2.1</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>TOTALS</td>
<td>532</td>
<td>100.0</td>
<td>119</td>
<td>100.0</td>
</tr>
</tbody>
</table>

| Outcomes (COS)       |    |        |    |        |
|                      |    |        |    |        |
| Socialization        | 187 | 82.0   | 42 | 82.4   |
| Having fun           | 26  | 11.4   | 4  | 7.8    |
| Winning              | 4   | 1.8    | 2  | 3.9    |
| Unusable cases       | 11  | 4.8    | 3  | 5.9    |
| TOTALS               | 228 | 100.0  | 51 | 100.0  |

| Concerns (SSS)       |    |        |    |        |
|                      |    |        |    |        |
| Psychological        | 83  | 36.4   | 15 | 29.4   |
| Physical             | 65  | 28.5   | 1.4| 27.5   |
| Social               | 66  | 28.9   | 17 | 33.3   |
| Unusable cases       | 14  | 6.2    | 5  | 9.8    |
| TOTALS               | 228 | 100.0  | 51 | 100.0  |

Responses were scored by counting the total number of "most" responses for each scale in each level category. The number of little league coaches was 76, and senior league coaches numbered 17.
their perceived goals and concerns. This diversity coincided with Martens' and Gould's findings. In this study, winning was not found to be of importance among the more educated coaches. This is contrary to the findings of Martens and Gould, who found that the drive to win increased as the number of years of educational attainment increased.

The profile of the coach that emerges from this data and that of Martens and Gould is much different than that depicted by Ralbowsky. The assertion that the coach is driven only for self-gratification and for the seeming sense of power that one gets from coaching eager, highly impressionable youngsters did not emerge. There were many more responses indicating the coaches' concerns for having fun and socialization in comparison to the outcome of winning. The concern for all three dimensions—social, physical and psychological—indicates that the Missoula Little League coaches are concerned primarily with the child's welfare and that winning and self-glorification are not particularly important. Ralbowsky indicates that his conclusions are based only on observation. It is important to note that many of the conclusions he draws are common perceptions held of Little League coaches.

By taking the data from Martens and Gould, in combination with the findings of this study, it can be seen that the image of a youth sport coach as a maniacal self-seeking individual, driven by the desire to win and garner praise for himself does not emerge as the dominant orientation.

As Martens points out, we do not know if coaches behave consistently with their reported coaching orientations and preferred outcomes. Based on the findings of this study, however, it can be said that those
Individuals who work with the Little League Baseball program in Missoula, Montana are people who give generously of themselves and their time. They have a sense of pride in the program and are genuinely interested in the welfare of the children with whom they work. It can also be said that these orientations are in concert with the advocated purposes of youth agency sport programs.

EVALUATION OF PROGRAMS

The last part of the questionnaire dealt with the coaches' evaluation of the Missoula Little League program. As with the first part, this section of the questionnaire was further delineated into the following groups. Part I dealt with the Little League program in general and Part II dealt with the coaches' perception of their own program. The questions asked were the same for both parts. Each coach was asked to indicate, in terms of percentage, the amount of time he felt a particular event or situation occurred or was present in the league, and then in his own program. In addition to compiling the results of the entire group of coaches, various demographic variables were studied to determine response patterns among the coaches.

COACHES' PERCEPTIONS OF THE TOTAL PROGRAM

As can be seen in Table XVI, the coaches' perceptions of the total program ranged widely. Nearly half of the responses had a mean standard deviation of forty-eight or above, indicating the diversity of the coaches' perceptions.
### Table XVI

