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A SURVEY OF PERCEIVED COACHING COMPETENCIES,  
PROFESSIONAL PREPARATION, AND ATHLETIC  
PARTICIPATION OF FLORIDA'S SECONDARY  
INTERSCHOLASTIC FEMALE COACHES.

MIDDLE TENNESSEE STATE UNIVERSITY, D.A., 1979

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Lane Hartley Woodring

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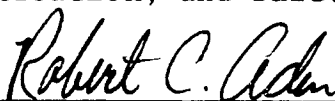
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## ABSTRACT

### A SURVEY OF PERCEIVED COACHING COMPETENCIES, PROFESSIONAL PREPARATION, AND ATHLETIC PARTICIPATION OF FLORIDA'S SECONDARY INTERSCHOLASTIC FEMALE COACHES

By Lane Hartley Woodring

This study surveyed 494 Florida female secondary coaches who were listed in the 1976-77 Florida Sports Guide of High Schools and Colleges: Coaches Directory.<sup>1</sup> One hundred eleven coaches were classified as classroom teacher coaches, and 383 coaches were classified as physical educator coaches based on their professional preparation.

The questionnaire used for this study was constructed following the general format used by Roger Hatlem at Springfield College in 1972 and later modified and used by Jerry Flatt at Middle Tennessee State University in 1974.

The purpose of the study was to investigate the backgrounds and the perceived competencies of Florida female secondary interscholastic coaches based on their

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<sup>1</sup>Eugene M. Towne, ed., 1976-77 Florida Sports Guide of High Schools and Colleges: Coaches Directory (Tallahassee, Florida: Craftsman Publications, Inc., 1977).

self-ratings on selected competencies. The study gathered data concerning the coaches' backgrounds in terms of professional preparation, coaching experiences, officiating experiences, and varsity athletic experiences at the secondary and collegiate levels.

The questionnaire was divided into five categories: (1) background information; (2) officiating experience, coaching experience, and competitive participation; (3) professional preparation; (4) coaching competencies; and (5) clinics, workshops, and in-service education.

Categories 1, 2, 3, and 5 were tabulated and reported in frequencies and percentages. Category 4, coaching competencies, was treated with chi square. This section contained thirty-six selected coaching competencies, with the respondents rating themselves on each item.

To facilitate the use of chi square with category 4, the classroom teacher coaches and the physical educator coaches were each subdivided into three coaching experience groups. The coaches in group one had zero to one year of coaching experience; group two coaches had two to four years of coaching experience; and group three coaches reported five or more years of coaching experience.

As the years of coaching experience increased to five and beyond, the responses of the classroom teacher coaches and the physical educator coaches tended to be more alike on the thirty-six selected competencies. Also,

Lane Hartley Woodring

coaching experience seemed to be an important factor in the coach's self-perceived competency for coaching. On an overall coaching competency self-rating, only three coaches from the five or more years coaching experience group reported self-ratings of less than adequate.

## ACKNOWLEDGEMENTS

The writer wishes to express gratitude to Dr. Martha Whaley, Dr. Charles Babb, and Dr. Robert C. Aden for their interest and suggestions in the study. A special debt of gratitude is owed to Dr. Guy Penny, chairman of the committee, for his guidance, encouragement, and support throughout the study.

This entire project would not have been possible without the cooperation of the female coaches of Florida. The writer wishes to express gratitude, respect, and admiration to this group of dedicated educators.

The writer also wishes to express appreciation to her parents, Mr. and Mrs. Alvin Hartley, for their sacrifices and support throughout the collegiate career.

Special thanks go to her husband, Chip, for his understanding, encouragement, and love.



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## Chapter 1

### INTRODUCTION

With the advent of Title IX, the Educational Amendments Act of 1972, girls' athletic programs have flourished. Prior to this Act, athletic opportunities for the female in the state of Florida were limited. Since the fall of 1974, however, additional sports have been added to the interscholastic program for girls. Many schools in the larger school systems now offer eight or more varsity sports for female athletes.

Many times the members of the women's physical education department are asked to assume coaching duties. Consequently, these teachers must instruct a full class load daily and also may coach as many as five different sports during a school year. This appears to be an awesome task for any teacher to assume.

Coaching responsibilities are also being assigned to classroom teachers. How qualified and competent are these new coaches? How competent can one person be in three, four, or five different sports? While competency in several areas is possible, it would seem to require many years of experience and training.

According to Sisley, coaching competency can be achieved by (1) being a participant in athletic events, (2) having coaching experience, and/or (3) having some form of professional preparation in the areas in which a coach needs competency.<sup>1</sup> In addition to these three methods, sports officiating can be added as a fourth method of acquiring competency.<sup>2</sup>

Since the athletic programs for women have been limited in the past, few of our present female coaches had the opportunity to be participants during their high school or college careers. Intramural programs and municipal recreation departments may have provided the only athletic opportunities available to interested females.

Since there were very few teams to coach, most coaches have had little or no past coaching experience. Because coaching opportunities were limited there was no need to prepare women for coaching duties. Consequently, there were few officiating opportunities.

Today, we have an abundance of coaching positions because of the tremendous increase in athletic programs for the female student. Teachers already in the system must

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<sup>1</sup>Becky Sisley, "Professional Preparation of Women Coaches," The Physical Educator, XXXIII (May, 1976), 87.

<sup>2</sup>R. Lynn Engle, "Sports Officiating--An Aid to Coaching," The Physical Educator, XXXIII (October, 1976), 129.

assume these coaching roles. What are their qualifications and abilities? What is being done to assist these coaches in acquiring the necessary competencies?

All students are entitled to the best possible educational experience that can be provided. They are entitled to quality athletic programs with well prepared coaches. Without opportunities to acquire coaching competencies, many programs have coaches in need of necessary skills, techniques, and information.

Research concerning female coaching competencies needs to be conducted. Female coaches currently coaching can provide valuable information. Results from such studies may aid in planning clinics, workshops, and in-service days for today's teacher-coach, as well as showing a need for improved undergraduate professional preparation of future female coaches.

#### STATEMENT OF THE PROBLEM

This study was an investigation of the professional preparation, athletic participation, coaching and officiating experiences, and perceived self-rated coaching competencies of Florida's secondary interscholastic female coaches.



## PURPOSE OF THE STUDY

The purpose of the study was to investigate the background and the perceived competencies of Florida's secondary interscholastic female coaches based on their self-ratings on selected competencies. The study gathered information concerning the coaches' backgrounds in terms of professional preparation, coaching experiences, officiating experiences, and varsity athletic experiences at the secondary and collegiate levels.

This study provided information about the preparedness to coach of both the classroom teacher and the physical education teacher. The findings may be used to enhance future coaching curricula in the institutions of higher education in the state of Florida.

Of primary importance was the information gathered regarding the coaches' expressed need and desire for clinics, workshops, and in-service education for the improvement of their coaching competencies.

## DELIMITATIONS

This study was limited to the 494 female coaches in the public and private high schools of Florida as listed in

the 1976-77 Florida Sports Guide of High Schools and Colleges.<sup>3</sup>

#### DEFINITIONS OF TERMS

For the purpose of this paper, the following terms and definitions were used.

Certification--A credentials process whereby the candidate presents evidence that she has met the established criteria to coach in secondary schools.

Classroom teacher--Any teacher who did not major or minor in physical education.

Competency--Possessing the necessary skills, abilities, and knowledge to adequately perform a particular duty. The words competencies and qualifications may be used interchangeably throughout this paper.

DGWS--The Division of Girls and Women's Sports, a division of the American Alliance for Health, Physical Education and Recreation, recently changed to National Association for Girls and Women in Sports.

FHSAA--Florida High School Activities Association. This is the body that governs the athletic programs in the secondary schools of Florida.

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<sup>3</sup>Eugene M. Towne, ed., 1976-77 Florida Sports Guide of High Schools and Colleges: Coaches Directory (Tallahassee, Florida: Craftsman Publications, Inc., 1977), pp. 12-65.

