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HIGH SCHOOL COACHES' PERCEPTIONS OF
SPORT PSYCHOLOGY AND SPORT PSYCHOLOGISTS

Jonathan W. Barnes

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**High School Coaches' Perceptions of Sport Psychology and
Sport Psychologists**

A Thesis

Presented to

the College of Graduate Studies of
Georgia Southern University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Kinesiology
with an Emphasis in Sport Psychology

In the Department of
Health and Kinesiology

by

Jonathan W. Barnes

May 2002


April 22, 2002

To the Graduate School:

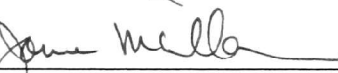
This thesis, entitled "High School Coaches' Perceptions of Sport Psychology and Sport Psychologists," and written by Jonathan W. Barnes is presented to the College of Graduate Studies of Georgia Southern University. I recommend that it be accepted in partial fulfillment of the requirements for the Master's Degree in Kinesiology.


A. Barry Joyner, Supervising Committee Chair

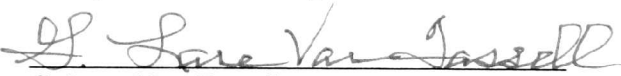
We have reviewed this thesis
and recommend its acceptance:


Kevin L. Burke, Committee Member


Drew Zwald, Committee Member


James McMillan, Department Chair

Accepted for the College of Graduate Studies


G. Lane Van Tassell
Dean, College of Graduate Studies

DEDICATION

In recognition of all her patience, love, perseverance, and inspiration

I hereby dedicate this thesis to my wife,

Michelle Yvonne Barnes

ACKNOWLEDGEMENTS

I wish to thank God first of all for the blessings which he has given to me, without which I would have never been able to write this thesis or even to exist.

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High School Coaches' Perceptions of Sport Psychology and Sport Psychologists

Recent research has been conducted on athletes' and coaches' perceptions of sport psychology (Blom, Hardy, Burke, & Joyner, in press; Walker & Eslinger, 2001). This research is of great importance to the field of sport psychology, because sport psychologists who are informed about how they are perceived by athletes and coaches may have a better idea of the roles they are expected to fill when working with those same athletes and coaches (Van Raalte, Brewer, Brewer, & Linder, 1993). By surveying coaches' perceptions and preferences for sport psychology consultation, sport psychologists can learn what is essential in building good rapport and trust with coaches.

A survey of those who attended the 1991 Association for the Advancement of Applied Sport Psychology Annual Conference was conducted (Van Raalte et al., 1993). In the study, participants' perceptions of sport and mental health practitioners were assessed. Participants perceived sport psychologists similarly to the general public, and athletes. Sport psychologists were perceived more like general mental health professionals than sport professionals. Athletes and possibly coaches may be reluctant to work with sport psychologists because of being labeled as a "head case" or a mental patient; this could contribute to athletes missing out on the services that sport psychologists have to offer (Van Raalte et al., 1993).

Canadian Olympic athletes were interviewed to assess their experiences while working with sport psychology consultants (Orlick & Partington, 1987). Olympic athletes indicated a preference for sport psychologists who had good personal skills and combined these personal skills with mental training skills. These athletes valued the following in a sport psychology consultant: worked individually with athletes, listened well to what the athletes said, a willingness to learn about the sport, gave sport-specific information to

help meet their specific needs, followed-up on their work, and seemed interested and caring. While some athletes indicated high levels of satisfaction with their experiences with sport psychology consultants, others expressed a high level of dissatisfaction. Those who expressed dissatisfaction indicated that consultants had poor personal skills, lacked sensitivity and flexibility to athletes' individual needs, had limited one-on-one contact with athletes, and poor application of psychology to the particular sport (Orlick & Partington, 1987).

Martin, Wrisberg, Beitel, and Lounsbury (1997) developed the Attitudes Toward Seeking Sport Psychology Consultation Questionnaire (ATSSPCQ). The ATSSPCQ was used to assess college athletes' attitudes about seeking sport psychology consultation. One finding was that athletes of both sexes might be concerned with how they were viewed by their peers if they consulted with a sport psychologist (Martin et al., 1997). Specifically, men and African American college athletes had more of a stigma toward sport psychologists (Martin et al., 1997). Athletes on a college basketball team rated the information provided by a sport psychology intern as valuable (Weigand, Richardson, & Weinberg, 1999). The sport psychology intern was evaluated by a questionnaire and follow up interviews after the season in which the intern had worked with the team. The questionnaire and interviews were conducted with the players and the coach of the basketball team, and the intern was evaluated on effectiveness, rapport, types and use of mental skills, and a general overall evaluation.

Blom et al. (in press) performed focus group research on high school athletes' perceptions of sport psychologists. In this study, athletes discussed their perceptions of

sport psychologists in groups. The athletes in this study described a sport psychologist as being a male, looking fit or athletic in appearance, being highly educated, and as a former athlete (Blom et al., in press). The high school athletes indicated they perceived sport psychologists would deal with problems and people who were having problems.

Sullivan and Hodge (1991) investigated how sport psychology is viewed by elite athletes and national coaches in New Zealand. Questionnaires were used to assess participants' perceptions of sport psychology. Coaches and athletes reported using sport psychology often and a strong interest in working with a sport psychologist. Coaches and athletes also rated sport psychology and mental skills as being very important.

