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Factors for selection of junior college basketball players

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FACTORS FOR SELECTION OF JUNIOR
COLLEGE BASKETBALL PLAYERS

by

Daniel M. Dudek

An Abstract

of a research project submitted in partial fulfillment
of the requirements for the degree of
Master of Science in the School
of Health, Physical Education
and Recreation at
Ithaca College

November, 1975

Research Project Advisor: Dr. Edmund Burke

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ABSTRACT

The purpose of this study was to determine a basis for the selection of junior college basketball players. A review of the literature yielded 12 important factors which might be determined important for selection of junior college basketball players. Questionnaires were sent to all coaches in junior college Region III, XV and XXI. Responses were analyzed for 42 coaches representing 55 percent of the junior college coaches in the regions.

Test-retest reliability coefficients were computed for 11 respondents across all factors. Spearman rank order correlation coefficients ranged from .48 for physical make up to .88 for geographic area. Kendalls coefficient of concordance was computed to determine the agreement between respondents. The W value obtained of .58 ($p < .05$) lead to a rejection of the null hypothesis that rankings between coaches would be unrelated. The Kolmogorov-Smirnov Test was performed to determine the presence of a significant difference between factors. The Kolmogorov-Smirnov test revealed that attitude, $\bar{X} = 2.21$; quickness, $\bar{X} = 3.52$; team player, $\bar{X} = 4.52$; defensive ability, $\bar{X} = 4.88$; and shooting ability, $\bar{X} = 5.52$ were all significantly more important ($p < .05$) than the other factors to the coaches sampled. Class of high school competition, $\bar{X} = 10.31$; and geographic area, $\bar{X} = 11.17$ were significantly less important ($p < .05$) to the coaches sampled.

It was concluded that:

1. The test instrument was reliable and valid.

2. Attitude, defensive ability, quickness, shooting ability and being a team player are rated most highly by junior college coaches as criteria for selection of future junior college basketball players.

3. Ball handling, passing ability, physical make up, rebounding ability and speed were rated by junior college coaches as being no more important than other factors for the selection of future junior college basketball players.

4. Geographic area and class of high school competition played were rated as factors which were less important than other factors for selection of future junior college basketball players.

FACTORS FOR SELECTION OF JUNIOR
COLLEGE BASKETBALL PLAYERS

A Research Project
Presented to the Faculty of the School of
Health, Physical Education and Recreation
Ithaca College

In Partial Fulfillment of the
Requirements for the Degree
Master of Science

by
Daniel M. Dudek
November, 1975

School of Health, Physical Education
and Recreation, Ithaca College,

Ithaca, New York

CERTIFICATE OF APPROVAL

M.S. RESEARCH PROJECT

Daniel M. Dudek

submitted in partial fulfillment of the requirements
of the degree of Master of Science in the
School of Health, Physical Education
and Recreation at Ithaca College
has been approved.

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Date: December 1 - 10, 1975 A

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Chapter I

INTRODUCTION

One of the most important aspects of college coaching is the selection of team members. It takes time and experience for a coach to evaluate a cross-section of individual talent and select which young men will become successful college players. College coaches have been subjectively assessing the talent of basketball players for many years. The process is often, somewhat haphazard. When asked what criteria are used for their selection, coaches are often at a loss.

The basketball literature has to some extent focused attention on the philosophy of the individual coach pertaining to the selection of team members. Selecting the squad is always an important task. Wooden (29:5) states that "there are many individual players characteristics to consider before definitely deciding on your final selection. Quickness, speed, size, jumping ability, team and individual attitude are some of the factors to be considered by coaches." Jucker (10) contends that team performance is of greater importance than individual performance.

Through extensive reviews of the related literature Wooden (29), McGuire (16), Strack (26), and Rupp (22) expressed similar opinions concerning the importance of good coaching. Coaches, however, cannot consistently win with inferior players. The successful coach when given outstanding talent whether developed or recruited, motivates these

players to operate at top efficiency. Striving to have a team which is both happy and efficient, with talent, makes for a winning season.

In discussing player selection Meyer (18) indicates that a player must have two great qualities: mental and physical. Proper attitude by the individual plays a big part in his success as a basketball player. Drive, determination, confidence, and intelligence are all important factors for player selection. Physical qualities of players are numerous and include: shooting ability, quickness, and speed to size. Many hours of practice should be geared to develop these factors for success.

Studies by Raymond (56) and Mouw (55) have indicated that the coach is dealing with numerous specific player characteristics or factors. The investigator through this study hopes that a more objective rationale can be formed by the coach for the selection of junior college basketball players.

Scope of the Problem

A most difficult task confronting college basketball coaches is that of subjectively selecting and retaining basketball players on the squad. The individual characteristics of a good basketball player are numerous. It is hoped that through this study a more objective method may be obtained for the selection of junior college basketball players.

Statement of the Problem

The purpose of this study was to determine a basis for the selection of junior college basketball players.

Null Hypothesis

There will be no significant differences in the criteria for the selection of junior college basketball players.

Definition of the Terms

For the purpose of this study the following definitions were used:

1. Basketball Coach: Coach refers to an instructor or trainer of student athletes.
2. Questionnaire: Questionnaire refers to a written or printed set of questions used in gathering specific information from people.
3. Factors for Success:
 1. Attitude: For the purpose of this study attitude was defined as: A manner showing one's feelings or thoughts.
 2. Ball handling: For the purpose of this study ball handling was defined as: The ability to manage and control a basketball while dribbling or receiving a ball in a direct pass.
 3. Class of high school competition played (A-B-C-D): For the purpose of this study class of high school competition played was defined as: Classification in rank as to high school enrollment and status.

4. Defensive ability: For the purpose of this study defensive ability was defined as: A talent or skill performed by a basketball player when attempting to prevent an opposing player or team from directing the ball toward the goal.
5. Geographic area selecting from: For the purpose of this study geographic area was defined as: A specific region, area or district.
6. Passing ability: For the purpose of this study passing ability was defined as: The transfer of a basketball directly to another player during play.
7. Physical make-up: For the purpose of this study physical make-up was defined as: The body structural make-up of a basketball player to include height, weight, bone composition, and physical condition.
8. Quickness: For the purpose of this study quickness was defined as: A rapid or swift movement by the feet and hands by a basketball player.
9. Rebounding ability: For the purpose of this study rebounding ability was defined as: The ability to consistently rebound the basketball, under control, off the offensive and defensive backboard.
10. Shooting ability: For the purpose of this study shooting ability was defined as: The ability to shoot a basketball with accuracy and consistently make a goal.
11. Speed: For the purpose of this study speed was defined as: A rate of movement performed by a basketball player on foot.

12. Team player: For the purpose of this study team player was defined as: A basketball player working with other players for one common goal.

Assumptions

For the purpose of this study the following assumptions have been made:

1. The factors selected for the study represent most of the possible criteria for the selection of a basketball player.
2. The respondents surveyed took time and care in filling out the questionnaire.
3. The respondents represent a cross-section of junior college basketball coaches with sufficient expertise to make rational judgements concerning the factors presented.