FSHAA--The Federation of State High School Athletic Associations. This is the regulatory body for high school athletics throughout the country (may be referred to as The Federation).

High School--Any public or private school that grants diplomas to its graduates. The school may be organized from grades nine through twelve or from grades ten through twelve. This term is used interchangeably with secondary schools throughout this paper.

Interscholastic athletics for girls--Any competitive experience involving any sport between two or more high school girls' teams.

Physical educator--Any teacher who had a graduate or undergraduate major or minor in physical education.

Task Force--A committee established by the American Alliance for Health, Physical Education and Recreation, Division of Men's Athletics, to study certification of high school coaches.

Title IX--A part of the Education Amendments Act of 1972 which states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . . .<sup>4</sup>

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<sup>4</sup>U.S. Statutes at Large, Sec. 901, 92nd Congress, 2nd Sess. (1972), Vol. 86 (Washington: Government Printing Office, 1973), p. 373.

### BASIC ASSUMPTIONS

1. The researcher assumed the questionnaire reached a large segment of the female coaches in the secondary schools of Florida.

2. The researcher assumed the questionnaire served as the instrument to provide the information concerning perceived coaching competencies, professional preparation, and athletic experiences.

3. The researcher assumed the female coaches in the secondary schools of Florida gave truthful and complete responses.

## Chapter 2

### REVIEW OF RELATED LITERATURE

A search of professional literature revealed a scarcity of materials and information related to competency of the female coach. However, there was a wealth of information about certification for coaching and the needed competencies to adequately fulfill the coaching role. Additionally, leaders in the field stressed the need for additional coaches who were well qualified to match the burgeoning athletic programs of today. This information was divided into the following four categories: need for competent coaches; professional preparation for coaching; necessary coaching competencies; and clinics, workshops, and in-service education.

#### NEED FOR COMPETENT COACHES

According to a 1975 article, "the National Federation of State High School Associations reports a 342 percent increase in participation in the Federation--sanctioned girls' sports over the last four years."<sup>1</sup>

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<sup>1</sup>"Girls--and What They Want From Sports," American School Board Journal, CLXII (June, 1975), 33-34.

This required a considerable increase in the number of coaches.

Resick and others stated that "All recommended standards for the girls' and women's program stress the use of qualified women coaches and officials whenever possible."<sup>2</sup> A realistic view indicated this was not always possible because large numbers of well trained women were not available. Many women were willing to give their best efforts, but they have been denied opportunities to become qualified coaches.

As Sisley pointed out, "For nearly half a century highly competitive athletic programs for women were virtually nonexistent. There were only limited opportunities for women to develop their athletic talents."<sup>3</sup> This changed drastically with the advent of Title IX.

It was also found that "the range of activities for women has greatly increased. . . ."<sup>4</sup> The offering of interscholastic sports may include eight to ten different

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<sup>2</sup>Matthew C. Resick, Beverly L. Seidel, and James G. Mason, Modern Administrative Practices in Physical Education and Athletics (Reading, Massachusetts: Addison-Wesley Company, 1970), p. 158.

<sup>3</sup>Becky Sisley, "Challenges Facing the Woman Athletic Director," The Physical Educator, XXXII (October, 1975), 121-123.

<sup>4</sup>Resick, Seidel, and Mason, p. 153.

sports in larger school systems.<sup>5</sup> This required a greater range of knowledge, abilities, and skills on the part of the coaches assigned to more than one sport. No longer could the profession expect one or even two physical education teachers to coach all the various girls' athletic teams.

In the past, the Division of Girls and Women's Sports motto had been: "The one purpose of sports for girls and women is the good of those who play."<sup>6</sup> The qualifications and competencies of interscholastic coaches will have a direct bearing on the "good of those who play."

Poindexter and Mushier said:

Under proper guidance and leadership, athletics can be a powerful force in the development of social and moral, as well as physical qualities. The mere offering of an athletic program is no assurance that the potential values will accrue to one or all participants.<sup>7</sup>

The physical well-being of the athlete was the concern of Savastano, a Rhode Island orthopedic surgeon, who stated: "Intelligent coaching not only leads to outstanding

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<sup>5</sup>Eugene M. Towne, ed., 1976-77 Florida Sports Guide of High Schools and Colleges: Coaches Directory (Tallahassee, Florida: Craftsman Publications, Inc., 1977), p. 32.

<sup>6</sup>Hally B. W. Poindexter and Carol L. Mushier, Coaching Competitive Team Sports for Girls and Women (Philadelphia: W. B. Saunders Co., 1973), p. 1.

<sup>7</sup>Poindexter and Mushier, p. 5.

and skillful performances on the part of the athlete, but also serves to lower the incidence of athletic injuries."<sup>8</sup>

A study by Mueller and Robey of North Carolina football coaches investigated factors related to injuries in football.<sup>9</sup> They found the following five variables in the coaches' background and training related to the injury data: coaching experience; age; education; level of playing experience; and number of assistant coaches. As each of these factors or variables increased, the injury incidence rate among the athletes decreased.<sup>10</sup> Football coaches thirty years of age or less had the highest injury rate, while football coaches forty-five years of age and older evidenced the lowest injury rate. Coaches with high school and college playing experience had a lower injury rate than coaches with high school playing experience only.

Robert Shelton, athletic director for the Dallas School System, stated: "Unfortunately we haven't found any female football coaches. As a matter of fact, finding women qualified and willing to coach any sport is a big

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<sup>8</sup>A. A. Savastano, "Rhode Island Shows the Way: In-service Training for the Prevention and Treatment of Athletic Injuries," Journal of Health, Physical Education and Recreation, XLI (April, 1970), 54-57.

<sup>9</sup>Frederick O. Mueller and James M. Robey, "Factors Related to the Certification of High School Football Coaches," Journal of Health, Physical Education and Recreation, XLII (February, 1971), 50-51.

<sup>10</sup>Mueller and Robey, p. 51.



problem."<sup>11</sup> A major qualification Shelton and others looked for was participation on collegiate teams, an experience few women had due to a shortage of teams.<sup>12</sup>

The Report of the First DGWS National Conference on Girls Sports Programs for the Secondary Schools identified several needs, listing the need for qualified coaches first.<sup>13</sup>

Neal and Tutko further supported the idea of limited athletic experiences for the female by this statement:

Because of the restricted programs for the highly skilled girl and women until recently, few women entering coaching today have had first-hand experience in highly competitive situations.<sup>14</sup>

They concluded that this lack of background as an active participant along with their lack of training at the university level left most women coaches ". . . sadly lacking in the ability to coach well."<sup>15</sup>

Spasoff believed the recent surge in athletics for women revealed some shortcomings which could prove harmful

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<sup>11</sup>Kathleen M. Engle, ed., "Revolution in Sports: The Greening of Girls Sports," Nation's Schools, XCII (September, 1973), 33.

<sup>12</sup>Engle, p. 33.

<sup>13</sup>Alice A. Barron, "Report of the First DGWS National Conference on Girls Sports Programs for the Secondary Schools," Journal of Health, Physical Education and Recreation, XLII (November-December, 1971), 14.

<sup>14</sup>Patsy E. Neal and Thomas A. Tutko, Coaching Girls and Women: Psychological Perspectives (Boston: Allyn and Bacon, Inc., 1975), p. 102.

<sup>15</sup>Neal and Tutko, p. 102.

to future progress. As he explained, "Probably the most basic of these is the shortage of qualified women to coach these new teams."<sup>16</sup>

Broad interscholastic athletic programs for girls in the secondary schools are now a reality. However, the supply of qualified coaches has not kept pace with the demands of the school systems. Interested women must be provided with the opportunities to develop coaching competencies to adequately fill these coaching roles in the secondary schools.

