

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

75-21,514

FLATT, Jerry Edward, 1937-
A STUDY OF THE PROFESSIONAL PREPARATION OF
FOOTBALL, BASKETBALL, BASEBALL, AND TRACK COACHES
OF THE TENNESSEE SECONDARY SCHOOLS.

Middle Tennessee State University, D.A., 1975
Education, physical

Xerox University Microfilms, Ann Arbor, Michigan 48106

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED.

A STUDY OF THE PROFESSIONAL PREPARATION OF
FOOTBALL, BASKETBALL, BASEBALL, AND
TRACK COACHES OF THE TENNESSEE
SECONDARY SCHOOLS

By

Jerry E. Flatt

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

May, 1975

A STUDY OF THE PROFESSIONAL PREPARATION OF
FOOTBALL, BASKETBALL, BASEBALL, AND
TRACK COACHES OF THE TENNESSEE
SECONDARY SCHOOLS

APPROVED:

Graduate Committee:

Ray D. Penny
Major Professor

W. Solomon
Minor Professor

H. E. Ralston
Committee Member

H. Douglas Knox
Committee Member

W. Solomon
Chairman of the Department of Health, Physical
Education, Recreation, and Safety

Robert C. Allen
Dean of the Graduate School

ABSTRACT

A STUDY OF THE PROFESSIONAL PREPARATION OF FOOTBALL, BASKETBALL, BASEBALL, AND TRACK COACHES OF THE TENNESSEE SECONDARY SCHOOLS

by Jerry E. Flatt

The sample was composed of 192 Tennessee interscholastic coaches of football, baseball, basketball, and track in attendance at the Tennessee Secondary School Athletic Association's coaching clinic held at Middle Tennessee State University.

A questionnaire dealing with professional education, experiences, certification, and competencies of athletic coaches developed by Roger Hatlem at Springfield College in 1972 was utilized.

The purpose of this study was to reveal the present professional preparation status of interscholastic coaches in Tennessee and to investigate their attitudes toward certification and competencies needed by interscholastic coaches.

A total of 73.10 percent of the coaches surveyed had completed major or minor requirements in physical education. Sixty-three coaches reported that they had completed requirements for a graduate degree; however, only 7.81 percent had completed a graduate degree in physical education.

Jerry E. Flatt

The majority of coaches (85.42%) favored certification of coaches in Tennessee and felt certification should be retroactive. Furthermore, they felt coaches should be certified by completing a major or minor in coaching during their professional education preparation. A student assistant coaching program was also recommended for those who plan to coach.

Generally speaking, character, appearance, and the ability to speak were competencies the coaches felt contributed to overall success.

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to Dr. A. H. Solomon, Dr. Herschel Aseltine, Dr. Douglas Knox, and Dr. Robert C. Aden, committee members for their suggestions and interest in the study. Special gratitude to Dr. Guy D. Penny, chairman of the committee, for his patience, cooperation, support, and continual encouragement during the entire study.

Appreciation for assistance in the survey is extended to the Executive Secretary of the Tennessee Secondary School Athletic Association, his staff, and Tennessee coaches who participated in the survey.

The writer is indebted to his family for their love, encouragement, and understanding during this endeavor.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	viii
 Chapter	
1. INTRODUCTION	1
STATEMENT OF THE PROBLEM	4
DEFINITIONS OF TERMS	4
PURPOSE OF THE STUDY	7
BASIC ASSUMPTIONS	8
2. REVIEW OF RELATED LITERATURE	9
PROFESSIONAL PREPARATION	9
CERTIFICATION OF COACHES	17
COMPETENCIES FOR ATHLETIC COACHES	23
3. METHODS AND PROCEDURES	31
QUESTIONNAIRE SAMPLE	31
INSTRUMENT	32
ADMINISTERING THE QUESTIONNAIRE	33
ANALYSIS OF THE DATA	34
4. ANALYSIS OF DATA	35
PROFESSIONAL EDUCATION	37
EXPERIENCES OF 192 TENNESSEE INTERSCHOLASTIC ATHLETIC COACHES	70
PRESENT TEACHING DUTIES OF 192 TENNESSEE INTERSCHOLASTIC COACHES	78

Chapter	Page
COACHING DUTIES OF 192 TENNESSEE INTERSCHOLASTIC COACHES	83
ADMINISTRATIVE DUTIES OF 52 TENNESSEE INTERSCHOLASTIC COACHES	83
COMPETENCIES NEEDED AS INDICATED BY 192 TENNESSEE ATHLETIC COACHES	85
EMPLOYMENT OF AN INTERSCHOLASTIC ATHLETIC COACH	97
ATHLETIC COACHES REACTION TO THE TASK FORCE PROPOSAL	97
5. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	102
SUMMARY	102
FINDINGS	104
CONCLUSIONS	107
RECOMMENDATIONS	109
APPENDICES	112
LIST OF APPENDICES	
A. THE QUESTIONNAIRE	113
B. EAST TENNESSEE	122
C. MIDDLE TENNESSEE	124
D. WEST TENNESSEE	126
BIBLIOGRAPHY	128

LIST OF TABLES

Table	Page
1. Undergraduate Professional Education Courses, Principles of Athletic Coaching	48
2. Undergraduate Professional Education Courses, Medical Aspects of Athletic Coaching	49
3. Undergraduate Professional Education Courses, Theory and Techniques of Athletic Coaching	50
4. Undergraduate Professional Education Courses, Scientific Foundations of Athletic Coaching	51
5. Undergraduate Professional Education Courses, Methods of Athletic Coaching	51
6. Graduate Professional Education Courses, Principles of Athletic Coaching	53
7. Graduate Professional Education Courses, Medical Aspects of Athletic Coaching	54
8. Graduate Professional Education Courses, Theory and Techniques of Athletic Coaching	55
9. Graduate Professional Education Courses, Scientific Foundations of Athletic Coaching	56
10. Graduate Professional Education Courses, Methods of Athletic Coaching	57
11. Summary of Undergraduate and Graduate Courses Completed	58
12. Principles of Athletic Coaching	60
13. Medical Aspects of Athletic Coaching	61
14. Theory and Techniques of Athletic Coaching	62
15. Scientific Foundations of Athletic Coaching	63

Table	Page
16. Summary of Courses Recommended by Respondents for Future Athletic Coaches	64
17. Medical Aspects of Athletic Coaching	66
18. Theory and Techniques of Athletic Coaching	67
19. Scientific Foundations of Athletic Coaching	67
20. Principles of Athletic Coaching	68
21. Summary of Effectiveness of Professional Education Courses	69
22. Age Breakdown of 192 Tennessee Interscholastic Athletic Coaches	70
23. Total Coaching Experience of 192 Tennessee Interscholastic Athletic Coaches	71
24. Coaching Experience in Tennessee of 192 Tennessee Interscholastic Athletic Coaches	72
25. Sport Seasons of Coaching Experience of 192 Tennessee Interscholastic Athletic Coaches	73
26. Teaching Experience of 192 Tennessee Interscholastic Athletic Coaches	74
27. Teaching Experience in Tennessee of 192 Tennessee Interscholastic Athletic Coaches	75
28. Competitive Participation of Athletic Coaches	76
29. Membership of 192 Tennessee Interscholastic Athletic Coaches in Professional Organizations	77
30. A Summary of Courses and Hours Taught by Physical Education, Biology, History, Business, English, and Math Undergraduate Majors	81
31. Coaching Duties of 192 Tennessee Interscholastic Athletic Coaches	84
32. Administrative Duties of 52 Tennessee Interscholastic Athletic Coaches	85
33. Opinions of Athletic Coaches Concerning Whether Certification Will Improve the Caliber of Coaches in Tennessee	86

Table	Page
34. Opinions of Athletic Coaches Concerning the Certification of Coaches	88
35. Methods of Certification Favored by 164 Tennessee Interscholastic Athletic Coaches	89
36. Opinions of Athletic Coaches with Regard to Retroactive Certification	91
37. Opinions of Athletic Coaches Concerning a Special College Curriculum for Preparing Academic Teachers Who Desire to Coach Athletics	92
38. Opinions of Athletic Coaches Concerning a Student Assistant Coaching Program for Prospective Coaches	93
39. Opinions of Athletic Coaches Concerning the Prospective Coach Taking Coaching Courses in Sports Other Than That in Which He Specializes	95
40. Items to be Considered in Hiring an Interscholastic Athletic Coach as Rated by 192 Tennessee Interscholastic Athletic Coaches	98

LIST OF FIGURES

Figure		Page
1.	Undergraduate Major Preparation of 192 Tennessee Interscholastic Athletic Coaches . .	39
2.	Undergraduate Minor Preparation of 192 Tennessee Interscholastic Athletic Coaches . .	40
3.	Summary of Undergraduate Majors and Minors of 192 Tennessee Athletic Coaches	42
4.	Graduate Major Preparation of 63 Tennessee Interscholastic Athletic Coaches	43
5.	Graduate Minor Preparation of 63 Tennessee Interscholastic Athletic Coaches	45
6.	Summary of Graduate Majors and Minors of Respondents	46
7.	Attendance at Coaching Schools by 192 Tennessee Interscholastic Athletic Coaches . .	78
8.	Opinions of 123 Tennessee Athletic Coaches with Regard to a Grace Period for Attainment of Hours to Meet Certification . .	92
9.	Coaching Methods Courses Essential for an Overall Professional Preparation in Coaching as Rated by 140 Athletic Coaches . .	96

Chapter 1

INTRODUCTION

Educators are concerned over the fact that many coaches of interscholastic athletics teams are not professionally prepared in the scientific areas related to athletics. According to the Division of Men's Athletics of the American Alliance for Health, Physical Education, and Recreation's Task Force on Certification of High School Coaches, their areas of concern are: Physiology, Kinesiology, Theory and Techniques of Coaching, Medical Aspects of Coaching, and Principles and Problems of Coaching.¹

Esslinger remarks:

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 school teams have no professional preparation for such a responsibility.²

In the spring of 1970, all fifty states required that coaching personnel be licensed or certified for teaching at

¹Matthew G. Maetozo (ed.), Certification of High School Coaches (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971), p. 28.

²Arthur A. Esslinger, "Certification for High School Coaches," Journal of Health, Physical Education, and Recreation, XXXIX (October, 1968), 42.

the secondary level. Forty-one states had no specific certification requirements for coaching.³

Many interscholastic athletic coaches have been trained as teachers of subjects which have little or no relationship to instruction in sports. It is imperative that future athletic coaches receive at least specified minimal preparation to qualify them to coach interscholastic athletic teams. The legal implications in doing otherwise might have far reaching consequences for home, school, and community.⁴

The writer believes that because of the tremendous responsibility and influence on our youth, the four-year institutions of higher learning and state certification agency should be concerned with providing the future coach with the professional preparation needed to qualify him for this important position. The athletic program, being an integral part of the total educational program, needs certification of all interscholastic athletic coaches, with specific subject matter requirements similar to those of other disciplines.

Daniels states:

Each of our most highly regarded professions today (medicine, law, engineering) has achieved its present

³"A Survey of Special Certification Requirements for Athletic Coaches of High School Interscholastic Teams," Journal of Health, Physical Education, and Recreation, XLI (September, 1970), 14.

⁴Maetozo, p. 7.

status through carefully designed and rigidly controlled standards of professional preparation and practice.⁵

In 1967, a Task Force on Certification of High School Coaches was established by the American Association for Health, Physical Education, and Recreation's Division of Men's Athletics to study the problem of certification and professional preparation. Arthur A. Esslinger, Dean, School of Health, Physical Education, and Recreation, University of Oregon, was chairman of the committee.⁶

Members of the Task Force accepted the responsibility of developing a core area for committee examination. The core areas are: medical aspects of athletic coaching, principles and problems of coaching, theory and techniques of coaching, kinesiological foundations of coaching, and physiological foundations of coaching. The committee members investigated and developed their core area, after which an extensive outline was developed. Some committee members asked selected interscholastic athletic coaches to review, criticize, and give recommendations concerning the outline. Their responses were used to restructure the core area, which was then reviewed by the committee, and additional modifications were considered. The total proposal was then sent to a number of colleges and universities by Chairman Esslinger,

⁵Arthur S. Daniels, "Growth and Development of a Profession," Journal of Health, Physical Education, and Recreation, XXXIV (September, 1970), 14.

⁶Esslinger, p. 42.

who coordinated institutional responses for committee review and acceptance.⁷

The question arises as to whether or not the Tennessee Secondary School Athletic Association should require special professional preparation for interscholastic athletic coaches, and, if so, what should be the scope of this preparation.

STATEMENT OF THE PROBLEM

This study was conducted to investigate the present professional preparation status of football, baseball, basketball, and track coaches in the Tennessee Secondary School Athletic Association and to evaluate that preparation in regard to the standards recommended by the American Alliance for Health, Physical Education, and Recreation's Task Force on the Certification of High School Coaches.

DEFINITIONS OF TERMS

For the purpose of this study, the following terms and definitions are used.

AAHPER--American Alliance for Health, Physical Education, and Recreation, previously called the American Association for Health, Physical Education, and Recreation.

⁷Personal Letter, Dr. Matthew G. Maetozo, Dean, School of Health, Physical Education, Lock Haven State College, Lock Haven, Pennsylvania, September 27, 1974.

Board of Control--"The administrative authority of the Tennessee Secondary School Athletic Association. This Board is composed of nine members, one representative from each athletic district, who shall be elected to serve for a period of three years."⁸

Certification--A process of state licensing authorizing the holder of a credential to perform specific services in the public schools of the state. Certification and credentialing are frequently used interchangeably.⁹

East Tennessee--East Tennessee extends from the heights of the Unaka Ridges along the North Carolina border, across the valley of the Tennessee River, to the height of the Cumberland Plateau. The thirty counties east of Cumberland County are considered East Tennessee. A map of this area, which shows the county divisions, is included in Appendix B.

Interscholastic Athletics--Athletic competition between two different junior or senior high schools.

Middle Tennessee--Middle Tennessee includes a part of the Cumberland Plateau, all the Highland Rim Plateau and

⁸Tennessee Secondary School Athletic Association Official Handbook, 1971-72 (Hermitage, Tennessee, 1971), p. 4.

⁹Lucien B. Kinney, Certification in Education, Edited by Roy E. Simpson (Inglewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 14.

the Central Basin, and extends westward to the Tennessee River. The forty-four counties from Cumberland County west to the Tennessee River are considered Middle Tennessee. A map of this area, which shows the county divisions, is included in Appendix C.

Professional Preparation--Professional preparation should be a continuous process throughout the career of the professional person. One of the major characteristics of a true profession is that continued progress depends upon persistent study, experimentation, research, and other scholarly endeavors.¹⁰

NEA--National Education Association.

Sport Season--This is a period of time during the school year when a particular sport is being conducted at the interscholastic level.

TAHPER--Tennessee Association for Health, Physical Education, and Recreation.

TEA--Tennessee Education Association.

TSSAA--Tennessee Secondary School Athletic Association. The purpose of this corporation is to stimulate and

¹⁰"Professional Preparation in Health Education, Physical Education, and Recreation Education" (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1962), p. 23.

regulate the athletic relations of the secondary schools in Tennessee.¹¹

Task Force--A committee established by the AAHPER Division of Men's Athletics to study certification of high school coaches. Out of its deliberations, the Task Force has developed a program which includes the minimum essentials which every secondary school head coach should possess.¹²

West Tennessee--West Tennessee includes the plateau region from the Tennessee River west to the Mississippi River. West Tennessee is composed of twenty-one counties. A map of this area, which shows the county divisions, is included in Appendix D.

PURPOSE OF THE STUDY

The purpose of this study is to reveal the present professional preparation status of football, baseball, basketball, and track coaches in the Tennessee Secondary School Athletic Association. Additionally, the results of this study will relate the need for certification requirements for all coaches in the Tennessee Secondary School Athletic Association and will reveal a need for a coaching curriculum in Tennessee's four-year institutions of higher learning.

¹¹Tennessee Secondary School Athletic Association Official Handbook, 1971-72, p. 3.

¹²Esslinger, p. 43.

BASIC ASSUMPTIONS

1. Professional preparation of the interscholastic coaches of the Tennessee Secondary School Athletic Association will not meet the standards established by the American Alliance for Health, Physical Education, and Recreation's Task Force on Certification of High School Coaches.

2. The recommendations made by the Task Force on Certification of High School Coaches is a guide for professional preparation of high school coaches.

3. The results of this study will indicate a need for certification requirements for coaches of the TSSAA by the State Board of Education and Tennessee Secondary School Athletic Association.

4. The results of this investigation will reveal a need for four-year institutions of higher learning to provide a curriculum for the preparation of coaches according to the standards established by the Task Force on Certification of High School Coaches.

5. The Tennessee interscholastic athletic coaches in attendance at the Tennessee Secondary School Athletic Association's coaching clinic will cooperate with the study and give unbiased responses.

6. The Tennessee interscholastic athletic coaches in attendance at the Tennessee Secondary School Athletic Association's coaching clinic are a representative sample of all interscholastic athletic coaches in Tennessee.

Chapter 2

REVIEW OF RELATED LITERATURE

An effort will be made to relate the available literature on professional preparation of coaches and trends in certification of coaches. The related literature will be presented in three parts: (1) professional preparation of coaches, (2) certification of coaches, and (3) competencies for athletic coaches.

PROFESSIONAL PREPARATION

How much and what kind of preparation does the athletic coach need? The answer has not been forthcoming. Yet the impact that a coach has on the lives of thousands of young people means that the answer must be found. It is imperative that school administrators, physical educators, coaches, teacher training personnel, and state certifying agencies associated with this problem must face the issue and determine the best course of action.¹

Staley suggests that the purpose of extracurricular activities is educational, for three reasons: (1) an

¹William F. Stier, Jr., "The Coaching Intern," Journal of Health, Physical Education, and Recreation, XLI (January, 1970), 27.

education is obtained by students who participate in extra-curricular activities, (2) many activities learned are important life activities, (3) the quality and quantity of learning is high for students who are associated with these activities.²

Dowell claims in his article "Professional Preparation," that when students cannot 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 should be required and evaluated.³

Snyder reports it is evident that emphasis is on improving interscholastic athletics. He indicates some authorities believe that a professional coaching curriculum can be designed to provide physical education majors and majors in other areas with the skills, knowledge, and the attitudes needed in the coaching profession. This program would provide a broad program of liberal education.⁴

Thomas states that although the program of interscholastic athletics is not the prime objective of secondary

²Seward C. Staley, The Curriculum in Sports (Philadelphia: W. B. Saunders Company, 1935), p. 38.

³Linus J. Dowell, "Professional Preparation: Selection, Retention, and Recommendations," The Physical Educator, XXII (October, 1965), 101.

⁴Raymond A. Snyder, "The Future in Professional Preparation," The Physical Educator, XVII (October, 1962), 106.

education, it can make very important contributions to the development of youth.⁵

During the 75th Anniversary Convention of the American Association for Health, Physical Education, and Recreation in Miami Beach, Florida, the Steering Committee on Professional Preparation 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.

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 in physical education and interschool athletics. Furthermore, they believe an athletic coach who has been prepared as an academic teacher is not qualified for his many

⁵Eugene S. Thomas, "The Role of Athletics in Education," Administration of High School Athletics. (Report of the First National Conference on Secondary School Athletic Administration, Washington, D.C., December 2-5, 1962. Published by The American Association for Health, Physical Education, and Recreation, a Department of the National Education Association, Washington, D.C.), p. 5.

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

responsibilities in safeguarding and promoting the health of his team members.⁷

In 1964, a survey of Florida and Georgia high schools revealed that coaches who were not properly trained in physical education were doing twenty-two percent of the head coaching and twenty-seven percent of the assistant coaching.⁸ This condition, plus expanding athletic programs, has created a serious shortage in trained coaches.

Mach reports that seventy-four percent of the head coaching positions in Minnesota and bordering states were held by coaches with either a major or a minor in physical education.⁹

A similar study in Wisconsin by Hatlem revealed that physical education constituted sixty-three percent of the undergraduate major or minor preparation of head coaches.¹⁰

⁷Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, 1967), p. 282.

