

A Study of the Educational Background, the Undergraduate  
Professional Preparation in Coaching-Related Courses,  
and the Attitudes Toward Coaching Certification of  
Tennessee High School Coaches

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A dissertation presented to the  
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## ABSTRACT

### A Study of the Educational Background, the Undergraduate Professional Preparation in Coaching-Related Courses, and the Attitudes Toward Coaching Certification of Tennessee High School Coaches

Ryan O'Neal Gray

The purpose of this study was to determine the educational background, the undergraduate professional preparation in coaching-related courses, and the attitudes of coaches toward coaching certification. Subjects were randomly selected high school varsity head coaches who coach Tennessee Secondary School Athletic Association sanctioned sports. Two hundred and seventeen coaches were surveyed through the use of a questionnaire. A panel of experts provided critical analysis of the instrument. To further objectify the instrument, a pilot study was conducted by utilizing 110 Tennessee high school coaches. As a result, the instrument was revised and finalized for use.

The analyses of data was divided into four sections: (1) demographics, (2) educational background, (3) undergraduate professional preparation in coaching-related courses, and (4) attitudes toward coaching certification. Frequencies and percentages were used to report the data.

The findings of the investigation revealed that 50.2% of the responding high school varsity head coaches in Tennessee had earned undergraduate physical education degrees. The college courses that they deemed essential for

Ryan O'Neal Gray

coaching certification programs primarily pertained to the safety and well-being of the athletes. In terms of a certification program in Tennessee, 48.7% of the respondents concurred that such a program should be implemented.

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## CHAPTER 1

### Introduction

Coaches are the key individuals in all sports programs (Murphy, 1985). They have a substantial influence on the participants and play a vital role in whether or not educational goals are realized (American Association for Health, Physical Education, and Recreation [AAHPER], 1974). They are very instrumental in the success or failure of the program and are logically the ones who should accept responsibility for controls and regulations within their programs (AAHPER, 1974; Maetozo, 1971).

Coaches can make sports fun and challenging, or they can be the ones who make it full of tension-filled trials and failures (Murphy, 1985). They are in a vital position to greatly influence athletes' values and attitudes (Sisley, 1984). Consequently, coaches must understand and accept the following leadership responsibilities: (1) role modeling, (2) the fostering of positive attitudes, and (3) the accentuation of academic performance. In addition, they are normally part of the school's faculty and are personally responsible for their own professional growth. Indeed, well-trained coaches provide the cornerstone for the success or failure of athletic programs (McDonald, 1986).

A method of training for coaches that seems to be gathering momentum in the United States is the coaching education program. Although not new, this concept finds its

justification in the legal and moral responsibilities of state legislatures, in state departments of education, and in local school districts (Montarick v. McMillin, 1938). In spite of this, Ryan (1981) faults school boards, commissioners of education, state legislatures, and the general public for lacking the fortitude to demand that the certification of coaches be mandatory and based on worthwhile qualifications.

Regardless of their backgrounds and experiences, coaches need appropriately designed educational programs. Local, state, and national coaches' organizations provide excellent opportunities for the professional growth of high school coaches. The public and educational aspects of high school sports competition emphasize the importance of coaches staying current on their duties and responsibilities (McDonald, 1986). Coaching education, if properly carried out, goes beyond game strategies and skill development. The focus should be on the safety of athletes, the reduction of injuries, and the ways to decrease litigation against coaches and school districts (Baley & Mathews, 1989; Lewis & Appenzeller, 1985).

There are three general categories of individuals who coach student-athletes in schools throughout the United States: (1) the physical education instructor, (2) the teacher in academic subjects other than physical education, and (3) the nonteacher coach. Of these, coaches with

physical education backgrounds seem to have taken college courses that best relate to their coaching duties. Examples of courses that coaches with physical education backgrounds have taken include Kinesiology, Exercise Physiology, Medical Aspects of Athletic Injury Prevention, Emergency Management, and Basic Coaching Theory and Techniques. Ryan (1981) points out that having studied these subjects does not necessarily guarantee quality medical care and supervision for student-athletes.

The expansion of females' sports programs in the United States and the general decline in student enrollment have produced a condition whereby the nationwide demand for coaches far exceeds the supply (Sisley & Wiese, 1987). It has further led to a diminished supply of qualified coaches which seems to vary from team to team, sport to sport, school to school, and state to state (Buckanavage, 1992). In addition, budget cuts force many states to alter their coaching standards by allowing schools to employ nonqualified, nonprofessional, and untrained coaches (Sisley & Wiese, 1987). Individuals who serve as walk-on coaches, nonteaching coaches, and emergency coaches are frequently employed to fill in when needed. These individuals generally have little or no background in teaching, coaching, or sport science. As a result, they frequently overlook the physical, mental, and social aspects of the athletes and typically do not take into account their age

and maturity level. Training programs seem to be the answer in terms of enlightening the nonprofessional coaches while helping them to improve their methodology (Murphy, 1985).

Quain (1989) states that the philosophies of sport education programs in the United States should reflect health-promoting recreational experiences for the participants. The quality of experiences in sport is directly related to the quality of leadership found in the programs. He further advocates that coaches should create an atmosphere in which young athletes experience success, learn skills in the sport, and develop the psychological well-being of the participant in a safe and nurturing environment.

In order to guide students to the pursuit of excellence in competitive sports, coaches should have a thorough knowledge of sports, as well as being certified teachers. A proper understanding of the role of sports in education, along with the growth and development of athletes, is of primary importance (AAHPER, 1974).

#### Purpose of the Study

The purpose of this study was to determine the educational background, the undergraduate professional preparation in coaching-related courses, and the attitudes of coaches toward coaching certification. Subjects were randomly selected high school varsity head coaches who coach



Tennessee Secondary School Athletic Association (TSSAA) sanctioned sports.

#### Limitations of the Study

Factors in this study that could not be controlled by the investigator were the opinions of the coaches and the refusal of the coaches to participate in the study.

This study was further limited to randomly selected high school varsity head coaches who coached TSSAA sanctioned sports.

#### Research Questions

The following are the research questions that this study sought to answer:

1. What are the undergraduate academic majors of the participating coaches?
2. What percentage of participating high school varsity head coaches have completed coaching-related courses?
3. What percentage of high school varsity head coaches deemed certain coaching-related courses essential to their undergraduate professional preparation?
4. What percentage of high school varsity head coaches favor coaching certification in Tennessee?
5. What percentage of high school varsity head coaches who coach TSSAA sanctioned sports favor a grandfather clause if coaching certification became a reality in Tennessee?

6. What percentage of high school varsity head coaches favor a special college curriculum for preparing those who wish to coach?

7. Who should provide the coaching education if Tennessee should adopt a coaching certification requirement?

8. Who should pay for the current coaches' coaching education if coaching certification is adopted in Tennessee?

#### Definitions

AAHPER--American Association for Health, Physical Education, and Recreation (name changed in 1975).

AAHPERD--American Alliance for Health, Physical Education, Recreation, and Dance.

ACEP--American Coaching Effectiveness Program (name changed in 1994).

ASEP--American Sport Education Program.

NAGWS--National Association for Girls and Women in Sport.

NASPE--National Association for Sport and Physical Education.

TACA--Tennessee Athletic Coaches Association.

TSSAA--Tennessee Secondary School Athletic Association.

## CHAPTER 2

### Review of the Related Literature

In 1950, physical education experts began to concern themselves with the professional preparation of coaches (Sisley, 1984). Degroot (1950) stated that institutions of higher education should emphasize instructional programs for coaches. He further advocated that additional academic courses should be available beyond those normally required for teacher certification in physical education.

In 1968, the Division of Men's Athletics of the American Association for Health, Physical Education, and Recreation (AAHPER) developed a coaching task force. This task force recommended that teachers who were not certified in physical education and who wished to coach should have special college courses including the following: Theories and Techniques of Coaching, Principles and Problems of Coaching, Medical Aspects of Coaching, and Kinesiological and Physiological Foundations of Coaching. These subjects, according to the task force, were interrelated and inseparable (AAHPER, 1968). The task force concurred that a teacher certification program did not automatically provide the qualifications to coach effectively (Sisley, 1984).

In 1974, the AAHPER suggested that students seeking undergraduate preparation for coaching should include in their curriculum appropriate course work and laboratory experience to satisfy competencies essential to a leadership

role. Standards that were devised by this organization were minimal and were intended only for coaching certification, not teacher certification in physical education. The standards were also targeted for physical educators who wanted breadth and depth of preparation in athletic coaching. Another objective of the program was to provide an acceptable level of professional preparation for prospective coaches with academic preparation in fields other than physical education. Concepts, competencies, and examples of experiences were specifically outlined by the AAHPER for the following areas: (1) medical-legal aspects of coaching, (2) sociological and psychological aspects of coaching, (3) theory and techniques of coaching, (4) kinesiological foundations of coaching, and (5) physiological foundations of coaching (AAHPER, 1974).

