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An Assessment of Scholastic Basketball Programs: Administration, Facilities, and Support

Leah Cannady

Western Kentucky University, leah.cannady412@topper.wku.edu

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AN ASSESSMENT OF SCHOLASTIC BASKETBALL PROGRAMS:
ADMINISTRATION, FACILITIES, AND SUPPORT

A Capstone Experience/Thesis Project

Presented in Partial Fulfillment of the Requirements for

the Degree of Bachelor of Exercise Science with

Honors College Graduate Distinction at Western Kentucky University

By:

LEAH C. CANNADY

Western Kentucky University
2016

CE/T Committee:

Don Hoover, PT, PhD, CSCS Advisor

Brad Stinnett, PhD

Scott Lyons, PhD

Approved by

Advisor

Doctor of Physical Therapy Program

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ABSTRACT

The main purpose of this study was to validate the survey instrument created to evaluate various aspects of scholastic basketball programs—including but not limited to administration, facilities, and support. All boys and girls head basketball coaches in South Dakota were administered an electronic survey created for the study. To incentivize participation, respondents could choose to be entered to win a monetary donation of \$250 to their basketball program. Descriptive statistics were used to summarize respondent demographics and other statistical measures were used to indicate reliability and validity of the survey instrument. Cronbach's alpha was calculated at .711 and Pearson's correlation coefficient was calculated at an average value of $r = 0.63$. Therefore, the survey indicated moderate to strong reliability and validity. Content analysis techniques were used to evaluate qualitative responses to open-ended questions of the survey, and the following categories of challenges were identified: student-athletes, parents, coaching, financial, facility, and institutional. Findings from this study could be used to compare and improve scholastic basketball programs, as well as provide benchmark data for further studies expanding upon scholastic sport.

Keywords: interscholastic, high school, basketball, facilities, administration, support

Dedicated to my friends and family

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VITA

October 12, 1995.....Born – Brandenburg, Kentucky

2009-2013.....Meade County High School –
Brandenburg, Kentucky

2011-2013.....Carol M. Gatton Academy of
Mathematics and Science
Bowling Green, Kentucky

2011-2016.....Undergraduate in College of
Health and Human Services,
School of Kinesiology,
Recreation and Sport, Western
Kentucky University

FIELDS OF STUDY

Major Field: Exercise Science

Concentration: Pre-Medicine

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CHAPTER I

INTRODUCTION

Background

Basketball, at the interscholastic level in the United States, is a very competitive activity. A significant part of a high school's identity comes from the athletic prowess of its students, especially in sports such as basketball or football. The facilities that make up a high school campus are inextricably connected with the institution's mission and support the activities of students, coaches, and administrators (Wilson, 2013).

Administrators and coaches continually explore ways to gain a competitive edge on the court against their opponents. The benefits associated with these facilities can be plentiful, but so can the challenges. In addition, other aspects of a basketball program can have increasing effects on the program's success. Those facets that can impact a program include, but are not limited to, feeder schools and programs; administrative, parental, and community support; and financial structure and resources. Specific challenges within this topic cover a wide range of themes. These issues range from gender equity in access to basketball facilities to disparities related to urban/suburban/rural location of a given school, as well as the enrollment of the school.

Training facilities for use in athletics have become larger and more sophisticated

over the years (Sawyer, 2013). These facilities can enhance the preparation and conditioning of student-athletes for sports teams. An important aspect of training facilities is the type of equipment used. Furthermore, management of these specialized facilities is a key operational component within scholastic athletic administration. Thus far, there is a markedly limited amount of research on training facilities at the interscholastic level (Judge et al., 2014). Even more meager is research on these facilities specific to high school basketball programs in the United States.

It is widely held in coaching circles that administrative, parental, and community support are necessary for sustained program success. However, little exists in the sport science literature on this topic. A study conducted evaluating authenticity of coaching assessed the nature of coaching philosophies and looked further into coaching science's failure to adequately describe the link between the inner and outer aspects of coaching (Barnson, 2011). Barnson (2011) described the inner aspect of coaching as the beliefs held by the individual, and the outer aspect of coaching as how these connect outwardly to one's actions and behaviors. The coaches beliefs about support from administration, parents, and the community could outline how they behave towards these individual groups. However, there has yet to be literature evaluating multiple aspects of scholastic basketball programs and how other facets fit into the continuum along with coaching.

Similar to coaching, financial support is also considered a necessary component of sustained scholastic athletic program success. While the evidence is not substantial, it appears that a wide variety of methods are used to finance scholastic basketball programs. There are also differences in funding scholastic sports on a state by state basis, as some state legislatures allow general funds to be used for scholastic sports but other state

legislatures do not (National Federation of State High School Associations, 2015). Such regional differences present challenges in understanding the scope of scholastic sport practices across the United States. In addition, the lack of systematic analysis of these practices plausibly makes it more difficult for high school coaches and administrators to craft workable budgetary strategies in times of financial crisis and shifting priorities in secondary education. However, little scientific evidence exists to shed light on current practices in scholastic administration of high school basketball programs.

