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**Professional preparation and responsibilities of college coaches
at 20 selected NCAA and NAIA colleges and universities in
eastern North Carolina**

White, Henry Evans, D.A.

Middle Tennessee State University, 1992

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Professional Preparation and Responsibilities of College
Coaches at 20 Selected NCAA and NAIA Colleges and
Universities in Eastern North Carolina

Henry E. White

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts in the
Department of Physical Education

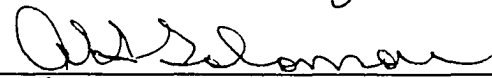
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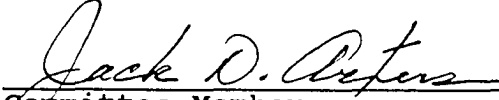
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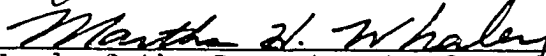
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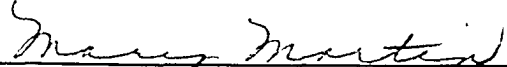
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His spouse, Sandra, the writer says:

JE VOUS AIMEZ

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ABSTRACT

Professional Preparation and Responsibilities of College Coaches at 20 Selected NCAA and NAIA Colleges and Universities in Eastern North Carolina

Henry E. White

The purpose of this study was to determine the professional preparation of athletic coaches in higher education at selected colleges and universities in eastern North Carolina. Athletic coaches involved in this study were from 20 colleges belonging to the National Collegiate Athletic Association, Divisions I, II, and III, and the National Association of Intercollegiate Athletics. The questionnaire used in this study was the "Professional Preparation of Athletic Coaches in Higher Education." One-hundred and eighty coaches responded, representing a response of 54.5 percent.

The study was divided into sections, including: (1) professional information and (2) coaching information. The professional information was placed into various categories, including highest degree earned, institution from which degree was earned, and major area of concentration. Coaching information categories included coaching level, sports presently coached, coaching experience, professional organization affiliation, college, professional athletic participation, and teaching responsibilities. Responses to

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the questionnaire items were tabulated and reported in terms of percentages.

The findings from the study revealed that only a bachelor's degree had been obtained by 57 (31.66 percent) of the respondents. A master's degree was obtained by 109 (60.5 percent) of the athletic coaches. Ten (5.55 percent) of the respondents indicated that they held the specialist's degree. Only three individuals reported that they had earned doctorate degrees.

Professional preparation of the coaches indicated 95 (52.77 percent) had majors in physical education. Thirty-one (17.22 percent) athletic coaches received a bachelor's degree in secondary education. The master's degree in physical education was held by 74 (41.11 percent) of the athletic coaches. Fifty-eight (32.22 percent) of the athletic coaches had an earned bachelor's degree in the "other" category.

In terms of coaching responsibilities, football was the sport indicated by more coaches. Thirty-nine (21.66 percent) coaches indicated football. Basketball had the second highest number of respondents with 31 (17.22 percent). Thirty (16.66 percent) coaches participated in professional athletics.

One hundred and sixty-six (92.22 percent) coaches responded to the questions relating to teaching responsibilities. Twenty-seven (16.87 percent) athletic

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coaches in Division I had teaching responsibilities. Activity courses were taught by 65 (39.15 percent) athletic coaches in Divisions I, II, and III and the NAIA institutions. Physical education major activity courses were taught by 37 (22.28 percent) of athletic coaches. Conclusions and recommendations were made based on data obtained from the administration of this questionnaire.

CHAPTER 1

Introduction

The professional preparation of coaches at the higher education level has been different for many coaches. These individuals have pursued a wide range of academic majors. Academic preparation allowed many coaches to become a viable part of the faculty, as well as the athletic department. Today, the ability of the teacher/coach to give 100 percent in the classroom and on the playing field is a great concern to many educators (Richardson, 1979).

Historically, the dual responsibility of teaching and coaching is more prominent at smaller colleges and universities (Frost, 1970). It is particularly true of colleges that make up the National Collegiate Athletic Association's (NCAA) Divisions II and III, as well as those colleges belonging to the National Association of Intercollegiate Athletics (NAIA).

The ongoing problem of providing sufficient numbers of qualified coaches for athletic programs has also been a serious concern of athletic administrators (Richardson, 1981). The athletic directors are faced with the growing problem of finding a teacher/coach. The physical educator and coach have to carry a dual role in the realm of the

college mission. Most larger universities require the individual to either coach or teach.

Statement of the Problem

The problem of this research was to determine the professional preparation and current coaching and teaching responsibilities of athletic coaches in higher education at selected colleges and universities in eastern North Carolina.

Statement of the Purpose

The purpose of this investigation was to assess the professional preparation of athletic coaches in higher education at 20 selected colleges and universities in eastern North Carolina.

Significance of the Study

The basic reasons for this study were to better understand the professional preparation of athletic coaches. The researcher intended to help clarify the responsibilities of athletic coaches from the National Collegiate Athletic Association's Divisions I, II, and III and the National Association of Intercollegiate institutions.

Limitations of the Study

Because of time restraints and logistical considerations, the study was limited to 20 institutions of higher education in eastern North Carolina. The questionnaires were administered during fall 1989 and

consisted of two sections for assessment purposes (see Appendix D).

Questions for the Study

1. How varied were the coaches' degrees?
2. How many coaches had one or more graduate degrees?
3. How many coaches had been involved in professional athletics?
4. How assorted were the coaches' teaching and coaching responsibilities?

Basic Assumptions

The following basic assumptions of this paper were:

1. Athletic coaches of the NCAA Divisions I-A, I-AA, II, and III and NAIA institutions were cooperative and gave honest responses.
2. Athletic coaches of Divisions I, II, and III and the NAIA institutions are representative of the coaches in other areas of the United States.
3. The questionnaire used would serve effectively to provide information valuable for this study.
4. Results of this study could be of value to participating institutions in making additions or modifications to their current curricula.

Definition of Terms

1. Accreditation--The procedure of recognizing the performance and integrity of an institution so that it will

merit the confidence not only of other institutions, but also of the public.

2. Academic preparation--The formal educational process of learning in a specialized discipline (Jeppson, 1978).

3. AAHPERD--The American Alliance for Health, Physical Education, Recreation, and Dance, previously called the American Association for Health, Physical Education, and Recreation, is a national educational organization for health, physical education, recreation, and dance.

4. AAUP--The American Association of University Professors.

5. Athletic coaches--Those who coach basketball, baseball, football, soccer, wrestling, softball, golf, tennis, track, volleyball, and swimming.

6. Certification--A process of legal sanction, authorizing the holder of a credential to perform specific services in the public schools of the state.

7. Intercollegiate athletics--Athletic competition between colleges.

8. NAIA--The National Association of Intercollegiate Athletics. It is the national governing body for small college athletics.

9. NCAA--The National Collegiate Athletic Association. It is the national governing body for colleges and

universities, including Divisions I-A and I-AA and Divisions II and III. Divisions II and III are for smaller colleges.

10. NEA--The National Education Association.

11. NCAHPERD--The North Carolina Alliance for Health, Physical Education, Recreation, and Dance.

12. Sport season--A period of time during the school year when a particular sport is being conducted at the interscholastic or intercollegiate level.

13. SACS--The Southern Association of Colleges and Schools. It is an accrediting agency for the schools and colleges of the southeastern United States.

14. Task force--In this study task force refers to a committee established by the AAHPERD Division of Men's Athletics to study certifications of high school coaches. The task force has developed a program which includes the minimum essentials program which every secondary school athletic coach should possess.

CHAPTER 2

Review of Related Literature

The review of related literature was divided into three categories: (1) the professional preparation of athletic coaches, (2) athletic coaches in higher education, and (3) qualities and competencies needed by athletic coaches.

Professional Preparation of Athletic Coaches

Special programs to prepare athletic coaches have been in existence for a long time. Most universities and colleges with large physical education departments offer a major and/or minor in athletic coaching. The University of California at Santa Barbara offers a coaching minor for those not majoring in physical education. The program requires 30 quarter-hours of undergraduate work (Gallon, 1970).

The University of Illinois at Urbana-Champaign and at Chicago Circle initiated a special elective student-teaching course in athletic coaching in addition to the regular student-teaching experience (Stier, 1970).

Middle Tennessee State University in Murfreesboro, Tennessee offers a coaching minor for its students. The 18-hour program requires course work, including athletic administration; psychology of coaching; care, prevention, and treatment of athletic injuries, and exercise physiology, as well as coaching theory courses. The program has been in

existence since 1971 (Middle Tennessee State University, 1991-1993).

According to the Undergraduate Professional Preparation Conference of the American Association for Health, Physical Education, and Recreation held in New Orleans in 1973, the following minimal standards, stated in concepts, suggested an acceptable professional level for prospective coaches even today. They felt coaches should be aware of and be able to master the following concepts (Maetozo, 1973):

1. The health, physical welfare, and safety of the participant is a primary concern of the educational athletic program.
2. Sport is a social phenomenon.
3. Sport provides a medium for the tangible and intangible influencing of oneself and others.
4. An athletic program is conducted in accordance with the educational purpose of the institution and recognized state and national athletic associations.
5. Balanced programs include athletic, as well as intramural and instruction aspects.
6. The coach provides positive leadership for appropriate player behavior in the athletic program.
7. Educational athletic programs are planned and conducted in accordance with sound educational practices by qualified individuals.
8. Applied knowledge of human structure and movement will maximize performance and minimize injury.
9. Physiological principles provide a scientific basis for improved motor performance. (p. 7)

Ball State University (Guemple, 1973) is another university which has a departmental minor in coaching consisting of 36 quarter-hours. It does not qualify the individual to teach physical education, but does qualify the individual to coach on all levels and in all sports,

especially as a coach of football and basketball. Majors are required to have a field-type internship during their freshman and sophomore years.

Kent (1974) investigated the status of preparation for head coaches and conducted selected comparisons between Iowa athletic coaches prepared as physical educators and those not prepared as physical educators. He also investigated secondary schools to ascertain if the preparation for athletic coaches was related to selected variables, including sport being coached, type of institution from which coaches obtained their academic degrees, size (enrollment) of school in which coaching was done, earned academic degree, playing and head coaching experience of coaches, and attitudes toward attending workshops. The findings indicated that a statistically significant relationship existed between professional preparation of coaches within each sport category and courses completed by coaches that satisfy requirements of individual guidelines. The findings were: (1) coaches in large schools completed more courses, held higher degrees, and had more years of experience as head coaches than did coaches in small schools; (2) professional preparation of most coaches (90.4 percent) did not satisfy requirements of guidelines for coaching endorsement; and (3) coaches with a minor, major, or graduate degree in physical education were better prepared, in terms of courses completed that satisfy

requirements of guidelines for coaching endorsement, to perform coaching duties than were coaches without preparation in physical education.

