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Are there differences in moral and social character between high school athletes and non-athletes?

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VITA

Robert Eric Haworth was born November 3, 1965, in Marion, Indiana to James and Rebecca Haworth. He received his Bachelor of Arts degree from Greenville College, Greenville, Illinois in 1988. In 1995 he completed his Master of Education degree, and completed an educational administrative internship in 1999 from Indiana University Southeast, New Albany, Indiana.

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Mr. Haworth is a member of the Indiana Association of Public School Superintendents, National Interscholastic Athletic Administrators Association, Indiana Interscholastic Athletic Administrators Association, and the Indiana High School Basketball Coaches Association.

ARE THERE DIFFERENCES IN MORAL AND SOCIAL CHARACTER
BETWEEN HIGH SCHOOL
ATHLETES AND NON-ATHLETES?

A Dissertation
Presented to
The School of Graduate Studies
Department of Educational Leadership,
Administration and Foundations
Indiana State University
Terre Haute, Indiana

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Robert Haworth

May 2004

**School of Graduate Studies
Indiana State University
Terre Haute, Indiana**

CERTIFICATE OF APPROVAL

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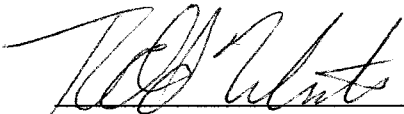
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Between High School Athletes and Non-athletes?

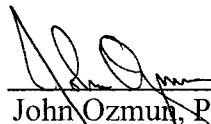
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ABSTRACT

The purpose of this study was to determine if high school team sports athletes, particularly basketball players, support social character over moral character as a result of the way character may be defined and fostered by coaches, parents, society and the media. The research questions guiding this study were as follows: 1. Is there a significant difference in moral character, as measured by the RSBH Value Judgment Inventory, between high school basketball athletes and non-athletes? 2. Is there a significant difference in social character, as measured by RSBH Value Judgment Inventory, between high school basketball athletes and non-athletes? 3. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in moral character between high school male and female athletes? 4. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in social character between male and female athletes? 5. Is there a correlation between moral character scores and social character scores between athletes and non-athletes?

This study examined how high school student athletes and non-athletes from the Patoka Lake Athletic Conference morally and socially reason and make cognitive character decisions regarding sport. The Patoka Lake Athletic Conference (PLAC) consists of seven schools. The conference is comprised of approximately 700 student-athletes. The largest of these seven high schools has an enrollment of 569 pupils and the smallest school has an enrollment of 240. Over 90% of the student populations are Caucasian. These seven high schools are located across five Southern Indiana counties. Of the 336 students selected to participate in the survey, 227 students actually participated.

The RSBH Value-Judgment Inventory was developed in 1998 by Dr. Andrew Rudd to measure moral and social character. This inventory is comprised of two indices; the first index consists of ten sport scenarios that take place outside of competition and concern themselves with social character; the second index is comprised of ten sports' gamesmanship scenarios concerning themselves with moral character.

Statistical data analysis included Independent Measures *t* Tests and Pearson correlation. Using an Independent Measures *t* Tests significant differences were found in moral and social character between athletes and non-athletes and between male athletes and female athletes. It was found that athletes supported the ideas of social character (teamwork, dedication and sacrifice) over moral character (honesty, responsibility and justice). Non-athletes supported moral character over social character. The study also revealed that male athletes supported social character over moral character to a greater extent than their female athlete counterparts. A Pearson correlation revealed a positive correlation between social character index scores and moral character index scores. It is important to note that the greater the scores on the moral index the less likely one supports the ideas of justice and honesty. The greater the scores on the social index the more likely one supports the ideas of teamwork, sacrifice and dedication. Therefore, the relationship is such that if one supports the ideas of social character, they are less likely to also support the ideas of moral character and visa versa.

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Chapter 1

THE PROBLEM

Introduction

Sport may be among the most powerful human expressions in all history to which it relates in all kinds of complicated and not-so-complicated ways. Sport elaborates in its rituals what it means to be human: the play, the risk, the trials, the collective impulse to games, the thrill of physicality, the necessity of strategy, defeat, victory, defeat again, pain, transcendence and, most of all, the certainty that nothing is certain--that everything can change and be changed (Early, 1998). But can sports build character?

According to a 2002 survey conducted by the National Federation of State High School Associations, over 6.5 million high school students participated in interscholastic sports the previous year. For the 13th consecutive year, the number of students participating in high school athletics has increased. In fact, information gathered from the 50 state high school athletic associations and the District of Columbia, indicates that for the fourth straight year a new participation record had been established across the nation (National Federation, 2003).

The purpose of interscholastic sports participation, according to the National Federation, is to develop good citizens through participation. The National Federation,

which is recognized by all 50 states as the governing body for high school athletics, claims that athletics are an extension of a good educational program. They further state that athletic activities provide practical lessons on teamwork, sportsmanship, winning and losing. The National Federation deems that sports, music, speech, drama and debate are co-curricular rather than extracurricular activities and support the academic mission of schools across the nation (National Federation, 2003).

Since their introduction, interscholastic athletic programs have been viewed as instruments to foster character development (Rudd, 2002). Many parents, citizens, coaches, teachers and school administrators would associate the purpose of interscholastic sport with the popular slogan, "Sports build character" (Bamberger & Yaeger, 1997).

Character, however can be difficult to define. Sage (1988) described the term as being "extremely vague" and having "many meanings." Bredemeier and Shields (1995) also described the term as "vague even if modified with the adjective good." Hodge (1989) suggested that character is a term that we think we know how to define, however, we often fail to agree upon the common nuance of the term.

Statement of the Problem

How can sports build character if it cannot be defined? There is an assumption held by many in society that sports play a significant role in the development of character in our society (Rudd, 1998). Beller and Stoll (1995) contend that contrary to building character, organized sport for youth may actually be harmful to moral character development.

Beller and Stoll have conducted several research projects dealing with the influence of sports on moral character. These two researchers have studied thousands of athletes and non-athletes using the Hahm-Beller Values Choice Inventory (HBVCI) (Hahm, 1989; Rudd, 1998, 2002). The HBVCI is an instrument used to measure moral reasoning, and is theoretically based on the belief that sports build moral character. That is, it is believed that sport supports and builds the ideals of “honesty, justice and responsibility” (Rudd, 1998, 2002). For the purpose of this study, moral character is defined as the process of knowing, valuing and living in an honest, responsible and just manner (see Table 1, p.4). Beller and Stoll (1992, 1995) assume that moral reasoning lends itself to moral character. This assumption is borrowed from Lickona (1991), who believed that moral character is comprised of moral knowing, moral valuing and moral behavior.

Beller and Stoll (1992, 1995) suggest that today’s athletic environment does not support the teaching and modeling of moral character. If society and the media are any guide, schools and society have given up on the “hearts and souls” of our young athletes for winning. Society recognizes student-athletes for their successes on the court regardless of their moral character and intellectual development (Taylor, 1999).

Using the HBVCI index, Beller and Stoll (1992, 1995) have found that unlike their non-athletic peers, athletes do not uphold the traits of moral character. They have also concluded that female athletes uphold the traits of moral character more so than their male counterparts, even though that trend is starting to change. These Findings by Beller and Stoll as well as the research conducted by Bredemeier and Shields (1995) would indicate that contrary to what many believe, sport does not build moral character.

There may, however, be other ways to define character. Rudd, a student of Beller and Stoll's, suggests that sports do build character, not the moral character as examined by Stoll and Beller or Shield and Bredemeier but social character (Rudd, 1998). Rudd contends that the attributes of social character include hard work, dedication, loyalty and sacrifice and are social values rather than moral values (Rudd, 1998). For the purpose of this study, social character is defined as the process of conforming or acting for the benefit of the group (See Table 1). Rudd also notes that these are the attributes also identified by the media, coaches, parents and players as important to society. Athletic teams attribute their success to character when they are actually identifying teamwork and sacrificing for the good of the group. Newspaper articles that identify an individual's physical sacrifice as character are not concerned with moral character, but rather social character (Rudd, 1998, 2002).

Table 1.

Moral and Social Character Traits

Moral	Social
Honesty	Teamwork
Responsibility	Dedication
Justice	Sacrifice

Social character is not entwined with what is right or wrong morally. "Moral character if not upheld might be harmful to others" (Rudd, 2002, p.3). Violations of social character may not cause harm to others from a moral standpoint. Rudd (2002) gives an example of two injured athletes; the first is unwilling to play while injured and

the second is willing to play if it will benefit the team. Rudd contends that neither athlete is immoral, however, the second has demonstrated social character by sacrificing his/her body for the good of the team. As of September 11, 2001, and the tragic events surrounding the destruction of the world trade center, one must also understand that without moral character, social character only, is dangerous.

Student-athletes' moral character scores on the HBVCI can improve with the proper educational program (Beller & Stoll, 1992, 1995). According to this researcher an overall goal of education is to develop well-rounded citizens. As long as athletics remain a part of the school setting, every attempt should be made to partner athletics with the educational process. The National Federation contends that, "Athletics contribute to the growth of students in ways that cannot be reproduced anywhere else in a school's curriculum" (National Federation, 2003). Taylor (1999) believes that many student-athletes will find hope and opportunity on the playing court in the skills, goals and ideas instilled by coaches and educators.

Purpose of the Study

The purpose of this study was to determine if high school team sport athletes, particularly basketball players, support social character over moral character as a result of the way character may be defined and fostered by coaches, parents, society and the media.

Research Questions

The research questions guiding this study were as follows:

1. Is there a significant difference in moral character, as measured by the RSBH Value Judgment Inventory, between high school basketball athletes and non-athletes?
2. Is there a significant difference in social character, as measured by RSBH Value Judgment Inventory, between high school basketball athletes and non-athletes?
3. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in moral character between high school male and female athletes?
4. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in social character between male and female athletes?
5. Is there a correlation between moral character scores and social character scores among athletes and non-athletes?

Glossary of Terms

For the purpose of this study, the following terms were defined:

Character was defined as the possession of moral values, social values or both (Rudd, 1998).

High School was defined as a school that encompasses grades 9 through 12.

Moral Character was defined as the process of knowing, valuing and living in an honest, responsible and just manner.

Non-Athletes were defined as any student who had not competed in an Indiana High School Athletic Association event while attending high school but was

academically eligible to do so.

Patoka Lake Athletic Conference (PLAC) is a collection of seven high schools that participate in interscholastic athletics against one another. These conference schools are located in rural Southern Indiana.

RSBH Value Judgement Inventory is a 20-item Likert-type instrument measuring the strength and exclusivity of moral and social character (Rudd, Stoll, & Beller, 1997).

Social Character was defined as the process of conforming or acting for the benefit of the group.

Student-athletes were defined as persons enrolled in high school and have participated in high school interscholastic sports.

Team Sport Athletes were for the purposes of this study defined as high school basketball players.

Assumptions

Assumptions of the study are as follows:

1. Subjects were capable of reading and comprehending the scenarios presented in the RSBH Value Judgment Inventory.
2. Student-athletes portrayed accurate information on all scored data.
3. Varsity basketball athletes reflected the character of interscholastic team sports athletes.
4. The notion that sport builds character was a current and popular belief nationwide among parents, coaches and educators.

5. The notion that sport builds character can be philosophically and empirically examined.

Limitations

As with most research studies, limitations were to be expected. This researcher identified the limitations of this study as follows:

1. The researcher was dependent upon the voluntary cooperation of all the Patoka Lake Conference Schools.
2. Some students may have wished not to participate because of the nature of the inventory.
3. The study described the subjects' current state of moral and social character but did not establish the cause of the subjects' current state of moral and social character.

Delimitations

The delimitations of this study were as follows:

1. The study was conducted in public schools.
2. The study was delimited to a sample of students from schools belonging to the Patoka Lake Athletic Conference.
3. This study was conducted in small rural high schools.

Organization of the Study

Chapter 1 of this study provided an introduction and identification of the problem to be investigated. The literature review of related research is presented in

Chapter 2. Chapter 3 describes the data collection procedure and information about the population sample. Chapter 4 will present the results of the study and Chapter 5 will present a summary of results, conclusion and a discussion of implications with regard to the results.

Chapter 2

REVIEW OF THE RELATED LITERATURE AND RESEARCH

The purpose of this study was to determine if high school team sport athletes, particularly basketball players, support social character over moral character as a result of the way character may be defined and fostered by coaches, parents, society and the media.

The purpose of this chapter will be to examine the following issues as they relate to character development in interscholastic athletic programs:

1. How character is defined.
2. The history of character development through athletics in both Britain and America.
3. What are the current views held by academia regarding sports' ability to build character?
4. The character development gap between male and female athletes.

Defining Moral and Social Character

Coaches, parents and educators for more than a hundred years claimed, "Sports build character" (Bredemeier & Shields, 1995; Kleiber & Roberts, 1981; Rudd, Stoll, &

Beller 1997; Sage, 1988, 1998a,1998b; Stoll & Beller, 1998). Historians, philosophers, sociologists and psychologists have studied this claim and in doing so have struggled to define character.

“The word character is extremely vague: it can actually have many meanings, but when left unspecified there is no way of knowing which one is implied” (Sage, 1988, p. 629-630). When a parent, coach or high school administrator argues the value of high school athletics by stating, “Sports build character,” what definition of character are they referring to? “Character is one of those words that we think we know the meaning of, yet when are asked to define it precisely, we struggle to agree upon the common connotations of the term” (Hodge, 1989 p. 23).

Recent research into the defining of character has found that many individuals appear to define character from a social perspective. The social perspective defines character through such terms as “teamwork, loyalty and self- sacrifice.” This definition of character is thus linked to human relationships (Rudd, 1998).

Kleiber and Roberts (1981) studied sport’s ability to develop social character and found that character can be defined in one of two ways. Character can be associated with either individual or group traits. Kleiber and Roberts claim that character can be linked to certain individual traits such as “courage, motivation, independence and perseverance” and certain group traits such as “cooperation, generosity and fairness.”

O’Hanlon (1980) in an essay concerning citizenship acknowledged the social character aspects associated with sport. O’Hanlon identified interscholastic sports as a method used to teach citizenship during the early 20th century. Principles that are required for a successful capitalistic society could be taught and learned on the fields and courts of

athletic competition.

Several physical educators during the 20th century recognized athletics' ability to produce social qualities such as loyalty, cooperation and self-sacrifice. In fact, Raycroft during a 1917 National Collegiate Athletic Association convention referring to the role of athletics stated "The principal job (of athletics) is to train raw material into efficient men who are alert, resourceful, aggressive, trained in team work and fitted to which they may be called, whether it is a matter of war or the business of life" (O'Hanlon, 1980, p. 97).

Even today, many still associate the word "character" with social values. Sage (1998) contends that many still believe in the social benefits of athletic participation. Stoll and Beller (1998) have found that many still associate character with "courage, perseverance, loyalty, and self-sacrifice."

According to Rudd (1998) the word character is not an unclear term as many might think. Those that define character from a social perspective define a person of character as one that is "courageous, loyal, self-sacrificing, cooperative and persevering" (Rudd, 1998, p. 40). If sport builds character, then an athlete of character might be someone who displays these social qualities. Social character, in this situation, would be consistent with team effort, individual sacrifice and resolve as described by modern media.

Stoll and Beller (1998) contend that while such social traits as loyalty and teamwork are excellent qualities, an individual does not truly possess character without also exhibiting moral traits. While supporters of Nazi Germany or Al'quida have demonstrated social character, they would not be characterized as people of great character (Rudd, 1998).