⁸Don Veller, "New Minor for a Major Profession," Journal of Health, Physical Education, and Recreation, XXXVIII (April, 1967), 32.

⁹Francis G. Mach, "The Undergraduate Preparation and Professional Duties of Selected High School Athletic Coaches in Minnesota and Bordering States" (unpublished Doctoral dissertation, University of South Dakota, Vermillion, South Dakota, 1969), p. 194.

¹⁰Roger B. Hatlem, "Professional Preparation and Experiences of the Coaches of the Wisconsin Interscholastic Athletic Association" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1972), p. 51.

He also reported that over thirty percent of the head coaches had never taken a coaching methods course.¹¹

Maetozo, in a nationwide study of coaches in selected sports, reports that sixty-seven percent of the coaches had completed an undergraduate major in physical education, and an additional 5.4 percent had an undergraduate minor in physical education.¹²

In the spring of 1971, a professional preparation committee in Maryland conducted a similar study. In the senior high schools where the questionnaire was completed, 1,490 coaches were assigned to coaching thirteen different sports. Twenty-six different areas of certification were reported by the respondents. Six hundred and seventy-five or forty-five percent of all coaches reported in this study listed physical education as their area of certification.¹³

A study in New York State was initiated by the Bureau of Physical Education and Recreation in conjunction with representatives of several professional groups in the state. Although no formal research was undertaken, the consensus of

¹¹Hatlem, p. 152.

¹²Matthew Maetozo, "The Analysis of the Professional Preparation of Interscholastic Athletic Coaches in Selected Sports" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1965), pp. 54-57.

¹³Norman L. Sheets, "Current Status of Certification of Coaches in Maryland," Journal of Health, Physical Education, and Recreation, XLII (June, 1971), 11.

everyone involved was that a great need existed for some specialized preparation for coaches.¹⁴

Esslinger reports:

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 school teams 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.¹⁵

The implications of inadequate coaching preparation are obvious. Our universities and colleges have an obligation to provide training for students to teach academic classes as well as to perform coaching duties. A coaching minor could relieve some of this shortage. This minor must be organized so that any prospective coach, if he wishes, can have the opportunity to major in an academic area such as English, mathematics, or history and be professionally prepared to coach.¹⁶

Mach reports that the idea of a non-teaching minor in athletic coaching has gained wide acceptance in Minnesota and its bordering states.¹⁷

¹⁴Matthew G. Maetozo, "Required Specialized Preparation for Coaching," Journal of Health, Physical Education, and Recreation, XLI (April, 1971), 12.

¹⁵Arthur A. Esslinger, "Certification for High School Coaches," Journal of Health, Physical Education, and Recreation, XXXIX (October, 1968), 42.

¹⁶Veller, p. 33.

¹⁷Mach, p. 209.

Hatlem, in a study of Wisconsin head coaches, found that more than sixty-three percent of them favored a special college curriculum to prepare academic teachers who do not choose physical education as their major or minor for coaching athletics.¹⁸ He also found that over eighty-four percent of the head coaches favored student teaching programs in coaching as part of undergraduate preparation.¹⁹

Maetozo, in a similar study which was nationwide, found that 70.5 percent of the coaches surveyed favored a student assistant program for future coaches, during undergraduate or graduate preparation.²⁰

Stein recommends that if we expect to accomplish the objective of getting a boy in every sport and having a sport for every boy we need many more qualified athletic coaches. He suggested the following courses for a coaching minor:

- (1) care and treatment of athletic injuries, (2) organization and administration of physical education and athletics,
- (3) scientific principles of coaching, (4) adolescent growth and development, (5) psychology of coaching, (6) emotional and psychological aspects of athletics, (7) methods of coaching, and (8) officiating.²¹

¹⁸Hatlem, p. 159.

¹⁹Hatlem, p. 156.

²⁰Maetozo, "The Analysis of the Professional Preparation . . . ," p. 178.

²¹Julian U. Stein, "Undergraduate Professional Preparation," The Physical Educator, XX (March, 1968), 5-8.

Several institutions of higher learning have initiated programs to upgrade the professional preparation of coaches. Florida State University has initiated a program called a coaching education minor. It provides twelve semester hours of coaching instruction plus three hours of speech.²²

The University of California, Santa Barbara, has initiated a coaching minor and requires thirty quarter hours. This program was designed for both men and women interested in becoming an academic classroom instructor who desires to be involved in coaching.²³

The coaching intern program at Briar Cliff College, Sioux City, Iowa, was instituted to upgrade the professional preparation of all who aspire to be a member of the coaching profession, regardless of whether they possess a teaching certificate in physical education or another academic subject area. The coaching intern program is based on a version of student teaching at the undergraduate level.²⁴

A course at Washington State University, "Practicum in Coaching," provides the needed practical experience in a

²²Veller, p. 33.

²³Arthur J. Gallon, "The Coaching Minor," Journal of Health, Physical Education, and Recreation, XL (April, 1970), 47.

²⁴Stier, p. 27.

realistic coaching situation similar to the experiences provided for prospective teachers in student teaching.²⁵

Ball State University has developed a departmental minor in coaching consisting of thirty-six quarter hours. This does not qualify the candidate to teach physical education at any level, but does qualify him to coach on all levels.²⁶

The minimum essential course requirements for professional preparation recommended by the Task Force on Certification are as follows:²⁷

	Semester hours
Medical Aspects of Athletic Coaching	3
Principles and Problems of Coaching	3
Theory and Techniques of Coaching	6
Kinesiological Foundations of Coaching	2
Physiological Foundations of Coaching	2

CERTIFICATION OF COACHES

The proposals with regard to certification for coaching are varied. Drew categorized them as follows:

1. An individual coaching interscholastic athletics shall be certified for a particular sport. If an individual coaches more than one sport, he shall be certified for each.

²⁵Samuel H. Adams, "A Practical Approach to Preparing Coaches," Journal of Health, Physical Education, and Recreation, XLV (May, 1974), 65.

²⁶C. E. Guemple, "New Directions for Professional Preparation at Ball State University," Journal of Health, Physical Education, and Recreation, XLIV (September, 1973), 67.

²⁷Matthew G. Maetozo (ed.), Certification of High School Coaches (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971), p. 28.

2. Every individual coaching should have a physical education major. This would entitle an individual to coach any and all sports.

3. Sports where there is an element of danger shall require certified coaches. Coaches in other sports will need no such credentials. Sports usually considered as needing special certification include football, swimming, gymnastics, hockey, basketball, and soccer. Those needing no credentials include tennis, golf, bowling, and handball.

4. Individuals who have completed a physical education major shall be considered certified to coach all sports. Persons who do not have such a major shall be certified in each sport they coach.²⁸

In an article, "Actional Proposals for the Tennessee Association for Health, Physical Education, and Recreation," Crase reports that to require special certification of coaches who coach the so-called "major" sports as advocated during a recent national conference, would require state and sectional meetings of various state administrators and other interested individuals.²⁹

²⁸A. Gwendolyn Drew, "A Condensation of Reuben B. Frost's Paper, 'Recent Trends in Certification of Men Physical Education Teachers and Coaches'," Journal of Health, Physical Education, and Recreation, XXXVII (April, 1966), 78.

²⁹Darrell Crase, "Actional Proposals for the Tennessee Association for Health, Physical Education, and Recreation," Tennessee Health and Physical Educator, VI (September, 1967), 3.

Members of the Coaching Certification Committee of Illinois Association for Professional Preparation in Health, Physical Education, and Recreation conducted a study in the spring of 1970 to determine the coaching certification requirements of each state. Fifty states that responded to the survey require coaches to be certified for teaching. Forty-one states require no specific certification for coaching. Only nine states have some coaching certification requirements with Minnesota being the strongest. Other states requiring some certification for coaches are: Iowa, South Dakota, Nebraska, Oklahoma, Indiana, New Hampshire, Louisiana, and Wyoming.³⁰

Forsythe, in the publication, Administrative Problems in Health Education, Physical Education and Recreation, states:

Athletic activities are a definite and integral part of the instructional program in physical education. A teacher (coach) given even incidental instruction in these activities should hold a teacher's certificate, and his activity should be so co-ordinated under the supervision of the professionally trained physical education staff. A teacher employed primarily for coaching (teaching) of athletic activities should hold or be eligible for a physical education teacher certificate.³¹

³⁰"A Survey of Special Certification Requirements for Athletic Coaches of High School Interscholastic Teams," Journal of Health, Physical Education, and Recreation, XLI (September, 1970), 14-15.

³¹American Association of Health, Physical Education, and Recreation, Administrative Problems in Health Education, Physical Education, and Recreation (Washington: American Association for Health, Physical Education, and Recreation, 1953), p. 100.

The Task Force on Certification for High School Coaches under the direction of Chairman Arthur Esslinger, came to the conclusion that the best way to eliminate unqualified coaches is for each state to establish certification standards for teachers of academic subjects who desire to coach.³²

The Illinois Association for Professional Preparation in Health, Physical Education, and Recreation states that the state of Illinois should establish certification standards for teachers of academic subjects who desire to coach. This certification requirement would not apply to coaches now in Illinois schools but would be designed for future coaches.³³

Mueller and Robey conducted a study in North Carolina. They state:

Certification of high school football coaches should include requirements for certain kinds of coaching, playing and educational experience that would be advantageous to the coach in the performance of his duties.³⁴

This study reveals that coaches with the least amount of coaching experience were involved with teams who had a higher injury rate when compared to teams instructed by experienced coaches (more than four years). Furthermore, the study reports that teams coached by men with master's degrees had a

³²Esslinger, "Certification for High School Coaches," pp. 42-43.

³³Sheets, p. 55.

³⁴Frederick O. Mueller and James M. Robey, "Factors Related to the Certification of High School Football Coaches," Journal of Health, Physical Education, and Recreation, XLIII (February, 1971), 50.

lower injury rate than teams coached by men without a master's degree.

According to Mach, if coaches were required to coach in sports in which they had intercollegiate experience, the number of available coaches would be reduced by about forty percent.³⁵

Bucher states it is unnecessary to require that all coaches have playing experience. Furthermore, he believes it is possible, through interest and study, for an individual to become proficient and do a superior job of coaching without playing experience.³⁶

McKinney states that some school administrators, when making coaching assignments, make the invalid assumption of thinking that the individual who participated in a sport on the intercollegiate level is qualified to coach that sport. Moreover, playing experience limits the individual mostly to knowledge of the position he played.³⁷

The results of a study in Minnesota and bordering states by Mach reveals that over one-half of the coaches favored certification standards for head coaches.³⁸ He also

³⁵Mach, p. 207.

³⁶Charles A. Bucher, Foundations of Physical Education (St. Louis: C. V. Mosby Company, 1968), p. 43.

³⁷Wayne C. McKinney, "Mandatory Coaching Certification for Men and Women in Missouri," Missouri Journal of Health, Physical Education, and Recreation, IV (Spring, 1974), 71.

³⁸Mach, p. 200.

reports that coaches with a major in physical education overwhelmingly favored certification standards for head coaches.³⁹

Hatlem reports that sixty-nine percent of the head coaches in Wisconsin favored certification of athletic coaches.⁴⁰

Maetozo's nationwide study reveals that seventy-six percent of the coaches surveyed favored the development and the institution of requirements for certification of coaches in all sports.⁴¹ He also believes: "Certification of high school coaches is an absolute necessity, not only for the physical educator, but also for the academic teacher-coach who is interested in coaching."⁴²

Meinhardt mentioned two reasons why certification of coaches is needed: (1) most secondary schools compete in six to ten sports and have varsity, junior varsity, sophomore, and freshman teams. It is obvious that most schools do not have adequate physical education programs to provide coaches for each sport. Therefore, the principal must use teachers from other academic areas to coach some of the sports. (2) Some college athletes would like to coach but wish to teach in an academic area other than physical education. It

³⁹Mach, p. 201.

⁴⁰Hatlem, p. 156.

⁴¹Maetozo, "The Analysis of the Professional Preparation . . . ," p. 187.

⁴²Maetozo, "Certification of High School Coaches," p. 16.

appears that this is a strong recommendation for institutions of higher learning to provide a coaching minor and states to require certification for coaches.⁴³

COMPETENCIES FOR ATHLETIC COACHES

The time has passed when any person with some playing experience can serve as an interscholastic athletic coach. Many leading educators are in the process of defining specific competencies that should be possessed by an interscholastic athletic coach before he is considered to be qualified in the coaching profession.

The time has come when the physical education teacher can no longer coach every interscholastic sport. The balance no longer exists between the number of physical education teachers and the number of coaches needed to coach the ever-expanding interscholastic athletic programs. Thus, the development of a minor in athletic coaching could solve the problem of preparing individuals to coach interscholastic athletics.⁴⁴

The formal professional preparation of athletic coaches has been related to the competencies that should be acquired by an athletic coach, and to how the competencies might best be developed during professional training. Some

⁴³Thomas Meinhardt, "A Rationale for Certification of High School Coaches in Illinois," Journal of Health, Physical Education, and Recreation, XLII (January, 1971), 48.

⁴⁴Veller, pp. 32-33.

authorities feel that all athletic coaches should be professionally trained as physical education teachers.⁴⁵

Snyder and Scott state that a competency is a skill, an insight, an understanding, a qualification or ability that is used to meet a life situation. When an individual is provided with the desirable learning experiences, the individual should develop the desired competencies. Desirable learning experiences in professional preparation infers the provision of planned opportunities for the development and understanding of skills necessary for effective teaching.⁴⁶

Bucher states that only those individuals who are professionally prepared should be assigned interscholastic coaching duties. Coaching is an educational endeavor and basic qualities are needed to do an effective job. He lists these basic qualities:

1. Expert knowledge of the game: techniques, strategy, rules, and skills.
2. An understanding of the participant, concern for the total development, physically, mentally, socially, emotionally, and moral welfare of youth.

⁴⁵Leonard H. Clark, Raymond L. Klein, and John B. Burks, The American Secondary School Curriculum (New York: The MacMillan Company, 1964 and 1965), p. 365.

⁴⁶Raymond Snyder and Harry Scott, Professional Preparation in Health, Physical Education, and Recreation (New York: McGraw-Hill Company, 1954), p. 115.

3. Skills in the art of teaching including laws of learning, effective presentation of material, and application of sound psychological principles to his work.

4. Desirable personality and character traits such as kindness, understanding, affection, patience, and enthusiasm.⁴⁷

In a recent statement of desired coaching competencies, Frost reports that many individuals involved with athletics agree that professional preparation programs for athletic coaches should develop the following competencies. The coach should have:

1. An understanding of the relationship of the interscholastic athletic program to the total educational program.

2. A knowledge of first aid and safety practices and techniques that pertain to the sport he is coaching.

3. A knowledge of growth and development principles and their implications to athletics.

4. A thorough understanding of the biological, social, emotional, moral, and spiritual values which may be accrued from the activity and the best methods of bringing about these desirable outcomes.

5. An understanding of the basic psychological principles of motivation, emotion, stress, play, and group interaction.

⁴⁷Charles A. Bucher, "Professional Preparation of the Athletic Coach," Journal of Health, Physical Education, and Recreation, XXX (September, 1959), 27-28.

6. An understanding of basic principles in the care and prevention of athletic injuries and an understanding of the proper relationship of the coach to the team physician.

7. Knowledge of the best methods of developing and conditioning members of athletic teams.

8. A knowledge of legal liability and sound practices and preventive measures.

9. A thorough knowledge and understanding of fundamentals, offenses, defenses, strategies, and methods of teaching in a particular sport.

10. Public speaking ability so as to bring credit to the profession and the school.

11. Knowledge and a sense of responsibility for local, state, and national rules and regulations.⁴⁸

Rice gives the four qualities he looks for in a coach:

1. Professional ability to teach, whether it is in the classroom or in an athletic sport.

2. A knowledge of the sport for which he is an applicant to coach.

3. A personality that sustains an interest by the staff, students, and the community.

⁴⁸Reuben B. Frost, "Suggested Certifications Requirements for the Academic-Teacher Coach," The Physical Education Newsletter, XII (April 15, 1968), 3-4.

4. Character, which is of primary importance in the profession of teaching and coaching.⁴⁹

Recommendations by the Committee of the American Association for Health, Physical Education, and Recreation concerning preparation areas for athletic coaches are:

1. Basic biological science.
2. Growth and development.
3. Anatomy and physiology.
4. Personal health and nutrition.
5. Safety and accident prevention specific to activity areas.
6. First aid, athletic training, and conditioning.
7. Theory and practice in coaching various sports.
8. Principles and administration of physical education and athletics.⁵⁰

Furthermore, special competencies recommended by the Committee include:

A. Knowledge and understanding of:

1. The relationship of physical education, including athletics to the purposes and objectives of education.
2. The development and relationship of the physical education program, the intramural program, and the interscholastic program.

⁴⁹Harry M. Rice, "Qualities of a Good Coach," Bulletin of the National Association of Secondary School Principals, XL (September, 1956), 159.

⁵⁰Professional Preparation in Health, Physical Education and Recreation (Washington: American Association for Health, Physical Education and Recreation, 1962), p. 71.

3. Desirable procedures in squad management and organization.
4. The responsibility of interscholastic athletics in achieving the objectives of the total school-community health program.
5. Extensive technical information in the chosen specialty (offenses, defenses, strategy) including coaching techniques.
6. The best methods of developing, training, and conditioning athletes.
7. Legal responsibilities peculiar to athletics.
8. The social values inherent to interschool athletics situations.
9. The relationship of the coach to the physician.
10. The responsibility of the coach for rehabilitation under medical supervision.
11. A knowledge of and understanding of the fundamentals of officiating in the sport coached.
12. The role of professional associations and one's responsibility for active participation and support.

B. Acquisitions of skills and abilities

1. Interpretation and applications to interschool athletics of national policies, rules, and regulations.
2. Interpretation and application to interschool athletics of state policies, rules, and regulations.
3. Interpretations and application to interschool athletics of local policies, rules, and regulations.
4. Planning and supervision of athletic facilities.

5. Administration of appropriate budgets, maintenance of adequate records, purchase and care of equipment, arrangement of schedules, preparation of contracts, and management of athletic contests.
6. Athletic training and conditioning procedures.
7. Interpretation of the school athletic program through effective speaking.
8. Interpretation of the school athletic program through effective writing.
9. Maintenance of emotional control under the usual pressures connected with athletics.
10. Administration of an effective intramural program.
11. Dealing, understanding, and working with young people.
12. Encourage sportsmanship for players, officials, and fans.

C. Advocated advanced preparation

1. Educational and professional understanding.
2. Experience in research techniques and problems.
3. Legal knowledge pertinent to the total athletic program.
4. Health knowledge pertinent to the total athletic program.
5. Knowledge of your sport specialty.
6. Knowledge of body structure and function in relation to athletics.
7. Ability to utilize public relation procedures.⁵¹

⁵¹Snyder and Scott, p. 72.

Voltmer and Esslinger consider personality, professional preparation courses taken, experience, and health as the most important qualifications when selecting athletic coaches.⁵²

⁵²Voltmer and Esslinger, pp. 114-15.

Chapter 3

METHODS AND PROCEDURES

A questionnaire was used to evaluate the responses of 192 Tennessee interscholastic athletic coaches in attendance at the Tennessee Secondary School Athletic Association's Coaching Clinic as they relate to professional preparation of athletic coaches, competencies needed by athletic coaches, and a planned curriculum in institutions of higher learning to professionally prepare athletic coaches in sanctioned sports.

The questionnaires were distributed by the researcher during the Tennessee Secondary School Athletic Association's Coaching Clinic, which was held at Middle Tennessee State University, Murfreesboro, Tennessee, from August 1 through August 3, 1974.

Responses from the 192 athletic coaches were used to analyze, compare, and evaluate the professional preparation of football, baseball, basketball, and track coaches from the state of Tennessee.

QUESTIONNAIRE SAMPLE

The sample was 192 Tennessee interscholastic athletic coaches of football, baseball, basketball, and track in

attendance at the Tennessee Secondary School Athletic Association's Coaching Clinic that was held at Middle Tennessee State University from August 1 through August 3, 1974. Of the 192 Tennessee interscholastic athletic coaches surveyed, 97 represented schools from Middle Tennessee, 54 represented schools from East Tennessee, and 41 coached at schools in West Tennessee.