#### PROFESSIONAL PREPARATION FOR COACHING

Realizing the increased need for competent female coaches, the physical education profession must respond to this need. In Sisley's words, "The profession of physical education has an obligation to provide opportunities for women to develop coaching competencies."<sup>17</sup> She called for the revision of professional preparation programs to provide experiences for the development of coaches. The laboratory experiences she felt would provide invaluable knowledge about coaching included:

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<sup>16</sup>Thomas C. Spasoff, "Needed: More Women Coaches," Journal of Health, Physical Education and Recreation, XXXII (June, 1971), 55.

<sup>18</sup>Becky Sisley, "Laboratory Experiences for Developing Coaching Competencies, The Preparation of Women for Coaching Responsibilities," The Physical Educator, XXX (December, 1973), 182.

1. Participating on an intercollegiate team,
2. Serving as a manager or trainer for a team,
3. Coaching a recreational team or assisting a coach in either the educational or recreational setting, and
4. Officiating.<sup>18</sup>

These field or laboratory experiences were needed in addition to the usual theory courses.

Officiating could aid the future coach in the following ways:

1. Increased rules knowledge could help plan advanced game strategies.
2. Game management techniques could be acquired.
3. Ability to prepare a team for competition could be enhanced.
4. Knowledge of safety procedures could be gained.
5. Methods of preparing the game area could be learned.
6. Valuable insight about attitudes, problems, and reactions to the stress of competition could be acquired.<sup>19</sup>

Engle supported the value of experiences gained officiating and indicated that these experiences could enhance the employability of the student who desired to teach and coach. She listed the following advantages:

1. Increase experiences.

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<sup>18</sup>Sisley, "Laboratory Experiences . . .," p. 183.

<sup>19</sup>Sisley, "Laboratory Experiences . . .," p. 184.

2. Gain confidence in ability to assume responsibility.
3. Register with the state high school athletic association to become familiar with its structure and operation.
4. Make valuable contacts.
5. Gain knowledge of eligibility requirements.
6. Learn about school classification procedures and scheduling of contests.
7. Acquire greater knowledge of the rules to enhance coaching ability.<sup>20</sup>

The importance of the coach's role is stressed by Bucher in the following statements:

The single most important factor influencing the participant in a sport's activity is the coach. His or her influence affects the participant in all aspects of life, including personality development, philosophy, and character traits. For these reasons and others many persons feel that the coach should be certified so that his or her course work and training will suit the leadership role entrusted to the coach.<sup>21</sup>

Articles in research journals and research studies have justified the need for certification of high school coaches. Esslinger reported on the American Association for Health, Physical Education, and Recreation Task Force recommendations in 1968.<sup>22</sup>

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<sup>20</sup>R. Lynn Engle, "Sports Officiating--An Aid to Coaching," The Physical Educator, XXXIII (October, 1976), 129.

<sup>21</sup>Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics (Saint Louis: C. V. Mosby Co., 1975), p. 226.

<sup>22</sup>Arthur A. Esslinger, "Certification for High School Coaches," Journal of Health, Physical Education and Recreation, XXXIX (October, 1968), 42.

Esslinger reported that approximately one-fourth of all head coaches in junior and senior high schools had no professional preparation for coaching.<sup>23</sup> Their only qualification was participation on a university team. The combination of a physical education major and varsity athletic experience was generally conceded as the best preparation for coaching. Recognizing that the physical education staff was not large enough to coach all the sports offered in secondary schools, the principal was forced to assign coaching duties to the classroom teacher. This situation still exists in today's secondary schools.

Many future coaches have not wanted to major in physical education. In order to gain the minimum competencies for coaching responsibilities, the Task Force established certification standards for teachers of academic subjects. Course work was recommended in medical aspects, principles and problems, theory and techniques, kinesiological foundations, and physiological foundations of coaching.<sup>24</sup>

Flatt, in surveying the male coaches in Tennessee high schools, found the majority had been physical education

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<sup>23</sup>Esslinger, p. 42.

<sup>24</sup>Esslinger, p. 43.

majors.<sup>25</sup> These coaches recommended that courses in the treatment and care of athletic injuries, first aid, coaching methods, and athletic conditioning be considered most essential in the preparation of coaches. Furthermore, the coaches approved the recommendations of the Task Force for coaching certification.<sup>26</sup>

In a 1970 survey of certification requirements for athletic coaches, Maetozo found that nine states had some specific coaching certification requirement. At the time of the survey, Minnesota had the strongest requirement. All fifty states required that coaching personnel be licensed or certified teachers.<sup>27</sup>

In September of 1971, the state of New York enacted a certification process for coaches. Nine semester hours constituted the certification process. The course work consisted of Philosophy, Principles and Organization of Athletics in Education, Health Sciences Applied to Coaching, and Theory and Techniques of Coaching (a designated

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<sup>25</sup>Jerry E. Flatt, "A Study of the Professional Preparation of Football, Basketball, Baseball, and Track Coaches of the Tennessee Secondary Schools" (unpublished Doctoral dissertation, Middle Tennessee State University, Murfreesboro, Tennessee, 1975), p. 104.

<sup>26</sup>Flatt, p. 107.

<sup>27</sup>Matthew G. Maetozo, ed., "A Survey of Special Certification Requirements for Athletic Coaches of High School Interscholastic Teams," Journal of Health, Physical Education and Recreation, XXXI (September, 1970), 14.

activity). The certification was for male coaches and did not include all sports.<sup>28</sup>

Brandenburg, in one of the rare studies involving female coaches, found that only 2.4 percent of the coaches had completed all the course areas recommended by the American Association of Health, Physical Education, and Recreation Task Force.<sup>29</sup> She also found that only 14.3 percent had course work in the principles of coaching, and only 11.3 percent had course work in the medical aspects of coaching. She concluded that: "The majority of women were far short of the minimum recommendations essential to protect the health and safety of their students."<sup>30</sup>

Sheets' survey of the state of Maryland found only 45 percent of the coaches were certified in physical education.<sup>31</sup>

In 1966, before the Task Force recommendations for certification were made, Bousman conducted a study of

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<sup>28</sup>Matthew G. Maetozo, ed., "Required Specialized Preparation for Coaching," Journal of Health, Physical Education and Recreation, XXXXII (April, 1971), 12-13.

<sup>29</sup>Linda S. Brandenburg, "A Study of Female Coaching Qualifications in the State of Kansas for Classes 1A, 2A, and 3A High Schools" (unpublished Master's thesis, Kansas State University, 1973), p. 15.

<sup>30</sup>Brandenburg, p. 25.

<sup>31</sup>Norman L. Sheets, "Current Status of Certification of Coaches in Maryland," Journal of Health, Physical Education and Recreation, XLII (June, 1971), 11.

Kansas coaches.<sup>32</sup> He compared the male coaches in interscholastic athletics to the requirements for minimum preparation in physical education as established in the Kansas Certification Handbook. Bousman found that 73 percent of the 971 coaches participating in the survey met the minimum requirements.<sup>33</sup>

Many coaches and physical educators shared the view that training in physical education did not adequately prepare the individual to coach. Mach found the training of secondary school coaches was inadequate in matters pertaining to legal responsibility in athletics and in the skills of budget preparation.<sup>34</sup> He also concluded that there was too much theory and not enough practical experiences for coaching in existing programs.<sup>35</sup>

In Mach's study, the majority of coaches, principals, and college physical education directors agreed on five of six courses that should be included in a

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<sup>32</sup>James R. Bousman, "A Study of Qualifications, Salaries, and Duties of Male Coaches of Interscholastic Athletics in the State of Kansas, 1965-66" (unpublished Master's thesis, Kansas State College, 1967), p. 4.

<sup>33</sup>Bousman, p. 24.

<sup>34</sup>Francis George 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, 1969), p. 208.

