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**A STUDY OF THE PROFESSIONAL PREPARATION OF  
BLACK, MALE HEAD COACHES OF THE  
VIRGINIA HIGH SCHOOL LEAGUE**

**Claud Flythe**

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

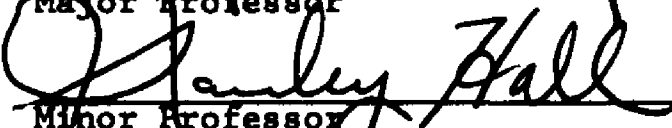
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A STUDY OF THE PROFESSIONAL PREPARATION OF  
BLACK, MALE HEAD COACHES OF THE  
VIRGINIA HIGH SCHOOL LEAGUE


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## ABSTRACT

### A STUDY OF THE PROFESSIONAL PREPARATION OF BLACK, MALE HEAD COACHES OF THE VIRGINIA HIGH SCHOOL LEAGUE

by Claud Flythe

The basic purpose of this research was to assess the existing professional preparation status of black, male head coaches of the Virginia High School League and to determine if their professional preparation from four predominately black institutions in the state of Virginia adequately prepared them to perform their present job responsibilities in a competent and competitive manner.

Forty-seven black, male head coaches of the Virginia High School League participated in the study. The participating coaches had an average of eight years of head coaching experience in the state of Virginia.

The research instrument utilized in this study was developed by Roger Hatlem at Springfield College in 1972, later revised by Jerry Flatt, Middle Tennessee State University, in 1974, and further revised by the investigator for this study.

It was hypothesized that the responses by the black, male head coaches to essential, desirable or non-essential of professional preparation courses in the areas of organization and administration, scientific and medical, methods and theory, and general education would not differ significantly from the expected responses.

Significant findings of this study revealed that a large percentage of the coaches were not adequately prepared in certain courses in the areas of organization and administration, and scientific and medical.

Some areas for continuing research as suggested by this study are: (1) professional preparation for all coaches in the state of Virginia, (2) coaches' certification requirements for the state of Virginia, and (3) physical education majors' professional preparation to determine if the instructional needs are meeting coaches' needs.

## ACKNOWLEDGEMENTS

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The writer's most sincere thanks and appreciation go to his mother for her love, wisdom, understanding, prayers, and constant encouragement that taught him, through faith, that all things are possible.

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## Chapter 1

### INTRODUCTION

General opinion among educators indicates that athletic coaches should be judged the same as other members of the faculty. They are expected to be highly qualified technically in their sports specialty and should possess personal and professional qualities characteristic of all teachers.<sup>1</sup> The professional coach needs, in addition to his knowledge of sports, adequate course work to give him an understanding of human physiology, growth, and development.<sup>2</sup>

Sports influence the life, development, philosophy, personality and character of participants. One of the most important factors influencing participants and assisting them to achieve desired educational goals is the coach. His leadership is essential to the development of properly regulated sports programs. 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.<sup>3</sup>

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<sup>1</sup>Anthony A. Annarino, Developmental Conditioning for Physical Education and Athletics (Saint Louis, Mo.: C. V. Mosby, 1972), p. 1.

<sup>2</sup>J. W. Moore, The Psychology of Athletic Coaching (Minneapolis, Minn.: Burgess Publishing Company, 1970), pp. 1-2.

<sup>3</sup>"Professional Preparation for Specialized Interests," American Alliance for Health, Physical Education and Recreation (June, 1974), 52.

The coach placed in the position of a guide to the growth and development of boys needs something besides tradition and superstition as a background.<sup>4</sup>

In addition to a thorough knowledge of sports, 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 purposes of sports in education and of the growth and development of children and youth is of primary importance.<sup>5</sup>

The writer sincerely believes that with the growing number of reported injuries sustained by youth involved in athletic competition and the legal responsibilities now experienced by teachers and coaches for the safety of students makes it doubly important to insure that a coach be professionally prepared for his job responsibilities. Such preparation should include not only training in the techniques of a particular sport but also a knowledge of physiology, administration of athletics, and prevention and care of athletic injuries.

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<sup>4</sup>John D. Lawther, Psychology of Coaching (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p. 8.

<sup>5</sup>"Professional Preparation for Specialized Interests," p. 52.



Too often coaches are chosen because of one qualification--they have played the game.<sup>6</sup>

#### STATEMENT OF THE PROBLEM

This study was an investigation of the professional preparation of selected black, male head coaches in the high schools of the state of Virginia who have graduated from predominately black institutions of higher learning in Virginia.

#### PURPOSE OF THE STUDY

This study was conducted to determine the adequacy of the professional preparation of black, male head coaches in Virginia high schools who have graduated from predominately black Hampton Institute, Norfolk State College, Virginia State College, and Virginia Union University. It is anticipated that the results of this study will provide significant information for future curriculum revisions and course adoption in relation to coaching majors or minors.

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<sup>6</sup>Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics (New York: The C. V. Mosby Company, 1975), p. 225.

## DEFINITIONS OF TERMS

The following definitions of terms are given for the purpose of this study.

AAHPER. American Alliance for Health, Physical Education and Recreation, formerly known as the American Association of Health, Physical Education, and Recreation.

Certification. Procedure for authorizing the bearer of a certificate to perform specific services in the public schools of a particular state.<sup>7</sup>

Interscholastic Athletics. Athletic competition between two different high schools, public or private.

NEA. National Education Association.

Professional Preparation. The program designed to prepare individuals for teaching physical education in the public schools.<sup>8</sup>

VAHPER. Virginia Association for Health, Physical Education, and Recreation.

VEA. Virginia Education Association.

VHSL. Virginia High School League.

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<sup>7</sup>Lucien B. Kinney, Certification in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 14.

<sup>8</sup>"Professional Preparation in Health Education, Physical Education, and Recreation Education" (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1962), p. 23.

## DELIMITATIONS OF THE STUDY

This study was limited to black, male head coaches in Virginia high schools who have graduated from predominately black Hampton Institute, Norfolk State College, Virginia State College, and Virginia Union University. In the state of Virginia, each of the aforementioned institutions graduate in excess of 75 percent of the black high school head coaches; therefore, it is important to examine the perceptions of the graduates to determine possible strengths and weaknesses of pre-service preparation.

## HYPOTHESIS

The following hypothesis is postulated: The responses of black, male head coaches to essential, desirable or non-essential of professional preparation courses in areas of organization and administration, scientific and medical, methods and theory, and general education will not differ significantly from expected responses.

## Chapter 2

### REVIEW OF RELATED LITERATURE

A review of related literature in this study will reveal information in three categories relevant to the professional preparation of coaches: (1) information related to professional preparation and associations; (2) literature related to course selections; and (3) literature related to job responsibilities.

### PROFESSIONAL PREPARATION

The future of physical education as an educational field will be determined by the quality of professional preparation. Other fields, such as medicine and engineering, have achieved their present status through carefully designed and rigidly controlled standards in professional preparation and practice. In order for physical education to achieve this status, physical educators must (1) define their role in American education and clearly indicate their special services to society, (2) show the relationship between physical education and its contributions to human welfare, (3) make it understood that there are indispensable

experiences in human growth, development, and welfare, and (4) spell out the value and outcomes of carefully designed programs taught and conducted by competent teachers and leaders.<sup>1</sup>

The coach needs a background in physical and biological science, the practical application of skills, behavioral sciences, general education, and the humanities. Only in this way can he or she best serve youth who are interested in athletics.<sup>2</sup>

If we are truly concerned with the public image of the teaching profession, if we cherish equal status with our academic colleagues, if we are educators, then I would assume that those who aspire to be physical education teachers should be educated men and women. Teachers need to be articulate, possess aesthetic sensitivity, understand social problems, sharpen their capacity for critical thinking, be openminded, and develop an awareness of the impact of world history and science on the American way of life. Our profession cries for teachers with these capacities and insights.<sup>3</sup>

In an article published in the May, 1972, Journal of Health, Physical Education and Recreation, Minneman stated

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<sup>1</sup>Arthur S. Daniels, "Growth and Development of a Profession," Journal of Health, Physical Education and Recreation, XXXIV (January, 1963), 22.

<sup>2</sup>Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics (New York: The C. V. Mosby Company, 1975), p. 224.