INSTRUMENT

The questionnaire used to analyze the professional preparation of 192 football, baseball, basketball, and track coaches in the Tennessee Secondary School Athletic Association was validated by Roger Hatlem while completing the requirements for the Doctor of Physical Education degree at Springfield College in 1972. A pilot study was conducted in which questionnaires were submitted to the coaches at Viroqua Senior High School, Viroqua, Wisconsin, for their analysis, criticism, and recommendations. Comments were incorporated in the development of the final questionnaire.

The questionnaire dealing with professional education, experiences, certification, and competencies of athletic coaches was developed from the study of related literature, recommendations proposed by the Task Force of the American Alliance for Health, Physical Education, and Recreation, recommendations by the dissertation committee, experiences of

the writer, and recommendations from the athletic coaches completing the questionnaire for the pilot study.¹

ADMINISTERING THE QUESTIONNAIRE

The questionnaire pertaining to the professional preparation of interscholastic athletic coaches was responded to by 172 Tennessee football, baseball, basketball, and track coaches as they registered for the coaching clinic. Tables and chairs were provided near the registration area where coaches could respond to the questionnaire immediately. One hundred fifty-eight of the registered coaches completed the questionnaire immediately after registering. Questionnaires were distributed by the researcher during the clinic to those registering late. The researcher personally distributed twenty questionnaires to Tennessee interscholastic athletic coaches who were enrolled in graduate courses at Middle Tennessee State University during the summer session. An information sheet relating the instructions and purpose of the questionnaire was attached to each questionnaire. The researcher was present during registration to answer questions related to the questionnaire.

The researcher and two graduate associates were present to receive the completed questionnaires as each

¹Roger Berent Hatlem, "Professional Preparation and Experience of the Coaches of the Wisconsin Interscholastic Athletic Association" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1972), pp. 45-46.

coaching session was dismissed. Furthermore, the researcher followed up on questionnaires by talking with coaches in dining halls and residence halls.

ANALYSIS OF THE DATA

The information obtained from responses to the questionnaire was organized into four areas as follows: professional education, experiences, needed competencies of interscholastic athletic coaches, and responses to the recommendations of the American Association for Health, Physical Education, and Recreation's Task Force on Certification of High School Coaches.

The responses, which consisted of checklists, yes or no answers, reactions, and recommendations, were tabulated and summarized. The reactions and recommendations were synthesized and listed as general consensus of the athletic coaches' responses toward certification, professional education, and needed competencies of interscholastic athletic coaches.

Percentages were calculated on the above mentioned areas; and then tables and graphs relevant to each sub-area of the four main areas were constructed to point out the responses from the Tennessee interscholastic athletic coaches who completed the questionnaire. The responses were also analyzed in relation to the proposed courses recommended by the Task Force on Certification of High School Coaches of the American Association for Health, Physical Education, and Recreation.

Chapter 4

ANALYSIS OF DATA

The data to be analysed was obtained by means of a questionnaire completed by Tennessee athletic coaches in attendance at the Tennessee Secondary School Athletic Association's annual coaching clinic, which was conducted at Middle Tennessee State University, Murfreesboro, Tennessee, on August 1 through August 3, 1974. According to the office of Executive Secretary of the Tennessee Secondary Athletic Association, 550 Tennessee athletic coaches attended the clinic.

Five hundred questionnaires pertaining to the professional preparation of interscholastic coaches were distributed to Tennessee interscholastic coaches as they registered for the coaching clinic. Tables were provided, and the coaches were encouraged to complete the questionnaire immediately. The researcher, assisted by three graduate associates, was present in each lecture room to receive questionnaires completed after registration and to answer any questions concerning the questionnaire.

One hundred ninety-two Tennessee interscholastic coaches responded to the questionnaire. The greatest percentage (51.76 percent) of the respondents were employed by

schools in the Middle Tennessee area, followed by East Tennessee with 27.42 percent and West Tennessee with 20.87 percent.

The analysis of the responses will be presented in four areas of professional preparation: professional education, experiences, competencies, and responses to task force recommendations.

The first area, professional education, concerns the undergraduate and graduate preparation. The professional education courses completed by the interscholastic athletic coaches and recommendations concerning professional education courses that should be considered for future interscholastic athletic coaches are also emphasized. This area also considers whether or not the athletic coaches believe their professional preparation adequate.

The area of experiences is devoted to coaching and teaching experiences of the interscholastic athletic coaches surveyed, attendance at coaching schools, membership in professional organizations, and the present duties of the interscholastic athletic coaches who responded to the questionnaire.

Data relative to competencies of the athletic coaches is presented in the third area. Information reported concerns the certification of interscholastic athletic coaches, items considered important in the hiring of an interscholastic athletic coach, a student assistant coaching program, and the idea of a special curriculum for academic teachers desiring to coach interscholastic athletics.

The Tennessee interscholastic athletic coaches were asked to respond to the AAHPER Task Force recommendations on professional preparation for interscholastic athletic coaches. This section reports the positive and negative responses of the athletic coaches.

PROFESSIONAL EDUCATION

Undergraduate Majors

An undergraduate major in physical education was reported by 67.19 percent of the respondents. The remaining athletic coaches had completed undergraduate degree requirements in eighteen other subject areas. History was the second most frequent subject area reported with 7.29 percent of the respondents having completed undergraduate requirements in this area. Undergraduate degrees in business followed closely with 6.22 percent of the athletic coaches completing undergraduate requirements for this degree. Undergraduate majors in biology, math, English, and political science reported 4.69 percent, 3.65 percent, 3.13 percent, and 1.56 percent respectively. Other undergraduate majors with less than one percent were agriculture, animal science, chemistry, industrial arts, industrial management, natural science, psychology, secondary education, science, social science, social studies, and sociology.

Undergraduate Minors

History was the undergraduate minor most frequently reported with 14.58 percent of the athletic coaches

indicating this minor. Biology was reported as the second most prominent undergraduate minor with 14.06 percent. Undergraduate minor preparation in education was reported by 12.18 percent of the athletic coaches. The percentage of athletic coaches reporting undergraduate minors in physical education, health, science, business, and geography ranged from 7.81 percent in physical education to 5.21 percent in geography with the other areas falling within that range. Social studies and sociology reported 3.65 percent minoring in this area. A small percentage of the interscholastic athletic coaches reported undergraduate minors in accounting, chemistry, English, industrial arts, math, political science, psychology, recreation, and speech. They ranged from 2.60 percent in political science and English to 1.04 percent in math and accounting. Undergraduate minor represented by one coach were physics, special education, economics, library science, agriculture, social science, and philosophy.

Summary: Undergraduate
Preparation

Physical education, history, and biology were the most frequently reported undergraduate major and minor. A total of 73.10 percent of the 192 Tennessee interscholastic athletic coaches had completed major or minor requirements in physical education. History was second with 21.32 percent, and biology was third with 18.27 percent. A total of 12.18 percent of the athletic coaches had either a major or minor in business or education. Other areas with majors or minors

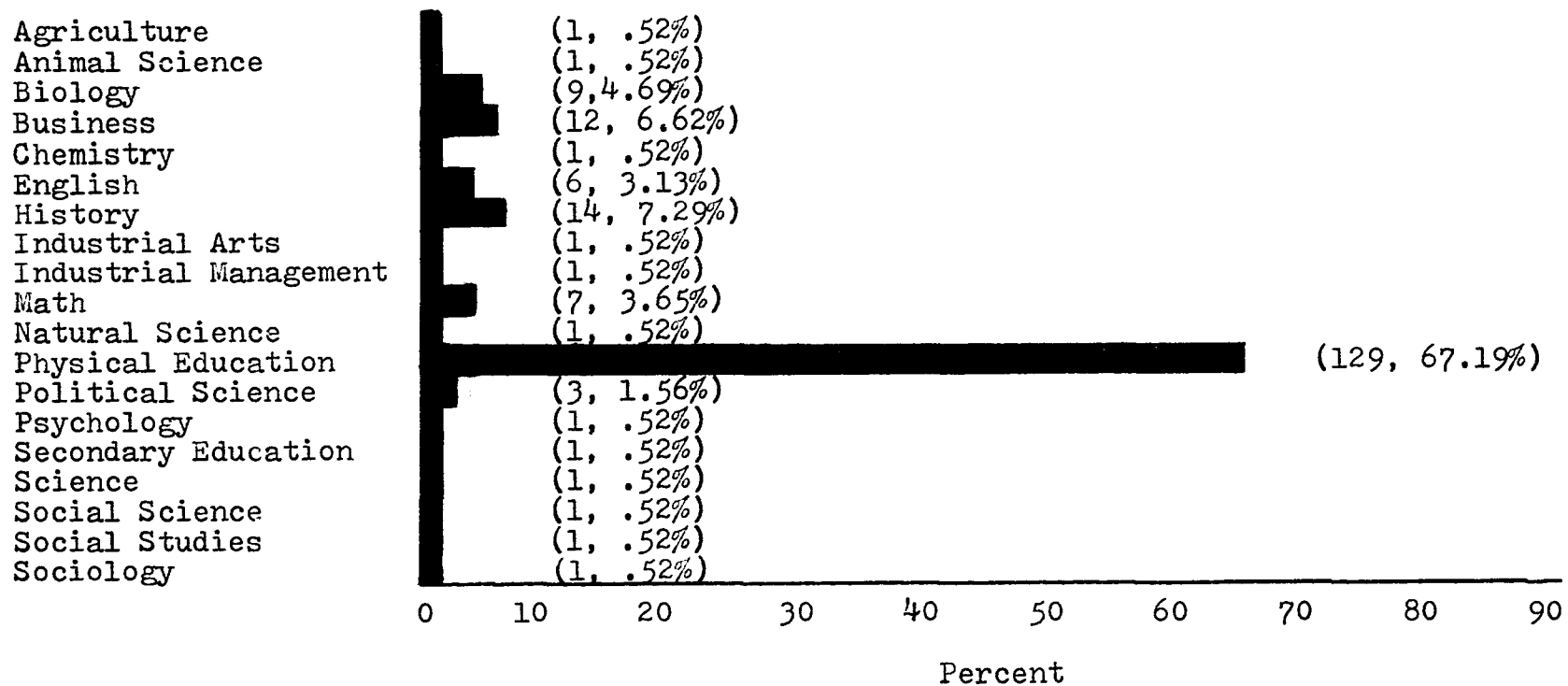


Figure 1

Undergraduate Major Preparation of 192 Tennessee
Interscholastic Athletic Coaches

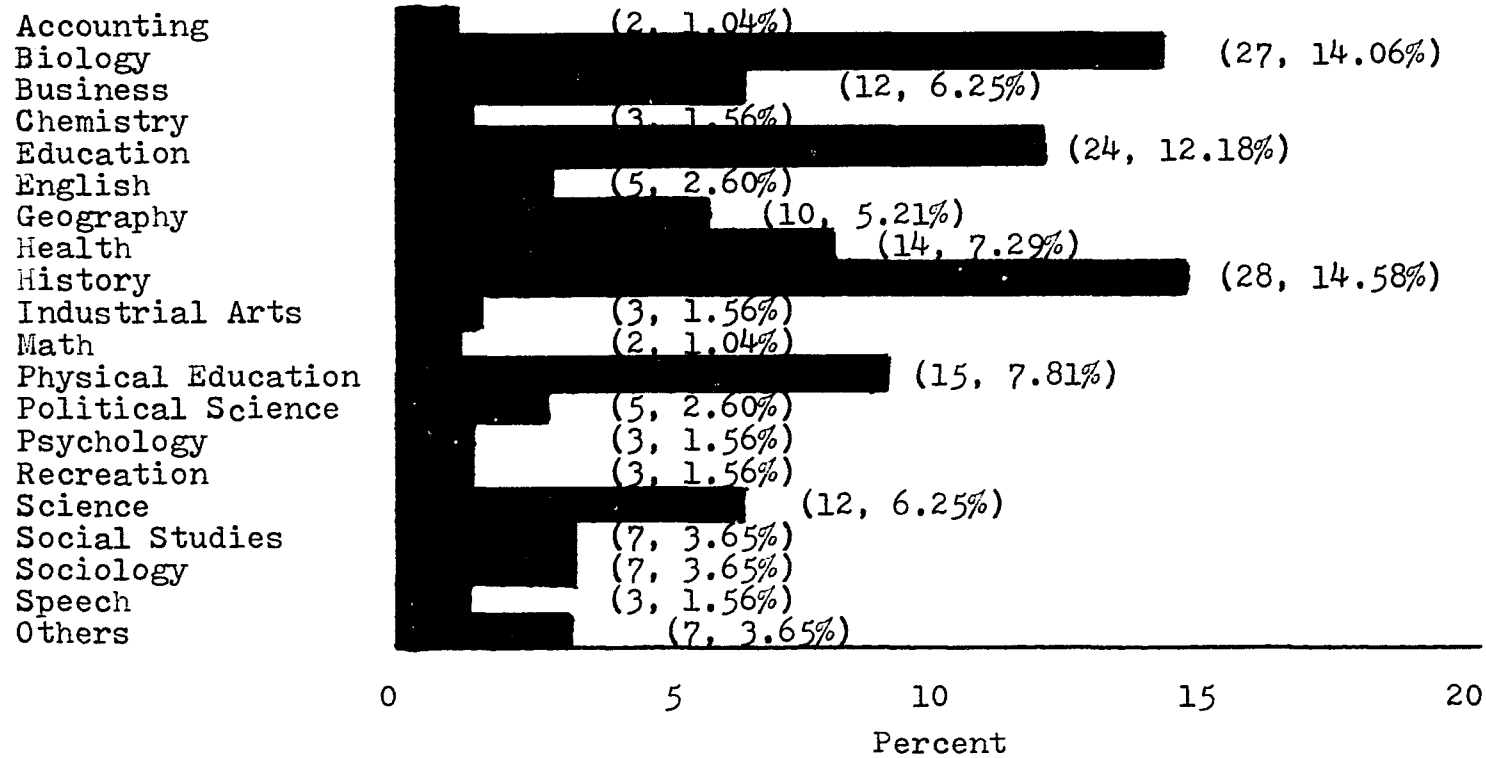


Figure 2
 Undergraduate Minor Preparation of 192 Tennessee
 Interscholastic Athletic Coaches

were: health (7.11%), science (6.60%), English (5.58%), geography (5.08%), and math (4.59%).

Graduate Degrees

Of the Tennessee interscholastic athletic coaches surveyed, 32.81 percent reported they had completed the requirements for graduate degrees. Seventy-three of the 129 respondents who have not completed requirements for graduate degrees reported graduate hours beyond the undergraduate degree. A total of 1,088 graduate hours was reported by coaches without graduate degrees for an average of 14.90 hours per athletic coach. Fifty-five Tennessee interscholastic athletic coaches reported no hours beyond the undergraduate degree.

Of the sixty-three Tennessee interscholastic athletic coaches who had graduate degrees, education was the most frequently reported graduate major with 49.21 percent of the athletic coaches completing requirements for that degree. Graduate major preparation in physical education was reported by 34.92 percent of the respondents. Graduate preparations in math and business education reported 6.35 percent and 4.76 percent respectively. Natural science and guidance completed the graduate majors with 3.17 percent of the athletic coaches reporting a degree in natural science followed by guidance with 1.59 percent.

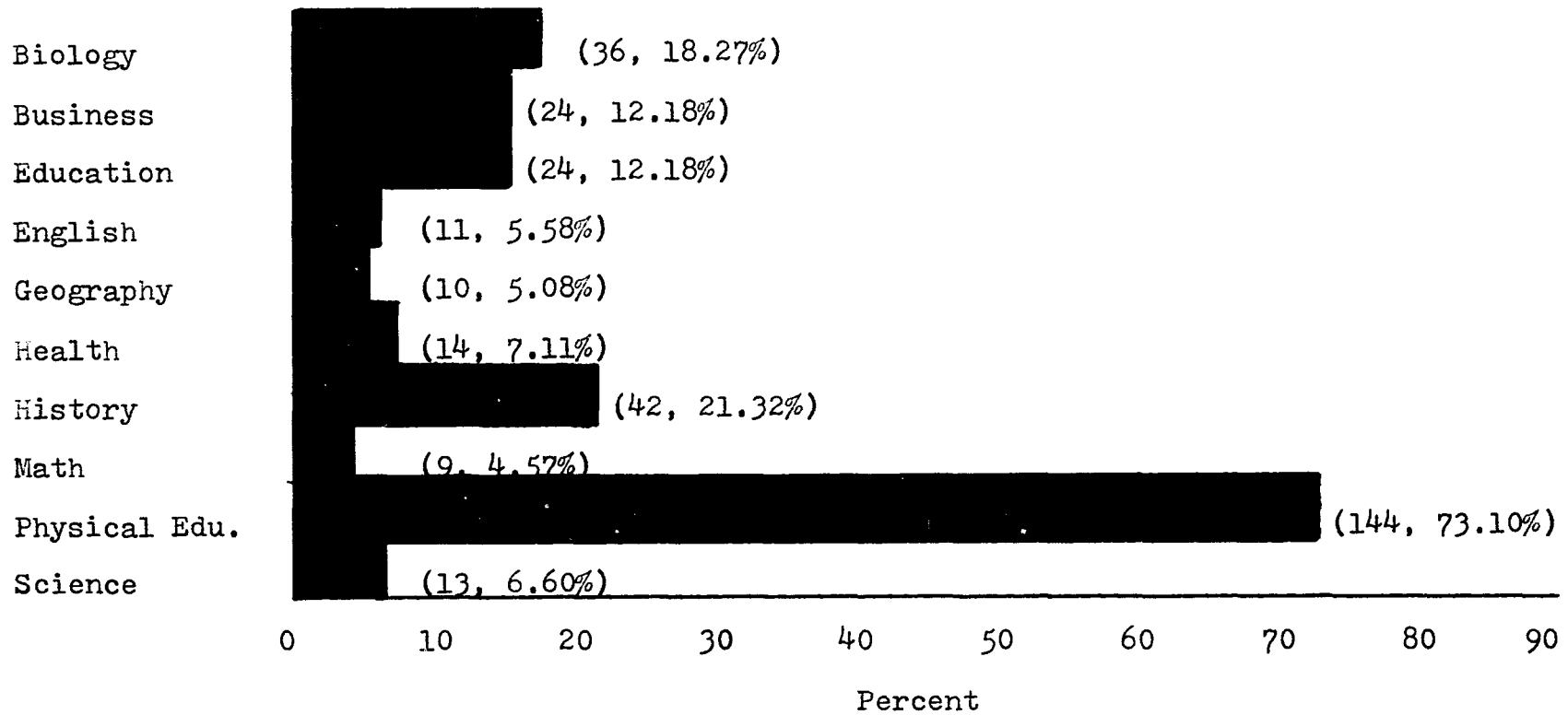


Figure 3
 Summary of Undergraduate Majors and Minors of
 192 Tennessee Athletic Coaches

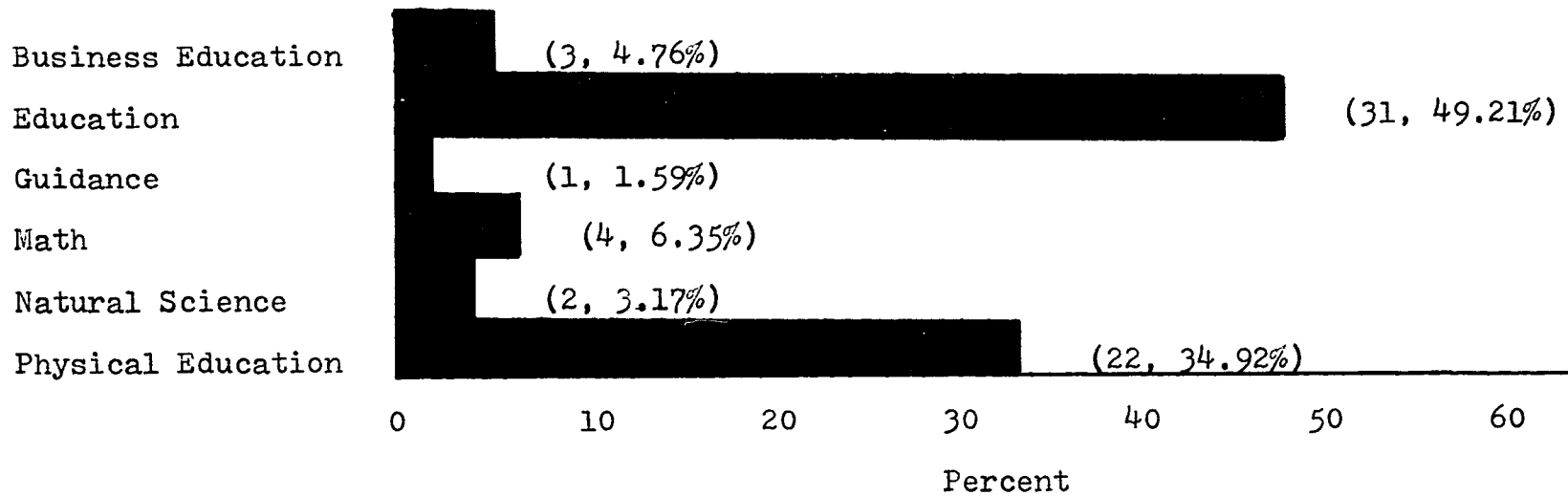


Figure 4
 Graduate Major Preparation of 63 Tennessee
 Interscholastic Athletic Coaches

Graduate Minor

Graduate minor preparation of the sixty-three Tennessee interscholastic athletic coaches included education as the most frequent, with 50.79 percent, physical education 20.63 percent, guidance and psychology 7.93 percent, and aerospace, business administration, economics, health, history, physics, recreation, and sociology with 1.59 percent cumulative.