Washington State University offers a coaching minor which includes courses in theory and practice of certain sports, athletic injuries and conditioning, principles and/or psychology of coaching and speech. It also includes a course, "Practicum in Coaching," which involves actual coaching experience in local junior and senior high schools (Adams, 1974).

According to Aldridge (1975), minimum specific professional preparation has not been detailed in most states, although there is considerable agreement concerning the area of preparation, competency, and experience necessary for coaches. Agreement among educators focuses on the following in various combinations:

1. Biological sciences (anatomy, physiology, physiology of exercise, and kinesiology).
2. Safety, first-aid, training and conditioning, and care and prevention of injuries.
3. Philosophy, principles, organization, and psychology.
4. Theory and techniques of coaching in selected sports. (Aldridge, 1975, p. 42)

Flythe (1976) in his research assessed the professional preparation status of black male coaches of the Virginia High School League. His study intended to determine if their professional preparation from four predominantly black institutions in the state of Virginia prepared them to

perform their present job responsibilities in a competent and competitive manner. Significant findings of this study revealed that a large percentage of the coaches were not adequately prepared in certain courses, particularly the areas of organization and administration, scientific and medical, and methods and theory.

Fuller (1979) observes, "It is obvious that completion of a normal physical education course of study does not adequately prepare college students to competently coach" (p. 36).

Sabock (1981) revealed that undergraduate coaching courses are basically activity courses where the student learns how to perform and possibly teach the skills, but learns little else about coaching. Sabock also indicated that coaching preparation should include many facets such as: demands of the job, special relationships, parental involvement, dealing with critics, the media, and other matters faced by the coach during the year.

North Carolina State University in Raleigh, North Carolina (Cheek, 1988) offers a coaching minor for the undergraduate who has an interest in coaching. This minor is designed for undergraduates regardless of major because the university does not offer an undergraduate degree in physical education.

Sisley and Delaney (1990) described the Women in Coaching Workshop which provided opportunities for women to

develop skills and acquire experience to assist them in assuming coaching duties in the schools. The workshop consisted of morning sessions of general coaching material presented in lecture and small group discussions to all participants and afternoon sessions of active sport clinics in volleyball or soccer and basketball or softball. Associated activities, which included group luncheons with guest speakers each day and one evening lecture with a social hour, augmented the daily format. The workshop was the primary focus of a project to increase the number of women coaches in Oregon schools. The workshop was offered as a summer session course in the University of Oregon's Department of Physical Education and Human Movement Studies.

Athletic Coaches in Higher Education

As long ago as 1972, Bucher recommended the following standards for college athletic staffs:

1. All members of the coaching staff should be members of the faculty.
2. All coaches should be hired on their qualifications to perform their educational responsibilities and not on their ability to produce winning teams.
3. All coaches should enjoy the same privileges of tenure, rank, and salary that are given other similarly qualified faculty members.
4. All public school coaches should be certified in physical education. (p. 171)

According to Martin and Arena (1986), Bucher's (1972) standards are vogue even today. Their article presented guidelines for evaluation of coaching using the same criteria that are typically applied to faculty evaluation at

institutions of higher learning. If a coach is on a faculty line, it is entirely appropriate for him or her to be evaluated for retention, tenure, promotion, and merit according to the criteria established for all academic faculty at that institution. Three step procedures for evaluation:

1. Evaluation of scholarly and creative performance (professionally);
2. Evaluation of teaching and advising (teacher effectiveness);
3. Evaluation of university and community service (coaching).

A position statement on the professional status of college coaches was prepared by the Joint Committee on Physical Education and Athletics of the American Association for Health, Physical Education, and Recreation and the National Collegiate Athletic Association (AAHPER, 1972). It was approved by the Executive Council of the Men's Athletic Division and by the AAHPER Board of Directors. Individual coaches generally have responsibilities which may be classified as follows:

1. Responsibilities entirely within the intercollegiate athletic program.
2. Combination coaching of intercollegiate athletics and teaching general skill courses within the basic physical education program.
3. Combination coaching of intercollegiate athletics and teaching in the professional preparation program for physical educators and athletic coaches. (AAHPER, 1972, p. 6)

The hiring and retention qualifications recommended for personnel in the three categories are:

1. Responsibilities entirely within the intercollegiate athletic program.
 - a. Qualifications consistent with policies of individual schools.
2. Combination coaching of intercollegiate athletics and teaching general skills courses within the basic physical education program.
3. Potential for reasonable teaching competence as evidenced by a requirement of a major or minor in the field of physical education.
4. Demonstrated teaching ability in the academic area in which one is employed to teach.
5. Joint approval of the departments involved concerning contracts and assignments as evidenced by the time allotment and salary percentages.
6. Evaluation of performance is the responsibility of the administrative head of the unit in which work is performed.
7. Unsatisfactory performance as determined by the administrative head of either unit may result in termination of employment in that respective unit. (AAHPER, 1972, p. 52)

Richardson (1979) conducted a study on the academic status of athletic coaches employed by institutions at different levels of competition. Analysis of the data indicated significant differences in the academic status of athletic coaches. He also reported that the National Collegiate Athletic Association's Division I and NAIA institutions had a larger percentage of their athletic coaches with full-time coaching appointments supported by athletic funds only. Institutions competing at the lower levels employed athletic coaches with either partial or full academic appointment. NCAA Divisions II and III and the National Association of Intercollegiate Athletics had a

higher percentage of athletic coaches who are tenured as faculty.

Richardson (1981) in a study on the academic preparation of coaches in higher education identified many areas of difference, including teaching assignments at the various levels of competition, variances in teaching assignments between coaches of sports for men and coaches of sports for women, and funding practices for men's and women's sports. These differences led to the identification of one area of particular concern--teaching assignments for athletic coaches. Seventy-one percent of respondents in this study had one degree in physical education. Fourteen percent had at least one degree in an education-related area. The physical education degree preparation of athletic coaches at different levels of competition was significant for both men's and women's athletics. Fifteen percent had completed only the baccalaureate degree in physical education; 72 percent had completed the master's degree. The doctoral degree was completed by 13 percent of the respondents. The data indicated that the majority (74 percent) of the participants with a degree in physical education or a related education area had earned a master's degree.

Maetozo (1981) determined that the competency in athletic coaching has been a professional concern for many years. Maetozo stated that the coach in training will be

held accountable for demonstrating a measure of proficiency in performing essential competencies in the future.

Athletics may be restructured to achieve more cognitive, psychomotor, and affective learning.

Knoppers (1989) in a study revealed that there had been a decline in the number of women coaches on the collegiate level. She researched the answers to three questions:

1. Why should women coach?
2. What factors exclude women?
3. Why might the number of women coaches continue to decline?

According to Knoppers (1989), the foremost reason why women should coach is that all jobs in the labor force should be open to all people, regardless of their gender, age, and race. Opportunities for women are especially important in male-dominated occupations, such as coaching. Since less than 1 percent of the coaches of men's intercollegiate teams and 49 percent of the coaches of women's intercollegiate teams are women, occupational segregation characterizes coaching and indicates that equal opportunity does not exist.

The study indicated that data have shown that employers practice statistical discrimination: they reserve some jobs for men and others for women, based on perceptions of group differences between the sexes.

Lastly, the third question is why might the number of women coaches continue to decline. Knoppers (1989) indicated that the exclusion of women coaches served the interests of many males. Over the years, sports have become activities in which males have attempted to show that they were superior to females. However, the entrance and continued visibility of female athletes have changed the nature of sports as gendered activities.

Qualities and Competencies Needed by Athletic Coaches

According to Lonnie Graham (1991) of the National Association for Sport and Physical Education Division of the American Alliance for Health, Physical Education, Recreation, and Dance, there has not been any recent data written in the area of qualities and competencies needed by athletic coaches.

However in 1972, Bucher noted qualities which he believes are essential for outstanding coaches:

1. Expert knowledge of the game--A coach should be an expert in the game he coaches. This requires him to have knowledge of techniques, strategy, rules, offenses, defenses, and skills which are basic to his sport.
2. Understanding the participant--A coach needs to understand how young people react at this particular level of development. This implies an understanding of such things as: skeletal growth, muscular development, organic development, physical and emotional limitations, and concern for development (physical, mental, and moral) of youth.
3. Skill in the art of teaching--A coach should master teaching players not only the basic fundamentals of the game but such factors as the importance of thinking clearly, making right decisions, understanding health and good

- sportsmanship. He understands the laws of learning, how to present material in the most effective way to the age group with which he is working, and how to use sound psychological principles in his field or work.
4. Desirable personality and character--A coach should have qualities such as patience, understanding, kindness, courage, cheerfulness, affection, sense of humor, energy, and enthusiasm. He should be a role model which mothers and fathers would like to have their sons emulate, and his character should be beyond reproach.
 5. An understanding of the best methods of developing and conditioning members of athletic squads.
 6. A knowledge of the basic principles in the care and prevention of injuries together with an understanding of proper relationship of the coach to the school or team physician.
 7. The ability to speak in public so as to bring credit to the profession and the school and so as to more effectively inform the public of the educational possibilities of the sport.
 8. An understanding of the basic psychological principles of motivation, stress, play emotion, group interaction.
 9. A thorough knowledge of the fundamentals, offenses, defense, strategies, and teaching methods involved in the particular sport. Included will be squad organization, coaching techniques, and sound motivational procedures.
 10. A knowledge of and a sense of responsibility for local, state, and national rules and regulations. Although there is general agreement that such qualities and competencies are desirable, there is little agreement on whether all coaches should be physical education majors and if all professional preparation programs should have courses to develop these competencies. (p. 28)

In New Orleans (AAHPER, 1974), the Undergraduate Professional Preparation Conference of the American Association for Health, Physical Education, and Recreation was held, and it was recommended that coaches have the following six qualities:

1. Sports at every level should be conducted by professionally prepared personnel of integrity who are dedicated to the optimal mental, physical, and social development of those entrusted to their supervision.
2. In addition to a thorough knowledge of sport, a coach must be a certified teacher who has expertise in guiding students in the pursuit of excellence in competitive sports. An understanding of the place and purpose of sports in education and of the growth and development of children and youth is of primary importance.
3. Students seeking undergraduate preparation of coaching should include in their curriculum appropriate course work and laboratory experiences to satisfy the competencies essential to a leadership role.
4. Students equate exceptional skill in a particular sport with success in coaching. This is not necessarily true. There is not sufficient evidence to show that exceptional skill in any activity necessarily guarantees success in teaching that activity. Factors such as personality, interest in youth, knowledge of human growth and development, psychology, intelligence, integrity, leadership, character, and a sympathetic attitude are essential to coaching success.
5. A coach has to be an individual of strong character and be willing to follow an unswerving course in the direction of what he knows to be right. The prospective coach should recognize the influence he has over youth and see the value of such attributes as character, personality, and integrity.
6. In addition to educational and professional qualifications, coaching requires certain physical competencies that are not related to size, speed, and weight. These include good health, an acceptable standard of motor skill, good personal appearance, honesty, being a good role model, and if possible, participation in sports. (p. 55)

According to Bonner and Coons (1987), a brainstorming session at the University of Wisconsin-Madison campus led to the establishment of a statewide program for coaches. The

"meeting of the minds" that occurred had been spurred on by the changes that had begun to take place in women's athletics, such as the National Collegiate Athletic Association's (NCAA) sponsorship of collegiate women's championships and the data being generated by researcher documenting a serious decline in the percentages of female coaches. The establishment of goals and identification of the would-be coaches in Wisconsin led to contacting various agencies and key individuals who could assist the committee.