Delimitations of the Study

The delimitations of the study are as follows:

1. Only coaches from Region III, XV, and XXI were used in the survey.
2. Only 12 factors were employed within the questionnaire.

Limitations of the Study

The limitations are as follows:

1. Results of questionnaire are limited to the population sampled.
2. It is difficult to assess the opinions of those coaches that did not return the questionnaire.
3. The opinion of the coaches sampled may fluctuate in time.
4. The area of the country may affect the responses received.

Chapter II

REVIEW OF THE LITERATURE

Over the past years, little or no research has been made as it pertains to the criteria for the selection of junior college basketball players. Controversy within the coaching profession over this issue exist. There is a definite need for more research in college basketball player selection. It is hoped that a more meaningful insight may be gained into this issue through a thorough review of the literature.

The literature has been divided into six categories: (1) factors for success in basketball; (2) coaching philosophy; (3) physical characteristics of the basketball player; (4) fundamental skills for basketball players; (5) psychological considerations for basketball players; and (6) criteria for selection of college basketball players.

Factors for Success in Basketball

Only two studies have been found which have systematically investigated the factors responsible for success in basketball. Mow (55) in analyzing high school basketball players in a AAAA classification league in California found the following factors responsible for success: (1) field goals made; (2) shooting percentage; (3) free throws attempted; (4) free throw percentage and number of rebounds. He also found that the following factors were not of significant importance. (1) field goals attempted; (2) turn overs; (3) number of fouls committed.

Raymond (56) attempted to determine the most important characteristics in the recruitment of potential basketball players. Based on returns from a questionnaire sent to college basketball coaches across the country he concluded that the category attitude and personality was the most important characteristic. Other factors found to be important were: ball handling, quickness, playing experience and speed.

Coaching Philosophy

In reviewing the literature related to coaching philosophy McGuire (41:31) states that in his thirty years of coaching he has always been a free-lance coach. "I think that the players of today have progressed to the point where they are good enough to come down and either take the shot or make the play without having to go through a lot of 'rigmarole' of passing and cutting away from the ball and so-on."

Lapchick (12:30) emphasizes that the handling of players is far more important than knowing all the mechanics of the game. Naturally, fundamentals are given first billing during early season practices. However, when the season is near, time must be devoted to perfecting offensive and defensive plays and team strategy. "A degree of freedom is necessary, in my opinion, during the practices, but that does not mean horseplay. Preparing and winning games is the goal. That means hard work and concentration but I have always felt that a player learns best when he is happy in the process."

Meyer (18:41) contends, that basketball is a simple game, and that when one tries to make it complex, he gets into trouble. It is a game of percentages and mistakes. If you outrebound the opposing team, you have a greater statistical chance of winning.

I want to win as much or more than any other coach in the game. I will do everything I can to prepare the boys to play and will try to bring them up mentally and emotionally as much as the opposition demands. It is my firm belief that a team has to be physically, mentally, and emotionally ready to play. If I can't win, I am not satisfied with losing nor do I want the players to be content. If I can't win, I want to have the best second place team. If I can't win, I never blame any one player for losing a game because games are won and lost by the whole team and by the coach.

Wooden (29:4-5) emphasizes that the most important responsibility of a coach in regard to the actual playing of the game is to teach his players to properly and effectively execute the various fundamentals of the game.

He is, first of all, a teacher. The coach must also never forget that he is leader and not merely a person with authority. The players under his supervision must be able to receive proper guidance. It is important that you have complete confidence and faith in the primary offensive and defensive systems that you decide to use, if you are going to be able to teach them with conviction.

McGuire (16:7) indicates that:

All of basketball starts with, and ends with the player. I believe that it is my job to instill spirit and enthusiasm in my players, inspire them with the intense desire to be the best players in the world, and imbue them with a winning spirit. I believe that it is important to "pour it on" my players and make them work hard. I also believe that it is my job to so convince them that hard work pays great individual and team dividends that they will want to work hard. Happy players are good players. Too much work and too little fun results into boredom and staleness. Though it is important to have player discipline in order to get the best out of a boy. I want him to understand that it is he who plays the game, not the coach. I want him to play freely, without fear of making a mistake. Only in free play can a player respond spontaneously to game situations. I believe that morale, poise, skill, confidence, and the will to win are vitally important. I feel it is my responsibility to see that my team is prepared offensively and defensively.

Newell and Bennington (20) contends that the success of basketball teams normally depends upon their mastery of fundamentals

of play. While the coach associates sound fundamentals with team success, he realizes that a sound and definite philosophy is synonymous with good coaching. He must recognize his responsibilities as a teacher of youth as well as a coach. He will stabilize their emotions to meet adversity as well as success, ingrain in them the spirit of sportsmanship, cultivate moral integrity as well as physical development and prepare the player for his place in society.

Strack (26:2-3) in discussing coaching philosophy stresses that the most important person connected with any basketball team is the player himself.

It is the coach's duty to field the best team he possibly can, with the material he has at hand. He must be fair and objective in selection of his material. The head coach has to be the guiding authority. There can be no question of his judgment on anyone's part. The coach's word is the absolute law. One of the most important parts of my basic philosophy, relative to winning and losing, is that I never want any boy who plays for me to make an excuse when we lose. I am not looking for good losers on our basketball team; however, I want players who take losses seriously. The coach has to view winning and losing realistically. Don't allow yourself to get an inflated or deflated idea of your own importance. The coach is important; however, the most important human beings connected with any team are the competitors.

Rupp (22:41) reaffirms that a team must have both physical and mental conditioning fitness. He feels that they work hand in hand.

Conditioning means training. Training should be by tradition rather than by orders. Championships are not won by wishing and by hope. They are won by hard work and a willingness on the part of the players to sacrifice some of the normal phases of college life. If a group of players are instilled with the desire to win, then the physical conditioning is not difficult. It is also necessary to be sure that you are teaching your players properly and that you are getting the maximum use of your material. If the coach is determined to stay in the coaching profession, he will develop from year to year. This much is true, no coach has a monopoly on the knowledge of basketball. There are no secrets in the game. The only secrets, if there are any, are good teaching of sound fundamentals, intelligent handling of men, a sound system of play, and the ability to judge the talent available.

Bunn (3:12) in the review of the related literature revealed that there are no secrets about the art of coaching. Everyone has access to the laws of learning. Neither is there any corner on knowledge of the techniques of playing the game. According to Bunn the only requisites for success which he has discovered are: the ability to select players who are potential champions and a willingness to practice constantly and diligently.

Practices should be enjoyable and the greatest freedom should be encouraged among the players. The player should be given an opportunity to think for himself and to make his own decisions. There should be democracy in the control of the sport. Too many of our athletic teams are ruled by an iron will. This system may win more championships and build a doubtful reputation for the coach, but it is not educational from a democratic point of view and it is not satisfying to the players. Aggressive basketball is advocated because it encourages the greatest freedom of play. Team effort, not individual, should be the goal of every player on the squad. This idea of team cooperation should involve not only the offense but the defense as well. Finally, the coach-player relationship should be personal, friendly, reciprocal and democratic.