The word “character” can be defined in terms of social values or can be defined from a moral perspective. While character in sport during the early part of the 20th century may have been an important social function, many educators and scholars today see the necessity for moral character development (Bredemeier & Shields, 1995; Rudd, 2002; Sage, 1988, 1998a, 1998b). This necessity has developed as a result of the numerous accounts of deceit, violence and poor sportsmanship in the news today regarding athletics at all levels (Arnold, 1994; Beller & Stoll, 1992, 1995; Bredemeier & Shields, 1995; Rudd, 1998, 2002; Rudd, Stoll & Beller, 1998).

Two major schools of thought have developed in defining moral character in the context of athletic participation. One group of researchers at the Center for Ethical Theory and Honor in Competitive Sports at the University of Idaho bases their definition on the reasoning process. This approach is grounded on a type of philosophical ethics known as deontic ethics (Ashmore, 1987; Frankena, 1973). A key point to this type of ethics is that the morality of an act is not judged by its consequences but by inherent principles held to be universal in application (Priest, Krause & Beach 1997). These theorists propose that honesty, responsibility and justice provide clear guidelines for moral development. This school of thought focuses on how athletes perceive sports in terms of moral knowing, moral valuing and moral doing. In other words, a person who processes moral character knows what is right, values what is right and is able to act on what he/she knows and values (Lickona 1991; Priest, Krause & Beach 1997; Rudd 2002). Moral knowing involves understanding and perspective. It is the cognitive phase of the reasoning process. Moral valuing involves empathy and humility and is the basis of one’s philosophy in regard to society and ourselves. Moral doing involves determination and

action. It is the actual behavior when one is faced with moral decisions (Linkona, 1991; Beller & Stoll, 1992, 1995).

Beller and Stoll have tested over 60,000 individuals with the Hahm-Beller Values Choice inventory (HBVCI). The HBVCI is theoretically based on the belief that sport builds moral character. A major premise of the instrument is that sport supports and builds the premise of honesty, justice and responsibility. This instrument has been cited in over 100 scholarly presentations and research journals. The HBVCI questions how subjects reason in the context of sport concerning honesty, responsibility and justice and assumes that these values are followed in word and deed (Stoll & Beller, 2003).

A second group based at the Mendelton Center for Sports, Character and Community at Notre Dame University, defines character from a moral perspective. Bredemeier and Shields (1995) contend that moral character consists of compassion, fairness, sportsmanship and integrity while being grounded in Lickona's moral knowing, valuing and doing (Bredemeier & Shields, 1995; Rudd, 2002). Shields and Bredemeier have approached the topic of character development in the context of sport using a blend of Kohlbergian and Haanian theories of moral development (Jones & McNamee 2000).

Kohlberg's (1981) theories of moral development are based on three important assumptions:

1. Moral judgments emanate from a cognitive framework that reveals a person's moral maturity.
2. Moral character is the ability to distinguish moral rules and principles and select the proper course of action.

3. Examinations of a person's moral decisions provide access to a person's moral character.

Kohlberg (1964) assigned levels and stages to moral maturity. (See Table 2). Kohlberg believed he could identify an individual's stage of moral maturity by a person's response to a hypothetical dilemma (Jones & McNamee 2000).

Table 2.

Kohlberg's Stages of Moral Development

Stage	Issue of Moral Concern
Preconventional Level	The individual follows rules to avoid punishment and demonstrates a concern for reward, equal sharing and benefit to self.
Conventional Level	The individual prizes social approval, group authority, and law. The individual also has a concern for maintaining social order for its own sake.
Postconventional Level	The individual emphasizes fair procedures for reaching a consensus and for evaluating principles and rules. The individual demonstrates a concern for universal ethical principles regardless of conventional views.

The Haanian approach to identifying moral character is based upon people's moral interaction with each other (Jones & McNamee, 2000). Like Kohlberg's theory on moral development, Haan uses phases to identify levels of moral maturity (see Table 3, p.17). Haan (1991) however, contrasts Kohlberg's theory of moral reasoning with her

theory of moral interaction with the belief that interaction is the unique facet of everyday moral awareness. From her perspective, morality is a social, emotional dialectic process as well as a cognitive process. Haan does not use moral dilemmas; rather she assessed individuals while they were engaged in role-playing games. Haan's model of moral development reflects a structuralism rather than a cognitivist view of moral reasoning. It rejects the idea of universal moral principles and supports the idea that morality is a mutual agreement among individuals. As a result of morality being based on mutual agreement, Haan's theory focuses on social rather than cognitive disequilibrium for the basis of moral maturity (Haan, 1978, 1991). Bredemeier and Shields (1986) combined these approaches to assess players immediately after a contest. Scores were assigned to subjects based on their reasoning about their performance.

According to Kohlberg, the principles of moral reasoning remain in effect regardless of the moral situation. With regard to this, the work of Bredemeier and Shields (1995) suggests that athletes may have different definitions of justice, honesty and responsibility depending on the situation. According to Bredemeier and Shields (1995, p.120) athletes engage in "bracketed morality" or what they label as "game reasoning." Bredemeier and Shields suggest that:

We use the term bracketed morality to connote two points. First, the moral exchange that occurs in sport is different from that of daily life, where mature moral action is marked by attention to relational equalization in terms of obligations and benefits. Sport, however, is characterized by a greater degree of personal freedom and a lessening of relational responsibility. Focus on self-interest is not only allowed in sport, it is presupposed. But not all action supportive of self-interest is morally appropriate, even in sport: that is the second point. Bracketed morality connotes a form of moral action that is nested within a broader, more encompassing morality – the morality of everyday life (Shields & Bredemeier 1995, pp 120-121).

Table 3.

Haan's Model of Moral Development

Phase	Balance of Power
Assimilation	The individual is unable to sustain a view of other's interest apart from self-interest.
Accommodation	The individual differentiates other's interest from self-interest. The individual demonstrates a concern for compromise for the sake of maintaining order.
Equilibration	This individual coordinates all parties' self-interests and the common interest of the group in search for a situationally specific moral balance that will optimize everyone's interest.

Jones and McNamee (2000, p.136), however, argue that to “view sport as separate or different in this way may be problematic in light of the important part sport plays in our society.” Bredemeier (2003) stated that character is formed in response to two fundamental sources of influence; the first is the “responsive dimension of character,” which states that character is developed in the context of ideals to which a person is committed and is sustained through tests and temptations. The second is the “constructive dimension,” which states that character is in constant flux and is not a fixed standard. Freedom, for example, means something different at age six than it does at age fifty-six.

The definition of character can also depend upon the discipline that it is being used in. Sage, a retired professor of kinesiology and sociology at the University of Northern Colorado and a well-published author in the field of character development and sports participation, defined character as citizens who are loyal, unselfish and brave (Rudd, 1998; Sage, 1998a, 1998b). Beller and Stoll's definition arises from the study of ethics and philosophy (Rudd, 1998). Rudd suggests that sociologists prefer a definition of character that denotes social values while ethicists and psychologists prefer a moral definition of character.

Despite the difficulty in defining character, Rudd (1998) combined the moral and social definitions of character to develop a list of qualities that have been historically linked to the word character. According to Rudd, a person of character is one who is "loyal, cooperative, persevering, self-sacrificing, courageous, honest, responsible, fair, and respectful" (Rudd, 1998, p. 38). Thus a definition of character might as Gough (1997) suggested, include both the social and moral perspective. Gough (1997) suggested that an individual of character possesses both social and moral character. This study will use a methodology developed to determine if athletes possess the qualities of social character, moral character or both.

History of Character and Athletics

Plato, the ancient Greek philosopher, held that there was a relationship between character and physical fitness (Bredemeier & Shields, 1995). Even though character and sport participation can be examined at such an early date in western civilization, for the purpose of this study only the histories of the British and American public schools and their attempts at forming character through sport will be examined.

The 19th century British public schools were the first in recent times to use sport as a vehicle to teach character (Mangan, 1981). The Royal Commission on public schools stated in 1864 that the purpose of sport was to "...help form some of the most valuable social qualities and manly virtues..." and that the football fields "... hold like the classroom and the boarding house, a distinct and important place in Public School education" (McIntosh, 1957, p. 178). Mangan (1981) stated that the aim of sports programs in the British school system was to develop an athletic Christian gentleman.

The type of character taught through athletic participation developed those qualities that would help expand the British Empire (Bredemeier & Shields 1995). Bredemeier and Shields also suggest that the athletic Christian gentleman was to develop "self-confidence, determination, physical and psychological strength and bravery to empower him as a soldier, administrator, or missionary in the colonies"(p. 176).

The 19th century British school system held that amateurism and self-governance were two key components in the building of character through team sports (Rudd,1998). The ideals behind amateurism, it was believed, promoted character development. While professional sports and the profit motive undermined the potential for sport to build character (Bredemeier & Shields 1995). Bredemeier and Shields also contended that if monetary payment could be gained from sports, then moral gains could not. Rudd (1998) maintained that not only was there a need for amateurism for character to be taught but also the athletes themselves must govern the activity on the field of athletic competition.

In the British school system, participants in athletics also served as the officials and rule makers (Bredemeier & Shields, 1995). It was believed that by having the student-athletes make and enforce their own rules, leadership qualities needed for success

in business, government and the military would be learned. These lessons learned on the playing field would then convert into skills useful in leadership (Bredemeier & Shields, 1995).

Team sports were also used to develop good soldiers for the British Empire. Travers (1979) stated that the way to build a superior soldier was through team sports. Sage (1988) found that the British believed that the battle of Waterloo was actual won on the soccer fields of British Empire. This notion implies that the victorious British General Arthur Wellington acquired his leadership skills needed to defeat Napoleon while playing soccer at Eton, a British boarding school.

Like many ideas and practices of the British, the idea that character can be developed through sports participation was imported to America during the early 20th century. American educators claimed, as did the British, that sport builds character without considering the cultural differences between the two countries (Sage 1988). The British model was aimed at developing the leadership qualities needed by the social elite to run the British Empire while the American model was concerned about building better citizens for an industrial society (Bredemeier & Shields, 1995; Sage, 1988). Citizenship required a sense of cooperation, loyalty and a “willingness to subordinate personal interests to those of the group” (Sage, 1988, p. 4).

American Character and Athletics

By the mid –20th century the “sports build character” slogan was well established in America. The types of character taught by American interscholastic competition were the qualities of cooperation, social unity, and any other quality needed to promote capitalism. (Bredemeier & Shields, 1995; Rudd, 1998; Sage, 1988). The American

model, unlike the British self-governance model, wanted a hierarchy of administration to mirror the chain of command of corporate America (Rudd, 1998; Sage, 1988).

Athletics and Character Today

Children today are bombarded with a variety of messages regarding athletics. Sports and athletes are the subject of much discussion in magazines and newspaper articles, and on television and radio shows. Eitzen (1999, p.3) reports that, “over one-tenth of the *World Almanac* is devoted annually to sport.” *USA Today*, the most widely read newspaper in the United States, devotes one-fourth of its space to sport. Even the *Wall Street Journal* has a weekly sports page. Approximately forty years ago, researchers began to investigate whether the age old saying, “sports build character” was correct (Beller & Stoll, 1995). Those researchers found no evidence to support the tradition that sports build character. In fact, evidence supported the idea that athletics negatively affected character (Olgilvie & Tutko, 1971; Rudd, 2002; Sage, 1998a, 1998b).

Today, there is a nationwide call for schools to develop and implement character development curricula (Stoll & Beller, 1998). As the result of drug and violence in schools, broad based support for character development is emerging from the state and federal levels. Pointing to the need for schools to implement character development curricula, Lickona (1991, p. 21) states that “... millions of children get little moral teaching from their parents and where value-centered influences such as the church or temple are absent from their lives,” and “... democracies have a special need for moral education because democracy is government by the people themselves.”

Today, competitive athletics as it is practiced does not appear to cognitively develop morality in interscholastic athletes (Beller & Stoll, 1995). Success in sports usually requires a high level of commitment. According to Brewer (1993), athletes are so involved in sport that they neglect other important areas of their life. Erikson (1959) believed that a balance in one's identity was essential for adolescent development. Research has demonstrated that individuals activate those dimensions of their identity that they have the greatest confidence in when processing self-referent information. The prevailing view of identity is that it is a multidimensional structure that includes many dimensions of self within various aspects of life (Carver, 1994; Showers, 1992). The multidimensional structure allows individuals to activate different dimensions of their identity. Moreover, how individuals process information may vary depending upon the dimension of one's identity in which they are operating. Given that people can move among different dimensions of their identity, researchers have become interested in the most significant common dimensions of identity (Markus, 1977).

Stryker (1978) proposed that greater identification with a particular dimension of one's identity increases the tendency of one to use that dimension to respond to other aspects of a person's character. In like manner, Harter (1990) contended that the greater the identification with a particular dimension the greater the impact it would have on one's behavior and thus one's character.

Research has confirmed the importance of athletic identity in how people define themselves, and it has shown its impact on an individual's cognitive structure and social role (Brewer, Van Raalte, & Linder, 1993). Athletic identity may have an impact on the

cognitive processes of an individual. It provides a dimension of moral knowing, moral valuing and moral doing (Brewer, Van Raalte, & Linder, 1993). A person's character varies depending upon past and present experiences and has an impact on the self-concept of both athletes and non-athletes.

Athletic identity has been positively linked to personality development, self-esteem, athletic performance, health and social relationships (Brewer, Van Raalte, & Linder, 1993; Marsh, Perry, Horsely, & Roche, 1995). While there are positive aspects to a strong athletic identity, negative effects have also been demonstrated. The negative effects associated with athletic identity are developed when a balance between multi-dimensions is not met (Brewer, Van Raalte, & Linder, 1993; Erikson 1959). Research suggests that a strong athletic identity at the expense of other dimensions of the self-concept may result in poor health, depression, social isolation and career immaturity (Brewer, Van Raalte, & Linder, 1993; Hughes & Coakley, 1991; Murphy, Petitpas, & Brewer, 1996). Bredemeier and Shields (1986) suggest that those engaged in a sport at a high level fail to separate sport from real life.

A study conducted by Beller and Stoll (1995) refutes the earlier findings of Bredemeier and Shields (1986) that there is no difference in the moral reasoning of interscholastic athletes and non-athletes. Bredemeier and Shields interviewed 20 non-athletes and 30 high school basketball players. Males and females were equally distributed in each subgroup. Each subject participated in a 60 minute, Haanian interview. The interview consisted of two Haanian stories and two sport context stories. Research assistants assigned life scores representing moral reasoning on the Haanian stories and sport scores representing moral reasoning on the sport contest stories. It was

found that neither the athletic status nor sex was significant, indicating no relationship between sport experience and growth. A significant sex main effect was found. This result reflected that females' reasoning was more mature than males in both life and sport. Beller and Stoll's findings in a 1995 study of 1,330 high students contradicted the results of Bredemeier and Shields. This study, using the Hahm-Beller Values Choice Inventory supported the findings of Hahm (1989), Penny & Priest (1990) and Beller (1990) that interscholastic athletes' moral reasoning skills are less mature than their non-athletic peers.

Both Shields and Bredemeier of the Mendelson Center for Sports, Character and Community at the University of Notre Dame, and Stoll and Beller of the Center for Ethical Theory and Honor in Competitive Sports at the University of Idaho recognize the power of sports and its untapped potential to influence moral character. This researcher supports the position that underlying universal moral principles exist and further supports a sports curriculum taught on the court and in the classroom that builds and develops both moral and social character. To aid in that research, the purpose of this study is to determine if high school team sport athletes support social character over moral character as a result of the way character may be defined and fostered by coaches, parents, society and the media.