The task force members identified the following purposes:

1. To form a network promoting the value of women coaching women;
2. To increase placement, retention, and advancement of women in athletic coaching, administration, and officiating positions;
3. To improve the quality of coaching and, thus, the quality of women's athletics;
4. To provide a voice for the non-teacher coach of women's sports;
5. To provide equitable and fair hiring practices of women's sports;
6. To educate significant groups whose decisions impact on girls' sport programs;
7. To provide female role models in coaching for girls;

8. To provide media and public support of women's athletics.

A more formal statewide coaches association for girls' sports was developed from the task force meeting. An umbrella organization was established for all girls' sports, continuing to emphasize coaches' professional development and recruitment of women for coaching and public education.

Demchenko and Oglesby (1987) revealed in their study that there was a nationwide crisis with regard to the loss of women in coaching and officiating roles. The problem was exacerbated by the great decline in the number of women willing or able to coach or officiate at a time when student interest in athletic participation was on the increase. The COACH Project was developed as a product of a rare, but desirable union of an urban school district's sex equity and physical and health education offices, an urban university faculty member, and the National Association for Girls and Women in Sport (NAGWS) president. The special emphasis of the project was the identification and retention of women in the roles of coach and official.

The objectives of COACH Project were as follows:

1. To train coaches (90) and officials (70), at least 60 percent of whom would be women, for girls' community, intramural, and varsity teams;
2. To provide six hours of theory and at least 20 hours of mentored fieldwork for each participant;

3. To provide each participant with a self-instructional package prepared by a consultant on techniques of coaching girls' and women's sports;

4. To provide each participant with specially prepared materials on coaching or officiating the sport in which she or he was enrolled;

5. To provide a university-based clearing house to aid in the placement of the participants.

The COACH Project hopes to prepare a greater number of qualified coaches and officials and field test the revised training model with greater number of sports.

Summary

The literature reviewed in this chapter focused on the professional preparation of athletic coaches, athletic coaches in higher education, and qualities and competencies needed by athletic coaches. However, there has not been much recent data accumulated in these areas. The following were implicated in the literature review:

1. Athletic coaches had obtained at least a physical education/coaching degree in their professional preparation.

2. Institutions of higher education had provided a wide range of courses for coaches to become prepared in their field.

3. Recommendations were made for criteria for athletic staff to become members of the faculty.

4. Knowledge of the sport, understanding the athlete, skill as a teacher, desirable personality and character, understanding conditioning program, knowledge about safety, public relations, knowledge of basic psychological principles, knowledge of the fundamentals of the sport, and knowledge of the rules are essential to becoming an outstanding coach.

CHAPTER 3

Procedures and Method

During the fall of 1989, a questionnaire was used to survey the athletic coaches of 20 colleges and universities in eastern North Carolina concerning their professional preparation and their coaching and teaching responsibilities. The institutions selected represented a broad range of public and private four-year institutions in the eastern section of North Carolina. The universities and colleges included in the study were:

1. Atlantic Coast Conference
 - a. Duke University--Durham, North Carolina
 - b. North Carolina State University--Raleigh, North Carolina
 - c. University of North Carolina at Chapel Hill, North Carolina
 - d. Wake Forest University--Winston-Salem, North Carolina
2. Central Intercollegiate Athletic Conference
 - a. Elizabeth City State University--Elizabeth City, North Carolina
 - b. Fayetteville State University--Fayetteville, North Carolina
 - c. North Carolina Central University--Durham, North Carolina

- d. Saint Augustine's College--Raleigh, North Carolina
 - e. Shaw University--Raleigh, North Carolina
 - f. Winston-Salem State University--Winston-Salem, North Carolina
3. Colonial Athletic Conference
- a. East Carolina University--Greenville, North Carolina
 - b. University of North Carolina at Wilmington, North Carolina
4. Dixie Athletic Conference
- a. Methodist College--Fayetteville, North Carolina
 - b. North Carolina Wesleyan College--Rocky Mount, North Carolina
 - c. University of North Carolina at Greensboro--Greensboro, North Carolina
5. Mid-Eastern Athletic Conference
- a. North Carolina A & T State University--Greensboro, North Carolina
6. National Association of Intercollegiate Athletics
- a. Atlantic Christian College--Wilson, North Carolina
 - b. Guilford College--Greensboro, North Carolina
 - c. Pembroke State University--Pembroke, North Carolina
 - d. St. Andrews College--Laurinburg, North Carolina

More complete information about each institution is included in Appendix A.

Subjects

The number of coaches surveyed included all who were listed for each institution by the Athletic Director's Directory (Franks, 1990). Head coaches and assistant coaches were surveyed. The coaches included were responsible for volleyball, softball, track, cross-country, women's basketball, tennis, women's soccer, field hockey, men's soccer, men's basketball, wrestling, track, baseball, football, and swimming.

Instrument

The instrument used in this study with the author's permission was a questionnaire designed and validated by Howard Richardson at Indiana State University (see Appendix B). The final 34-item questionnaire was divided into two sections: Section I contained questions about professional preparation for both undergraduate and graduate students, including their majors and minors and the institutions granting the degrees; and Section II contained coaching information, including the coach's experience, sports coached, participation as an athlete on the college or professional level, and present coaching and teaching responsibilities. The writer was also interested in determining what relationship existed between degree

preparation and current responsibilities as a coach and/or teacher.

Procedure

On September 30, 1989, 330 questionnaires were mailed to the athletic coaches, representing the 20 coeducational institutions of the National Collegiate Athletic Association (Divisions I, II, and III) and the National Association of Intercollegiate Athletics. A cover letter stating the purpose of the study was sent which requested their cooperation in the study. It was accompanied by the appropriate number of questionnaires. The initial response was 68 athletic coaches which represented only 20 percent of the possible respondents. A follow-up phone call to the institutions was made to encourage their participation. This led to an increase of 40 respondents. This additional total represented a 12.12 percent gain. Another measure was taken to improve the response rate. The investigator attended two coaches meetings to encourage participation. A personal appeal was made, and an additional 72 (21.8 percent) athletic coaches responded to the questionnaires. These steps led to a final total of 180 athletic coaches from the 20 institutions. This represented an overall 54.5 percent return. Of the 190 questionnaires mailed to athletic coaches of the NCAA Division I institutions, a total of 98 (51.5 percent) athletic coaches responded. Sixty-five questionnaires were mailed to the athletic

coaches of the NCAA Division II institutions, and 33 (50.7 percent) athletic coaches responded. Twenty-two questionnaires were mailed to athletic coaches of the NCAA Division III institutions. A total of 22 athletic coaches, which represented 100 percent, responded. Fifty-three questionnaires were mailed to athletic coaches of NAIA institutions. A total of 27 (50.9 percent) athletic coaches responded.

Treatment of the Data

Responses to the questionnaires were tabulated by percentages for summary and analyses purposes under the following categories.

1. Background information;
2. Professional preparation;
3. Undergraduate participation in sports;
4. Participation in professional sports;
5. Coaching experience;
6. Membership in professional organizations;
7. Teaching service courses (activity program);
8. Teaching physical education major courses
(professional courses);
9. Teaching service and coaching techniques courses.

Relevant tables were constructed for both Areas 1 and 2 to help clarify the responses of the participants.

Summary

The procedures and methods used in this study, including analysis of the data, were discussed in this chapter. Data analyses are presented in Chapter 4.

CHAPTER 4

Results

This chapter presents analyses of data collected from 20 selected colleges and universities in eastern North Carolina during the fall of 1989. Information analyzed included the following: Section I--highest degree earned, institution attended, and academic major and Section II--sex, coaching level, sport(s) presently coaching, coaching experience (in years), professional memberships, collegiate and professional athletic participation, and current teaching responsibilities.

Three hundred and thirty questionnaires were mailed to athletic coaches. A total of 180 athletic coaches returned the questionnaire. The respondents from Division I athletic coaches were 77 males and 21 females (51.5 percent). The respondents from the Division II athletic coaches were 20 males and 13 females (50.70 percent). The respondents from the Division III athletic coaches were 13 males and 9 females (100 percent). The respondents from the NAIA athletic coaches were 19 males and 8 females (50.9 percent). This represented a 54.5 percent return overall.

Characteristics of the Population

Demographic information presented in this chapter is organized in table form in the following sequence:

(1) institutions, (2) returned questionnaires by athletic

coaches, (3) highest degrees earned by coaches, and (4) institutions granting bachelor, master, and doctoral degrees.

Institutions

For this study, questionnaires were mailed and administered to athletic coaches in 20 colleges and universities in eastern North Carolina (see Table 1).

The seven Division I colleges and universities had the greatest number of athletic coaches responding, totaling 98 (51.5 percent). The seven Division II colleges had the second highest number of athletic coaches responding, totaling 33, representing 50.7 percent of the possible respondents. The two Division III colleges had the highest percentage of return, with 22 (100 percent) athletic coaches represented. The four NAIA colleges had 27 athletic coaches respond, representing 50.9 percent of the total possible. (see Table 2).

Professional Information

Responses regarding professional information are presented in the following sequence: highest degree earned, institution from which degree(s) was earned, major academic area of concentration, coaching experience (various levels), primary coaching responsibilities, total number of years coaching (including different levels), other sports coached, professional organization memberships, college and

Table 1
Analyses of Institutions and Athletic
Association Affiliation

Institution	Athletic association
1. Wake Forest University	NCAA Div. I
2. University of North Carolina at Chapel Hill	NCAA Div. I
3. Duke University	NCAA Div. I
4. North Carolina State University	NCAA Div. I
5. North Carolina A & T State University	NCAA Div. I
6. University of North Carolina at Wilmington	NCAA Div. I
7. East Carolina University	NCAA Div. I
8. Winston-Salem State University	NCAA Div. II
9. University of North Carolina at Greensboro	NCAA Div. II
10. North Carolina Central University	NCAA Div. II
11. Shaw University	NCAA Div. II
12. Fayetteville State University	NCAA Div. II
13. Saint Augustine's College	NCAA Div. II
14. Elizabeth City State University	NCAA Div. II
15. North Carolina Wesleyan	NCAA Div. III
16. Methodist College	NCAA Div. III
17. Atlantic Christian College	NAIA
18. St. Andrews College	NAIA
19. Guilford College	NAIA
20. Pembroke State University	NAIA

Table 2

Analyses of Percentage of Questionnaires Returned by
Athletic Coaches of NCAA Divisions I, II, and III
and NAIA

	Total mailed	Total Male	Received Female	Total	Percent
NCAA					
Division I	190	77	21	98	51.5
Division II	65	20	13	33	50.7
Division III	22	13	9	22	100.0
NAIA	53	19	8	27	50.9
Total	330	129	51	180	54.5

professional sport participation, and current teaching responsibilities.