COACHES’ PERCEPTIONS OF THE LITTLE LEAGUE PROGRAM
ON LEAGUE WIDE BASIS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean %</th>
<th>Median %</th>
<th>Standard Deviation</th>
<th>No. who did not reply **</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Equipment and facilities are not adequate for conducting program.</td>
<td>32.3</td>
<td>23.7</td>
<td>25.2</td>
<td>7</td>
</tr>
<tr>
<td>2. Participation improved fitness levels.</td>
<td>63.1</td>
<td>66.7</td>
<td>27.8</td>
<td>7</td>
</tr>
<tr>
<td>3. Too much emphasis is placed on winning.</td>
<td>68.8</td>
<td>62.5</td>
<td>93.3</td>
<td>6</td>
</tr>
<tr>
<td>4. Participation develops self-confidence and leadership.</td>
<td>71.6</td>
<td>70.0</td>
<td>42.2</td>
<td>7</td>
</tr>
<tr>
<td>5. Coaches provide poor leadership.</td>
<td>44.4</td>
<td>30.0</td>
<td>95.3</td>
<td>7</td>
</tr>
<tr>
<td>6. The program provides community spirit.</td>
<td>60.9</td>
<td>66.1</td>
<td>32.9</td>
<td>7</td>
</tr>
<tr>
<td>7. Officiating is of poor quality.</td>
<td>50.9</td>
<td>40.0</td>
<td>85.9</td>
<td>9</td>
</tr>
<tr>
<td>8. Kids have fun playing.</td>
<td>81.4</td>
<td>82.1</td>
<td>52.4</td>
<td>8</td>
</tr>
<tr>
<td>9. Kids are placed under too much emotional stress.</td>
<td>45.7</td>
<td>32.8</td>
<td>96.4</td>
<td>9</td>
</tr>
<tr>
<td>10. Kids learn to respect the rights of others through participation.</td>
<td>70.1</td>
<td>62.0</td>
<td>92.0</td>
<td>6</td>
</tr>
<tr>
<td>11. The sport demands too much time from the kids.</td>
<td>21.2</td>
<td>13.6</td>
<td>23.2</td>
<td>9</td>
</tr>
<tr>
<td>12. Participation develops an appreciation for achievement.</td>
<td>68.8</td>
<td>68.8</td>
<td>33.9</td>
<td>7</td>
</tr>
<tr>
<td>13. Parents frequently interfere with running the program</td>
<td>50.6</td>
<td>36.4</td>
<td>85.9</td>
<td>8</td>
</tr>
<tr>
<td>14. Coaches first priority is the well being of the kids.</td>
<td>71.5</td>
<td>76.8</td>
<td>25.1</td>
<td>9</td>
</tr>
<tr>
<td>15. Losing in competition at this age develops feelings of inferiority.</td>
<td>34.5</td>
<td>14.6</td>
<td>88.2</td>
<td>10</td>
</tr>
<tr>
<td>16. Participation develops the habit of sport participation for the rest of the child’s life.</td>
<td>63.1</td>
<td>56.9</td>
<td>54.7</td>
<td>11</td>
</tr>
<tr>
<td>17. The kids are under too much physical stress.</td>
<td>16.8</td>
<td>10.4</td>
<td>21.6</td>
<td>9</td>
</tr>
<tr>
<td>18. Participation prepares kids for adult life.</td>
<td>59.6</td>
<td>61.4</td>
<td>32.4</td>
<td>9</td>
</tr>
<tr>
<td>19. Kids learn poor sportsmanship.</td>
<td>24.0</td>
<td>19.2</td>
<td>20.0</td>
<td>10</td>
</tr>
<tr>
<td>20. Playing in organized sports programs is safer than playing in unorganized sports programs.</td>
<td>82.3</td>
<td>95.1</td>
<td>27.1</td>
<td>9</td>
</tr>
</tbody>
</table>

**In several cases, the coaches indicated that they did not feel qualified to respond appropriately to the statement. These answers were not considered in the tabulation of the standard deviation.**
The coaches generally felt that the Little League program was beneficial for the children. More than two-thirds of the coaches indicated that the well-being of the children was placed first in the Little League program. Eighty percent felt that the children had fun while playing and that Little League was safer than unorganized sport programs. Seventy percent of the coaches determined that participation developed self-confidence and a sense of respect for others and that Little League helped foster a feeling of achievement in the youngsters. More than half felt that the benefits of improved fitness and the establishment of habits of participation as well as preparation for adult life were encouraged through the Little League program.

A large number (sixty-nine percent) felt that winning was stressed too much in the context of the total program. Many coaches felt that there was too much emotional stress involved for the players.