<sup>3</sup>Karl C. H. Oermann, "Preparation in Physical Education," Journal of Health, Physical Education and Recreation, XXXV (May, 1964), 35.

that a major challenge facing those in teacher education is that of relevance--deciding what is worth knowing. Physical educators are faced with the task of making the professional preparation courses meaningful, which when looked at realistically should not be that hard to do. Professional preparation classes need to be kept up to date, be broad in scope, be relevant and practical. The professional preparation curriculum offers the best opportunity to advance the field of physical education. This proposal is to make the professional preparation program basically an inquiry method one. Let the students help develop the curriculum from their questions. Make as many classes as possible open ones with the opportunity for different educators and other undergraduates to come and participate.<sup>4</sup>

Voltmer and Esslinger state that the best preparation for coaching is found in physical education where the professional preparation of the physical education major is designed to prepare the individual for the many problems that exist in physical education and interschool athletics. The athletic coach who has been prepared as an academic teacher is not qualified for his many responsibilities in

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<sup>4</sup>Marilyn Minneman, "A Student Proposal for an Inquiry Method Preparation Curriculum," Journal of Health, Physical Education and Recreation, XLII (May, 1972), 71.

safeguarding and promoting the health of his team members.<sup>5</sup>

The Steering Committee on Professional Preparation at the 75th Anniversary Convention made the following statement:

Professional preparation is not completed with the attainment of the bachelor's degree. Rather it should be a continuous process through the career of a professional person. Undergraduate preparation should provide a background for future growth and the minimum competencies for beginning professional services. Upon entering the profession each person has a lifelong obligation to engage in a continuing search for new knowledge and skills. There is no terminal point of professional education.<sup>6</sup>

When students can not obtain the experiences necessary to reach desired outcomes through course work during undergraduate preparation, then colleges and universities should either offer a wider selection of courses or offer other learning experiences outside of course work, which educators should not only require but should evaluate.

Emphasizing the importance of improving our professional preparation programs, it is urgent that education improve rapidly just to keep pace with current

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<sup>5</sup>Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, 1967), p. 282.

<sup>6</sup>Arthur A. Esslinger, "Professional Preparation Conference," Journal of Health, Physical Education and Recreation, XXXIII (May-June, 1962), 21.

societal demands. The quality of teachers is the single most important determinant of high quality education.

The individual involved in organized programs, such as physical education classes, athletic teams, and intramural and recreation programs, should be provided safe environment. Those responsible for such programs can be held liable if a participant is injured as a result of negligence.

Obviously, coaches have a responsibility for each individual who uses facilities, invited or uninvited. The youngsters who wander into the gymnasium with their own basketball and proceed to play with no supervision are our responsibility. In many cases, youngsters are constantly permitted to use physical education and athletic facilities with no supervision. In permitting this practice to continue, we are indicating approval in the event of an injury. The youngster would be considered either an invitee or at least a licensee for whose safety coaches are responsible.<sup>7</sup>

Each year, tens of thousands of athletic participants suffer fractures, sprains, strains, contusions, cuts, abrasions, concussions, and occasionally death. The

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<sup>7</sup>Andrew Grieve, "Physical Education, Athletics, and the Law," Journal of Health, Physical Education and Recreation, XLIV (October, 1974), 24.



American Medical Association Committee on Athletic Injuries reports that the number of serious and fatal head and neck injuries in sports, especially football, has increased. Yet, top athletic trainers, team physicians, and coaches agree that this rate of athletic injury can be reduced substantially through preventive measures.

Who is available to care for these injuries? For the most part, team physicians are too busy to attend practice sessions or even all the games. In many parts of the country, there is a lack of physical and corrective thearpists.

Today, in addition to coaching, the coach must be able to cope with the complexities of developing sound administrative procedures and efficient organizational patterns. He must be able to deal with budgeting, purchasing supplies and equipment, record keeping, and athletic insurance matters. He must be able to cope with staff and community relationships, to work as a member of a team, including school health center and/or team physician and coaching staff, and to promote the cooperative efforts of other faculty, coaches, and administrators.<sup>8</sup>

Traditional concepts of authority in our society have been challenged. Those of us in education, and

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<sup>8</sup>Robert Rumph, "The Training Room Staff," Journal of Health, Physical Education and Recreation, XLIV (October, 1974), 30.

athletics specifically, are not exempt from examination by those affected by our actions. Coaches in athletics will do well to take the initiative by articulating educationally sound principles and policies.

Being involved in athletics puts one in a special position in the school program. Young people often seek out athletics and willingly submit to authority, spending many hours of physical and mental work in preparing for participation. As students come to coaches, they look for leadership and guidance. It is here that sound principles and an understanding of authority are vitally important.

In the past, the athletic program was free to operate essentially as coaches saw fit, many times approaching a separate entity apart from the rest of the school. Money was available, personnel plentiful, community pride and students' emulation of athletic heroes were all part of the high prestige of the winning athletic program. Presently, however, coaches are faced with a new accountability for their actions. Athletic leadership is being challenged both from within and outside the educational community, and those challenges are not apt to diminish in the years to come. Many of the coaches' problems arise through their inadequate articulation of authority. Each coach must be aware of the relationship

between athletics and authority if they are to be effective leaders.

Too many coaches have equated order and efficiency as the highest goals of athletic endeavor. They feel that once rules have been established they must be honored, since any deviation from them threatens the athletic structure. Administratively, this attitude is conducive to an orderly operation. However, some individuals have upset laid out rules by asking, "Why?" As individuals start to question those who lay down rules, too many in positions of authority have become firmly entrenched, creating a "we-they" atmosphere and fostering a contest between "we and they." In coaches' preoccupation with athletic management, they too often have alienated many of those whom they are seeking to influence.

Athletics, to be meaningful, must be more than the perfection of technique. It must be education rather than training. Training is only one of the aspects of the meaning of sport as coaches establish effectiveness as well as efficiency. Coaches must assume the role of leadership as well as management. At the same time, education does not imply complete freedom through laissez faire leadership but,

rather, a balance of freedom and order in consummating the fulfillment of growth and understanding.<sup>9</sup>

Whereas one or two physical education majors once adequately handled a school's athletic program, a great imbalance now exists between the number of coaches and physical education teachers needed.

In surveys of Florida high schools by Zollie Maynard, State Director of Physical Education, the number of coaching positions available were found to exceed the number of physical education teachers by more than two to one. The same ratio was found in a similar survey of Georgia schools by Van Bracken. The ratio may be as high as three to one in many states, when we consider that coaches often teach subjects other than physical education. The larger the school, the greater the imbalance. The only factor which could possibly offset an increase in this ratio would be legislation requiring more physical education courses for our public schools.

The two surveys revealed that coaches not trained in physical education were doing 22 percent of the head coaching and 27 percent of the assisting coaching. It was revealed that 40 percent of the coaches who majored in

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<sup>9</sup>F. W. Kelly, "Athletic Leadership or Management," Journal of Health, Physical Education and Recreation, XLV (April, 1975), 21.

physical education do not teach physical education at all. Simply stated, this condition, plus expanding athletic programs, has created a serious shortage of trained coaches. Since the demand must be met, however, hundreds of schools across the country are using as coaches teachers who have no college training at all in this field. Frequently, the sole qualification for a man to coach the high school team is the fact that he has played a specific sport at one time or another. This is not enough to qualify anyone to coach, especially when the playing experience lacks quality and extensiveness.

In many schools, coaches have been required to teach driver education. But since the ratio of coaches to physical education teachers is two or three to one, many coaches are required to teach mathematics, history, English, industrial arts, or other subjects.

The implications of this coaching shortage are obvious. Our colleges and universities have an obligation to provide training for students to teach academic classes as well as to perform coaching duties. A coaching education minor is also needed. This minor should be organized so that any prospective coach, if he wishes, can have the

opportunity to major in an academic field such as English, mathematics, or history.<sup>10</sup>

The philosophy of physical education teachers is that coaching is teaching. Physical educators believe that sports are an integral part of the student's total education and that interscholastic activities provide an area where athletic development can be realized under competent guidance. Those students with exceptional athletic potential have the opportunity to achieve excellence by working closely with a well trained specialist in an educational, controlled situation.

Unfortunately, many communities do not share the "teaching" philosophy of coaching, and coaching salaries have not been increasing in proportion to teaching salaries. In some areas, coaches still receive no payment at all. As communities become aware of the educational values sports offer America's youth and as they recognize the importance of qualified personnel in their school system, this pattern is bound to change.<sup>11</sup>

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<sup>10</sup>Don Veller, "New Minor for a Major Profession," Journal of Health, Physical Education and Recreation, XXXVIII (April, 1967), 33.

<sup>11</sup>Joel T. Santoro, "A Salary Schedule for Coaches," Journal of Health, Physical Education and Recreation, XXXIX (April, 1968), 31.