Male and Female Differences

There is little research to explain the differences in moral development between males and females. Gilligan (1997) suggested that women reason from a nurturing perspective and that moral decisions would be made regarding the safety and care of those involved. Kohlberg (1984) believed that men reason from a fairness perspective and that moral decisions would be made in regard to justice.

Studies conducted by Stoll and Beller have found that female team sports athletes score higher on the Hahm-Beller Values Choice Inventory (HBVCI) than male team sports athletes (Stoll & Beller, 2003). A higher score on this inventory is evidence of greater moral maturity. According to Kretchmar (1994), the longer male athletes participate in athletics, the more “morally calloused they become.” However, Beller and Stoll (1995) and Rudd (1998, 2002) conclude that the same thing seems to be happening to female team sport athletes. Research indicates that moral character scores for female athletes using the HBVCI have been dropping steadily since the inventory was first administered in 1987 (Stoll & Beller, 2003). Research conducted by Bredemeier and Shields (1995) also attest to the differences between male and female athletes with regard to moral development and the closing of that gap. In regards to social character, evidence suggests that female team sport athletes possess greater amounts of social character than their non-athletic peers (Rudd, 1998, 2002). Of concern to Stoll and Beller (2003) is not women’s participation in sport but the model of competition in which they are participating. Stoll and Beller (p.3) suggest that; “In our zeal to be equal and our desire to have girls and women enjoy the same sport opportunities as men, quite possibly we

have not adequately examined the entire picture of the current competitive model and suffer a blindness to the hard, real facts.”

Chapter 3

METHODS AND PROCEDURES

The purpose of this chapter is to present the methods and procedures which have been used to obtain and analyze the data for this study. The purpose of this study was to determine if high school team sport athletes, particularly basketball players, support social character over moral character as a result of the way character may be defined and fostered by coaches, parents, society and the media.

This chapter will discuss the RSBH Value Judgment Inventory (See Appendix A, p. 77), which will be used to collect the data for this research. It will also discuss the various modifications that have been made to this inventory beginning with the Hahm-Beller Values Choice Inventory. This chapter will present the source and collection of data, the population process, and the statistical treatment of the data.

“Sports build character!” School and community leaders, parents, coaches, average citizens and even students often make this statement when a dialogue turns to the purpose of organized sports’ programs in schools. These very different groups argue collectively that athletics provide an environment that promotes the learning of personal and social characteristics, values and behaviors that are deemed important by society.

Furthermore, these groups believe the lessons learned in the sports' setting will foster positive moral character in everyday settings and carry over into adult life (Sage, 1988).

As a result of the trust displayed in the taken-for-granted slogan about sport building character many researchers have set out to test that hypothesis. Their findings have suggested that sport does not build character (Beller & Stoll, 1992, 1995; Hodge, 1989; Rudd, Stoll & Beller, 1997; Bredemeier & Shields, 1995). An instrument called the Hahm-Beller Values Choice Inventory has been used to create a significant database regarding character development.

Hahm-Beller Values Choice Inventory

The HBVCI was developed by Hahm, Beller and Stoll and is based in ethical theory that sports build moral character (Hahm, 1989). By using a variety of athletic scenarios, this instrument uses a Likert Scale to determine if athletes support moral ideas in competition. Having tested over 60,000 athletes and non-athletes the HBVCI has found that athletes do not support the moral ideal while competing in athletics (Rudd, 2002).

Rudd (2002) has examined another way to consider character. He suggests that public perception of character reflects a social not a moral element. Rather than moral characteristics of fairness, honesty or responsibility, a coach or a parent might be referring to social characteristics such as teamwork, loyalty and self-sacrifice. In response to social character, Rudd along with Stoll, Beller and Hahm developed the RSBH Value Judgment Inventory. (See Appendix A, p.77)

RSBH Value Judgment Inventory

The RSBH Value Judgment Inventory measures two types of character--moral and social. This inventory is not designed to assess individual reasoning to project moral or social actions. Rather, it gives a description about how different groups morally and socially reason and make cognitive character decisions regarding sport (Rudd, 1998). The RSBH Value-Judgment Inventory was developed in 1998 to measure moral and social character. This inventory is comprised of two indices; the first index consists of ten sport scenarios that take place outside of competition and concern themselves with social character; the second index is comprised of ten sports' gamesmanship scenarios concerning themselves with moral character. The ten moral sports' scenarios were selected from the Hahm-Beller & Stoll Values Choice Inventory and chosen because of their high internal reliability (Rudd, 2002). The subjects will receive two scores--a social index score and a moral index score. The more one agrees with the social character scenarios, the more it is believed they support social reasoning in the context of sport. Conversely, the more one disagrees with gamesmanship practices of the moral index, the more it is believed they support moral reasoning in the context of sport. To date more than 5,000 student-athletes have been studied using the RSBH Value-Judgment Inventory.

In Rudd's unpublished dissertation, "Sport's Perceived Ability To Build Character," Rudd established the reliability and validity of this instrument in four pilot studies. The first three pilot tests established the social aspects of the RSHB Value Judgment Inventory. The fourth pilot combined the social and moral scenarios. An internal reliability analysis indicated a Cronbach alpha level of .72 for the social index

and a Cronbach alpha level of .87 for the moral index (Rudd, 1998). The validity of the social character index was established through the “known-group difference method” (Thomas & Nelson, 1990). The “known-group difference method” measures scores from groups that are expected to score differently. The construct validity of the moral character index did not need to be established. Those questions were derived from the HBVCI, which has an established construct validity (Hahm, 1989). The pilot test used three convenient groups--college athletes, non-college athletes and college military cadets.

Source of Data

For the purposes of this study, student-athletes were defined as persons enrolled for study and participation in high school interscholastic sports. In 2002, there were over 6.7 million in the 50 states and the District of Columbia (National Federation, 2003). In the state of Indiana, there are approximately 137,000 student-athletes (National Federation, 2003). Student-athletes and non-athletes being measured in this research project were students in Patoka Lake Athletic Conference High Schools. The Patoka Lake Athletic Conference (PLAC) consists of seven schools. The conference is comprised of approximately 700 student-athletes. The largest of these seven high schools has an enrollment of 569 pupils and the smallest school has an enrollment of 240. Over 90% of the student populations are Caucasian. These seven high schools are located across five Southern Indiana counties. A sample of $n = 84$ varsity boys basketball players and $n = 84$ varsity girls basketball players from the PLAC were asked to participate in the study. This sample represents the 12 varsity boys and 12 varsity girls that comprise each school's official team multiplied by the number of schools in the conference. An official

team is recognized as the 12 players that can be on the bench for an Indiana High School Athletic Association state tournament contest.

In addition $n = 84$ non-athlete boys and $n = 84$ non-athlete girls were also asked to participate in the study. Non-athletes were defined as any student who has not competed in an IHSAA sponsored event but is academically eligible to do so. This sample represented a stratified matched sample randomly chosen by the high school principals in each school. Principals randomly matched athletes to non-athletes by examining grade, age, grade point average and discipline record. The purpose of matching athletes to non-athletes by these categorizes was to reduce the effects of outside variables.

Collection of Data

After permission was granted from the Institutional Review Board, this researcher conducted an on campus survey at all PLAC schools. Permission to conduct the research was granted at the Fall 2003 PLAC organizational meeting. The data were collected during the 2003-2004 Indiana High School Athletic Association basketball season. The inventory was administered in a high school classroom and took no longer than 20 minutes to administer. The data collected included the results of the RSBH Value Judgment Inventory along with other demographic information. The demographic information consisted of items pertaining to gender, parent's high school sports participation and other outside interests. Athletes and non-athletes were measured on the same day but at different times. The sampling occurred in the same classroom. Athletes and non-athletes were told that their responses, which were kept anonymous, ranged from strongly agree to strongly disagree. Student responses were reported as group

results only. To preserve anonymity, no names were used. Consent was not only sought at the PLAC organizational meeting but with each participating school. Additionally, parents or guardians of those students participating were asked to sign permission forms. Students were asked to give their assent. High school principals, parents and students were informed that although there was no direct benefit to the participants, the possible benefit of student participation was an increase in knowledge concerning the impact of interscholastic sport on character development. High school principals, parents and students were informed that the probability of any harm or discomfort to the participants while participating in this survey was not any greater than participating in class or daily life. Data was collected at all seven PLAC schools.

Statistical Treatment of Data

The inventories were tabulated for analysis by this researcher. The research was directed toward the following questions:

1. Is there a significant difference in moral character, as measured by the RSBH Value Judgment Inventory, between high school basketball athletes and non-athletes?

To answer question number one, "Is there a significant difference in moral character between high school basketball athletes and non-athletes," an Independent-Measures *t* test was used to compare differences between high school team sport athletes and high school non-athletes. This researcher used data collected from the RSBH Value Judgment Inventory to answer this question.

The second research question was as follows:

2. Is there a significant difference in social character, as measured by RSBH

Value Judgment Inventory, between high school basketball athletes and non-athletes?

To answer question number two, “Is there a significant difference in social character between high school basketball athletes and non-athletes,” an Independent-Measures t test was used to compare differences between high school team sport athletes and high school non-athletes. This researcher used data collected from the RSBH Value Judgment Inventory to answer this question.

The third research question was as follows:

3. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in moral character between high school male and female athletes?

To answer question number three, “Is there a significant difference in moral character between male and female athletes,” an Independent-Measures t test was used to compare differences between high school team sport athletes and high school non-athletes. This researcher used data collected from the RSBH Value Judgment Inventory to answer this question.

The fourth research question was as follows:

4. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in social character between male and female athletes?

To answer question number four “Is there a significant difference in moral character between male and female athletes,” an Independent-Measures t test was used to compare differences between high school team sport athletes and high school non-athletes. This researcher used data collected from the RSBH Value Judgment Inventory to answer this question.

The t test explores a comparison of two means. In selecting the Independent-Measures t test as a means of analysis the magnitude of the difference in the mean and the magnitude of its confidence limits were considered. Another issue of concern in selecting the proper analysis was the total number of the nominal variables and the lack of concern in the combinations of means.

A Pearson correlation was used to answer the fifth research question:

5. Is there a correlation between moral character scores and social character scores between athletes and non-athletes?

Summary

This chapter presented the methods and procedures that were utilized to conduct the study investigating moral and social character in male and female team sport athletes and non-athletes. Chapter 4 will present the findings of the study. Chapter 5 will include the summary of those findings as well as recommendations and conclusions drawn from the data.

Chapter 4

DATA ANALYSIS AND FINDINGS

The focus of this study was to investigate if high team sport athletes, particularly basketball players, support social character over moral character as a result of the way character may be defined by coaches, parents, society and the media. The purpose of this chapter is to report the results of statistical analysis conducted on the five research questions found in chapter 1. Those research questions were as follows:

1. Is there a significant difference in moral character, as measured by the RSBH Value Judgment Inventory, between high school basketball athletes and non-athletes?
2. Is there a significant difference in social character, as measured by RSBH Value Judgment Inventory, between high school basketball athletes and non-athletes?
3. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in moral character between high school male and female athletes?
4. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in social character between male and female athletes?
5. Is there a correlation between moral character scores and social character scores between athletes and non-athletes?

After identifying the Patoka Lake Athletic Conference as the source for subjects to survey, the researcher sought written permission to conduct the inventory from the high school principals in each of the conference schools. After permission was granted from each of the schools, arrangements were made as to how, when and where the survey would be administered. Parent consent forms were distributed and collected by the high school principals for each student that participated in the inventory. 227 students out of out of a possible 336 athletes and non-athletes from the Patoka Lake Athletic Conference completed the RSBH Value Judgment Inventory. A demographic description of those that participated can be found in Table 4. (p. 37)

Inventory items were measured on a likert-type scale. Responses to the survey ranged from strongly disagree to strongly agree (See Table 5, p. 37). This inventory gives a description about how different groups morally and socially reason and make cognitive character decisions regarding sport (Rudd, 1998). The RSBH Value-Judgment Inventory is comprised of two indices; the first index consists of ten sport scenarios that take place outside of competition and concern themselves with social character; the second index is comprised of ten sports' gamesmanship scenarios concerning themselves with moral character. The subjects received two scores--a social index score and a moral index score. The more one agrees with the social character scenarios, the more it is believed that one will support social reasoning in the context of sport. Conversely, the more one disagrees with gamesmanship practices of the moral index, the more it is believed that

Table 4.

Athletes, Non-athletes, Gender

Variable	Number	Percentage
Athletic Status:		
Athlete	125	55%
Non-athlete	102	45%
Gender:		
Male	109	48%
Female	118	52%
Athlete/Gender:		
Male	62	49.6%
Female	63	50.4%

one supports moral reasoning in the context of sport. The inventories were tabulated for analysis by this researcher. Appendix C (p. 83) reflects means, number of respondents and standard deviations for athletes and non-athletes on each individual question of the RSBH Value-Judgment Inventory.

Table 5.

Likert Scale Point Values

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Research Question Number One

To answer research question number one, “Is there a significant difference in moral character between high school basketball athletes and non-athletes,” an Independent-Measures t test was used to compare differences between high school team sport athletes and high school non-athletes. The researcher used data collected from the RSBH Value Judgment Inventory to do this. It was found that athletes scored higher on the moral reasoning index ($M = 3.494$, $SD = .6109$) than non-athletes ($M = 2.831$, $SD = .6879$). This difference was significant, $t(225) = 7.675$, $p < .05$, two-tailed. It is important to note that the higher one scores on the moral index, the more it is believed that one does not support moral reasoning in the context of sport. For example, when a student has a moral index score of 4 out of a possible 5, on the RSBH Inventory, it is less likely that the student will support the ideas of honesty, justice and responsibility in the context of sport when compared to the student who scores a 3. The findings from this research question indicate that student-athletes are less likely to support the ideas of honesty, justice and responsibility than their non-athletic counterparts in the context of sport (See Figure 1, p 39).