COACHES' PERCEPTIONS OF INDIVIDUAL PROGRAMS

The responses of the coaches relative to their own programs were much less variable than their responses to the total program. The perceptions of the coaches generally paralleled the same response pattern as the coaches' impressions of the total program. Again, the Little League program was seen as safer than unorganized programs, that fun was the primary purpose of Little League, and the welfare of the participants was of foremost concern. Coaches felt that fitness levels were improved, self-confidence and leadership qualities fostered, respect for others developed, a sense of achievement instilled, preparation for adult life initiated, and a strengthening of community spirit all occurred as a result of participation in the Little League program.
Table XVII
COACHES' PERCEPTIONS OF THE LITTLE LEAGUE PROGRAM
ON INDIVIDUAL PROGRAM BASIS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>No. who did not reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Equipment and facilities are not adequate for programs.</td>
<td>32.3</td>
<td>19.6</td>
<td>32.7</td>
<td>3</td>
</tr>
<tr>
<td>2. Participating improves fitness levels.</td>
<td>64.6</td>
<td>66.0</td>
<td>28.4</td>
<td>4</td>
</tr>
<tr>
<td>3. Too much emphasis is placed on winning.</td>
<td>39.9</td>
<td>40.8</td>
<td>25.9</td>
<td>3</td>
</tr>
<tr>
<td>4. Participation develops self-confidence and leadership.</td>
<td>71.1</td>
<td>74.2</td>
<td>23.6</td>
<td>4</td>
</tr>
<tr>
<td>5. Coaches provide poor leadership.</td>
<td>29.7</td>
<td>10.7</td>
<td>19.3</td>
<td>4</td>
</tr>
<tr>
<td>6. The program promotes community spirit.</td>
<td>59.0</td>
<td>51.3</td>
<td>31.1</td>
<td>4</td>
</tr>
<tr>
<td>7. Officiating is of poor quality.</td>
<td>41.0</td>
<td>39.4</td>
<td>27.0</td>
<td>4</td>
</tr>
<tr>
<td>8. Kids have fun playing.</td>
<td>79.5</td>
<td>88.6</td>
<td>23.0</td>
<td>4</td>
</tr>
<tr>
<td>9. Kids are placed under too much emotional stress.</td>
<td>24.8</td>
<td>19.3</td>
<td>23.0</td>
<td>4</td>
</tr>
<tr>
<td>10. Kids learn to respect the rights of others through participation.</td>
<td>67.3</td>
<td>79.7</td>
<td>24.5</td>
<td>4</td>
</tr>
<tr>
<td>11. The sport demands too much time from the kids.</td>
<td>15.7</td>
<td>10.0</td>
<td>19.9</td>
<td>4</td>
</tr>
<tr>
<td>12. Participation develops an appreciation for achievement.</td>
<td>71.4</td>
<td>79.6</td>
<td>24.2</td>
<td>4</td>
</tr>
<tr>
<td>13. Parents frequently interfere with running the programs.</td>
<td>21.7</td>
<td>10.6</td>
<td>26.3</td>
<td>4</td>
</tr>
<tr>
<td>14. The coach's first priority is the well being of the kids.</td>
<td>86.9</td>
<td>90.1</td>
<td>24.9</td>
<td>5</td>
</tr>
<tr>
<td>15. Losing at this age develops feelings of inferiority in the kids.</td>
<td>16.6</td>
<td>10.0</td>
<td>21.1</td>
<td>5</td>
</tr>
<tr>
<td>16. Participation develops the habit of participation for the rest of the child's life.</td>
<td>59.3</td>
<td>60.5</td>
<td>28.5</td>
<td>8</td>
</tr>
<tr>
<td>17. The kids are under too much physical stress.</td>
<td>9.6</td>
<td>7.3</td>
<td>12.7</td>
<td>5</td>
</tr>
<tr>
<td>18. Participation prepares kids for adult life.</td>
<td>61.7</td>
<td>61.0</td>
<td>32.3</td>
<td>4</td>
</tr>
<tr>
<td>19. Kids learn poor sportsmanship.</td>
<td>19.6</td>
<td>8.8</td>
<td>74.4</td>
<td>5</td>
</tr>
<tr>
<td>20. Playing in organized programs is safer than playing in unorganized programs.</td>
<td>82.3</td>
<td>99.5</td>
<td>29.3</td>
<td>4</td>
</tr>
</tbody>
</table>