In New York State, in recent years, there has been an increasing expression of concern regarding the preparation of teachers who are assigned to interschool athletic coaching responsibilities under the incidental-teaching provision, but who are not certified as teachers of physical education. Some authorities believe that, since interschool athletics are an integral part of the physical education program and because of the ever-present danger of injury to participants, all coaches should be fully certified as teachers of physical education. Others grant the desirability of such preparation, but subscribe to a more pragmatic philosophy that supports the need for some specialized preparation to enable such teachers to coach under the supervision of certified personnel in physical education.<sup>12</sup>

#### COURSE SELECTIONS

Curriculum makers will have to face the fact that today's college student is a concerned student who wants to do something effective for society. It seems logical that one of the concomitant purposes of an educational institution is to prepare the student to carry out those duties and responsibilities which will be assigned to him

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<sup>12</sup>Clyde E. Cole, "Required Specialized Preparation for Coaching," Journal of Health, Physical Education and Recreation, XLII (April, 1971), 12.

after leaving the institution. If this is true, then it is necessary for those responsible for the educational program to be well aware of what those duties will be and to provide experiences which will prepare the student for them.<sup>13</sup>

The National Conference on Undergraduate Professional Preparation in Health, Physical Education, and Recreation in 1948 stated that there was a need for improvement of teacher training programs in the field of physical education. In that year, the American Association of Health, Physical Education, and Recreation sponsored a conference to study the problems involved in undergraduate professional preparation in the field. The conference felt that institutions of higher education have responsibility for preparing competent teachers and leaders in health, physical education, and recreation.<sup>14</sup>

Evidence and support reveal that emphases are being placed on the improvement of interscholastic athletics. Some authorities believe that a professional coaching curriculum can be designed to provide physical education

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<sup>13</sup>Hazel Walker, "The Road Ahead in Preparing Teachers of Physical Education," Journal of Health, Physical Education and Recreation, XLII (February, 1971), 73.

<sup>14</sup>The National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation (Chicago, Illinois: The Athletic Institute, 1948), p. 35.



majors and majors in other disciplines with the skills, knowledge, and the attitudes needed in the coaching profession. This program would provide a broad program of liberal education.<sup>15</sup>

The major problem confronting interscholastic athletics in the United States is the fact that approximately one-fourth of all head coaches of junior and senior high schools have had no professional preparation for such a responsibility. Their role qualification is their participation on a college or university team in the sport concerned. While such participation is advantageous, it does not begin to constitute an adequate preparation for coaching a secondary school athletic team.<sup>16</sup>

#### JOB RESPONSIBILITIES

In order to be successful over any period of time, every coach, no matter what level of competition or what the sport, must have a sound philosophy of education, athletics, and human behavior. In other words, he needs a system of principles for guidance in practical affairs, or a foundation of sound theory upon which to base his day-to-day actions. With a sound philosophy of coaching, based on experience, knowledge of the sport, and knowledge and understanding of athletics, a coach can operate with consistency and confidence because he is basing day-to-day

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<sup>15</sup>Raymond A. Snyder, "The Future in Professional Preparation," The Physical Educator, XVII (October, 1962), 106.

<sup>16</sup>Arthur A. Esslinger, "Certification for High School Coaches," Journal of Health, Physical Education and Recreation, XXXIX (October, 1968), 42.

decisions on an overall program, a master plan that he can follow in almost every situation.<sup>17</sup>

The results of a study conducted of two hundred ninety-two high school coaches in an eastern state reveal that an attempt was made to determine the extent of the coaches' knowledge in training and conditioning.

The subjects replied to a battery of twenty items developed by nationally recognized experts in training and conditioning. The items dealt with such topics as the care and treatment of athletic injuries, conditioning programs, diet, drugs, and heat exhaustion.

The results of this study, based on the established standard of competency, indicated that 86 percent of the respondents could be considered obsolete in their understanding of current knowledge.<sup>18</sup>

Injuries do not just happen, they are caused. Frequently, injuries are sustained due to ignorance, or a failure to understand the factors involved.

Injuries will remain one of the unfortunate effects of sport as long as sport remains. But a high percentage of potential injuries could be avoided entirely, and the

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<sup>17</sup>Jack Stalling, "Coaching Philosophy," Athletic Journal, LVI (February, 1976), 20.

<sup>18</sup>Alexander Kalenak and E. James Kelly, "Knowledge Obsolescence in Training and Conditioning," Scholastic Coach, XLV (January, 1976), 19.

magnitude of many other injuries could be reduced by the practical application of knowledge that already exists.<sup>19</sup>

Thomas's study of the effectiveness of the program in physical education at Northwestern State College, as provided through training and experiences to the male graduate employed in the professional field, resulted in several recommendations for improving the professional preparation program. Among those were an evaluation of the supervision of practice teaching in physical education at the secondary level, and definite objectives should be decided in relation to this experience. He recommended that:

1. Practice experience should be provided in the football coaching courses in relation to scouting and demonstrations of fundamentals.
2. Consideration should be given to offering more coaches courses in the major sports.
3. Tests and measurements should be required on the undergraduate level.
4. Introduction of public relations should be made into one of the courses now offered or a new course should be designed in public relations.
5. More detailed information should be included in certain courses concerning budgeting and financing an adequate program.

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<sup>19</sup>Fred Allmen, "Prevention of Sports Injuries," Athletic Journal, XLVI (March, 1976), 74.

6. More detailed information should be supplied the prospective coach and teacher concerning purchasing equipment for the physical education program and the varsity athletic program.<sup>20</sup>

In teaching the fundamentals of a sport, a teacher (coach) will observe certain principles which should contribute to the development of a better performer.<sup>21</sup>

The degree to which control of behavior is learned through sports experiences will depend upon the knowledge of the coach and his willingness to foster the process.<sup>22</sup>

Regardless of the ability of the athletes who participate on athletic teams, it should be the coach's responsibility to insure that each individual is in the proper physical, mental, emotional, and competitive condition to play the game. Tired athletes are more injury-prone than those who are still fresh. Consequently, one of the goals of every coach should be to condition a team well enough so that its members are as strong, physically, at the end of the contest as they are at the beginning.<sup>23</sup> Often,

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<sup>20</sup>Charles French Thomas, "A Follow Up Study of Northwestern State College Graduates in Physical Education Since 1960" (unpublished Doctoral dissertation, George Peabody College for Teachers, 1959), pp. 10, 11.

<sup>21</sup>J. W. Moore, The Psychology of Athletic Coaching (Minneapolis, Minn.: Burgess Publishing Co., 1970), p. 89.

<sup>22</sup>Moore, p. 124.

<sup>23</sup>Ralph J. Sabock, The Coach (Philadelphia, Pa.: W. B. Saunders Company, 1973), p. 57.

the team in better physical condition has the greater chance of victory.

Functional ability is a result of many factors that a coach of athletic competition must recognize and foster. If all of the factors are favorable, an above average degree of ability will be produced. If all factors are outstanding, a championship level of performance will be produced. But, if even one of the factors is below average, then an outstanding performance is simply impossible.<sup>24</sup>

The assumption has long been held by physical educationists and others that an individual's abilities are related to his personality structure. One explanation offered is that the environment in which physical abilities are displayed (e.g., in games and sports) constitute an ideal setting for the development of desirable personality characteristics such as confidence, sociability, self-reliance, cooperativeness, and general personal adjustment.<sup>25</sup> The successful coach is one who can recognize and motivate the athletes under his supervision to seek, maintain and realize these characteristics.

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<sup>24</sup>"The Importance of Strength in Sports," The Athletic Journal, XLV (September, 1975), 30.

<sup>25</sup>"Personality and Physical Activities," Contemporary Psychology of Sports (Washington, D.C.: The Athletic Institute, 1970), p. 131.

The teaching of physical skills relates to the mind more than ever before in sports history. Today's student-athlete must be motivated to learn with greater efficiency and flexibility primarily because outside pressures and demands never have been greater. He who motivates is a teacher. It is the teacher-coach who captures the essential spirit of an athletic program in a manner that is marked by integrity, imagination, and understanding.<sup>26</sup>

Findings indicated in a study conducted for a Doctoral dissertation by Richard Herbert Perry at the University of California on the policies and recommendations related to the hiring and teaching assignments of coaches of interscholastic athletic teams in secondary schools affiliated with the Southern California Interscholastic Federation, as reported by secondary school principals and coaches, revealed a preference that all assistant coaches teach either a split assignment in physical education and another academic area or full-time in another academic area. Both principals and coaches recommended that a person have a major in the area of his primary teaching responsibility. Both the principals and coaches surveyed believed there is a

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<sup>26</sup> John Ralston and Mike White, Coaching Today's Athlete (Palo Alto, California: National Press Books, 1971), p. 13.

need for a specialized minor in "Coaching of Interscholastic Sports" for the non-physical education major.<sup>27</sup>

Coaches are teachers, and as teachers they are, or should be, familiar with the principles involved in the process of learning.<sup>28</sup>

The coach should try to minimize the complexities of the game and place everything in an orderly and logical sequence.<sup>29</sup> The coach should never lose sight of the fact that the team personality is very likely to be a reflection of his personality. This awareness can give him an increased insight into the complex art of handling athletes and can make him more effective and successful in his professional life.<sup>30</sup>

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<sup>27</sup>Richard Herbert Perry, "Policies Pertaining to Hiring and Teaching Assignments of Coaches of Interscholastic Athletic Teams in Southern California Secondary Schools" (unpublished Ph.D. dissertation, University of Southern California, 1968), p. 194.