Maniar, Curry, Sommers-Flanagan, and Walsh (2001) investigated NCAA Division I athletes' preferences for various sport and non sport professionals' interventions when experiencing performance problems. The athletes were presented with a scenario in which the athlete was experiencing performance problems: a midseason slump, return from a serious injury, and the desire to perform more optimally. The athletes indicated they were more willing to consult with coaches than sport psychologists, performance enhancement specialists, or sport counselors. There was also a significant difference between male and female participants, as women rated sport counselors and sport psychologists higher than men did.

Many times the coach or coaches of a team are the ones who decide if and when to refer athletes to consult with a sport psychology consultant (SPC). Gardner (2001) indicated that a coach may employ a sport psychologist for any or all of the following reasons: performance enhancement, counseling/clinical services, and psychological

testing. In describing how a sport psychologist should administer team cohesion interventions, Gardner (2001) indicated that the full knowledge and support of the coaching staff should be obtained. By surveying coaches' perceptions and preferences for sport psychology consultation, hopefully, sport psychologists can learn what is essential in building good rapport and gaining access to teams.

Silva (1984) conducted a national survey of both high school and college coaches in the United States. Silva used directories and listings of college and high school coaches to randomly select coaches to survey. Coaches were selected from four regions (Northeast, Southeast, Midwest, and far West) in the United States. High school and college coaches were selected evenly (i.e., 80 high school coaches and 80 college coaches were sent surveys in each region). Coaches ranked such areas as attitude, motivation, and concentration as important areas in sport psychology. This study also revealed that 80.1% of the coaches had never utilized a sport psychologist, but 68.2% were interested in working with a sport psychologist. More than 90% of the participants indicated that sport psychology could be of assistance in developing athletes' potential. Interestingly though, 64.8% indicated they would not be willing to pay for sport psychology services.

Olympic coaches indicated that they valued low cost and the following personal characteristics in an SPC: good listening skills, being able to relate to staff and athletes, creativity, a good work ethic, and flexibility (Partington & Orlick, 1987). Similar sentiments were echoed by high school athletes (Blom et al., in press). Partington and Orlick also found that coaches preferred sport psychologists who were interested in their particular sport and showed a great interest in learning about the sport. However, coaches

indicated that consultants did not necessarily have to have experience in the particular sport. These Olympic coaches also preferred consultants who would wait on the athletes to approach them first (as opposed to the consultant approaching the athletes), then give athletes or coaches individual attention and finally help the athlete or coach formulate an individual mental training plan unique to that particular athlete or coach (Partington & Orlick, 1987).

Recently the Coaches' Attitude Toward Seeking Sport Psychology Consulting Questionnaire (CATSSPCQ) was used to survey collegiate coaches from Divisions I, II, and III (Walker & Eslinger, 2001). The CATSSPCQ was adapted from the Athletes' Attitudes Toward Seeking Sport Psychology Consultation Questionnaire. This instrument was used by Martin et al. (1997) to assess athletes. Walker and Eslinger (2001) found that the CATSSPCQ measured two dimensions: coaches' attitudes about seeking sport psychology consultation for athletes and coaches and the level of stigma that coaches perceive for athletes and coaches who seek sport psychology consultation. The coaches were found to have a more positive than negative outlook on sport psychology. It was also discovered that Division I female coaches are more likely to hire a consultant than are males.

No studies were found that have exclusively investigated high school coaches' views of sport psychology. Due to the lack of research concerning high school coaches' perceptions of sport psychology and SPC's, the purpose of the study was to explore how sport psychology and sport psychologists are viewed by high school coaches. Another intent of this study was to use the CATSSPCQ to investigate high school coaches to

discover if, similar to Walker and Eslinger (2001), men and women would be different in their perceptions of sport psychology consultation. Another purpose of this study was to determine if there is a significant stigma by African American coaches' when compared to Caucasian coaches' perceptions of sport psychology consultation as indicated by Martin et al. (1997).

Method

Participants

Coaches (N=425) were randomly selected from the directories for the Georgia High School Association (G.H.S.A.) (n=369) and the Georgia Independent School Association (G.I.S.A.) (n=56). One coach was selected from each school in each association. The total number of coaches at each school was calculated and then a random numbers table was used to select one coach. The participants consisted of 65% (n=74) men and 35% (n=40) women. Also, the participants were 14.5% (n=18) African Americans, 82.3% (n=102) Caucasians, and 0.01% (n=1) Asian American. Coaches from a variety of sports participated, these sports included: softball (n=13), basketball (n=37), baseball (n=9), track (n=16), tennis (n=9), golf (n=9), swimming (n=2), wrestling (n=8), rifle team (n=2), soccer (n=12), volleyball (n=3), cross-country (n=10), cheerleading (n=18), and football (n=34). The associations in which the participants coached were 79 % (n=98) participants from the G.H.S.A. and 18.5% (n=23) from the G.I.S.A. Participants varied in the level of education completed from some college to a doctoral degree. The majority, 49% (n=56) of participants had a master's degree, followed by a bachelor's degree 39.5% (n=45). The majority 38% (n=46) of participants indicated 1 to 5 years of

high school coaching experience. The remaining participants had the following years of experience: 19.8% (n=24) 6 to 10 years, 17.4% (n=21) had 11-20 years, 16.5% (n=20) had more than 20 years experience and 8.3% (n=10) had less than one year of experience. Participants ranged in age from 23 to 62 years old, the mean age was 38.78 years (SD=10.28 years).