Winter (28:56) contends that each coach must decide what he will teach, and why it is important, on the basis of his own past experience. He feels that fundamentals are very important, the first thing a player must learn to do is handle the ball.

Ball handling, then, is the first fundamental to teach. Give the players a clear understanding of your objectives. Be simple in your presentation. The coach can expedite his teaching with a coaching terminology that best describes the things he wants to get across to his players. Screen your players carefully, the coach who is particular about the kind of player he has playing for him will find a great reward in the effort and desire shown by his team. The most important single factor in the learning process is the proper mental attitude. Coaches cannot be effective unless the players are in a favorable frame of mind. Enthusiasm and drive on the part of the coach will do much to stimulate a strong desire in the players to learn and to excel.

Cousy and Power (5) feels that the first step for the coach is to select the type of offense and defense he wishes his players to use during the season. Then he must break the offense and defense down into fundamental procedures. He must convince them that the offense he has selected is one that will help the team win against an opponent. The coach must make practice as enjoyable as possible. When practice or playing becomes monotonous players lose the proper mental attitude. The coach should realize that players learn by example, and should not expect anything from his players that he himself is not capable of giving in leadership. He must live his philosophy of life, and inculcate leadership qualities and a winning attitude.

Jucker (10:10) pointed out that a coach's philosophy of the game will be reflected in his attitude toward his players, in his respect for the spirit of the game, and in the systems of offense and defense that he adopts. Few aspects of basketball are novel. "Basketball fundamentals are as old as the hoop nailed to the garage door, and no newer than the one-handed jump shot." Fundamentals are the heart of the game and the high school coaches who neglects them, does his players an injustice. Attitude is an important factor for success. Players will often reflect their own coaches attitude, so the coach must teach by example.

Wilkes (27) points out that the selection of sound offensive and defensive methods of teaching are important factors in the building of a championship basketball team. Sound individual shooting, rebounding, passing and dribbling fundamentals with countless hours of practice will develop good ball players.

Pinholster (21:193) states that making the opposition "beat you and not you beating yourself" is a philosophy which he has tried to live by in developing his athletes. "Our defense, offense, rebounding, training, conditioning and teaching are all geared to the premise that most teams will beat themselves if given a chance." Teams "beat themselves" by making errors of judgment, by fighting among themselves, by poor conditioning, by trying to "look good", and by poor fundamental execution of certain phases of the game.

Lindeburg (13) states that one must be: 1. a teacher; 2. have a life geared to sportsmanship; 3. be concerned with applying the principles of the laws of learning in his teaching; 4. be concerned with the psychology of coaching individuals; 5. be concerned with the selection of the team; 6. select a sound offense, defense and the drills; 7. be interested and informed concerning research and tests used in basketball.

Davis (6:6) states that "winning basketball requires aggressive action". There is no easy road for an aggressive basketball coach to follow. Players and coaches must possess aggressiveness if they aspire to be champions, sooner or later they will run into the rugged team that will beat them physically unless they are aggressive and have the will to cope with the situation. He feels that the basic American philosophy of life involves a striving for excellence and in basketball this means winning. Winning is predicated upon proper execution of fundamentals, "hustling and outscrapping" the opponent. "When a team plays with winning as their ultimate goal, they will always display extra

hustle. The aggressive coach should also utilize fear, love, devotion, or any other sound motivating force which will develop his players to their maximum."

Physical Characteristics of the Basketball Player

In reviewing the literature related to physical characteristics of basketball players Rupp (22:17-18) contends that speed is a requirement of basketball players. "We are seeking players who are fast but we also want to teach them how to execute and use their speed constructively." Winter (28) suggests that speed is an important asset to a player but only if it is controlled speed. More important than linear speed is the ability to start fast. It is what coaches call explosive power. Basketball is a game consisting of quick starts and stops. The ability to move quickly in any direction and stop fast is a requisite.

Wissel (54) developed a heart-rate interval training method, using the suicide drill, to be used in pre-season practice. He credited this form of endurance training to be an important reason for his team's success in small college basketball in recent years.

McGuire (16) contends that nearly any boy can play basketball. In the last few years the trend has been toward tall players but there is plenty of room in the game for players of any size. Height is important, but the advantage is often lost because of speed or poor coordination. Though speed is vital in today's jet-propelled game, there are thousands of players who possess only ordinary speed but make up for it

by spirit, drive, teamwork, good ball handling and shooting skill. Big, heavy players often find a place on a team because of their rebounding or "feeding" abilities.

Winter (28:19) emphasizes that it takes more than just size to play the game of basketball, but no one will question the importance of effective size. "The tall, active player who can get up and down the floor fast, is well co-ordinated, and has mobility and agility is a precious item in today's game."

Wooden (29:234) indicates that speed and size are essential factors and are placed together as one because of their relation to other factors.

Size is a relative thing and I am interested in how 'tall' a person plays, not how high he measures in inches. However we need good playing size to match our opponents to be the most effective. The same is true of speed in relation to quickness. If a man is quick and hustles, a lack of speed may go unnoticed and he will appear much faster than he is. On the other hand, a man with fine speed, but who does not have it under control, may not be too effective as he will be out of position too much.

Strack (26) emphasizes that basketball is a game of quickness. We want quick starts, stops, change of direction and great body balance at all times from our players.

Bradley (32) has related his experiences with fellow coaches who have expressed the importance of the "big" basketball player. Wooden (29) points out that basketball is a mental game and quickness is probably the greatest physical asset a player can have. These qualities certainly go hand in hand as it takes mental alertness to put your quickness into action. Every physical movement must be directed by the mind.

Good judgement is also necessary if your quickness is to be utilized to the fullest extent. Make sure your moves are with purpose, merely moving quickly with no particular purpose or aim will get you no place and accomplish nothing worthwhile. Quickness then is a characteristic that stands out very prominently in the star performers.

Alexander (30:9) states that the development of muscular power has always been a focus of attention in athletics. All sorts of methods have been used to develop this vital component of motor performance. "We have been achieving excellent results with the exer-genie." Vandenburg (52) states that the success or failure of any basketball team is often determined before the first game of the season is ever played. The team capable of keeping both offensive and defensive pressure on the opposition throughout the game is frequently the team that wins. Therefore the importance of circulo-respiratory endurance should not be underestimated.

Meyers (18:32) states that since size is hereditarily based, little can be done to affect it.

The emphasis in basketball is on size, and a big man has a better chance of playing than a small man. However, a big man can't get by on size alone, he must be able to move. The "little man" has to do everything so much better than the big man in order to compensate for his size. We like our players to have speed, but we would rather they have quickness. A quick start gives a player a terrific advantage on offense because the defensive man must react.

Bee (1) concludes that the game of basketball demands the finest type of mental alertness in a physically fit, well co-ordinated body. McCracken (15) states that stamina, muscle, co-ordination, good mind, and agility are prerequisites of a good ball player. Bunn (3,4) states that efficient performance is attained through a carefully planned program of progressive practice which will perfect coordination, eliminate unnecessary moves, accomplish results at the expense of a minimum of energy.