<sup>28</sup>Thomas A. Tutko and Jack W. Richards, Psychology of Coaching (Boston: Allyn and Bacon, Inc., 1971), p. 149.

<sup>29</sup>Tutko and Richards, p. 154.

<sup>30</sup>Tutko and Richards, p. 39.

## Chapter 3

### METHODS AND PROCEDURES

Fifty-eight black, male head coaches in the state of Virginia were mailed a questionnaire which was utilized to investigate the adequacy or inadequacy of their professional preparation. In addition, information pertaining to earned degrees, institutions where degrees were granted, years of coaching experience, and areas of present teaching responsibilities were used to focus on the many facets of the professional preparation of black, male head coaches. The results of the coaches' frequency of responses to essential, desirable, or non-essential of the twenty-eight listed professional preparation courses were analyzed by Chi Square to determine if the observed responses differed significantly from the expected responses.

### SURVEY SAMPLE

Forty-seven of the fifty-eight black, male head coaches returned the questionnaire. Thirty-nine of these forty-seven coaches had graduated from either Hampton Institute, Norfolk State College, Virginia State College, or



Virginia Union University, which have predominately black enrollments. The survey sample was secured by visiting the Virginia High School League's office and visiting several high schools in Virginia cities during the early part of January, 1976. The coaches who responded to the questionnaire had an average of eight years of experience and held bachelor or master degrees. Most of the degrees held by the coaches were in Physical Education.

#### INSTRUMENT

The questionnaire used for this study was developed after a thorough review of related literature.

Questionnaires utilized in similar studies by Hatlem<sup>1</sup> and later by Flatt<sup>2</sup> were used in organizing areas of investigation. The questionnaire was presented to a seminar class of Doctor of Arts candidates at Middle Tennessee State University to determine clarity of questions, if questions would secure desired information, and how much time was

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<sup>1</sup>Roger Berent Hatlem, "Professional Preparation and Experience of the Coaches of the Wisconsin Interscholastic Athletic Association" (unpublished Ph.D. dissertation, Springfield, Massachusetts, 1972), pp. 45-46.

<sup>2</sup>Jerry E. Flatt, "Professional Preparation of Football, Basketball, Baseball, and Track Coaches of the Tennessee Secondary Schools" (unpublished Doctoral dissertation, Middle Tennessee State University, Murfreesboro, Tennessee, 1974), pp. 31-32.

required to answer the questions. After the questionnaire was revised, it was presented to Dr. Glen P. Reeder, graduate coordinator of Health, Physical Education, Recreation, and Safety, Middle Tennessee State University, Murfreesboro, Tennessee; Dr. Guy Penny, Professor of Research and Methods, Middle Tennessee State University, Murfreesboro, Tennessee; and Dr. James Bryan, Chairman of Health, Physical Education and Recreation Department at Virginia State College, Petersburg, Virginia, for evaluation.

The revised questionnaire was divided into four major parts: professional background, professional preparation, professional experiences, and professional responsibilities. Within the professional background section, the coaches were requested to identify highest degree earned, institution where degree was granted, and major academic area of concentration. The professional preparation courses were divided into four major areas: organization and administration of athletics, scientific and medical, methods and theory, and general education courses. The coaches were also asked to list the areas of present job responsibilities and the level of responsibility, junior or senior high school.

#### COLLECTION OF SURVEY DATA

The questionnaire (Appendix B) was mailed to fifty-eight black, male head coaches in the state of

Virginia on the weekend so that the questionnaire would be in their hands by the first of the week. Along with the questionnaire, each coach received a letter (Appendix A), indicating the purpose of the questionnaire and requesting his immediate response. A self-addressed, stamped envelope for each coach's convenience was also enclosed.

As the questionnaires were returned, coaches' names were checked on a list of the total black, male head coaches. After a period of two weeks, another questionnaire with a follow-up letter was mailed to the coaches who had not responded. A five-week deadline was determined for collecting questionnaires.

As the questionnaires were returned, the data were tabulated on a master data sheet for the four major parts of the questionnaire.

#### ANALYSIS OF SURVEY DATA

The responses from the questionnaire were analyzed, with the assistance of the Data Processing Center, Middle Tennessee State University, Murfreesboro, Tennessee. Percentages were computed for coaches' degrees, institutions granting degrees, academic areas of concentration, and years of coaching experience.

Chi square was utilized to determine if the observed responses of the black, male head coaches were significantly

different from the expected responses in the twenty-eight professional preparation course areas of organization and administration, scientific and medical, methods and theory, and general education courses.

Courses deemed essential for job responsibilities by the coaches were compared to courses taken and the adequacy of those courses during their professional preparation.

## Chapter 4

### ANALYSIS OF THE DATA

A questionnaire was mailed to the fifty-eight identified black, male head coaches in the Virginia High School League to obtain the data to be analyzed for this study.

Forty-seven questionnaires regarding professional preparation of black, male head coaches, along with a cover letter indicating the purpose of the study and a self-addressed, stamped envelope for convenience of the coaches in responding to the questionnaire, were used. The questionnaire was carefully designed so as to require a minimum of time in answering, yet to provide adequate responses needed for the study.

The data analysis of the questionnaire is presented under the following four areas: professional background information, professional preparation, professional experiences, and professional job responsibilities.

In the area, professional background, information relative to degrees earned, major academic area of

concentration, membership in professional organizations, and frequency of attendance at coaching clinics and schools is presented.

In the area of professional preparation, twenty-eight professional courses were divided into four areas: organization and administration, scientific and medical, methods and theory, and general education.

Information in the area of professional experiences will reveal the black, male head coaches' coaching and teaching experiences in total years and the total number of years in the Virginia High School League.

In the area of professional job responsibilities, the present duties and job responsibilities of the coaches will be presented and the level of these responsibilities whether in the junior or senior high school.

#### PROFESSIONAL INFORMATION

In the category of professional preparation, black, male head coaches of the Virginia High School League were requested to indicate the highest degree earned, the institution which awarded the degree, the major area of concentration, professional organizations in which they hold membership, and the frequency of their attendance at coaches' schools and clinics.

Highest Degree Earned

Of the forty-seven coaches in the Virginia High School League responding to the questionnaire, twenty-six indicated that they had earned the master's degree for 55.32 percent. Twenty-one coaches earned the bachelor's degree for 44.68 percent.

Table 1

Highest Earned Degrees for the Forty-seven Black,  
Male Head Coaches in the Virginia  
High School League

<u>Degree</u>	<u>Number</u>	<u>Percent</u>
Bachelor's	21	44.68
Master's	26	55.32
Specialist	--	--

Institution From Which Degree  
was Earned

The institution awarding the greatest number of degrees to the respondents was Virginia State College. There were twenty-four degrees earned at this institution for 51.06 percent. Norfolk State College was the second leading institution in awarding degrees with eight for 17.02 percent. Of the four predominately black institutions listed, Virginia Union University awarded the least number

of degrees, one, for 2.12 percent. Eight degrees were awarded by other institutions not listed for 17.02 percent.

Table 2

Institution From Which Degrees were Earned  
by Black, Male Head Coaches in the  
Virginia High School League

Institution	Number	Percent
Hampton Institute	6	12.76
Norfolk State College	8	17.02
Virginia State College	24	51.06
Virginia Union University	1	2.12
Other	8	17.02

Major Area of Concentration

Physical Education was the area indicated in which the highest number of undergraduate degrees were earned by the black, male head coaches responding to the questionnaire, thirty-two for 68.09 percent. Secondary education was second with 25.53 percent. Of those coaches who had earned a master's degree, education administration was first with 21.17 percent, followed by physical education and secondary education, each with 17.02 percent.