Procedures

A pilot test was conducted prior to collecting data to determine the approximate amount of time it would take participants to complete the survey and to determine that the wording of the questions were not confusing or hard to understand. In the pilot test, participants were asked to complete a survey. There were three participants in the pilot study, one male coaching major, one female coaching major, and one female coach from the G.I.S.A. The participants ranged in age from 22-24 years old. Participants were given the CATSSPCQ (see Appendix E) and a demographics questionnaire (see Appendix D). Participants were timed (in minutes) to determine how long it would take them to complete the questionnaire and demographics information, the time was then recorded on the questionnaire. After participants completed the questionnaire, they were asked if they had difficulty understanding the wording of any of the questions. No problems were reported in understanding the wording of the questions. The average time that pilot participants took to complete the demographics and CATSSPCQ was five minutes (SD=1 minute).

The participants were mailed a copy of the Coaches' Attitude Toward Seeking a Sport Psychology Consulting Questionnaire (CATSSPCQ), which has a high reliability

(Cronbach's $\alpha=0.87$) (Walker & Oeslinger, 2001). The reliability of the CATSSPCQ was assessed. It was found to have a high reliability (Cronbach's $\alpha=0.84$). Included in the mailing, was a cover letter (see Appendix C), a demographics questionnaire (see Appendix D), and the CATSSPCQ (see Appendix E). The CATSSPCQ is a 26-item questionnaire which assesses coaches' attitudes about sport psychology consultants. Item numbers 1, 11, 12, 14, 19, 20, 21, 22, 24, and 26 which were asked from a negative point of view (i.e., item number one which reads: "I do not have much respect for sport psychology consultants") were reversed scored, and a total score was obtained for each participant (see Appendix E). The lowest possible score could have been a 26 and the highest possible score could have been 182. A low score would be any score at 78 or below. A moderate score would be any score between 79 and 130. A high score would be any score of 131 or higher. A higher score indicated a more positive view of sport psychology and the use of an SPC. The cover letter explained who was conducting the research, the purpose of the research, the approximate amount of time needed to complete the survey (5 minutes was the average based on pilot testing) and the assurance that the participants' identifying information would be kept confidential. Participants' consent was implied when they returned their questionnaires filled out. Participants were asked to return the surveys 18 days after the day that the surveys were mailed.

Results

Of the 425 surveys, 124 were returned (return rate = 29.1%). Of the participants surveyed, 10.5% ($n=13$) had utilized a sport psychology consultant. Frequency data were obtained, independent t-tests ($p=.05$) were performed to compare men to women, African

Americans to Caucasians, to analyze the variance between coaches of different levels of experience and G.H.S.A. to G.I.S.A., and an ANOVA was performed to analyze the variance between coaches who fell into different categories of coaching experience. Of the participants surveyed, 10.5% (n=13) had utilized a sport psychology consultant. Among those who had used a sport psychology consultant, 69.2 % (9 of the 13) reported the experience was positive, and 30.8% (4 of the 13) indicated the experience was neutral. None of those who had used a sport psychology consultant reported a negative experience.

There were no significant differences between African Americans and Caucasians on the CATSSPCQ ($p>.05$). There were no significant differences between men and women on the CATSSPCQ ($p>.05$). There were also no significant differences between those coaches who coached in the G.H.S.A. as compared to those who coached in the G.I.S.A. ($p>.05$). An ANOVA was used to check for differences among coaches of different categories of high school coaching experience, but no significant differences were found ($p>.05$) (see Table 1 for means and standard deviations).

Frequency data were obtained for individual items, 67.8% (n=84), of coaches moderately to strongly agreed that sport psychology consultants could help athletes with mental toughness (item # 2, see Table 2 for the complete item and frequencies). Coaches also indicated a tendency to follow the advice that a sport psychology consultant might give as 73.4% (n=91) moderately to strongly agreed with item # 3 (see Table 2). Coaches indicated they would be supportive of athletes utilizing a sport psychology consultant, as 75.8% (n=94) either agreed or strongly agreed with item # 9 (see Table 2). Coaches

indicated that it was negative for an athlete's reputation if that athlete utilized a sport psychologist, 91 (73.3%) indicated that they moderately to strongly agreed with item # 14 (see Table 2) and also that it could be negative for their own reputation, 67.7% (n=84) moderately to strongly agreed with item # 12 (see Table 2). Coaches demonstrated a preference for a sport psychology consultant to have experience in the sport, 70.9% (n=88) of those surveyed moderately to strongly agreed with item #25 (see Table 2). For all items and all participants, the mean score was 121.8 (SD=14.91), this puts the average overall response between neutral and moderately agree.

Discussion

No significant differences were found between men and women or African American and Caucasian coaches on the total score for the CATSSPCQ. There also was no significant difference between total scores on the CATSSPCQ for those coaches who coach in the G.H.S.A. and those who coach in the G.I.S.A. Coaches may have been unfamiliar with the cost of a sport psychologist because the majority 82 (66.1%) were neutral in response to the statement, "Sport psychology consultants are too expensive." It is unclear if coaches would be willing to work with a sport psychology consultant. Coaches indicated they would support athletes who utilize a sport psychology consultant and that they would follow the suggestions of a sport psychology consultant, but coaches also indicated that seeing a sport psychology consultant may be bad for a coach or an athlete's reputation.