Research Question Number Two

To answer research question number two, “Is there a significant difference in social character between high school basketball athletes and non-athletes,” an Independent-Measures t test was used to compare differences between high school team sport athletes and high school non-athletes. The researcher used data collected from the RSBH Value Judgment Inventory to do this. It was found that the athletes scored higher on the social

reasoning index ($M = 2.638$, $SD = .519$) than the non-athletes ($M = 2.089$, $SD = .4739$). This difference was significant, $t(225) = 8.236$, $p < .05$, two-tailed. It is important to note that the higher one scores on the social index, the more it is believed that one will support social reasoning in the context of sport. For example, when a student has a social index score of 4 out of a possible 5, on the RSBH Inventory, it is more likely that the student will support the ideas of teamwork, dedication and sacrifice in the context of sport when

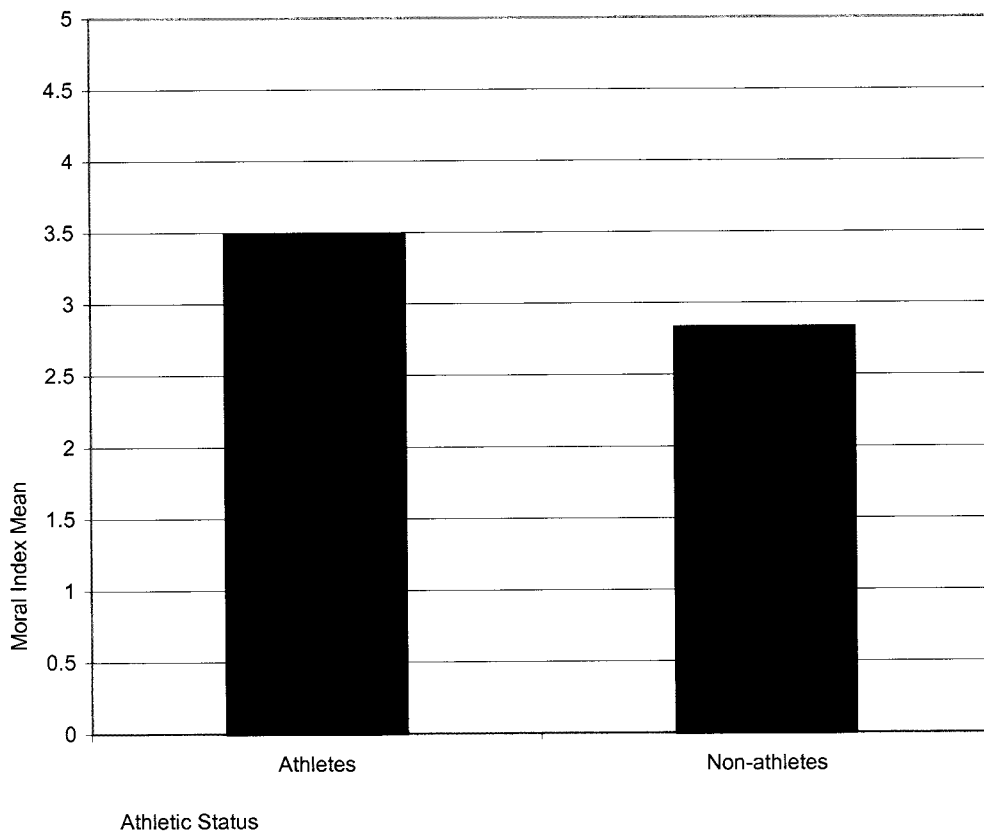


Figure 1. Moral character index means for athletes and non-athletes.

compared to the student who scores a 3. The findings from this research question indicate that student-athletes are more likely to support the ideas of teamwork, dedication and sacrifice than their non-athletic peers in the context of sport (See Figure 2, p. 41).

Research Question Number Three

To answer research question number three, “Is there a significant difference in moral character between high school team sport male and female athletes,” an Independent-Measures t test was used to compare differences between high school team sport male and female athletes. The researcher used data collected from the RSBH Value Judgment Inventory to do this. It was found that the male athletes scored higher on the moral reasoning index ($M = 3.766$, $SD = .5495$) than the female athletes ($M = 3.225$, $SD = .5495$). This difference was significant, $t(123) = 5.501$, $p < .05$, two-tailed. Again, it should be noted that the higher one scores on the moral index, the more it is believed that one does not support moral reasoning in the context of sport. For example, when a male athlete has a moral index score of 4 out of a possible 5, on the RSBH Inventory, it is less likely that he will support the ideas of honesty, justice and responsibility in the context of sport when compared to the female athlete who scores a 3. The findings from this research question indicate that male-athletes are less likely to support the ideas of honesty, justice and responsibility than female athletes in the context of sport (See Figure 3). Although it was not a focal point of this research, significant differences were also found between the moral index scores of non-athlete males and females. Non-athletic males scored significantly higher than non-athletic females.

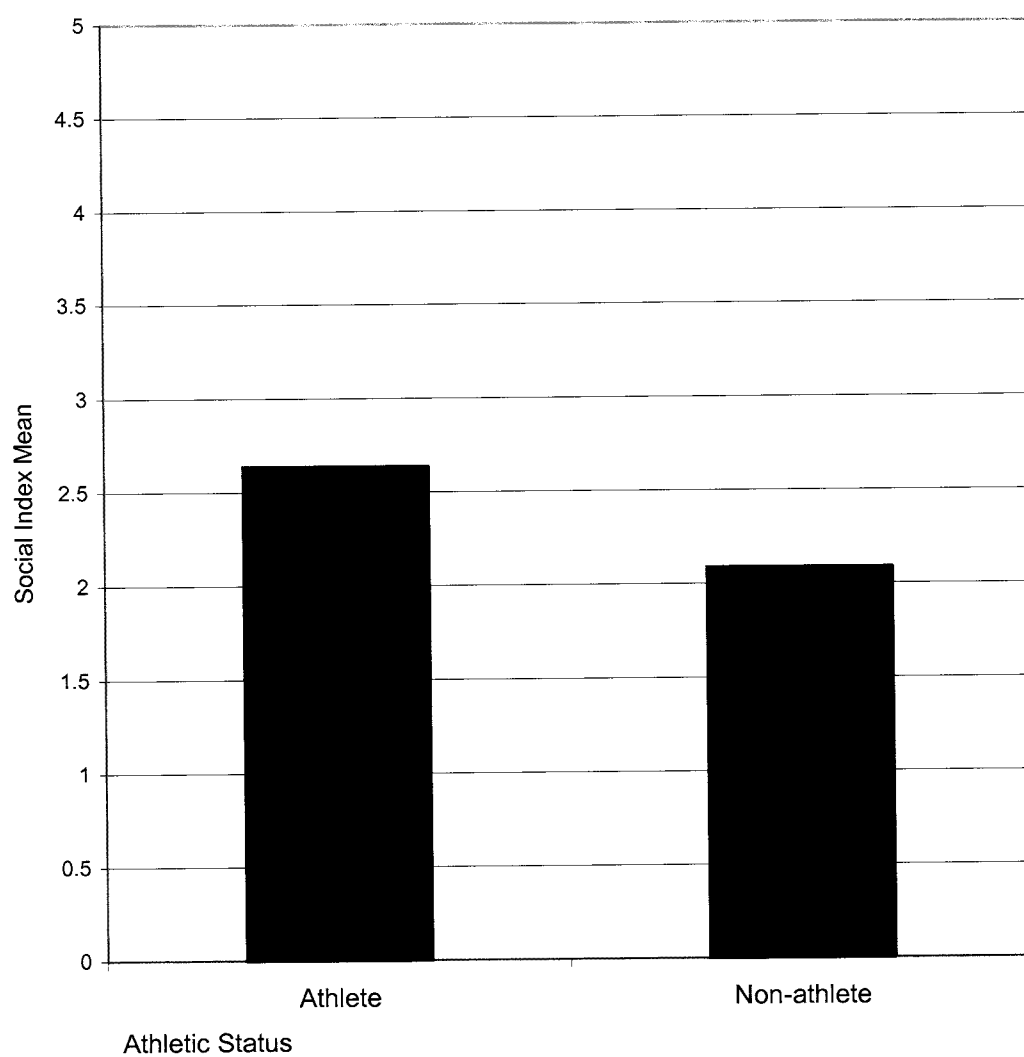


Figure 2. Social character index means for athletes and non-athletes.

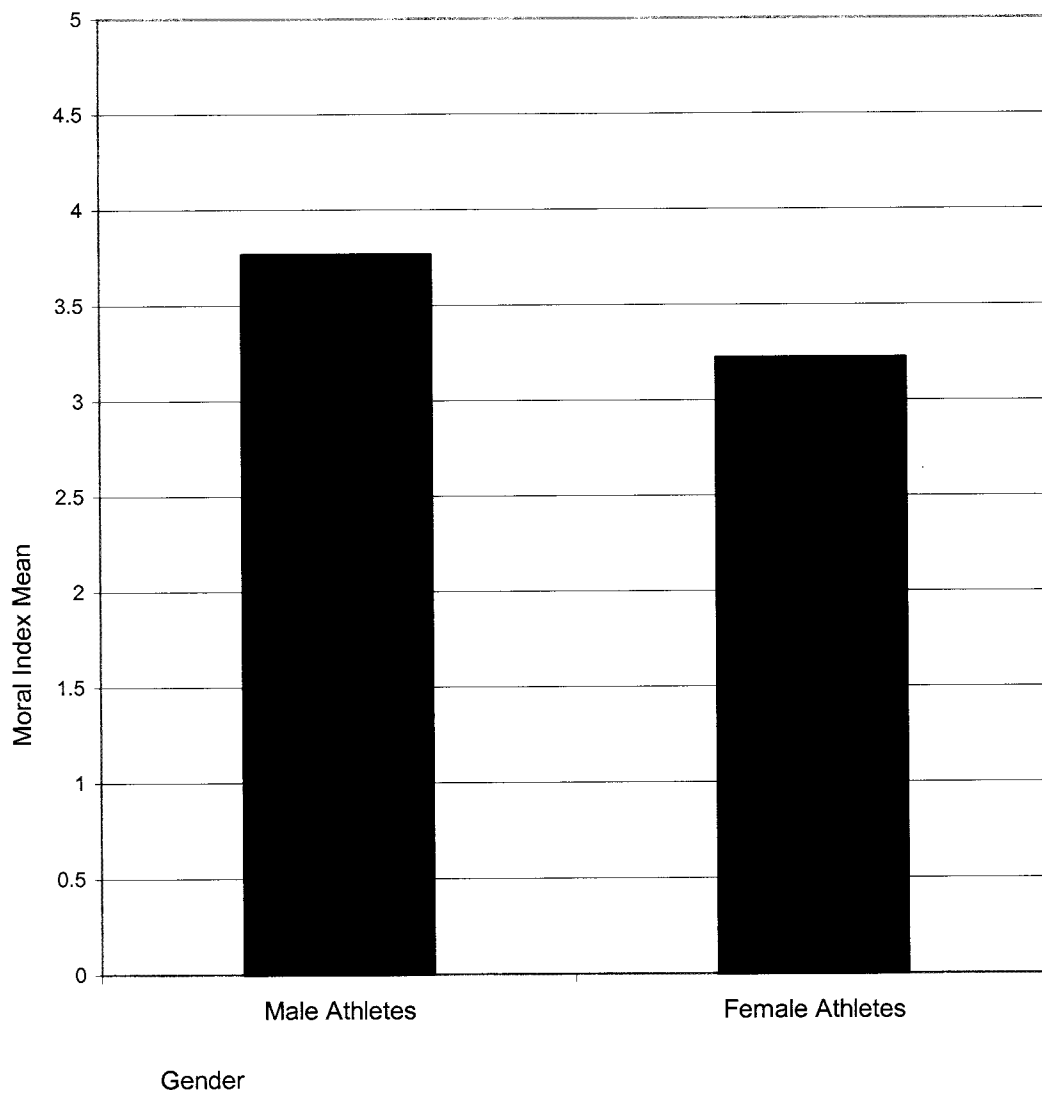


Figure 3. Moral character index means for male and female athletes.

Research Question Number Four

To answer research question number four, “Is there a significant difference in social character between high school male and female athletes,” an Independent-Measures t test was used to compare differences between high school team sport male and female athletes. The researcher used data collected from the RSBH Value Judgment Inventory to do this. It was found that the male athletes scored higher on the social reasoning index ($M = 2.892$, $SD = .5106$) than the female athletes ($M = 2.389$, $SD = .3956$). This difference was significant, $t(123) = 6.163$, $p < .05$, two-tailed. Again, it is important to note that the higher one scores on the social index, the more it is believed that one supports social reasoning in the context of sport. For example, when a male athlete has a social index score of 4 out of a possible 5, on the RSBH Inventory, it is more likely that the student will support the ideas of teamwork, dedication and sacrifice in the context of sport when compared to the female athlete who scores a 3. The findings from this research question indicate that male athletes are more likely to support the ideas of teamwork, dedication and sacrifice than female athletes in the context of sport (See Figure 4, p. 44).

Research Question Number Five

To answer research question number five, “Is there a correlation between moral character scores and social character scores between athletes and non-athletes,” a Pearson correlation was used to examine the relationship between scores on the moral character index and social character index. Taken as a whole (athletes and non athletes combined) there was a significant positive correlation ($r = .643$, $n = 227$, $p < .01$) between scores on the moral character index and the social character index, suggesting that as an athlete or

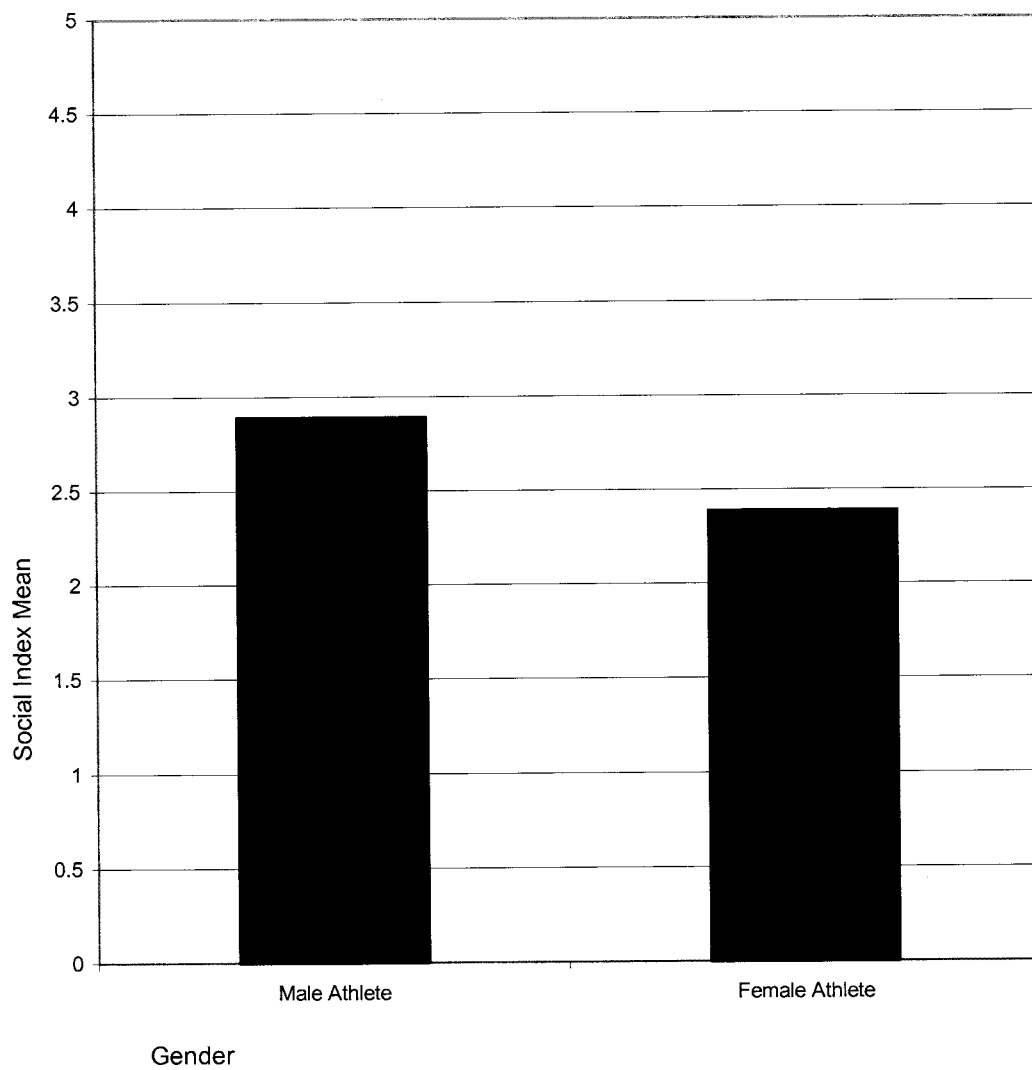


Figure 4. Social Character Index Mean for Male and Female Athletes

non- athlete's moral character score goes up, that individuals social character score goes up and visa versa (See Figure 5, p. 46). One should recall that the greater the scores on the moral index the less likely one supports the ideas of justice, honesty and responsibility.

The reverse holds true for the social index in which the greater one scores on the social index, the more likely one supports the ideas of teamwork, sacrifice and dedication. Therefore, the relationship is such that if one supports the ideas of moral character, they are less likely to also support the ideas of social character and visa versa.