In summary, little evidence exists on administration of scholastic basketball programs in the sport science literature. This gap in the literature presents challenges for high school coaches and administrators interested in using evidence-based methods to run their programs. Scholastic sport in the United States is annually a multi-billion dollar enterprise (Pierce and Peterson, 2011), suggesting much may be learned by examining prevailing habits in contemporary scholastic basketball administration.

Purpose

The purpose of this pilot study was to establish validity and reliability of the survey instrument created to provide a statistical snapshot of scholastic basketball programs in terms of administration, facilities, and support. Additionally, this inquiry served to assess logistics and the feasibility of testing one state (South Dakota) to later expand to a larger research project analyzing the same topical information in a contiguous four-state area (Illinois, Indiana Kentucky, and Tennessee). This was a foundational study that intended to provide benchmark data to interscholastic athletic administrators and coaches.

Research Question

In a broad sense, this study sought to answer the following research question: What are the perceived challenges associated with administering a scholastic basketball program? This was achieved through survey questions and qualitative, open-ended feedback.

Significance

This study was being utilized to provide an assessment of scholastic basketball programs relative to administration, facilities, and support and could potentially aid coaches and administrators in comparing their respective programs against their area and regional peers. Additionally, the findings on benefits and challenges may provide coaches and administrators with information to direct their programs on evidence-based principles. Moreover, this study could be expanded to advise administrators and supporters of basketball programs for the most effective ways to administer and support a scholastic basketball program. Finally, this study may lead to additional research and further examination of issues relative to scholastic basketball programs.

Limitations

The following limitations were apparent in the study:

1. The self-report format of the survey instrument may lead to somewhat skewed data since respondents may not return accurate responses.
2. The online format may be challenging for older coaches less familiar with technology and/or online surveys (Ryu, 2009).

CHAPTER 2

METHOD

This section presents the methodology utilized to execute the study. Descriptions of the participants, research design, instrument, procedures, and data analysis are included.

Participants

All participants for this study were Boys and Girls Head Basketball Coaches governed by the South Dakota High School Activities Association (SDHSAA). Participant contact information was acquired from the association's website (www.SDHSAA.com) and compiled into a database. Recruitment procedures consisted of an invitation via email to participate with follow-up correspondence. Three-hundred twenty-six boys and girls basketball coaches were sent surveys for the study. Head coaches were specifically chosen to complete the survey because of their overall knowledge of their respective basketball program.

Research Design

This hybrid study utilized both quantitative and qualitative research methods. Descriptive research techniques were employed to ascertain descriptive statistics to summarize, organize, and simplify respondent demographics. A fundamental element of descriptive reporting is a clear, specific, and measurable definition of the condition in question (Grimes, 2002). Qualitative feedback was requested and allowed for participant

elaboration regarding perceived challenges associated with interscholastic basketball programs and facilities. Open-ended questions were included on the survey and sought more information on the topic. This pilot study utilized a test-retest design in an effort to validate the survey instrument created for the study.

Instrument

Since no previously validated instruments existed related to the purpose of this study, a new one was created. The Western Kentucky University Scholastic Basketball Survey was developed in consultation with a variety of professionals who were knowledgeable in the area of scholastic basketball. Components of the survey included general school information, coaching structure and experience, basketball facility information, ancillary facilities and instrumentation, feeder program, sharing athletes and training multi-sport athletes, administration, parents, program success, community support, financial, and open ended questions. The survey included 70 questions and consisted of various answer types such as Likert scales, slider bars, multiple choice, and open-response.

Procedures

An electronic survey was created and distributed using the software Qualtrics©. The link for the survey was sent to all boys and girls head basketball coaches governed by the SDHSAA. An invitation to complete the survey, implied informed consent, and detailed instructions on how to complete and submit the survey were also given to the coaches. Once foundational data was collected, the identical retest survey was distributed within a time span of two weeks. In an effort to obtain a higher response rate, participants

were presented with the opportunity to be entered into a randomized drawing to win a monetary donation of \$250 for their basketball program.

This study was reviewed and approved by the Institutional Review Board at Western Kentucky University. All required protocols were followed explicitly throughout the duration of the study.

Data Analysis

In an effort to establish internal validity and reliability, Cronbach's alpha test and Pearson's correlation coefficient (r) were calculated and compared. Descriptive statistics were calculated to summarize the respondent demographics. Quantitative data was analyzed using computer software programs, IBM SPSS Statistics 21 and Microsoft Excel. The data obtained from qualitative feedback was quantified using a content analysis technique in order to see common themes throughout responses. Content analysis was defined as "a research technique for making replicable and valid inferences from texts to the contexts of their use" (Krippendorff, 2004).

CHAPTER 3

RESULTS

Respondent Demographics

The survey was sent 326 boys and girls high school head basketball coaches. Respondents ranged from all over the state of South Dakota. Originally, responses were returned from 79 coaches for a response rate of 24%. Subsequently, 26 coaches, out of the 79, responded to the retest survey for a 33% response rate. The average student enrollment from respondent schools was approximately 375 students with the maximum enrollment being in the 2,000-2,249 range. The majority of respondent schools were public and do not use a single class system for the basketball state tournament.