Summary: Graduate Preparation

Education was by far the leading graduate major or minor area reported by the athletic coaches. One hundred percent of the athletic coaches have completed major or minor requirements in this area. Exactly 55.56 percent of the athletic coaches have either a major or minor in physical education. A total of 9.52 percent of the respondents reported either a major or minor in guidance, followed by psychology with 7.94 percent and math and business each with 6.35 percent.

Undergraduate Professional Courses

For ease of reading and understanding, the undergraduate professional education courses have been divided into five areas: principles of athletic coaching, medical aspects of athletic coaching, theory and techniques of athletic coaching, scientific foundations of athletic coaching, and methods of athletic coaching. This section is

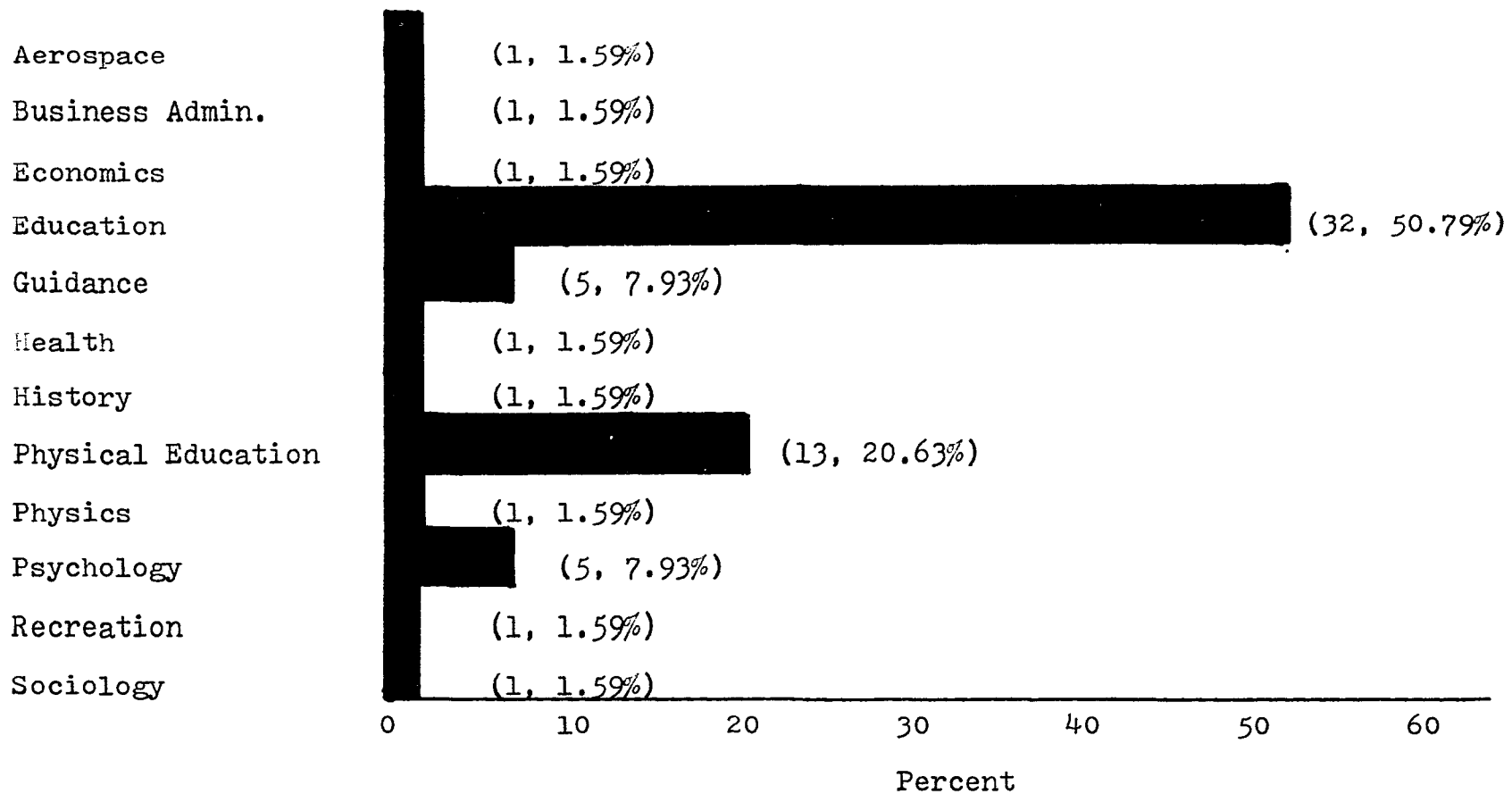


Figure 5

Graduate Minor Preparation of 63 Tennessee Interscholastic Athletic Coaches

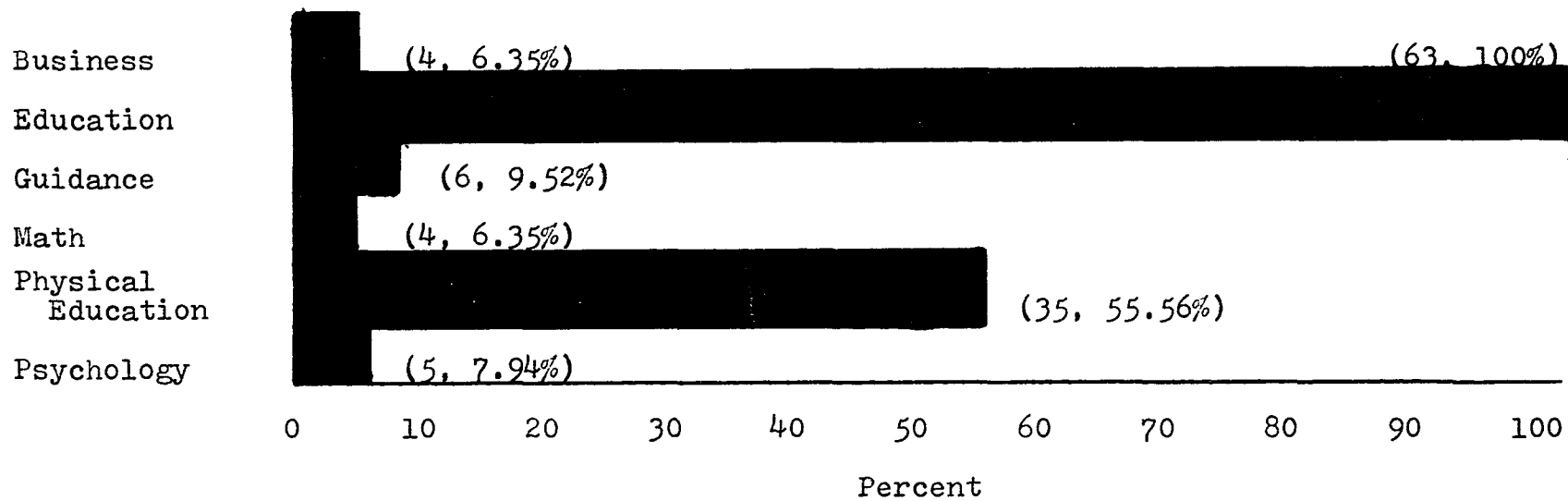


Figure 6
 Summary of Graduate Majors and
 Minors of Respondents

further divided in sections of the state: East Tennessee, West Tennessee, and Middle Tennessee. A total of 50.51 percent of the respondents were from Middle Tennessee, 28.13 percent from East Tennessee, and 21.35 percent from West Tennessee.

Principles of athletic coaching. In the area of principles of athletic coaching, 57.29 percent of the Tennessee interscholastic athletic coaches reported having at least one course in organization and administration of physical education. Sociology, with 44.79 percent, was the second most frequent course taken by the respondents. A total of 42.19 percent of the athletic coaches reported having a course in philosophy of physical education, and 41.15 percent indicated preparation in speech. Philosophy of athletics, principles of athletics, and organization and administration of athletics were other courses taken by the respondents, with 23.44 percent in philosophy of athletics, 22.92 percent in principles of athletics, and 20.83 percent in organization and administration of athletics. Only 14.06 percent of the athletic coaches reported taking a course in psychology of coaching.

Medical aspects of athletic coaching. Under the category of medical aspects of athletic coaching, 79.17 percent of the interscholastic athletic coaches reported taking at least one course in first aid. Health education, with 67.71 percent of the coaches having at least one course in

Table 1
Undergraduate Professional Education Courses
Principles of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Org. & Adm. of Physical Education	39	72.22	50	51.55	21	51.22	110	57.29
Org. & Adm. of Athletics	14	25.93	22	22.68	4	9.76	40	20.83
Principles of Athletics	19	35.19	22	22.68	3	7.32	44	22.92
Philosophy of Athletics	18	33.33	23	23.71	4	9.76	45	23.44
Psychology of Coaching	9	16.67	14	14.43	4	9.76	27	14.06
Philosophy of Physical Education	31	57.41	35	36.08	15	36.59	81	42.19
Speech	24	44.44	40	41.24	15	36.59	79	41.15
Sociology	23	42.59	43	44.33	20	48.78	86	44.79

this area, was the second most frequent course taken. A total of 51.56 percent of the athletic coaches reported taking a course in adaptive physical education as part of their professional preparation. Athletic injuries and child growth and development were taken by the respondents, with 44.79 percent reporting preparation in athletic injuries and 43.75 percent in child growth and development. Athletic

conditioning was taken by 33.85 percent of the coaches during their professional preparation.

Table 2
Undergraduate Professional Education Courses
Medical Aspects of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Athletic Injuries	30	55.56	39	40.21	17	41.46	86	44.79
First Aid	44	81.48	78	80.41	30	73.17	152	79.17
Athletic Conditioning	20	37.04	34	35.05	11	26.83	65	33.85
Adaptive Physical Education	31	57.41	57	58.76	11	26.83	99	51.56
Child Growth & Development	24	44.44	39	40.21	21	51.22	84	43.75
Health Education	38	70.37	65	67.01	27	65.85	130	67.71

Theory and techniques of athletic coaching. Techniques of coaching was the course taken most often in the area of theory and techniques of athletic coaching as reported by the respondents. A total of 29.69 percent of the athletic coaches indicated training in the area of techniques of coaching. Theory of coaching, with 27.08 percent, was reported as being taken by the athletic coaches. Officiating was taken by 26.04 percent of the respondents. Only 16.67 percent of the athletic coaches reported having taken a course in theories of learning.

Table 3

Undergraduate Professional Education Courses
Theory and Techniques of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Officiating	13	24.07	23	23.71	14	34.15	50	26.04
Techniques of Coaching	22	40.74	23	23.71	12	29.27	57	29.69
Theories of Learning	11	20.37	15	15.46	6	14.63	32	16.67
Theory of Coaching	21	38.89	20	20.62	11	26.83	52	27.08

Scientific foundations of athletic coaching. In the area of scientific foundations of athletic coaching, anatomy, with 71.88 percent, was the course most frequently taken by the Tennessee interscholastic athletic coaches as part of their professional preparation. Kinesiology, with 57.29 percent, was the second most frequently taken course in the scientific area. A total of 54.69 percent of the respondents reported that they had taken physiology as part of their professional preparation.

Methods of athletic coaching. Basketball (64.06 percent) and football (63.02 percent) were the courses reported by most of the Tennessee interscholastic coaches in the area of methods of coaching. A course in methods of coaching

Table 4

Undergraduate Professional Education Courses
Scientific Foundations of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Anatomy	45	83.33	69	71.13	24	58.54	138	71.88
Kinesiology	28	51.85	63	64.95	19	46.34	110	57.29
Physiology	42	77.87	45	46.39	18	43.90	105	54.69

baseball was reported as being taken by 51.04 percent of the athletic coaches. Only 44.27 percent of the respondents reported having taken a course in track and field.

Table 5

Undergraduate Professional Education Courses
Methods of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Baseball	33	61.11	48	49.48	16	39.02	97	51.04
Basketball	37	68.52	62	63.92	24	58.54	123	64.06
Football	38	70.37	62	63.92	21	51.22	121	63.02
Track & Field	30	55.56	41	42.27	14	34.15	85	44.27

Graduate Professional Courses

For ease of reading and understanding, the graduate professional education courses reported by Tennessee interscholastic athletic coaches have been divided into five areas: principles of athletic coaching, medical aspects of athletic coaching, theory and techniques of athletic coaching, scientific foundations of athletic coaching, and methods of athletic coaching. This section is further reported in sections of the state: East Tennessee, West Tennessee, and Middle Tennessee. Sixty-nine of the 136 respondents who reported taking graduate courses were from the Middle Tennessee section, followed with forty-two from East Tennessee and twenty-five from West Tennessee.

Principles of athletic coaching. Organization and administration of physical education was the graduate course most frequently reported as taken by Tennessee interscholastic athletic coaches surveyed in the area of principles of athletic coaching. Professional preparation in this course was reported by 27.21 percent of the respondents. Organization and administration of athletics was the second most frequent course reported as taken, with 22.79 percent of the athletic coaches completing this course. A total of 18.38 percent of the respondents reported that they had taken philosophy of athletics and philosophy of physical education during their graduate professional preparation. A course in principles of athletics was reported as taken by 13.24

percent of the interscholastic athletic coaches. A course in sociology was reported taken by 8.82 percent of the respondents, followed by 5.88 percent in psychology of coaching, and .73 percent in speech.

Table 6
Graduate Professional Education Courses
Principles of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Org. & Adm. of Physical Education	14	33.33	18	26.09	5	20.00	37	27.21
Org. & Adm. of Athletics	8	19.05	18	26.09	5	20.00	31	22.79
Principles of Athletics	2	4.76	12	17.39	4	16.00	18	13.24
Philosophy of Athletics	9	21.43	13	18.84	3	12.00	25	18.38
Psychology of Coaching	4	9.52	4	5.80	0	0.00	8	5.88
Philosophy of Physical Education	11	26.19	13	18.84	1	4.00	25	18.38
Speech	0	0.00	1	1.44	0	0.00	1	.73
Sociology	4	9.52	7	10.14	1	4.00	12	8.82

Medical aspects of athletic coaching. Under the category of medical aspects of athletic coaching, health education was the course most frequently reported as being taken

by the interscholastic coaches with 21.32 percent of the respondents completing at least one course in this area. Adaptive physical education, with 21.32 percent, was the second most frequently completed course in this category. A course in athletic injuries was reported by 6.62 percent of the respondents. A total of 5.15 percent of the athletic coaches reported completing a course in first aid and athletic conditioning. Only 2.94 percent of the respondents reported having a course in child growth and development during their graduate preparation.

Table 7
Graduate Professional Education Courses
Medical Aspects of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Athletic Injuries	0	0.00	7	10.14	2	8.00	9	6.62
First Aid	2	4.76	4	5.80	1	4.00	7	5.15
Athletic Conditioning	2	4.76	3	4.35	2	8.00	7	5.15
Adaptive Physical Education	8	19.05	8	11.59	2	8.00	18	13.24
Child Growth & Development	2	4.76	2	2.90	0	0.00	4	2.94
Health Education	9	21.43	17	24.64	3	12.00	29	21.32

Theory and techniques of athletic coaching. A course in theory of coaching was completed by 9.56 percent of the coaches during their graduate preparation. The coaches also reported taking graduate courses in officiating (5.15%), technique of coaching (5.15%), and theories of learning (5.15%).

Table 8

Graduate Professional Education Courses
Theory and Techniques of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Officiating	2	4.76	4	5.80	1	4.00	7	5.15
Techniques of Coaching	2	4.76	5	7.25	0	0.00	7	5.15
Theories of Learning	5	11.90	2	2.90	0	0.00	7	5.15
Theory of Coaching	4	9.52	8	11.59	1	4.00	13	9.56

Scientific foundations of athletic coaching. Under the category of scientific foundations of athletic coaching, 8.82 percent of the respondents reported having had a physiology course during their graduate professional preparation. A total of 2.21 percent of the interscholastic athletic coaches surveyed reported having had anatomy during their

graduate preparation. Only .73 percent of the respondents indicated having completed kinesiology at the graduate level.

Table 9

Graduate Professional Education Courses
Scientific Foundations of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Anatomy	0	0.00	3	4.35	0	0.00	3	2.21
Kinesiology	1	2.38	0	0.00	0	0.00	1	.73
Physiology	3	7.14	7	10.14	2	8.00	12	8.82

Methods of athletic coaching. Football was the course most frequently completed at the graduate level in the area of methods of athletic coaching. A course in football was indicated as being completed by 13.97 percent of the interscholastic coaches during their graduate professional preparation. A course in basketball was reported as taken at the graduate level by 13.24 percent of the respondents. A course in baseball was taken by 3.68 percent of the athletic coaches, followed by track and field with 2.21 percent of the respondents.

Table 10
 Graduate Professional Education Courses
 Methods of Athletic Coaching

Course	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Baseball	0	0.00	5	7.25	0	0.00	5	3.68
Basketball	5	11.90	12	17.39	1	4.00	18	13.24
Football	5	11.90	12	17.39	2	8.00	19	13.97
Track & Field	0	0.00	3	4.35	0	0.00	3	2.21

Table 11
 Summary of Undergraduate and
 Graduate Courses Completed

Course	Undergraduate		Graduate	
	#	%	#	%
Athletic Injuries	86	44.79	9	6.62
First Aid	152	79.17	7	5.15
Anatomy	138	71.88	3	2.21
Physiology	105	54.69	12	8.82
Health Education	130	67.71	29	21.32
Kinesiology	110	57.29	1	.73
Athletic Conditioning	65	33.85	7	5.15
Adaptive Physical Education	99	51.56	18	13.24
Athletic Philosophy	45	23.44	25	18.38
Athletic Principles	44	22.92	18	13.24
Org. & Adm. of Physical Education	110	57.29	37	27.21
Org. & Adm. of Athletics	40	20.83	3	22.79
Philosophy of Physical Education	81	42.19	25	18.38
Officiating	50	26.04	7	5.15
Psychology of Coaching	27	14.06	8	5.88
Theory of Coaching	52	27.08	13	9.56
Theories of Learning	32	16.67	7	5.15
Techniques of Coaching	57	29.67	7	5.15
Growth and Development	84	43.75	4	2.94
Speech	79	41.15	1	.73
Sociology	86	44.79	12	8.82
Baseball	97	51.04	5	3.68
Basketball	123	64.06	18	13.24
Football	121	63.02	19	13.97
Track & Field	85	44.27	3	2.21

Coaches' Recommendations
With Regard to Specific
Courses to be Taken by
Future Athletic Coaches

Professional education courses that should be included in the professional preparation of an interscholastic athletic coach, as rated by 192 Tennessee athletic

coaches, are presented in Table 12 through Table 16. The professional education courses are divided into four major categories: principles of athletic coaching, medical aspects of athletic coaching, theory and techniques of athletic coaching, and scientific foundations of athletic coaching. The athletic coaches were asked to rate each course essential, desirable, or non-essential for adequate professional preparation of future athletic coaches.