Table 3

Major Areas of Academic Concentration of Black,  
Male Head Coaches in the Virginia  
High School League

Bachelor's Degree			Master's Degree		
No.		%	No.		%
32	Physical Education	68.04	8	Physical Education	17.02
12	Secondary Education	25.53	8	Secondary Education	17.02
1	Elementary Education	2.12		Elementary Education	
2	Other	4.25	10	Education Administration	21.27

Professional Organization  
Membership

Black, male head coaches were asked to respond to their professional membership in six professional organizations. Forty-two coaches indicated membership in the Virginia High School League for 89.36 percent. Thirty-eight coaches reported membership in the Virginia Education Association for 80.85 percent, followed by thirty-five holding membership in the National Education Association for 74.47 percent. Strangely, only ten coaches indicated that they are members of the American Alliance for Health, Physical Education and Recreation for 21.28 percent. Of those coaches responding, 27.66 percent belong to the Virginia Education Association, and 65.96 percent hold membership in the National Coaches Association.

Table 4

Number and Percent of Professional Organization  
Memberships of Black, Male Head Coaches  
in the Virginia High School League

<u>Organization</u>	<u>Number</u>	<u>Percent</u>
Virginia Education Association	38	80.85
National Education Association	35	74.47
American Alliance for Health, Physical Education and Recreation	10	21.28
Virginia Association for Health, Physical Education and Recreation	13	27.66
Virginia High School League	42	89.36
National Coaches Association	31	65.96

Frequency of Attendance at  
Coaches Clinics

Twenty-nine coaches indicated that they attend more than one coaching clinic or school per year for 61.70 percent. Sixteen coaches responding attend one clinic or school per year for 34.04 percent. Two coaches indicated that they did not attend coaching clinics.

Table 5

Frequency of Attendance at Coaching Clinics  
by Black, Male Head Coaches in the  
Virginia High School League

<u>Coaching Clinics</u>	<u>No. in Attendance</u>	<u>Percent</u>
More than one a year	29	61.70
One a year	16	34.04
One every two years	0	0
One every three years	0	0
Do not attend coaching clinics	2	4.26

PROFESSIONAL PREPARATION COURSES

For a clearer interpretation, the professional preparation courses have been divided into four major categories: organization and administration of athletics,

scientific and medical courses, methods and theory courses, and general education courses.

Chi square to determine if the observed frequencies were significantly different from the expected frequencies in the aforementioned areas were computed. The results of the chi squares are reported in Table 6, Table 7, Table 8, and Table 9.

The  $\chi^2$  of 4.15 (Table 6) is less than the critical value for  $\chi^2$  .95,4 = 9.488, which reveals the black, male head coaches' responses in the courses: Organization and Administration, 89 essential, 67 desirable, and 7 non-essential; Budgeting-Purchasing-Care of Equipment, 43 essential, 35 desirable, 3 non-essential; and Legal Responsibilities and Crowd Control, 47 essential, 26 desirable, 7 non-essential. These did not differ significantly from expected responses.

Other responses of coaches were: Kinesiology and Mechanical Analysis of Movement, 43 essential, 33 desirable, and 5 non-essential; Human Anatomy and Physiology of Exercise, 54 essential, 29 desirable, 2 non-essential; Athletic Conditioning, Athletic Injuries and First Aid, 113 essential, 15 desirable, 2 non-essential; Health Education and Adaptive Physical Education, 51 essential, 28 desirable, 8 non-essential, which did differ significantly from the expected responses.

Table 6

Chi Square Results for Black, Male Head Coaches' Responses to  
Essential, Desirable, or Non-essential of Professional  
Preparation Courses in the Area of  
Organization and Administration

Organization and Administration	Essential	Desirable	Non-essential	Total
Organization and Administration of Athletics, Practice Time and Allotment, Scheduling and Contracts, and Public Relations	89 (90.15)	67 (64.40)	7 (8.55)	163
Budgeting-Purchasing-Care of Equipment	43 (44.75)	35 (32)	3 (4.25)	81
Legal Responsibilities and Crowd Control	47 (44.20)	26 (31.60)	7 (4.20)	80
Totals	179	128	17	324
(O-E) 2/E	0.12 .068 .177	.105 .281 .992	.218 .368 1.87 x <sup>2</sup> 4.15	
	x <sup>2</sup> .95,4 = 9.488	x <sup>2</sup> .99,4 = 13.277		

Table 7

Chi Square Results for Black, Male Head Coaches' Responses to  
Essential, Desirable, or Non-essential of Professional  
Preparation Courses in the Area of  
Scientific and Medical Courses

Scientific and Medical	Essential	Desirable	Non-essential	Total
Kinesiology and Mechanical Analysis of Movement	43 (55.20)	33 (22.21)	5 (3.60)	81
Human Anatomy and Physiology of Exercise	54 (57.92)	29 (23.30)	2 (3.77)	85
Athletic Conditioning, Athletic Injuries and First Aid	113 (88.59)	15 (35.64)	2 (5.77)	130
Health Education and Adaptive Physical Education	51 (59.29)	28 (23.85)	8 (3.86)	87
Totals	261	105	17	383
(O-E) 2/E	2.70	5.24	.544	
	.265	1.39	.831	
	6.73	11.95	2.64	
	1.16	.72	4.44	
			$\chi^2$ 38.61	

$$\chi^2 .95,6 = 12.59$$

$$\chi^2 .99,6 = 16.81$$

Table 8

Chi Square Results for Black, Male Head Coaches' Responses to  
Essential, Desirable, or Non-essential of Professional  
Preparation Courses in the Area of  
Methods and Theory

Methods and Theory	Essential	Desirable	Non-essential	Total
Officiating	27 (19.26)	13 (13.11)	3 (2.80)	43
Philosophy of Physical Education	22 (23.94)	12 (11.59)	4 (2.47)	38
Philosophy of Athletics and Psychology of Coaching	48 (50.41)	28 (24.39)	4 (5.20)	80
Coaching Method and Principles of Athletics	58 (53.56)	22 (25.91)	5 (5.20)	85
Totals	155	75	16	246
(O-E) 2/E	3.11	.001	.014	
	.157	.015	.948	
	.099	.534	.277	
	.368	.590	6.18	
			$\chi^2$ 12.29	
$\chi^2$ 95,6 = 12.59		$\chi^2$ .99,6 = 16.81		

As revealed in Table 8, the  $X^2$  of 12.29 for the coaches' responses was less than the critical value for  $X^2 .95,6 = 12.59$ ; therefore, the responses for Officiating were: 27 essential, 13 desirable, and 3 non-essential; Philosophy of Physical Education, 22 essential, 12 desirable, and 4 non-essential; Philosophy of Athletics and Psychology of Coaching, 48 essential, 28 desirable, and 4 non-essential; Coaching Methods and Principles of Athletics, 58 essential, 22 desirable, and 5 non-essential, which were not significantly different than expected responses.

As shown in Table 9, the  $X^2$  of 16.77 for the coaches' responses to the professional preparation courses in general education was significantly different at the .05 level than the expected responses. The critical value for  $X^2 .95,8$  is 15.507 and for  $X^2 .99,8$  is 20.09.

Table 10 is a summary of the coaches' responses and percentage of total responses for the twenty-eight professional preparation courses that comprised the organization and administration, scientific and medical, method and theory, and general education areas.

Coaches indicated that courses listed under the area of scientific and medical were most essential. Courses in the area of organization and administration were second, followed by method and theory, and general education courses listed as the most non-essential courses.



Table 9

Chi Square Results for Black, Male Head Coaches' Responses to  
Essential, Desirable, or Non-essential of Professional  
Preparation Courses in the Area of  
General Education

General Education	Essential	Desirable	Non-essential	Total
Child Growth and Development	29 (20.55)	13 (17.96)	3 (6.49)	45
Curriculum	21 (18.73)	16 (16.36)	4 (5.91)	41
Speech	13 (18.73)	19 (16.36)	9 (5.91)	41
Theories of Learning	14 (17.36)	20 (15.16)	4 (5.48)	38
Sociology	18 (19.64)	15 (17.16)	10 (6.20)	43
Totals	95	83	30	208
(O-E) 2/E	3.47	1.37	1.88	
	.275	.01	.62	
	1.75	.43	1.62	
	.65	1.55	.40	
	.14	.27	2.33	
			$\chi^2$ 16.77	
$\chi^2$ 95,8 = 15.507	$\chi^2$ .99,8 = 20.09			

Table 10

Summary of the Black, Male Head Coaches' Responses  
to Essential, Desirable, or Non-essential of  
the Twenty-eight Professional  
Preparation Courses