Degrees Earned

The master's degree was the highest degree earned by 109 (60.5 percent) athletic coaches. The bachelor's degree was the highest degree earned by 57 (31.66 percent) athletic coaches. There was a total of 10 (5.55 percent) athletic coaches with a doctoral degree and 3 (1.66 percent) athletic coaches with a specialist's degree (see Table 3).

Institutions Granting Degrees

The institutions from which the degrees were earned represented a wide assortment of colleges and universities across the United States. The bachelor's degree and major

Table 3
Analyses of Highest Degree Earned by Coaches

	Bachelor	Master	Specialist	Doctoral
<hr/>				
NCAA				
Division I	38	57	2	5
Division II	8	23	1	4
Division III	8	13	0	1
NAIA	3	16	0	0
<hr/>				
Total	57	109	3	10
	(31.66%)	(60.5%)	(1.66%)	(5.55%)
<hr/>				

Note: One respondent did not include highest degree earned. This could not be included in this data.

academic area of concentration earned by the athletic coaches are represented. The athletic coaches earning bachelor's degrees in some instances had more than one degree (see Table 4).

The athletic coaches earning a master's degree also represented a wide range of colleges and universities. Again, athletic coaches earning a master's degree in some instances had more than one degree (see Table 5).

The doctoral degree was earned by 10 athletic coaches (see Table 6).

Table 4
Analyses of Athletic Coaches, N = 180, by Athletic Organization, Institution,
State, Major, Bachelor Degree, and Current Position

Organization	Institution	State	Major	Bachelor degree	Current position
NCAA Div. I	Appalachian State University	NC	History	1	Wrestling
			Physical Education	1	Women's Basketball
			Secondary Education	2	*
NCAA Div. I	Boston University	MA	Secondary Education	2	Basketball
NCAA Div. I	Bowling Green University	OH	Physical Education	1	Football
NCAA Div. I	California Polytechnical Institution	CA	Psychology	1	*
			Physical Education	1	Football
NCAA Div. I	Campbell University	NC	Secondary Education	2	Soccer
			Administration	1	Wrestling
NCAA Div. I	Central Washington University	WA	Philosophy	1	Golf
NCAA Div. I	College of Charleston	SC	Secondary Education	2	Women's Basketball
NCAA Div. I	Clemson University	SC	English	1	*
			Administration	1	Football
NCAA Div. I	Colgate University	NY	Psychology	1	Golf
NCAA Div. I	Davidson College	NC	Political Science	1	Football
			History	1	Football
NCAA Div. I	Duke University	NC	Psychology	1	Football
NCAA Div. I	East Carolina University	NC	Physical Education	4	*
			Guidance & Counseling	1	Golf
			Administration	1	Basketball
			Language	1	*
			English	1	Women's Basketball
NCAA Div. I	Florida State University	FL	Secondary Education	1	Football
NCAA Div. I	Furman University	SC	Health Education	3	*
			Physical Education	1	Football
			Geology	1	*
			Business	1	Softball
			History	1	*
			Accounting	1	Football
			Administration	1	Football
NCAA Div. I	George Washington University	DC	Physical Education	1	Basketball
NCAA Div. I	Georgia State University	GA	Physical Education	1	*

Table 4 (continued)

Organization	Institution	State	Major	Bachelor degree	Current position
NCAA Div. I	James Madison University	VA	Physical Education	1	Volleyball
			Mathematics	2	Softball
NCAA Div. I	Kansas State University	KS	Mathematics	1	Basketball
NCAA Div. I	Kansas University	KS	Secondary Education	1	Basketball
NCAA Div. I	Kent State University	OH	Guidance & Counseling	1	Basketball
			Secondary Education	1	*
NCAA Div. I	Memphis State University	TN	Elementary Education	1	Women's Golf
			Political Science	2	*
NCAA Div. I	Miami University	FL	Business Finance	1	Football
			Physical Education	1	Tennis
NCAA Div. I	Michigan State University	MI	Physical Education	1	Women's Basketball
NCAA Div. I	Mississippi State University	MS	Administration	1	Football
NCAA Div. I	Morgan State University	MD	Chemistry	1	Basketball
NCAA Div. I	Murray State University	KY	Physical Education	1	Golf
NCAA Div. I	North Carolina A & T State University	NC	Physical Education	2	Volleyball
			Guidance & Counseling	4	Softball
			Elementary Education	1	Basketball
NCAA Div. I	North Carolina State University	NC	Forestry	1	*
			Recreation Admin.	1	Baseball
NCAA Div. I	North Texas State University	TX	Physical Education	1	Basketball
NCAA Div. I	Northern Iowa University	IA	Physical Education	1	Baseball
NCAA Div. I	Ohio Northern University	OH	Physical Education	1	Basketball
NCAA Div. I	Ohio State University	OH	English	1	Baseball
NCAA Div. I	Oklahoma University	OK	Secondary Education	1	Wrestling
NCAA Div. I	Oregon State University	OR	History	1	Women's Golf
NCAA Div. I	Purdue University	IN	Agronomy	1	Golf
NCAA Div. I	Rollins College	FL	History	1	Baseball
NCAA Div. I	Rutger University	NJ	Secondary Education	1	Basketball
NCAA Div. I	San Diego State University	CA	Physical Education	1	Football
NCAA Div. I	Southern Illinois University	IL	Physical Education	1	Basketball
				1	Cross Country
NCAA Div. I	Temple University	PA	Secondary Education	1	Soccer
NCAA Div. I	Texas Christian University	TX	Physical Education	1	*
			Secondary Education	1	*
			Administration	1	*

Table 4 (continued)

Organization	Institution	State	Major	Bachelor degree	Current position
NCAA Div. I	Texas Tech University	TX	Secondary Education	1	Soccer
			Biology	1	*
NCAA Div. I	University of Alabama	AL	Engineering	1	*
			Physical Education	1	Football
NCAA Div. I	University of California at Los Angeles	CA	History	1	Tennis
NCAA Div. I	University of Connecticut	CT	Physical Education	2	Baseball
					Softball
NCAA Div. I	University of Florida	FL	Physical Education	1	Track
NCAA Div. I	University of Georgia	GA	Business	1	Football
NCAA Div. I	University of Minnesota	MN	Physical Education	1	Softball
			Social Science	1	*
			Psychology	2	*
NCAA Div. II	Quincey College	IL	Secondary Education	1	*
			Elementary Education	1	*
NCAA Div. II	Saint Augustine's College	NC	Physical Education	8	Basketball
					Women's Basketball
					Volleyball
			History	2	Baseball
					Softball
			Business Finance	1	Track
					Cross Country
NCAA Div. II	Shaw University	NC	Physical Education	7	Women's Basketball
					Baseball
			Secondary Education	2	Volleyball
					Softball
NCAA Div. II	University of North Carolina at Greensboro	NC	Physical Education	2	Women's Basketball
			Health Education	2	Soccer
NCAA Div. II	Winston-Salem State University	NC	Physical Education	5	Basketball
			Political Science	1	Cross Country
NCAA Div. III	Ithaca College	NY	Administration	1	Lacrosse
			Business	1	Soccer
			History	2	*
NCAA Div. III	Long Island University	NY	Secondary Education	1	*
NCAA Div. III	MacMurray College	IL	Physical Education	1	*
NCAA Div. III	Ohio Wesleyan University	OH	Spanish	1	Golf
			Physical Education	1	*

Table 4 (continued)

Organization	Institution	State	Major	Bachelor degree	Current Position
NCAA Div. III	Springfield College	MA	Physical Education	2	Swimming
			Administration	1	Diving
NAIA	Aquinas College	MI	Physical Education	2	*
NAIA	Atlantic Christian College	NC	Physical Education	1	*
NAIA	Carson Newman College	TN	Physical Education	1	Football
			English	1	*
NAIA	Davis & Elkins College	WV	Physical Education	1	Soccer
			History	2	*
			Secondary Education	1	*
NAIA	Elon College	NC	Physical Education	6	Football
					Golf
NAIA	Guilford College	NC	Physical Education	1	*
			Secondary Education	1	*
			Mathematics	1	*
NAIA	High Point College	NC	Physical Education	1	Basketball
NAIA	Messiah College	TN	Economics	2	*
NAIA	Newberry College	SC	Physical Education	1	*
NAIA	Pfieffer College	NC	Biology	1	*
			Business	2	*
NCAA Div. I	University of Mississippi	MS	Guidance & Counseling	3	Football
NCAA Div. I	University of North Carolina at Chapel Hill	NC	Physical Education	5	Baseball
			Secondary Education	2	Golf
					Football
			English	2	Soccer
			Business	1	*
			Psychology	1	Basketball
NCAA Div. I	University of North Carolina at Wilmington	NC	Physical Education	2	Tennis
			Psychology	1	*
NCAA Div. I	University of Wisconsin	WI	Physical Education	2	Football
NCAA Div. I	University of Wyoming	WY	Marketing	1	Football
NCAA Div. I	Wake Forest University	NC	Secondary Education	1	Golf
					Basketball
			Business	1	*
			Physical Education	3	*
			Administration	1	Football
			Speech	1	*

Table 4 (continued)

Organization	Institution	State	Major	Bachelor degree	Current position
NCAA Div. I	West Virginia University	WV	Physical Education	6	Football
NCAA Div. I	Western Kentucky University	KY	Administration	3	Gymnastics
			Secondary Education	4	*
NCAA Div. II	Arkansas State Teachers College	AR	Math	1	Women's Golf
NCAA Div. II	East Stroudsburg State University	PA	Physical Education	1	Football
NCAA Div. II	Edinboro State College	PA	Secondary Education	1	Track
					Cross Country
NCAA Div. II	Elizabeth City State University	NC	Business Education	1	Basketball
NCAA Div. II	Fayetteville State University	NC	Physical Education	3	Football
					Basketball
NCAA Div. II	Frostburg State University	MD	Physical Education	1	Track
NCAA Div. II	Jacksonville State University	AL	Physical Education	1	Football
			Biology	1	*
NCAA Div. II	Livingston College	AL	Administration	1	Basketball
NCAA Div. II	Longwood College	VA	Secondary Education	1	Softball
			Physical Education	2	Women's Basketball
NCAA Div. II	Missouri Southern State University	MO	Physical Education	1	Football
			Secondary Education	1	*
NCAA Div. II	Mt. Saint Joseph College	CA	Elementary Education	2	*
NCAA Div. II	North Carolina Central University	NC	Physical Education	1	Basketball
			Recreation Admin.	1	*

*No current coaching position was listed.