Terrell (50) suggests that critics say there are too many tall ball players and the game of basketball, due to this, has turned into a farce. Many basketball men do not agree. They feel that height prevails, perhaps, but domination is something else, and that there will always be a place in the sport for the good "little man". No one close to the sport seems to worry the game has advanced so much that to be merely very tall is no longer enough; even the big man must be a well-coordinated and agile athlete with a great deal of skill. In reviewing the literature related to physical characteristics of basketball players, Bunn (4) emphasizes that basketball is not so much a game of speed as a game of quick movements, starts, stops, feints, changes of direction. The difference of a fraction in a second in quickness permits a player to gain the needed advantage to outmaneuver his opponent.

Fundamental Skills for Basketball Players

In reviewing the literature related to basketball fundamental skills, Schayes (46:8) emphasizes that good shooting ability is the cornerstone of all offense. "How many kids can be classified as poor shooters these days?" There is little doubt that the players of today are more accurate shooters than the youngsters of a couple of decades ago.

In reviewing the literature related to basketball fundamental skills, Luce (39) emphasizes that the team that makes the fewest mistakes usually wins. We feel that when our players are on the offense they must be able to execute the fundamental skills of passing, catching, stopping and pivoting, shooting, and dribbling.

Negratti (42) emphasizes that any offense or defense is no stronger than the individuals of which it is composed. A lot of time must be spent in strengthening individual fundamental skills to build a strong offense or defense.

McLane (17:18) states that good rebounding is of the utmost importance. "We teach our players that the team that controls the boards will win the majority of the time. Rebounding ability, like defensive ability, is a facet of the game in which the unproductive scorer can become a valuable asset to the team."

Raveling (43:2-3) has pointed out the characteristics of a rebounder: 1. quickness; 2. conditioned knowledge; 3. mental toughness. The rebounder cannot be successful if he relies principally on muscle alone. The days of the big man standing around and waiting for the ball to come to him are gone. Witness the many big men playing today who are constantly outrebounded by a smaller and more aggressive opponent. "Rebounding is physical combat; a challenge of courage and the ability to withstand pain. The rebounder must not only accept contact and punishment, he must insist on it."

Jucker (10:38) contends that the team that "controls the boards" generally wins the ball game. "Percentage wise, the team that is able to limit its opponents to one shot on each attack, while gaining second, third, and fourth efforts on its own attack, is a team that is going to win consistently."

Samaras (23) emphasizes that the success or failure of any team depends on the ability of its players to secure their share of the re-

bounds. The team controlling the backboards will usually dominate the game. Strack (26:27) emphasizes that his teams at Michigan have been strong rebounding clubs because of the stress placed on rebounding. "We praise strong board work, and find little use for the player who does not like to rebound and play the game with pride and a sort of controlled abandon."

Wilkes (27) maintains that the team that "controls the boards" will win the majority of their games.

Smith (47:6-7) emphasizes that the most coaches apparently agree that rebounding is the most important fundamental phase of basketball.

For instance, you may not be a good shooting team, but you would not have to be if you could rebound well to get the second and third shot every time down the floor. On the other hand, if you limit your opponents to one shot, as long as it is not a lay-up, you would have a chance to win, regardless of your defense. The importance of rebounding cannot be overemphasized, as it does bring about winning basketball.

Eldred (35:18) states that: "The average basketball fan is so concerned with watching the shooter that he seldom realizes that what happened after the shot is as important as the shot itself. Since many shots fall short or miss going in the basket a lot of balls are 'up for grabs'. Rebounding is one of the tough, rugged, unglamorous parts of the game but it is as important as any other fundamental phase of the game."

Rupp (22) contends that if there were a secret in successful basketball, then that secret would be drilling on fundamentals.

It is unfortunate, however, that many coaches never seem to realize this. Far too often the entire practice period is spent on goal shooting and scrimmage play. Plays are important, but

if the players have not mastered the fundamentals they will never be able to execute the plays. Possibly the most important fundamental in the training of a basketball team is in goal shooting, for the winning of a game depends on this. Goal shooting can be developed. You need not necessarily be born with a touch. The secret of good goal shooting is constant practice in doing all phases correctly and, therefore, forming a habit.

Harrell (9:9) emphasizes the development of good fundamentals, the three most important being: 1. arm position; 2. release of the ball; 3. follow through. He states "good shooters are made, not born." Samaras (23) contends that although all of the offensive fundamentals are important, shooting is still the most significant factor in winning games.

Strack (26:34) emphasizes that "scoring is the name of the game"; consequently, shooting techniques and fundamentals have to be catalogued as the most important of all the fundamentals.

Jucker (10) maintains that shooting can be learned, but it takes years of practice to become great at it. A ballplayer cannot begin learning to shoot in college. Wilkes (27) contends that shooting is the most important fundamental in the game of basketball. Without good shooters, a team may possess Cousy-type passers, superb dribblers, excellent rebounders, and other strong assets but may still find it difficult to consistently succeed.

Hunter (38:8) states that at present coaches seem to have a greater appreciation for sound defensive ability. "More and more coaches realize that when shooters are cold, their chances of winning hinge squarely upon the defense."

Rose (45:18) contends that to have a consistent season, "a good defense is a must." Most college coaches agree that the greatest deficiency in high school graduates is in the defensive phase of the

game. Individual defensive skills can be taught to players with courage and determination and a sound aggressive defense will win more games than it loses.

Rupp (22:22) emphasizes that if there is anything that gives comfort and confidence to a coach it is the knowledge that his team is good defensively. "On nights that your offense fails, your defense will save. I feel that a good one is of the biggest factors in a team's success. A good defense will also enable you to reduce the offensive margin that a superior team may hold over you."

With reference to the importance of ball handling he stated:

The first thing that I look for on an opposing team is how they handle the ball. This is the key that tells whether they are a high-class club or not. Accurate and well timed passing is the key to successful play. A team of good passers may show up well in goal shooting. Too many of our clubs today employ entirely too much useless dribbling. Dribbling is spectacular from a spectators standpoint and a great many players use it as a method of focusing attention on themselves during the game. Ordinarily only one or two dribbles are necessary to get away from this danger area and then the ball should be passed to a teammate as quickly as possible.

Winter (28) contends the ability to handle the ball expertly distinguishes the standout from the "run of the mill" player. A team made up of good ball handlers has the strongest possible assurance against pressing defenses. All the fundamentals are so closely related and dependent upon one another that it is next to impossible to say that one is more important than the others. It is safe, however, to say that passing is the key to successful offensive basketball, and that it also has an important relationship to team defense. All other fundamental skills of the game lead up to the objective funda-

mental of shooting, putting the ball into the basket. There are many shooters who are never known because of their deficiencies in the lead up fundamentals of body balance, footwork, ball handling, dribbling, passing and defense. In spite of this, most coaches agree that it's a pretty good place to start in building a basketball team.

Wooden (29:68) emphasizes that the fundamentals of the game are absolutely essential for successful play.