This study was limited to high school coaches in the G.H.S.A. and the G.I.S.A. The results may therefore be regionally (the state of Georgia) biased. An example of the

regional bias is that no winter sports (i.e., ice hockey, skiing, ice skating, curling, etc.) were represented in the sample.

This study only collected quantitative data and thus a future qualitative investigation may reveal more information about some of the issues such as why coaches indicated that seeing a sport psychology consultant is viewed as negative for an athlete or coach's reputation. A qualitative investigation like Blom et al. (in press) may also reveal more in-depth information about those coaches' experiences with sport psychology consultants and how that experience has affected those coaches' willingness to work with or allow athletes to work with a sport psychology consultant. The overall number of participants in this study was greater than the number of coaches who were surveyed by Walker and Eslinger (2001), but no significant differences were found between men and women. Perhaps there are no differences in the way men and women who are high school coaches perceive sport psychology consultation, or perhaps the differences that were found by Walker and Eslinger were unique to college coaches. The findings in this study are in contrast to the findings of Martin et al. (1998). Martin et al. indicated that there was a negative stigma by African-American athletes toward sport psychology, but in this study, African American coaches rated sport psychology consultants more positively (though not significantly) than Caucasians.

One of the limitations of this study was the small number of participants. E-mail may be used in future research to collect survey data. E-mail surveys have been found to be more time and cost efficient compared to postal surveys (Mavis & Brocato, 1998). The

speed and cost efficiency of e-mail surveys may make it possible to reach a larger population, and thus increase the generalizability of the results of future studies.

Future research should focus on professional level coaches in the United States, because no research was found that focused on strictly professional level coaches in the United States. Professional coaches may be able to give interesting responses because of the expertise they have in their sports. It may also be the case that professional coaches have had detailed and multifaceted experiences with sport psychology consultants due to the economic resources and highly competitive nature of professional sports.

Generally, high school coaches indicated little experience working with sport psychology consultants (i.e., only 14 of the 124 participants in this study indicated working with a sport psychology consultant). Studying high school coaches' perceptions of sport psychology and sport psychologists is important, because learning more about these perceptions may help sport psychology consultants gain acceptance and respect from the coaches and athletes they hope to serve. More research is needed to further clarify the perceptions that high school coaches have of sport psychology.

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Table 1

Frequency Data for Groups

Group	Mean (Standard Deviation)
Race	
African Americans	124.3 (14.1)
Caucasian	120.5 (15.1)
Sex	
Men	121.3 (15.0)
Women	124.6 (13.4)
Association	
G.H.S.A.	121.1 (14.9)
G.I.S.A.	121.5 (15.3)
Coaching Experience	
0-1 year	122.0 (11.4)
1-5 years	123.5 (15.9)
6-10 years	119.1 (13.1)
11-20 years	121.1 (16.1)
more than 20 years	121.1 (16.1)

Table 2
Individual Item Frequencies

Item	SA	A	MA	N	MD	D	SD
1. I do not have much respect for sport psychology consultants.	12.1% (n=15)	34.7% (n=43)	4.0% (n=5)	37.9% (n=47)	3.2% (n=4)	3.2% (n=4)	0.8% (n=1)
2. A sport psychology consultant can help athletes with their mental toughness.	12.1% (n=15)	36.3% (n=45)	19.4% (n=24)	24.2% (n=30)	1.6% (n=2)	2.4% (n=3)	0.8% (n=1)
3. I would try to follow whatever suggestions a sport psychology consultant gave me.	7.3% (n=9)	39.5% (n=49)	26.6% (n=33)	18.5% (n=23)	0.0% (n=0)	3.2% (n=4)	0.8% (n=1)
4. Sport psychology consultants can help athletes who have serious emotional problems.	7.3% (n=9)	41.1% (n=51)	23.4% (n=29)	18.5% (n=23)	3.2% (n=4)	2.4% (n=3)	0.8% (n=1)

Individual Item Frequencies

Item	SA	A	MA	N	MD	D	SD
5. If I thought it might help me with my coaching, I would be happy to discuss personal matters with a sport psychology consultant.	16.1% (n=20)	37.1% (n=46)	19.4% (n=24)	16.9% (n=21)	3.2% (n=4)	1.6% (n=2)	0.8% (n=1)
6. I would respect one of my fellow coaches more if he/she went to a sport psychology consultant.	5.6% (n=7)	17.7% (n=22)	13.7% (n=17)	41.9% (n=52)	3.2% (n=4)	11.3% (n=14)	2.4% (n=3)
7. If an athlete asked my advice about his/her personal feelings of failure related to sport, I might recommend that he/she see a sport psychology consultant.	3.2% (n=4)	15.3% (n=19)	32.3% (n=40)	26.6% (n=33)	10.5% (n=13)	8.1% (n=10)	0.0% (n=0)

Individual Item Frequencies

Item	SA	A	MA	N	MD	D	SD
8. I would use a sport psychology consultant if one of my fellow coaches were using one, too.	3.2% (n=4)	7.3% (n=9)	14.5% (n=18)	43.5% (n=54)	5.6% (n=7)	17.7% (n=22)	3.2% (n=4)
9. I would support one of my athletes if he/she utilized a sport psychology consultant.	25.8% (n=32)	50.0% (n=62)	12.9% (n=16)	6.5% (n=8)	0.0% (n=0)	0.8% (n=1)	0.0% (n=0)
10. To better help me understand my effectiveness as a coach, I would like the assistance of a sport psychology consultant.	4.0% (n=5)	15.3% (n=19)	19.4% (n=24)	39.5% (n=49)	4.8% (n=6)	9.7% (n=12)	2.4% (n=3)