Findings

In an effort to establish reliability and validity of the survey instrument created, Cronbach's alpha was calculated at .711. Pearson's correlation coefficient was calculated for a randomly chosen set of 20 questions. This resulted in an overall test-retest coefficient of $r=.63$, which is moderate to strong reliability. Shown below in Table 1 are the Pearson's correlation coefficients for 20 randomly selected survey questions.

Table 1. Pearson's Correlation Coefficient for 20 Randomly Chosen Questions

Question	Pearson's r
What is the age of your basketball venue?	0.89
What is the spectator seating capacity of your basketball venue?	0.81
Who is responsible for overseeing maintenance of your basketball venue?	0.75
I believe video breakdown and review contributes to higher basketball IQ within our high school coaching staff.	0.78
I believe video breakdown and review contributes to higher basketball IQ within our varsity players.	0.63
"Sharing" athletes with other athletic programs is a challenge our school.	0.58
The greatest challenge our basketball program faces for sharing athletes at our school are with spring sport programs (e.g track and field, baseball, football, etc).	0.27
Travel team/club basketball/AAU programs in our area present challenges for our players in our program to participate in off-season strength and conditioning programs.	0.33
I believe our high school athletic director is trustworthy.	0.76
I believe our high school principal possesses a high basketball IQ.	0.79
I believe our superintendent has views of our program that are swayed by influential individuals within the local community.	0.81
I think the parents/guardians within our program frequently present challenges.	0.76
Our high school program draws sufficient interest to field varsity, junior varsity, and freshman rosters comparable to those at area schools.	0.59
Attendance at our varsity games is heavily influenced by our win and loss record.	0.62
Attendance at our varsity games is heavily influenced by competing high school events.	0.50
The budget for our basketball program has been negatively affected by cuts in funding to our school corporation.	0.54
We rely heavily on focused fund raisers to balance our program budget.	0.58
Our program buys shoes for the varsity players within our program.	0.45
Area sportswriters cover our program equally with other area programs.	0.53
Winning regular season championships matters to parents in our program.	0.57

This study intended to answer the research question “What are the perceived challenges associated with administering a scholastic basketball program?” Respondents produced 128 comments to the open-ended question. Six distinguishable categories of perceived challenges were identified after responses were examined. The categories included, 1) Student-athlete, 2) Parent, 3) Coaching, 4) Financial, 5) Facility and 6) Institution. Common themes that emerged from the responses were sorted into their respective categories. Table 2 summarizes the comments regarding the perceived challenges associated with administering a scholastic basketball program.

Table 2. Categories and Themes of Significant Challenges in the Basketball Program

Category	<i>n</i>	%
Student-Athlete	54	42.2
Commitment/Dedication/Work Ethic	25	19.5
Lack of Interest/Participation	15	11.7
Retention	6	4.7
Parent	17	13.2
Overall Behavior and Sportsmanship	7	5.5
Unrealistic Expectations of Program	5	3.9
Lack of Involvement and Support	5	3.9
Coaching	17	13.2
Inheriting Inexperienced Players	6	4.7
Finding Experienced Assistant Coaches	6	4.7
Poor Relationship with Feeder Program	3	2.3
Financial	15	11.7
Insufficient Funding for Program	12	9.3
Other/Miscellaneous	3	2.3
Facility	13	10.1
Sharing Gymnasium Space	6	4.7
Inadequate Venues	4	3.1
Other/Miscellaneous	3	2.3
Institution	10	7.8
Low and/or Declining Enrollment	8	6.2
Other/Miscellaneous	2	1.6

The category that received the most comments regarding perceived challenges was *student-athletes* ($n = 54$). This category was comprised of comments that revolved around commitment, dedication, work ethic, lack of interest/participation, and retention. One respondent submitted the following commentary on the challenges associated with student-athletes:

“Getting student athletes to work on their weaknesses to improve overall skills to help our program be competitive with other schools in our area.”

Another respondent posed,

“We are a boarding school that draws Native American students from across the US. I never know who is going to train in the off season and also who is going to return the following year.”

Additional comments in this category were in regards to player entitlement and accountability. One respondent stated,

“Getting students to go out each year and show dedication throughout the year is very difficult in our program.”

Parents ($n = 17$) received the second most comments regarding the perceived challenges. This category encompassed overall behavior and sportsmanship, unrealistic expectations of the program, and lack of involvement and support. One respondent stated the following:

“Clueless parents with unrealistic expectations for their child.”

The third section of perceived challenges fell under the *coaching* category ($n = 17$). The themes within *coaching* category included inheriting inexperienced players,

finding experienced assistant coaches, and having a poor relationship with the feeder program. When describing the most significant challenge, one respondent said,

“I believe the trust and culture within the district. We have disconnect between middle school and high school levels. Our district makes them two different entities with two different athletic directors who don’t work well together.”