Table 5
Analyses of Athletic Coaches, N = 109, by Athletic Organization, Institution,
State, Major, Master's Degree, and Current Position

Organization	Institution	State	Major	Master's degree	Current position
NCAA Div. I	Appalachian State University	NC	Physical Education	2	Volleyball
			Administration	2	Football
					Women's Basketball
NCAA Div. I	Austin Peay University	TN	Administration	1	Basketball
NCAA Div. I	Ball State University	IN	Physical Education	1	Tennis
NCAA Div. I	Bowling Green University	OH	Physical Education	3	*
NCAA Div. I	Boston University	MA	Physical Education	1	Soccer
			Secondary Education	3	*
NCAA Div. I	Campbell University	NC	Administration	4	*
NCAA Div. I	Clemson University	SC	Guidance & Counseling	1	Track
NCAA Div. I	Columbia University	NY	Physical Education	1	Basketball
NCAA Div. I	East Carolina University	NC	Physical Education	8	Basketball
			Administration	2	Golf
					Softball
					Baseball
					Football
NCAA Div. I	East Tennessee State University	TN	Physical Education	2	*
			Secondary Education	1	*
			Industrial Education	1	*
NCAA Div. I	Eastern Illinois University	IL	Physical Education	1	Basketball
					Cross Country
NCAA Div. I	Furman University	SC	Secondary Education	2	Football
			Business	1	Football
			Physical Education	1	Football
NCAA Div. I	Georgia Southern University	GA	Physical Education	1	Tennis
NCAA Div. I	Georgia State University	GA	Physical Education	1	Football
NCAA Div. I	Indiana University	IN	Physical Education	1	Volleyball
					Softball
			Administration	2	*
NCAA Div. I	Kansas State University	KS	Physical Education	1	Basketball

Table 5 (continued)

Organization	Institution	State	Major	Master's degree	Current position
NCAA Div. I	Miami University	FL	Physical Education	1	*
			Administration	1	*
			Secondary Education	1	*
NCAA Div. I	Michigan State University	MI	Biology	1	Basketball
NCAA Div. I	North Carolina A & T State University	NC	Physical Education	3	Volleyball
					Softball
					Basketball
					Tennis
NCAA Div. I	North Carolina State University	NC	Administration	1	Basketball
			Industrial Education	1	*
NCAA Div. I	Northern Illinois University	IL	Physical Education	2	Football
NCAA Div. I	North Texas State University	TX	Physical Education	1	Basketball
NCAA Div. I	Ohio State University	OH	Creative Writing	1	Baseball
			Physical Education	2	Baseball
NCAA Div. I	Pennsylvania State University	PA	Therapeutic Recreation	1	Women's Basketball
NCAA Div. I	Radford University	VA	Educational Admin.	1	*
NCAA Div. I	San Diego State University	CA	Physical Education	2	Football
			Secondary Education	2	*
NCAA Div. I	South Carolina State University	SC	Physical Education	1	Basketball
NCAA Div. I	Southern Illinois University	IL	Criminal Justice	1	Golf
NCAA Div. I	Southern Mississippi University	MS	Administration	1	Football
NCAA Div. I	University of Alabama	AL	Administration	1	Football
			Mathematics	1	*
NCAA Div. I	University of Delaware	DE	Physical Education	1	Basketball
NCAA Div. I	University of Florida	FL	Physical Education	1	Football
			Administration	1	Football
NCAA Div. I	University of Maryland	MD	Physical Education	1	Golf
NCAA Div. I	University of Missouri	MO	Business Administration	1	Golf
NCAA Div. I	University of Oklahoma	OK	Administration	1	Wrestling
NCAA Div. I	University of North Carolina at Chapel Hill	NC	Physical Education	8	Track
					Baseball
					Golf
			Secondary Education	2	Baseball
					Volleyball
					Wrestling

Table 5 (continued)

Organization	Institution	State	Major	Master's degree	Current position
NCAA Div. I	University of North Carolina at Wilmington	NC	Physical Education	1	Tennis
NCAA Div. I	University of Rhode Island	RI	Administration	1	Soccer
NCAA Div. I	University of Richmond	VA	Physical Education	1	Baseball
			Administration	1	Soccer
NCAA Div. I	University of South Alabama	AL	Jr. College Education	1	*
NCAA Div. I	University of Tennessee	TN	Physical Education	2	Basketball
			Physical Education	2	Football
			Administration	1	*
			Secondary Education	3	*
NCAA Div. I	University of Texas at Austin	TX	Latin	1	Tennis
			Administration	2	*
NCAA Div. I	University of Virginia	VA	Athletic Training	1	Softball
			Physical Education	3	*
NCAA Div. I	Wake Forest University	NC	Physical Education	3	Football
			Secondary Education	3	*
NCAA Div. II	C. W. Post University	NY	Spanish Education	1	Soccer
					Lacrosse
NCAA Div. II	East Stroudsburg University	PA	Physical Education	2	Football
NCAA Div. II	Frostburg State University	MD	Physical Education	2	Track
			Administration	3	*
NCAA Div. II	Hampton University	VA	Secondary Education	1	Women's Basketball
					Softball
NCAA Div. II	North Carolina Central University	NC	Elementary Education	1	Track
			Administration	2	Basketball
			Physical Education	4	*
NCAA Div. II	University of North Carolina at Greensboro		Physical Education	4	*
			Secondary Education	2	*

*No current coaching position was listed.

Table 6
Analyses of Athletic Coaches, N = 13, By Athletic Organization, Institution,
State, Major, Doctorate and Specialist Degrees, and Current Position

Organization	Institution	State	Major	Doctorate and specialist degrees	Current position
NCAA Div. I	Ohio State University	OH	Higher Education	1	Baseball
NCAA Div. I	Oklahoma State University	OK	Physical Education	1	Golf
NCAA Div. I	Southern Illinois University	IL	Physical Education	1	Soccer
NCAA Div. I	Texas Tech University	TX	Physical Education	1	Basketball
NCAA Div. I	University of Arkansas	AR	Physical Education	1	Football
NCAA Div. I	University of North Carolina at Greensboro	NC	Physical Education	2	Volleyball
					Softball
NCAA Div. I	University of Utah	UT	Educational Administration	1	Volleyball
NCAA Div. I	Wake Forest University	NC	Physical Education	2	Baseball
NCAA Div. I	Virginia Polytechnical University	VA	Specialist Degree	3	*

*No current coaching position was listed.

Academic Specialization (Majors)

There were 95 (52.77 percent) athletic coaches with only a bachelor's degree in physical education. The master's degree was held by 74 (41.11 percent) of the athletic coaches. Eight (4.44 percent) of the athletic coaches had obtained doctoral degrees in physical education. These totals and percentages represent the combined total from NCAA Divisions I, II, and III and the NAIA institutions. Thirty-one (17.22 percent) athletic coaches received bachelor's degrees with endorsements in secondary education. Administration, guidance and counseling, and elementary education represented the remaining areas of concentration.

Seventy-four (41.11 percent) athletic coaches had master's degrees in physical education. Twenty-seven (15 percent) of the athletic coaches had earned a master's degree in education administration. The remaining master's degrees, totaling 18 (10 percent), were in the areas of secondary education, guidance and counseling, or elementary education.

Eight (4.44 percent) of the doctoral degrees reported were in physical education. The largest number of athletic coaches with doctoral degrees were at Division I institutions (see Table 7).

There were 58 (32.22 percent) athletic coaches with an undergraduate degree listed in the "other" category. Four

Table 7
Analyses of Academic Majors of Athletic Coaches
by Majors and Degrees

Major	Degree		
	Bachelor	Master	Doctoral
Physical Education	95	74	8
Secondary Education	31	16	-
Administration	12	27	2
Guidance and Counseling	8	1	-
Elementary Education	4	1	-

(2.22 percent) athletic coaches had an earned master's degree in the "other" category. This "other" category represented degrees in such areas as accounting, agronomy, biology, business, business finance, chemistry, economics, engineering, English, forestry, geology, health education, history, language, marketing, mathematics, philosophy, political science, psychology, recreation, Spanish, and speech. Psychology and history were the areas most often represented, having seven and six, respectively (see Table 8).

Primary coaching responsibilities. The largest percent (21.66%) of individuals in this study coached football. Football was the sport represented by the greatest number of

Table 8

Analyses of Athletic Coaches, N = 58, by Athletic
Organization, Other Major, and Bachelor
and Master Degrees

Organization	Other major	Bachelor	Master
NCAA Div. I	Accounting	1	
NCAA Div. I	Agronomy	1	
NCAA Div. I	Biology	2	1
NAIA	Biology	1	
NCAA Div. I	Business	2	1
NCAA Div. II	Business	2	
NCAA Div. III	Business	1	
NCAA Div. II	Business Finance	1	
NCAA Div. I	Chemistry	1	
NAIA	Economics	2	
NCAA Div. I	Engineering	1	
NCAA Div. I	English	3	
NAIA	English	1	
NCAA Div. I	Forestry	1	
NCAA Div. I	Geology	1	
NCAA Div. I	Health Education	1	
NCAA Div. II	Health Education	2	
NCAA Div. I	History	6	2
NCAA Div. II	History	2	
NCAA Div. III	History	2	

Table 8 (continued)

Organization	Other major	Bachelor	Master
NAIA	History	2	
NCAA Div. I	Language	1	
NCAA Div. I	Marketing	1	
NCAA Div. I	Mathematics	3	
NAIA	Mathematics	1	
NCAA Div. I	Philosophy	1	
NCAA Div. I	Political Science	4	
NCAA Div. I	Psychology	7	
NCAA Div. II	Recreation	1	
NCAA Div. I	Social Science	1	
NCAA Div. I	Spanish	1	
NCAA Div. I	Speech	1	
Total		58	4
		(32.22%)	(2.22%)

coaches. Twenty-one percent or 39 coaches had the responsibility of coaching football. Division I had the highest number of football coaches represented, totaling 31 (17.22 percent). Basketball had the second highest number of respondents, totaling 31 (17.22 percent). Fifteen Division I coaches had the primary responsibility of coaching basketball, while 17 coaches had baseball as their primary responsibility. Fifteen coaches or 8.33 percent had track as their primary coaching responsibility. Softball and men's golf were the primary responsibilities of 13 coaches. Tennis, soccer, and women's basketball had 11 (6.11 percent) and tied for sixth. Volleyball and cross-country had 10 (5.55 percent) coaches and tied seventh. Women's golf had 4 (2.22 percent) coaches and represented the eighth highest total. Wrestling, field hockey, lacrosse, and women's soccer each had 3 (1.66 percent) coaches for their respective sports. Gymnastics had 2 (1.11 percent) coaches represented in this sport. Last was swimming and diving, with one coach each (see Table 9).