Principles of athletic coaching. In the area of principles of athletic coaching, organization and administration of athletics, psychology of coaching, principles of athletics, and philosophy of athletics were the professional courses rated highest by the athletic coaches. Organization and administration of athletics was rated essential or desirable by 97.40 percent of the respondents. Psychology of coaching and principles of athletics were rated essential or desirable by 96.87 percent and 96.36 percent of the athletic coaches. Philosophy of athletics was regarded as essential or desirable by 93.75 percent of the athletic coaches who completed the questionnaire. Public relations and legal responsibilities were considered essential or desirable by 85.42 to 83.85 percent respectively. Organization and administration of physical education, speech, and philosophy of physical education were rated non-essential by a range of 24.48 percent to 28.64 percent respectively. Sociology was rated non-essential by the largest percentage (40.62%) of the athletic coaches.

Table 12
Principles of Athletic Coaching

Course	Essential		Desirable		Non-Essential	
	#	%	#	%	#	%
Org. & Adm. of Physical Education	46	23.96	99	51.56	47	24.48
Org. & Adm. of Athletics	106	55.21	81	42.19	5	2.60
Principles of Athletics	83	43.23	102	53.13	7	3.64
Psychology of Coaching	87	45.31	99	51.56	6	3.13
Philosophy of Athletics	75	39.06	105	54.69	12	6.25
Philosophy of Physical Education	30	15.63	107	55.73	55	28.64
Speech	38	19.79	102	53.13	52	27.08
Sociology	20	10.42	94	48.96	78	40.62
Public Relations	69	35.94	95	49.48	28	14.58
Legal Responsibilities	91	47.39	70	36.46	31	16.15

Medical aspects of athletic coaching. Under the category of medical aspects of athletic coaching, one hundred percent of the athletic coaches rated athletic injuries as the most desirable or essential course to be included in the professional education of future athletic coaches. First aid

and athletic conditioning was rated essential or desirable by 99.48 percent and 97.92 percent of the athletic coaches. Health education was considered essential or desirable by 84.90 percent of the respondents. Child growth and development (29.17%) and adaptive physical education (31.35%) were rated non-essential by the respondents.

Table 13
Medical Aspects of Athletic Coaching

Course	Essential		Desirable		Non-Essential	
	#	%	#	%	#	%
Athletic Injuries	163	84.90	29	15.10	0	0.00
First Aid	155	80.73	36	18.75	1	.52
Athletic Conditioning	131	68.23	57	29.69	4	2.08
Adaptive Physical Education	31	16.15	101	52.60	60	31.25
Child Growth & Development	45	23.44	91	47.39	56	29.17
Health Education	61	31.77	102	53.13	29	15.10

Theory and techniques of athletic coaching. In the area of theory and techniques of athletic coaching, coaching methods were considered essential or desirable by 99.48 percent of the Tennessee interscholastic athletic coaches

surveyed. Officiating was rated second with 96.36 percent of the respondents considering this course essential or desirable. Theories of learning was rated non-essential by 34.37 percent of the interscholastic athletic coaches.

Table 14

Theory and Techniques of Athletic Coaching

Course	Essential		Desirable		Non-Essential	
	#	%	#	%	#	%
Coaching Methods	132	68.75	59	30.73	1	.52
Theories of Learning	30	15.63	96	50.00	66	34.37
Officiating	91	47.40	94	48.96	7	3.64

Scientific foundations of athletic coaching. Under the category of scientific foundations of athletic coaching, 89.06 percent of the athletic coaches considered anatomy as essential or desirable for professional preparation of future athletic coaches. Kinesiology and physiology were rated essential or desirable by 84.38 percent and 80.73 percent respectively.

Table 15
 Scientific Foundations of Athletic Coaching

Course	Essential		Desirable		Non-Essential	
	#	%	#	%	#	%
Anatomy	73	38.02	98	51.04	21	10.94
Kinesiology	71	36.98	91	47.40	30	15.62
Physiology	75	39.06	80	41.67	37	19.27

Table 16

Summary of Courses Recommended by Respondents
for Future Athletic Coaches

Course	Essential		Desirable		Non-Essential	
	#	%	#	%	#	%
Athletic Injuries	163	84.90	29	15.10	0	0.00
First Aid	155	80.73	36	18.75	1	.52
Anatomy	73	38.02	98	51.04	21	10.94
Health Education	61	31.77	102	53.13	29	15.10
Kinesiology	71	36.98	91	47.40	30	15.62
Athletic Conditioning	131	68.23	57	29.69	4	2.08
Adaptive Physical Education	31	16.15	101	52.60	60	31.25
Philosophy of Athletics	75	39.06	105	54.69	12	6.25
Principles of Athletics	83	43.23	102	53.13	7	3.64
Org. & Adm. of Athletics	106	55.21	81	42.19	5	2.60
Philosophy of Physical Education	30	15.63	107	55.73	55	28.64
Org. & Adm. of Physical Education	46	23.96	99	51.56	47	24.48
Officiating	91	47.40	94	48.96	7	3.64
Psychology of Coaching	87	45.31	99	51.56	6	3.13
Theories of Learning	30	15.63	96	50.00	66	34.37
Child Growth & Development	45	23.44	91	47.39	56	29.17
Sociology	20	10.42	94	48.96	78	40.62
Speech	38	17.79	102	53.13	52	27.08
Coaching Methods	132	68.75	59	30.73	1	.52
Public Relations	69	35.94	95	49.48	28	14.58
Legal Responsibilities	91	47.39	70	36.46	31	16.15
Physiology of Exercise	75	39.06	80	41.67	37	19.27

Effectiveness of Professional Education Courses

The coaches were asked to respond to each course in regard to their professional education, rating each course as adequate or inadequate. The professional education courses are divided into four areas: medical aspects of athletic coaching, theory and techniques of athletic coaching, scientific foundations of athletic coaching, and principles of athletic coaching.

Medical aspects of athletic coaching. In the area of medical aspects of athletic coaching, first aid, health education, and child growth and development are courses in which the athletic coaches reported that they were most adequately prepared during their professional preparation. The majority of athletic coaches reported that they were adequately prepared in first aid (70.83%), followed by health education (63.02%), and child growth and development (53.65%).

The respondents (64.58%) revealed that they were inadequately prepared in the area of adaptive physical education. A total of 75.52 percent indicated inadequate professional preparation with legal responsibilities, followed by public relations (68.75%) and adaptive physical education (64.58%). According to the athletic coaches' responses, the majority were not adequately prepared in the areas of athletic conditioning and athletic injuries. Inadequate professional preparation was indicated by 58.85 percent in the

area of athletic conditioning and 52.60 percent in athletic injuries.

Table 17
Medical Aspects of Athletic Coaching

Course	Training Adequate		Training Inadequate	
	#	%	#	%
Athletic Injuries	91	47.40	101	52.60
First Aid	136	70.83	56	29.17
Athletic Conditioning	79	41.15	113	58.85
Adaptive Physical Education	68	35.42	124	64.58
Child Growth and Development	103	53.65	89	46.35
Health Education	121	63.02	71	36.98

Theory and techniques of athletic coaching. Under the category of theory and techniques of athletic coaching, the majority of Tennessee interscholastic athletic coaches surveyed reported adequate professional preparation in coaching methods (67.71%) and in the areas of officiating (52.08%). Inadequate professional preparation in theories of learning was indicated by 73.44 percent of the respondents.

Table 18
Theory and Techniques of Athletic Coaching

Course	Training Adequate		Training Inadequate	
	#	%	#	%
Coaching Methods	130	67.71	62	32.29
Theories of Learning	51	26.56	141	73.44
Officiating	100	52.08	92	49.92

Scientific foundations of athletic coaching. In the area of scientific foundations of athletic coaching, the majority of athletic coaches indicated adequate professional preparation in anatomy with 54.69 percent. Inadequate professional preparation in physiology was reported by 68.23 percent of the athletic coaches, followed by kinesiology (57.81%).

Table 19
Scientific Foundations of Athletic Coaching

Course	Training Adequate		Training Inadequate	
	#	%	#	%
Anatomy	105	54.69	87	45.31
Kinesiology	81	42.19	111	57.81
Physiology	61	31.77	131	68.23

Principles of athletic coaching. In the area of organization and administration of physical education and organization and administration of athletics, the majority of the respondents reported adequate professional preparation. Of the athletic coaches responding, 65.10 percent reported adequate professional preparation in organization and administration of physical education, followed by organization and administration of athletics (51.04%). The majority of respondents reported inadequate professional preparation in the areas of psychology of coaching, philosophy of athletics, sociology, speech, principles of athletics, philosophy of physical education, public relations, and legal responsibilities.

Table 20
Principles of Athletic Coaching

Course	Training Adequate		Training Inadequate	
	#	%	#	%
Org. & Adm. of Physical Education	125	65.10	67	34.90
Org. & Adm. of Athletics	98	51.04	94	48.96
Principles of Athletics	74	38.54	118	61.46
Psychology of Coaching	61	31.77	131	68.23
Philosophy of Athletics	68	35.42	124	64.58
Philosophy of Physical Education	90	46.88	102	53.12
Speech	70	36.46	122	63.54
Sociology	68	35.42	124	64.58
Public Relations	60	31.25	132	68.75
Legal Responsibilities	47	24.48	145	75.52

Table 21
Summary of Effectiveness of
Professional Education Courses

Course	Training Adequate		Training Inadequate	
	#	%	#	%
Athletic Injuries	91	47.40	101	52.60
First Aid	136	70.83	56	29.17
Anatomy	105	54.69	87	45.31
Health Education	121	63.02	71	36.98
Kinesiology	81	42.19	111	57.81
Athletic Conditioning	79	41.15	113	58.85
Adaptive Physical Education	68	35.42	124	64.58
Philosophy of Athletics	68	35.42	124	64.58
Principles of Athletics	74	38.54	118	61.46
Org. & Adm. of Athletics	98	51.04	94	48.96
Philosophy of Physical Education	90	46.88	102	53.12
Org. & Adm. of Physical Education	125	65.10	67	34.90
Officiating	100	52.08	92	49.92
Psychology of Coaching	61	31.77	131	68.23
Theories of Learning	51	26.56	141	73.44
Child Growth and Development	103	53.65	89	46.35
Sociology	68	35.42	124	64.58
Speech	70	36.46	122	63.54
Coaching Methods	130	67.71	62	32.29
Public Relations	60	31.25	132	68.75
Legal Responsibilities	47	24.48	145	75.52
Physiology of Exercise	61	31.77	131	68.23

EXPERIENCES OF 192 TENNESSEE INTERSCHOLASTIC
ATHLETIC COACHES

The analysis of data relevant to the experiences of 192 Tennessee interscholastic athletic coaches is reported in eight categories: age of coaches, coaching experience, teaching experience, membership in professional organizations, attendance at coaching schools, present teaching duties, present coaching duties, and present administrative duties.

Age of Coaches in Years

The mean age of the 192 Tennessee interscholastic athletic coaches surveyed was 31.59 years. The youngest athletic coach responding to the questionnaire was 21 years old, and the oldest was 51 years old. The highest percentage (35.42%) of athletic coaches surveyed were between the ages of twenty-six and thirty-five.

Table 22

Age Breakdown of 192 Tennessee
Interscholastic Athletic Coaches

Years	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
20-25	10	18.52	15	15.46	7	17.07	32	16.67
26-30	14	25.93	39	40.21	15	36.59	68	35.42
31-35	18	33.33	22	22.68	9	21.95	49	25.52
36-40	4	7.41	7	7.22	6	14.63	17	8.85
41-45	5	9.26	10	10.31	3	7.32	18	9.38
46-50	2	3.70	4	4.12	1	2.44	7	3.65
51-55	1	1.85	0	0.00	0	0.00	1	.52

Total Years of
Coaching Experience

The total years of coaching experience as reported by the 192 Tennessee interscholastic athletic coaches was 1,579 years, for a mean of 8.22 years. Two athletic coaches reported thirty years of coaching experience, and seventeen coaches indicated one year of coaching experience. The 1-5 years of experience range included 42.19 percent of the coaches, followed by the 6-10 years of experience range with 29.69 percent.

Table 23

Total Coaching Experience of 192 Tennessee
Interscholastic Athletic Coaches

Years	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
1-5	17	31.49	46	47.43	18	43.89	81	42.19
6-10	18	33.33	26	26.80	13	31.71	57	29.69
11-15	11	20.37	14	14.43	4	9.76	29	15.10
16-20	5	9.26	6	6.19	5	12.20	16	8.33
21-25	2	3.70	4	4.12	1	2.44	7	3.65
26-30	1	1.85	1	1.03	0	0.00	2	1.04

Coaching experience in Tennessee. The total years of coaching experience in Tennessee as reported by 192 Tennessee interscholastic athletic coaches was 1,483, for a mean of 7.72 years of experience in Tennessee. Two athletic coaches reported thirty years of coaching experience in Tennessee, and twenty-two indicated one year of coaching experience in

Tennessee. The majority of athletic coaches (47.40%) were in the 1-5 years of experience range. The second most frequent range was six to ten years of experience with 27.08 percent of the respondents in this range.

Table 24

Coaching Experience in Tennessee of 192
Tennessee Interscholastic Athletic Coaches

Years	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
1-5	23	42.59	46	47.43	22	53.66	91	47.40
6-10	14	25.93	27	27.84	11	26.83	52	27.08
11-15	9	16.67	13	13.40	3	7.32	25	13.02
16-20	7	12.96	7	7.22	4	9.76	18	9.38
21-25	0	0.00	3	3.09	1	2.44	4	2.08
26-30	1	1.85	1	1.03	0	0.00	2	1.04

Sports seasons of coaching experience during career.

The 192 Tennessee interscholastic athletic coaches surveyed had a total of 2,569 sport seasons of coaching experience during their career for a mean of 13.38 seasons of coaching experience. The respondents reported 544 seasons of assistant football coaching experience at the high school level. The respondents reported 438 seasons of basketball as head coach at the high school level, followed by 314 seasons as head coach in football at the high school level and 245 seasons as head coach in basketball in high school.

Table 25

Sport Seasons of Coaching Experience of 192
Tennessee Interscholastic Athletic Coaches

Level	Baseball	Basketball	Football	Track & Field
Elementary	5	39	40	10
Junior High School	9	123	129	40
Hi School Freshmen	0	38	32	4
Asst. High School	49	129	544	34
Head High School	245	438	314	196
Graduate Assistant	4	3	15	1
Intramurals	5	17	10	3
College	0	6	8	2
Amateur	56	8	7	0
Military	0	2	4	0

Teaching Experience

The total years of teaching experience as reported by 192 Tennessee interscholastic athletic coaches was 1,603 years for a mean of 8.35 years. Two athletic coaches reported thirty years of teaching experience, with sixteen indicating one year of teaching experience. The majority of athletic coaches (39.06%) were in the 1-5 years of experience range, followed with 32.29 percent in the six to ten year range of teaching experience.

Table 26

Teaching Experience of 192 Tennessee
Interscholastic Athletic Coaches

Years	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
1-5	17	31.49	39	40.21	19	46.34	75	39.06
6-10	18	33.33	32	32.99	12	29.27	62	32.29
11-15	11	20.37	13	13.40	4	9.76	28	14.58
16-20	5	9.26	8	8.25	5	12.20	18	9.38
21-25	2	3.70	4	4.12	1	2.44	7	3.65
26-30	1	1.85	1	1.03	0	0.00	2	1.04

Teaching experience in Tennessee. The total years of teaching experience in Tennessee as reported by 192 Tennessee interscholastic athletic coaches was 1,521 years, for a mean of 7.92 years. Two athletic coaches reported thirty years of teaching experience in Tennessee, and twenty indicated one year of teaching experience in Tennessee. The majority of athletic coaches (44.27%) were in the 1-5 years of experience range, followed with 29.69 percent in the six to ten year range of teaching experience in Tennessee.

Table 27

Teaching Experience in Tennessee of
192 Tennessee Interscholastic
Athletic Coaches

Years	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
1-5	22	40.74	41	42.27	22	53.66	85	44.27
6-10	15	22.78	31	31.96	11	26.83	57	29.69
11-15	9	16.67	12	12.37	3	7.32	24	12.00
16-20	7	12.96	9	9.28	4	9.76	20	10.41
21-25	0	0.00	3	3.09	1	2.44	4	2.08
26-30	1	1.85	1	1.03	0	0.00	2	1.04

Competitive Participation of
Athletic Coaches

The greatest amount of competitive participation as reported by 192 Tennessee interscholastic athletic coaches was found at the high school level. The respondents reported 1,118 sport seasons of competitive participation at the high school level in four sports for a mean of 5.82 sport seasons of competition. The athletic coaches reported 2,230 seasons of competitive participation in four sports at eight levels for a mean of 11.61 sport seasons of competition.

Table 28
Competitive Participation of
Athletic Coaches

Level	Baseball	Sport Basket- ball	Football	Track & Field	Total
Elementary	46	43	17	5	111
Junior High	51	129	101	22	303
High School	262	325	378	153	1,118
College	104	90	188	45	427
Professional	8	2	6	0	16
Amateur	168	67	0	0	235
Military	<u>7</u>	<u>11</u>	<u>2</u>	<u>0</u>	<u>20</u>
Total	646	667	692	225	2,230

Note: Numbers indicate the number of sports seasons of participation.

Membership in Professional Organizations

Membership in at least one professional organization was held by 91.14 percent of the Tennessee interscholastic athletic coaches surveyed. Membership in the Tennessee Education Association was indicated by 83.85 percent of the respondents, followed by the National Education Association with 44.79 percent. The American Alliance for Health, Physical Education and Recreation and the National Coaching Association reported 12.50 percent and 11.46 percent respectively. Only 4.69 percent reported membership in the Tennessee Association for Health, Physical Education and Recreation.

Table 29

Membership of 192 Tennessee Interscholastic
Athletic Coaches in Professional Organizations

Organi- zation	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
TEA	47	87.04	78	80.41	36	87.80	161	83.85
NEA	29	53.70	41	42.27	16	39.02	86	44.79
AAHPER	3	5.56	16	16.49	5	12.20	24	12.50
THPER	1	1.85	8	8.25	0	0.00	9	4.69
National Coaching Assn.	8	14.81	9	9.28	5	12.20	22	11.46

Attendance at Coaching Schools

One hundred thirty (67.71%) of the Tennessee interscholastic athletic coaches indicated that they attend more than one coaching school a year. Attendance at one coaching school per year was reported by forty-nine (25.52%) of the coaches. Thirteen coaches revealed that they attended only one coaching school every two to four years.

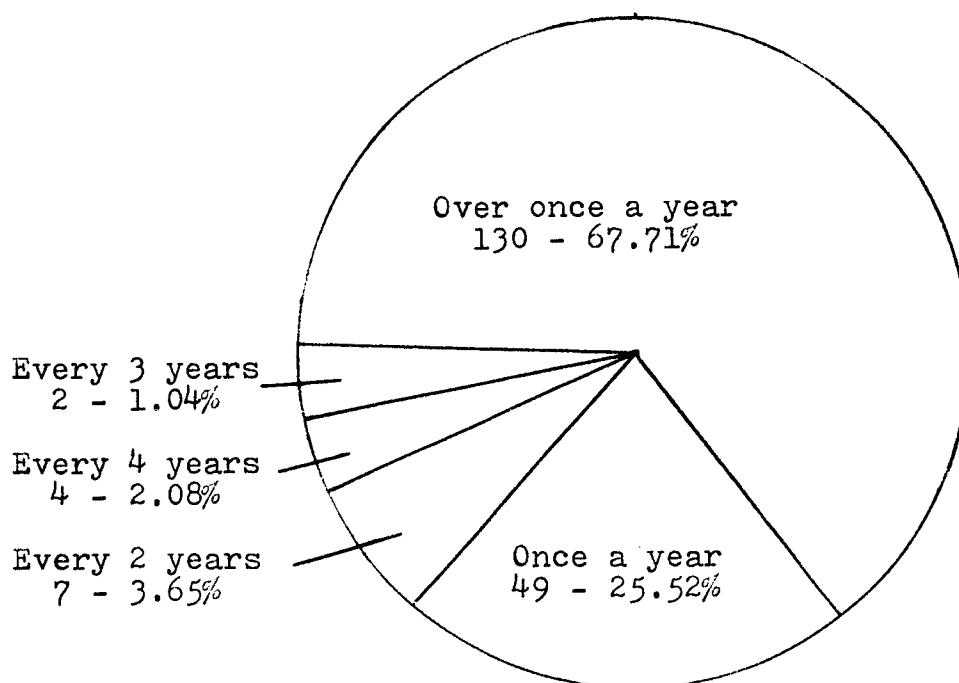


Figure 7

Attendance at Coaching Schools by
192 Tennessee Interscholastic
Athletic Coaches

PRESENT TEACHING DUTIES OF 192 TENNESSEE
INTERSCHOLASTIC ATHLETIC COACHES

The present teaching duties of 192 Tennessee interscholastic coaches will be reported according to undergraduate major and the number of classes taught each day. The undergraduate majors that were reported most frequently included biology, business, English, history, math, and physical education.