Financial ($n = 15$) was the fourth most mentioned perceived challenge. This broad category was mainly comprised of comments regarding insufficient funding for program, but also mentioned things such as,

“Fundraising is an issue that we face. We have a smaller community that gets taxed by many organizations and fundraising.”

The fifth most mentioned challenge was *facilities* ($n = 13$). Within the facilities category included themes such as sharing gymnasium space, inadequate venues, and other/miscellaneous. Regarding facilities, one respondent posed,

“Time on the floor. We only have one facility and it is shared between both varsity basketball programs and the junior high/elementary programs.”

Institution ($n = 10$) was the final category that emerged from the content analysis. Institutional responses were further broken down into low and/or declining enrollment and other/miscellaneous. A specific respondent said,

“We are the smallest school in the conference. Our typical class size is 45-50 students compared to other schools conference with a typical class size of 90-120.”

Thus, while each respondent may have stated their perceived challenges differently, common themes clearly emerged in the data set.

CHAPTER 4

DISCUSSION

Discussion of Results

The primary purpose of this pilot study was to validate the survey instrument. This was achieved through various statistical measures that suggested the survey to be both reliable and valid. The literature suggests that a desirable target would be to have a test-retest of 0.60 and above (Hopkins, 2000). A fairly strong test-retest value ($r=0.63$) was obtained; therefore the survey can be deemed objectively reliable. In addition, through the use of content analysis, the common categories and themes that emerged only reinforced the reliability due to commonalities across the state of South Dakota.

Aside from establishing validity of the survey, perceived challenges of administering a scholastic basketball program were to be identified. The most prevalent perceived challenge fell under the category of *student-athletes*, as 42% of all comments received fell into this category. Many coaches mentioned different aspects of how their athletes directly affected program success and ways this could be improved. There is literature supporting the athlete-coach relationship and how the two can benefit each other. Camiré (2015) asserts that adult leaders in sport can exert considerable influence on young athletes' development but this influence is mediated by the quality of the relationship that is formed between both parties. This would suggest that by improving

the athlete-coach relationship, it may improve on many of the perceived challenges of dealing with student-athletes. The improvements could cover a wide range from lack of participation and interest to retention rates mentioned in the qualitative responses of this study.

A second common category that emerged in the qualitative data was *parents*. The respondents mentioned themes such as unrealistic expectations of the program, overall behavior and sportsmanship, and lack of involvement and support. Extensive literature exists on the phenomena of “helicopter parenting”. One study described it as, “Hovering, ultra-protective, and unwilling to let go, helicopter parenting reflects the closeness of today’s young people with parents” (Neill & William, 2007). This could explain the coaches having issues with unrealistic expectations and their overall behavior and sportsmanship. The parents’ deep involvement in their childrens’ lives could lead them to have warped senses of expectations as well as how they react to situations (i.e. their sportsmanship and behavior). As a result, it is a reasonable expectation that coaches and administrators would struggle with the parental aspect and further research could potentially expand upon the issue and ways to combat it.

Another common category that emerged was perceived challenges associated with *coaching*. A study executed at the University of Ottawa examined characteristics that head coaches look for when hiring assistant coaches, the main roles and responsibilities assigned to assistants, and the techniques and behaviors used to develop them (Rathwell, 2014). The Rathwell study indicated head coaches hired loyal assistants who possessed extensive [sport] knowledge that complimented their own skill sets. This would support

the idea that many coaches struggle finding experienced assistant coaches, as well as having a poor relationship with feeder programs.

Financial issues was another perceived challenge that many coaches and administrators deal with when overseeing their respective basketball programs. While fiscal challenges is a common issue in what seems like every aspect of life, insufficient funds can strongly impact the availability of resources to scholastic sport programs. Whether a majority of their funding comes from school support or booster club backing, insufficient funds could lead to less equipment during practice times meaning fewer productive practices. Additionally, this could also lead to inadequate uniforms and apparel, which could cause reduced interest and participation and less support in general.

Similar to insufficient funds, inadequate facilities can have similar adverse effects on scholastic basketball programs. A fifth category that emerged from perceived challenges was *facilities*. Respondents provided information that fell into common themes such as sharing gymnasium space and inadequate venues. Similar to the financial challenges, inadequate facilities can negatively affect student-athlete participation and community support. For example, if student athletes do not have the gym space made available to them due to sharing the space with another team, then it may not be a feasible option for them to put in the extra time and work to improve their skillset.

A final category that emerged regarding perceived challenges dealt with *institutional* issues. The most prevalent theme in this category pertained to declining or low enrollment. Issues with low enrollment can possibly impact nearly every aspect of the program in general. This is due to their inability to remain competitive with larger

institutions. Coaches at low enrollment institutions are somewhat “hand-cuffed” due the unlikelihood of assembling a quality team from a smaller pool of students.