Coaching Level

The coaching level with the highest number of responses was Division I with 98 (51.5 percent) athletic coaches. Division II had 33 (50.7 percent) athletic coaches responding to the questionnaire. Division III had 22 (100 percent) athletic coaches represented in the study.

Table 9

Analyses of Athletic Coaches, N = 198, by Sport, Primary
Coaching Responsibilities, and Athletic Association

Sport	NCAA Div. I	NCAA Div. II	NCAA Div. III	NAIA	Total
Football	31	3	2	3	39
Basketball	15	10	2	4	31
Baseball	5	6	2	4	17
Track	5	7	2	1	15
Softball	3	6	1	3	13
Men's golf	5	3	3	2	13
Tennis (m/w)	6	3	2	0	11
Soccer	5	1	4	1	11
Women's basketball	5	6	0	0	11
Cross country	4	3	1	2	10
Volleyball	3	5	0	2	10
Women's golf	3	0	1	0	4
Wrestling	3	0	0	0	3
Field hockey	3	0	0	0	3
Lacrosse	1	0	2	0	3
Gymnastics	2	0	0	0	2
Swimming	1	0	0	0	1
Diving	1	0	0	0	1
Total	101	53	22	22	198

The NAIA institutions had a return of 27 (50.9 percent) athletic coaches in the study (refer to Table 2).

Total years of coaching experience. A total of 168 (93.33 percent) athletic coaches responded to the total years of coaching experience in the categories of: (1) public school, (2) junior college, and (3) senior college. Division I had the highest number of coaches responding with 100 (55.5 percent) athletic coaches. Division I coaches had a total of 212 years of public school coaching experience, 22 years of junior college coaching experience, and 1,242 years of senior college coaching experience. The mean tabulated for Division I coaching experience in public school was 2.12; junior college was 0.22; and senior college was 12.42. Division II had the second highest number of coaches responding with 34 (18.88 percent). Division II athletic coaches had a total of 98 years of public school coaching experience, 11 years of junior college experience, and 317 years of senior college experience. The mean tabulated for Division II coaching experience in public school was 2.88; junior college was 0.32; and senior college was 9.32. NAIA institutions had the third highest number of coaches responding with 18 (10 percent). The NAIA coaches had a total of 57 years coaching experience in public school, two years of coaching experience in junior college, and 156 years of coaching experience in senior college. The mean tabulated for the NAIA coaching experience in public

school was 3.16; junior college was 0.11; and senior college was 8.66. Lastly, Division III had 16 (8.88 percent) athletic coaches responding with coaching experience.

Division III athletic coaches had a total of 40 years of public school coaching experience, two years of junior college coaching experience, and 91 years of senior college coaching experience. The mean tabulated for Division III coaching experience in public school was 2.5; junior college was .125; and senior college was 5.68 (see Table 10).

Table 10
Analyses of Athletic Coaches, N = 168, by School
Division, Athletic Organization, and
Total Years of Coaching Experience

	NCAA Div. I	Mean	NCAA Div. II	Mean	NCAA Div. III	Mean	NAIA	Mean
Public school	212	2.12	98	2.88	40	2.5	57	3.16
Junior college	22	0.22	11	0.32	2	0.125	2	0.11
Senior college	1,242	12.42	317	9.32	91	5.68	156	8.66
Total responding	100		34		16		18 =	168

Membership in professional organizations. One hundred and eighty athletic coaches responded to the questionnaire, but all coaches did not include their membership in an organization. A total of 9 (5.0 percent) athletic coaches indicated they were members of the National Education Association. Twenty-one (11.66 percent) athletic coaches

were members of the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). The North Carolina Alliance of Health, Physical Education, Recreation, and Dance (NCAHPERD) reported a membership of 23 (12.77 percent) athletic coaches. The National Coaching Association (NCA) had 130 (72.22 percent) athletic coaches as members. Sixty-eight (37.77 percent) athletic coaches were members of "other" professional organizations (see Table 11).

Table 11
Analyses of Membership in Professional Organizations

Organization	N	Percent
National Education Association	9	5.0
American Alliance of Health, Physical Education, Recreation, and Dance	21	11.66
North Carolina Alliance of Health, Physical Education, Recreation, and Dance	23	12.77
National Coaching Association	130	72.22
"Other" professional*	68	37.77

*The name of the organization was not given.

Undergraduate athletic participation of athletic coaches. One hundred and fifty-nine (88.33 percent) athletic coaches participated in sports in college. A total of 30 (76.92 percent) football coaches participated in this sport as an undergraduate. Twenty-nine (93.54 percent) basketball coaches participated in this sport. Twelve (70.58 percent) baseball coaches participated in this sport. The sports of wrestling, lacrosse, swimming, gymnastics, and diving had a 100 percent participation rate by athletic coaches. Soccer had 8 (72.72 percent) athletic coaches participating in this sport. Volleyball had 7 (70 percent) athletic coaches participate in this sport. Cross-country had 4 (40 percent) athletic coaches participate in this sport.

One hundred and twenty-eight (64.64 percent) athletic coaches participated in the sport they are currently coaching. Seventy-nine (61.71 percent) athletic coaches participated in one sport in college. Sixty-three (49.21 percent) athletic coaches participated in two sports in college. Twenty-three (17.96 percent) athletic coaches participated in three or more sports in college (see Table 12).

Professional athletic participation of athletic coaches. Thirty (16.66 percent) athletic coaches surveyed participated in professional athletics. Eight (4.44 percent) football coaches had professional experience

Table 12
Analyses of Athletic Participation of Coaches as Undergraduates by Sport

Sport Coached	Participated in sports			Participated in 1 sport		Participated in 2 sports		Participated in 3 or more sports	
	No.	Coached	%	No.	%	No.	%	No.	%
Football	39	30	76.92	18	46.15	11	28.20	3	7.69
Basketball	31	29	93.54	17	54.83	8	25.80	6	19.35
Baseball	17	12	70.58	8	47.05	4	23.52	1	5.88
Track	15	9	60.00	3	20.00	7	41.17	0	0.00
Soccer (m/w)	11	8	72.72	3	27.27	3	27.27	3	27.27
Wrestling	3	3	100.00	1	33.33	2	66.66	0	0.00
Tennis (m/w)	11	5	45.45	6	54.54	1	9.09	4	36.36
Softball	13	5	38.46	2	15.38	5	38.46	2	15.38
Volleyball	10	7	70.00	0	0.00	4	40.00	3	30.00
Men's golf	13	4	30.76	6	46.15	4	30.76	0	0.00
Field hockey	3	2	66.66	1	33.33	1	33.33	1	33.33
Women's basketball	11	2	18.18	6	54.54	4	36.36	0	0.00

Table 12 (continued)

Sport Coached	Participated in sports			Participated in 1 sport		Participated in 2 sports		Participated in 3 or more sports	
	No.	Coached	%	No.	%	No.	%	No.	%
Cross country	10	4	40.00	2	20.00	3	30.00	0	0.00
Lacrosse	3	3	100.00	1	33.33	1	33.33	0	0.00
Women's golf	4	1	25.00	2	50.00	2	50.00	0	0.00
Swimming	1	1	100.00	1	100.00	1	100.00	0	0.00
Gymnastics	2	2	100.00	1	50.00	1	50.00	0	0.00
Diving	1	1	100.00	1	100.00	1	100.00	0	0.00
Total	198	128	64.64	79	61.71	63	49.21	23	17.96

in their sport. Seven (3.88 percent) basketball coaches had professional experience in their sport. Five (2.77 percent) baseball coaches had professional experience in their sport. Four (2.22 percent) tennis coaches had professional experience in their sport. Two (1.11 percent) track coaches had professional experience in their sport. There was professional experience by a coach for each of the sports of soccer, women's golf, diving, and softball (see Table 13).

Table 13

Analyses of Professional Athletic Participation
of Coaches by Sport and Athletic Organization

Sport	NCAA Div. I	NCAA Div. II	NCAA Div. III	NAIA	Professional Athletic Experience
Football	3	3	1	1	8
Basketball	2	2	1	2	7
Baseball	2	1	1	1	5
Track	1	1	-	-	2
Tennis	2	1	-	1	4
Soccer	1	-	-	-	1
Women's golf	1	-	-	-	1
Diving	1	-	-	-	1
Softball	1	-	-	-	1
Total	14	8	3	5	30

Teaching responsibilities. One hundred and sixty-six (92.22 percent) of the 180 athletic coaches responded to the questions related to teaching responsibilities. Twenty-seven (16.87 percent) athletic coaches in Division I had teaching responsibilities. There was a total of 71 (42.77 percent) athletic coaches in Division I with no teaching responsibilities. Nineteen (11.87 percent) athletic coaches in Division II had teaching responsibilities. There was a total of 14 (8.43 percent) athletic coaches in Division II with no teaching responsibilities. Five coaches in Division II did not respond to the item regarding teaching responsibilities. Seven (4.37 percent) athletic coaches in Division III had teaching responsibilities. Ten (6.02 percent) athletic coaches in Division III had no teaching responsibilities. Fifteen (9.37 percent) athletic coaches in NAIA institutions had teaching responsibilities. Three athletic coaches in NAIA institutions had no teaching responsibilities. There was a total of 14 athletic coaches in Division II and NAIA institutions who gave no response to the statement about teaching responsibilities. Activity courses were exclusively taught by 65 (39.15 percent) athletic coaches in Divisions I, II, and III and the NAIA institutions. Twenty-four (14.45 percent) athletic coaches in Division I taught only activity courses. Thirteen (7.83 percent) athletic coaches in Division II taught only activity courses. Three

(1.80 percent) athletic coaches in Division III solely taught activity courses. Fifteen (9.03 percent) athletic coaches in NAIA institutions taught just activity courses.

Physical education majors' activity courses were exclusively taught by 37 (22.28 percent) athletic coaches in Divisions I, II, and III and the NAIA institutions. Sixteen (9.63 percent) athletic coaches in Division I exclusively taught physical education majors' activity courses. Ten (6.02 percent) athletic coaches in Division II taught only physical education majors' activity courses. One (0.60 percent) athletic coach in Division III taught only physical education majors' activity courses. Ten (6.02 percent) athletic coaches in the NAIA institutions solely taught physical education majors' activity courses.

Twenty-nine (17.46 percent) athletic coaches taught activity and coaching techniques courses in Divisions I, II, and III and the NAIA institutions. Fifteen (9.03 percent) athletic coaches in Division I taught activity and coaching techniques courses. In Division II, one (0.60 percent) athletic coach taught activity and coaching techniques courses. Six (3.61 percent) athletic coaches in Division III taught activity and coaching techniques courses. Seven (4.21 percent) athletic coaches in the NAIA institutions taught activity and coaching techniques courses.