<sup>35</sup>Mach, p. 209.



professional preparation program for secondary school coaches. Yet, well over two-thirds of the coaches who majored in physical education had not completed course work in two of those areas: athletic conditioning and the psychology of coaching.<sup>36</sup>

Hatlem, in a Wisconsin survey of interscholastic coaches, found that 50 percent had not completed courses recommended by the Task Force.<sup>37</sup> The four areas that Hatlem found to be inadequate in the preparation of coaches were: mechanical analysis, adaptive physical education, legal responsibilities, and kinesiology.<sup>38</sup>

The 1972 New Orleans Conference on Professional Preparation dealt with the topic of coaching certification.<sup>39</sup> It established minimum standards for the preparation of coaches. The five areas recommended for course work were much the same as those of the 1968 Task Force; however, some changes were made. Those recommended areas included: medical-legal aspects, sociological and

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<sup>36</sup>Mach, p. 198.

<sup>37</sup>Roger Berent Hatlem, "Professional Preparation and Experience of the Coaches of the Wisconsin Interscholastic Athletic Association" (unpublished Doctoral dissertation, Springfield College, 1972), p. 151.

<sup>38</sup>Hatlem, p. 152.

<sup>39</sup>American Association for Health, Physical Education and Recreation, Professional Preparation in Physical Education and Coaching (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1974), p. 32.

psychological aspects, theory and techniques, kinesiological foundations, and physiological foundations of coaching.<sup>40</sup>

The desired competencies to be gained in each area were clearly stated. For the medical-legal aspects of coaching, those competencies included:

1. Knowledge of proper conditioning of the athlete for each sport.
2. Knowledge in selection and care of safe playing conditions and protective equipment.
3. Skill in the prevention and care of athletic injuries.
4. Knowledge and use of basic medical and safety information pertaining to athletic coaching.
5. Skill and knowledge to develop adequate emergency care procedures.
6. Ability to provide emergency care and identify more obvious deviations from normalcy.
7. Ability to develop an adequate system for reporting accidents.
8. Ability to provide rehabilitation after an injury under the supervision of a physician.
9. Knowledge of the need to keep abreast of state and federal legislation regarding accidents and injuries affecting athletes and coaches.

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<sup>40</sup>American Association for Health, Physical Education and Recreation, pp. 32-36.

10. Ability to relate the roles and duties of the coach and trainer to the physician.

11. Ability to identify good insurance coverage for athletes.<sup>41</sup>

Examples of experiences which could provide these competencies included: attending clinics and seminars; working under a certified trainer; assisting in related courses; and working with organized athletic groups in the school and community.<sup>42</sup>

Competencies to be developed in the sociological and psychological aspects of coaching should include:

1. Identification and interpretation of the role of men and women as psycho-social beings, both past and present.

2. Interpretation of the athletic program to fellow teachers, athletes, parents, and the public.

3. Knowledge of values derived from participation.

4. Knowledge of basic psychological, sociological, and physiological principles of coaching.

5. Knowledge of factors and conditions affecting motor learning.

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<sup>41</sup>American Association for Health, Physical Education and Recreation, pp. 32-33.

<sup>42</sup>American Association for Health, Physical Education and Recreation, p. 33.

6. Ability to apply a humanistic approach to one's own coaching philosophy.

7. Ability to motivate athletes toward present and future goals.

8. Ability to make athletics a part of the total educational program.

9. Knowledge and use of ethical procedures.

10. Identification of and participation in professional activities and associations.

11. Identification of the growth and development patterns of children in order to conduct experiences appropriate for each age group.

12. Identification of desirable leadership traits so as to structure experiences to develop them.

13. Identification and use of procedures to maintain emotional control under stress.

14. Knowledge and use of procedures to resolve behavioral and emotional problems.<sup>43</sup>

Examples of experiences that would enable the student to achieve these competencies included: work as student coach, manager, or trainer; intern as coach; officiate contests; attend related meetings and conferences; observe conduct of players, coaches, and spectators at

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<sup>43</sup>American Association for Health, Physical Education and Recreation, pp. 33-34.

athletic contests; and study factors that facilitate motivation.<sup>44</sup>

From the area of theory and techniques of coaching, the desired competencies included:

1. Identification and use of principles related to the fundamental skills of teaching and coaching.

2. Knowledge and use of the specific skills, techniques, and rules of the sport coached.

3. Ability to plan specific game strategies.

4. Knowledge and use of methods and procedures for developing, training, and conditioning athletes.

5. Identification and use of appropriate audio-visual materials and equipment.

6. Ability to manage games and contests.

7. Knowledge of principles and techniques of officiating the sport coached.

8. Ability to evaluate athletic performance and programs.

9. Knowledge and use of rules and regulations of appropriate governing bodies.<sup>45</sup>

Learning experiences included: attending coaching meetings; observing practice sessions, acting as student

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<sup>44</sup>American Association for Health, Physical Education and Recreation, p. 34.

<sup>45</sup>American Association for Health, Physical Education and Recreation, pp. 34-35.

coach; attending coaching clinics, workshops, and conferences; planning conditioning drills, scouting opponents; reading professional literature; and video taping games and analyzing them.<sup>46</sup>

Coaching competencies to be acquired from the kinesiological foundations included:

1. Knowledge and use of good body mechanics within physical limitations.
2. Ability to analyze athletic performance based upon anatomical and mechanical principles.
3. Ability to relate motor performance to the body structure of individual athletes.
4. Skill to relate anatomy, physics, and movement to the safety of the athlete.
5. Ability to use research findings relative to the mechanical analysis of the sport.<sup>47</sup>

Experiences for enhancement of these competencies included: taking related course work; participating in laboratory experiences and research; participating in body conditioning programs; using audio-visual equipment in

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<sup>46</sup>American Association for Health, Physical Education and Recreation, p. 35.

<sup>47</sup>American Association for Health, Physical Education and Recreation, p. 35.

performance analysis; and doing independent study and/or research projects related to the mechanics of movement.<sup>48</sup>

Desired competencies in the physiological foundations included:

1. Knowledge of functional systems and physiological factors for judging sports' performances.
2. Knowledge of the effects of various environmental conditions and exercise upon the circulatory and respiratory systems.
3. Knowledge of the effects of nutrition upon health and performance.
4. Knowledge of physiological responses to training and conditioning.
5. Knowledge of use and effect of various drugs on the body.
6. Ability to apply physiological research findings to specific sports.<sup>49</sup>

Experiences could include: participating in laboratory research, drug clinics, training programs, and nutrition studies; conducting physiological studies on athletes; and taking related courses.<sup>50</sup>

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<sup>48</sup>American Association for Health, Physical Education and Recreation, p. 35.

<sup>49</sup>American Association for Health, Physical Education and Recreation, p. 36.

<sup>50</sup>American Association for Health, Physical Education and Recreation, p. 36.

Undergraduate students who took course work in these five recommended areas and had the related laboratory experiences should have achieved the competencies essential for the coaching role.

Even though the New Orleans Professional Preparation Conference and the American Association for Health, Physical Education, and Recreation Task Force have recommended the certification of high school coaches, most states have not followed this recommendation, including the state of Florida.

Some colleges and universities have attempted to provide more competent coaches through the coaching minor program. Such was the case at the University of California at Santa Barbara. Open to men and women, the coaching minor was especially designed for the academic classroom teacher who wanted to coach.<sup>51</sup>

Florida State University had a coaching minor which included:

Speech Communication

Sports Officiating

Care and Prevention of Sport Injury

Intramural and Interscholastic Sports

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<sup>51</sup>Arthur J. Gallon, "The Coaching Minor," Journal of Health, Physical Education and Recreation, XL (April, 1969), 47.



### Principles and Problems of Coaching

Theory and Practice of Gymnastics, Football,  
Basketball, Baseball, Track and Field, Wrestling  
and Swimming

of which two are required.<sup>52</sup> These courses are designed to prepare students to coach and also to serve as athletic directors.