Strengths of the Present Study

The most notable of strength of the present study was the ability to test logistics and feasibility of testing a single state with intentions of expansion. The procedures utilized to administer and close the survey proved to be user friendly and manageable. In addition, the ability to establish validity and reliability of the Western Kentucky University Scholastic Basketball Survey was a major key to the study. The techniques employed during the data analysis process provided sufficient information in establishing adequate levels of validity and reliability. Additionally, the categories and themes that emerged from the qualitative data added a new level of validity in their commonalities with the categories already included in the survey. Finally, the findings produced from this smaller, pilot study can lead to additional exploration in the interscholastic sport industry.

Weaknesses of the Present Study

Although procedures were seemingly user friendly, the online format of our study was a weakness in that it may have deterred some coaches from their willingness to respond due to their potential inexperience with electronic surveys. Similarly, the self-report format of the survey could have been an issue with incorrect responses and the inability to ensure accuracy. The study could have been strengthened by possibly lengthening the window of time the survey was available and by assessing perceived best practices as opposed to only focusing on perceived challenges in the program.

Conclusions

Based on the common themes that emerged from the content analysis, the survey is only further validated beyond statistical measures. The survey instrument used covered the following categories: general school information, coaching structure and experience, basketball facility information, ancillary facilities and instrumentation, feeder program, sharing athletes and training multi-sport athletes, administration, parents, program success, community support, financial, and open ended questions. Furthermore, emerging common categories and themes from the portion of the survey that focused on challenges of a scholastic basketball program covered topics such as: *student-athlete*, *coaching*, *parent*, *financial*, *facility*, and *institution*. The commonalities between the categories only reinforce the validity of the survey instrument and its conclusiveness when evaluating all aspects of administering a scholastic basketball program.

The results of this study, as well as future studies, using the same survey instrument, can add to the existing literature. The outcomes can provide compelling benchmark data to cover a wide range of all facets that make up scholastic sport programs.

Implications

For any current high school basketball coach, the relevant findings of this study can be utilized to proactively plan and to combat some of the perceived challenges that were identified. The results show commonalities among challenges that high schools face across a wide range of demographics. South Dakota, a western, rural state, deals with many of the same challenges of operating a scholastic basketball program as any state in the United States would. Other professionals involved in the basketball industry could

find these results helpful to compare their respective programs with findings produced in this study. The existing literature of sport science and scholastic sport are only being expanded by this study to further break down the specifics that make up each program.

Recommendations for Future Research

This study facilitates further research in the field of interscholastic basketball. Initially, an expanded study will be launched to survey girls and boys high school basketball coaches in Illinois, Indiana, Kentucky, and Tennessee. As more data is collected and more common themes emerge, based on program success, this study and survey instrument could provide ways to make each aspect of scholastic basketball programs improve.

Upon completion of the larger study, additional studies could use similar coaches' databases to evaluate other attributes that influence scholastic sport participation in the United States. In addition, a similar survey examining multiple aspects of basketball could be used to evaluate collegiate programs. Moreover, trying to evaluate these aspects from the student-athlete perspective could provide fascinating insights further into scholastic basketball.

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APPENDIX A

Basketball Study

You are being asked to participate in a research project intended to assess scholastic basketball facilities and programs. This is a foundational study that will attempt to create some benchmark data for member institutions of the high school athletic associations in four states. This study is being conducted by Dr. Brad Stinnett and Dr. Don Hoover, faculty at Western Kentucky University. There are no foreseeable risks associated with completing this survey. A potential benefit of participating in this study could be the satisfaction of contributing to a project aimed at assessing the current state of scholastic basketball facilities and programs. Information that you provide specific to your program will be sent directly to Brad Stinnett and will be kept confidential. Completing this survey is voluntary. If you are willing to participate, please click the right arrow below to begin. The survey will take approximately 30 minutes to complete. Thank you in advance for assisting with this project and for helping assess scholastic basketball facilities and programs in a four state area. As a participant, you will have the opportunity (at the end of the survey) to be entered in a random drawing to win \$250 for your program.

What is the total student enrollment for your school grades 9-12?

- 0-249 (1)
- 250-499 (2)
- 500-749 (3)
- 750-999 (4)
- 1,000-1,249 (5)
- 1,250-1,499 (6)
- 1,500-1,749 (7)
- 1,750-1,999 (8)
- 2,000-2,249 (9)
- 2,250-2,499 (10)
- 2,500-2,749 (11)
- 2,750-2,999 (12)
- 3,000 or more (13)
- Not sure (14)

My high school is in the following state:

- Illinois (1)
- Indiana (2)
- Kentucky (3)
- Tennessee (4)
- South Dakota (5)

My high school is:

- Public (1)
- Private (2)

My state uses the single class system for the basketball state tournament.

- Yes (1)
- No (2)
- Not Sure (4)

I am a head coach for the

- Boys program (1)
- Girls program (2)

I have been the head coach at the present school:

_____ Slide to number of years (1)

I possess years of total head coaching experience at the high school level:

_____ Slide to number of years (1)

I possess years of total coaching experience at the high school level:

_____ Slide to number of years (1)

I have coached at the collegiate level.