Scientific courses that were taught by athletic coaches were anatomy, kinesiology, physiology, exercise physiology,

and tests and measurements. Scientific courses were taught by 21 (12.65 percent) athletic coaches in Divisions I, II, and III and the NAIA institutions. Five (3.01 percent) athletic coaches in Division I taught scientific courses. Six (3.61 percent) athletic coaches in Division II taught scientific courses. Four (2.40 percent) athletic coaches in Division III taught scientific courses. Six (3.61 percent) athletic coaches in NAIA institutions taught scientific courses. Physical education majors' activity course, activity and coaching technique, and scientific courses are classes offered for physical education majors (see Table 14).

The activity courses taught were tennis, volleyball, basketball, football, soccer, badminton, table tennis, racquetball, individual sports, dual sports, and team sports. Physical education major courses taught were organization and administration, adaptive physical education, first-aid, and athletic coaching.

Table 14

Analyses of Athletic Coaches by Courses Taught,
Athletic Organization, and Teaching
Responsibilities of Coaches

	NCAA Div. I		NCAA Div. II		NCAA Div. III		NAIA	
	No.	%	No.	%	No.	%	No.	%
Courses Taught	N = 27		N = 19		N = 7		N = 15	
Activity (non-major)	24	14.45	13	7.83	3	1.80	15	9.03
P. E. activity (major)	16	9.63	10	6.02	1	.60	10	6.02
Activity/Coaching techniques	15	9.03	1	.60	6	3.61	7	4.21
Scientific	5	3.01	6	3.61	4	2.40	6	3.61
Total	60	30.12	30	18.07	14	8.43	68	40.96

CHAPTER 5

Summary and Conclusions

The purposes of this study were to determine the professional preparation and coaching/teaching responsibilities of athletic coaches in 20 selected colleges and universities in eastern North Carolina.

The data for the study were collected by the use of a questionnaire mailed to the athletic coaches at the 20 institutions selected for the study. The institutions selected for the study represented a broad range of public and private four-year institutions. The questionnaire was divided into two sections. Section I contained questions about professional preparation for both undergraduate and graduate student majors and minors and included the institution granting the degree(s). Section II contained coaching information, including coaching experience, sports coached, participation as an athlete on the college or professional sport level, and current coaching and teaching duties.

Three hundred and thirty questionnaires were mailed to the athletic coaches of the 20 institutions representing the National Collegiate Athletic Association Divisions I, II, and III and the National Association of Intercollegiate Athletics institutions. Of the 330 questionnaires mailed,

180 (54.5 percent) athletic coaches participated in the study.

Findings

The data analyzed were from the responses on the questionnaires by Division I, II, and III NCAA and NAIA athletic coaches. In Division I, 77 (40.52 percent) males and 21 (11.05 percent) females responded. The responses from Division II athletic coaches according to gender were 20 males and 13 females (50.7 percent). The response from the Division III athletic coaches was 13 males and 9 females (100 percent). Nineteen males and 8 females (50.9 percent) responded from the NAIA.

Professional Information Results

In the area of professional information, the master's degree was the highest degree earned by 109 (60.5 percent) athletic coaches. There was a total of 10 (5.55 percent) athletic coaches with a doctorate degree. A bachelor's degree was the only degree obtained by 57 (31.66 percent) athletic coaches.

The bachelor's degree in physical education was attained by 95 (52.77 percent) of the athletic coaches. A master's degree in physical education has been attained by 74 (41.11 percent) of the athletic coaches. Eight (4.44 percent) of the respondents indicated that they held the earned doctorate in physical education. In addition, there were 27 (15.0 percent) athletic coaches who had

attained a master's degree in education administration. Fifty-eight (32.22 percent) athletic coaches had attained an undergraduate degree in the "other" category. Thirty-one (17.22 percent) athletic coaches had attained a bachelor's degree in secondary education.

Coaching Information Results

In the area of coaching responsibilities, football was the sport represented with the largest number of coaches (N = 39) participating in this study. Division I had the highest number of participants, with football coaches representing 17.22 percent. Basketball had the second highest number of participants 31 (17.22 percent). Division I basketball, with 15 (8.33 percent) coaches represented, had the highest total for this sport. Baseball, with 17 (9.44 percent) coaches represented, had the third highest total for a sport.

The coaching level with the highest number of responses was Division I with 98 (51.5 percent) athletic coaches. Thirty-three (50.7 percent) athletic coaches responded from Division II. Division III had 22 (100 percent) athletic coaches participating in the study. NAIA institutions had 27 (50.9 percent) athletic coaches participating.

There were 221 memberships representing various organizations. The National Coaches Association (NCA) had 130 (72.22 percent) athletic coaches as members. The North Carolina Alliance of Health, Physical Education, Recreation,

and Dance reported a membership of 23 (12.77 percent) athletic coaches.

A total of 159 (88.33 percent) athletic coaches participated in sports in college. Thirty (76.92 percent) football coaches participated in this sport as an undergraduate. Twenty-nine (93.54 percent) basketball coaches participated in this sport as an undergraduate. The sports of wrestling, lacrosse, swimming, gymnastics, and diving had a 100 percent participation rate by coaches. There were 128 (71.11 percent) athletic coaches participating in the sport that they are currently coaching. Seventy-five (41.66 percent) athletic coaches participated in one sport in college. Thirty (16.66 percent) athletic coaches surveyed participated in professional sports.

Teaching Responsibilities

In the area of teaching responsibilities, 166 (92.22 percent) athletic coaches responded to the questions related to teaching. Twenty-seven (16.87 percent) athletic coaches in Division I had teaching responsibilities. Nineteen (11.87 percent) athletic coaches in Division II had teaching responsibilities. Seven (4.37 percent) athletic coaches in Division III had teaching responsibilities. Fifteen (9.37 percent) athletic coaches in NAIA institutions had teaching responsibilities. Activity courses were taught by 65 (39.15 percent) athletic coaches in Divisions I, II, and III and the NAIA institutions. Physical education

majors' activity courses were taught by 40 (24.09 percent) athletic coaches in Divisions I, II, and III and the NAIA institutions. Activity and coaching techniques courses were taught by 29 (17.46 percent) of the athletic coaches in Divisions I, II, and III and the NAIA institutions. Scientific courses were taught by 21 (12.65 percent) of the athletic coaches in Divisions I, II, and III and the NAIA institutions.

Conclusions

Based on data obtained from the responses of the 180 athletic coaches of the 20 institutions, conclusions are drawn for three areas: professional information, coaching information, and teaching responsibilities.

Professional Information

A large number of athletic coaches (95, or 52.77 percent) had attained a bachelor's degree in physical education. A master's degree had been attained by 74 (41.11 percent) athletic coaches in physical education. One hundred and nine (60.55 percent) athletic coaches had attained a master's degree. Eight (4.44 percent) athletic coaches had earned a doctorate in physical education. Fifty-eight (32.22 percent) athletic coaches had attained an undergraduate degree in the "other" disciplines. Thirty-one (17.22 percent) athletic coaches had earned a bachelor's degree in secondary education.

Coaching Information

Most coaches indicated that they had participated in sports in college. Most coaches are members of state, national, and professional organizations for continued professional improvement. Also, a great many of the coaches indicated on the questionnaire they were involved with their sport as counselor for their athletes.

Teaching Responsibilities

The majority of the coaches' teaching responsibilities consists of teaching activity courses. Scientific courses were taught by few coaches. Several coaches taught a combination of these courses or taught other academic subjects.

Recommendations

Within the limitations of this study, the following recommendations are proposed:

1. Institutions of higher learning should consider the professional preparation of athletic coaches who wish to coach.
2. Examination of the teaching load of athletic coaches should be considered in relationship to coaching.
3. Coaches should have at least a minor in physical education in order to coach a sport on the college level.
4. There should be a continuous concern of coaches to keep alert with innovations in coaching and teaching methods in order to assure the participants the safest and most

beneficial experiences possible from their experiences in athletic competition.

5. Coaches' performance should be continuously evaluated in keeping with the practice and procedures of other professional personnel with similar job responsibilities.

APPENDICES

APPENDIX A
SELECTED INSTITUTIONS IN EASTERN NORTH CAROLINA

APPENDIX A

SELECTED INSTITUTIONS IN EASTERN NORTH CAROLINA

(College Blue Book of Colleges and Universities, 1989-1990)

I. Atlantic Coast Conference

- A. Duke University--Durham, North Carolina is a private university founded in 1838 when a number of earnest citizens from Randolph and adjacent counties assembled in a log schoolhouse to organize an educational society. It was reorganized in 1859 as Trinity College, a small liberal arts college. In 1892, it moved to Durham, and 32 years later the college grew into Duke University. It operates on the semester system and enrolls 10,288 students.
- B. North Carolina State University--Raleigh, North Carolina was founded in 1887 as a land-grant institution and began operations as the North Carolina College of Agriculture and Mechanics Arts in 1889 with 45 students. Since its founding, the institution's research, extension, and academic programs have expanded rapidly. It operates on a semester system and enrolls 23,128 full-time and part-time students.

- C. University of North Carolina at Chapel Hill--
Chapel Hill, North Carolina was provided for in the state constitution in 1776 and chartered in 1789 and opened its doors to students in 1795. It was the first state university in the United States to award state university diplomas to the students. It operates on the semester system and enrolls 22,359 students.
- D. Wake Forest University--Winston-Salem, North Carolina is a private institution founded by the Baptist State Convention of North Carolina in 1834. Until 1894, the institution operated exclusively as a college of liberal arts. In 1942, the college became coeducational, and its present name was adopted in 1967. The enrollment is approximately 4,815 students.

II. Central Intercollegiate Athletic Conference

- A. Elizabeth City State University--Elizabeth City, North Carolina is a state university established in 1891 as a normal school and became a four-year institution in 1937. It operates on the semester system and enrolls 1,555 students.
- B. Fayetteville State University--Fayetteville, North Carolina is a "constituent institution" of the University of North Carolina since 1972 and had its genesis in the Howard School in 1877; the

General Assembly of North Carolina provided for the establishment of the State Colored Normal School. In 1939, the institution became Fayetteville State Teachers College; in 1963, it became a regional university. Women comprise the majority of the university's 2,594 students.