Individual Item Frequencies

Item	SA	A	MA	N	MD	D	SD
11. I would rather have feelings of too much pressure during performances than seek the assistance of a sport psychology consultant.	8.9% (n=11)	25.8% (n=32)	21.8% (n=27)	27.4% (n=34)	8.9% (n=11)	2.4% (n=3)	0.0% (n=0)
12. I would feel uneasy utilizing a sport psychology consultant because some people would disapprove.	16.9% (n=21)	36.3% (n=45)	14.5% (n=18)	21.8% (n=27)	4.0% (n=5)	0.8% (n=1)	0.8% (n=1)
13. A coach with emotional problems during performances would feel most secure in receiving assistance from a sport psychology consultant.	0.8% (n=1)	13.7% (n=17)	16.9% (n=21)	39.5% (n=49)	8.1% (n=10)	11.3% (n=14)	2.4% (n=3)
14. Seeing a sport psychology consultant is bad for an athlete's reputation.	13.7% (n=17)	43.5% (n=54)	16.1% (n=20)	16.9% (n=21)	1.6% (n=2)	1.6% (n=2)	0.8% (n=1)

Individual Item Frequencies

Item	SA	A	MA	N	MD	D	SD
15. If I was worried or upset about my coaching performance, I would get help from a sport psychology consultant.	0.8% (n=1)	9.7% (n=12)	19.4% (n=24)	36.3% (n=45)	12.1% (n=15)	14.5% (n=18)	1.6% (n=2)
16. I were having problems focusing during my coaching performances, my first thought would be to get professional attention from a sport psychology consultant.	0.0% (n=0)	4.0% (n=5)	6.5% (n=8)	21.8% (n=27)	15.3% (n=19)	36.3% (n=45)	10.5% (n=13)
17. I would only utilize a sport psychology consultant if recommended by my athletic director.	2.4% (n=3)	10.5% (n=13)	9.7% (n=12)	16.9% (n=21)	12.9% (n=16)	33.1% (n=41)	8.9% (n=11)

Individual Item Frequencies

Item	SA	A	MA	N	MD	D	SD
18. I think a sport psychology consultant would help me coach better under pressure.	0.8% (n=1)	10.5% (n=13)	16.9% (n=21)	46.0% (n=57)	6.5% (n=8)	11.3% (n=14)	2.4% (n=3)
19. I would not want someone to know about me utilizing a sport psychology consultant.	12.9% (n=16)	33.9% (n=42)	12.1% (n=15)	26.6% (n=33)	4.8% (n=6)	1.6% (n=2)	1.6% (n=2)
20. If I utilized a sport psychology consultant, I would not want my athletes to know about it.	12.9% (n=16)	33.9% (n=42)	5.6% (n=7)	25.0% (n=31)	8.1% (n=10)	6.5% (n=8)	2.4% (n=3)
21. Sport psychology consultants take up too much time.	8.1% (n=10)	20.2% (n=25)	5.6% (n=7)	53.2% (n=66)	2.4% (n=3)	2.4% (n=3)	0.8% (n=1)
22. Sport psychology consultants are too expensive.	0.8% (n=1)	4.0% (n=5)	3.2% (n=4)	66.1% (n=82)	8.9% (n=11)	2.4% (n=3)	4.0% (n=5)

Individual Item Frequencies

Item	SA	A	MA	N	MD	D	SD
23. A sport psychology consultant could help me fine tune my coaching performance.	1.6% (n=2)	16.1% (n=20)	21.0% (n=26)	45.2% (n=56)	4.0% (n=5)	4.8% (n=6)	1.6% (n=2)
24. If I utilized a sport psychology consultant, I would not want my fellow coaches to know about it.	7.3% (n=9)	37.9% (n=47)	8.1% (n=10)	32.3% (n=40)	5.6% (n=7)	1.6% (n=2)	1.6% (n=2)
25. I would have more confidence in a sport psychology consultant if he/she had experience in my sport at a similar competitive level.	13.7% (n=17)	37.9% (n=47)	19.4% (n=24)	16.1% (n=20)	3.2% (n=4)	4.0% (n=5)	0.0% (n=0)
26. Seeing a sport psychology consultant is bad for a coach's reputation	12.1% (n=15)	41.1% (n=51)	8.9% (n=11)	26.6% (n=33)	3.2% (n=4)	2.4% (n=3)	0.0% (n=0)

APPENDICES

Appendix A

Research Questions, Definitions, and Purpose

Research Questions

1. If coaches rate sport psychology as important, will they be willing to pay for their services?
2. Will African American coaches differ from Caucasians in their preferences or willingness to work with sport psychologists?
3. Will male and female coaches differ in their preferences or willingness to work with sport psychologists?
4. Will there be differences between G.H.S.A. coaches and G.I.S.A. coaches in their perceptions of sport psychologists?

Limitations

1. Only those coaches who are listed in the G.H.S.A. and G.I.S.A. directories were selected.
2. The sample size was small in relation to the population.
3. Only those high school sports that are played in Georgia will be included.

Delimitations

1. Only high school coaches were used.
2. Only the CATSSPCQ was used to assess coaches' perceptions.
3. Coaches only had 18 days to complete and return the survey.