**In several cases, the coaches indicated that they did not feel qualified to respond appropriately to the statement. These answers were not considered in the tabulation of the standard deviation.
The negative aspects of the program tended to be perceived as occurring less often in the individual programs than when considering the league as a whole. While poor officiating and too much emphasis on winning were cited as occurring forty percent of the time, other aspects (poor leadership, emotional stress, too much time, parental interference, feelings of inferiority and poor sportsmanship) were perceived as occurring much less often in the individual programs than when considered in the context of the whole program.

COACHES' OPINIONS AND DEMOGRAPHIC VARIABLES

When the opinions of the coaches regarding their Little League programs were analyzed by the categories of educational attainment, years of coaching experience and age level coached, no noteworthy response patterns emerged.

As depicted in Table XVIII, coaches with more years of education (those with seventeen years or more) viewed participation as beneficial but felt that there was little carryover value to adult life. Those coaches with the least educational background (less than thirteen years) perceived the program as having a great deal of carryover value. In addition, those coaches in this category also tended to be more critical of the program, specifically when considering parental interference and the quality of officiating.

Number of years of coaching experience had some influence on the perceptions of coaches when considering the program on a league-wide basis. As can be seen in Table XVIII, "Too much emphasis on winning" was viewed as especially prevalent among those coaches with the least
Table XVIII
COACHES' PERCEPTIONS OF THE LITTLE LEAGUE PROGRAM ON LEAGUE WIDE BASIS AND VARIOUS DEMOGRAPHIC VARIABLES

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Experience</th>
<th>Age Group Coached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10-12 years</td>
<td>13-16 years</td>
</tr>
</tbody>
</table>

1. Equipment and facilities are not adequate for running the program.  
25 40 25 33 32 31 31 42

2. Participating improves fitness levels.  
67 67 49 62 67 63 64 66

3. Too much emphasis is placed on winning.  
77 61 56 74 58 35 73 53

4. Participation develops self-confidence and leadership.  
70 72 62 75 58 70 75 56

5. Coaches provide poor leadership.  
51 30 30 45 37 50 41 46

6. The program provides community spirit.  
55 62 67 62 66 36 62 56

7. Officiating is of poor quality.  
61 45 35 53 44 45 54 45

8. Kids have fun playing  
74 89 79 83 78 70 85 64

9. Kids are placed under too much stress.  
54 39 36 50 30 43 50 35

10. Kids learn to respect the rights of others through participation.  
84 57 57 73 59 68 73 58

11. The sport demands too much time from the kids.  
24 18 20 22 17 21 22 16

12. Participation develops an appreciation for achievement.  
69 70 60 71 60 65 72 58

13. Parents frequently interfere with running the program.  
58 45 40 53 45 45 54 39

14. A coach's first priority is the well being of the kids.  
75 68 61 71 73 70 68 76

15. Losing at this age develops feelings of inferiority.  
44 23 38 40 20 10 38 26

16. Participation develops the habit of participation for the rest of the child's life.  
70 61 38 65 61 50 67 54

17. The kids are under too much physical stress.  
16 15 20 16 22 10 .6 22

18. Participation prepares kids for adult life.  
62 63 62 57 67 60 57 65

20 28 22 24 27 15 24 27
### Table IXX
COACHES’ PERCEPTIONS OF THE LITTLE LEAGUE PROGRAM ON INDIVIDUAL BASIS AND VARIOUS DEMOGRAPHIC VARIABLES