Physical education undergraduate majors. Of the 192 Tennessee interscholastic athletic coaches surveyed, 129 of the athletic coaches reported an undergraduate major in

physical education. A total of 638 hours of teaching per day was reported by the 129 coaches. Three hundred thirty-two of these hours were taught in physical education by eighty-seven of the coaches. Physical education, driver education, biology, and health were the courses most frequently reported as being taught by the athletic coaches surveyed. History, science, sociology, and psychology were other courses reported as being taught by the respondents. Two athletic coaches reported assistant principle as their responsibility during school hours.

Biology undergraduate major. Nine athletic coaches who reported an undergraduate major in biology teach a total of forty-three hours per day for a mean of 4.77 hours of teaching per day. Biology was reported as being taught twenty-three hours per day by the athletic coaches. Chemistry, driver education, health, physical education, and science were other courses reported as being taught by nine athletic coaches with a biology undergraduate major.

History undergraduate major. Fourteen of the Tennessee interscholastic athletic coaches indicated an undergraduate major in history with a total of sixty-six hours of teaching per day. History was the course most frequently taught with forty-two of the total sixty-six hours per day. Geography, government, special reading, and physical education were other courses reported as being taught by the athletic coaches surveyed. Two athletic

coaches indicated their responsibility as assistant principals during school hours.

Business undergraduate major. Twelve Tennessee interscholastic athletic coaches with an undergraduate major in business were teaching a total of fifty-one hours per day for a mean of 4.25 hours per day; however, only eighteen hours were taught in business. Physical education, math, economics, and history were reported as courses being taught thirty-three hours of teaching per day. One business undergraduate major reported assistant principal as his major responsibility during school hours.

English undergraduate major. Six coaches reported an undergraduate major in English. Of this six, only one coach reported teaching responsibilities other than in his major area.

Math undergraduate major. Math was reported by seven athletic coaches as their undergraduate major. All of the total thirty-three hours taught per day were in their major area.

Table 30

A Summary of Courses and Hours Taught by
Physical Education, Biology, History,
Business, English, and Math
Undergraduate Majors

Courses	Number of hours taught per day						Total hours per day
	1	2	3	4	5	6	
Physical Education Undergraduate Majors							
Art					1		5
Auto Mechanics	1						1
Biology	2	1	1	3	5		44
Business Mgmt.		1					2
Civics			1	1			7
Driver Education	1	7	4	3	7		74
Economics	1						1
Electronics	1						1
English		1		1	1		11
Gen. Business				1			4
Gen. Science	1						1
Geography			1		1		8
Government		1					2
Health	4	4	4	2	3		47
History		4	2		2		24
Math		1		1			6
Mech. Drawing	1						1
Physical Education	8	7	20	15	32	5	332
Physical Science	2	1					4
Political Science		1					2
Psychology		3	1				9
Science		1	1	1	2		19
Social Science			1				3
Social Studies	1	1				1	9
Sociology		3	1				9
Speech	1						1
Study Hall		2					4
Typing	2						2
Special Education					1		5
Biology Undergraduate Majors							
Biology			3	1	2		23
Chemistry	1	1					3
Driver Education			1				3
Health		1					2
Physical Education					1		5
Science	2				1		7

Table 30 (continued)

Courses	Number of hours taught per day						Total hours per day
	1	2	3	4	5	6	
History Undergraduate Majors							
Geography	1	1	1		2		16
Government		1					2
History	1		4	1	5		42
Physical Education	1	1					3
Special Education			1				3
Business Undergraduate Major							
Business		2		1	2		18
Economics		1					2
History		1		1			6
Math	1	1		1			7
Physical Education		1	1	2	1		18
English Undergraduate Majors							
American Literature		1	1				5
Composition	2						2
English	2	1			3		19
Health			1				3
Math Undergraduate Majors							
Math				3	3	1	33

COACHING DUTIES OF 192 TENNESSEE
INTERSCHOLASTIC COACHES

One hundred sixty-five of the 192 coaches reported coaching duties at the high school level while the remaining twenty-seven indicated their coaching responsibilities at the junior high school level. Head football coaching responsibility was reported by 18.23 percent of the athletic coaches, followed closely by head basketball coaches with 16.67 percent. Twenty-six coaches, or 14.58 percent, had head coaching responsibilities in track with no coaches indicating assistant coaching responsibilities in that sport. Nineteen coaches (11.46%) reported coaching responsibilities as head baseball coach. There were no reported assistant baseball coaches. Whereas sixteen assistant coaches had assistant coaching duties in two or more sports, twenty-six athletic coaches (13.54%) reported that they had head coaching responsibilities in two or more sports.

ADMINISTRATIVE DUTIES OF 52 TENNESSEE
INTERSCHOLASTIC COACHES

Fifty-two of the 192 Tennessee interscholastic athletic coaches surveyed reported administrative duties in addition to their teaching and coaching responsibilities. Director of physical education was reported as an administrative duty by 38.46 percent of the athletic coaches, and 32.69 percent indicated their responsibility as director of athletics. Ten athletic coaches (19.23%) reported the responsibility as director of both physical education and

Table 31

Coaching Duties of 192 Tennessee
Interscholastic Athletic Coaches

Duties	High School		Junior High School		Total	
	#	%	#	%	#	%
Head Baseball Coach	19	11.52	3	11.11	22	11.46
Asst. Baseball Coach	0	0.00	0	0.00	0	0.00
Head Basketball Coach	27	16.36	5	18.52	32	16.67
Asst. Basketball Coach	4	2.42	2	7.41	6	3.13
Head Football Coach	28	16.97	7	25.93	35	18.23
Asst. Football Coach	22	13.33	5	18.52	27	14.06
Head Track Coach	26	15.76	2	7.41	28	14.58
Asst. Track Coach	0	0.00	0	0.00	0	0.00
Head Coach Two or More Sports	23	13.94	3	11.11	26	13.54
Asst. Coach Two or More Sports	16	9.70	0	0.00	16	8.33

athletics. The administrative duty of assistant principal was reported by 9.62 percent of the athletic coaches. Of the fifty-two athletic coaches with administrative duties, 76.92 percent were at the high school level and 23.08 percent at the junior high school level.

Table 32

Administrative Duties of 52 Tennessee
Interscholastic Athletic Coaches

Administrative Duties	High School		Junior High School		Total	
	#	%	#	%	#	%
Assistant Principal	4	10.00	1	8.33	5	9.62
Director of Athletics	12	30.00	5	41.67	17	32.69
Director of Physical Education	18	45.00	2	16.67	20	38.46
Director of Physical Education and Athletics	6	15.00	4	33.33	10	19.23

COMPETENCIES NEEDED AS INDICATED BY 192
TENNESSEE ATHLETIC COACHES

The data relevant to the competencies needed for an interscholastic athletic coach are reported in six categories: certification of interscholastic athletic coaches, special college curriculum to prepare academic teachers who desire to coach, student assistant coaching programs, courses beyond specialization, sports essential for overall preparation, and employment of interscholastic athletic coaches. These data presented herein are the opinions of 192 Tennessee interscholastic athletic coaches.

Will Certification Improve
the Caliber of Coaching

One hundred sixty-three (84.90%) of the 192 Tennessee interscholastic athletic coaches felt coaching certification would improve the caliber of coaches in Tennessee. Unfavorable responses were indicated by 15.10 percent of the athletic coaches.

Table 33

Opinions of Athletic Coaches Concerning Whether
Certification Will Improve the Caliber of
Coaches in Tennessee

Response	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Favorable	38	92.68	81	83.51	44	81.48	163	84.90
Unfavorable	3	7.32	16	16.49	10	18.52	29	15.10

Certification of Tennessee
Athletic Coaches

One hundred sixty-four (85.42%) of the Tennessee interscholastic athletic coaches reported they favored certification of coaches in Tennessee. Unfavorable response to certification was reported by 14.58 percent of the athletic coaches. The responses of those who oppose the certification of coaches are summarized as follows:

1. Certification would create a hardship on many experienced coaches and possibly cause some of these to leave

the coaching profession rather than returning to school to become certified.

2. Certification would create problems for the schools, such as recruiting certified coaches and creating many vacancies that would affect the minor sports program.

3. Current teacher certification requirements plus coaching requirements could extend the present four year academic preparation to five years.

4. Playing experiences in athletics should be enough to qualify a person for most coaching positions.

5. Certification could lead to additional political appointments. The administrators would not have as much freedom of judging the qualities of a coach.

6. Too much value would be placed on certification and not enough on the individual's interest, desire, understanding, and student coach relationship.

7. If certification were enforced, there would not be enough qualified coaches to handle the broad athletic programs in the Tennessee high schools.

8. Certification has not been completely successful and does not assure good teachers; therefore, it would not guarantee improvement in the quality of coaching.

Methods of Certification

The 164 Tennessee interscholastic athletic coaches who favored certification for athletic coaches favored certification for all athletic coaches. This method of certification was reported by 116 athletic coaches (70.73%).

Table 34

Opinions of Athletic Coaches Concerning the
Certification of Coaches

Response	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Favorable	50	92.59	77	79.38	37	90.24	164	85.42
Unfavorable	4	7.41	20	20.62	4	9.76	28	14.58

Only twenty-four (14.63%) of the athletic coaches favored certification of head coaches.

The method of certification for head coaches, favored by eighty-eight athletic coaches or 53.66 percent, was a coaching major or minor during their professional preparation. The second most popular method favored by thirty-eight (23.17%) of the athletic coaches was to take specified courses in physical education.

The method reported most favorable for certification of assistant coaches was a coaching major or minor during professional preparation. This method was favored by seventy athletic coaches (42.68%). Specified courses in physical education was the second most reported method for certification, being supported by forty-five athletic coaches (27.44%). Only ten athletic coaches reported they felt there should be no requirements for assistant coaches.

Table 35

Methods of Certification Favored by 164
Tennessee Interscholastic Athletic Coaches

Method	Number	Percent
Head Coaches Only	24	14.63
Head & Asst. Coaches	17	10.37
All Coaches	116	70.73
Specific Sports	<u>7</u>	<u>4.27</u>
Totals	164	100.00
Physical Education Major for all Head Coaches	17	10.37
Physical Education Minor for all Head Coaches	21	12.80
Specific Courses in Physical Education Coaching Major or Minor for Head Coaches	38	23.17
	<u>88</u>	<u>53.66</u>
Totals	164	100.00
Physical Education Major for Assistant Coaches	15	9.15
Physical Education Minor for Assistant Coaches	24	14.63
Specific Courses in Physical Education	45	27.44
No Requirements for Assistant Coaches	10	6.10
Coaching Major or Minor for Assistant Coaches	<u>70</u>	<u>42.68</u>
Totals	164	100.00

Retroactive Certification

Of the 192 Tennessee interscholastic athletic coaches surveyed, 123 (64.06%) favored certification being retroactive if approved in Tennessee. Responses of those who reported unfavorable opinions are summarized as follows.

1. Experience is the best teacher, and most coaches have probably qualified themselves without additional specialty courses.
2. Returning to school to take additional courses for certification would interfere with summer employment in recreational programs.
3. Many good coaches may leave the profession rather than return to school for certification, thus, increasing the shortage of qualified coaches.
4. There should be a "grandfather" clause for those who have "x" number of years in the coaching profession.
5. Many coaches have already faced the hardships of additional schooling to complete the masters degree; therefore, additional schooling would not be feasible.
6. Actual coaching experience could compensate for lack of course work and, in some cases, would be more effective.
7. There would be many administrative problems, such as keeping records, giving coaches time to return to school, and establishing standards to meet requirements.
8. Administrators would have to consider the actual participation or involvement in athletics by the coach to be more valuable as a teacher than classroom courses.
9. The amount of money paid for coaching is so small in most systems that one could not justify requiring a coach to return to school.

10. Returning to school for certification does not ensure turning out good athletic coaches.

Table 36
Opinions of Athletic Coaches with Regard
to Retroactive Certification

Response	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Favorable	31	57.41	61	62.89	31	75.61	123	64.06
Unfavorable	23	42.59	36	37.11	10	24.39	69	35.94

Grace Period for Certification

Although the Tennessee interscholastic athletic coaches favored certification to be retroactive, they also were in favor of a grace period for coaches who do not meet the minimum certification requirements. Ninety-eight of 123 coaches who responded to this question favored a grace period of three to five years.

Special Curriculum for Academic Teachers Desiring to Coach

When asked to respond to the question, "Do you feel a special college curriculum should be offered for academic teachers who desire to coach?," 181 or 94.27 percent of the coaches indicated such a curriculum would be beneficial.

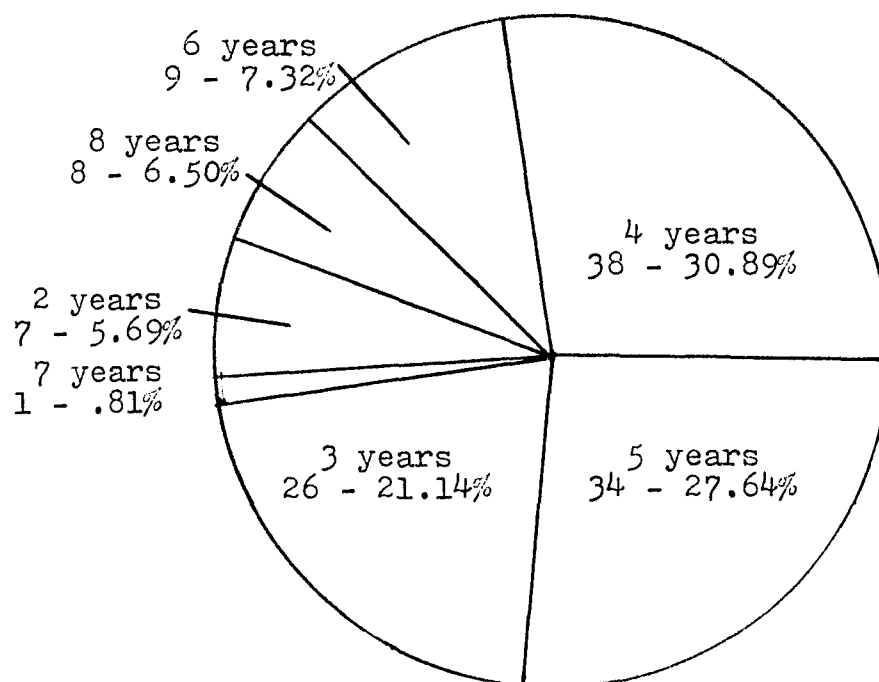


Figure 8

Opinions of 123 Tennessee Athletic Coaches with
 Regard to a Grace Period for Attainment of
 Hours to Meet Certification

Table 37

Opinions of Athletic Coaches Concerning a Special
 College Curriculum for Preparing Academic
 Teachers Who Desire to Coach Athletics

Response	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Favorable	50	92.59	90	92.78	41	100.00	181	94.27
Unfavorable	4	7.41	7	7.22	0	0.00	11	5.73

Student Assistant
Coaching Program

Slightly over ninety-five percent of the athletic coaches favored a student assistant coaching program to be completed by prospective athletic coaches at the undergraduate level.

Table 38

Opinions of Athletic Coaches Concerning a
Student Assistant Coaching Program for
Prospective Coaches

Response	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Favorable	51	94.44	93	95.88	41	100.00	184	95.83
Unfavorable	3	5.56	4	4.12	0	0.00	8	4.17

Coaching Courses in More
Than One Sport

The interscholastic athletic coaches were asked, "Do coaches need to take coaching courses in other sports besides his coaching specialty?" Of the 192 coaches responding, 140 or 72.92 percent believed coaches need coaching courses other than in their specialty. Listed below is a summary of the responses of those who believe taking coaching courses beyond their specialty are essential to the overall athletic program in Tennessee.

1. Whereas coaches should be prepared to handle several coaching assignments, many interscholastic athletic programs cannot afford specialists.

2. In most Tennessee schools, the head coach is asked to assist in other aspects of the athletic program, assist in another sport, scout, and instruct younger coaches.

3. Many athletic coaches desire to become athletic directors; therefore, knowledge in all aspects of the total athletic program would be necessary.

4. The athletic coach with background in coaching different sports has a greater employment opportunity.

5. In athletics, one never knows when a situation might occur, forcing one coach to take over for another coach. An athletic coach should have some background in case of emergencies.

6. If the prospective coach is aware of skills needed for other sports, this will assist him in developing those skills necessary in his sport.

7. Ideas and philosophy of other sports might correlate with the coach's primary interest.

8. Athletic coaches with well-rounded backgrounds are usually the best coaches.

9. Familiarizing themselves with the total athletic program improves the coaches' relationship with other coaches.

10. By taking additional coaching courses, the prospective coach will develop a greater appreciation, knowledge, understanding, and respect for the total athletic program.

Table 39

Opinions of Athletic Coaches Concerning the
Prospective Coach Taking Coaching Courses
in Sports Other Than That in
Which He Specializes

Response	East Tennessee		Middle Tennessee		West Tennessee		Statewide	
	#	%	#	%	#	%	#	%
Favorable	37	68.52	80	82.47	25	60.98	140	72.92
Unfavorable	17	31.48	17	17.53	16	39.02	52	27.08

Essential Method Courses
for Overall Preparation

In regard to overall preparation, the athletic coaches were asked to rate the coaching methods courses that they felt were essential for coaching interscholastic athletics. The athletic coaches rated coaching basketball as the most essential for overall preparation with 97.86 percent followed by: football (97.14%), baseball (94.29%), and track and field (90.00%). Wrestling, golf, and gymnastics were rated essential by 57.86 percent, 50.00 percent, and 47.14 percent respectively. Other sports included swimming, tennis, and cross country in order of decreasing frequency.