In a recent study by Whiddon of forty-seven schools of Physical Education in southeastern colleges and universities, only one-fourth of the programs offered either a major or a minor in interscholastic coaching for women.<sup>53</sup>

Whiddon also found that approximately 84 percent of the programs offered at least one interscholastic coaching course for women. The chairpersons in the southeastern colleges and universities surveyed reported that the competencies in knowledge and skills in team and individual sports were stressed most frequently.<sup>54</sup>

Coaching courses for women, while of great value, have not automatically provided the competent female coaches

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<sup>52</sup>Florida State University Bulletin (Tallahassee, Florida: Published by Florida State University, March, 1976), p. 239.

<sup>53</sup>Nancy Sue Whiddon, "A Model for Undergraduate Professional Preparation Programs for Women Athletic Coaches in Southeastern Senior Colleges and Universities" (unpublished Doctoral dissertation, Florida Atlantic University, Boca Raton, Florida, 1977), pp. 105-106.

<sup>54</sup>Whiddon, p. 103.

needed for the recently expanded athletic programs. As Cleland stated:

We cannot assume that young women physical educators will automatically take on leadership positions in athletics and succeed in their efforts. Affirmative action in curriculum construction is needed now to train tomorrow's leaders.<sup>55</sup>

Cleland listed five concepts that should give direction to prepare students for careers in coaching and athletic administration as follow:

1. Practical experiences are an integral part of the professional preparation of coaches and athletic administrators.

Prospective coaches must be involved with intercollegiate athletic teams as players or managers; they must coach or manage intramural teams; and/or they must gain experiences in related ways.

2. Prospective women coaches and athletic administrators need models with which to identify.
3. Accurate concepts regarding sport in the socio-cultural process are essential for moving real programs in the ideal direction.

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<sup>55</sup> Donna Cleland, "Preparing Women Coaches and Athletic Administrators," Journal of Physical Education and Recreation, XLVIII (October, 1977), 19.

4. An ability to function effectively within athletic organizational structure required familiarity with governing bodies.
5. Sound professional curriculums must provide a basis for the training of coaches and athletic administrators.<sup>56</sup>

Another example of preparing future coaches was to provide the undergraduate student with actual coaching experience. Washington State University had a "Practicum in Coaching" which was similar to student teaching.<sup>57</sup> The student applied and was chosen on the basis of his course work and skill in the chosen sport. The student had to be a junior and an interview for the position was required.<sup>58</sup>

Briar Cliff College in Iowa used a coaching intern program for those students taking a coaching minor at its institution.<sup>59</sup> This program was composed of three sequential course offerings:

1. Athletic Training and Injury Prevention and Treatment. For three semester hours of credit

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<sup>56</sup>Cleland, pp. 18-19.

<sup>57</sup>Samuel H. Adams, "A Practical Approach to Preparing Coaches," Journal of Health, Physical Education and Recreation, XLV (May, 1974), 65.

<sup>58</sup>Adams, p. 65.

<sup>59</sup>William F. Stier, Jr., "The Coaching Intern," Journal of Health, Physical Education and Recreation, XLI (January, 1970), 27.

the student worked in the university training room as an assistant during the preferred sport season.

2. Coaching Theory in a Specific Sport. Each course carried one semester hour credit and was taken just prior to the coaching phase.
3. Practice Coaching. The student worked in the public junior or senior high school as an assistant to the head coach. He was required to attend all meetings, practices, and games.<sup>60</sup>

The trend for many institutions was to offer field experiences for their students early in their college careers. Henschen indicated this was a way of providing relevance to the undergraduate professional preparation program.<sup>61</sup>

The literature acknowledged the need for additional coaches in our expanded athletic programs in the secondary schools of today. Many institutions were offering courses to the undergraduate student to prepare him for these coaching responsibilities. Realizing that course work may not be adequate, some schools were providing opportunities for officiating, training-room work with athletic injuries,

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<sup>60</sup>Stier, p. 28.

<sup>61</sup>Keith P. Henschen, "A New Deal in Professional Preparation," Journal of Health, Physical Education and Recreation, XLV (May, 1974), 65.

early field experiences in the public schools, and the coaching internship. These experiences could provide meaning and relevance to material learned in the classroom.

#### NECESSARY COACHING COMPETENCIES

For the purpose of this study, the word competency meant possessing the necessary skills, abilities, and knowledge to adequately perform a particular duty.

The individual who coached in the secondary schools needed to possess certain qualities and competencies. According to Bucher, there were four qualities found in the outstanding coach:

1. Ability to teach the fundamentals and strategies of his sport.

2. Understand the player. "The coach needs to understand how a youth functions at his particular level of development--with full appreciation of skeletal growth, muscular development, and physical and emotional limitations."

3. Understand the game including a thorough knowledge of rules and techniques.

4. Possess a desirable personality and character. Such qualities as patience, understanding, kindness, honesty, sportsmanship, sense of right and wrong, courage,

cheerfulness, affection, humor, energy, and enthusiasm were considered essential.<sup>62</sup>

Frost made the following five points regarding competencies in coaches:

1. That, to be successful, to exert the greatest influence, and to conduct practices and games in the safest and most healthful manner, a coach must be thoroughly schooled in the fundamentals, techniques, and strategies of the sport as well as in methodology and organizational procedure.
2. That all coaches need a background in sports medicine, first aid, and prevention and care of injuries.
3. That coaches should have a working knowledge of biological, mechanical, psychological, and sociological principles which have implications for interscholastic sport.
4. That coaches need to understand the relationship of their sport and the athletic program to the total educational endeavor.
5. That coaches have a responsibility for the interpretation of their program and must show skill when speaking and writing and in public relations techniques.<sup>63</sup>

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<sup>62</sup>Bucher, pp. 238-239.

<sup>63</sup>American Association for Health, Physical Education and Recreation, Secondary School Athletic Administration: A New Look (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1969), p. 33.

According to one high school student, his expectations of his coach were the same as what the coach expected of the athlete. These qualities included: high ethical character, leadership, technical knowledge, loyalty, initiative, dedication, and self-discipline. The coach should be hard working, exhibit good sportsmanship, provide academic guidance to the athletes, and be physically and mentally fit.<sup>64</sup>

Poindexter and Mushier suggested the coach possess competency, knowledge, or skill about the following:

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1. growth                   | 14. captains                         |
| 2. motor learning           | 15. managers                         |
| 3. safety                   | 16. awards                           |
| 4. equipment and facilities | 17. speaking ability                 |
| 5. finance                  | 18. relationships                    |
| 6. scheduling               | 19. publicity                        |
| 7. contracts                | 20. scholarships                     |
| 8. officials                | 21. team selection                   |
| 9. eligibility              | 22. evaluating                       |
| 10. rules and regulations   | 23. conditioning                     |
| 11. hosting                 | 24. organizing<br>practice and games |
| 12. travel                  | 25. rest                             |
| 13. uniforms                |                                      |

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<sup>64</sup>American Asslciation for Health, Physical Education and Recreation, Secondary School Athletic Administration: A New Look, pp. 111-112.

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|------------------------|----------------------------|
| 26. nutrition and diet | 30. research               |
| 27. drugs              | 31. individual skills      |
| 28. emotion            | 32. strategy <sup>65</sup> |
| 29. scouting           |                            |

Poindexter and Mushier had this to say about the selection of a coach:

In essence, the criteria guiding selection of a coach for any situation are: that she be a good teacher, that she display patience and emotional control in her dealings with students and that she have the ability to establish rapport with both students and her colleagues. Her personal integrity and ethical character should, of course, be beyond question. She must know her participants and have their welfare as her primary concern; she must know the game and have a desire to coach. Her knowledge of the game is enhanced if she has been a competitor herself and has an official's rating in the sport. A coach who has prepared for and experienced officiating is not only well versed in the rules which govern play, but has an appreciation of the important and difficult tasks of the officials.<sup>66</sup>

While Poindexter and Mushier's list was by no means complete, it provided insight into the many skills and knowledge the coach must possess.

Gallon mentioned additional areas about which the coach needed expertise. They were: motivation, warm-up exercises, drills, weight training methods, circuit training, legal liability, player control, crowd control, and associations.<sup>67</sup>

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<sup>65</sup>Poindexter and Mushier, pp. 11-44.