Assumptions

1. Coaches were honest in their responses.
2. Coaches knew what a sport psychology consultant is.
3. Coaches will know what sport psychology is.

Significance of the Study

There were several objectives in this study. The main purpose was to use the CATSSPCQ to assess the perceptions of high school level coaches. Another purpose was to determine if men coaches differ from women coaches in their perceptions of sport psychologists. Another objective of this investigation was to determine if there are differences between African American and Caucasian coaches' perceptions of sport psychology and sport psychology consultants. Another reason for this study was to assess the differences in preferences for sport psychology between coaches in the GHSA and coaches in the GISA. This study also investigated the differences between coaches of varying levels of high school coaching experience, to determine if there were differences in preference for sport psychology consultation. This investigation may also be beneficial for sport psychology consultants who are trying to gain entry with athletes and coaches.

Appendix B

Extended Literature Review

Various methods have been utilized to research perceptions of sport psychology on a variety of populations with many different results. Much of the research has been geared toward the preferences of athletes, but a few investigations of coaches' perceptions of sport psychology have been conducted. There has been very little research that included high school coaches' perceptions of sport psychology (Silva, 1984). No research was found that exclusively focused on high school coaches' perceptions of sport psychology and sport psychologists.

For a sport psychology consultant to be successful in gaining entry with athletes and teams, the consultant must be able to establish respect with various athletic personnel (Ravizza, 1988). Rotella (1990) indicated that one of the best ways to make contact with athletes or teams is for the coaches to contact the sport psychologist. Ravizza states that working with athletes who are at a lower competitive level is of great importance for an inexperienced sport psychology consultant. Ravizza claims that experience with athletes that are at a lower competitive level of competition (i.e., lower than college or professional levels) helps the inexperienced consultant learn to perfect his or her techniques and presentation. High school level athletics may serve as a good source of lower competition level athletics in which sport psychology consultants may gain consulting experience and hone their individual presentation and technique. High school level athletes may also benefit from the psychological interventions of a sport psychology consultant. To have a chance to work with athletes, gaining the respect of the head coach is important (Ravizza, 1988). Thus, learning about how the field of sport psychology and sport psychologists are perceived by high school coaches may help sport psychology consultants build rapport with and gain the respect of these coaches. Athletes who consult

with a sport psychologist may be stigmatized as a person who is seeking the help of a mental health practitioner (Ogilvie, 1977). Ogilvie further indicated that sport psychology consultants may have to work against the misperceptions of coaches and general managers and also serve the needs of coaches, managers and other athletic personnel to be allowed to work with athletes. Ogilvie maintains that any misperceptions, that are held about a sport psychology consultant's role by those in management positions, must be dealt with and rectified by the consultant.

Non-Athletic Populations' Perceptions

A meta analysis of 60 studies conducted between 1948 and 1995 investigated the general public's attitudes and stereotypes of psychotherapists, psychologists, psychiatrists, and psychoanalysts (Sydow & Reimer, 1998). One finding was that the general public does not distinguish between psychologists, psychiatrists, psychoanalysts, psychotherapists, and counselors. It was also determined that psychologists were empathetic, good listeners, interested, competent, and less dogmatic. Psychologists were also perceived to be obtrusive, complicated, twisted, unpredictable, "fuzzy thinkers", more feminine, and emotionally liable. Through this meta analysis, women were determined to view psychologists more like counselors for personal problems, whereas men viewed psychologists as experts and scientists. In this study, it was determined that the media's depiction of psychologists is a very psychoanalytically inspired one. The study reported that the general population views psychologists as less positive than medical doctors and that society in general may assume that psychologists may be insane.

Stereotypes of psychotherapists were investigated, in the investigation medical and psychology students were used as participants (Sydow & Henning, 1998). In this

study, participants were given open-ended questionnaires which asked the students to describe the physical appearance and personality of a psychotherapist. A “Freud-type” was described by a large percentage of the participants, which consisted of a middle-aged man with a beard and glasses. Psychoanalytical and Freudian techniques were described by the students as the type of therapy expected. In this study, men and women did not differ significantly in the description of psychotherapists. Some of the dominant personality attributes that were listed were positive: calm, patient, a good listener, intelligent and competent. Some of the other personality attributes that participants listed were not as positive such as obtrusive and neurotic. The responses of male participants were not significantly different from those of female participants (Sydow & Henning, 1998).

The image that literature portrays of psychotherapists was investigated (Szykiersky & Raviv, 1995). The researchers used judges of a variety of backgrounds (i.e., engineers, psychology students, and a soldier) to rate how psychotherapists were portrayed in 19 literary works. In this study, psychotherapists were equated with psychiatrists, psychologists, mental health workers, and social workers. The findings were that psychotherapists were well understood by the general public. Additional findings were that psychotherapists were described fairly positively, participants used such adjectives as knowledgeable, open, brave, kind and good at their profession. There were some negative descriptions that were also present such as prone to anger, emotionally cold, and bitter (Szykiersky & Raviv, 1995).