- Yes (1)
- No (2)

If Yes Is Selected, Then Skip To If the answer above was "yes", I poss...If No Is Selected, Then Skip To I played high school basketball.

I possess years of total coaching experience at the collegiate level:

_____ Slide to number of years (1)

I played high school basketball.

- Yes (1)
- No (2)

I played college basketball.

- Yes (1)
- No (2)

I am currently working under formal, written contract for head basketball coaching duties?

- Yes (1)
- No (2)
- Not sure (3)

What do you receive as the annual salary/stipend as the current head coach at your school?

- Head coach is unpaid/volunteer (1)
- Less than \$2,000 annually (2)
- Between \$2,000 - \$5,000 annually (3)
- More than \$5,000 annually (4)

What is the highest educational degree you have attained?

- High School Diploma (1)
- Associate Degree (2)
- Bachelor's Degree (3)
- Master's Degree/Fifth-Year Program (4)
- Doctoral Degree (5)
- Other (6)

The school system allows me to supplement my coaching stipend through funds generated by summer camps offered to the kids within the district, etc.

- Yes (1)
- No (2)
- Not sure (3)

Does the basketball program have an assistant coach assigned to the varsity team(not double duty with the junior varsity)

- Yes (1)
- No (2)
- Not sure (3)

If No Is Selected, Then Skip To Does the program have a junior varsit...If Yes Is Selected, Then Skip To Is the current varsity assistant coac...If Not sure Is Selected, Then Skip To Does the program have a junior varsit...

Is the current varsity assistant coach a full-time, licensed teacher within the school?

- Yes (1)
- No (2)
- Not sure (3)

What is the annual salary/stipend for the current varsity assistant basketball coach?

- Assistant coach is unpaid/volunteer (1)
- Less than \$2,000 annually (2)
- Between \$2,000 - \$5,000 annually (3)
- More than \$5,000 annually (4)

Does the program have a junior varsity team?

- Yes (1)
- No (2)

If Yes Is Selected, Then Skip To Does the basketball program have a co...If No Is Selected, Then Skip To Does the program have a freshman team?

Does the basketball program have a coach solely assigned to the junior varsity team?

- Yes (1)
- No (2)

If Yes Is Selected, Then Skip To What is the annual salary/stipend for...If No Is Selected, Then Skip To Does the program have a freshman team?

What is the annual salary/stipend for the current junior varsity coach?

- Assistant coach is unpaid/volunteer (1)
- Less than \$2,000 annually (2)
- Between \$2,000 - \$5,000 annually (3)
- More than \$5,000 annually (4)

Is the current junior varsity coach a full-time, licensed teacher within the school?

- Yes (1)
- No (2)

Does the program have a freshman team?

- Yes (1)
- No (2)

If Yes Is Selected, Then Skip To Does the basketball program have a co...If No Is Selected, Then Skip To End of Block

Does the basketball program have a coach assigned solely to the freshman team?

- Yes (1)
- No (2)

If Yes Is Selected, Then Skip To What is the annual salary/stipend for...If No Is Selected, Then Skip To End of Block

What is the annual salary/stipend for the current freshman coach?

- Assistant coach is unpaid/volunteer (1)
- Less than \$2,000 annually (2)
- Between \$2,000 - \$5,000 annually (3)
- More than \$5,000 annually (4)

Is the current freshman coach a full-time, licensed teacher within the school?

- Yes (1)
- No (2)

What is the age of your basketball venue?

- 0-5 years (1)
- 6-10 years (2)
- 11-15 years (3)
- 16-20 years (4)
- 21-25 years (5)
- 26 years or older (6)
- Not sure (7)

What is the spectator seating capacity of your basketball venue?

- 0-1,999 (1)
- 2,000-3,999 (2)
- 4,000-5,999 (3)
- 6,000-7,999 (4)
- 8,000 or more (5)
- Not sure (6)

Do you share your basketball venue with other athletic teams at your school?

- Yes (1)
- No (2)

Who is responsible for keeping the master schedule for activities (practices, games, etc.) for your basketball venue?

- Athletic Director (1)
- Coach within the school (2)
- Administrative Assistant (3)
- Principal or Assistant Principal (4)
- Other (5)
- Not sure (6)

Who is responsible for overseeing maintenance of your basketball venue?

- Athletic Director (1)
- Coach within the school (2)
- Maintenance Unit at the school (3)
- Outside Contractor (4)
- Other (5)
- Not sure (6)

Is the program's head coach provided an office in close proximity to the gymnasium, locker room, etc?

- Yes (1)
- No (2)

Does your program have a dedicated locker room for the basketball program?(e.g. does not share with Physical Education program)

- Yes (1)
- No (2)

Does the program have a dedicated space available for team meetings, reviewing game video, etc. (may be in classroom, part of locker room, etc)

- Yes (1)
- No (2)

Does your program have a Shoot-A-Way, Gun, NOAH, etc. available on site for use?