The ability to properly execute them is related to fatigue, self-control, and team spirit. There is no system of play that can be effective unless it is based on sound execution of the individual fundamentals. If something has to be neglected, never let it be the individual fundamentals. Passing is probably the most important part of all the individual fundamentals and receiving is, in a sense, a continuation of the pass. Some will say that shooting is the most important, but I consider shooting as a pass to the basket. Furthermore, without passing, there wouldn't be very many good shots as a great percentage of the good shots are set up by a succession of passes. Offensive and defensive rebounding must receive a great amount of attention for more opportunities for possession of the ball will come from missed shots than by any other means. I am also a firm believer in sound individual and team defense. As the defense of a team cannot be any better than the defense of the individuals who play it, it is the obligation of the coach not only to make certain that the players are mentally receptive to the importance of playing defense, but also to make sure that they are properly grounded in the individual fundamentals of a defense. I believe you can say with assurance that a player will never execute the physical requirements unless he has the mental requirements.

Bee (1,2) contends that sound fundamentals are necessary in the making of a good basketball player. Various techniques may be used by coaches to teach these fundamentals but irrespective of method most coaches agree that they are the most important phase of teaching. Fundamentals are the basis of excellence.

Haley (37:93) concludes that on the college level, defense is vital for real success. "Coaches must get their players to respect

defensive basketball. The best way to get your players to obtain this outlook on defense is through understanding the purpose of defense and being conditioned to play it. The more emphasis put on individual fundamentals, the more pride they will take in their defense." Bartow (31) feels that without a sound man-to-man system you can never build a championship team. He feels that to develop this sound system you need players that have quickness, agility, strength, top conditioning and a real desire to play tough defense.

Psychological Considerations for Basketball Players

In reviewing the literature related to attitude Santos (24:199) contends that enthusiasm is "caught not taught". To be a successful basketball player the individual must make the game part of himself. He must know and understand the game and above all, realize that he will never know all there is to know about the game. Jucker (10) puts attitude at the head of the list of necessary components for successful basketball. This is one essential that makes all the others usable in our system.

Strack (26) emphasizes that a basic requisite of a basketball player is that he have a genuine love of the game. A player has to respect his coach and honestly believe that the coach is working on his and on his teammates behalf; if a player does not enjoy basketball then his chances of succeeding are limited. Samaras (23) contends that a player must be ready to dedicate himself to the style of play and sacrifice personal gains to further team efforts.

Harrell (9) contends that with players who have the right attitude, it is easy to sell your system to each of them.

Newell and Bennington (20:376) contend that it is very hard to measure the value of a proper mental attitude. "A coach must first learn to know the personality traits of his players and their reaction to his coaching. No athletic team will ever win a game that it does not think it will win. The mental attitude of an athlete or a team can often be the difference between two teams on a given night."

Vanatta (51) contends that psychology plays an important part in developing a winning attitude. It is his belief that the mental condition of a squad is just about as important as the physical condition. The mental elements are actually the unseen, but important factors. If there is a good mental attitude on the part of all the squad, a big step has been taken toward good morale.

McGuire (16:39) contends that the most important asset a player can have is love for the game. If a player really loves basketball he can overcome many personal handicaps. "I place a high premium on good temperament, a spirit of cooperation, a fighting heart, willingness to sacrifice personal glory for the sake of the team."

Cousy and Power (5) contend that the coach should realize that players learn by example and he should not expect anything from his players that he himself is not capable of giving in his leadership. Players should hustle from one place to another, hustle when called by a coach. "A player should understand that criticism is like money, you should worry about the lack of it."

Wooden (29:400) emphasizes that he wants no "one-man" players, no "stars".

We want a team made up of five players at a time, each of whom is a forward, guard, and center combined; in other words, each boy should be able to score, outjump, or outsmart one opponent. No chain is stronger than its weakest link, no team is stronger than its weakest player. One player attempting to "grandstand" can wreck the best team ever organized. There is no place for selfishness, egotism, or envy on our squad.

Bee (1:27) emphasizes that a player's attitude will influence his playing ability.

A number of players are entirely satisfied just so long as they can make the team. Others want to improve themselves until they are perfect in the performance of certain skills. Some players will pay the price (practice) only when rewarded in some manner. Development of correct player attitude is a very important factor.

Meyer (18) emphasizes that first of all, a player must possess the proper disposition for the game of basketball.

By disposition we mean the proper attitude toward players, coaches, officials, and the sport itself. The game owes the player nothing; any rewards or satisfaction he gets is earned. He must accept defeats without bitterness and accept victories modestly and graciously. A player must strive to get along with his teammates on and off the floor. A player must respect his coach; he has to take correction knowing that it is for his own good and the good of the team. In regard to officials he must respect them and their authority by accepting their decisions and abiding by them. A player must have drive, determination, confidence in his own ability to play ball, and possess intelligence to play with his head as well as his body.

Lindeburg (13) states that developing a receptive attitude, or a will to learn is an important factor. Obstacles in the path of development of good attitude are anger, fear, confusion, and an unco-operative spirit.

Smith (47:6-7) has pointed out that basketball is a team game. He emphasizes the importance of mental attitude.

When I speak of attitude, I am talking about the individuals reaction to situations when things are not going well, and how they react to it. When a player comes off the court the bench yells and applauds. Team attitude is built on the idea that my teammate is a special person. Together we can accomplish our goals, and if one messes up, we all suffer. Punishment is based on this thinking. Suffering together brings the players closer together, a comradery is developed.

A conclusion that attitude is an important factor related to basketball success is also held by McCullough (40:96-97). "A coach usually knows the kind of person he wants as a player. From our point of view we look for the player who is unselfish, quick, great desire, and has the willingness to work at developing his talents."

Criteria for Selection of College Basketball Players

In reviewing the literature related to criteria for the selection of college basketball players Wooden (29) emphasizes several determining factors to consider prior to selection of players, including: 1. Quickness and speed, which he considers to be the most important single physical attribute; 2. size and jumping ability. 3. ball-handling and shooting ability; 4. co-operation and team attitude.

McGuire (16:25) contends that the player who wishes to excel in basketball must like to play the game, possess good physical stamina and good emotional control. "Naturally, the ability to pass, shoot, dribble, rebound and guard an opponent are necessary game skills, but with the above mentioned qualities, I believe almost any boy can master the fundamentals of the game."

Bunn (4) offers the following desired characteristics for a good basketball player: 1. Height. However, height that is not usable height is of little value. He should be able to move with agility and have good reaction time. Height without quickness may be, and often is, a liability to a team. 2. Coordination. Hand-foot and eye-hand coordinations are highly essential. There is little place for the awkward, clumsy, individual in basketball. Poise, balance and grace of movement are all evidence of coordination. 3. Reaction. A basketball player need not be a speedy runner, but he should be nimble and quick. 4. Co-operation. A willingness to put the group above self, to sacrifice personal glory for team success, to submit to a single standard of conduct, to be just as willing to follow as to lead, and to become socially agreeable to the group rather than individually rejected. 5. Fight. By this term is meant a willingness to extend one's self, a refusal to admit defeat as long as there is time left to play. 6. Judgement. This factor is placed last in the list of desirable characteristics because it is attained largely through experience in playing.