<sup>66</sup>Poindexter and Mushier, p. 14.

<sup>67</sup>Arthur J. Gallon, Coaching: Ideas and Ideals (Boston: Houghton Mifflin Co., 1974), pp. 31-249.



It has become increasingly evident that coaches must possess many personal qualities such as high ethical character, honesty, integrity, and emotional stability, as well as specialized skill and knowledge.

#### CLINICS, WORKSHOPS, AND IN-SERVICE EDUCATION

Coaching organizations, state and local school systems, and higher education must become concerned with the needs of the coach in the field. Efforts must be made to assist coaches in achieving those competencies needed to do a quality coaching job. The concern of this study was the needs of the female coach.

According to Hult and McKnight,

Discriminatory practices for the past 50 years have taken their toll from the calibre of coaching by women. We must demand funds to help achieve a higher level of competency through clinics, conferences, and course work.<sup>68</sup>

Women must demand the specialized training that men have always enjoyed. There must be financial support for women to improve skills and knowledge in order to become highly qualified coaches.<sup>69</sup>

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<sup>68</sup>Joan Hult and Dorothy McKnight, "Competitive Athletics for Girls--We Must Act," Journal of Health, Physical Education and Recreation, XLV (June, 1974), 45.

<sup>69</sup>Hult and McKnight, pp. 45-56.

Barron, in the Report of the First DGWS National Conference on Girls Sports Programs for the Secondary Schools in a 1971 article, said: "On the topic of leadership, workshops and coaching clinics were recommended. The group recognized the need for regional and national institutes on coaching."<sup>70</sup>

According to Nuzman, there was a new approach to national conferences in 1973. Instead of one every two years, there were three--in the same year. The sites were Charlotte, North Carolina; Kalamazoo, Michigan; and Denver, Colorado.<sup>71</sup>

Klafs and Lyon contended that there were many opportunities available for women coaches to develop those skills and knowledge essential for good coaching. They included: learning from male coaches; drawing from any competitive experience; and taking advantage of special extension courses, clinics, and workshops offered by colleges and universities throughout the year and summer.<sup>72</sup>

According to the National Association for Sport and Physical Education, Coaches' Manual, there were numerous

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<sup>70</sup>Barron, pp. 16-17.

<sup>71</sup>Janet Nuzman, "DGWS Coaching Clinics," Journal of Health, Physical Education and Recreation, XLV (February, 1974), 9-11.

<sup>72</sup>Carl E. Klafs and M. Joan Lyon, The Female Athlete: Conditioning, Competition, and Culture (Saint Louis: C. V. Mosby Co., 1973), p. 96.

ways of continuing to grow professionally through both individual and group endeavors. They included the following:

1. The study of current professional literature.
2. Professional writing and research.
3. Active involvement in professional organizations at all levels.
4. Visits to colleges and schools.
5. Advanced study.
6. In-service workshops with a competency approach.
7. Participation in clinics and institutes that emphasize technical advancement in coaching.
8. Participation in conferences which stress sport medicine, sport psychology, and sport sociology.
9. In-service planning sessions using both local talent and outside consultants.
10. Observe and evaluate selected sport contests.
11. Self-evaluation through introspection and comparison.
12. Coaching forums for debate and discussion of ideas, experiences, and theories.
13. Use instructional media, particularly radio and television.

14. Travel-study sport programs.

15. Coaching material centers.<sup>73</sup>

Athletic opportunities for the high school female are numerous and varied. The quality of the coaching has been questioned by leaders in the field. There is a need for research in this area as well as numerous other areas relative to the female athlete and coach.

The National Conference on Professional Preparation has recommended minimum standards for developing competency in coaching. The skills and techniques needed by the well trained coach are numerous. Women must make their own opportunities for competency development by demanding clinics, seminars, workshops, and in-service courses that will meet their needs. Men coaches could benefit from these opportunities as well, should they so desire.

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<sup>73</sup>National Association for Sport and Physical Education, Coaches' Manual (Washington, D.C.: American Association for Health, Physical Education and Recreation, n.d.), p. 13.

## Chapter 3

### METHODS AND PROCEDURES

A questionnaire was mailed to 815 female coaches who were listed in the 1976-77 Florida Coaches Directory<sup>1</sup> for the purpose of obtaining information about the coaches' professional preparation; experiences in athletic preparation, coaching, and officiating; and self-ratings on selected coaching competencies.

The questionnaire (see Appendix C) used for this study was a revision of a questionnaire developed by Roger Hatlem at Springfield College in 1972 to determine coaches' competencies and later utilized by Jerry Flatt at Middle Tennessee State University in 1974 in a study of male secondary coaches in Tennessee.

The questionnaire was mailed to Florida's female coaches during the week of August 15 to August 19, 1977, with a cover letter (see Appendix A) explaining the purpose of the study. Five weeks later, a follow-up letter (see

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<sup>1</sup>Eugene M. Towne, ed., 1976-77 Florida Sports Guide of High Schools and Colleges: Coaches Directory (Tallahassee, Florida: Craftsman Publications, Inc., 1977), pp. 12-65.

Appendix B) and questionnaire were mailed to those coaches who had not returned the original questionnaire.

The responses on the instrument dealing with professional preparation, athletic participation, and coaching and officiating experiences were tabulated and reported in frequencies and percentages. Chi square was used to test for homogeneity of the self-ratings of the classroom teacher coaches and the physical educator coaches on the thirty-six selected coaching competencies.

#### SURVEY SAMPLE

The sample used for the study was 494 female coaches who returned the questionnaire. Of the female coaches responding, 111 were classified as classroom teachers with degrees in seven academic areas; whereas, 383 coaches were classified as physical educators. The respondents represented four classifications of schools: 1A, 78 female coaches; 2A, 74 female coaches; 3A, 127 female coaches; and 4A, 214 female coaches (one respondent did not indicate her classification). Many of the responding coaches indicated that they had multiple coaching assignments.

#### INSTRUMENT

The questionnaire (see Appendix C) used for this study was constructed following the general format used by Roger Hatlem at Springfield College to evaluate Wisconsin

male secondary coaches' competencies in relation to professional preparation and athletic preparation. Jerry Flatt, a doctoral candidate at Middle Tennessee State University, used a variation of Hatlem's questionnaire in a study dealing with male coaches in Tennessee secondary schools.

The questionnaire developed for this study was used in a pilot study in the Palm Beach County secondary schools in Florida. The subjects were twenty female coaches engaged in coaching one or more interscholastic sports in Palm Beach County in 1976-77.

After reviewing the results of the pilot study, several portions of the questionnaire were deleted or modified. The questionnaire, as revised after the pilot study, was presented to a jury of experts for their evaluation of the selected coaching competencies. After minor changes were made as recommended by the jury members, the questionnaire was administered to seven doctoral candidates with coaching experience for final evaluation for clarity of directions.

The jury of experts was composed of Dr. Amiel H. Solomon, Dr. Guy D. Penny, and Dr. Francis J. Riel of Middle Tennessee State University.<sup>2</sup> Each jury member had taught coaching courses in the professional preparation program,

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<sup>2</sup>Amiel H. Solomon, Ed.D., George Peabody College for Teachers; Guy D. Penny, Ed.D., University of Southern Mississippi; and Francis J. Riel, Ed.D., Boston University.

and each had a background in athletics as both a coach and participant.

#### ADMINISTERING THE QUESTIONNAIRE

During the week of August 15 to August 19, 1977, questionnaires were mailed to all female coaches listed in the 1976-77 Florida Coaches Directory.<sup>3</sup> A letter explaining the purpose of the study accompanied each questionnaire, along with a large, stamped, self-addressed return envelope (see Appendix A).

This study included only those coaches listed in the 1976-77 Coaches Directory. No attempt was made to survey newly appointed coaches since they were not listed in the Directory.