Summary of Findings

In summary, it can be concluded that there is a significant difference between high school team sports athletes and non-athletes on the moral and social index as calculated by the RSBH Value-Judgment Inventory. It can also be concluded that there is also a significant difference between male and female high school team sports athletes on the moral and social index as calculated by the RSBH Value-Judgment Inventory. Finally, it was discovered that a positive correlation did exist between scores on the social and moral index (regardless of athletic status) of the RSBH Value-Judgment Inventory.

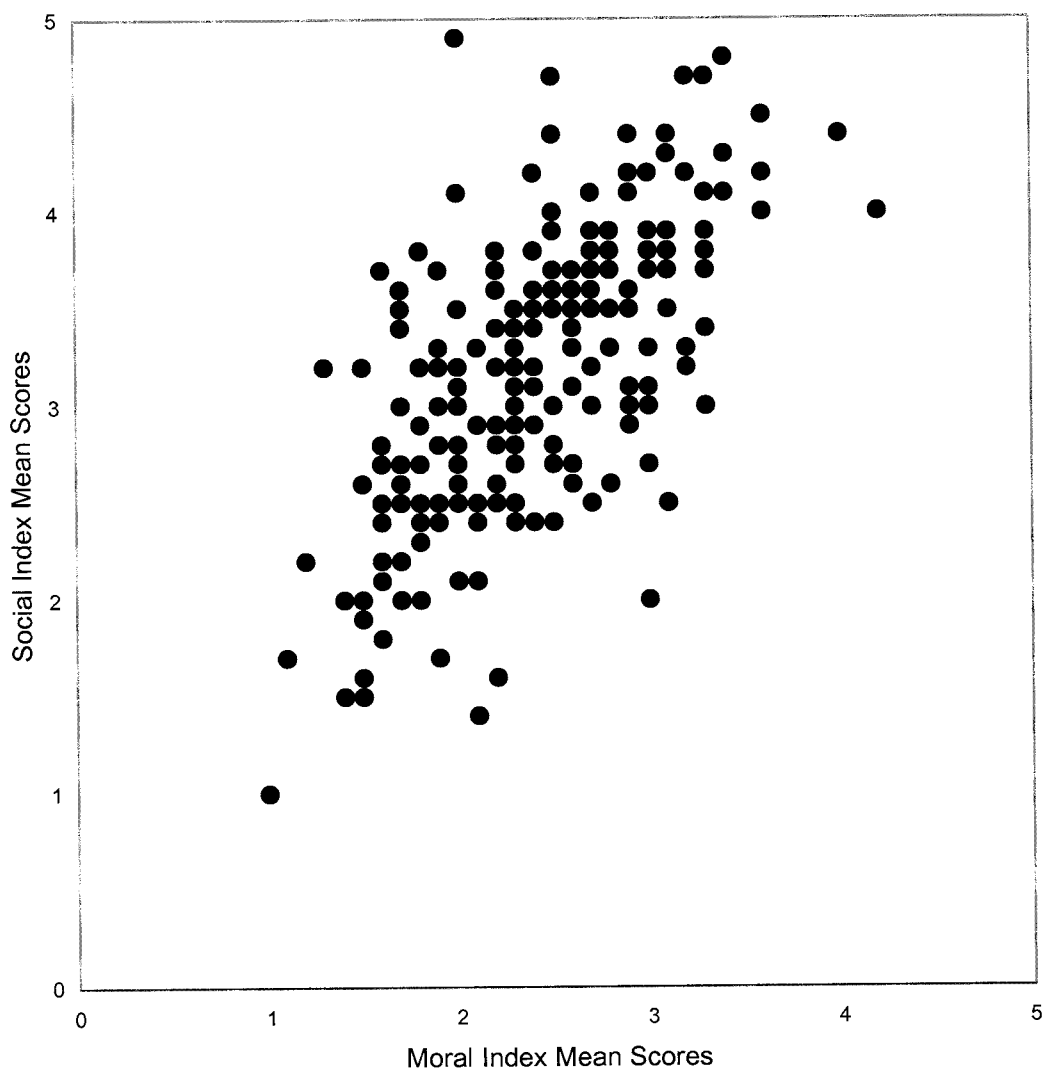


Figure 5. Scatter plot of Moral and Social Index Scores on the RHSB Value Judgment Inventory.

Chapter 5

SUMMARY, FINDINGS, RECOMMENDATIONS and IMPLICATIONS

Introduction

The purpose of this study was to determine if high school team sport athletes, particularly basketball players, support social character over moral character as a result of the way character may be defined and fostered by coaches, parents, society and the media. This final chapter provides a summary based on the findings detailed in chapter 4. The researcher presents certain conclusions from these findings and discusses recommendations and implications as a result of this study.

Summary

The RSBH Value-Judgment Inventory (Appendix A) was administered to 227 high school students whose schools and parents gave permission for them to participate in the survey. These students were divided into two groups, athletes and non-athletes based on criteria listed in chapter 3. The inventory, completed by all students, was not designed to assess individual reasoning to project moral or social actions. Rather, the inventory gives a description about how different groups morally and socially reason and make cognitive character decisions regarding sport (Rudd, 1998). There were twenty items on the inventory designed to answer the following five research questions:

1. Is there a significant difference in moral character, as measured by the RSBH Value Judgment Inventory, between high school basketball athletes and non-athletes?
2. Is there a significant difference in social character, as measured by RSBH Value Judgment Inventory, between high school basketball athletes and non-athletes?
3. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in moral character between high school male and female athletes?
4. Is there a significant difference, as measured by the RSBH Value Judgment Inventory, in social character between male and female athletes?
5. Is there a correlation between moral character scores and social character scores between athletes and non-athletes?

The inventory items were rated by high school students on a likert-type scale identifying how strongly they agreed with sport related moral and social character scenarios. The scale for determining how strongly students agreed with the scenarios ranged from 5, strongly agree, to 1, strongly disagree. (See Table 5, p 37) The inventory was developed by Dr. Andrew Rudd and has been tested numerous times for reliability. To date over 5,000 athletes and non-athletes have been surveyed using this instrument.

Two methods were used to treat the data obtained from the high school athletes and non-athletes. The data answering research questions 1-4 were analyzed using Independent Measures *t* Tests on each of the questions. These questions asked if there were differences between athletes and non-athletes, as well as male and female athletes on the moral and social index scores of the RSBH Value Judgment Inventory. The fifth research question asking about the relationship between social and moral index scores for

all students (both athletes and non-athletes) was treated with a Pearson correlation.

Data collected to answer the research questions yielded the following findings.

Research question one asked if there was a significant difference in moral character between high school team sport athletes and non-athletes. There was a statistically significant difference found between the moral character index scores of high school team sport athletes and non-athletes. Based on this study, the following conclusions are warranted: The survey items found that non-athletes morally reason and make cognitive character decisions differently regarding sport than their athletic peers. Non-athletes, regarding sport, upheld the ideas of honesty, justice and responsibility to a greater degree when compared to high school team sport athletes, particularly basketball players. This supports the research conducted by Beller and Stoll (1995) and refutes the earlier findings of Bredemeier and Shields (1986) that there is no difference in the moral reasoning of interscholastic athletes and non-athletes. These results also support the findings of Hahm (1989), Penny and Priest (1990) and Beller (1990) that interscholastic athletes' moral reasoning skills are different than their non-athletic peers.

Research question two asked if there was a significant difference in social character between high school team sport athletes and non-athletes. There was a statistically significant difference found between the social character index scores of high school team sport athletes and non-athletes. Based on this study, the following conclusions are warranted: The survey items found that non-athletes socially reason and make cognitive character decisions differently regarding sport than their athletic peers. Team sport athletes, particularly basketball players, regarding sport, upheld the ideas of teamwork, dedication and sacrifice to a greater degree when compared to non-athletes.

This supports the ideas put forth by Rudd (1998, 2002) that team sport athletes reflect the values of teamwork, dedication and sacrifice that have been emphasized by the media, coaches and parents as character in sport.

Research question three asked if there was a significant difference in moral character between high school male and female team sport athletes. There was a statistically significant difference found between the moral character index scores of high school team sport male and female athletes. Based on this study, the following conclusions are warranted: The survey items found that female athletes morally reason and make cognitive character decisions differently regarding sport than their athletic male peers. High school female team sport athletes, regarding sport, upheld the ideas of honesty, justice and responsibility to a greater degree when compared to high school male team sport athletes. This supports the studies conducted by Stoll and Beller that have found that female team sports athletes score lower on the Hahm-Beller Values Choice Inventory (HBVCI) than male team sports athletes (Stoll & Beller, 2003). A lower score on this inventory is evidence of greater moral maturity. However, Beller and Stoll (1995) and Rudd (1998, 2002) concluded that the same thing seems to be happening to female team sport athletes that are occurring in male team sport athletes. Research indicates that moral character scores for female athletes using the HBVCI have been steadily closing in on the scores of male athletes since the inventory was first administered in 1987 (Stoll & Beller, 2003). These findings also support the research conducted by Bredemeier and Shields (1995), which also attest to the differences between male and female athletes in regard to moral development in the sport context.

Research question four asked if there was a significant difference in social

character between high school male and female team sport athletes. There was a statistically significant difference found between the social character index scores of high school team sport male and female athletes. Based on this study, the following conclusions are warranted: The survey items found that female athletes socially reason and make cognitive character decisions differently regarding sport than their athletic male peers. High school male team sport athletes, regarding sport, upheld the ideas of teamwork, dedication and sacrifice to a greater degree when compared to high school female team sport athletes. This supports the earlier findings by Rudd (1998, 2002) in which collegiate team sport male athletes scored higher on the social character index than did their female counterparts.

Research question five asked if there was correlation between moral character scores and social character scores among athletes and non-athletes. It was found that a positive correlation did exist. Based on this study, the following conclusions are warranted: Regardless of athletic status, the more one supported the ideas of teamwork, dedication and sacrifice the less one supported the ideas of honesty, justice and responsibility in the context of sport. The data concluded that as scores on the social index increased scores also increased on the moral index. This supports the findings of Rudd (1998) in which a positive correlation was recorded when RSBH was administered to college students.

Discussion of Findings

Moral Character Differences

Why do high school team sports athletes differ from their non-athletic peers in regard to moral character in the context of sport? One explanation for the difference between athletes and non-athletes can be found in the separation of sport from society. A large body of research has recognized that sport is set apart from the rest of the society with its own definitions of what is right and wrong. This concept was discussed in chapter two as bracketed morality. This concept suggests that moral character is different in sport from the rest of society (Bredemeier & Shields, 1995; Sage, 1988, 1998a, 1998b). Data, however, collected by both Beller and Stoll and Shields and Bredemeier suggest that non-athletes in both the sport context and “real life” scenarios uphold to a greater degree the ideas of moral character than their athletic peers. Bredemeier and Shields (1995) developed an instrument to measure moral character in athletes and non-athletes, in real word situations. After testing college team athletes and non-athletes it was found that college non-athletes scored significantly higher in moral character. Beller and Stoll (1992) used the Defining Issues Test, which uses various moral dilemmas outside of sports to evaluate moral character. They found that non-athletes scored significantly higher than team sport athletes. In both testing situations, a higher score reflected the willingness to uphold moral character.

Brown, the author of *Teaching Character Through Sport* and the national spokesman for the National Association of Intercollegiate Athletics’ Champions of Character Initiative, claims that “the culture of sport is out of perspective.” The result is what he has identified as the “trickle down effect.” Brown claims that, “Every night on

SportsCenter, we see \$8-million athletes who say, 'I don't have to practice.' The danger is in the trickle down of that attitude from the professional athlete to the 10-year old kid. What they see affects how they react to a coach, teammate or official (Houghton, 2003).”

Indeed, a look back at the past few years and the major news stories in sport can attest to Brown's claims. Kobe Bryant admits to committing adultery and is accused of much more; a Baylor basketball player was arrested for murdering a teammate; the Baylor basketball coach, Dave Bliss, is released from his position for NCAA rules violations, which included using his dead player as a scapegoat in a drug cover-up; former Iowa State basketball coach Larry Eustachy and Alabama football coach Mike Price are fired after putting themselves in situations involving drinking and strippers; Major League baseball player Sammy Sosa uses an illegal bat; Tiger Woods' accuses other PGA golfers using illegal clubs; and Pete Rose and his attempt to reach the baseball Hall of Fame after admitting he gambled on baseball games. Brown believes that the culture of sports in America has been negatively influenced by widespread incidents of violence, lack of respect and unsportsmanlike conduct and is trickling down into interscholastic athletics (Houghton 2003).

Social Character Differences

A final reason for moral and social differences may be found in the purpose of this study. The major purpose of this study was to determine if high school athletes, particularly team sport athletes, support social character over moral character as a result of the way character may be defined and fostered by coaches, parents, society and the media. Consider questions 12 and 16 in the RSBH Value Judgment Inventory. They

state:

12. Male soccer players are allowed to play the ball with any part of their body except the hands or outstretched arms. A soccer player receives a chest high pass and taps the ball to the ground with his hand. The referee does not see this action and play continues. Because it is the referee's job to see these actions, the player is not obligated to report the foul.

16. During a volleyball game player A hit the ball over the net. The ball barely grazed off player B's fingers and landed out of bounds. However the referee did not see player B touch the ball. Because the referee is responsible for calling rule violations, player B is not obligated to report the violation.

When considering the above two scenarios, Rudd (1998) suggests that not only is the team sport athlete putting the responsibility on the referee to make the call, but may also feel a strong sense of loyalty to the team. The athlete will not want to negatively impact his/her teammates and thus suppress the moral values of honesty and responsibility. Table 6 (p. 55) reflects how athletes and non-athletes responded to these two questions. In question 12, 102 athletes as opposed to 53 non-athletes agreed that it is the referee's job to see these violations and did not feel obligated to report it. In question 16, 100 athletes as opposed to 44 non-athletes also agreed that it is not their obligation to report the foul (See Table 7, p. 56). Why then do high school team sports athletes differ from their non-athletic peers in regard to social character in the context of sport? The reason why athletes upheld the ideas of social character to a greater degree than their non-athletic peers may be the result of the emphasis placed upon teamwork, dedication and sacrifice by coaches, parents and society.

Table 6.

Individual Responses to Question 12

Status	Response	Mean	Number
Athlete	Strongly Disagree	2.233	3
	Disagree	3.100	3
	Neutral	3.018	17
	Agree	3.348	63
	Strongly Agree	4.064	39
Non-athlete	Strongly Disagree	2.157	7
	Disagree	2.215	20
	Neutral	2.509	22
	Agree	3.168	41
	Strongly Agree	3.692	12

Table 7.

Individual Responses to Question 16

Status	Response	Mean	Number
Athlete	Strongly Disagree	3.500	2
	Disagree	2.520	5
	Neutral	3.078	18
	Agree	3.444	70
	Strongly Agree	4.020	30
Non-athlete	Strongly Disagree	2.070	10
	Disagree	2.267	27
	Neutral	2.822	21
	Agree	3.251	37
	Strongly Agree	3.871	7

Chapter 2 identified the role capitalism and the American work ethic have played in the growth and development of sport in American society. American society has used sport to teach the concepts of corporate society, which are identical to those this study has identified with social character. Additionally, coaches of team sports would identify the traits of teamwork, sacrifice and dedication as those necessary to win. It is estimated by the researcher that basketball teams used in this study, spend over 240 hours in the course of a 20-week season with their coach. If over the course of the season, the coach drills social character traits in practice and makes them conditions linked to playing time, a player could adopt them as a part of his/her social make-up. This climate, when compared to 120 hours of classroom time spent with a math or social studies teacher over the same course of time, demonstrates the type of impact the coach may have in an athlete's social development. Non-athletes who scored significantly lower on the social index do not have access to the lessons taught in practice. The climate might explain why they do not uphold to the same degree as their athletic peers the traits of teamwork, sacrifice and dedication. The climate also seems to support Stryker (1978) and Harter (1990) who proposed that greater identification with a particular dimension of one's identity increases the tendency of one to use that dimension to respond to other aspects of a person's character. They further believe that the greater the identification with a particular dimension the greater the impact it would have on one's behavior and thus one's character.