Rupp (22) contended that he liked a "big rangy center" with good co-ordination, good reflexes and one who can control the "boards". High spirited boys were a plus as they responded in critical times. Loeffler (14) emphasizes that there are untold thousands of players who will never make college basketball players because they lack one of the three distinctive elements necessary for success: 1. extreme size; 2. extreme mobility; 3. extreme shooting ability.

Meyer (18:103-104) points out that a player must have two great qualities - one mental and the other physical.

The first is thinking, and the other talent or ability. These two qualities compliment one another. If a player has just one quality and not the other, he can be good, but in general, he will be just another player. First of all, a player must possess the proper disposition for the game of basketball. By disposition we mean the proper attitude toward players, coaches, officials, and the sport itself. Second, he must have drive. Third a player must have determination. Fourth, he must have confidence in his own ability to play basketball. Fifth, a player must possess intelligence. This tribute is made for a player who uses his head as well as his body.

Concerning rebounding as a success factor Wooden (29:212) stated:

More opportunities for possession will come from shots than by any other way; therefore, offensive and defensive rebounding must receive a great amount of attention. It has been said often that the team that controls the boards will probably control the game and this statement will usually hold true.

It is the consensus of basketball experts (43), (29), (47), (10), (7), that rebounding ability is a consistent predictor of team success. Morris (19), a successful high school coach in Kentucky, claims that many coaches feel that rebounding is seventy-five percent of basketball. Whether this percentage is accurate is not important but percentage wise the team that can limit its opponent to one shot on each attack, and gain second, third, and fourth attempts on its own attack, would seem to have a great advantage.

LaGrand (11) a respected coach lists rebounding skill an important factor in success. He felt that his team must control fifty to sixty percent of the rebounds in order to be consistently successful.

Bush (33:6-7) contends that basketball teams that are able to control the boards win nine-tenths of their games. "At the present time the emphasis is very definitely on height. We believe that height is probably the most important factor when it comes to rebounding."

Goodwin (36) emphasizes that its essential that a player be able to go full speed for forty minutes. Quick reaction is also important, and fast sound defensive ability are necessary for success. The quicker the players react on changing from offense to defense and vice versa, the better.

Cabutti (34) asserts that in coaching, you try to sell your players on the idea that when they are having a poor night at hitting the basket, they must have a sound defense to fall back on. Players are taught to take pride in their defensive ability.

Watts (53) contends that there are many factors that must be considered in selecting personnel for a basketball team. In addition to the physical factors, we must also consider mental and social factors. All of these things contribute to an outstanding player and must be in existence if a team is to succeed. In considering physical factors we are looking for certain specific things; 1. height; 2. speed; 3. coordination and agility; 4. skeletal and muscular structure. If a boy is to excel in basketball he must possess a majority of these physical characteristics. Consequently, physical characteristics must be considered in the evaluation of a boy's abilities. Considering the mental qualities there are many things taken into consideration; 1. able to think; 2. he must observe health principles; 3. desire to win; 4. understand and appreciate one another; 5. loyalty; 6. sportsmanship.

Swegon (49) contends that success in college may be encouraged at the high school level. Because of the relationship between the coach and the player, high school coaches should emphasize to the player certain important factors that will assist them during high school. 1. Learn to shoot, (especially from the outside); 2. learn ball handling (with both hands); 3. master the defensive skills; 4. work on the basic fundamentals.

Cousy and Power (5:62) contend that many factors go into the selection of a player. The basic physical factors that should be sought are coordination, speed, and quickness (both vertical and lateral speed and quickness), balance, aggressiveness, reflexes, good hands and height. "By height, we mean playing height, not the actual height. Other desirable characteristics are the ability to learn, desire, good mental attitude, enthusiasm, sound emotional background, and competitive instinct."

Dean (7:124) made this comment concerning shooting:

Most coaches will say that ball-handling and passing rate first among basketball fundamentals; yet it is true that good shooting ability is of such great importance that it will cover up a lot of basketball sins. Since scoring is one of the immediate objectives of basketball and since it is basketball paydirt; it is necessary that the coach does not slight this department.

Lindeburg (13) indicates that the individual characteristics or qualities which indicate a good basketball player are numerous. The following is a list. 1. Speed; 2. size; 3. agility; 4. mental alertness; 5. confidence; 6. shooting ability; 7. rebounding ability; 8. passing ability; 9. quickness in hands and legs; 10. height; 11. attitude.

McLane (17) emphasizes that shooting, passing, jumping, pivoting, running, dribbling, body balance, feinting, are abilities players must master to have successful basketball teams. If a player is a good fundamentalist and he has the desire and the physical equipment with which to play, he should succeed in becoming a good basketball player.

Rawlinson (44) emphasizes that basketball requires the ultimate in conditioning. His list of conditioning factors include:

1. Care of your feet;
2. reporting early injuries;
3. checking colds;
4. daily diet;
5. pre-game meals;
6. smoking;
7. alcohol.

Super conditioned players or the players in good shape, are the ones that will execute the proper fundamental skills, which will enable them to become good basketball players. Conditioning and performance of players go hand in hand.

Pinholster (21:194) states that:

"We have no tolerance for the basketball player without stamina. The athlete who is trying to participate in a strenuous contest and who has not trained his body for endurance is lost before he starts. Unfortunately such a player not only beats himself, he beats you and your entire team."

Chapter III

PROCEDURES

In chapter III each of the methodologies used to implement the present study will be discussed. The chapter will contain the following information: (1) selection of factors; (2) construction of questionnaire; (3) population sampled; (4) mailing procedures; and (5) statistical techniques.

Selection of Factors

The following factors and their rationale for inclusion were selected for the questionnaire:

Attitude

Jucker (10) has indicated that attitude is the most important component for success in college basketball. In basic agreement with this position were Strack (26), Harrell (9), Meyer (18), Bee (1,2) and Wooden (29). A further review of the related literature has revealed that Cousy and Power (5) and Smith (47), are also of the opinion that attitude is a factor for success in basketball. Raymond (56) found selected college coaches believed that attitude was the most important characteristic in the recruitment of potential college basketball players.

Ball Handling

The ability to handle the ball expertly, distinguishes the stand out from the average player according to Winter (28). Similar opinions were expressed by Rupp (22) and Wooden (29).

Class of High School Competition Played

Class of high school competition played was thought to be an additional factor due to the cross-section of ability which may be seen in junior college basketball players of Region III, XV, XXI.

Defensive Ability

In discussing defensive ability Haley (37) concludes that on the college level, sound defense is vital for real success. Bee (1,2), Bartow (31), and Rose (45) share the opinion that individual and team defensive ability plays an important part in success.

Geographic Area Selecting From

Due to the divergence in ability which may be seen in the various areas, geographic area was thought to be an additional factor.

Passing Ability

Winter (28:21-22), contends that since all fundamentals are so closely related and depend upon one another it is difficult to say that one is more important than the other. "It is safe, however, to say that passing is the key to successful offensive basketball. Emphasis on the basic fundamentals in passing plays a key factor in success."