<table>
<thead>
<tr>
<th>Educational Experience</th>
<th>Age Group Coached</th>
<th>Experience</th>
<th>Age Group Coached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10-12 years</td>
<td>13-15 years</td>
<td>16+ years</td>
</tr>
<tr>
<td>1. Equipment and facilities are not adequate for running the program.</td>
<td>30 39 18</td>
<td>35 25 23</td>
<td>53 33</td>
</tr>
<tr>
<td>2. Participating improves fitness levels.</td>
<td>73 59 50</td>
<td>63 71 60</td>
<td>65 67</td>
</tr>
<tr>
<td>3. Too much emphasis is placed on winning.</td>
<td>39 42 35</td>
<td>31 46 33</td>
<td>40 36</td>
</tr>
<tr>
<td>4. Participation develops self confidence and leadership.</td>
<td>65 75 68</td>
<td>76 66 75</td>
<td>73 60</td>
</tr>
<tr>
<td>5. Coaches provide poor leadership.</td>
<td>22 18 24</td>
<td>20 22 18</td>
<td>20 21</td>
</tr>
<tr>
<td>6. The program provides community spirit.</td>
<td>61 58 50</td>
<td>57 70 50</td>
<td>60 54</td>
</tr>
<tr>
<td>7. Officiating is of poor quality.</td>
<td>35 48 37</td>
<td>41 36 43</td>
<td>44 43</td>
</tr>
<tr>
<td>8. Kids have fun playing.</td>
<td>62 77 77</td>
<td>77 85 83</td>
<td>82 73</td>
</tr>
<tr>
<td>9. Kids are placed under too much stress.</td>
<td>21 26 29</td>
<td>26 20 23</td>
<td>25 28</td>
</tr>
<tr>
<td>10. Kids learn to respect the rights of others through participation.</td>
<td>70 64 66</td>
<td>65 75 71</td>
<td>68 64</td>
</tr>
<tr>
<td>11. The sport demands too much time from the kids.</td>
<td>18 14 10</td>
<td>17 13 5</td>
<td>15 13</td>
</tr>
<tr>
<td>12. Participation develops an appreciation for achievement.</td>
<td>67 75 70</td>
<td>70 75 80</td>
<td>72 72</td>
</tr>
<tr>
<td>13. Parents frequently interfere with running the program.</td>
<td>19 25 17</td>
<td>23 11 15</td>
<td>22 15</td>
</tr>
<tr>
<td>14. A coach's first priority is the well being of the kids.</td>
<td>86 88 80</td>
<td>86 85 90</td>
<td>85 87</td>
</tr>
<tr>
<td>15. Losing at this age develops feelings of inferiority.</td>
<td>16 13 25</td>
<td>18 13 3</td>
<td>18 16</td>
</tr>
<tr>
<td>16. Participation develops the habit of participation for the rest of the child's life.</td>
<td>60 62 43</td>
<td>57 69 51</td>
<td>58 50</td>
</tr>
<tr>
<td>17. The kids are under too much physical stress.</td>
<td>9 8 13</td>
<td>9 11 3</td>
<td>9 13</td>
</tr>
<tr>
<td>18. Participation prepares kids for adult life.</td>
<td>56 62 46</td>
<td>58 73 61</td>
<td>59 67</td>
</tr>
</tbody>
</table>
years of coaching experience, as were feelings of inferiority among the players at losing a game. The coaches with the most experience differed from the other coaches when considering the development of community spirit via the Little League program. While the coaches with one to six years experience saw the Little League program as a vehicle to promote community spirit, the most experienced coaches saw this development as occurring less than half of the time.

The age group coached had the least influence on the coaches' perceptions of the program. There was little difference in the perceptions of the coaches working with the little league players (age 9 to 12) and those coaches working with the senior league (age 13 to 15). Overall, little league coaches tended to perceive events as occurring more often than did the senior league coaches. Discrepancies in perception between groups occurred on two questions: the little league coaches felt that parental interference occurred much more often than did the senior league coaches and little league coaches also listed too much emphasis on winning as occurring much more often than did the senior league coaches.

When considering individual programs, the factors of years of experience, educational attainment, and age group coached appeared to have no influence on the perceptions of the coaches. The findings in this section did parallel those of the entire group of coaches in that, when rating their own programs, the coaches' perceptions tended to be at much greater extremes. Those questions dealing with the negative aspects of the program were seen as occurring much less often than when the coaches considered the entire league.
DISCUSSION: COACHES' EVALUATION OF THE PROGRAM

This portion of the survey provided the widest range of responses among the coaches. While this wide variance does indicate that there was no consensus, a pattern of opinions from the respondent coaches did emerge. The coaches perceived the program as beneficial for participants and the community at large. They perceived the occurrences of too much emphasis on winning and poor officiating as being too frequent. This supports Ralbowsky's claims that the Little League coach is uncaring and encourages unsound practices to win. The common charge of too much parental interference occurred nearly half of the time. Considering how often this charge is made by the general public, it is surprising that its frequency was not higher.