Kretchmar, a leading sports philosopher and former president of the Philosophic Academy of the National Association for Sport and Physical Education, believes that athletes become "morally calloused." That is, they become insensitive to what is right

and wrong as the result of behavior and attitudes that are developed and fostered by coaches and parents (Kretchmar, 1994). Consider questions seven and eight of the RSBH value Judgment Inventory (See Tables 8 & 9).

7. Keegan is the star running back for Team XYZ and has led his team to the playoffs for the first time in fifteen years. During practice, Keegan severely twists his knee. The doctors recommend that he miss the first playoff game in order to avoid permanent knee damage. An hour before the big game, his teammates encourage Keegan to receive a shot that would numb his knee. Even though Keegan may risk injury, Keegan should receive the shot and play for the good of the team.

8. A college baseball game is tied in the bottom of the ninth inning, bases loaded with two outs. Just before Marvin comes to bat, his coach pulls Marvin aside. The coach commands Marvin to crowd the plate in hopes of being hit by a pitch. This would allow Team A to win the game. Although Marvin is concerned about being injured, Marvin should risk injury in order to help his team win.

In both scenarios players are asked to risk personal injury for the good of the team but how athletes responded to these questions needs further explanation. In question 7, twenty athletes either agreed or strongly agreed that the player should risk injury for the good of the team. In question 8, sixty-eight athletes either agreed or strongly agreed that the player should risk injury for the good of the team. The difference in their responses may result from the type of injury one might encounter as a result of playing or it might

be that question 8 includes winning as an incentive. In question 7, Keegan should receive the shot and play for the good of the team but in question 8, Marvin should risk injury in order to help his team win. If these athletes are willing to risk injury for victory might they also be willing to cheat or cause harm to an opponent? Not surprisingly, only 3 non-athletes either agreed or strongly agreed with question 7, and 16 either agreed or strongly agreed with question 8.

Table 8.

Individual Athletes' Responses to Question 7

Status	Response	Mean	Number
Athlete	Strongly Disagree	2.323	40
	Disagree	2.503	33
	Neutral	2.791	32
	Agree	3.232	19
	Strongly Agree	3.600	1
Non-athlete	Strongly Disagree	1.954	61
	Disagree	2.287	30
	Neutral	2.213	8
	Agree	2.533	3
	Strongly Agree	0.00	0

Table 9.

Individual Athletes' Responses to Question 8

Status	Response	Mean	Number
Athlete	Strongly Disagree	2.050	4
	Disagree	2.223	22
	Neutral	2.439	31
	Agree	2.806	47
	Strongly Agree	3.105	21
Non-athlete	Strongly Disagree	1.735	34
	Disagree	2.142	26
	Neutral	2.250	26
	Agree	2.500	14
	Strongly Agree	2.450	2

Gender Differences

Results from the RSBH Value Judgment Inventory also showed that overall female athletes upheld the ideas of justice, responsibility and honesty to a significantly greater level than male athletes on the moral character index. Male athletes on the other hand upheld the ideas of teamwork, dedication and sacrifice to a significantly greater level than female athletes on the social character index.

Social and Moral Differences

The findings of this study support the earlier studies conducted by Stoll and Beller (2003). They found that female team sports athletes score higher on the Hahm-Beller Values Choice Inventory (HBVCI) than male team sports athletes and those conducted by Bredemeier and Shields (1995) which attest to the differences between male and female athletes in regard to moral development. Yet, why do differences exist between female and male athletes in moral and social character?

The answer may be found in gender differences identified by Carol Gilligan. Carol Gilligan, the author of *In a Different Voice* (1982) believes that women have an ethic of care not typically found in men. This ethic of care is grounded in anthropological and sociological studies, which revealed that women perceive themselves as having a greater concern for relationships and nurturing than men (Stoll & Beller, 2003). Indeed, a review of question 8 might support such a theory. Question 8 puts an athlete in harms way in order for the team to win. In question 8, only 18 female athletes of the 63 surveyed agreed or strongly agreed with this scenario compared to 50 of the 62 male athletes, which agreed or strongly agreed (See Appendix E, p. 93). In this response female athletes overwhelmingly rejected placing an athlete in harms way in order to secure a victory. Another explanation can be found in the writings of Kohlberg (1981, 1984),

who suggested that men and women reason differently about what is morally right. Kohlberg (1981, 1984), believed that men make moral decisions in accordance with what they believe is fair. A review of question 11 on the moral character index can be viewed from the perspective of fairness.

11. Two rival basketball teams in a well-known conference played a basketball game on team A's court. During the game, team B's star player was consistently heckled whenever she missed a basket, pass, or rebound. In the return game on team B's home court, the home crowd took revenge by heckling team A's players.

Such action is fair because both crowds have equal opportunity to heckle players.

In this scenario an action is fair based upon an earlier incident. As a result, only 11 male athletes disagreed or strongly disagreed with the crowd's action, compared to 29 female athletes that believed the action of the crowd was wrong (See Table 10, p. 63). This supports Kohlberg's theory that males' moral decisions are grounded in fairness - maybe not what is fair morally, but rather what is fair from the standpoint of revenge.

Although, not reflected in this research it should be noted that female athletes are closing the gap on their moral character index scores with their male counterparts (Stoll & Beller, 2003). Beller and Stoll, who have been measuring moral reasoning in athletes since the late 1980's, have uncovered an alarming trend in which female athletes moral character scores have been declining. Beller and Stoll argue that it is not equal participation in athletics that has caused a decline in moral character scores but the competitive model in which a woman's nurturing nature must compete under (Stoll and Beller, 2003). That is, women like men, are becoming morally calloused as a result of their participation in athletics while at the same time developing greater levels of social character.

Table 10

Male and Female Athlete Individual Responses to Question 11

Gender	Response	Mean	Number
Male	Strongly Disagree	3.250	4
	Disagree	3.429	7
	Neutral	3.463	16
	Agree	3.843	21
	Strongly Agree	4.314	14
Female	Strongly Disagree	2.592	13
	Disagree	3.125	16
	Neutral	3.467	12
	Agree	3.515	20
	Strongly Agree	3.800	2

The Relationship Between Moral and Social Character

Although it was discovered that a positive correlation exists between moral character index scores and social character index scores, in actuality there is a negative relationship between the two. This study revealed that as scores on the social character index increased, the scores on the moral character index also increased. A review of the inventory, however, will explain why this is actually a negative correlation. The higher one scores on the social character index of the RSBH Value Judgment Inventory, the more one supports the ideas of teamwork, dedication and sacrifice. Conversely, the higher one scores on the moral character index of the Inventory, the less one supports the ideas of honesty, responsibility and justice. Therefore, even though there is a positive correlation between social and moral character index scores, there is actually a negative correlation between social and moral character.

These findings which support earlier research conducted by Rudd (1998, 2002) suggest that regardless of athletic status, an individual tends to support social character over moral values or the opposite. Why do individuals support one type of character over the other? A major aspect of this finding may be that because social character is overly emphasized in sports, an athlete's ability to value moral character is hindered. A further investigation of locker room mottos reflects the type of social character taught in our nation's athletic programs. They include: "There is no I in team," "A player doesn't make the team, the team makes the player," "Nice guys finish last," "Winning isn't everything, it is the only thing," and when a coach describes an athlete, they usually describe him/her as a "hard worker" or a "scrappy player." Sage (1988) suggests that sports have become an instrument for building unity and developing allegiances, and that the norms and values of sports can apply to both the athlete and the spectator. There is usually one goal in athletics, winning. A major key to achieving that goal in team sports is the

development of the social character traits as described in this research project at the expense of not developing moral character.

Recommendations for Further Study

The following recommendations are made for further research:

1. Further research with the RSBH Value Judgment Inventory should be conducted to further examine the relationship between social and moral character.
2. This study should be replicated in other more culturally diverse interscholastic programs to determine if the findings are similar.
3. Further studies should be conducted to examine the socialization of interscholastic athletes.
4. Research should be conducted to determine the strength of the trickle down effect as described in this chapter.

According to a 2002 survey conducted by the National Federation of State High School Associations, over 6.5 million high school students participated in interscholastic sports. For the 13th consecutive year, the number of students participating in high school athletics has increased. In fact, information gathered from the 50 state high school athletic associations and the District of Columbia, indicates that for the fourth straight year a new participation record has been established across the nation (National Federation, 2003). With a significant number of students participating in interscholastic athletics more data needs to be collected to determine how the current competitive model impacts moral and social character development.

This study was limited to rural Southern Indiana, using only high school basketball players. Further studies need to include a more culturally and athletically diverse population to further determine the affect of sports on character development.

As stated in chapter 1, sports may be among the most powerful human expressions in all history to which it relates in all kinds of complicated and not-so-complicated ways. Sport elaborates in its rituals what it means to be human: the play, the risk, the trials, the collective impulse to games, the thrill of physicality, the necessity of strategy, defeat, victory, defeat again, pain, transcendence and, most of all, the certainty that nothing is certain -- that everything can change and be changed (Early, 1998). With such an impact, further studies should be conducted to examine the socialization of interscholastic athletes. The type of socialization taught in the American interscholastic competitive model includes the qualities of cooperation, social unity, and any other quality needed to promote capitalism (Bredemeier & Shields 1995; Rudd, 1998; Sage, 1988). The American competitive model incorporates a hierarchy of administration to mirror the chain of command of corporate America (Rudd, 1998; Sage, 1988). The current model of capitalistic sport socialization should be further investigated in age when industrial society has given way to a service economy.

Children today are bombarded with a variety of messages regarding athletics. Sports and athletes are the subject of much discussion in magazines and newspaper articles, and on television and radio shows. Research should be conducted to determine the strength of the affects these messages are having on interscholastic athletes. Brown, the author of *Teaching Character Through Sport* and the national spokesman for the National Association of Intercollegiate Athletics' Champions of Character Initiative,

believes that youth sport athletes are negatively affected by the “trickle down effect.” Brown claims that the negative images of professional and collegiate athletes seen every night on television trickle down and are adopted by 10-year old kids. What they see affects how they react to a coach, teammate or official (Houghton, 2003). As a former interscholastic coach, this researcher can attest to the trickle down effect. High school athletes today wear tattoos, headbands, baggy-low riding shorts that just a few years ago were only worn by the professional athlete. If the “trickle down effect” can apply to fashion could it not also apply to moral and social character.

Implication of this Study

The findings from the RSBH Value Judgment Inventory suggest “sports build character” – social character. There is little evidence to suggest sport builds moral character. In fact the current interscholastic competitive model may suppress moral character. Stoll and Beller (2003) report that moral character in athletes can improve in a very short period of time by using the proper educational program. The same report however, suggests that the longer athletes keep participating in the current competitive model, the more morally calloused they will become.

The findings indicate that an educational program developed for parents, coaches, athletes, and the entire community, which fosters a healthy balance of moral and social character is needed. Today, there are many non-profit organizations whose goal is to develop and foster a climate of building character through sports. They include the following: *The National Alliance For Youth Sports* (NAYS), who declares itself as the “leading advocate for positive and safe sports and activities for children” and supplies youth sports organizations with material and programs to foster a positive sports climate

(National Alliance for Youth Sports, 2003); *Heart of a Champion Foundation*, an “organization dedicated to building the character in America’s youth” by “utilizing stories from the world of athletics as a means of attracting interest to the topic of character” (Heart of a Champion, 2003); *Good Sport Youth Development*, a non-profit organization that believes that “within sports lie valuable lessons and potentially powerful learning opportunities” and whose goal is to show others “how to tap into these lessons” (Good Sport Youth Development, 2003); and *Positive Coaching Alliance* (PCA), “believes that winning is a goal in youth sports but that there is a second, more important goal of using sports to teach life lessons through positive coaching. The PCA provides “workshops and practical tools for coaches, parents and leaders who operate youth sports programs” to develop life lessons (Positive Coaching Alliance, 2003). *Stay in Bounds*, a program developed by the National Collegiate Athletic Association (NCAA), is “a character-development initiative administered by the NCAA Hall of Champions on behalf of the *Citizenship Through Sports Alliance*.” Stay in Bounds is especially designed for grades 3-8 and uses posters, workbooks and stickers to foster an interest in character (Stay in Bounds, 2003). *Champions of Character* is an initiative developed by the National Association of Intercollegiate Athletics (NAIA) whose vision is to “change the culture of sport.” By creating an “environment in which every student-athlete, coach, official and spectator is committed to the true spirit of competition through respect, integrity, responsibility, servant leadership and sportsmanship.” The Champion of Character initiative is developed around the themes of redefining the term athlete, the role of parents in athletics and teaching character through sport. The NAIA supplies high schools and colleges with resources and materials to change the culture of sport (National Association of Intercollegiate Athletics, 2003).

These programs address different aspects of character (both social and moral) and would be recommended by this researcher as a positive start toward a healthier balance

between moral and social character. The focus of this study was interscholastic athletes. My recommendation would be the adoption of a nation-wide sports character curriculum. The National Federation of State High School Association (NFHS) whose goal is to promote participation and sportsmanship in interscholastic activities in order to develop good citizens could administer this curriculum. Although the NFHS already sponsors a coaching education course in character development, this researcher believes a more comprehensive program aimed at all involved in interscholastic sports is required. This curriculum would create a balance between social and moral character by generating lessons aimed at not only the athlete but also fans, parents, coaches and community. This curriculum, which should be easy to administer, teach and evaluate, would address the sub-culture of interscholastic sport and how it compares to the over-all culture of high stakes collegiate and professional athletics. To borrow the slogan of the Positive Coaching Alliance, the goal of the curriculum would be to transform the culture of interscholastic sports so that interscholastic sports can transform students.

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Appendix A

The RSBH Value-Judgment Inventory

The following scenarios involve dilemmas with high school and college athletes. Carefully read the scenario and respond in one of five ways: **SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, and SD = Strongly Disagree.** Before reading the scenarios, please complete the demographic information.

Demographic Information

Please check the appropriate response:

Gender

- ☐ male
☐ female

Grade Level

- ☐ 9th grade
☐ 10th grade
☐ 11th grade
☐ 12th grade

Family History

- ☐ father participated in high school sports.
☐ mother participated in high school sports.

List the activities in which you are involved. Activities can be anything from playing the violin to rock climbing.

Please indicate here: _____

1. Mike and Ben are long time tennis doubles partners. They have played hundreds of matches together. They are playing in the championship of a doubles tournament. Mike and Ben have fought hard, in a long, exhausting, sweat dripping match and have battled their way to within one point of winning the match. Mike calls a ball out that is clearly inside the line. With a guilty looking face, Mike glances at Ben. Because they are teammates, Ben should not overrule Mike's line call.

SA	A	N	D	SD
----	---	---	---	----

2. Three college basketball players have an algebra class together. The instructor of the class has a reputation for giving tough exams and limited office hours. Lisa and Shirley, two of the star players, have studied hard all semester, but are fighting to pass the course, whereas Tara is doing well. If Lisa and Shirley do not pass the course, they will be ineligible for the coming season. For the Final exam, Lisa and Shirley position themselves near Tara. Tara should help Lisa and Shirley by making sure they can see her exam.