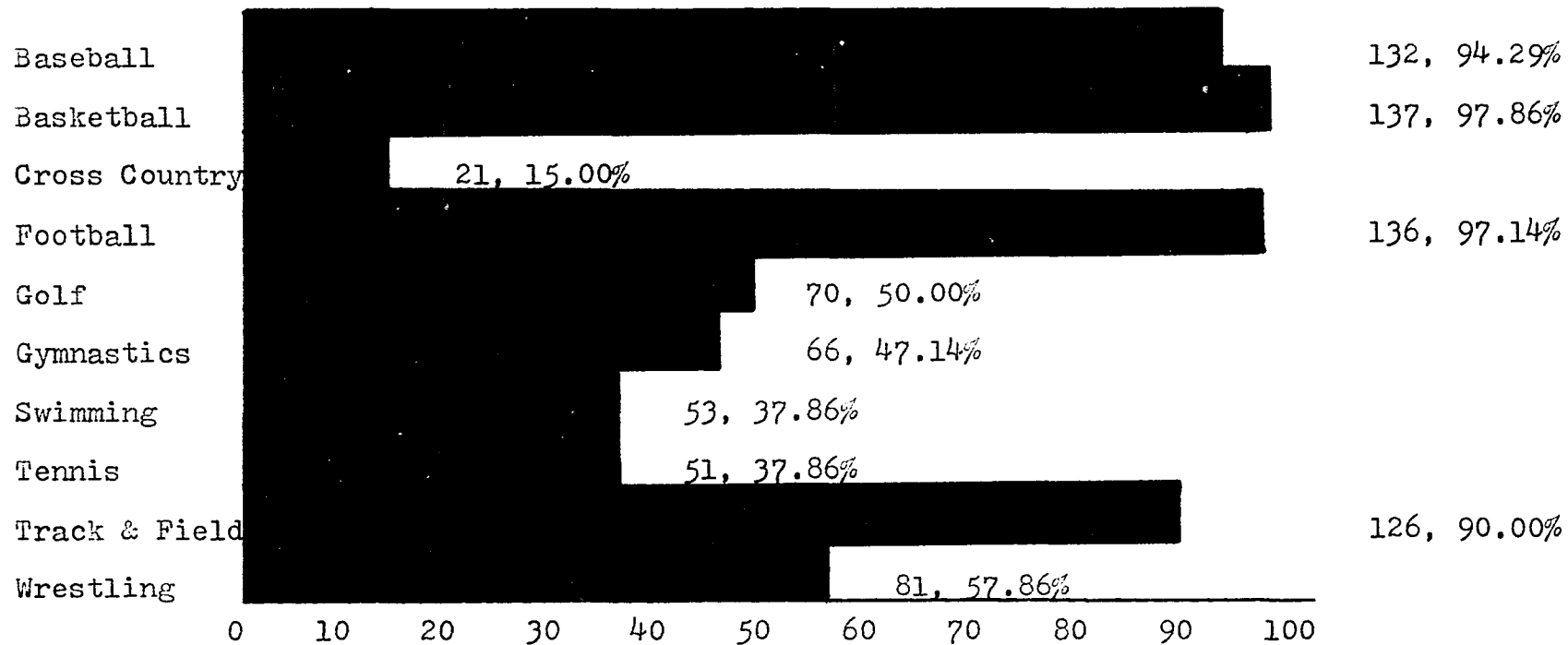


Figure 9

Coaching Methods Courses Essential for an
 Overall Professional Preparation in
 Coaching as Rated by 140
 Athletic Coaches

EMPLOYMENT OF AN INTERSCHOLASTIC
ATHLETIC COACH

The athletic coaches were asked to rate a list of items as to essential, desirable, or non-essential in hiring an interscholastic athletic coach. Good character was rated as essential by 135 athletic coaches for 70.31 percent. The ability of an athletic coach to be able to demonstrate a sport's skill was recorded as essential by 109 or 56.77 percent of the coaches. A pleasing appearance was considered essential in the hiring of an interscholastic athletic coach by 43.75 percent of the athletic coaches. In the following order, effective speaking ability, major or minor in physical education, and playing experience were the next essential items to be considered. The college or university from which the coach graduated was considered non-essential by 76.04 percent of the athletic coaches.

ATHLETIC COACHES REACTION TO THE
TASK FORCE PROPOSAL

In 1967 a Task Force of the Men's Division of the American Association of Health, Physical Education and Recreation proposed the following courses for preparation of academic teachers without a major or minor in physical education for coaching:

Scientific Foundations of Coaching	3 semester hours
Principles and Problems of Athletics	3 semester hours
Medical Aspects of Athletics	3 semester hours
Coaching Theory and Techniques	<u>6</u> semester hours
Total	15 semester hours

Table 40

Items to be Considered in Hiring an Interscholastic
Athletic Coach as Rated by 192 Tennessee
Interscholastic Athletic Coaches

Item	Essential		Desirable		Non-Essential	
	#	%	#	%	#	%
Character	135	70.31	57	29.69	0	0.00
Ability to Demonstrate	109	56.77	75	39.06	8	4.17
Appearance	84	43.75	98	51.04	10	5.21
Speaking Ability	69	35.94	113	58.85	10	5.21
Major or Minor in Physical Education	52	27.08	87	45.31	53	27.60
Playing Experience	49	25.52	121	63.02	22	11.46
Scholarship	48	25.00	111	57.81	33	17.19
Major or Minor in Coaching	47	24.48	118	61.46	27	14.06
High School Letters	30	13.63	92	47.92	70	36.46
Coaching Record	26	13.54	112	58.33	54	28.13
College Letters	6	3.13	93	48.44	93	48.44
School Graduated From	5	2.60	41	21.35	146	76.04

The athletic coaches were asked to comment, give recommendations, ideas, and opinions on the proposal of the Task Force. The responses of the athletic coaches are summarized as follows.

1. The proposal would upgrade the coaching profession and is certainly needed; however, a prospective coach should have some training on the job, possibly in the form of student coaching during his undergraduate professional preparation.

2. The proposal would be sufficient for training assistant coaches; however, a head coach should be required to take a more indepth core of required courses.

3. In addition to the proposed courses, there should be some required safety training for the prospective coach. This safety course should include: fitting of equipment, safety features of equipment, safe use of indoor and outdoor equipment, and safety precautions to be considered during extreme hot or cold practice sessions.

4. This proposal should be used only as a minimum standard, and the prospective coach should be encouraged to enroll in additional coaching courses.

5. Often the administrator has a difficult chore in selecting academic teachers to assist in the athletic program. This proposal would serve as a guideline, indicating the instructor most interested in coaching interscholastic athletics.

6. The proposal should be sufficient for training prospective coaches; however, the courses will only be as effective as the school offering the courses and the instructor selected to teach in the program.

7. Prospective coaches should be required to visit both junior and senior high school practice sessions during undergraduate preparation.

8. In addition to the proposal, the prospective coach should be required to attend at least one coaching school for credit during undergraduate preparation.

9. Credit should be given for playing experience at the high school or college level. The course work as recommended by the task force is fine; however, no course can give the prospective coach insight into the intrinsic problems of athletics as viewed by the player.

10. The safety and welfare of the athlete is the most important task of the athletic coach, and the athletic coach should prepare himself toward this goal.

11. By having standards for prospective coaches, the so-called academic teachers would realize that he is part of a proud profession and that he has tremendous responsibilities to his athletes, school, and community.

12. Hopefully, the proposal will provide training for the prospective athletic coach in the area of game and crowd control, which is becoming more important.

13. The prospective coach should be certified by the sport he is qualified to coach, and he should be encouraged to become certified in a number of sports.

14. Prospective coaches should be prepared as to the legal aspects and responsibilities of the athletic coach.

15. Some athletic coaches felt the proposal was a step in the right direction, but at the same time indicated they felt that physical education was the best method for training future athletic coaches.

16. The proposal is quite good and should be developed in the institutions of higher education before the

state gives serious consideration to certification of athletic coaches.

17. Some athletic coaches felt that more practical and informative courses in many different sports should be required as opposed to the scientific courses recommended.

18. Many athletic coaches have been required to obtain additional schooling to teach in an area outside their certification. A requirement such as this would force some prospective coaches to forego an additional minor in order to complete coaching certification. This would increase the students' schooling at least one semester.

19. Some academic teachers do not plan to coach athletics, but are called upon by the administration due to a shortage of coaches in their school.

20. A proposal such as this could cause an even greater shortage of athletic coaches. Many schools would be forced to eliminate some sports from the total athletic program.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

In recent years there has been widespread concern relative to the professional preparation of individuals who have the responsibility of coaching interscholastic athletics. In Tennessee the present qualification for a coaching position in interscholastic athletics is that the individual be a full-time faculty member and hold a teaching certificate to teach in Tennessee.

The purpose of this study was to investigate the professional education, experiences, and needed competencies of interscholastic athletic coaches in Tennessee. An additional purpose was to secure the opinions of athletic coaches concerning the recommendations as presented by the Task Force of the American Association of Health, Physical Education, and Recreation on professional preparation of interscholastic athletic coaches.

The data was secured by means of a questionnaire completed by 192 Tennessee interscholastic athletic coaches in attendance at the Tennessee Secondary School Athletic Association's Annual Coaching Clinic conducted at Middle

Tennessee State University, Murfreesboro, Tennessee, on August 1 through August 3, 1974. Five hundred and fifty Tennessee athletic coaches attended the clinic. Five hundred questionnaires were distributed to Tennessee interscholastic athletic coaches of football, basketball, baseball, and track and field as they registered for the coaching clinic. Of this 192 usable questionnaires were completed and returned.

Tables were provided by the Tennessee Secondary School Athletic Association, and the coaches were encouraged to complete and return the questionnaires immediately. The researcher, with the aid of three graduate associates, was present at each lecture to receive questionnaires that were not completed during registration and to answer any questions concerning the questionnaire.

Of the 192 Tennessee interscholastic athletic coaches who responded to the questionnaire, 51.76 percent of the respondents were employed by schools in Middle Tennessee, followed by 27.42 percent from East Tennessee, and 20.87 percent from West Tennessee.

The questionnaire was divided and analyzed according to four areas of professional preparation: professional education, experiences, competencies, and responses to the Task Force recommendations.

FINDINGS

Professional Education

In regard to undergraduate majors, the majority of the interscholastic athletic coaches surveyed reported having a major in physical education, with history being indicated as the second major most often obtained. There were a total of nineteen different undergraduate majors reported by the 192 coaches. This reveals a wide diversity of interest in professional education fields, but also points out the fact that some Tennessee athletic coaches do not meet even the minimum course requirements recommended by the AAHPER Task Force. History, biology, and education, in that order, were reported most often as the subject area that coaches selected as their undergraduate minor.

In addition to the sixty-three coaches reporting graduate degrees, seventy-three had completed graduate hours beyond the undergraduate program. The majority of the graduate degrees were in education, revealing little professional preparation in coaching areas after completing the four-year professional education program.

On the basis of their professional experience and job responsibilities, the coaches were asked to recommend courses that they deemed essential as adequate preparation of a Tennessee interscholastic athletic coach. Courses in treatment and care of athletic injuries, first aid, coaching methods, and athletic conditioning were reported most essential. In reviewing reported courses taken during the

undergraduate preparation, the aforementioned courses, which were indicated by the coaches as essential, were not included in their professional preparation. The athletic coaches reported that they were adequately prepared in organization and administration of physical education and athletics, first aid, and coaching methods, but inadequately prepared in legal responsibilities, theories of learning, and public relations. The indication of adequacy in organization and administration of physical education and athletics is supported by the fact that a majority of the coaches had a physical education major for which organization and administration courses are required.

Experiences

Coaching and teaching experience of the Tennessee athletic coaches were reported as 8.22 and 8.35 years respectively. Reflecting on their graduate degree programs, some of the coaches assume administrative duties prior to leaving the coaching profession while others become administrators after short coaching careers. The mean age of the Tennessee coaches was 31-plus years, which indicates a significant number of coaches leave the profession after short coaching tenures. This is similar to results found by

Hatlem¹ in Wisconsin and Maetozo² in a nation-wide study. The fact that a large percentage of the coaches attend coaching clinics indicates a desire to keep abreast of the changing methods and theories of coaching.

In regard to teaching responsibilities, the majority of the coaches who majored in physical education were teaching only half of their instruction hours in that area, with driver education, health, biology, and history, their undergraduate minors, making up their other instructional responsibilities. The coaches who had majored in English and math reported that all of their instructional responsibilities were assigned in their major area.

Regarding sport seasons, many coaches indicated that they had coaching duties in more than one sport, and that this is essential if the interscholastic athletic program is to meet the sports needs of the student.

Competencies Needed

The majority of the coaches believe certification of coaches in Tennessee would improve the caliber of the coaching profession; furthermore, all coaches in the Tennessee

¹Roger B. Hatlem, "Professional Preparation and Experiences of the Coaches of the Wisconsin Interscholastic Athletic Association" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1972), p. 51.

²Matthew Maetozo, "The Analysis of the Professional Preparation of Interscholastic Athletic Coaches in Selected Sports" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1965), p. 59.

interscholastic athletic program should be required to be certified by completing a major or minor in coaching during their professional education preparation. The coaches also favored a student assistant program for those who plan to coach. The need for training in more than one sport was essential as indicated by the different coaching responsibilities reported. Good character was reported as being most essential when hiring an interscholastic coach.

Reaction to Task Force Proposal

Generally, the Tennessee coaches approved the recommendations of the Task Force for certification of coaches. However, they felt there should be a minimum standard for coaches and that head coaches should have additional standards. Several coaches proposed student coaching program, and consideration of sports participation in high school and college.

CONCLUSIONS

Professional Education

Although the majority of the Tennessee interscholastic coaches in this study have a major or minor in physical education, the responses of the coaches indicated that courses offered on the undergraduate level in the areas of athletic injuries, athletic conditioning, principles and philosophy of athletics, psychology of coaching, and techniques of coaching were less than adequate. The responses of the coaches when

considering the Task Force recommendations on scientific foundations revealed that Tennessee coaches were in need of instruction in this area.

Experiences

The average number of years in coaching and the age of the coaches as well as graduate majors indicate that many of the coaches leave the coaching profession after a short time for administrative positions or other instructional positions. Experiences are important in coaching any sport or at any level of participation. In Tennessee, however, indications are that many coaches leave the coaching profession at a time when they have accumulated the experience needed to be a better coach.

Needed Competencies

The majority of the coaches felt that there were needed competencies for coaching and that a special college curriculum would help provide needed competencies. The fact that the coaches not only favored certification but that it should be retroactive further indicates the need within the profession itself for a program of professional preparation.

The practical application of theory and practice of sport skills is a must when planning coaching majors and minors. This was revealed by the coaches' list of needed competencies: ability to demonstrate, organization and administration of athletics, psychology of coaching, care of athletic injuries, and theories of learning as they apply to

skill acquisition. Generally speaking, character, appearance, and the ability to speak were competencies the coaches felt contributed to overall success. In regard to improving the interscholastic athletic program in Tennessee, the coaches indicated a need for all coaches to be competent in more than one sport.

RECOMMENDATIONS

Within the limitations of the survey instrument and the sample of Tennessee interscholastic coaches, the researcher offers the following recommendations:

1. Inasmuch as the physical education teacher as well as the athletic coach is concerned with conditioning, injuries, and organization, consideration should be given to offering course work within the framework of the physical education major. The significance of this point is best indicated by the number of coaches in Tennessee with undergraduate physical education majors.

2. Whereas certification would involve numerous professional educational changes and hardships for coaches that have already graduated and possibly create a shortage of coaches who could decrease the number of interscholastic sports in Tennessee public schools, major or minors in coaching that offer the least educational change should be developed within the present educational framework.

3. Consideration should be given to requiring a proportion of graduate work to be completed in the coaching

area by the coaches, who are primarily hired to coach, before graduate degree increments are awarded.

4. Student assistant coaching programs should be initiated. The purposes would be: (1) to give the student who wants to coach an opportunity to learn first-hand practical techniques of basic skills related to specific sports, (2) to learn first-hand the wide variety of competencies needed in coaching, and (3) to realize and understand the problems that are pertinent to the coaching profession.

5. There should be an evaluation of coaching clinic programs and consideration for mandatory attendance for all coaches by the state association and individual school administrations. Clinics should be held in central locations in the state, and the programs should not only be geared toward new innovations in techniques and formations, but also toward new scientific methods in conditioning, care and prevention of athletic injuries, and psychology of coaching which could enhance the further development of the youth in this state.

The researcher suggests the following implications for additional study in this area:

1. Developing the ideals of the professional physical educators, professional educators, and coaches into a coaching curriculum that would meet the needs of all coaches.

2. Investigate the tenure of coaches with regard to the fact that many coaches leave the coaching profession just

when they have accumulated valuable years of experience in techniques, strategy, and guiding the development of young men.

3. Study the effects of certification of coaches on length of tenure for coaches, number of coaches entering and/or leaving the coaching profession, and the overall caliber of the coaches.

APPENDICES

APPENDIX A
THE QUESTIONNAIRE

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION,
RECREATION AND SAFETY
MIDDLE TENNESSEE STATE UNIVERSITY
MURFREESBORO, TENNESSEE 37130

Dear Coach:

In the interest of Tennessee Secondary School Athletic Association coaches, I would like for you to complete this questionnaire concerning your professional preparation and your opinions on state certification of coaches. The purpose of this study is to assist me in completing the requirements for the Doctor of Arts degree in Physical Education at Middle Tennessee State University.

The results hopefully will strengthen your profession and indicate a need for coaching major and/or minor in the Tennessee four-year institutions of higher education.

I will appreciate your completing and returning this questionnaire as soon as possible. I will be available to answer questions concerning the questionnaire during the Tennessee Secondary School Athletic Association's coaching clinic.

Respectfully yours,

Jerry E. Flatt

Jerry E. Flatt

QUESTIONNAIRE ON THE PROFESSIONAL PREPARATION OF
SELECTED HEAD COACHES OF THE TSSAA*

School _____ City _____

I. Background Information: (circle or fill in the blanks)

Was your undergraduate major in physical education? yes no

If no, what was the undergraduate major? _____

Was your undergraduate minor in physical education? yes no

If no, what was the undergraduate minor? _____

What is your graduate major? _____

What is your graduate minor? _____

Received B.A. or B.S. degree from _____

Received M.A. or M.S. degree from _____

How many graduate semester hours have you attained? (circle)

0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, M.S., M.S. plus, Ph.D.

Which of the following courses have you taken during your professional preparation? (check (x) under the proper column)

Courses	Under-grad.	Grad.	Semester hours
athletic injury	_____	_____	_____
first aid	_____	_____	_____
anatomy	_____	_____	_____
physiology	_____	_____	_____
health education	_____	_____	_____
kinesiology	_____	_____	_____
athletic conditioning	_____	_____	_____
adaptive physical education	_____	_____	_____
athletic philosophy	_____	_____	_____
athletic principles	_____	_____	_____
org. & adm. of physical education	_____	_____	_____
org. & adm. of athletics	_____	_____	_____
philosophy of physical education	_____	_____	_____

Please fill in the following chart with check marks (x) to illustrate your present duties and at the specific levels:

Sports & duties	Head	Asst.	H.S.	Jr. H.S.	Fr.	Elem.
baseball	_____	_____	_____	_____	_____	_____
basketball	_____	_____	_____	_____	_____	_____
football	_____	_____	_____	_____	_____	_____
track & field	_____	_____	_____	_____	_____	_____
director of p.e.	_____	_____	_____	_____	_____	_____
director of athl.	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Please list the courses you teach:

_____ hrs./day_____

_____ hrs./day_____

_____ hrs./day_____

_____ hrs./day_____

Please list the number of years (1 year equals 1 sport season) of your competitive participation in the following sports:

Sports	El.	Jr. H.S.	H.S.	Coll.	Pro.	Ama- teur	Mili- tary
baseball	_____	_____	_____	_____	_____	_____	_____
basketball	_____	_____	_____	_____	_____	_____	_____
football	_____	_____	_____	_____	_____	_____	_____
track & field	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

What is your age?_____ How many total years of coaching experience do you have?_____ In Tennessee?_____ How many total years of teaching experience?_____ In Tennessee?_____

Check the following professional organizations of which you belong:

TEA _____ AAHPER _____ Tenn. Coaches Assoc. _____

NEA _____ Tenn. MPER _____ Nat. Coaches Assoc. _____

Check the frequency of your attendance at coaches schools and clinics:

over once a year___ every 2 years___ every 4 years___
 once a year___ every 3 years___ never___

II. Professional Preparation of Coaches

Do you believe the caliber of coaches and coaching in Tenn. could be improved by having a minimum standard of certification for coaching athletics in the schools of the TSSAA? (this would be in addition to the teacher's certification now required) Yes___ No___

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 adequate or inadequate your feeling in respect to your own professional preparation.