Course	Essential		Desirable		Non-essential	
	No.	Percent	No.	Percent	No.	Percent
Athletic Injuries	41	93.18	2	4.55	1	2.27
First Aid	41	91.11	4	8.89	0	0
Human Anatomy	30	68.18	13	29.55	1	2.27
Health Education	31	68.89	13	28.89	1	2.22
Kinesiology	27	67.50	11	27.50	2	5.00
Athletic Conditioning	31	75.60	9	21.95	1	2.44
Adaptive Physical Education	20	47.62	15	35.71	7	16.67
Philosophy of Athletics	20	52.63	15	39.47	3	7.89
Principles of Athletics	27	65.85	11	26.83	3	7.32
Organization and Administration of Athletics	30	75.00	9	22.50	1	2.50
Philosophy of Physical Education	22	57.89	12	31.58	4	10.53
Officiating	27	62.79	13	30.23	3	6.98
Psychology of Coaching	28	66.67	13	30.95	1	2.38

Table 10 (Continued)

Course	Essential		Desirable		Non-essential	
	No.	Percent	No.	Percent	No.	Percent
Mechanical Analysis of Movement	16	39.02	22	53.66	3	7.32
Theories of Learning	14	36.84	20	52.63	4	10.53
Child Growth and Development	29	64.44	13	28.89	3	6.67
Sociology	18	41.86	15	39.89	10	23.26
Speech	13	31.70	19	46.34	9	21.95
Coaching Methods	31	70.45	11	25.00	2	4.55
Public Relations	17	41.46	22	53.66	2	4.88
Legal Responsibilities	30	75.00	9	22.50	1	2.50
Physiology of Exercise	24	58.54	16	39.02	1	2.44
Budgeting	17	42.50	20	50.00	3	7.50
Practice Time and Allotment	21	50.00	19	47.50	2	4.76
Purchasing and Care of Equipment	26	63.41	15	36.59	0	0
Curriculum	21	51.22	16	39.02	4	9.76
Scheduling and Contracts	21	52.50	17	42.50	2	5.00
Crowd Control	17	42.50	17	42.50	6	15.00

Adequacy of Professional Preparation  
Courses Taken by Black, Male  
Head Coaches

To determine the adequacy of professional preparation in organization and administration of athletic coaching, scientific methods of athletic coaching, methods and theory of athletic coaching, medical aspects of athletic coaching, and general education courses, the coaches were asked to check those courses taken in their professional preparation and to indicate if the instruction in those courses had been adequate for their present job responsibilities.

Organization and administration of athletic coaching. Under the category of organization and administration of athletic coaching, Organization and Administration of Athletics was the course taken by most coaches, with twenty-three coaches having taken a similar course. Eighteen coaches indicated that the instruction was adequate for 78.26 percent. Eleven coaches indicated that they had taken a course in public relations and nine coaches had taken a course in legal responsibilities for 23.40 percent and 19.15 percent, respectively. Eight coaches said that the course in legal responsibilities was adequate for 88.89 percent, and nine coaches indicated that the course in public relations was adequate for 81.81 percent.

Only two coaches indicated that they had taken a course similar to Crowd Control, Three coaches indicated that they had taken a similar course to Scheduling and Contracts. Four coaches had taken a course related to Practice Time and Allotment, and five coaches had taken a course in budgeting. (See Table 11.)

Table 11

Percentages of Organization and Administration of Athletic Coaching Courses Taken and Percent of Coaches Who Felt the Instruction Adequate

Course	Taken Similar Course		Instruction Adequacy	
	No.	Percent	No.	Percent
Organization and Administration of Athletics	23	48.93	18	78.26
Budgeting	5	10.64	5	100
Practice Time and Allotment	4	8.51	4	100
Purchasing and Care of Equipment	7	14.89	6	85.71
Scheduling and Contracts	3	6.38	3	100
Crowd Control	2	4.26	2	100
Legal Responsibilities	9	19.15	8	88.89
Public Relations	11	23.40	9	81.81

Scientific methods of athletic coaching. Under the category of scientific methods of athletic coaching, thirty coaches indicated that they had taken a course in human

anatomy, and twenty-eight coaches indicated that they had taken a course in kinesiology for 63.83 percent and 59.57 percent, respectively. In human anatomy, twenty coaches indicated adequate training for 90.00 percent, and twenty coaches indicated adequate training in kinesiology for 71.43 percent. In Physiology of Exercise, only eight of thirteen coaches having taken the course indicated adequate training for 61.54 percent. (See Table 12.)

Table 12

Number and Percent of Scientific Methods of Athletic Coaching Courses Taken by the Black, Male Head Coaches in the Virginia High School League and Adequacy of Instruction

Course	Taken Similar Course		Instruction Adequacy	
	No.	Percent	No.	Percent
Kinesiology	28	59.57	20	71.43
Human Anatomy	30	63.83	27	90.00
Mechanical Analysis of Movement	8	17.02	6	75.00
Physiology of Exercise	13	27.66	8	61.54
Athletic Conditioning	15	31.91	11	73.33

Methods and theory of athletic coaching. For methods and theory of athletic coaching, Philosophy of Physical Education was the course indicated by most coaches as having been taken. Eighteen out of twenty-five coaches

indicated adequacy in training for 72.00 percent. Officiating and Principles of Athletics rated next highest in professional preparation courses taken with twenty-three and twenty, respectively. Only thirteen coaches had taken a course in philosophy of athletics. Nine of the thirteen coaches indicated adequate training in psychology of coaching for 69.23 percent. (See Table 13.)

Table 13

**Number and Percent of Methods and Theory of Athletic Coaching Courses Taken by the Black, Male Head Coaches in the Virginia High School League and Adequacy of Instruction**

Course	Taken Similar Course		Instruction Adequacy	
	No.	Percent	No.	Percent
Officiating	23	48.94	16	69.57
Philosophy of Physical Education	25	53.19	18	72.00
Philosophy of Athletics	15	31.91	12	80.00
Principles of Athletics	20	42.55	15	75.00
Coaching Methods	18	38.30	15	83.33
Psychology of Coaching	13	27.66	9	69.23

Medical aspects of athletic coaching. Under the category of medical aspects of athletic coaching, First Aid and Health Education were the courses indicated as having been taken most by the coaches, thirty-three and thirty-two, respectively. Twenty-seven coaches indicated adequate

training in first aid for 81.81 percent, and twenty-four indicated adequate training in health education for 75.00 percent. Only a few coaches indicated that they had taken a course in adaptive physical education with a 78.42 percent adequacy in training. (See Table 14.)

Table 14

Number and Percent of Medical Aspects of Athletic Coaching Courses Taken by the Black, Male Head Coaches in the Virginia High School League and Adequacy of Instruction

Course	Taken Similar Course		Instruction Adequacy	
	No.	Percent	No.	Percent
Athletic Injuries	24	51.06	21	87.50
First Aid	33	70.21	27	81.81
Health Education	32	68.09	24	75.00
Adaptive Physical Education	19	40.43	13	68.42

General education courses. In the category of general education professional preparation courses taken, thirty-three coaches indicated that they had taken a course in child growth and development for 70.21 percent. Theories of learning and sociology showed the lowest percentages in adequacy of training with 57.14 percent and 66.67 percent, respectively. (See Table 15.)



Table 15

Number and Percent of General Education Courses Taken by  
the Black, Male Head Coaches in the Virginia  
High School League and the Adequacy  
of Instruction

Course	Taken Similar Course		Instruction Adequacy	
	No.	Percent	No.	Percent
Child Growth and Development	33	70.21	25	75.76
Curriculum	22	46.80	15	68.18
Speech	19	40.43	15	78.95
Theories of Learning	14	29.79	8	57.14
Sociology	24	51.06	16	66.67

A summary of the coaches indicated responses and percentages for the twenty-eight professional preparation courses taken, or similar courses taken, and whether the responding coaches thought that the instruction in the courses was adequate in preparing them for their present job responsibilities. (See Table 16.)

Coaches indicated that the courses listed under the category of scientific aspects of coaching were most often taken, followed by organization and administration, methods and theory, and general education courses.