An investigation of introductory psychology students was conducted to determine how sport psychology consultants were viewed (Linder, Pillow, & Reno). In this study,

there were two experiments. In the first experiment, participants were given a fictional scouting report of a college quarterback who was working with either a sport psychologist or his coaches on one of three areas: concentration to improve consistency in his play, learning to cope with stress to improve playing consistency, or just generally improving his playing consistency. Participants then indicated how strongly they would recommend this player to be drafted by a professional team. Participants had a stronger recommendation for the quarterback who had worked with his coaches than the quarterback who had worked with a sport psychologist. In the second experiment, the research design of the first experiment was repeated on a new group of participants (also from an introductory psychology class), only in this experiment basketball (a guard and a center) and baseball (a pitcher and an outfielder) athletes from both peripheral positions and central positions were used. The reasoning for the second experiment was two fold: first to determine if there was any difference between how an athlete in a central or a peripheral position would be perceived when consulting a sport psychologist versus coaches, and, secondly to determine if the similar stigmatization would occur for sports other than football. Participants once again were given a fictitious description of an athlete who was working with his coaches or a sport psychologist to improve his consistency in game situations. The researchers determined that it was not appropriate to compare central and peripheral positions because a central or peripheral baseball position was not necessarily comparable to a central or peripheral basketball position. The fictitious pitcher who worked with a sport psychologist was the only athlete who was given a significantly lower draft rating than the counterpart who was working with his coaches. In 1990, a follow-up study was conducted by Van Raalte, Brewer, Linder, and

DeLange. In this study, undergraduate psychology students were once again used as participants. Participants' perceptions of 12 practitioners (i.e., sport psychologist, clinical psychologist, psychotherapist, coach, psychiatrist, counselor, performance consultant, nutritionist, sports medicine specialist, strength coach, hypnotist, and technical equipment advisor) was assessed. The findings were that sport psychologists were perceived to be more affiliated with nonsport and mental aspects than with sport and physical aspects. There was also an indication that sport psychology is associated with the mental health field.

In a follow-up study, Linder, Brewer, Van Raalte and De Lange (1991) used a similar format as was used in the aforementioned study to study the public's perceptions of sport psychology. Fictitious college athletes were described as using the assistance of a sport psychologist, psychotherapist, or coach to improve athletic performance. Participants then rated the fictional athlete on professional draft status. The finding was that male undergraduates as well as a sample of older male Lion's Club members gave athletes who had consulted with a sport psychologist significantly lower draft ratings than those who had consulted with their coaches. As for female undergraduates, there were no significant differences in draft ratings for the athletes who had worked with a sport psychologist versus those who had worked with a coach.

Sport psychology consultants who consulted with the 1988 United States Olympic athletes were examined (Gould, Tammen, Murphy, & May, 1989). Participants were surveyed about their experiences while working with the United States team. Participants indicated working closely and directly with the coaches of the national teams in a variety of ways (i.e., individual consultations and coaching clinics). Consultants identified

miscommunication, lack of cooperation by coaches (to provide time for the consultants to work with the team), lack of coaches' support for the consultants' interventions, and unrealistic expectations by the coaches for the consultants' interventions as problems in working with coaches. The consultants indicated that there was a need to develop more trust between consultants and coaches, to have better communication between coaches and consultants, and for consistency to develop between coaches and consultants in the recommendations made to athletes.

Petrie, Cogan, Van Raalte, and Brewer (1996) surveyed sport psychologists to determine how sport psychologists perceived a sport psychology consultant. Members of the Association for the Advancement of Applied Sport Psychology were used as participants. Participants were sent a packet which included a description of a football player who wanted the assistance of a sport psychology consultant and vita from a fictitious consultant. The fictitious consultant was described in the same manner to two different samples of participants. The only difference was that for one sample the consultant was a man and for the other sample the consultant was a woman. Male and female participants indicated no significant differences in the ratings of the consultants. Overall, however, the consultant who was described as a woman was rated higher on attractiveness, trustworthiness, and "good counselor" dimensions.

Coaches' Perceptions of Goal Setting

Coaches' goal setting practices were investigated. In a qualitative study of high school coaches, Weinberg, Butt, and Knight (2001) found that coaches did not use many of the effective keys to goal setting. The finding was that goal setting practices were "fly by the seat" as coaches failed to write down their goals, set only outcome goals, did not

set goals, and set goals with little or no athlete input. Learning more about high school coaches' perceptions of sport psychology may help sport psychologists gain access to coaches and help coaches and athletes improve on goal setting as well as other psychological and performance enhancement skills.

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Appendix C

Example of cover Letter

Dear Coach _____,

The following pages contain a survey which is being conducted by Jonathan Barnes, a master's student at Georgia Southern University. The purpose of this study is to better understand the relationship between sport psychologists and coaches. Please answer the questions as honestly as possible. The survey takes about five minutes to complete. All of the information you provide will remain anonymous. All results will be presented in group form and no individual identifying information will be given. In this package, a self-addressed stamped envelope is included for you to return your survey to GSU. Please return it by March 22, 2002, (there is no postage to be paid by you or your school). You have the right to refuse to answer any item or to withdraw your participation at any time without penalty. If you have any questions about this research project, please call me at (912) 871-1991. If you have any questions or concerns about your rights as a research participant in this study, they should be directed to the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912) 681-5465. Thank you in advance for taking the time and effort to assist with this research.

Sincerely,

Jonathan Barnes

master's of Science Student

Appendix D
Demographic Questionnaire

Coaches' Attitude Toward Seeking Sport Psychology Consulting

Questionnaire*

Please print carefully the following information. Please mark your answer to the questions below with an X.