Course	E	D	NE	Adeq.	Inadeq.
athletic injuries	___	___	___	___	___
first aid	___	___	___	___	___
human anatomy	___	___	___	___	___
kinesiology	___	___	___	___	___
health education	___	___	___	___	___
athletic conditioning	___	___	___	___	___
adaptive physical education	___	___	___	___	___
philosophy of athletics	___	___	___	___	___
org. & adm. of phy. education	___	___	___	___	___
principles of athletics	___	___	___	___	___
org. & adm. of athletics	___	___	___	___	___
philosophy of phy. 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	___	___	___	___	___

Please check E for essential, D for desirable, or NE for non-essential for each of the items below which you would consider in the hiring of an interscholastic coach:

	E	D	NE
scholarship	___	___	___
playing experience	___	___	___
varsity letters (high school)	___	___	___
varsity letters (college)	___	___	___
coaching records	___	___	___
major or minor in physical education	___	___	___
school graduated from	___	___	___
ability to demonstrate	___	___	___
speaking ability	___	___	___
character	___	___	___
appearance	___	___	___
major or minor in coaching	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___

Would you favor a student assistant coaching program for prospective coaches during their professional preparation?

Yes ___ No ___

Do you favor the prospective coach taking coaching courses in sports other than that in which he specializes? Yes ___ No ___

If yes, why? _____

If yes, please check the sports deemed essential for an overall professional preparation in coaching:

- | | | | |
|---------------|-----|---------------|-----|
| baseball | ___ | gymnastics | ___ |
| basketball | ___ | swimming | ___ |
| cross country | ___ | tennis | ___ |
| football | ___ | track & field | ___ |
| golf | ___ | wrestling | ___ |

Would you favor state certification of coaches in Tennessee?

Yes ___ No ___

If no, please state reasons: _____

If yes, would you favor certification of: (check one)

- a) head coaches only _____
- b) head & ass't. coach _____
- c) all coaches _____
- d) only coaches in
specific sports _____

If you checked (d) above, please list the sports for which you favor certification:

Please comment on the above: _____

If you favor certification of coaches, would you favor:
(check one)

- a) a physical education major for all head coaches? _____
- b) a physical education minor for all head coaches? _____
- c) specified courses in physical education only? _____
- d) coaching major or minor for all head coaches? _____

If you checked (c) above, how many semester hours would you consider necessary for a head coach? (circle one)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,
18, 19, 20

If you favor certification of coaches, would you favor:

- a) a physical education major for all asst. coaches? _____
- b) a physical education minor for all asst. coaches? _____
- c) specified courses in physical education only? _____

d) no special requirement for the asst. coach?___

e) coaching major or minor for asst. coaches?___

If you checked (c) above, how many semester hours would you consider necessary for an assistant coach for certification? (circle one)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,
18, 19, 20

If certification of coaches was passed in Tennessee, would you favor making it retroactive for all coaches? Yes___ No___

If no, please give reasons:_____

If yes, how many years would you allow as a grace period for attainment of the hours needed? (circle one)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Please comment on the above:_____

Would you favor a special college curriculum for preparing academic teachers who wish to coach athletics? Yes___ No___

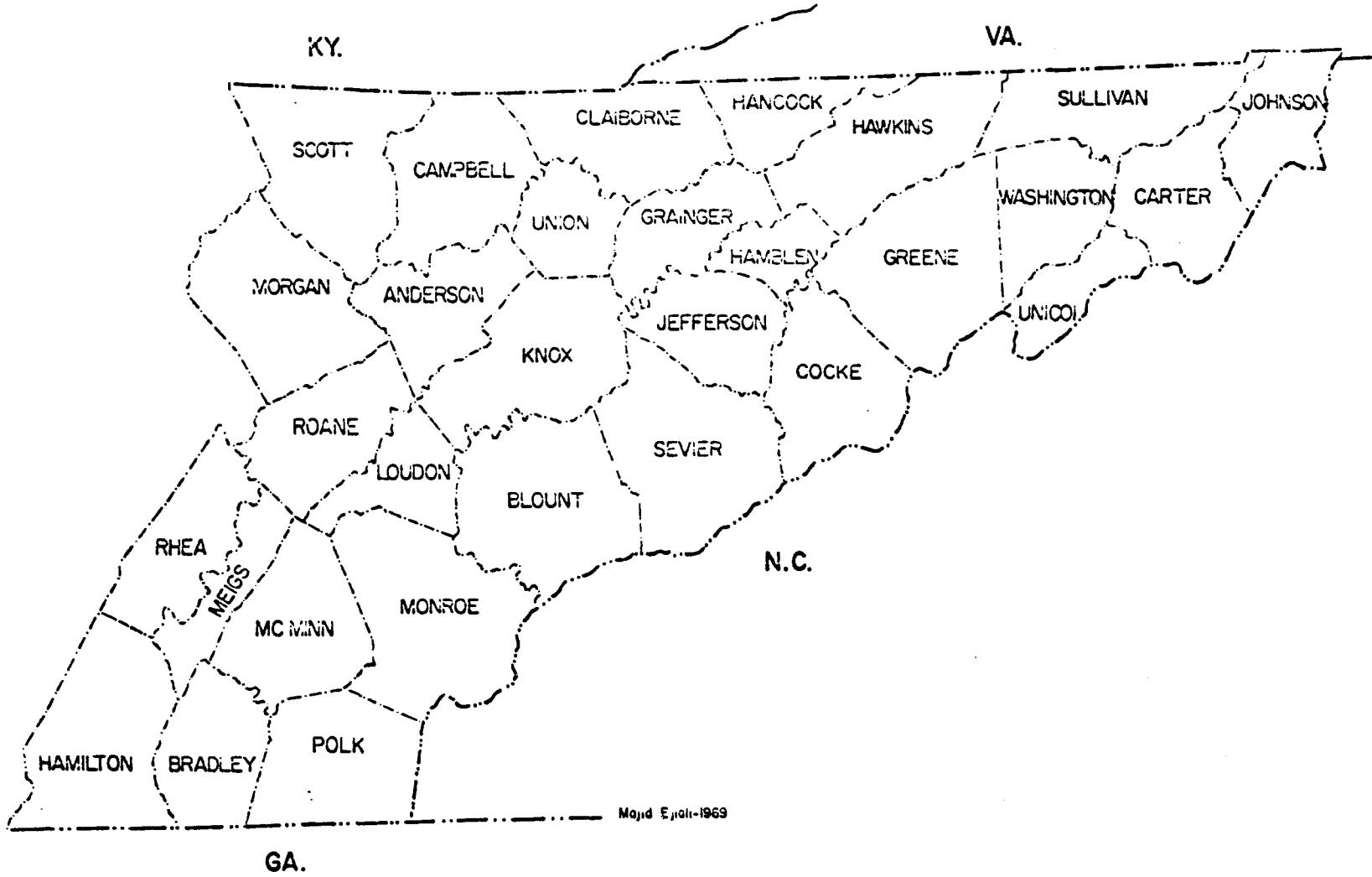
In 1967 a Task Force of the American Association of Health, Physical Education and Recreation proposed the following preparation for academic teachers without a major or a minor in physical education, for coaching:

scientific foundations of coaching	3 semester hours
principles and problems of athletics	3 semester hours
medical aspects of athletics	3 semester hours
coaching theory and techniques	<u>6</u> semester hours
	<u>15</u> semester hours

Would you please comment on the above proposal or recommendation: (pro, con, recommendations, opinions, ideas, etc.)

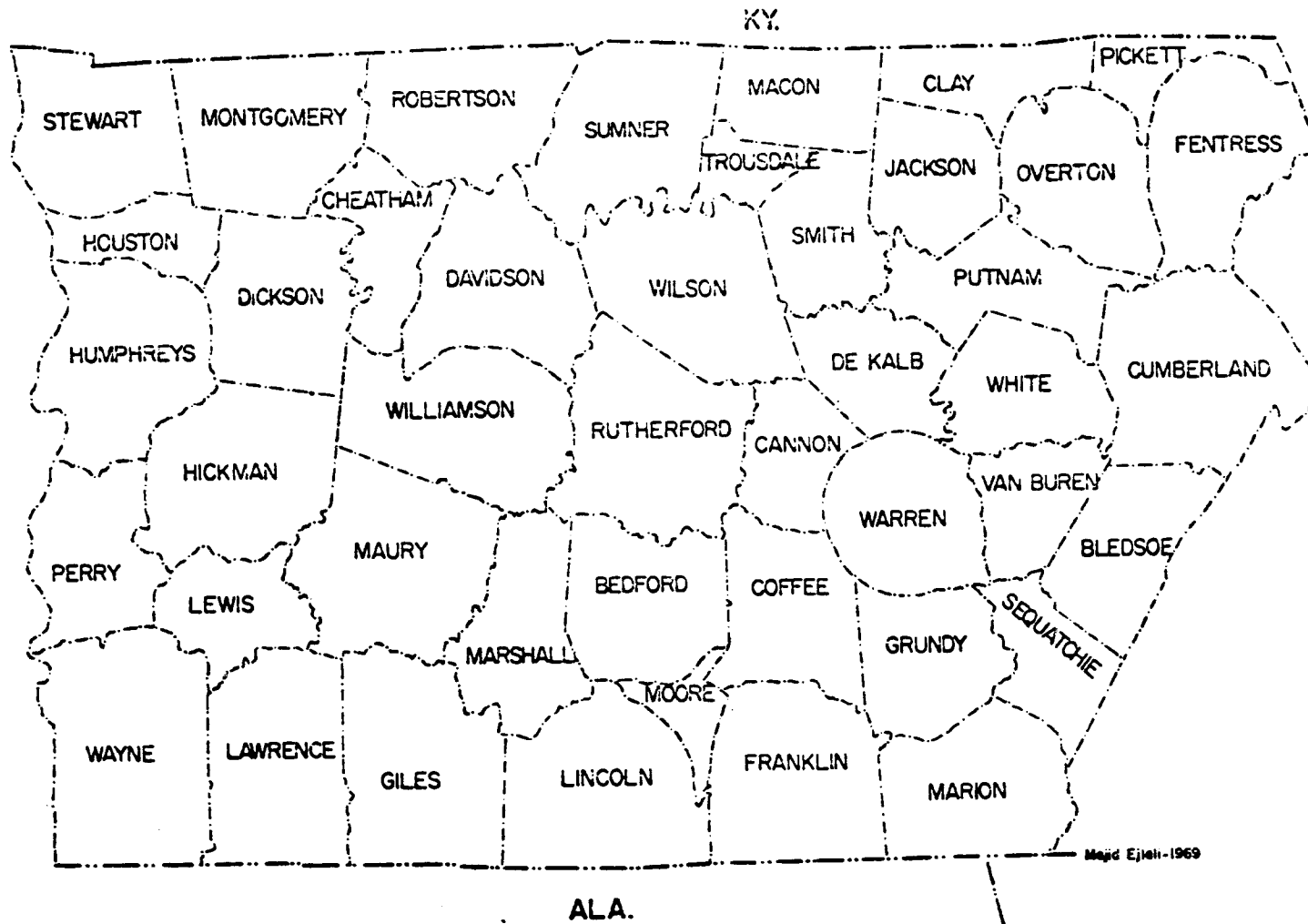
APPENDIX B
EAST TENNESSEE

EAST TENNESSEE



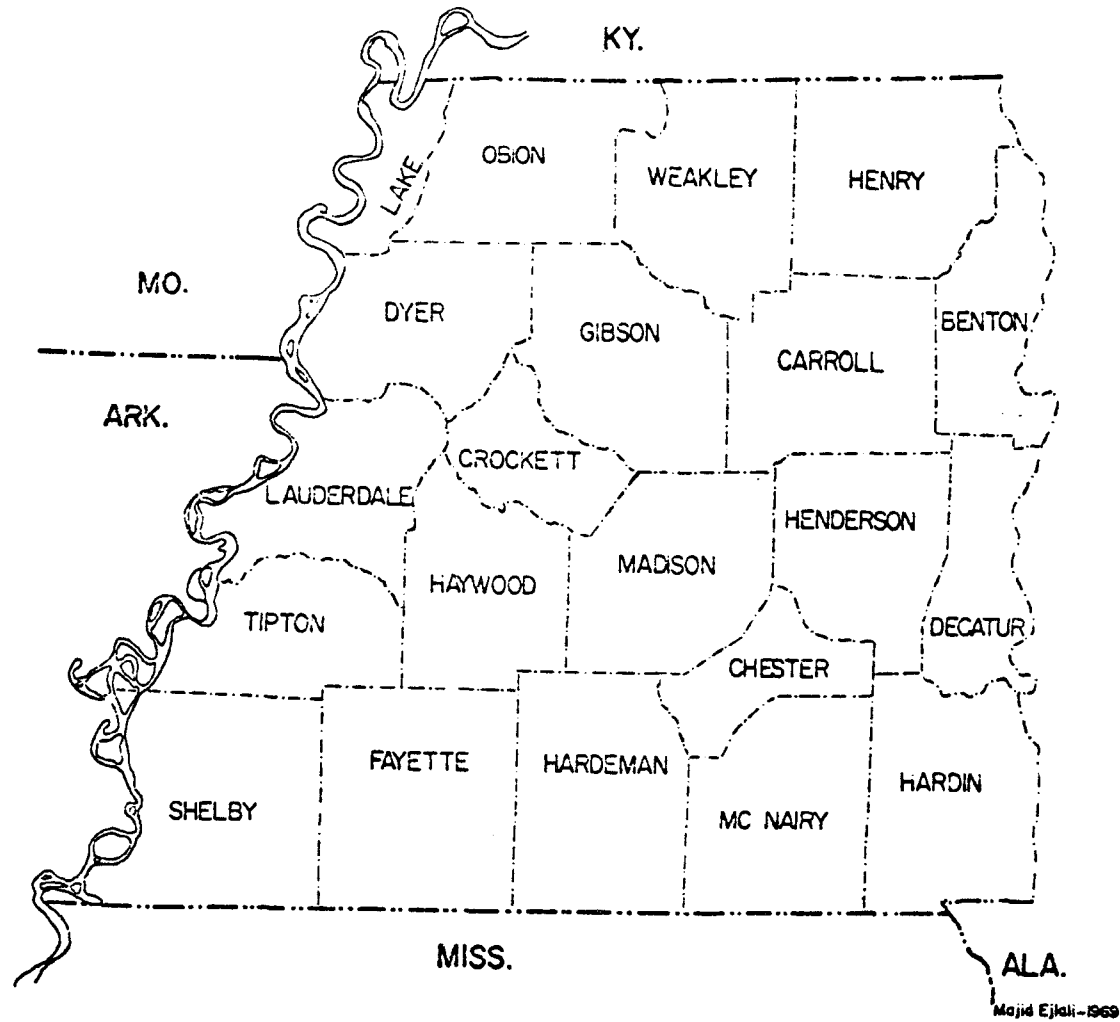
APPENDIX C
MIDDLE TENNESSEE

MIDDLE TENNESSEE



APPENDIX D
WEST TENNESSEE

WEST TENNESSEE



BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- American Association of Health, Physical Education, and Recreation. Administrative Problems in Health Education, Physical Education, and Recreation. Washington: American Association for Health, Physical Education, and Recreation, 1953.
- Bucher, Charles A. Foundations of Physical Education. St. Louis: C. V. Mosby Company, 1968.
- Clark, Leonard H., Raymond L. Klein, and John B. Burks. The American Secondary School Curriculum. New York: The MacMillan Company, 1964 and 1965.
- Kinney, Lucien B. Certification in Education, edited by Roy E. Simpson. Inglewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.
- Maetozo, Matthew G. (ed.). Certification of High School Coaches. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.
- "Professional Preparation in Health Education, Physical Education, and Recreation Education." Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1962.
- Snyder, Raymond, and Harry Scott. Professional Preparation in Health, Physical Education, and Recreation. New York: McGraw-Hill Company, 1954.
- Staley, Seward C. The Curriculum in Sports. Philadelphia: W. B. Saunders Company, 1935.
- Thomas, Eugene S. "The Role of Athletics in Education," Administration of High School Athletics. Report of the First National Conference on Secondary School Athletic Administration, Washington, D.C., December 2-5, 1962. Published by The American Association for Health, Physical Education, and Recreation, a Department of the National Education Association, Washington, D.C.

Voltmer, Edward F., and Arthur A. Esslinger. The Organization and Administration of Physical Education. New York: Appleton-Century-Crofts, 1967.

B. PERIODICALS

Adams, Samuel H. "A Practical Approach to Preparing Coaches," Journal of Health, Physical Education, and Recreation, XLV (May, 1974), 65-68.

Bucher, Charles A. "Professional Preparation of the Athletic Coach," Journal of Health, Physical Education, and Recreation, XXX (September, 1959), 27-28.

Cruse, Darrell. "Actional Proposals for the Tennessee Association for Health, Physical Education, and Recreation," Tennessee Health and Physical Educator, VI (September, 1967), 3-5.

Daniels, Arthur S. "Growth and Development of a Profession," Journal of Health, Physical Education, and Recreation, XXXIV (September, 1970), 14.

Dowell, Linus J. "Professional Preparation: Selection, Retention, and Recommendations," The Physical Educator, XXII (October, 1965), 101-103.

Drew, A. Gwendolyn. "A Condensation of Reuben B. Frost's Paper, 'Recent Trends in Certification of Men Physical Education Teachers and Coaches'," Journal of Health, Physical Education, and Recreation, XXXVII (April, 1966), 78.

Esslinger, Arthur A. "Certification for High School Coaches," Journal of Health, Physical Education, and Recreation, XXXIX (October, 1968), 42-43.

_____. "Professional Preparation Conference," Journal of Health, Physical Education, and Recreation, XXXIII (May-June, 1962), 21-24.

Frost, Reuben B. "Suggested Certifications Requirements for the Academic-Teacher Coach," The Physical Education Newsletter, XII (April 15, 1968), 3-4.

Gallon, Arthur J. "The Coaching Minor," Journal of Health, Physical Education, and Recreation, XL (April, 1970), 47-48.

- Guemple, C. E. "New Directions for Professional Preparation at Ball State University," Journal of Health, Physical Education, and Recreation, XLIV (September, 1973), 67.
- Maetozo, Matthew. "Required Specialized Preparation for Coaching," Journal of Health, Physical Education, and Recreation, XLI (April, 1971), 12-15.
- McKinney, Wayne C. "Mandatory Coaching Certification for Men and Women in Missouri," Missouri Journal of Health, Physical Education, and Recreation, IV (Spring, 1974), 71-72.
- Meinhardt, Thomas. "A Rationale for Certification of High School Coaches in Illinois," Journal of Health, Physical Education, and Recreation, XLII (January, 1971), 48.
- Mueller, Frederick O., and James M. Robey. "Factors Related to the Certification of High School Football Coaches," Journal of Health, Physical Education, and Recreation, XLII (February, 1971), 50-53.
- Rice, Harry M. "Qualities of a Good Coach," Bulletin of the National Association of Secondary School Principals, XL (September, 1956), 159-60.
- Sheets, Norman L. "Current Status of Certification of Coaches in Maryland," Journal of Health, Physical Education, and Recreation, XLII (June, 1971), 11.
- Snyder, Raymond A. "The Future in Professional Preparation," The Physical Educator, XVII (October, 1962), 106.
- Stein, Julian U. "Undergraduate Professional Preparation," The Physical Educator, XX (March, 1968), 5-8.
- Stier, William F., Jr. "The Coaching Intern," Journal of Health, Physical Education, and Recreation, XLI (January, 1970), 27-29.
- "A Survey of Special Certification Requirements for Athletic Coaches of High School Interscholastic Teams," Journal of Health, Physical Education, and Recreation, XLI (September, 1970), 14-17.
- Tennessee Secondary School Athletic Association Official Handbook, 1971-72 (Hermitage, Tennessee, 1971), 4.
- Veller, Don. "New Minor for a Major Profession," Journal of Health, Physical Education, and Recreation, XXXVIII (April, 1967), 32-34.

C. UNPUBLISHED MATERIALS

- Hatlem, Roger B. "Professional Preparation and Experiences of the Coaches of the Wisconsin Interscholastic Athletic Association." Unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1972.
- Mach, Francis G. "The Undergraduate Preparation and Professional Duties of Selected High School Athletic Coaches in Minnesota and Bordering States." Unpublished Doctoral dissertation, University of South Dakota, Vermillion, South Dakota, 1969.
- Maetozo, Matthew. "The Analysis of the Professional Preparation of Interscholastic Athletic Coaches in Selected Sports." Unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1965.
- Personal Letter, Dr. Matthew G. Maetozo, Dean, School of Health, Physical Education, Lock Haven State College, Lock Haven, Pennsylvania, September 27, 1974.