Table 16

**Summary of Courses Taken and the Adequacy of Preparation  
by Black, Male Head Coaches in the Virginia  
High School League**

Course	Taken Similar Course		Instruction Adequacy	
	No.	Percent	No.	Percent
Athletic Injuries	24	51.06	21	87.50
First Aid	33	70.21	27	81.81
Human Anatomy	30	63.83	27	90.00
Health Education	32	68.09	24	75.00
Kinesiology	28	59.57	20	71.43
Athletic Conditioning	15	31.91	11	73.33
Adaptive Physical Education	19	40.43	13	68.42
Philosophy of Athletics	15	31.91	12	80.00
Principles of Athletics	20	42.55	15	75.00
Organization and Administration of Athletics	23	48.93	18	78.26
Philosophy of Physical Education	25	53.19	18	72.00
Officiating	23	48.94	16	69.57
Psychology of Coaching	13	27.66	9	69.23
Mechanical Analysis of Movement	8	17.02	6	75.00
Theories of Learning	14	29.79	8	57.14
Child Growth and Development	33	70.21	25	75.76
Sociology	24	51.06	16	66.67
Speech	19	40.43	15	78.95
Coaching Methods	18	38.30	15	83.33
Public Relations	11	19.15	9	88.89
Legal Responsibilities	9	23.40	8	81.81
Physiology of Exercise	13	27.66	8	61.54

Table 16 (Continued)

Course	Taken Similar Course		Instruction Adequacy	
	No.	Percent	No.	Percent
Budgeting	5	10.64	5	100
Practice Time and Allotment	4	8.51	4	100
Purchasing and Care of Equipment	7	14.89	6	85.71
Curriculum	22	46.80	15	68.18
Scheduling and Contracts	3	6.38	3	100
Crowd Control	2	4.26	2	100

COACHING EXPERIENCES OF BLACK, MALE HEAD  
COACHES OF THE VIRGINIA HIGH  
SCHOOL LEAGUE

The experiences of the black, male head coaches in the Virginia High School League are analyzed according to years of coaching experience, years of coaching experience in Virginia, teaching area of responsibility, and years of competitive participation at the varsity or professional level.

Total Years of Coaching Experience  
of Black, Male Head Coaches of  
the Virginia High School League

Eighteen coaches had ten or more total years of coaching experience for 38.30 percent. The lowest number of

years of coaching experience was in the range of five to six years for 6.38 percent. (See Table 17.)

Table 17

Total Years of Coaching Experience of Black,  
Male Head Coaches of the Virginia High  
School League

Years	Number	Percent
1-2	5	10.64
3-4	7	14.89
5-6	3	6.38
7-8	6	12.77
9-10	8	17.02
Over 10	18	38.30

Total Years of Coaching Experience  
in Virginia by Black, Male Head  
Coaches

In regard to years of coaching experience in Virginia, fifteen coaches indicated ten or more years of coaching experience for 31.91 percent. Nine coaches indicated seven or eight years of coaching experience in Virginia for 19.15 percent. The lowest percentage (8.51) of the coaches indicated between five and six years of coaching experience in Virginia. (See Table 18.)

Table 18

**Total Years of Coaching Experience in Virginia  
of Black, Male Head Coaches in the  
Virginia High School League**

<b>Years</b>	<b>Number</b>	<b>Percent</b>
1-2	5	10.64
3-4	7	14.89
5-6	4	8.51
7-8	9	19.15
9-10	7	14.89
Over 10	15	31.91

**Teaching Areas of Responsibility of  
Black, Male Head Coaches of the  
Virginia High School League**

Of the coaches teaching in Virginia, the greatest number indicated teaching responsibilities in senior high school health and physical education with twenty-seven and twenty-four, respectively. Driver education and first aid and safety were taught by nineteen coaches at the senior high school level. Only ten of the coaches indicated teaching responsibilities at the junior high school level. These responsibilities were in the health, physical education, and first aid and safety areas. (See Table 19.)

Table 19  
Teaching Areas of Responsibility of Black,  
Male Head Coaches of the Virginia  
High School League

Area	Number		Percent	
	Jr. H.S.	Sr. H.S.	Jr. H.S.	Sr. H.S.
Physical Education	4	24	8.51	51.06
Health	3	27	6.38	57.45
Driver Education	0	19	.00	40.43
First Aid and Safety	3	19	6.38	40.43
Other	0	17	.00	36.17

Competitive Participation Experience  
of Black, Male Head Coaches of the  
Virginia High School League

Of those coaches responding, football was the sport in which coaches indicated the greatest number of participants, forty-three. Track and field was second highest with thirty-seven having participated either at the junior high school or senior high school level. The fewest number of coaches indicated participation in tennis with a total of ten. (See Table 20.)

Table 20

Competitive Participation Experience of Black,  
Male Head Coaches of the Virginia  
High School League

Sport	High School	College	Professional	Total
Baseball	18	7	1	26
Basketball	25	12	0	37
Football	25	17	1	43
Tennis	4	6	0	10
Track and Field	24	13	0	37

RANK ORDER IN METHODS OF INSTRUCTION  
IN COACHING COURSES RELATED TO  
PROFESSIONAL PREPARATION

From a list of six related methods of instruction, the coaches were requested to rate the area that they considered most important in the development of their professional preparation. The areas of methods used were demonstration, organization and administration, practical application, clinic presentation, lecture, and field study.

Demonstration was the area rated as most important by the coaches, followed by organization and administration. Coaches indicated field study as the least important area of those listed, followed by lecture as the next least important area for professional preparation in their present job responsibilities. (See Table 21.)

Table 21

Rank Order in Methods of Instruction in Coaching  
Courses Related to Professional Preparation  
by Black, Male Head Coaches in the  
Virginia High School League

<u>Professional Preparation Area</u>	<u>Rank</u>
Demonstration	1
Organization and Administration	2
Clinic Presentation	3
Practical Application	3
Lecture	5
Field Study	6



## Chapter 5

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATION

#### SUMMARY

The purpose of this study was to investigate the status of the professional preparation of black, male head coaches in the state of Virginia who graduated from predominately black Hampton Institute, Norfolk State College, Virginia State College, and Virginia Union University and to determine the adequacies and inadequacies of professional preparation courses in areas of organization and administration, scientific and medical, methods and theory, and general education courses.

The data for the study were collected by the use of a questionnaire mailed to the fifty-eight identified black, male head coaches in the state of Virginia. Of the fifty-eight questionnaires mailed, forty-seven coaches returned the questionnaires for a return of 81 percent.

The data from the responses on the questionnaires were divided into four main headings: professional background information, professional preparation, professional experiences, and professional job responsibilities.

In the area of professional background, degrees earned, institutions awarding degrees, and major area of academic concentration were reported. The coaches' responses to essential, desirable or non-essential of professional preparation courses in the areas of organization and administration, scientific and medical, methods and theory, and general education courses were analyzed by chi square. Coaches' experiences and job responsibilities were reported by numbers and percentages and presented in table form.

#### FINDINGS

Of the forty-seven black, male head coaches responding to the questionnaire, thirty-nine graduated from one of four predominately black institutions located in the state of Virginia. Virginia State College had the most graduates, twenty-four. The other institutions in rank order were: Norfolk State College, eight; Hampton Institute, six; and Virginia Union University, one. All of the above institutions offer a major in health and physical education except Virginia Union University.

In regard to degrees and academic areas of concentration, the responding coaches indicated having received twenty-six master's and twenty-one bachelor's degrees, with the majority of the black, male head coaches

having these degrees in physical education. Secondary education was indicated as the second major most often obtained.

In the area of professional organizations, coaching clinics attended, and coaching experience, coaches indicated that forty-two belong to the Virginia High School Coaches Association. The other organizations in rank order were: Virginia Education Association, thirty-eight; National Education Association, thirty-five; National Coaches Association, thirty-one; Virginia Association for Health, Physical Education and Recreation, thirteen; and The American Alliance for Health, Physical Education and Recreation, ten. The responding black, male head coaches had an average of approximately eight years of coaching experience, and the majority attended more than one coaching clinic per year.

The black, male head coaches in the state of Virginia were asked to consider their professional experiences and present job responsibilities and to recommend courses that they deemed essential, desirable, or non-essential for adequate preparation in interscholastic coaching in the schools in the state of Virginia. Courses were grouped into the categories of organization and administration, scientific and medical, methods and theory, and general education. Most of the coaches indicated

adequate preparation in Organization and Administration of Physical Education and Athletics, First Aid, Kinesiology, Athletic Conditioning, Coaching Methods, Human Anatomy, Athletic Injuries, and Health Education. Most responding coaches indicated inadequate preparation in the following courses: Legal Responsibilities, Theories of Learning, Physiology of Exercise, Psychology of Coaching, Child Growth and Development, Adaptive Physical Education, and Mechanical Analysis of Movement. The inadequacies can be attributed to the failure of required courses in the coaches' academic area of concentration.

In the area of present job responsibilities, the majority of the coaches were teaching Health, Physical Education, Driver Education, First Aid, or a combination of these courses. Also, the majority of the coaches taught at the senior high school level.

Most coaches had some experience as participants in athletic competition either at the high school or college level. Most indicated that they had participated in the sports of basketball, football, or track and field. Most coaches indicated that their athletic participation did aid them in their coaching responsibilities.

### CONCLUSIONS

Based on data obtained from the responses of the forty-seven black, male head coaches in the Virginia

schools, conclusions are drawn for the four main areas: professional background, professional preparation courses, experiences, and present job responsibilities.