SA	A	N	D	SD
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3. Jeremiah, the pitcher from Team A throws a 90 mile per hour fastball that hits Devon, the batter from Team B in the elbow. Devon falls to the ground in enormous pain and consequently, must leave the game for x-rays. The following inning, Devon's teammates urge Alex, the pitcher from Team B, to throw at Team A's Batter. Alex should take care of his teammates and throw at the batter.

SA	A	N	D	SD
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4. Melinda, the star player for her basketball team, averages 35 points per game; her teammates average 5 to 10 points per game. Despite being the star, Melinda is no longer enjoying herself. She is tired of time consuming practices, long road trips, and pressure from screaming fans. Melinda should quit in the middle of the season, because she is no longer having fun.

SA	A	N	D	SD
----	---	---	---	----

5. Coach Johnson is under great pressure to produce a winning team. Rumors persist the Coach Johnson must win the remaining three games to keep his job. Despite being on the "hotseat," Coach Johnson is well liked by his players and they have played hard for him all season. Many players consider Coach Johnson to be a second father. Before the game, Coach Johnson tells the team that he is in jeopardy of losing his job. He says, "We must win our three remaining games or I will be fired. Do whatever you have to do to win. Even if it means bending the rules." The players should help their coach.

SA	A	N	D	SD
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6. Casandra, a college swimmer discovers that two of her teammates Kiley and Sage are using illegal drugs. If the coach is notified of Kiley and Sage's drug use, the two players will be benched for drug rehabilitation. Because Kiley and Sage are Casandra's teammates, Casandra should not notify the coach.

SA	A	N	D	SD
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7. Keegan is the star running back for Team XYZ and has lead his team to the playoffs for the first time in fifteen years. During practice, Keegan severely twists his knee. The doctors recommend that he miss the first playoff game in order to avoid permanent knee damage. An hour before the big game, his teammates encourage Keegan to receive a shot what would numb his knee. Even though Keegan may risk injury, Keegan should receive the shot and play for the good of the team.

SA	A	N	D	SD
----	---	---	---	----

8. A college baseball game is tied in the bottom of the ninth inning, bases loaded with two outs. Just before Marvin comes to bat, his coach pulls Marvin aside. The coach commands Marvin to crowd the plate in hopes of being hit by a pitch. This would allow Team A to win the game. Although Marvin is concerned about being injured, Marvin should risk injury in order to help his team win.

SA	A	N	D	SD
----	---	---	---	----

9. Noah, a red-shirt freshman quarterback, has elected to practice with the team, but cannot play in the games. As such, he protects his four years of eligibility. Noah has a bright future in college football. During practice before the last game of the season, the starting quarterback suffers a season ending injury. Noah's team must win to qualify for the Rose Bowl. Although the back-up quarterback could start, the coaches ask Noah to be the starter. If Noah plays, he will lose a year eligibility and a year of development for the Pro Draft. Noah should help his team regardless of losing a year of eligibility and weakening his chances to play professional football.

SA	A	N	D	SD
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10. Sara, the most valuable player for her college tennis team, is very religious. Her religion forbids her to play on Sundays. As luck would have it, Sara's team must play a make-up match on Sunday against the state rival to qualify for the national tournament. Sara should put her religion aside and play for her team on Sunday.

SA	A	N	D	SD
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11. Two rival basketball teams in the PLAC conference played a basketball game on team A's court. During the game, team B's star player was consistently heckled whenever he missed a basket, pass, or rebound. In the return game on team B's home court, the home crowd took revenge by heckling team A's players. Such action is fair because both crowds have equal opportunity to heckle players.

SA	A	N	D	SD
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12. Soccer players are allowed to play the ball with any part of their body except the hands or outstretched arms. A soccer player receives a chest high pass and taps the ball to the ground with his hand. The referee does not see this action and the play continues. Because it is the referee's job to see these actions, the player is not obligated to report the foul.

SA	A	N	D	SD
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13. Basketball player A skillfully dribbled the ball around his opponents to the basket. Just as he moved toward the basket, he was tripped by an opposing player, causing the basket to be missed. If player A had not been tripped, two points probably would have been made. The opposing player is charged with a foul and player A must shoot two free throws. Player A missed the two shots from the free throw line. The opposing player demonstrated good strategy by forcing player A to shoot two foul shots instead of an easy lay-up.

SA	A	N	D	SD
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14. Certain basketball teams are coached to run plays that cause the opponents to foul. Players and coaches believe this is clever strategy because the opponents may foul out of the game, giving their team an advantage. Because the coach orders this type of play, the players should follow his directions.

SA	A	N	D	SD
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15. Player A who is the center on an ice hockey team skated the puck down the ice, around several opponents. He had a clear shot at the net as he passed player B. Player B, while pretending to go for the puck, decided to turn at the last second to trip player A with his stick. Consequently, player A missed the goal. Because player A must now attempt a penalty shot instead of an easy goal, this is demonstrating good strategy.

SA	A	N	D	SD
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16. During a volleyball game player A hit the ball over the net. The ball barely grazed off player B's fingers and landed out of bounds. However the referee did not see player B touch the ball. Because the referee is responsible for calling rule violations, player B is not obligated to report the violation.

SA	A	N	D	SD
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17. Football players are not allowed to move beyond the line of scrimmage until the ball is snapped. Some coaches encourage their players to charge across the line of scrimmage a fraction of a second before the ball is snapped. The officials have difficulty seeing the early movement, therefore, the team has an advantage compared to their opponents. Because the strategy is beneficial and the officials must call the infraction, the team's actions are fair.

SA	A	N	D	SD
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18. During an intramural basketball game, a student official awarded one free throw shot instead of two to team A. Team B knew the call was wrong, however chose to remain silent, knowing the call was to their advantage. Because the official's job is to make the proper calls, and it is not a formal game, team B's action was acceptable.

SA	A	N	D	SD
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19. During a youth sport football game, an ineligible pass receiver catches a long touchdown pass and scores. The officials fail to determine that the player was ineligible. Because it is the referee's job to detect the ineligible receiver, the player or the coach does not have to declare an ineligible receiver.

SA	A	N	D	SD
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20. Ice hockey is often a violent game. Even though players are often hurt, hitting hard and smashing players into the boards is normal. Player A and B are opponents playing in a championship game. While trying to control the puck, player A smashed player B into the boards. Even though the puck is on the opposite side of the arena, player B, a few minutes later, retaliated by smashing player A into the boards. Because "hitting hard and smashing players into the boards" are an inherent part of the game, player B's action was acceptable.

SA	A	N	D	SD
----	---	---	---	----

APPENDIX B

Instrument Approval

-----Original Message-----

From: Rob Haworth [mailto:
Sent: Tuesday, March 25, 2003 6:48 PM
To: Rudd, Andrew Kenneth
Subject: dissertation

Dr. Rudd,

My name is Rob Haworth and I had the opportunity to meet you last week in South Bend. I am currently trying to earn my Ph.D at Indiana State and your poster presentation gave me some wonderful ideas. As a basketball coach and an administrator at Springs Valley High School, French Lick, IN., I have a great interest in character development through sport. Is there any chance of getting a copy of your presentation and your research. I am wanting to do a study of not only athletes but coaches as well. Any help would be greatly appreciated.

Hi Rob.

Yes, I remember are conversation at the conference. I Appreciate your interest in my research and would be happy to help you any way I can.

I have attached an article that I wrote with my former major professor, Sharon Stoll. The article is currently under review.

If you are interested, I can also mail you a copy of the instrument. There is also the other instrument I recently developed that measures Character in a non-sport context.

Also, if you find the paper of interest you could also order a copy of my dissertation that is entitled: "Sport's Perceived Ability to Build Character." This was back in 1998 so it's starting to get a little dated. I think you could borrow it from the University of Idaho library.

Andy

Andy Rudd, Ph.D.
Indiana Center for Evaluation
Indiana University
Bloomington, IN 47401
Phone:

-----Original Message-----

From: Rob Haworth [mailto:
Sent: Saturday, April 05, 2003 1:17 PM
To: Rudd, Andrew Kenneth
Subject: RSBH Value Judgment Inventory

Andy,

Thank you for responding to my email. I am interested in the relationship between athletic identity and character development and I would greatly appreciate a copy of the RSBH Value Judgment Inventory. I think it could be very helpful. I would also appreciate any information about its cost. My mailing address is:

Rob Haworth
Springs Valley Community Schools
498 S. Larry Bird Blvd.
French Lick, IN 47432

Thanks for all your help. Sincerely, Rob

Rob,

Thank you for your interest in using our instrument. I've put a copy of the RSBH in the mail for you.

There is no cost in using the instrument. The only thing I ask is that you give me a copy of the data for our database.

If you have any questions about using the instrument or any questions in general feel free to contact me.

Andy

Andy Rudd, Ph.D.
Indiana Center for Evaluation
Indiana University
Bloomington, IN 47401
Phone:

APPENDIX C

Approval of Human Subjects Review Board

January 7, 2004

Robert Haworth
School of Education, ELAF

RE: *Are there Differences in Moral and Social Character between High School Athletes and Non-Athletes? (IRB # 04-35)*

Dear Mr. Haworth:

I have reviewed the revisions described in my letter of January 2, 2004 that you made to your above-reference proposed study, pursuant to Indiana State University's *Policies and Procedures for the Review of Research Involving Human Subjects* and 45 CFR 46. You have addressed all of the required revisions. You may begin the research at any time.

As stated in my previous letter, this proposed study falls within an exempt category and is therefore considered exempt from more extensive Institutional Review Board review. You do not need to submit continuation requests. Should you need to make modifications to your protocol or informed consent forms that do not fall within the exemption categories, the IRB must approve the modifications prior to implementation.

I wish you well in conducting your dissertation research. If you have any questions, please do not hesitate to me at (812) 237-3006 or craddock@indstate.edu.

Sincerely,

Amy Craddock, PhD
IRB Vice-Chairperson
Assistant Professor
Department of Criminology

cc: Dr. Todd Whitaker

APPENDIX D

Athletes and Non-Athletes
Social and Moral Index Average

social index average * question 1

social index average

status	question 1	Mean	N	Std. Deviation
athlete	Strongly disagree	2.533	30	.5874
	disagree	2.475	52	.4153
	neutral	2.952	21	.3558
	agree	2.847	19	.6301
	strongly agree	3.000	3	.1000
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.683	23	.3312
	disagree	2.079	48	.3775
	neutral	2.250	12	.5179
	agree	2.512	16	.4319
	strongly agree	2.467	3	.4509
	Total	2.089	102	.4739

social index average * question 2

social index average

status	question 2	Mean	N	Std. Deviation
athlete	Strongly disagree	2.361	51	.4539
	disagree	2.733	54	.4193
	neutral	2.986	14	.4865
	agree	3.333	6	.6022
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.917	70	.3908
	disagree	2.416	25	.4478
	neutral	2.467	3	.2517
	agree	2.600	2	.1414
	strongly agree	2.950	2	.0707
	Total	2.089	102	.4739

social index average * question 3

social index average

status	question 3	Mean	N	Std. Deviation
athlete	Strongly disagree	2.389	73	.4436
	disagree	2.875	32	.3510
	neutral	3.155	11	.4967
	agree	3.213	8	.3834
	strongly agree	3.000	1	.
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.958	74	.4364
	disagree	2.373	22	.4014
	neutral	2.500	1	.
	agree	2.700	2	.0000
	strongly agree	2.700	3	.4000
	Total	2.089	102	.4739

social index average * question 4

social index average

status	question 4	Mean	N	Std. Deviation
athlete	Strongly disagree	3.300	1	.
	disagree	2.438	8	.5731
	neutral	2.337	19	.5058
	agree	2.554	39	.5078
	strongly agree	2.810	58	.4652
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.925	8	.6902
	disagree	2.088	25	.5167
	neutral	2.079	28	.4104
	agree	2.104	25	.3824
	strongly agree	2.169	16	.5510
	Total	2.089	102	.4739

social index average * question 5

social index average

status	question 5	Mean	N	Std. Deviation
athlete	Strongly disagree	2.093	15	.4652
	disagree	2.512	34	.4759
	neutral	2.626	43	.4007
	agree	2.954	26	.3547
	strongly agree	3.329	7	.6047
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.633	21	.3120
	disagree	2.074	42	.3650
	neutral	2.387	23	.4827
	agree	2.323	13	.3833
	strongly agree	2.200	3	.7810
	Total	2.089	102	.4739

social index average * question 6

social index average

status	question 6	Mean	N	Std. Deviation
athlete	Strongly disagree	2.312	34	.4689
	disagree	2.571	41	.4686
	neutral	2.808	40	.3605
	agree	3.238	8	.4719
	strongly agree	3.800	2	.5657
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.833	46	.3754
	disagree	2.182	34	.3865
	neutral	2.359	17	.4651
	agree	2.900	3	.1000
	strongly agree	2.900	2	.2828
	Total	2.089	102	.4739

social index average * question 7

social index average

status	question 7	Mean	N	Std. Deviation
athlete	Strongly disagree	2.323	40	.4323
	disagree	2.503	33	.4142
	neutral	2.791	32	.3905
	agree	3.232	19	.4124
	strongly agree	3.600	1	.
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.954	61	.4603
	disagree	2.287	30	.4183
	neutral	2.213	8	.3314
	agree	2.533	3	.7506
	Total	2.089	102	.4739

social index average * question 8

social index average

status	question 8	Mean	N	Std. Deviation
athlete	Strongly disagree	2.050	4	.3416
	disagree	2.223	22	.4011
	neutral	2.439	31	.3703
	agree	2.806	47	.4816
	strongly agree	3.105	21	.3667
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.735	34	.3446
	disagree	2.142	26	.4580
	neutral	2.250	26	.3421
	agree	2.500	14	.4772
	strongly agree	2.450	2	.0707
	Total	2.089	102	.4739

social index average * question 9

social index average

status	question 9	Mean	N	Std. Deviation
athlete	Strongly disagree	2.215	13	.4879
	disagree	2.494	31	.4858
	neutral	2.619	36	.5165
	agree	2.847	38	.4560
	strongly agree	3.029	7	.3729
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.790	30	.4188
	disagree	2.152	23	.5290
	neutral	2.119	27	.3163
	agree	2.437	19	.4524
	strongly agree	2.133	3	.1528
	Total	2.089	102	.4739

social index average * question 10

social index average

status	question 10	Mean	N	Std. Deviation
athlete	Strongly disagree	2.307	27	.4557
	disagree	2.447	36	.4339
	neutral	2.737	35	.4359
	agree	3.030	20	.3230
	strongly agree	3.286	7	.6414
	Total	2.638	125	.5199
nonathlete	Strongly disagree	1.749	39	.3508
	disagree	2.131	29	.4269
	neutral	2.300	16	.3286
	agree	2.483	12	.3157
	strongly agree	2.750	6	.2881
	Total	2.089	102	.4739

moral index average * question 11

moral index average

status	question 11	Mean	N	Std. Deviation
athlete	Strongly disagree	2.747	17	.5832
	disagree	3.217	23	.4207
	neutral	3.464	28	.3861
	agree	3.683	41	.4571
	strongly agree	4.250	16	.4227
	Total	3.494	125	.6109
nonathlete	Strongly disagree	2.455	22	.7189
	disagree	2.706	32	.5530
	neutral	2.963	27	.6115
	agree	3.205	19	.6023
	strongly agree	3.650	2	1.7678
	Total	2.831	102	.6879