In 1988, the National Association for Sport and Physical Education (NASPE) and the National Association for Girls and Women in Sport (NAGWS) Joint Coaching Certification Committee published a position paper regarding coaching certification. This paper stated that sports programs are safest, provide maximum opportunities for positive social-emotional development, and are most enjoyable when competent leadership is provided. These organizations advocate that athletics have far-reaching effects physically, socially, emotionally, and intellectually. The NASPE and the NAGWS committee cited six

curricular components that represent the essential elements for certifying coaches: (1) medical-legal aspects of sport, including competencies in first aid, care, prevention, and recovery from athletic injuries; (2) human growth and development aspects of sport, including competencies in the knowledge of human growth and development and the special emphasis on the practical application for training and conditioning; (3) psychosocial aspects of sport that provided positive leadership and encouraged appropriate player behavior; (4) biophysical aspects of sport, including anatomical, kinesiological, and physiological principles which provide a sound basis for maximizing performance and minimizing injury; (5) theoretical and technical aspects of sport, including the procuring of knowledge and competencies in the organization, theory, and techniques of coaching; and (6) coaching practicums are believed to be an essential part of the educational sequence for the preparation of athletic coaches. The NASPE and the NAGWS advocated that in the hiring process, top priority should be given to candidates with both teaching and coaching certification. Next, priority should go to candidates with coaching certification. Although the joint committee recognized that noncertified coaches are used in many situations, they encouraged that local school districts, state high school activity associations, and/or state boards of education require noncertified coaches to enroll in instructional

programs leading to the attainment of coaching certification (American Alliance for Health, Physical Education, Recreation, and Dance [AAHPERD], 1988).

In 1990, as a result of a growing national movement to improve the quality of coaching, a substantial shift occurred. An agreement between the American Coaching Effectiveness Program (ACEP) and the National Federation of State High School Associations resulted in a special edition of the ACEP Leader Level curriculum, entitled "The National Federation Interscholastic Coaches Education Program." Two courses were initially used in this new program. First, the Sport Science course exposed coaches to sport psychology, sport pedagogy, sport physiology, and sport management. Second was the Sport First-Aid course which prepared coaches to carry out basic prevention, planning, safety, and first aid procedures (Buckanavage, 1992).

The Program for Athletic Coaches Education (PACE) has four divisions geared to promoting coaching education. The Division of Research, Development, and Evaluation is the first of these and concerns itself with athletic injuries, pedagogical practices, gender issues, coaches' competencies, and youths at-risk. The second is the Division of Consultation Services. This division deals with program evaluation, personnel accountability, philosophy, and codes of conduct. The third is the Division of Information Services. This division produces newsletters, videotapes,

books, and journal articles while serving as liaisons between the news media and professional organizations. The fourth is the Division of Coaches' Education. This division focuses on local community sports groups, nationally affiliated sports groups, national sports governing bodies, and special populations (Seefeldt & Milligan, 1992).

The Canadian National Coaching Certification Program produced theoretical objectives at three levels that advance as the level of coaching progresses. Level 1 consists of planning sport safety, growth and development, analysis of skills, and physical preparation. Level 2 encompasses the planning of sport safety, the role of the coach, growth and development, analysis of skills, development of skills, and physical preparation. Level 3 includes planning, ethics, development of skills, analysis of skills, mental training, physical preparation, and leadership (Gowan, 1992).

The Youth Sports Coalition Steering Committee set forth guidelines that are considered as minimum levels toward which youth sports coaching education programs should strive. The guidelines identify the major content areas that should be covered in beginning level youth sport coaching education programs. These general principles are relevant for interscholastic coaches as well. The first subgroup is scientific bases of coaching. Regarding medical-legal aspects of coaching, the Youth Sports Coalition Steering Committee believes coaches should have

basic knowledge and skills in the prevention of athletic injuries and basic knowledge of first aid. Concerning training and conditioning of young athletes, coaches should use acceptable procedures in their training and conditioning programs. With reference to psychological aspects of coaching, coaches should recognize and understand the developmental nature of the young athlete's motivation for sport competition and adjust their expectations accordingly. Pertaining to growth, development, and learning of young athletes, coaches should have a knowledge of basic learning principles and consider the influence of development level on the athlete's performance. The second subgroup is techniques of coaching. With regard to techniques of coaching young athletes, coaches should provide guidance for successful learning and performance of specific sport techniques, based on the maturity level and proficiency of the athlete (Felder & Wishnietsky, 1988).

In 1994, the NASPE developed suggested National Standards for Athletic Coaches. It received input from experts in the fields of athletics and coaching while producing standards to inform administrators, coaches, athletes, and the general public concerning athletics and coaching. The standards were designed to provide a definition for an accepted pattern of practice, to help guide educational programs for coaches, to help educate the public about coaches' roles, and to serve as a basis for



certification and/or accreditation programs. The standards are voluntary; however, organizations that certify and/or educate coaches may use them to evaluate, develop, and/or modify existing or new programs. The standards are not sport specific. Therefore, organizations may wish to use the standards to develop appropriate sport specific certification and educational materials. The standards have eight domains of competency: (1) injuries, including prevention, care, and recovery; (2) risk management; (3) growth, development, and learning; (4) training, conditioning, and nutrition; (5) social and psychological aspects of coaching; (6) skills, tactics, and strategies; (7) teaching and administration; and (8) professional preparation and development ("Proposed Program," 1994).

The American Sport Education Program (ASEP) established eight recommendations to further professionalize coaching. These recommendations were based in part on findings from research and investigation regarding the status of coaching certification throughout the United States. Eight recommendations emerged from this investigation:

1. State associations should provide guidelines and standards for coaches.
2. State associations should lobby for legislation requirements for coaches.
3. Coaching requirements should be specific to sport--not drawn from general education.

4. Continuing education should be required of coaches.

5. Salaries for coaches should be commensurate with their professional training.

6. More women and racial minority coaches should be recruited and hired into the interscholastic coaching ranks.

7. State athletic and activities associations should work with leagues to help structure internships and mentorships for inexperienced coaches.

8. State athletic and activities associations should recommend and provide tools for standardized evaluation of coaches (American Sport Education Program [ASEP], 1994).

Finally, despite variance among certification requirements, some clear trends have emerged over the past five years. These trends spell promise for the professionalization of interscholastic coaches throughout the United States. They include the following:

1. Fewer states base coaching certification on teacher certification.

2. More states require that coaches complete coaching education.

3. Most states without coaching education requirements strongly recommend coaching education.

4. Fewer states allow untrained "emergency" coaches.

5. More states require continuing education of some or all of their coaches (ASEP, 1994).

Solomon and Hypes (1994) addressed the issue of coaching education in relation to Tennessee. They posed questions regarding a coaching education plan and ideas Tennessee might use in building a consensus concerning such a plan. They noted that any discussion concerning coaching education usually reveals at least two sides being taken. Therefore, proponents' and opponents' views were addressed with respect to their stance on coaching education requirements (see Appendix C).

Solomon and Hypes (1994) also stated that a coaching education plan for Tennessee involving the "major players" would represent a giant step toward a solution to the coaching education dilemma. Furthermore, the authors believe a plan should meet other criteria:

The plan should include representatives from the Department of Education, Tennessee Secondary School Athletic Association, Tennessee Athletic Coaches Association, school administrators, school board members, and health, physical education, and recreation organizational delegates from all levels of education. There may be others who should have a role to play and a voice in the plan's formation. A properly conceived program will offer benefits to all concerned. It should have as a major goal the establishment of a delivery system that provides access for all who need and want its services. . . . Materials, workbooks, videos, and other electronic media must be provided. Adaptability as to the various school districts' special needs should be addressed in the program. Only specialists in the various areas should be used to deliver the needed information [see Appendix C]. (Solomon & Hypes, 1994, p. 8)

The review of related literature revealed to the investigator a need for further study concerning

certification of high school coaches in Tennessee, specifically those who coach TSSAA sanctioned sports. Critical areas include educational background, undergraduate professional preparation in coaching-related courses, and perceptions regarding coaching certification. The review of related literature revealed that no studies have been conducted to substantiate these areas. Thus, little is known as to how they relate to the success or failure of high school sports programs throughout Tennessee.