Physical Make-Up

Wooden (29), Winter (28), Bradley (32), and Meyers (18), consider physical make-up an important factor in basketball success.

Team Player

Jucker (10) indicated the importance of the willingness of individuals to sacrifice for the overall team benefit.

Construction of Questionnaire

A questionnaire technique was used to gather data for the present study. The rationale used for construction of the questionnaire was as follows: (1) Sufficient clarity of all questions so that the questionnaire could be answered properly and constructively by the respondent. (2) Emphasis was placed on the importance of understanding that a low number indicated greater importance given to a factor. (3) Introductory material show a convincing purpose and use of the research data to the respondent. (4) Provisions were made for the respondents to learn about the results of the research. (5) Factors chosen by the researcher for data collection were selected deliberately for the purpose of this study. The introductory letter and questionnaire are found in Appendix A and B. (6) Questionnaires were coded in order to reveal the source of all returns.

Population Sampled

Seventy-six coaches from the two year colleges in Region III, VX, and XXI were surveyed. The states within these regions include New York, Maine, Vermont, Massachusetts, Connecticut and Rhode Island. The schools sampled included: community, agriculture and technical and private two year colleges.

Mailing Procedures

For the purpose of this study the following procedure was used: Each of the 76 coaches from regions III, XV and XXI were sent a questionnaire along with an introductory letter of explanation pertaining to the present study. The letters were sent out in October of 1973. A second letter was sent out to all respondents that did not return the initial questionnaire. All mail was sent first class. For test-retest reliability, questionnaires were sent out again in July, 1975 to 20 coaches from the same regions.

Statistical Techniques

Test-retest reliability for each factor was determined by the Spearman rank correlation coefficient (r_s). Means and standard deviations for the twelve factors were calculated. The Kendall coefficient of concordance (W) was used to determine the degree to which rankings were related between respondents. The Kilmogorov-Smirnov test was used to determine the presence of a significant difference between factors. The .05 alpha level of significance was selected for the present study as the level for acceptance or rejection of hypotheses.

Chapter IV

RESULTS

The results of this investigation are presented in this chapter. The divisions of this chapter include: (1) results of test-retest correlations of factors in questionnaire; (2) questionnaire return; (3) results of Kendall's test of concordance; (4) results of the mean and standard deviation for the selection factors for college basketball players; (5) results of Kilmogorov-Smirnov test of significance for factors employed in questionnaire.

Results of the Test-Retest Correlations

Twenty identical questionnaires were randomly sent out to coaches who had already completed the initial questionnaire. Eleven were returned and used for the purpose of determining test-retest reliability. The results of the test-retest reliability coefficients for factors employed in the questionnaire are presented in Table I.

The reliability coefficient ranged from .48 for physical makeup to .88 for geographic area. All correlations were significant beyond the .05 level.

Questionnaire Return

Forty-two questionnaires were returned from the initial mailing. Thus, approximately 55 percent of the coaches in Region III, XV, and XXI were sampled in the present study.

Results of Means, Standard Deviation and Range of Selection Factors

The results of the means, standard deviations and range for each of the selection factors employed in the questionnaire are presented in Table II.

Results of the Kolmogorov-Smirnov Test

The results of the Kolmogorov-Smirnov test for the presence of significant differences between factors are presented in Table III.

The Kolmogorov-Smirnov test revealed that attitude, $\bar{X} = 2.21$; quickness, $\bar{X} = 3.52$; team player, $\bar{X} = 4.52$; defensive ability, $\bar{X} = 4.88$; and shooting ability; $\bar{X} = 5.52$ were all significantly more important ($p < .05$) than the other factors to the coaches sampled. Class of high school competition; $\bar{X} = 10.31$ and geographic area $\bar{X} = 11.17$ were significantly less important ($p < .05$) to the coaches sampled. These results are summarized in Table IV.

The findings caused a rejection of the null hypothesis that there would be no significant differences in the criteria for the selection of junior college basketball players.

Concordance

The Kendall coefficient of concordance was determined for the respondents sampled. The W value obtained was .58. A chi square test revealed that this coefficient of concordance was significant beyond the .05 level therefore leading to a rejection of the null hypothesis that ranking between coaches would be unrelated.

TABLE I

TEST RETEST RANK ORDER CORRELATION COEFFICIENTS

Factors	rs
Attitude	.85 *
Ball Handling	.83 *
Class of High School Competition Played	.58 *
Defensive Ability	.81 *
Geographic Area	.88 *
Passing Ability	.79 *
Physical Makeup (size)	.48 *
Quickness	.78 *
Rebounding Ability	.73 *
Shooting Ability	.50 *
Speed	.64 *
Team Player	.73 *

* = $p < .05$

TABLE II

RESULTS OF THE TALLY STATISTICS FOR
SELECTION FACTORS FOR COLLEGE
BASKETBALL PLAYERS
N-42

	\bar{X}	S.D.	Range
<u>Factors</u>			
Attitude	2.21	2.04	1.00-9.00
Ball Handling	6.98	1.74	3.00-10.00
Class of High School Competition Played	10.31	2.65	2.00-12.00
Defensive Ability	4.88	2.18	1.00-11.00
Geographic Area Selecting From	11.17	2.36	1.00-12.00
Passing Ability	8.33	2.16	3.00-12.00
Physical Make-Up (size)	7.05	3.15	1.00-11.00
Quickness	3.52	2.17	1.00-9.00
Rebounding Ability	6.43	2.50	1.00-10.00
Shooting Ability	5.52	2.50	1.00-11.00
Speed	7.07	2.39	2.00-11.00
Team Player	4.52	2.70	1.00-10.00

\bar{X} = Means

S.D. = Standard Deviation

TABLE III

SUMMARY OF SIGNIFICANCE TESTS*
FOR FACTORS EMPLOYED
IN QUESTIONNAIRE

Factors	Tally for Each Rank												Test of Significance
	1	2	3	4	5	6	7	8	9	10	11	12	
Attitude	25	6	4	1	1	2	2	0	1	0	0	0	$p < .05$
Ball Handling	0	0	2	1	3	4	6	4	10	2	0	0	$p > .05$
Class of High School Competition Played	0	1	2	1	0	1	0	1	0	22	11	3	$p < .05$
Defensive Ability	1	4	5	10	11	3	1	5	0	1	1	0	$p < .05$
Geographic Area Selecting From	2	0	0	0	0	0	0	0	0	11	12	8	$p < .05$
Passing Ability	0	0	2	1	2	11	0	5	6	11	3	1	$p > .05$
Physical Make-Up (size)	2	1	5	4	5	0	1	4	6	11	3	0	$p > .05$
Quickness	7	8	11	6	2	3	1	3	1	0	0	0	$p < .05$
Rebounding Ability	1	4	1	2	7	4	7	7	4	5	0	0	$p > .05$
Shooting Ability	2	3	6	5	5	7	2	7	3	1	1	0	$p < .05$
Speed	0	2	1	6	1	5	8	4	8	6	1	0	$p > .05$
Team Player	3	12	3	5	5	3	4	2	3	2	0	0	$p < .05$

*Kolmogorov-Smirnov Test

TABLE IV

SUMMARY OF IMPORTANCE GIVEN
TO EACH FACTOR

<u>Factors Rated as Being Most Important</u>	\bar{X}	S.D.
Attitude	2.21	2.04
Defensive Ability	4.88	2.18
Quickness	3.52	2.17
Shooting Ability	5.52	2.50
Team Player	4.52	2.70
<u>Factors Rated as Being No More Important Than Any Others</u>		
Ball Handling	6.98	1.77
Passing Ability	8.33	2.16
Physical Make-Up (size)	7.05	3.15
Rebounding Ability	6.43	2.50
Speed	7.07	2.39
<u>Factors Rated as Being Unimportant</u>		
Class of High School Competition Played	10.31	2.65
Geographic Area Selecting From	11.17	2.36

Chapter V

DISCUSSION OF RESULTS

Chapter V will deal with the results as described in Chapter IV. The following areas of discussion are presented: (1) the practical significance of the research and (2) the comparison of the results with the related literature.