Five weeks later, during the week of September 17 to September 23, 1977, a follow-up letter and second questionnaire were sent to each coach who had not responded (see Appendix B).

The questionnaire did not include individual names, but was identified by code numbers. This enabled the researcher to know who had or had not returned the questionnaire. The last day for any questionnaire to be considered for the study was November 30, 1977.

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<sup>3</sup>Towne, pp. 12-65.



## ANALYSIS OF THE DATA

The questionnaire used to obtain information about Florida's secondary female coaches was divided into five categories: (1) background information; (2) officiating experience, coaching experience, and competitive participation; (3) professional preparation; (4) coaching competencies; and (5) clinics, workshops, and in-service education.

Categories 1, 2, 3, and 5 were tabulated and reported in frequencies and percentages. The responses consisted of check lists and yes or no answers.

Category 4, coaching competencies, was treated with chi square. This section contained thirty-six selected coaching competencies. The respondents rated themselves on each item. The response choices included: very strong, strong, adequate, weak, and very weak.

To facilitate the use of the chi square test with category 4, coaching competencies, the 494 female coaches were classified as classroom teacher coaches or physical educator coaches, based on their professional preparation. Each group was then subdivided, based on years of coaching experience.

The 111 high school classroom teacher coaches were divided into three groups. Group one numbered twenty-three teacher coaches who had zero to one year coaching

experience. Group two was composed of sixty-four coaches with two to four years experience, while group three consisted of twenty-four coaches with five or more years experience.

Three hundred eighty-three female secondary physical educator coaches were grouped the same way as the secondary classroom teacher coaches. Group one (zero to one year experience) had thirty physical educator coaches, group two (two to four years coaching experience) had 185 coaches, and group three (five years or more) had 168 coaches.

Using the chi square technique to test for homogeneity, the responses or self-ratings on the thirty-six selected coaching competencies of experience group one classroom teacher coaches were compared to the self-ratings of group one physical educator coaches. The same comparisons were made between the self-ratings of group two classroom teacher coaches and group two physical educator coaches, and repeated again with both experience group three coaches.

The same procedure was followed with the first question in category 5, in which each coach was asked to describe her overall competence for the sport or sports coached. Using the chi square test, the secondary classroom teacher coaches' responses were compared to the secondary physical educator coaches' responses in groups one, two, and three.

## Chapter 4

### ANALYSIS OF DATA

The data that were analyzed were obtained by use of a questionnaire mailed to the high school female coaches of Florida as listed in the 1976-77 Florida Sports Guide of High Schools and Colleges: Coaches Directory.<sup>1</sup> The data were gathered from August through November, 1977.

Within the Coaches Directory, 815 secondary coaches were identified as female and sent a questionnaire. Those not responding within five weeks were sent a second questionnaire. Four hundred ninety-four usable questionnaires were returned before the November 30, 1977, deadline, which represented a return of 60.6 percent.

One hundred eleven of the female secondary coaches responding were classified as classroom teachers. The remaining 383 were considered physical educators since they all had a graduate or undergraduate major or minor in physical education.

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<sup>1</sup>Eugene M. Towne, ed., 1976-77 Florida Sports Guide of High Schools and Colleges: Coaches Directory (Tallahassee, Florida: Craftsman Publications, Inc., 1977), pp. 12-65.

The data obtained from the instrument were presented in five categories: background information; officiating, coaching, and athletic experiences; professional preparation; coaching competencies; and clinics, workshops, and in-service education.

The background information pertained to earned degrees and schools or universities attended; major and minor areas; and teaching and coaching assignments. The officiating, coaching, and athletic experiences section established the length and/or extent of each coach's experiences in these areas. Data concerning professional preparation indicated coaching courses taken at the undergraduate or graduate level. The category concerning coaching competencies dealt with the female secondary coaches' self-ratings on thirty-six selected items. The last portion of the questionnaire concerned the availability and adequacy of clinics, workshops, and college courses related to coaching. Methods Florida female secondary coaches used to obtain additional coaching knowledge and skills were explored. The times preferred for clinics, courses, and workshops were reported.

#### BACKGROUND INFORMATION

##### School Classification of Florida Female Secondary Coaches

The secondary schools of Florida were classified 1A, 2A, 3A, or 4A, based on their enrollment. The 1A

schools had the smallest enrollment, while the 4A schools had the largest student populations.

Seventy-eight (15.8%) coaches represented 1A schools and seventy-four (15%) coaches came from 2A schools. The remaining 69.2 percent of those surveyed coached at the larger schools, with 127 (25.7%) coaches from the 3A classification schools and 214 (43.3%) coaches from the 4A schools (see Table 1).

Table 1  
School Classification of 494 Florida  
Female Secondary Coaches

Classification	# (N = 494)	%
1A	78	15.8
2A	74	15.0
3A	127	25.7
4A	214	43.3
None listed	1	0.2

#### Highest Degree Earned by Florida Secondary Coaches

Of the 111 Florida female secondary classroom teacher coaches responding, sixty-three (56.8%) earned their highest degrees in Florida schools and universities, while forty-eight (43.2%) earned their highest degrees in schools and universities in other states.

Seventy-one (64%) of the secondary classroom teacher coaches earned bachelors' degrees, thirty-seven (33.3%) earned masters' degrees, two (1.8%) earned specialists' degrees, and one (0.9%) bachelor's degree was in progress (see Table 2).

Table 2

Highest Degree Earned in Florida and Other States by 111 Florida Female Secondary Classroom Teacher Coaches

Degree	Florida Schools and Universities		Schools and Universities in Other States		All Schools and Universities	
	# (N = 63)	%	# (N = 48)	%	# (N = 11)	%
Bachelor's	41	36.9	30	27	71	64
Master's	21	18.9	16	14.4	37	33.3
Specialist	0	0	2	1.8	2	1.8
Degree in Progress	1	0.9	0	0	1	0.9

Florida's 383 female secondary physical educator coaches who participated in the study showed 199 (52%) coaches earned their highest degrees in Florida schools and universities. The remaining 184 (48%) coaches earned their highest degrees in schools and universities in other states.

The highest degree earned by 248 (64.7%) high school physical educator coaches was the bachelor's degree, while 105 (27.4%) coaches earned masters' degrees. Twenty-nine (7.6%) coaches reported the specialist as the highest degree

earned, while one (0.3%) coach had an earned doctoral degree (see Table 3).

Of the 494 female high school coaches in this study, 319 (64.6%) coaches had earned bachelors' degrees only, while the remaining 175 (35.4%) coaches had earned higher degrees.

Table 3  
Highest Degree Earned in Florida and Other  
States by 383 Florida Female Secondary  
Educator Coaches

Degree	Florida Schools and Universities		Schools and Universities in Other States		All Schools and Universities	
	# (N = 199)	%	# (N = 184)	%	# (N = 383)	%
Bachelor's	136	35.5	112	29.2	248	64.8
Master's	49	12.8	56	14.6	105	27.4
Specialist	13	3.4	16	4.2	29	7.6
Doctoral	1	0.3	0	0	1	0.3

States Granting Bachelors' Degrees  
to Florida Female Secondary  
Coaches

Two hundred sixty-two (53%) female secondary coaches earned their bachelors' degrees in Florida schools and universities. The state ranking second was Alabama with twenty-eight (5.7%) coaches, followed by Ohio with twenty (4%), Tennessee with seventeen (3.4%), Pennsylvania with

sixteen (3.2%), and Kentucky with 14 (2.8%). A total of thirty-three states were represented (see Table 4).