## CHAPTER 3

### Methods and Procedures

The methods and procedures used in this study are explained in Chapter 3. It specifically includes a description of the subjects, development of the questionnaire, and treatment of data.

#### Subjects

Two hundred and seventeen high school varsity head coaches who coach sanctioned sports in the Tennessee Secondary School Athletic Association served as subjects for this study. The 1994-95 TSSAA Official Handbook (TSSAA, 1994) was used to determine that a total of 332 high schools participate in TSSAA sanctioned sports. A random selection of 83 schools was chosen for this study. The 1994-95 TSSAA Official Handbook revealed enrollment breakdowns in the three-class system (with the exception of football which has five classes) as follows: Class A, 402 and under; Class AA, 407 to 967; and Class AAA, 978 and above. Of the schools in Tennessee, 34% (N = 112) are classified Class A; 30% (N = 101) are classified Class AA; and 36% (N = 119) are classified Class AAA. In this study, 28 Class A, 25 Class AA, and 30 Class AAA schools' varsity head coaches were randomly identified for participation in this study. By using the region and district listings in the 1994-95 TSSAA Official Handbook, each school, with its classification, was assigned a number. By design, every area of the state and

every TSSAA district were equally represented during the selection process.

### Procedures

Questionnaires (see Appendix A) were mailed to 83 high school principals across the state of Tennessee. The investigator requested (see Appendix E) that each principal distribute the questionnaires to all varsity head coaches in their school. A self-addressed, stamped envelope was included to provide for a prompt and convenient return to the investigator. Data were compiled concerning high school varsity TSSAA sanctioned sports head coaches' educational background, undergraduate professional preparation in coaching-related courses, and attitudes toward coaching certification in Tennessee.

### Description of the Questionnaire

Data were compiled using the Questionnaire on the Professional Preparation of Selected Secondary Coaches in Wisconsin developed by Hatlem in (1972). In 1991, Knorr revised this instrument for his dissertation, A Model for the Undergraduate Preparation of Secondary Coaches in Texas. The investigator obtained permission from Knorr to use all or portions of his questionnaire (see Appendix G). A revised version of Knorr's questionnaire served as the instrument for this study.

To achieve questionnaire content validity, the investigator utilized a 10-member panel of experts who

provided critical analyses of the instrument (see Appendix B). In addition, the investigator's doctoral advisory committee provided input. To further objectify the instrument, a pilot study was conducted at the July 1994 meeting of the Tennessee Athletic Coaches Association (TACA) state convention in Nashville, Tennessee. One hundred and ten coaches provided data for the pilot study. As a result of this pilot study, the instrument was further revised and finalized for use.

#### Treatment of the Data

Data for this study were computed using percentages, frequencies, and means of the various items.

Responses to the questionnaire consisted of the following: (1) fill in the blank, (2) yes or no answers, and (3) subjective responses supplied by the respondents. Appropriate tables pertinent to responses were constructed and are presented in Chapter 4. The findings of the research, along with conclusions and recommendations, are found in Chapter 5. It was the belief of this investigator that this data analysis presentation would be both informative and understandable to the readers.

## CHAPTER 4

## Analyses of the Data

Chapter 4 presents the analyses of the data collected for this investigation. It specifically depicts the results of the survey administered by the researcher to 217 high school varsity head coaches who coach Tennessee Secondary School Athletic Association (TSSAA) sanctioned sports. The data are organized into four sections: (1) demographics of the population, (2) educational background of the subjects, (3) undergraduate professional preparation of the subjects, and (4) attitudes toward coaching certification.

Analysis of the Demographic Data

The characteristics of the population are displayed in Tables 1-6.

Table 1 represents a gender analysis of the population in this study. There were 179 males (82.5%) and 38 females (17.5%) who participated.

Table 1

## Gender Analysis of Population

Gender	Frequency	%
Male	179	82.5
Female	38	17.5



The ages of the respondents ranged from 22 to 69 years. Age brackets were constructed in intervals of 10 years to depict the frequency and percentages of the subjects' ages (see Table 2). The largest group was the 30-39 year age group (N = 80) which contained 37.2% of the subjects. The 40-49 year age group (N = 72) was the second largest with 33.5%. The 20-29 year age group (N = 33) dropped to 15.3%, and the 50-59 year age group (N = 26) was 12.1%. Only 4 respondents (1.9%) were in the 60-69 year age group.

Table 2  
Age Breakdown of the Population

Age group	Frequency	%
20-29	33	15.3
30-39	80	37.2
40-49	72	33.5
50-59	26	12.1
60-69	4	1.9

The geographical data of respondents are identified in Table 3. The investigator used the TSSAA's three grand divisions: West, Middle, and East. Middle Tennessee had the greatest number of respondents (N = 98) at a 45.2% rate.

East Tennessee was represented with 64 respondents (29.5%), and West Tennessee had 55 respondents (25.3%).

Table 3  
Geographical Breakdown of Population

Region	Frequency	%
West	55	25.3
Middle	98	45.2
East	64	29.5

A comparison of respondents who coached in public and private schools is presented in Table 4. Of the respondents, 176 coached at public schools (81.1%), while 41 coached at private schools (18.9%).

Table 4  
Public Versus Private School Representation

Type of school	Frequency	%
Public	176	81.1
Private	41	18.9

Regarding TSSAA classifications (Tennessee has a three-class system with the exception of football which has five

classes), 106 respondents (48.8%) coached at 3A schools; 62 respondents (28.6%) coached at 1A schools; and 49 respondents (22.6%) coached at 2A schools (see Table 5).

Table 5

Tennessee Secondary School Athletic Association  
Classification Breakdown of Population

Classification	Frequency	%
1A	62	28.6
2A	49	22.6
3A	106	48.8

The years of experience of the respondents ranged from 0 to 41 years (see Table 6). The largest number of

Table 6

Coaching Experience of Population

Years of experience	Frequency	%
0- 5	41	19.1
6-10	47	21.9
11-15	39	18.1
16-20	34	15.8
21-25	31	14.4
26-30	13	6.0
31-35	5	2.3
36-40	5	2.3

respondents had 6-10 years of experience ( $N = 47$ , 21.9%). Of the respondents, 41 (19.1%) had 0-5 years of experience; 39 (18.1%) had 11-15 years of experience; and 34 (15.8%) had 16-20 years of experience. As for the smaller groups, there were 31 respondents (14.4%) with 21-25 years of experience, 13 (6.0%) with 26-30 years of experience, and 5 (2.3%) with 31-35 and 36-40 years of experience.

#### Analysis of the Educational Background

Data concerning the educational background of the coaches who participated in this study are depicted in Tables 7-14.

When respondents were asked if they earned their undergraduate degrees from Tennessee colleges and universities, 80% ( $N = 172$ ) replied yes. Only 20% ( $N = 43$ ) of the respondents had earned their undergraduate degrees outside the state of Tennessee (see Table 7).

Table 7

Earned Degree from a Tennessee College or University

Yes/No	Frequency	%
Yes	172	80
No	43	20

Specific educational institutions from which the coaches earned their undergraduate degrees are identified in

Table 8. Of the respondents, 31 (18.9%) earned their undergraduate degrees from Middle Tennessee State University; 25 (15.2%) earned their undergraduate degrees from the University of Tennessee at Knoxville; 17 (10.4%) graduated from Austin Peay State University; and 15 (9.2%) graduated from Tennessee Technological University. The remainder of the coaches reported that their degrees came from 19 different institutions of higher learning.

Respondents were asked to indicate any states, other than Tennessee, from which they earned their undergraduate degrees. As expected, states that geographically surrounded Tennessee were represented most frequently (see Table 9).

The study found that 155 of the respondents (71.4%) earned their undergraduate majors in either physical education ( $N = 109$ , 50.2%) or health ( $N = 46$ , 21.2%). The frequencies and percentages of the undergraduate degrees are presented in Table 10. Other majors accounted for less than 8% of the selected population.

The frequencies and percentages of the respondents' undergraduate minors are portrayed in Table 11. Of the respondents, 48 different undergraduate minors (see Appendix F for complete list) were reported by respondents. History proved to be the most popular minor ( $N = 27$ , 12.4%). Other popular minors included biology ( $N = 21$ , 9.7%) and education ( $N = 16$ , 7.4%). Science, health, mathematics, and psychology minors should be noted.