Age _____ Gender (*please circle*) M F

Race ___ African-American ___ White ___ Native-American ___ Asian-American
 ___ Latino/Latina

Sport(s) that you currently coach _____

High School Association(s) in which you coach: G.I.S.A. ___ G.H.S.A. ___

How many times have you utilized a sport psychology consultant?
 ___ 0 ___ 1-3 ___ 4-5 ___ more than 5 times

If applicable, was your experience with the sport psychology consultant...
 ___ Positive ___ Neutral ___ Negative

Would you be willing to be interviewed concerning similar issues by telephone?
 ___ Yes ___ No

If yes, please provide the phone number and the most appropriate time at which to contact you.

Name _____

Phone # (____) _____

Day of Week(*please circle*): S M T W TH F S

Time: _____

What is your highest level of education?

___ high school graduate ___ some college
 ___ associate's degree ___ bachelor's degree
 ___ some graduate school ___ master's degree

What is the approximate number of years that you have been coaching at the high school level?

___ 0-1 ___ 1-5 ___ more than 20
 ___ 6-10 ___ 11-20

Appendix E

CATSSPCQ

Coaches' Attitude Toward Seeking Sport Psychology Consulting

Questionnaire*

Oliver Eslinger and Earl Walker
Boston University

Instructions: Please indicate your level of agreement with each of the following statements by writing the response that corresponds to your feelings in the blank next to the statement. Please respond to each statement as truthfully as you can.

S D	D	M D	N	M A	A	S A
1	2	3	4	5	6	7
Strongly Disagree	Disagree	Moderately Disagree	Neutral	Moderately Agree	Agree	Strongly Agree

1. I do not have much respect for sport psychology consultants. _____
2. A sport psychology consultant can help athletes improve their mental toughness. _____
3. I would try to follow whatever suggestions a sport psychology consultant gave me. _____
4. Sport psychology consultants can help athletes who have serious emotional problems. _____
5. If I thought it might help me with coaching, I would be happy to discuss personal matters with a sport psychology consultant. _____
6. I would respect one of my fellow coaches more if he/she went to a sport psychology consultant. _____
7. If an athlete asked my advice about his/her personal feelings of failure related to sport, I might recommend that he/she see a sport psychology consultant. _____
8. I would use a sport psychology consultant if one of my fellow coaches were using one, too. _____
9. I would support one of my athletes if he/she utilized a sport psychology consultant. _____
10. To help me better understand my effectiveness as a coach, I would like the assistance of a sport psychology consultant. _____
11. I would rather have feelings of too much pressure during performances than seek the assistance of a sport psychology consultant. _____

12. I would feel uneasy utilizing a sport psychology consultant because some people would disapprove. _____
13. A coach with emotional problems during sport performances would feel most secure in receiving assistance from a sport psychology consultant. _____
14. Seeing a sport psychology consultant is bad for an athlete's reputation. _____
15. If I was worried or upset about my coaching performance, I would want to get help from a sport psychology consultant. _____
16. If I were having problems focusing during my coaching performances, my first thought would be to get professional attention from a sport psychology consultant. _____
17. I would only utilize a sport psychology consultant if recommended by my Athletic Director. _____
18. I think a sport psychology consultant would help me coach better under pressure. _____
19. I would not want someone to know about me utilizing a sport psychology consultant. _____
20. If I utilized a sport psychology consultant, I would not want my athletes to know about it. _____
21. Sport psychology consultants take up too much time. _____
22. Sport psychology consultants are too expensive. _____
23. A sport psychology consultant could help me fine tune my coaching performance. _____
24. If I utilized a sport psychology consultant, I would not want my fellow coaches to know about it. _____
25. I would have more confidence in a sport psychology consultant if he/she had experience in my sport at a similar competitive level. _____
26. Seeing a sport psychology consultant is bad for a coach's reputation. _____

* Adapted from the Attitudes Toward Seeking Sport Psychology Consultation Questionnaire (ATSSPCQ) (Martin, S.B., Wrisberg, C.A., Beitel, P.A., and Lounsbury, J., 1995)

Source: Martin, S.B., Wrisberg, C.A., Beitel, P.A., and Lounsbury, J. (1995, October). *African American and Caucasian NCAA Division I athletes' attitudes toward seeking sport psychology consultation*. Paper presented at the annual convention of the Association for the Advancement of Applied Sport Psychology, New Orleans, LA.

Appendix F

Internal Review Board Approval

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

Phone: 912-681-5465

Fax: 912-681-0719


Ovrsight@gasou.edu

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Statesboro, GA 30460-8005

To: Jonathan W. Barnes
Health and Kinesiology

Cc: Barry Joyner, Faculty Advisor
Health and Kinesiology

From: Mr. Neil Garretson, Coordinator 
Research Oversight Committees (IACUC/IBC/IRB)

Date: March 11, 2002

Subject: Status of Conditional IRB Approval to Utilize Human Subjects in Research

The Institutional Review Board (IRB) Committee has received your revised and/or additional application materials for the approved research titled, "High School Coaches' Perceptions of Sport Psychology and Sport Psychologists." You have satisfactorily met the conditions of your Institutional Review Board (IRB) approval, as detailed in the February 25, 2002 approval letter.

Please remember that this approval is in effect for one year (2/25/02 – 2/25/03) and if at the end of that time there have been no substantive changes to the approved methodology, you may request a one year extension of the approval period.

Good luck with your research efforts, and if you have any questions, comments, or concerns about the status of your approval, please do not hesitate to contact me.