- C. North Carolina Central University--Durham, North Carolina was chartered in 1909 as a private institution. It became a State Normal School in 1923. The college operates on a semester basis with an enrollment of 4,126 students.
- D. Saint Augustine's College--Raleigh, North Carolina is a private liberal arts college founded in 1867 by the Freeman's Commission of the Protestant Episcopal Church and members of the Episcopal Diocese of North Carolina. The college operates on the semester system with an enrollment of 2,000 students.
- E. Shaw University--Raleigh, North Carolina is a privately supported, coeducational university and was founded in 1865 by Henry Martin Tupper. In 1965, Shaw inaugurated one of the first comprehensive programs in the nation designed to remedy academic deficiencies and enable students of promise, but with limited achievement, to qualify for regular college study toward the

bachelor's degree. It operates on a semester system with an enrollment of 1,372 students.

- F. Winston-Salem State University--Winston-Salem, North Carolina is a state-supported institution for the preparation of teachers, principals, and supervisors for all educational institutions and for training of nurses. The college was chartered as the Slater Industrial and State Normal School in 1897. It became a teachers college in 1925 and was the first Negro institution in the United States to grant degrees for teaching in the elementary grades. It operates on a semester basis with enrollment of 1,918 full-time and 614 part-time students.

III. Colonial Athletic Conference

- A. East Carolina University--Greenville, North Carolina is a state university that began in 1907 as a two-year teacher-training institution. By 1920, it offered a four-year teacher education curriculum and was authorized to award the master's of arts degree in 1929. It operates on the semester system and enrolls 5,569 men and 6,996 women full-time; 1,052 men and 1,963 women are enrolled part-time.
- B. University of North Carolina at Wilmington, North Carolina opened as a liberal arts college as a

county educational institution in 1947. By an act of General Assembly of 1963, it became a senior college with a four-year curriculum, authorized to offer the bachelor's degree. It operates on the semester basis with an enrollment of 2,492 men and 3,075 women full-time and 384 men and 600 women part-time students.

- C. University of North Carolina at Greensboro, North Carolina was established in 1891 and was known as the State Normal and Industrial College. It later became the North Carolina College for Women and from 1932 was the Women's College of the University of North Carolina. Its present name was adopted in 1963, and it became coeducational in 1964. From a student body of 223, the university has grown to a recent student body enrollment of 2,515 men; 5,408 women full-time; 1,060 men; and 2,191 women part-time.

V. Mid-Eastern Athletic Conference

- A. North Carolina Agricultural and Technical University--Greensboro, North Carolina was established as an agricultural and technical college by the General Assembly of North Carolina in 1891. The university operates on the semester system and enrolls 3,209 men and 2,952 women.

VI. National Association of Intercollegiate Athletics

- A. Atlantic Christian College--Wilson, North Carolina is a private, four-year, liberal arts college, church-related, but is nonsectarian in its policies and administration. It was established in 1902 and is a member of the Board of Higher Education of Christian Church. It operates on the semester system with an enrollment of 1,079 full-time and 275 part-time students.
- B. Guilford College--Greensboro, North Carolina is a private liberal arts institution founded in 1837. It is the third oldest coeducational college in the nation. The college operates on the semester system with an enrollment of 641 men and 592 women full-time residential and 500 continuing education students.
- C. Pembroke State University--Pembroke, North Carolina is a state college located in southeastern North Carolina and was established in 1887 by the North Carolina State Legislature as a Normal School for the Indians of Robeson County. Today the college provides a four-year liberal arts education for more than 2,800 students.
- D. St. Andrews College--Laurinburg, North Carolina is a private, four-year, liberal arts college established by the Synod of North Carolina

Presbyterian Church in the United States. It operates on a 4-1-4 term basis with an enrollment of 800 full-time and part-time students.

APPENDIX B
HOWARD RICHARDSON'S QUESTIONNAIRE

APPENDIX B

HOWARD RICHARDSON'S QUESTIONNAIRE

Academic Preparation of Athletic Coaches
in Higher Education

Directions: Please indicate with a check () in the spaces provided your responses to the following questions. Space is provided for short responses where appropriate.

Section I: Professional Information

Indicate your highest degree earned below:

☐ Bachelor Degree ☐ Doctoral Degree
☐ Master's Degree ☐ Specialist Degree

Degrees in Physical Education Male ☐ Female ☐

NCAA Division I	NCAA Division II	NCAA Division III
Bachelor <input type="checkbox"/>	Bachelor <input type="checkbox"/>	Bachelor <input type="checkbox"/>
Master's <input type="checkbox"/>	Master's <input type="checkbox"/>	Master's <input type="checkbox"/>
Doctoral <input type="checkbox"/>	Doctoral <input type="checkbox"/>	Doctoral <input type="checkbox"/>
Specialist <input type="checkbox"/>	Specialist <input type="checkbox"/>	Specialist <input type="checkbox"/>

NAIA

Bachelor ☐
 Master's ☐
 Doctoral ☐
 Specialist ☐

Degrees in Education, Guidance and Counseling or
Administration

NCAA Division I	NCAA Division II	NCAA Division III
Bachelor <input type="checkbox"/>	Bachelor <input type="checkbox"/>	Bachelor <input type="checkbox"/>
Master's <input type="checkbox"/>	Master's <input type="checkbox"/>	Master's <input type="checkbox"/>
Doctoral <input type="checkbox"/>	Doctoral <input type="checkbox"/>	Doctoral <input type="checkbox"/>
Specialist <input type="checkbox"/>	Specialist <input type="checkbox"/>	Specialist <input type="checkbox"/>

NAIA

Bachelor ____
Master's ____
Doctoral ____
Specialist ____

Undergraduate Participation in Athletic Activities

NCAA Division I

NCAA Division II

NCAA Division III

Male ____
Female ____

Male ____
Female ____

Male ____
Female ____

NAIA

Male ____
Female ____

APPENDIX C

LETTER TO ATHLETIC COACHES OF THE 20 COLLEGES
AND UNIVERSITIES IN EASTERN NORTH CAROLINA

APPENDIX C

LETTER TO ATHLETIC COACHES OF THE 20 COLLEGES
AND UNIVERSITIES IN EASTERN NORTH CAROLINA

6921 Norton Lane
Raleigh, NC 27604
September 30, 1989

Dear Fellow Coach:

I am a candidate for a Doctor of Arts degree at Middle Tennessee State University in the Department of Health, Physical Education, Recreation, and Safety. For my dissertation, I have proposed to study the undergraduate or graduate academic preparation of athletic coaches in higher education. The purpose of this study is to determine if the academic needs are being met.

I have enclosed a questionnaire that I would like for you to complete and return to me in the enclosed, self-addressed envelope. This questionnaire covers several areas of a coach's job responsibilities. With responsibilities of coaching becoming more complex, it is the duty of institutions to fulfill needs for athletic coaches' responsibilities through better academic preparation.

If you would like to have a copy of the results of this study sent to you, please write your address in the designated space provided on the questionnaire.

Again, I wish to thank you for your assistance in making this study possible.

Yours in sports,

Henry E. White
Physical Education Instructor

Enclosure

APPENDIX D

QUESTIONNAIRE USED TO COLLECT THE DATA

FROM THE ATHLETIC COACHES

APPENDIX D
 QUESTIONNAIRE USED TO COLLECT THE DATA
 FROM THE ATHLETIC COACHES

Academic Preparation of Athletic Coaches in
 Selected Colleges and Universities in
 Eastern North Carolina

DIRECTIONS: Please indicate with a check () in the spaces provided your responses to the following questions. Spaces are provided for short responses where appropriate.

SECTION I: PROFESSIONAL INFORMATION

Indicate your highest degree earned below:

<input type="checkbox"/> Bachelor Degree	<input type="checkbox"/> Doctoral Degree
<input type="checkbox"/> Master's Degree	<input type="checkbox"/> Specialist Degree

Institution from which your degree(s) was earned:

Bachelor Degree	_____
Master's Degree	_____
Doctoral Degree	_____
Specialist Degree	_____

Major area of concentration:

Bachelor Degree	Master's Degree
<input type="checkbox"/> Physical Education	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Secondary Education	<input type="checkbox"/> Secondary Education
<input type="checkbox"/> Elementary Education	<input type="checkbox"/> Elementary Education
<input type="checkbox"/> Guidance & Counseling	<input type="checkbox"/> Guidance & Counseling
<input type="checkbox"/> Administration	<input type="checkbox"/> Administration
<input type="checkbox"/> Other	<input type="checkbox"/> Other

Doctoral Degree

☐ Physical Education
☐ Secondary Education
☐ Elementary Education
☐ Guidance & Counseling
☐ Administration
☐ Other

Specialist Degree

☐ Physical Education
☐ Secondary Education
☐ Elementary Education
☐ Guidance & Counseling
☐ Administration
☐ Other

SECTION II: COACHING INFORMATION

Sex: ☐ Male ☐ Female

Coaching Level:

☐ NCAA Division I-A ☐ NCAA Division II ☐ NAIA
☐ NCAA Division I-AA ☐ NCAA Division III ☐ Other

List sport(s) presently coaching:

Indicate number of years' coaching experience:

Public Schools ☐ Junior College ☐ Senior College ☐

List other sports you have coached below:

Check the professional organizations to which you belong:

NEA ☐ National Coaches Association ☐
 AAHPERD ☐ Other ☐
 NCAAHPERD ☐

Undergraduate participation in athletic activities:

List professional participation in athletic activities:

Do you teach activity/service course(s)? ☐ Yes ☐ No

If yes, please list the course(s) _____

Do you teach physical education professional preparation course/courses?

☐ Yes ☐ No

If yes, please list the course(s) _____

Do you teach activities and coaching techniques courses in the sport(s) you are coaching? ☐ Yes ☐ No

If yes, please list the course(s) _____

Do you teach basic physical education theory and scientific course(s)? ☐ Yes ☐ No

If yes, please list the course(s) _____

APPENDIX E
LETTERS OF PERMISSION

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June 15, 1989

Dr. Howard D. Richardson
Dean of Physical Education
Indiana State University
Terre Haute, IN 47809

Dear Dr. Richardson:

I am conducting a study on the professional preparation of college coaches, and I am most interested in the instrument which was used in your Academic Status of Coaches in Higher Education study. Would you please send me a copy of the instrument.

I would also like your permission to use the instrument in my study. It may become necessary for me to modify some of the items, and I would like your permission to do so, should the need arise.

Of course, I will keep you apprised of my progress and results.

Thank you very much.

Sincerely,

Henry E. White

July 20, 1989

Mr. Henry E. White
6921 Norton Lane
Raleigh, NC 27604

Dear Mr. White:

I am responding to your letter of inquiry dated June 15, 1989. This is to grant permission for you to use my Academic Status of Coaches in Higher Education Questionnaire for your study on the Professional Preparation of College Coaches. I would be most pleased to see someone investigate further the academic status of coaches in higher education.

A copy of the questionnaire was forwarded to you. You may modify the instrument to fit your particular needs. My studies resulted in several articles that were published in the journal and the then Athletic Purchasing and Facilities magazine.

Please accept my best wishes for your successful pursuit of the doctorate.

Cordially,

Howard D. Richardson, Ph.D.

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