Table 8

## Institutions Where Undergraduate Degrees Were Earned

Institution	Frequency	%
Middle Tennessee State University	31	18.9
University of Tennessee at Knoxville	25	15.2
Austin Peay State University	17	10.4
Tennessee Technological University	15	9.2
University of Tennessee at Martin	14	8.5
David Lipscomb University	8	4.9
University of Memphis	8	4.9
East Tennessee State University	7	4.3
Union University	7	4.3
Carson Newman University	6	3.7
University of Tennessee at Chattanooga	5	3.1
Freed Hardeman College	4	2.4
Tusculum College	3	1.8
Vanderbilt University	3	1.8
Bryan College	2	1.2
Cumberland University	2	1.2
Rhodes College	1	0.6
Belmont University	1	0.6
Bethel College	1	0.6
Christian Brothers University	1	0.6
LeMoyne Owen College	1	0.6
Lincoln Memorial University	1	0.6
University of the South	1	0.6

Table 9  
States Where Undergraduate Degrees Were Earned  
(Other Than Tennessee)

State	Frequency	%
Mississippi	6	15.4
Alabama	5	12.8
Kentucky	5	12.8
North Carolina	3	7.7
District of Columbia	3	7.7
Florida	2	5.1
Georgia	2	5.1
Illinois	2	5.1
Texas	2	5.1
West Virginia	2	5.1
Indiana	1	2.6
Iowa	1	2.6
Kansas	1	2.6
New Hampshire	1	2.6
New Jersey	1	2.6
Ohio	1	2.6
Virginia	1	2.6

Table 10  
Undergraduate Majors of the Population

Major	Frequency	%
Physical education	109	50.2
Health	46	21.2
Social science	17	7.8
History	16	7.4
Biology	15	6.9
Mathematics	12	5.5
Secondary education	10	4.6
English	8	3.6
Elementary education	6	2.7
Economics	6	2.7
Business education	4	1.8
Business	3	1.4
Business administration	3	1.4
Sociology	3	1.4
Art	3	1.4
Chemistry	2	0.9
Computer science	2	0.9
Industrial arts	2	0.9
Marketing	2	0.9
Natural science	2	0.9
Psychology	2	0.9
Science	2	0.9



Table 11  
Undergraduate Minors of the Population

Minor	Frequency	%
History	27	12.4
Biology	21	9.7
Education	16	7.4
Science	15	6.9
Health	14	6.5
Mathematics	13	6.0
Psychology	11	5.1
Secondary education	10	4.6
Physical education	8	3.7
Social science/studies	7	3.2
Chemistry	6	2.8
Geography	6	2.8
Coaching	5	2.3
Economics	4	1.8
English	4	1.8
Political science	4	1.8
Business	3	1.4
Business administration	3	1.4
Industrial arts	3	1.4
Driver's education	2	0.9
Sociology	2	0.9
Special education	2	0.9
Speech	2	0.9
Physics	2	0.9
Recreation	2	0.9

Graduate degree work performed by the respondents is depicted in Table 12 using frequencies and percentages to report specific majors. Administration and supervision was the most popular major area of concentration, with 53 respondents (38.4%) reporting; 30 respondents (21.7%) chose physical education. Twenty-eight other areas of emphases were identified (see Appendix F for the complete list).

Table 12  
Graduate Majors of the Population

Graduate major	Frequency	%
Administration and supervision	53	38.4
Physical education	30	21.7
Education	9	6.5
Curriculum and instruction	6	4.3
Special education	5	3.6
Education administration	4	2.9
Secondary education	3	2.2
Agriculture	2	1.4
Business administration	2	1.4
Business education	2	1.4
Safety	2	1.4
Visual disability	2	1.4

Respondents were asked to indicate the "type" of graduate degree that they earned. Eight types were identified. The Master of Arts, the Master of Science, and the Master of Education represented almost 90% of the degree types. The remaining five degrees accounted for the remaining 10.6% (see Table 13).

Table 13  
Graduate Degrees of the Population

Graduate degree	Frequency	%
Master of Arts	39	34.2
Master of Science	34	29.8
Master of Education	29	25.4
Education Specialist	7	6.1
Master of Business Administration	2	1.8
Doctor of Education	1	0.9
Master of Business Education	1	0.9
Master of Arts in Teaching	1	0.9

The investigator further deemed the numbers of hours earned toward graduate degrees as significant to the study. Table 14 reveals the mean and median of earned academic hours. The mean number of academic hours toward a graduate

degree was 21.6, while the median number of academic hours toward a graduate degree was 18.0.

Table 14  
Hours Earned Toward a Graduate Degree

Mean or median	Hours toward degree
Mean	21.6
Median	18.0

Analysis of the Undergraduate Professional  
Preparation

Data concerning the coaches' undergraduate professional preparation in coaching-related courses are presented in Tables 15-19.

Coaching-related courses completed by the respondents are shown in Table 15. The table shows the percentages of the courses in rank order. The courses with the highest percentages seem to be the core physical education courses (see Table 15). The remaining represent physical education electives and cross-disciplinary subjects.

An examination of coaching-related courses that were deemed essential for coaching preparation is presented in Table 16. The 10 courses with the highest percentages (First Aid and Safety to Kinesiology) tend to relate to the

Table 15

## Undergraduate Coaching-Related Courses Completed

Course completed	Yes
First Aid and Safety	77.4
Health Education	68.7
Tests and Measurements	67.7
Anatomy and Physiology	62.7
Speech	61.8
Human Growth and Development	56.7
Curriculum in Physical Education	55.3
Kinesiology	52.5
Organization and Administration of Physical Education/Athletics	49.3
Adaptive Physical Education	47.5
Athletic Training	47.5
History of Physical Education	45.6
Prevention and Care of Athletic Injuries	42.9
Exercise Physiology	41.0
Strength and Conditioning	40.6
Theories of Learning	35.0
Facilities and Equipment	34.6
Drug Education	33.6
Psychology of Coaching	28.6
Motor Learning/Motor Behavior	25.8
General Business	22.1
Officiating	21.7
Legal Liability/Risk Management	18.9
Biomechanics/Mechanical Analysis	10.1
Sport Psychology	10.1
Public Relations/Marketing	9.2
Sport Management	9.2
Sociology of Sport	8.3
Sport Law	5.1
Sport Journalism	4.1

Table 16

**Coaching-Related Courses Deemed Essential  
for Coaching Preparation Programs**

Essential	Yes
First Aid and Safety	69.6
Athletic Training	64.1
Prevention and Care of Athletic Injuries	63.1
Strength and Conditioning	54.8
Anatomy and Physiology	49.8
Drug Education	48.4
Legal Liability/Risk Management	47.9
Psychology of Coaching	45.6
Exercise Physiology	45.2
Kinesiology	43.3
Health Education	38.2
Human Growth and Development	36.9
Facilities and Equipment	35.0
Sport Law	34.6
Organization and Administration of Physical Education/Athletics	31.8
Speech	31.8
Tests and Measurements	30.9
Officiating	29.5
Curriculum in Physical Education	28.6
Sport Psychology	26.7
Adaptive Physical Education	26.3
Sport Management	25.8
Public Relations/Marketing	24.4
Motor Learning/Motor Behavior	22.1
History of Physical Education	18.0
Theories of Learning	16.6
Biomechanics/Mechanical Analysis	14.7
Sociology of Sport	14.7
General Business	11.1
Sport Journalism	7.8

safety and well-being of athletes which seem to be a significant focus of professional preparation curricula.

The percentage differential between coaching-related courses completed and coaching-related courses deemed essential for the professional preparation of high school coaches is disclosed in Table 17. For example, if 30% of the coaches had completed a course in Athletic Training in undergraduate school and 70% deemed the course as essential, the differential would be plus 40% (course deemed essential minus course completed equals differential).

The percentage differential in respect to coaching-related courses completed is also compared by gender. These data are shown in Table 18. For example, if 50% of females and 40% of males completed Kinesiology, the differential would be a +10% on the female side. Of the 30 courses used in this study, males had a higher percentage of completion in 18 courses compared to 12 courses by the females.

The percentage differential pertaining to coaching-related courses deemed essential was compared according to gender. For example, if 60% of males and 40% of females deemed Drug Education essential, there would be a +20% on the male side. Of the 30 courses used in this study, female respondents deemed 17 courses essential at a higher rate compared to 13 courses by male respondents (see Table 19).