moral index average * question 12

moral index average

status	question 12	Mean	N	Std. Deviation
athlete	Strongly disagree	2.233	3	.9074
	disagree	3.100	3	.2000
	neutral	3.018	17	.4889
	agree	3.348	63	.4250
	strongly agree	4.064	39	.4107
	Total	3.494	125	.6109
nonathlete	Strongly disagree	2.157	7	.6852
	disagree	2.215	20	.4727
	neutral	2.509	22	.3915
	agree	3.168	41	.4095
	strongly agree	3.692	12	.6186
	Total	2.831	102	.6879

moral index average * question 13

moral index average

status	question 13	Mean	N	Std. Deviation
athlete	Strongly disagree	2.950	4	.7326
	disagree	2.821	14	.5102
	neutral	2.988	16	.5239
	agree	3.560	58	.3929
	strongly agree	3.973	33	.5281
	Total	3.494	125	.6109
nonathlete	Strongly disagree	2.215	13	.6466
	disagree	2.454	28	.5392
	neutral	2.825	20	.4351
	agree	3.194	33	.5208
	strongly agree	3.675	8	.7265
	Total	2.831	102	.6879

moral index average * question 14

moral index average

status	question 14	Mean	N	Std. Deviation
athlete	Strongly disagree	1.400	1	.
	disagree	3.700	1	.
	neutral	3.262	13	.6789
	agree	3.434	74	.5423
	strongly agree	3.753	36	.5725
	Total	3.494	125	.6109
nonathlete	Strongly disagree	1.786	7	.5146
	disagree	2.507	14	.3668
	neutral	2.646	24	.5073
	agree	3.009	43	.6406
	strongly agree	3.450	14	.5971
	Total	2.831	102	.6879

moral index average * question 15

moral index average

status	question 15	Mean	N	Std. Deviation
athlete	Strongly disagree	2.986	7	.6362
	disagree	3.041	32	.5512
	neutral	3.488	34	.4885
	agree	3.733	45	.4073
	strongly agree	4.557	7	.2507
	Total	3.494	125	.6109
nonathlete	Strongly disagree	2.050	10	.7649
	disagree	2.542	36	.5618
	neutral	2.981	27	.4386
	agree	3.250	24	.5267
	strongly agree	3.660	5	.8264
	Total	2.831	102	.6879

moral index average * question 16

moral index average

status	question 16	Mean	N	Std. Deviation
athlete	Strongly disagree	3.500	2	1.1314
	disagree	2.520	5	.7530
	neutral	3.078	18	.5151
	agree	3.444	70	.4599
	strongly agree	4.020	30	.5013
	Total	3.494	125	.6109
nonathlete	Strongly disagree	2.070	10	.5638
	disagree	2.267	27	.3803
	neutral	2.833	21	.4882
	agree	3.251	37	.4087
	strongly agree	3.871	7	.5619
	Total	2.831	102	.6879

moral index average * question 17

moral index average

status	question 17	Mean	N	Std. Deviation
athlete	Strongly disagree	2.967	3	.2517
	disagree	2.950	28	.6052
	neutral	3.435	37	.3882
	agree	3.713	46	.4470
	strongly agree	4.300	11	.5692
	Total	3.494	125	.6109
nonathlete	Strongly disagree	2.086	14	.6467
	disagree	2.610	41	.4949
	neutral	3.136	25	.5353
	agree	3.374	19	.5694
	strongly agree	3.367	3	.8021
	Total	2.831	102	.6879

moral index average * question 18

moral index average

status	question 18	Mean	N	Std. Deviation
athlete	Strongly disagree	2.700	4	.9274
	disagree	3.158	38	.5573
	neutral	3.514	29	.3388
	agree	3.655	44	.5479
	strongly agree	4.320	10	.3795
	Total	3.494	125	.6109
nonathlete	Strongly disagree	1.825	12	.4224
	disagree	2.714	44	.5509
	neutral	2.935	23	.3797
	agree	3.372	18	.4254
	strongly agree	3.860	5	.8620
	Total	2.831	102	.6879

moral index average * question 19

moral index average

status	question 19	Mean	N	Std. Deviation
athlete	Strongly disagree	2.633	3	1.0693
	disagree	2.976	25	.4419
	neutral	3.343	37	.4868
	agree	3.691	44	.4170
	strongly agree	4.269	16	.3842
	Total	3.494	125	.6109
nonathlete	Strongly disagree	2.013	15	.4882
	disagree	2.591	33	.4733
	neutral	2.933	27	.5000
	agree	3.423	26	.4555
	strongly agree	4.900	1	.
	Total	2.831	102	.6879

moral index average ' question 20

moral index average

status	question	Mea	N	Std.
athlete	Strongly disagree	2.773	11	.6166
	disagree	3.213	32	.5014
	neutral	3.441	27	.4560
	agree	3.742	43	.4510
	strongly agree	4.291	11	.3961
	Total	3.494	125	.6109
nonathlete	Strongly disagree	2.242	19	.6345
	disagree	2.655	38	.5155
	neutral	3.014	21	.6126
	agree	3.362	21	.4236
	strongly agree	3.800	3	1.100
	Total	2.831	102	.6879

APPENDIX E

Male and Female Athletes
Social and Moral Index Average

social index average * question 1

social index average

respondent's sex	question 1	Mean	N	Std. Deviation
male	Strongly disagree	2.760	15	.5629
	disagree	2.680	25	.4183
	neutral	3.131	13	.2626
	agree	3.457	7	.5827
	strongly agree	3.000	2	.1414
	Total	2.892	62	.5106
female	Strongly disagree	2.307	15	.5365
	disagree	2.285	27	.3146
	neutral	2.662	8	.2973
	agree	2.492	12	.2999
	strongly agree	3.000	1	.
	Total	2.389	63	.3956

social index average * question 2

social index average

respondent's sex	question 2	Mean	N	Std. Deviation
male	Strongly disagree	2.581	21	.4633
	disagree	2.941	29	.3737
	neutral	3.150	8	.5782
	agree	3.650	4	.3786
	Total	2.892	62	.5106
female	Strongly disagree	2.207	30	.3841
	disagree	2.492	25	.3353
	neutral	2.767	6	.2160
	agree	2.700	2	.4243
	Total	2.389	63	.3956

social index average * question 3

social index average

respondent's sex	question 3	Mean	N	Std. Deviation
male	Strongly disagree	2.575	24	.5110
	disagree	3.000	19	.3480
	neutral	3.180	10	.5160
	agree	3.213	8	.3834
	strongly agree	3.000	1	.
	Total	2.892	62	.5106
female	Strongly disagree	2.298	49	.3800
	disagree	2.692	13	.2753
	neutral	2.900	1	.
	Total	2.389	63	.3956

social index average * question 4

social index average

respondent's sex	question 4	Mean	N	Std. Deviation
male	Strongly disagree	3.300	1	.
	disagree	2.550	4	.6245
	neutral	2.429	7	.5219
	agree	2.772	18	.5665
	strongly agree	3.091	32	.3586
	Total	2.892	62	.5106
female	disagree	2.325	4	.5852
	neutral	2.283	12	.5114
	agree	2.367	21	.3706
	strongly agree	2.465	26	.3310
	Total	2.389	63	.3956

social index average * question 5

social index average

respondent's sex	question 5	Mean	N	Std. Deviation
male	Strongly disagree	2.300	5	.7000
	disagree	2.940	10	.3596
	neutral	2.781	21	.4546
	agree	2.970	20	.3975
	strongly agree	3.433	6	.5888
	Total	2.892	62	.5106
female	Strongly disagree	1.990	10	.2885
	disagree	2.333	24	.4018
	neutral	2.477	22	.2776
	agree	2.900	6	.1549
	strongly agree	2.700	1	.
	Total	2.389	63	.3956

social index average * question 6

social index average

respondent's sex	question 6	Mean	N	Std. Deviation
male	Strongly disagree	2.508	13	.5880
	disagree	2.820	15	.4663
	neutral	2.935	26	.3123
	agree	3.417	6	.3488
	strongly agree	3.800	2	.5657
	Total	2.892	62	.5106
female	Strongly disagree	2.190	21	.3390
	disagree	2.427	26	.4133
	neutral	2.571	14	.3315
	agree	2.700	2	.4243
	Total	2.389	63	.3956

social index average * question 7

social index average

respondent's sex	question 7	Mean	N	Std. Deviation
male	Strongly disagree	2.385	13	.5178
	disagree	2.770	10	.2830
	neutral	2.922	23	.3592
	agree	3.320	15	.4109
	strongly agree	3.600	1	.
	Total	2.892	62	.5106
female	Strongly disagree	2.293	27	.3922
	disagree	2.387	23	.4126
	neutral	2.456	9	.2455
	agree	2.900	4	.2160
	Total	2.389	63	.3956

social index average * question 8

social index average

respondent's sex	question 8	Mean	N	Std. Deviation
male	disagree	2.440	5	.3507
	neutral	2.771	7	.4536
	agree	2.845	31	.5620
	strongly agree	3.132	19	.3667
	Total	2.892	62	.5106
female	Strongly disagree	2.050	4	.3416
	disagree	2.159	17	.4017
	neutral	2.342	24	.2858
	agree	2.731	16	.2651
	strongly agree	2.850	2	.3536
	Total	2.389	63	.3956

social index average * question 9

social index average

respondent's sex	question 9	Mean	N	Std. Deviation
male	Strongly disagree	2.250	6	.5648
	disagree	2.700	14	.4297
	neutral	3.021	14	.5338
	agree	3.071	21	.4088
	strongly agree	3.029	7	.3729
	Total	2.892	62	.5106
female	Strongly disagree	2.186	7	.4562
	disagree	2.324	17	.4737
	neutral	2.364	22	.3032
	agree	2.571	17	.3531
	strongly agree			
	Total	2.389	63	.3956

social index average * question 10

social index average

respondent's sex	question 10	Mean	N	Std. Deviation
male	Strongly disagree	2.454	13	.5238
	disagree	2.692	12	.3370
	neutral	2.995	19	.4007
	agree	3.158	12	.2906
	strongly agree	3.383	6	.6432
	Total	2.892	62	.5106
female	Strongly disagree	2.171	14	.3474
	disagree	2.325	24	.4306
	neutral	2.431	16	.2330
	agree	2.837	8	.2825
	strongly agree	2.700	1	.
	Total	2.389	63	.3956

moral index average * question 11

moral index average

respondent's sex	question 11	Mean	N	Std. Deviation
male	Strongly disagree	3.250	4	.4796
	disagree	3.429	7	.5024
	neutral	3.463	16	.3828
	agree	3.843	21	.4643
	strongly agree	4.314	14	.3959
	Total	3.766	62	.5495
female	Strongly disagree	2.592	13	.5346
	disagree	3.125	16	.3587
	neutral	3.467	12	.4075
	agree	3.515	20	.3937
	strongly agree	3.800	2	.4243
	Total	3.225	63	.5495

moral index average * questiion 12

moral index average

respondent's sex	questiion 12	Mean	N	Std. Deviation
male	Strongly disagree	3.200	1	.
	disagree	3.100	2	.2828
	neutral	3.333	6	.5465
	agree	3.468	25	.3671
	strongly agree	4.193	28	.3829
	Total	3.766	62	.5495
female	Strongly disagree	1.750	2	.4950
	disagree	3.100	1	.
	neutral	2.845	11	.3751
	agree	3.268	38	.4461
	strongly agree	3.736	11	.2838
	Total	3.225	63	.5495

moral index average * question 13

moral index average

respondent's sex	question 13	Mean	N	Std. Deviation
male	Strongly disagree	3.900	1	.
	disagree	3.140	5	.1949
	neutral	3.333	6	.4633
	agree	3.669	26	.4671
	strongly agree	4.104	24	.4956
	Total	3.766	62	.5495
female	Strongly disagree	2.633	3	.4509
	disagree	2.644	9	.5525
	neutral	2.780	10	.4590
	agree	3.472	32	.2997
	strongly agree	3.622	9	.4684
	Total	3.225	63	.5495

moral index average * question 14

moral index average

respondent's sex	question 14	Mean	N	Std. Deviation
male	disagree	3.700	1	.
	neutral	3.583	6	.6998
	agree	3.713	30	.5191
	strongly agree	3.876	25	.5615
	Total	3.766	62	.5495
female	Strongly disagree	1.400	1	.
	neutral	2.986	7	.5669
	agree	3.243	44	.4751
	strongly agree	3.473	11	.5159
	Total	3.225	63	.5495

moral index average * question 15

moral index average

respondent's sex	question 15	Mean	N	Std. Deviation
male	Strongly disagree	3.550	2	.4950
	disagree	3.375	8	.2765
	neutral	3.622	18	.5867
	agree	3.807	28	.4545
	strongly agree	4.600	6	.2449
	Total	3.766	62	.5495
female	Strongly disagree	2.760	5	.5683
	disagree	2.929	24	.5782
	neutral	3.338	16	.2986
	agree	3.612	17	.2870
	strongly agree	4.300	1	.
	Total	3.225	63	.5495

moral index average * question 16

moral index average

respondent's sex	question 16	Mean	N	Std. Deviation
male	Strongly disagree	4.300	1	.
	disagree	3.033	3	.1528
	neutral	3.314	7	.3532
	agree	3.646	28	.4418
	strongly agree	4.122	23	.5099
	Total	3.766	62	.5495
female	Strongly disagree	2.700	1	.
	disagree	1.750	2	.4950
	neutral	2.927	11	.5587
	agree	3.310	42	.4253
	strongly agree	3.686	7	.3024
	Total	3.225	63	.5495

moral index average * question 17

moral index average

respondent's sex	question 17	Mean	N	Std. Deviation
male	Strongly disagree	3.200	1	.
	disagree	3.338	8	.5854
	neutral	3.679	14	.3984
	agree	3.762	29	.4617
	strongly agree	4.300	10	.6000
	Total	3.766	62	.5495
female	Strongly disagree	2.850	2	.2121
	disagree	2.795	20	.5530
	neutral	3.287	23	.3035
	agree	3.629	17	.4210
	strongly agree	4.300	1	.
	Total	3.225	63	.5495

moral index average * question 18

moral index average

respondent's sex	question 18	Mean	N	Std. Deviation
male	Strongly disagree	3.133	3	.4041
	disagree	3.600	14	.4557
	neutral	3.608	12	.4602
	agree	3.792	24	.5437
	strongly agree	4.378	9	.3528
	Total	3.766	62	.5495
female	Strongly disagree	1.400	1	.
	disagree	2.900	24	.4404
	neutral	3.447	17	.2095
	agree	3.490	20	.5190
	strongly agree	3.800	1	.
	Total	3.225	63	.5495

moral index average * question 19

moral index average

respondent's sex	question 19	Mean	N	Std. Deviation
male	Strongly disagree	3.250	2	.0707
	disagree	3.186	7	.3625
	neutral	3.520	15	.4902
	agree	3.796	23	.4364
	strongly agree	4.307	15	.3654
	Total	3.766	62	.5495
female	Strongly disagree	1.400	1	.
	disagree	2.894	18	.4518
	neutral	3.223	22	.4566
	agree	3.576	21	.3714
	strongly agree	3.700	1	.
	Total	3.225	63	.5495

moral index average * question 20

moral index average

respondent's sex	question 20	Mean	N	Std. Deviation
male	Strongly disagree	3.050	4	.2646
	disagree	3.486	7	.7105
	neutral	3.569	13	.3614
	agree	3.825	28	.4640
	strongly agree	4.340	10	.3806
	Total	3.766	62	.5495
female	Strongly disagree	2.614	7	.7198
	disagree	3.136	25	.4132
	neutral	3.321	14	.5132
	agree	3.587	15	.3944
	strongly agree	3.800	1	.
	Total	3.225	63	.5495