- Yes (1)
- No (2)

If Yes Is Selected, Then Skip To If so, please list the type of shooti...If No Is Selected, Then Skip To Does your program have access to vide...

If so, please list the type of shooting system available within your program:

If so, how many shooting systems does your program have?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- More than 4 (5)

How many days per week do you typically use the shooting system for player development?

	0 (1)	1-2 (2)	3-4 (3)	5-7 (4)
During the competitive season (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the off-season (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your program have access to video tagging analysis software application for game video breakdown? (e.g. Gamebreaker, Dartfish, HUDL, etc.)

- Yes (1)
- No (2)
- Not sure (3)

If Yes Is Selected, Then Skip To Please choose from the following opti...If No Is Selected, Then Skip To I believe video breakdown and review...If Not sure Is Selected, Then Skip To I believe video breakdown and review...

Please choose from the following options.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
We regularly use video tagging analysis within our program. (1)	<input type="radio"/>				
Coaches in our area regularly/freely trade game videos. (2)	<input type="radio"/>				

I believe video breakdown and review...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
...contributes to higher basketball IQ within our HS coaching staff. (1)	<input type="radio"/>				
...contributes to higher basketball IQ within our varsity players. (2)	<input type="radio"/>				
...is a competitive necessity within our program. (3)	<input type="radio"/>				
...provides a competitive advantage for our program. (4)	<input type="radio"/>				

Our program has a grade school/middle school/junior high that feeds players into our high school program.

- Yes (1)
- No (2)
- Not Sure (4)

If Yes Is Selected, Then Skip To The number of schools that typically ...If No Is Selected, Then Skip To End of BlockIf Not Sure Is Selected, Then Skip To End of Block

The number of schools that typically feed into high school program is:

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- More than 5 (7)

I believe the coaches at the lower levels within the feeder system...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not applicable (6)
...are open to input from the head coach of program regarding emphasis on player development, fundamental skills, etc. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...are open to input from the head coach regarding implementation of offensive and defensive schemes used within our HS program. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...emphasize winning over player development. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...do a good job of preparing players for success within our high school program. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please choose the most accurate answer below.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I think there is a high level of coaching stability within the feeder schools leading into our program. (1)	<input type="radio"/>				
I think there is a high level of unneeded or unnecessary coaches in the feeder schools leading into our program. (2)	<input type="radio"/>				
Kids in our area regularly change schools/school systems prior to entering 9th grade. (3)	<input type="radio"/>				

Please choose the most accurate answer below.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
“Sharing” athletes with other athletic programs is a challenge our school. (1)	<input type="radio"/>				

The greatest challenge our basketball program faces for sharing athletes at our school are with

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
winter sport programs (e.g swimming, wrestling, etc). (1)	<input type="radio"/>				
fall sport programs (e.g football, volleyball, cross country, etc). (2)	<input type="radio"/>				
spring sport programs (e.g track and field, baseball, football, etc). (3)	<input type="radio"/>				

Our school has a strength and conditioning coach.

- Yes (1)
- No (2)
- Not sure (3)

If Yes Is Selected, Then Skip To If the athletic program has a strengt...If No Is Selected, Then Skip To Please choose the most accurate answe...If Not sure Is Selected, Then Skip To Please choose the most accurate answe...

If the athletic program has a strength and conditioning coach...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I believe he or she is highly competent at training multi-sport athletes. (1)	<input type="radio"/>				
I believe he or she is highly competent at training the basketball players in our program. (2)	<input type="radio"/>				

He or she is certified (CSCS) by the National Strength and Conditioning Association (NSCA).

- Yes (1)
- No (2)
- Unsure (3)

Please choose the most accurate answer below.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I oversee off-season conditioning for basketball players. (1)	<input type="radio"/>				
I have a strong background in sport science and strength and conditioning. (2)	<input type="radio"/>				
I have ample time to educate myself on/stay abreast of contemporary practices in strength and conditioning for basketball players. (3)	<input type="radio"/>				
I have a high degree of confidence in my ability to construct off-season conditioning programs for our basketball players. (4)	<input type="radio"/>				

Travel team/club basketball/AAU programs in our area...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not applicable (6)
...present challenges for our players in our program to participate in off-season strength and conditioning programs. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...frequently present a situation where our players are “serving two masters”. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe our high school athletic director...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not applicable (6)
...is a strong advocate for athletics. (1)	<input type="radio"/>					
...is a strong advocate for our basketball program. (2)	<input type="radio"/>					
...possesses a high basketball IQ. (3)	<input type="radio"/>					
...has prior experience coaching at the high school level. (4)	<input type="radio"/>					
...occasionally meddles in the operation of the basketball program. (5)	<input type="radio"/>					
...is trustworthy. (6)	<input type="radio"/>					
...has views of our program that are swayed by parents of players within our program. (7)	<input type="radio"/>					
...has views of our program that are swayed by influential individuals within the local community. (8)	<input type="radio"/>					