Table 17

Differential Between Coaching-Related Courses Completed  
and Coaching-Related Courses Deemed Essential

Course completed	Dif. %
Sport Law	+29.5
Legal Liability/Risk Management	+29.0
Prevention and Care of Athletic Injuries	+20.2
Psychology of Coaching	+17.0
Athletic Training	+16.6
Sport Management	+16.6
Sport Psychology	+16.6
Public Relations/Marketing	+15.2
Drug Education	+14.8
Strength and Conditioning	+14.2
Officiating	+ 7.8
Sociology of Sport	+ 6.4
Biomechanics/Mechanical Analysis	+ 4.6
Exercise Physiology	+ 4.2
Sport Journalism	+ 3.7
Facilities and Equipment	+ 0.4
Motor Learning/Motor Behavior	- 3.7
First Aid and Safety	- 7.8
Kinesiology	- 9.2
General Business	-10.0
Anatomy and Physiology	-13.1
Organization and Administration of Physical Education/Athletics	-17.5
Theories of Learning	-18.4
Human Growth and Development	-19.8
Adaptive Physical Education	-21.2
Curriculum in Physical Education	-26.7
History of Physical Education	-27.6
Speech	-30.0
Health Education	-30.5
Tests and Measurements	-36.8



Table 18

Differential of Coaching-Related Courses  
Completed by Gender

Course completed	Male	Female	Dif.
Adaptive Physical Education	48.0%	44.7%	M + 0.3%
Anatomy and Physiology	62.0%	65.7%	F + 3.7%
Athletic Training	48.0%	44.7%	M + 3.3%
Biomechanics/Mechanical Analysis	9.5%	13.2%	F + 3.7%
Curriculum in Physical Education	55.9%	52.6%	M + 3.3%
Drug Education	36.9%	18.4%	M + 18.5%
Exercise Physiology	40.2%	44.7%	F + 4.5%
Facilities and Equipment	35.1%	31.6%	M + 3.5%
First Aid and Safety	76.5%	81.6%	F + 5.1%
General Business	24.6%	10.5%	M + 14.1%
Health Education	70.9%	57.9%	M + 13.0%
History of Physical Education and Athletics	47.5%	36.8%	M + 10.7%
Human Growth and Development	57.0%	55.3%	M + 1.7%
Kinesiology	53.0%	50.0%	M + 3.0%
Legal Liability/Risk Management	18.4%	21.1%	F + 2.7%
Motor Learning/Motor Behavior	25.1%	29.0%	F + 3.9%
Officiating	21.2%	23.7%	F + 2.5%
Organization and Administration of Physical Education/Athletics	51.4%	39.5%	M + 11.9%
Prevention and Care of Athletic Injuries	44.1%	36.8%	M + 7.3%
Psychology of Coaching	29.1%	26.3%	M + 2.8%
Public Relations/Marketing	9.5%	7.9%	M + 1.6%
Sociology of Sport	7.3%	13.2%	F + 5.9%
Speech	62.0%	60.5%	M + 1.5%
Sport Journalism	3.4%	7.9%	F + 4.5%
Sport Law	5.0%	5.3%	F + 0.3%
Sport Management	8.9%	10.5%	F + 1.6%
Sport Psychology	8.4%	18.4%	F + 10.0%
Strength and Conditioning	43.6%	26.3%	M + 17.3%
Tests and Measurements	69.3%	60.5%	M + 8.8%
Theories of Learning	35.8%	31.6%	M + 4.2%

Table 19

Differential of Coaching-Related Courses  
Deemed Essential by Gender

Course deemed essential	Male	Female	Dif.
Adaptive Physical Education	24.0%	36.8%	F + 12.8%
Anatomy and Physiology	48.6%	55.3%	F + 6.7%
Athletic Training	62.0%	73.7%	F + 11.7%
Biomechanics/Mechanical Analysis	14.0%	18.4%	F + 4.4%
Curriculum in Physical Education	28.5%	29.0%	F + 0.5%
Drug Education	52.0%	31.6%	M + 20.4%
Exercise Physiology	44.7%	47.4%	F + 2.7%
Facilities and Equipment	35.2%	34.2%	M + 1.0%
First Aid and Safety	67.0%	81.6%	F + 13.6%
General Business	11.2%	10.5%	M + 0.7%
Health Education	36.3%	47.4%	F + 11.1%
History of Physical Education and Athletics	17.3%	21.1%	F + 3.8%
Human Growth and Development	38.0%	31.6%	M + 6.4%
Kinesiology	43.0%	44.7%	F + 1.7%
Legal Liability/Risk Management	48.6%	44.7%	M + 3.9%
Motor Learning/Motor Behavior	20.7%	29.0%	F + 8.3%
Officiating	28.5%	34.2%	F + 5.7%
Organization and Administration of Physical Education/Athletics	31.8%	31.6%	M + 0.2%
Prevention and Care of Athletic Injuries	62.6%	65.8%	F + 3.2%
Psychology of Coaching	45.8%	44.7%	M + 1.1%
Public Relations/Marketing	25.7%	18.4%	M + 7.3%
Sociology of Sport	14.5%	15.8%	F + 1.3%
Speech	32.4%	29.0%	M + 3.4%
Sport Journalism	7.3%	10.5%	F + 3.2%
Sport Law	35.2%	31.6%	M + 3.6%
Sport Management	24.6%	31.6%	F + 7.0%
Sport Psychology	26.8%	26.3%	M + 0.5%
Strength and Conditioning	54.2%	57.9%	F + 3.7%
Tests and Measurements	31.8%	26.3%	M + 5.5%
Theories of Learning	16.8%	15.8%	M + 1.0%

Analysis of the Attitudes Toward Coaching

Certification

Data regarding attitudes of respondents toward coaching certification in Tennessee are displayed in Tables 20-35.

The frequencies and percentages of those who favored and those who opposed coaching certification in Tennessee are presented. All three of the TSSAA classifications (1A, 2A, and 3A) are divided into their own frequencies and percentages. Of the respondents, 94 indicated that they favored certification (48.7%), while 99 (51.3%) opposed this type of program (see Table 20).

Table 20  
Coaches Favoring Coaching Certification  
in Tennessee

Yes/No	Frequency	Total
Yes	1A- 27 (62%) 2A- 26 (47%) 3A- 41 (43%)	48.7%
Total	94	
No	1A- 16 (37%) 2A- 29 (53%) 3A- 54 (57%)	51.3%
Total	99	

Those coaches favoring certification and those opposed were broken down into age groups. These data are presented in Table 21. The two oldest age groups, 60-69 years (66.7%)

and 50-59 years (65.2%), were by far the strongest advocates of certification. This seems to suggest that other coaches may be more aware of the advantage to be gained by a coaching certification program.

Table 21  
Favoring Coaching Certification by Age Group

Age group	Yes/No	Percent favoring
60-69	2/ 1	66.7
50-59	15/ 8	65.2
40-49	29/33	47.7
20-29	13/15	46.4
30-39	34/41	45.3

Examination of the responses by gender shows that 60% (N = 60) of the females favored coaching certification in contrast to 46% (N = 46) of the males. The data tend to support that females are much more concerned about Tennessee coaches becoming better qualified (see Table 22).

Table 22  
Favoring Coaching Certification by Gender

Gender	%
Male	46
Female	60

Coaching experience in relation to favoring coaching certification is presented in Table 23. The groups are divided into intervals of five years. The exception to this is the 31-40 year old group which only had seven respondents. Coaches with 26-30 years of experience favored certification at the highest rate (83.3%). Coaches with 16-20 years of experience favored coaching certification at the second highest rate (58.6%), while coaches with 31-40 years of experience favored coaching certification at a 57.1% rate. The two lowest groups were 11-15 years of experience (40.5%) and 6-10 years of experience (35.0%). The older and more experienced coaches tended to favor coaching certification at a much higher rate than their younger counterparts.

Table 23  
Favoring Coaching Certification by  
Coaching Experience

Years of experience	Yes/No	%
26-30	10/ 2	83.3
16-20	17/12	58.6
31-40	4/ 3	57.1
21-25	15/14	51.7
0- 5	18/19	48.6
11-15	15/22	40.5
6-10	14/26	35.0

Data regarding favoring of coaching certification according to the sport coached by the respondents are shown in Table 24. Volleyball coaches favored coaching certification at the highest rate (100%), while cross-country coaches were second, with a rate of 62.5%. There was a range of only 5% between the bottom six sports: tennis (47.1%), football (45.0%), soccer (44.4%), softball (44.4%), wrestling (42.9%), and basketball (42.1%).

Table 24  
Favoring Coaching Certification by Sport Coached

Sport	Yes/No	%
Volleyball	12/ 0	100.0
Cross country	10/ 6	62.5
Track and field	11/ 8	57.9
Baseball	13/11	54.2
Golf	6/ 6	50.0
Tennis	8/ 9	47.1
Football	9/11	45.0
Soccer	8/10	44.4
Softball	8/10	44.4
Wrestling	3/ 4	42.9
Basketball	24/33	42.1

Individuals who responded favorably to coaching certification were further queried as to which coaches should be certified. Of those responding, 68.4% (N = 65) checked "all coaches"; 28.4% (N = 27) chose "head coaches only"; and 3.2% (N = 3) picked "only coaches in specific sports" (see Table 25).