The coaches did see the problems as occurring much less frequently in their own programs. This was especially true of the questions dealing with parental interference and development of feelings of inferiority as a result of losing. Important to note is that more than three-quarters of the coaches felt that the program was safer than unorganized programs.

Because of the different coaching orientations, it would be expected that there would be some difference in the responses among coaches. This did not occur except in isolated situations. It is interesting to note that coaches with lesser experience tended to view the program more critically. Yet this critical evaluation was not maintained when the responses were broken down by years of education or experience.

The data gathered by Martens and Gould for this portion of the study has not yet been analyzed. Ralbowsky does not deal with the concept of
coaches' evaluation of the Little League program. As a result, these findings cannot be analyzed in comparison to another sample of Little League coaches.

It must be remembered that these results are merely perceptions of the coaches and these findings cannot be considered as indicative of perceptions of any other population other than this specific Missoula group. It can be said, however, that the Missoula coaches view the program in a favorable light and these volunteers truly believe in the program in which they work.
Chapter V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this study was threefold: to obtain selected demographic data about those individuals working as volunteer coaches in the Missoula Little League baseball program; to determine coaches' perceived attitudes toward function, purpose and concerns of the Missoula Little League program; and to provide an opportunity for the coaches to evaluate the 1978 Missoula Little League program.

A questionnaire, developed by Martens and Gould, was adapted and sent to all coaches participating in the 1978 program. Information solicited included marital status, educational attainment, the courses related to coaching that had been completed by the coach, and the time involved in coaching and related activities. Part II of the survey attempted to determine the coaches' orientation toward coaching, whether it be task, affiliation, or self-orientation. The outcomes of winning, socialization, or having fun were also measured. An attempt was made to determine which of the three dimensions of socialization—physical, psychological or social—the coaches considered the most important. The last portion of the questionnaire afforded the coaches an opportunity to evaluate the Missoula program, first in terms of the entire league, and then in terms of their own program.

Seventy percent of those coaches contacted responded to the questionnaire. Returned questionnaires were coded into an SPSS computer
program format and computation of means, medians, modes, standard deviation and maximum and minimum values was completed. Additionally, cross tabulations were performed on the Coaching Orientation Inventory, Coaching Orientation Scale and the Sport Socialization Subscale, using the demographic variables of number of years of coaching experience, educational attainment and age group coached. The responses of the coaches on Part III, evaluation of the program, were analyzed for both the entire program and for individual programs. Further analysis of coaching experience, educational attainment and age group of players that were coached.

CONCLUSIONS

Based on the results of this study, the following conclusions can be drawn:

1. The Missoula Little League baseball coaches emphasized learning of the fundamentals of the game, as well as endeavoring to develop an atmosphere conducive to developing friendships among team members.

2. Coaches view the Little League program as beneficial for participants and the community as a whole.

3. Coaches viewed their individual programs more favorably than they viewed the league as a whole.

4. Winning was seen by the coaches as being stressed too much on a league-wide basis. Parental interference was seen as occurring quite often in the league.

5. The demographic variables of age level coached, years of experience coaching and educational attainment did affect the coaches' evaluation of the programs when considering the entire league.

6. The demographic variables of age group coached, years of experience and educational attainment did not have an influence on the responses when the coaches evaluated their own programs.
RECOMMENDATIONS

In view of the findings and conclusions of this study, the following recommendations are proposed:

1. Further studies should be conducted to include additional communities of various sizes in Montana and the United States. Included in these studies should be consideration of those coaches who work with other youth sport programs.

2. Another survey should be developed that expands the sections dealing with orientations, emphasis and concerns to provide a better measurement of these orientations.

3. A workshop or seminar should be presented for those persons working with the Missoula Little League baseball program. Included in this seminar should be discussions on physical, psychological and social concerns inherent in youth sport.