I believe our high school principal...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not applicable (6)
...is a strong advocate for athletics. (1)	<input type="radio"/>					
...is a strong advocate for our basketball program. (2)	<input type="radio"/>					
...possesses a high basketball IQ. (3)	<input type="radio"/>					
...has prior experience coaching at the high school level. (4)	<input type="radio"/>					
...occasionally meddles in the operation of the basketball program. (5)	<input type="radio"/>					
...is trustworthy. (6)	<input type="radio"/>					
...has views of our program that are swayed by parents of players within our program. (7)	<input type="radio"/>					
...has views of our program that are swayed by influential individuals within the local community. (8)	<input type="radio"/>					

I believe our superintendent...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not applicable (6)
...is a strong advocate for athletics. (1)	<input type="radio"/>					
...is a strong advocate for our basketball program. (2)	<input type="radio"/>					
...possesses a high basketball IQ. (3)	<input type="radio"/>					
...has prior experience coaching at the high school level. (4)	<input type="radio"/>					
...occasionally meddles in the operation of the basketball program. (5)	<input type="radio"/>					
...is trustworthy. (6)	<input type="radio"/>					
...has views of our program that are swayed by parents of players within our program. (7)	<input type="radio"/>					
...has views of our program that are swayed by influential individuals within the local community. (8)	<input type="radio"/>					

Please choose the most accurate answer.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not applicable (6)
There is good stability within our high school program as it relates to the administration (eg. AD to Principal to Superintendent) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- I think the parents/guardians within our program...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
...have realistic expectations regarding the talents of their respective children. (1)	<input type="radio"/>				
...have realistic views regarding the talent of the players in the program as a whole. (2)	<input type="radio"/>				
...generally have realistic expectations for our team's success. (3)	<input type="radio"/>				
...typically played high school sports. (4)	<input type="radio"/>				
...typically played collegiate sports. (5)	<input type="radio"/>				
...frequently present challenges. (6)	<input type="radio"/>				
...are reliable to rally around key points I request or emphasize. (7)	<input type="radio"/>				
...are typically single-parent households. (8)	<input type="radio"/>				
Extended family (e.g. grandparents, aunts, uncles, older siblings, etc) often play a large role in raising the players within our program. (9)	<input type="radio"/>				

Please choose the most accurate answer below.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Our high school program draws sufficient interest to field varsity, junior varsity, and freshman rosters comparable to those at area schools. (1)	<input type="radio"/>				
Our program regularly contends for conference/district championships during the regular season. (2)	<input type="radio"/>				

Winning regular season championships matters to _____ in our program.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Players (1)	<input type="radio"/>				
Parents (2)	<input type="radio"/>				
Administrators (3)	<input type="radio"/>				

A coach at our school can keep his or her job by...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
...winning regular season championships. (1)	<input type="radio"/>				
...placing kids in college basketball programs. (2)	<input type="radio"/>				

Our program has had approximately ____ players go on to play at the collegiate level over the last decade.

- 0 (None) (1)
- 1-5 (2)
- 6-10 (3)
- 11-15 (4)
- More than 16 (5)

Attendance at our varsity games is heavily influenced by...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not sure (6)
...our win and loss record. (1)	<input type="radio"/>					
...past tournament success. (2)	<input type="radio"/>					
...success against key rival schools. (3)	<input type="radio"/>					
...competing high school events. (4)	<input type="radio"/>					

Please choose the most accurate answer below.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not sure (6)
We regularly have good attendance at our varsity games. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When compared to 20 years ago, attendance at our varsity games is negatively influenced by most entertainment options (e.g. other leisure activities within the community, television, etc). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have to be careful about the ticket prices in case it negatively affect attendance at our varsity games. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We expect to generate revenue to help fund our program through attendance at our home basketball games. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance at our varsity games tends to be higher in comparison to similar size schools in our area. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area sportswriters cover our program...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not sure (6)
...equally with other area programs. (1)	<input type="radio"/>					
...fairly given our level of success. (2)	<input type="radio"/>					
I expend some energy trying to promote our program with area sportswriters. (3)	<input type="radio"/>					

The budget for our basketball program...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
...is adequate to meet our current needs. (1)	<input type="radio"/>				
...has kept pace with inflation. (2)	<input type="radio"/>				
...has been negatively affected by cuts in funding to our school corporation. (3)	<input type="radio"/>				

We rely heavily on...

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Not sure (6)
...focused fund raisers to maintain the finances within our basketball program (e.g. golf outings, chili dinners, bake sales, magazine sales, etc). (1)	<input type="radio"/>					
...focused fund raisers to balance our program budget. (2)	<input type="radio"/>					
...a booster program at our school to help fund athletic programs. (3)	<input type="radio"/>					
Our program buys shoes for the varsity players within our program. (4)	<input type="radio"/>					
Our program acquires new uniforms on a regular basis. (5)	<input type="radio"/>					

What are the most significant challenges that you face in your basketball program?

What are some noteworthy needs of your basketball program to maintain or increase overall competitiveness?

Briefly describe the strengths and weaknesses of your primary basketball venue.