Table 25  
Coaches Believed To Need Coaching Certification

Coaches	Frequency	%
All coaches	65	68.4
Head coaches only	27	28.4
Only coaches in specific sports	3	3.2

Respondents who checked "only coaches in specific sports" for coaching certification were asked to identify specific sports that have the greatest need for certified coaches. Those identified included the following: football 14 (30.4%), basketball 13 (28.3%), baseball 9 (19.6%), and softball 4 (8.7%). Track and field and wrestling were also mentioned by 6.5% of the respondents (see Table 26).

The frequencies and percentages from respondents who favored or opposed a grandfather clause geared toward automatic certification are represented in Table 27. Each TSSAA classification (1A, 2A, and 3A) is presented by

frequency and percentage. Of the respondents, 84.5% (N = 163) favored a grandfather clause, while 15.5% (N = 30) opposed the option.

Table 26  
Sports Identified As Needing Coaches with Certification

Sport	Frequency	% of respondents
Football	14	30.4
Basketball	13	28.3
Baseball	9	19.6
Softball	4	8.7
Track and field	3	6.5
Wrestling	3	6.5

Table 27  
Coaches Favoring a Grandfather Clause

Favor/Oppose	Frequency	%
Favor	1A- 48 (89%) 2A- 35 (78%) 3A- 80 (85%)	84.5
Total	163	
Oppose	1A- 6 (11%) 2A- 10 (22%) 3A- 14 (15%)	15.5
Total	30	



With regard to age groups favoring a grandfather clause, Table 28 discloses frequencies and percentages. The groups are divided into intervals of 10 years. Coaches ages 40-49 years old favored at a rate of 92.2%. The second and third highest rates were 30-39 (83.1%) and 20-29 (82.1%). Finally, 50-59 (80.0%) and 60-69 (33.3%) were fourth and fifth, respectively.

Table 28  
Favoring Grandfather Clause by Age Group

Age group	Yes/No	%
40-49	59/ 5	92.2
30-39	59/12	83.1
20-29	23/ 5	82.1
50-59	20/ 5	80.0
60-69	1/ 2	33.3

Table 29 reveals a comparison of favoring a grandfather clause according to gender. Of the respondents, 88% of males and 78% of females favored a grandfather clause.

A comparison of the three TSSAA classifications (1A, 2A, and 3A) regarding favoring a grandfather clause is denoted in Table 30. Of the respondents, 89% of 1A coaches

avored a grandfather clause, and 78% of 2A coaches were in favor, along with 85% of 3A coaches.

Table 29  
Favoring a Grandfather Clause by Gender

Gender	%
Male	88
Female	78

Table 30  
Favoring a Grandfather Clause by Classification

Classification	Yes/No	%
1A	48/ 6	89
2A	35/10	78
3A	80/14	85

The respondents were surveyed to determine if they favored or opposed a special college curriculum for those who wish to coach. Of the respondents, 143 (72.2%) disclosed that they favor a special curriculum, while 55 (27.8%) showed opposition (see Table 31).

An age breakdown of the coaches who favor a special college curriculum is depicted in Table 32. The respondents were divided by age into groups with intervals of 10 years.

Of the respondents, 100% of the 60-69 year olds favored such an idea; the 30-39 and 50-59 year olds both favored at a 76.0% rate. The 20-29 year olds favored at a 70.0% rate, while the 40-49 year olds favored at the lowest rate at 65.1%.

Table 31  
Coaches Favoring a Special Coaching-Related  
College Curriculum

Yes/No	Frequency	%
Yes	143	72.2
No	55	27.8

Table 32  
Favoring a Special Coaching-Related College  
Curriculum by Age Group

Age group	Yes/No	%
60-69	3/ 0	100.0
30-39	57/18	76.0
50-59	19/ 6	76.0
20-29	21/ 9	70.0
40-49	41/22	65.1

In terms of gender, Table 33 represents data concerning favoring a special coaching-related college curriculum for male and female coaches. Of the respondents, 78% of the females and 71% of the males were in favor of this idea.

Table 33  
Favoring a Special Coaching-Related College  
Curriculum by Gender

Gender	%
Male	71
Female	78

Respondents were queried as to who should provide coaching education if coaching certification became a reality in Tennessee. The "college or university" response received the most support, with 38.3%. The "TSSAA" response was second, with 25.9%; 19.7% indicated that the "state" should provide the coaching education. The "Tennessee Athletic Coaches Association" and the "outside agency" were also mentioned (see Table 34).

Respondents were asked who should bear the responsibility for paying for coaching education if it became a reality in Tennessee. Of those responding, 49.6% believed the "state" should pay. A number of coaches (34.8%) thought the "school system" should provide the

financial support, while 15.5% thought that the "individual coach" should pay (see Table 35).

Table 34

## Who Should Provide Coaching Education Programs?

Who should provide	%
College or university	38.3
TSSAA	25.9
State	19.7
TACA	9.9
Outside agency	6.3

Table 35

## Who Should Pay for Coaching Education Programs?

Who should pay	%
State	49.6
System	34.8
Personal	15.5

## CHAPTER 5

### Summary, Conclusions, and Recommendations

#### Summary

The purpose of this study was to determine the educational background, the professional preparation in coaching-related courses, and the attitudes toward coaching certification of selected high school varsity head coaches who coach Tennessee Secondary School Athletic Association (TSSAA) sanctioned sports. The study was conducted in the fall of 1994.

To obtain data for this study, the investigator modified and validated an already developed questionnaire (see Appendix A). Two hundred and seventeen TSSAA coaches served as the subjects for this study. Data were analyzed by tabulations of frequencies and percentages.

#### Conclusions

The majority of coaches who returned the questionnaires were male (82.5%), with a mean age of 39.4 years. The coaching experience of the subjects ranged from 0 to 41 years, with an average of 15 years for the male coaches and 10 years for the female coaches. The majority of subjects who participated in this study were employed at public schools (81.1%), while only 18.9% were employed at private schools. Regarding classification, Class 3A coaches made up 48.8% of all respondents due to the fact that larger schools offer more sport activities than do their counterparts.

Concerning the respondents' educational backgrounds, 80.0% of the coaches had earned their undergraduate degrees from Tennessee colleges or universities. Physical education was the most preferred undergraduate major, with 50.2% earning that degree. History (12.4%) was the most favored undergraduate minor. As for graduate majors, administration and supervision was the most popular (38.4%). Physical education was second (21.7%). The most frequent degree types represented were the Master of Arts (34.2%), the Master of Science (29.8%), and the Master of Education (25.4%).

The data revealed that coaches' opinions regarding coaching certification were divided. Of the respondents, 99 (51.3%) opposed coaching certification, while 94 (48.7%) favored such a program. The results indicated that the older coaches (50-69 years of age) favored coaching certification at a much higher rate than their younger cohorts. In addition, females (60.0%) favored coaching certification at a substantially higher rate than males (46.0%). This gender difference leads the investigator to believe that had there been an equal number of males and females in the study, more than 50% overall would have favored coaching certification.

Pertaining to attitudes concerning a grandfather clause for automatic certification, an overwhelming number of coaches (84.5%) favored such a provision for certification.

When asked who should provide coaching education if coaching certification became a reality in Tennessee, "colleges or universities" (38.3%), "TSSAA" (25.9%), and the "state" (19.7%) combined to capture 83.9% of the total. As for who should pay for the coaching education, 49.6% selected the "state"; 34.8% chose their respective "school system"; and 15.5% thought that the "individual" should bear the expenses.

#### Recommendations

The data obtained in this study tend to support the Solomon and Hypes' (1994) findings regarding the need for a coaching education plan in Tennessee. It is recommended by the investigator that Tennessee consider the following implementation process for a future coaching education plan:

1. "Form a state committee composed of representatives from the State Department of Education, TSSAA, TACA, and College and University HPER professionals" (Solomon & Hypes, 1994, p. 9).

2. "Review all pertinent data available. This would include other state plans, national coaching education programs, and college and university programs in place" (p. 9).

3. "Prioritize specific needs of the program. Provide a network that will allow input from the main players" (p. 9) on certification planning teams.

4. "Refine the plan and develop standards" (p. 9).



5. "Establish a time-line for the plan's implementation. Utilize a network of districts and district representatives for the plan's implementation" (p. 9).