The purpose of this study was to determine a basis for the selection of junior college basketball players. Since selection of team members is one of the most important aspects of college coaching, it is of practical significance to evaluate the factors which are of greatest importance to the coach in the field. In order for meaningful conclusions to be drawn it was necessary to determine the reliability and validity of the testing instrument. The selection of factors from the review of the related basketball literature discovered that the selected coaches opinions were fairly stable. Reliability coefficients were all significant at the .05 alpha level and therefore the test was assessed as being reliable. Validity was assessed by determining the degree to which coaches agreed in their evaluation of factors. The W value obtained was significant at the .05 level and therefore the test was deemed as being valid.

That the coaches ranked attitude and being a team player on a equal basis with basketball qualities such as shooting and defensive ability was most enlightening. This was in agreement with Raymond (56) who found that college coaches rated attitude and personality as being

the most important characteristic in the recruitment of potential basketball players. Apparently the coach in the field feels that the mental and psychological aspects of basketball are of great importance. With the emergence of more reliable and valid tests in the area of personality and attitude assessment, the coach will be in better position to evaluate the future success of high school prospects. In contrast it would appear that the other qualities are far easier to assess. The knowledgeable coach may determine a player's quickness, ability to shoot or play defense in a short period of "half-court" action. Nevertheless, it was somewhat surprising that defensive ability was included as most important since many coaches believe that defense can be taught to any athlete as opposed to other qualities which are based to a greater degree on heredity. Similarly, physical makeup and speed which cannot be taught by the coach were rated as no more important than other factors.

In the present study it was found that attitude, defensive ability, quickness, shooting ability and being a team player were factors rated as being most important for future college success. In comparing the results with the related literature, several authorities including Wooden (29), McGuire (16), Strack (26), Smith (47), and Jucker (10) are in substantial agreement with these findings. Ballhandling, passing ability, physical makeup, rebounding ability and speed were factors which were no more important than the others. Since several authorities including Raveling (43), Rupp (22), and Winter (28) have pointed to these factors as being most important for basketball success, these findings would seem to merit interest. Apparently the coaches are expressing the belief that through good sound

teaching of fundamentals most of these qualities can be learned. In contrast, attitude, being a team player, quickness, shooting ability and defensive ability are less likely to be taught at the college level.

The coaches rated geographic area and class of high school competition played as being of little importance in assessing the future success of a basketball player. This was somewhat surprising since intuitively it would appear that there is a greater number of college basketball players which come from large cities with correspondingly large high schools. It may be that these junior college coaches have relatively little recruiting power and therefore feel that they must coach the athletes which are available.

Chapter VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine a basis for the selection of junior college basketball players. Data for the investigation was collected in the spring and summer of 1975.

The subjects involved in this study were forty-two junior college coaches representing fifty-five percent of the basketball coaches in junior colleges in regions XXX, XV and XXI. A questionnaire was designed based on a group of factors for basketball success based on a review of the literature. Data was obtained through the administration of the questionnaire through the mail. Data were analyzed through the use of the Spearman Rank order correlation coefficient, the Kendall coefficient of concordance and the Kolmogorov-Smirnov test of significance between means. Significant ($p < .05$) correlation coefficient led to a rejection of the null hypothesis that test-retest correlation coefficient would be unrelated. The hypothesis that rankings between coaches would be unrelated was rejected due to the significant W value obtained ($p < .05$). The findings caused a rejection of the null hypothesis that there would be no significant difference in the criteria for selection of junior college basketball players. The Kolmogorov-Smirnov test revealed that attitude, quickness, team player, defensive ability and shooting ability were significantly ($p < .05$) more important than other factors to the coaches sampled. Class of high school competition played and geographic area were significantly ($p < .05$) less important to the coaches sampled.

Conclusions

After completing research the investigator feels justified in making the following conclusions:

1. The test instrument was reliable and valid.
2. Attitude, defensive ability, quickness, shooting ability and being a team player are rated most highly by junior college coaches as criteria for selection of future junior college basketball players.
3. Ball handling, passing ability, physical make-up, rebounding ability and speed were rated by junior college coaches as being no more important than other factors for the selection of future junior college basketball players.
4. Geographic area and class of high school competition played were rated as factors which were less important than other factors for the selection of junior college basketball players.

Recommendations for Further Study

Upon completion of this investigation, the researcher suggests the following recommendations for further study:

1. Attitudes of high school coaches could be elicited concerning the selection of basketball players.
2. A study could be undertaken with junior college and high school coaches utilizing the factors employed in the present study. Factor analysis could be employed if each factor was measured with a likert scale.

3. Attitude of women coaches concerning criteria for selection of basketball players should be undertaken.

4. The present study could be duplicated over a broader national population.

APPENDICES

Appendix A. Letter of Introduction

TO: BASKETBALL COACHES

REGIONS III, XV, and XXI

I am completing the requirements for my Master's Degree Project through a questionnaire survey of Region 3, 15, and 21 basketball coaches.

The object of this questionnaire is to investigate the criteria for selection of future Junior College basketball players. Please rank (Number 1 is the highest - Number 12 is the lowest in priority) the factors on the following page according to your personal coaching philosophy in selection of your athletes.

Your assistance in completing the questionnaire is very much appreciated.

Dan Dudek
Basketball Coach
Paul Smith's College

Appendix B. Questionnaire

QUESTIONNAIRE

NAME OF SCHOOL: _____

NAME OF RESPONDENT: _____

POSITION OF RESPONDENT: _____

Please number in order of their importance - Number 1 through 12;
Number 1 carrying the most importance and so on through Number 12:

- ATTITUDE _____
- BALL HANDLING _____
- CLASS OF HIGH SCHOOL COMPETITION PLAYED (A-B-C-D) . _____
- DEFENSIVE ABILITY _____
- GEOGRAPHIC AREA SELECTING FROM _____
- PASSING ABILITY _____
- PHYSICAL MAKE-UP (size) _____
- QUICKNESS. _____
- REBOUNDING ABILITY _____
- SHOOTING ABILITY _____
- SPEED _____
- TEAM PLAYER _____

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