4. Studies should be conducted to determine the orientations, perceived goals and purposes of women coaches as well as the orientations, goals and purposes of those individuals working with girls' sport programs.
SELECTED BIBLIOGRAPHY


32. Massengale, John D. "Coaching as an Occupational Subculture, Phi Delta Kappan, LVI, no. 2.


APPENDIX A

QUESTIONNAIRE FOR YOUTH
SPORT COACHES

PART I: GENERAL INFORMATION

Name ____________________________ Address ____________________________
(Note: This information will NOT be compiled for the survey; it is only used to assist in determining which surveys have been returned)

1. What is your marital status?
   a. single  b. married

2. How many children do you have? __________

3. Please indicate the highest grade you have completed in school: __________

4. Please indicate the highest degree received
   a. high school diploma
   b. junior college degree
   c. Bachelor of Arts or Science
   d. Higher

5. How many years have you coached this sport? __________

6. On the average, how many youngsters do you coach each season in this sport? __________

7. Do you coach any other sport? __________

8. Have you ever coached your son or daughter in this sport?
   a. yes  b. no

9. Do you now coach your son or daughter in this sport?
   a. yes  b. no
10. Do you plan to coach this sport next year?
   a. yes  b. no  c. uncertain

11. Have you had any formal training as a coach?
   a. yes  b. no

12. Please state the training you have received:
   a. Physical Education/Recreation Degree
   b. college courses in coaching
   c. participation in seminar/workshop

13. Please mark the courses that you have completed:
   a. Basic Biological Science
   b. Anatomy
   c. Physiology
   d. Physiology of Exercise
   e. Kinesiology
   f. Nutrition
   g. First Aid
   h. Care and Prevention of Athletic Injuries
   i. Sports Officiating
   j. Psychology of Sport
   k. Child Growth and Development
   l. Child/Adolescent Psychology
   m. Theory and Practice in Coaching
   n. Courses related specifically to the coaching of Baseball

14. Do you coach any other sports?
   a. yes  b. no

15. If you answered "yes" to the above, please answer the following questions:

   Indicate the sport coached:
   a. football  b. basketball
   c. soccer  d. other

16. Please list the average age of the participating members of the team:

17. Was this activity carried on through:
   a. a school  b. an agency
18. How much time do you devote to coaching and coaching related activities?

   _____ hours
   _____ weeks /season
   _____ hours in off season

19. In which league are you now coaching?

   a. Sentinel  b. Mt. Jumbo
   c. Westside

20. Check any of the following that you feel has helped you as a coach: (you may mark more than one).

   a. books  b. magazines
c. lectures  d. other

Part II. OPINIONS ABOUT COACHING

This part of the questionnaire consists of several statements. For each one, indicate in the MOST space the one of the three choices that you feel is the most true, or the most important. Then choose the LEAST true or least important of the three choices. Write a, b, c on the appropriate line.

1. I would like to be known as:
   a. Effective in teaching skills of the game
   b. A winning coach
   c. As a friendly coach

   MOST_______

   LEAST_______

2. When coaching I enjoy:

   a. Recognition for my efforts
   b. The feeling of a job well done
   c. Being with the kids.

   MOST_______

   LEAST_______
3. Nothing is worse than:
   a. Having a parent or player get angry with you.          MOST_______
   b. The team losing a game.                             LEAST_______
   c. Embarassing yourself while coaching.                LEAST_______

4. I would prefer that my players:
   a. Consider me an important part of the team.          MOST_______
   b. Consider me a friend.                               LEAST_______
   c. Look up to me.                                      LEAST_______

5. Coaches I respect are:
   a. Those who know the game very well.                   MOST_______
   b. Very successful.                                    LEAST_______
   c. Easy to get along with                              LEAST_______

6. Coaches could do a better job if they:
   a. Taught the fundamentals better.                     MOST_______
   b. Received more recognition for their efforts.        LEAST_______
   c. Put less emphasis on competition and more on getting along with others. LEAST_______

7. I think a coach should:
   a. Make himself respected by the players.              MOST_______
   b. Get the job done.                                   LEAST_______
   c. Make himself easy to talk to.                        LEAST_______