6. "Appoint a coordinator for each district. Each coordinator might be given the responsibility for developing a coaching education team for his/her district" (p. 9).

7. "Establish coaching education options (eg. workshops, clinics, classes). Utilize the college campuses" (p. 9).

8. "Select the instructors from high school coaches, college instructors, sports medicine specialists, athletic administrators and other exercise specialists" (p. 9).

9. "Develop a certification and registration process. Coaches should receive a certificate explaining their credentials" (p. 9).

10. "Continuing coaching education should be required periodically to enable coaches to stay abreast of new information" (p. 9).

11. "Give strong visibility to the program. Good public relations is a must" (p. 9).

12. "Develop brochures for public distribution to educate citizens about the importance of coaching education" (p. 9).

13. "Encourage colleges/universities to promote coaching education minors" (p. 9).

14. "Provide in-service clinics/workshops" (p. 9) through college and university continuing education departments.

15. "Evaluate the program after the first year and periodically thereafter. This will allow the program to remain current and provide for the needs of those in the coaching profession" (p. 9).

It is further recommended by the investigator that the Tennessee State Department of Education require all coaches of TSSAA sanctioned sports to attend a five-day coaching education convention beginning in the summer of 1997 and subsequently every summer thereafter.

Eight Regional Coaching Education Centers should be established on college campuses in the following cities throughout Tennessee:

1. Memphis (West Tennessee),
2. Jackson (West Tennessee),
3. Nashville (Middle Tennessee),
4. Murfreesboro (Middle Tennessee)
5. Cookeville (Middle Tennessee),
6. Chattanooga (East Tennessee),
7. Knoxville (East Tennessee), and
8. Johnson City (East Tennessee).

Each regional coordinator should have under their supervision a sport-specific coaching education team. This system should better serve coaches' development because they

will be provided information by individuals considered experts in their specific sports.

Periodic general meetings for all coaches should be provided. Program areas should include the following: (1) prevention and care of athletic injuries, (2) human growth and development, (3) psychological-sociological development, and (4) skill development. Specialists should be used for each area. The majority of the coach's time, however, should be spent in sport-specific sessions. Those who coach more than one sport should spend an appropriate amount of time in each sport-specific meeting that should be decided by their district coordinator and district sport-specific coordinator. Sessions should be mediated by veteran coaches who might also serve as speakers. Other speakers might include the following: (1) college coaches, (2) college physical education specialists, (3) medical doctors and/or other medical specialists, (4) legal experts, (5) high school coaches, and (6) sport psychologists.

The following are recommended areas of study for the Regional Coaching Education Centers. The centers should be organized to address the following program areas:

- I. Prevention and Care of Athletic Injuries
  - A. Emergency Management
    - 1. First aid certification
    - 2. Cardiopulmonary resuscitation (CPR) certification
  - B. Risk Prevention
    - 1. Facilities
    - 2. Equipment
  - C. Strength and Conditioning
    - 1. Training techniques
    - 2. Taping techniques
  - D. Legal Aspects of Coaching Liability
  - E. Injury Rehabilitation Techniques
    - 1. Physical
    - 2. Mental
- II. Human Growth and Development
  - A. Physical and Motor Development
  - B. Gender Differences
    - 1. Physical
    - 2. Emotional
  - C. Concern for Athletes' Safety During Major Growth Phase
  - D. Recognition of Athletes' Limitations
    - 1. Physical
    - 2. Emotional
    - 3. Chronological

E. Nutritional Factors

III. Psychological-Sociological Development

A. Motivation

1. Athlete

2. Self

B. Leadership Skills

C. Relating to Athletes, Parents, and the Public

D. Ethics and Values

E. Recognizing and Developing Your Coaching  
Philosophy

F. Stress Management

IV. Skill Development

A. Fundamental Skills of Sport

1. Physical

2. Mental

B. Advanced Skills and Techniques

C. Game Strategies

The investigator suggests the following for further research projects regarding coaching certification and coaching education:

1. Conduct a survey, including a larger and more gender-balanced sampling of Tennessee coaches.

2. Duplicate this type of study in other states.

3. Conduct a survey that specifically focuses on female coaches who coach TSSAA sanctioned sports.

4. Conduct a study that assesses the attitudes of state officials toward a coaching certification program.

## APPENDIXES

**APPENDIX A**  
**QUESTIONNAIRE**



## APPENDIX A

### QUESTIONNAIRE

#### 1. BACKGROUND INFORMATION

Gender: Male ☐ Female ☐

Age:

Total years of coaching experience?  Yrs. In TN?  What other state(s)?

Is your undergraduate degree from a Tennessee college or university? Yes ☐ No ☐

If yes, which institution?  If no, which state?

What was your undergraduate major(s)?

What was your undergraduate minor(s)?

What is/was your graduate major?  N/A ☐

If you have a graduate degree, please specify degree.  If not, how many hours toward degree?

#### 2. PROFESSIONAL PREPARATION

Check each course that you have completed and each course you think is essential to the undergraduate professional preparation of secondary school coaches.

<u>Undergraduate Courses</u>	<u>Course Completed</u>	<u>Essential</u>
Adaptive Physical Education	<input type="checkbox"/>	<input type="checkbox"/>
Anatomy and Physiology	<input type="checkbox"/>	<input type="checkbox"/>
Athletic Training	<input type="checkbox"/>	<input type="checkbox"/>
Biomechanics/Mechanical Analysis	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum in Physical Education	<input type="checkbox"/>	<input type="checkbox"/>
Drug Education	<input type="checkbox"/>	<input type="checkbox"/>
Exercise Physiology	<input type="checkbox"/>	<input type="checkbox"/>
Facilities and Equipment	<input type="checkbox"/>	<input type="checkbox"/>
First Aid and Safety	<input type="checkbox"/>	<input type="checkbox"/>
General Business	<input type="checkbox"/>	<input type="checkbox"/>
Health Education	<input type="checkbox"/>	<input type="checkbox"/>
History of Physical Education/Ath.	<input type="checkbox"/>	<input type="checkbox"/>
Human Growth and Development	<input type="checkbox"/>	<input type="checkbox"/>
Kinesiology	<input type="checkbox"/>	<input type="checkbox"/>
Legal Liability/Risk Management	<input type="checkbox"/>	<input type="checkbox"/>
Motor Learning/Motor Behavior	<input type="checkbox"/>	<input type="checkbox"/>
Officiating	<input type="checkbox"/>	<input type="checkbox"/>
Org./Adm. of PE/Ath.	<input type="checkbox"/>	<input type="checkbox"/>
Prevention/Care of Athletic Injuries	<input type="checkbox"/>	<input type="checkbox"/>
Psychology of Coaching	<input type="checkbox"/>	<input type="checkbox"/>
Public Relations/Marketing	<input type="checkbox"/>	<input type="checkbox"/>

Sociology of Sport	_____	_____
Speech	_____	_____
Sport Journalism	_____	_____
Sport Law	_____	_____
Sport Management	_____	_____
Sport Psychology	_____	_____
Strength and Conditioning	_____	_____
Tests and Measurements	_____	_____
Theories of Learning	_____	_____

### 3. CURRENT COACHING ASSIGNMENT

3A. TSSAA Classification: 1A \_\_\_\_\_ 2A \_\_\_\_\_ 3A \_\_\_\_\_

3B. Circle The Sport(s) You Are Head Coach Of This School Year:

Team: (Baseball, Basketball, Football, Softball, Soccer, Volleyball)

Individual/Dual: (Cross Country, Golf, Tennis, Track and Field, Wrestling,)

### 4. COACHING CERTIFICATION

4A. Do you favor coaching certification in Tennessee? Yes \_\_\_\_\_ No \_\_\_\_\_

Please state your reasons:

If yes, which would you favor certification of? (Check one)

- |                            |  |
|----------------------------|--|
| a. _____ head coaches only | c. _____ all coaches                     |
| b. _____ assistant coaches | d. _____ only coaches in specific sports |

If you checked (d.) above, please list the sport(s) for which you favor certification.