#### Professional Background

The majority of the black, male head coaches in the state of Virginia are coaching at the senior high school level and have degrees from the four predominately black institutions in the state of Virginia. Most of these coaches have earned degrees in physical education at the bachelor's or master's level. Most coaches are members of state and national organizations and attend coaching clinics for continued professional improvement.

#### Professional Preparation Courses

The majority of responding coaches indicated that courses taken on the undergraduate or graduate level in organization and administration of physical education and athletics adequately prepared them for their job responsibilities. Coaches indicated some inadequacies in the area of scientific and medical courses and recommended that these courses be added to the curriculum. They also felt there was a need for more concentration in legal responsibilities and athletic coaching courses.

### Experiences

The black, male head coaches indicated an average of approximately eight years of coaching and teaching experience. Coaches indicated that they had also had experience in athletic participation and that this experience was essential in their present coaching duties. The coaches responding also felt that new methods and innovations should be constantly sought.

### Job Responsibilities

The coaches' present job responsibilities consist of coaching at least one sport and teaching health, physical education, driver education, first aid and safety, or a combination of these courses. Some coaches also taught other academic subjects.

## RECOMMENDATIONS

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

1. In the area of curriculum, the four institutions should consider revisions or additions in the following course content: Physiology of Exercise, Adaptive Physical Education, Theories of Learning, Mechanical Analysis of Movement, Psychology of Coaching, Budgeting, Crowd Control, Child Growth and Development, and Legal Responsibilities.

2. The institutions should favorably consider providing in their curriculum a minor in athletic coaching for those students who wish to pursue a career in athletic coaching and teaching in areas other than physical education.

3. There should be a continuous concern of coaches to keep alert with the new 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.

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

5. Coaches should be held responsible for maintaining professional standards characteristic of their profession.

6. Certification requirements should be considered when employing new coaches for vacancies when they occur and coaches in present positions who do not have minimum requirements in athletic professional preparation courses should be encouraged to attend workshops and clinics to improve methods and techniques of athletic coaching and administration.

7. Coaches should be encouraged to seek membership in professional organizations related to professional development and educational improvement.

8. The schools should include in-service programs for coaches concerning improvement of their teaching areas of responsibility and professional development.

In addition, the researcher further recommends that study should be conducted in the areas of:

1. Professional preparation for all coaches of athletic teams in the state of Virginia.

2. Coaches' certification for the state of Virginia.

3. Physical education majors' professional preparation to determine if the instructional needs of coaches are being met.



## **APPENDIXES**

**APPENDIX A**

**THE SURVEY LETTER**

P.O. Box 4682  
Middle Tennessee State University  
Murfreesboro, Tennessee 37132

Dear Fellow Coach:

I am a Doctor of Arts degree candidate at Middle Tennessee State University, in the Department of Health, Physical Education, Recreation and Safety. I have proposed to study the professional preparation of black, male head coaches in the state of Virginia. It is the purpose of this study to determine if the professional needs are being met and to recommend curriculum changes if the needs are not being met.

I have enclosed a questionnaire that I would like for you to complete and return to me in the self-addressed envelope. This questionnaire covers many areas of a coach's job responsibilities. With responsibilities of coaching becoming more complex, it is the duty of institutions to fulfill these needs for job responsibilities through physical education or coaching courses.

Please indicate in the designated space provided on the questionnaire if you would like to have a copy of the results of this study sent to you.

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

Sincerely,

/s/ Claud Flythe

Claud Flythe

**APPENDIX B**

**THE SURVEY**

A SURVEY OF THE PROFESSIONAL PREPARATION  
OF BLACK, MALE HEAD ATHLETIC COACHES  
OF THE VIRGINIA HIGH SCHOOL LEAGUE

Directions:

Please indicate with a check mark (✓) in the appropriate spaces provided your response to the following questions. Space is also provided for short, written responses where appropriate.

PROFESSIONAL INFORMATION:

Highest earned degree.

\_\_\_\_\_ Bachelor's Degree  
\_\_\_\_\_ Master's Degree  
\_\_\_\_\_ Specialist Degree

Institution from which your degree was earned.

\_\_\_\_\_ Hampton Institute  
\_\_\_\_\_ Norfolk State College  
\_\_\_\_\_ Virginia State College  
\_\_\_\_\_ Virginia Union University  
Other \_\_\_\_\_

Major area of concentration.

Bachelor's Degree

\_\_\_\_\_ Physical Education  
\_\_\_\_\_ Secondary Education  
\_\_\_\_\_ Elementary Education  
Other \_\_\_\_\_

Master's Degree

\_\_\_\_\_ Physical Education  
\_\_\_\_\_ Secondary Education  
\_\_\_\_\_ Elementary Education  
\_\_\_\_\_ Education Administration

Specialist Degree

\_\_\_\_\_ Physical Education  
\_\_\_\_\_ Secondary Education  
\_\_\_\_\_ Elementary Education  
\_\_\_\_\_ Education Administration  
Other \_\_\_\_\_

Check (✓) the professional organizations of which you are a member.

VEA  
 NEA  
 AAHPER  
 VAHPER  
 VHSL Coaches Association  
 National Coaches Association

Circle the total number of years of coaching experience.

1 2 3 4 5 6 7 8 9 10 Other \_\_\_\_\_

Circle the total number of years of coaching experience in Virginia

1 2 3 4 5 6 7 8 9 10 Other \_\_\_\_\_

Check (✓) the frequency of your attendance at coaches' schools and clinics.

More than one a year  
 One a year  
 One every two years  
 One every three years  
 Do not attend coaching schools or clinics.

In regard to methods of instruction in coaching courses related to professional preparation, please check (✓) the appropriate percent of allotted time that you think should be devoted to the following:

Field Study	_____
Practical Application	_____
Lecture	_____
Demonstration	_____
Clinic Presentation	_____
Organization & Administration	_____

Total: 100 Percent

PARTICIPATION IN RELATED SPORTS:

Please list the number of years of your competitive participation in the following sports. Check (✓) under (E) essential if you think that your participation has been essential in your coaching that particular sport.

SPORT	H.S.	COLL.	PRO.	E
Baseball	_____	_____	_____	_____
Basketball	_____	_____	_____	_____
Football	_____	_____	_____	_____
Tennis	_____	_____	_____	_____
Track and Field	_____	_____	_____	_____

PROFESSIONAL COURSES:

Please check (✓) E for essential, D for desirable, or NE for non-essential for each of the following courses which you would recommend coaches of interscholastic athletics have in their professional preparation.

Also, check (✓) under YES if you had a similar course in your own professional preparation, and check (✓) ADEQUATE if the course adequately prepared you for your job responsibilities.

COURSE	E	D	NE	YES	ADEQUATE
Athletic Injuries	_____	_____	_____	_____	_____
First Aid	_____	_____	_____	_____	_____
Human Anatomy	_____	_____	_____	_____	_____
Health Education	_____	_____	_____	_____	_____
Kinesiology	_____	_____	_____	_____	_____
Athletic Conditioning	_____	_____	_____	_____	_____
Adaptive Physical Education	_____	_____	_____	_____	_____
Philosophy of Athletics	_____	_____	_____	_____	_____
Principles of Athletics	_____	_____	_____	_____	_____
Org. & Adm. of Athletics	_____	_____	_____	_____	_____
Philosophy of Physical Education	_____	_____	_____	_____	_____
Officiating	_____	_____	_____	_____	_____
Psychology of Coaching	_____	_____	_____	_____	_____
Mech. Analysis of Movement	_____	_____	_____	_____	_____
Theories of Learning	_____	_____	_____	_____	_____
Child Growth & Development	_____	_____	_____	_____	_____
Sociology	_____	_____	_____	_____	_____
Speech	_____	_____	_____	_____	_____
Coaching Methods	_____	_____	_____	_____	_____
Public Relations	_____	_____	_____	_____	_____
Legal Responsibilities	_____	_____	_____	_____	_____
Physiology of Exercise	_____	_____	_____	_____	_____
Budgeting	_____	_____	_____	_____	_____
Practice Time & Allotment	_____	_____	_____	_____	_____
Purchasing & Care of Equipment	_____	_____	_____	_____	_____
Curriculum	_____	_____	_____	_____	_____
Scheduling & Contracts	_____	_____	_____	_____	_____
Crowd Control	_____	_____	_____	_____	_____



**TEACHING RESPONSIBILITIES:**

Please check (✓) the following course(s) you teach and at what level.

COURSES	JR. H.S.	SR. H.S.
Physical Education	_____	_____
Health	_____	_____
Driver Education	_____	_____
First Aid & Safety	_____	_____
Other _____	_____	_____

Would you be interested in a summary of this survey study?

YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, to what address would you like the summary mailed?

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