8. The best coaches are those who:
   a. Give individual help and are interested in the youngster's development. MOST_______
   b. Make the practice and games fun.                    LEAST_______
   c. Teach the kids what is needed to win.                LEAST_______
9. If a story was written about me in the newspaper, I would like it to describe me as:
   a. A winning coach
   b. A coach who contributed to the growth of young people.  MOST_______
   c. A coach for whom the kids enjoyed playing.  LEAST_____

10. As a coach I emphasize:
   a. Cooperation.  MOST____
   b. Having fun.  MOST____
   c. Winning.  LEAST_____  

11. This sport contributes to:
   a. Mental health.  MOST____
   b. Physical fitness.  MOST____
   c. Social development.  LEAST____

12. I am concerned about:
   a. The prevention of physical injuries  MOST_____  
   b. Undue mental stress.  MOST____
   c. Social isolation of some youngsters.  LEAST____

13. As a long term outcome of playing this sport, a youngster should:
   a. Learn how to get along with others in competitive situations.  MOST____
   b. Develop a desire to achieve under demanding situations.  MOST____
   c. Learn a sport skill he can use for many years.  LEAST____
PART III: OPINION QUESTIONNAIRE

Over the past few years there have been both criticism and praise of non school sport programs. Below are some positive and negative statements frequently made about youth sports. Read each statement carefully and then decide how true the statement is, based on your experience as a coach with the Missoula Little League program. Indicate the percent of time that you believe that the statement is True about the program in general, and then indicate the percent of time the statement is True about your program. Please use only increments of ten, in other words, 10%, 20%, 30% ... 100%.

<table>
<thead>
<tr>
<th></th>
<th>IN GENERAL</th>
<th>IN MY PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Equipment and facilities are not adequate for conducting a proper program.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Participation improves the kids' physical fitness.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Too much emphasis is placed on winning.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Participation develops self-confidence and leadership.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Coaches provide poor leadership.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The program promotes community spirit.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Officiating is of poor quality.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Kids have fun playing.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The kids are placed under too much emotional stress.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Kids learn to respect the rights of others through participation.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The sport demands too much time from the kids.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Participation develops an appreciation for achievement.</td>
<td></td>
</tr>
</tbody>
</table>
13. Parents frequently interfere with running the program.

14. Coaches' first priority is the well being of the kids.

15. Losing in competition at this age develops feelings of inferiority.

16. Participation develops the habit of sport participation for the rest of the child's life.

17. The kids are under too much physical stress.

18. Participation prepares kids for adult life.


20. Playing in organized sports programs is safer than unorganized programs.
APPENDIX B

UNIVERSITY OF MONTANA

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION

June 12, 1978

Dear Coach or Manager,

As I am certain you are aware, there is currently a great deal of interest in children's agency sport programs. One of the largest and best organized is the program in which you are now involved—the Little League.

As part of the requirements for completion of a Master's Degree at the University of Montana, I am collecting and compiling information concerning those volunteers who work with the Little League program in Missoula. As part of this study it is necessary to obtain information that only you as a coach or manager can supply. Would you please assist me in this study by taking a few minutes to complete the enclosed questionnaire?

I have contacted Mr. Dale Clawson, District Little League Administrator, and he has given his endorsement to this study. I have also contacted the league presidents and they have also given their approval.

The questionnaire should take no longer than fifteen minutes to complete. If you would like a copy of the results, please indicate this on the bottom of the form. If you have any questions, please do not hesitate to contact me at the Department of Health and Physical Education, UM 243-4211. Please be assured that all responses will be held in complete anonymity. Thank you for your time and assistance.

Sincerely,

Sharon J. Johnson
Dear Coach,

During the summer a survey was mailed to you concerning the Missoula Little League Program. In order to have a true picture of coaches' attitudes, it is necessary to process as many completed surveys as possible.

Enclosed, please find a new survey for you to complete. I would be very grateful if you could take a few minutes to answer these questions.

If you have any questions, please do not hesitate to call me at the HPE Office at the University (243-4211). As this information is vital for completion of my masters' degree work, your cooperation is greatly appreciated!

Sincerely,

Sharon J. Johnson