4B. If coaching certification became a reality in Tennessee, would you favor omitting current coaches from the requirements (grandfather clause)? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please state your reasons:

If no, how many years would you allow for a person to attain certification? \_\_\_\_\_

4C. Regardless of coaching certification, do you favor a special college curriculum for preparing those who wish to coach athletics? Yes \_\_\_\_\_ No \_\_\_\_\_

4D. If Tennessee adopts coaching certification requirements, who should provide the coaching education? (Please answer by percentage)

- |  |                 |
|--|-----------------|
| a. State Dept. of Education _____%     | d. TSSAA _____% |
| b. Outside Coaching Edu. Agency _____% | e. TACA _____%  |
| c. Colleges/Univ. _____%               |                 |

4E. If coaching certification were adopted in Tennessee, who should pay for the current coaches' coaching education? (Please answer by percentage)

- |                    |                 |                         |
|--------------------|-----------------|-------------------------|
| a. Personal _____% | b. State _____% | c. School System _____% |
|--------------------|-----------------|-------------------------|

Please write additional comments regarding coaching certification below.

**APPENDIX B**  
**PANEL OF EXPERTS**

## APPENDIX B

## PANEL OF EXPERTS

Dean Hayes--Chairman of United States Olympic Track and Field Committee; Head Track and Field Coach at Middle Tennessee State University.

Sandra Williams--Assistant Professor of Physical Education and Head Women's Tennis Coach at Union University (Tennessee).

John Stanford--Former Athletic Director and Head Baseball Coach at Middle Tennessee State University.

Karen Greene--Head Softball Coach at Middle Tennessee State University.

Dr. Ron Berry--Former Chairman of Physical Education Department at Anderson College (South Carolina). Former Associate Professor of Physical Education and Head Men's Tennis Coach at Union University (Tennessee).

Yvette Bolen--Physical Education Instructor and Assistant Softball Coach at Athens State College (Alabama).

Dr. Linn Stranak--Chairman of Physical Education Department and Professor at Union University (Tennessee).

Laurie Sain--Physical Education Instructor and Assistant Women's Basketball Coach at Coffee County High School (Tennessee).

Dr. Travis Teague--Associate Professor of Physical Education at Wingate College (North Carolina).

Alice Burke--Assistant Athletic Trainer at Western  
Kentucky University.

APPENDIX C  
SOLOMON AND HYPES' (1994) VERBATIM SUMMARY

## APPENDIX C

## SOLOMON AND HYPES (1994) VERBATIM SUMMARY

Solomon and Hypes (1994) verbatim summary is as follows:

Proponents of coaching education requirements give the following reasons for their position:

1. It would better provide for the safety and welfare of all athletes.
2. Today, there is an increased demand on the part of the public for such education.
3. It would decrease the chances for lawsuits.
4. It would decrease insurance costs, as well as schools' liabilities.
5. Coaches would be more competent in all phases of coaching. Coaching is teaching and thus affects the whole person.
6. It would increase a coach's feeling of self-respect and pride.
7. It would increase a coach's feeling of professionalism.
8. It would increase a coach's opportunity for employment.
9. It would provide a vehicle that encourages all coaches to stay current with the information needed to conduct a safe program.

Opponents of coaching education requirements give the following reasons for their position:

1. It would cost too much, take too much time, and cause too many headaches for the various states.
2. It is impossible to provide for those who need it, when they need it.
3. It still will not guarantee good coaching.
4. It should be left to the discretion of each school district within the state.
5. It is not needed for assistant coaches and coaches of "minor" sports.
6. Trained coaches are not needed at the lower levels of education.
7. Individuals who played the sport can coach the sport.
8. It would cause the cancellation of athletic programs which would defeat the very purpose for having coaching education in the first place.
9. It would create a logistic quagmire that would be impossible to keep up with.

Any plan for Tennessee will require answers to the following questions:

1. What will the minimum coaching education requirements be?
2. Will the program, once established, be mandatory or voluntary?



3. Will there be different education requirements (levels) for various coaching responsibilities, e.g., head coaches, assistant coaches, part-time coaches?

4. Will exceptions for hardship and emergency cases be allowed?

5. Will "grandfather" clauses be built into the plan?

6. Will the program be called "coaching certification," "coaching education," or by some other name, i.e., authorization, endorsement, licensure, permit, qualifications?

7. Will there be coaching education centers established as part of a statewide network making the program available to all school districts on a continuing basis according to their needs?

8. Will good use be made of college campuses that already have coaching minors in place?

9. Will pre-service and in-service programs be offered on an "as needed" basis?

10. Will Tennessee adopt an "in-place" coaching education program, e.g., American Sport Education Program or Program for Athletic Coaching Education, or develop its own program?

11. Which professional organization will shoulder the primary responsibility for the coordination and governance of the program?

12. Who will control the scheduling, distribution, and record-keeping components needed for the program?

13. Will whatever program that is recommended and adopted improve the overall picture for young people in this state who are participating in athletics?

14. How will the coaching requirements be financed?

15. Will the program adopted guarantee better coaches for our youngsters? Will additional education be required periodically?

16. Will incentives be such that more men and women will view the coaching profession as worthwhile?

APPENDIX D  
LETTER OF REQUEST TO KNORR

## APPENDIX D

## LETTER OF REQUEST TO KNORR

Dear Dr. Knorr:

As a doctoral candidate at Middle Tennessee State University, I am requesting permission to use all or portions of your questionnaire concerning the professional preparation of interscholastic coaches.

Your permission would be greatly appreciated.

Sincerely,

Ryan Gray

**APPENDIX E**  
**COVER LETTER TO PRINCIPALS**

## APPENDIX E

## COVER LETTER TO PRINCIPALS

September 15, 1994

Dear Principal:

I am writing to ask if you would pass on the enclosed questionnaires to your varsity head coaches. This study is the final stage of my doctoral dissertation on coaching certification. I attend Middle Tennessee State University, where I am a candidate for a Doctor of Arts in Physical Education and where I am Assistant Baseball Coach.

Enclosed is a self-addressed stamped envelope. Please return the packet by October 10.

Sincerely,

Ryan Gray

**APPENDIX F**  
**MISCELLANEOUS DATA**

## APPENDIX F

## MISCELLANEOUS DATA

Mean Ages by Gender

The mean age for male respondents was 40 years, while the female respondents' mean age was 36 years. The combined (male and female) mean age was 39.4 years.

<u>Gender</u>	<u>Mean Age</u>
Male	40.0
Female	36.0
Male and Female Combined	39.4

Mean for Career Coaching Experience and in Tennessee

The mean number of years for career coaching experience was 14.05 years. This was slightly higher than the mean for Tennessee Secondary School Athletic Association coaches which is 13.38 years.

<u>Type of Experience</u>	<u>Mean Years</u>
Career Coaching Experience	14.05
Coaching Experience in Tennessee	13.38

Mean Coaching Experience by Gender

Coaching experience by gender was 15 years for males, while the mean years of coaching were 10 years for females.

<u>Gender</u>	<u>Mean Years</u>
Male	15
Female	10



The following table represents undergraduate minors which only one respondent earned:

Minor	No.	%
Advertising	1	0.5
Computer science	1	0.5
Elementary education	1	0.5
French	1	0.5
Government	1	0.5
International relations	1	0.5
Library science	1	0.5
Physical science	1	0.5
Religion	1	0.5
Spanish	1	0.5
Art	1	0.5
Military science	1	0.5
Management and marketing	1	0.5
Philosophy	1	0.5
Fitness	1	0.5
Exercise physiology	1	0.5
Human services	1	0.5
Geology	1	0.5
Journalism	1	0.5
Technical writing	1	0.5
Black studies	1	0.5
Piano	1	0.5

The following table represents graduate majors which only one respondent earned:

Major	No.	%
Biology	1	0.7
Business	1	0.7
Chemistry	1	0.7
English	1	0.7
Geography	1	0.7
History	1	0.7
Industrial arts	1	0.7
Mathematics	1	0.7
Political science	1	0.7
Science	1	0.7
Social science/studies	1	0.7
Supervision	1	0.7
ICL	1	0.7
Materials and process technology	1	0.7
Recreation	1	0.7
Educational psychology	1	0.7
Deaf education	1	0.7
Wellness and fitness	1	0.7

APPENDIX G  
LETTER OF PERMISSION FROM KNORR

## APPENDIX G

## LETTER OF PERMISSION FROM KNORR



Intercollegiate A

July 13, 1994

Ryan Gray  
Health, Physical Education,  
Recreation, and Safety  
Middle Tennessee State University  
PO Box 96  
Murfreesboro, Tennessee 37132

Dear Ryan:

You have my permission to use all or portions of the questionnaire developed to gather information about the professional preparation of interscholastic coaches. I wish you the best of luck on the dissertation, and I hope that the process goes as smoothly for you as it did for me.

Sincerely,

John E. Knorr, Ed.D.  
Professor of Sport Management  
Director of Athletics

JEK/mw

3001 South Congress Ave.  
Austin, Texas 78704-6480  
512 448-5480

## REFERENCES

## REFERENCES

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