Table 4  
States from which 494 Florida Female Secondary  
Coaches Earned Bachelors' Degrees

State	# (N = 494)	%
Alabama	28	5.7
Colorado	3	0.6
Connecticut	4	0.8
Florida	262	53.0
Georgia	13	2.6
Illinois	13	2.6
Indiana	12	2.4
Iowa	5	1.0
Kansas	1	0.2
Kentucky	14	2.8
Louisiana	2	0.4
Maine	1	0.2
Maryland	4	0.8
Massachusetts	3	0.6
Michigan	10	2.0
Minnesota	1	0.2
Mississippi	7	1.4
Missouri	3	0.6
Nebraska	3	0.6
New York	10	2.0
New Jersey	3	0.6
North Carolina	11	2.2
North Dakota	1	0.2
Ohio	20	4.0
Oklahoma	2	0.4
Pennsylvania	16	3.2
Rhode Island	1	0.2
South Carolina	3	0.6
Tennessee	17	3.4
Utah	1	0.2
Virginia	6	1.2
Wisconsin	2	0.4
West Virginia	12	2.4



Florida Colleges or Universities Granting  
Bachelors' Degrees to Florida Female  
Secondary Coaches

Sixty-three female high school classroom teacher coaches earned their bachelors' degrees from fifteen Florida colleges or universities. Florida State University granted bachelors' degrees to seventeen (27%) coaches, followed by the University of Florida with nine (14.3%), Florida Atlantic University with eight (12.7%), the University of South Florida with seven (11.1%), and Stetson University with four (6.3%) coaches. The remaining ten colleges and universities in Florida granted bachelors' degrees to the remaining eighteen (28.6%) coaches (see Table 5).

One hundred ninety-nine female secondary physical educator coaches earned their bachelors' degrees from twenty Florida colleges and universities. Forty-eight (24.1%) coaches earned their bachelors' degrees at Florida State University, followed by the University of Florida with thirty-three (16.6%) coaches. The University of South Florida graduated twenty-one (10.6%) coaches, Florida A & M University had eighteen (9%), the University of West Florida showed sixteen (8%), and the University of Miami had ten (5%). The other fifty-three (26.6%) coaches earned their bachelors' degrees from the remaining fourteen colleges and universities (see Table 6).

Overall, of the 262 female secondary coaches who earned their bachelors' degrees from Florida colleges and

Table 5

Florida Colleges or Universities from which  
Sixty-three Florida Female Secondary  
Classroom Teacher Coaches Earned  
Bachelors' Degrees

College or University	# (N = 63)	%
Bethune Cookman College	1	1.6
Biscayne College	1	1.6
Flagler College	1	1.6
Florida A & M University	3	4.8
Florida Atlantic University	8	12.7
Florida Memorial College	1	1.6
Florida Southern College	2	3.2
Florida State University	17	17.0
Florida Technological University	3	4.8
Rollins College	1	1.6
Stetson University	4	6.3
University of Florida	9	14.3
University of Miami	2	3.2
University of South Florida	7	11.1
University of West Florida	2	3.2
Degree in Progress	1	1.6

Table 6

Florida Colleges or Universities from which  
199 Florida Female Secondary Physical  
Educator Coaches Earned  
Bachelors' Degrees

College or University	# (N = 199)	%
Barry College	2	1
Bethune Cookman College	2	1
Edward Waters College	2	1
Flagler College	2	0.5
Florida A & M University	18	9
Florida Atlantic University	8	4
Florida International University	5	2.5
Florida Memorial College	3	1.5
Florida Southern College	7	3.5
Florida State University	48	24.1
Florida Technological University	5	2.5
Jacksonville University	4	2
Palm Beach Atlantic College	1	0.5
Saint Leo College	1	0.5
Stetson University	7	3.5
Tampa University	5	2.5
University of Florida	33	16.6
University of Miami	10	5
University of South Florida	21	10.6
University of West Florida	16	8

universities, Florida State University graduated sixty-five (24.8%), while the University of Florida granted degrees to forty-two (16%). The University of South Florida graduated twenty-eight (10.7%) coaches and Florida A & M graduated twenty-one (8%) female coaches.

States Granting Masters' Degrees to  
Florida Female Secondary Coaches

Florida's female high school coaches earned masters' degrees from twenty-eight different states. Of the 161 coaches involved, ninety-one (56.5%) earned their degrees from Florida colleges and universities. The state ranking second was Alabama with eleven (6.8%), followed by Indiana with six (3.7%), and Michigan and New York with five (3.1%) each. The remaining forty-three (26.7%) coaches earned their masters' degrees from schools and universities in the other twenty-three states (see Table 7).

Florida Colleges or Universities Granting  
Masters' Degrees to Florida Female  
Secondary Coaches

Twenty-two Florida female secondary classroom teacher coaches earned masters' degrees from Florida colleges and universities. Florida Atlantic University granted eight (36.4%) degrees, followed by Florida State University with three (13.6%). Florida Technological University and the University of South Florida each granted two (9.1%). Seven other colleges and universities granted

Table 7  
States from which 161 Florida Female Secondary  
Coaches Earned Masters' Degrees

State	# (N = 161)	%
Alabama	11	6.8
Arkansas	1	0.6
Arizona	1	0.6
California	3	1.9
Florida	91	56.5
Georgia	3	1.9
Hawaii	1	0.6
Illinois	1	0.6
Indiana	6	3.7
Iowa	1	0.6
Kansas	1	0.6
Kentucky	3	1.9
Louisiana	1	0.6
Maine	1	0.6
Maryland	2	1.2
Massachusetts	1	0.6
Michigan	5	3.1
Mississippi	3	1.9
New Jersey	2	1.2
New York	5	3.1
North Carolina	4	2.5
North Dakota	1	0.6
Ohio	2	1.2
Pennsylvania	3	1.9
Tennessee	4	2.5
Texas	1	0.6
West Virginia	1	0.6
Wisconsin	2	1.2

one (4.5%) master's degree each to Florida female coaches (see Table 8).

Table 8

Florida Colleges or Universities from which  
Twenty-two Florida Female Secondary  
Classroom Teacher Coaches Earned  
Masters' Degrees

College or University	# (N = 22)	%
Florida A & M University	1	4.5
Florida Atlantic University	8	36.4
Florida International University	1	4.5
Florida State University	3	13.6
Florida Technological University	2	9.1
Nova University	1	4.5
Rollins University	1	4.5
Stetson University	1	4.5
University of Florida	1	4.5
University of Miami	1	4.5
University of South Florida	2	9.1

Thirteen Florida colleges and universities granted masters' degrees to sixty-nine female high school physical educator coaches. Sixteen (23.2%) coaches earned their degrees at Florida Atlantic University, while Florida International University and the University of Florida granted seven (10.1%) degrees each. Three schools graduated

six (8.7%) coaches each in their masters' programs: Florida A & M University, Florida State University, and the University of Miami. The remaining twenty-two (30.4%) coaches earned their masters' degrees at the other seven colleges and universities, except for two respondents who did not list their schools (see Table 9).

Table 9

Florida Colleges or Universities from which  
Sixty-nine Florida Female Secondary  
Physical Educator Coaches Earned  
Masters' Degrees

College or University	# (N = 69)	%
Florida A & M University	6	8.7
Florida Atlantic University	16	23.2
Florida International University	7	10.1
Florida State University	6	8.7
Florida Technological University	4	5.8
Jacksonville University	1	1.4
Nova University	4	5.8
Rollins College	2	2.9
Tampa University	2	2.9
University of Florida	7	10.1
University of Miami	6	8.7
University of North Florida	1	1.4
University of South Florida	5	7.2
None Listed	2	2.9

A total of ninety-one (18.4%) of Florida's female secondary coaches involved in this study earned masters'

degrees in state colleges and universities. The leading master's degree granting institution was Florida Atlantic University with twenty-four (26.4%), followed by Florida State University with nine (9.9%), while two schools, Florida International University and the University of Florida, granted eight (8.8%) masters' degrees each.

Undergraduate Major of Florida  
Female Secondary Coaches

One hundred eleven female secondary classroom teacher coaches were undergraduate majors in seven broad or combined subject areas. The language arts major area, representing twenty-seven (24.3%) coaches, included English, composition, literature, reading, speech, and foreign languages. Twenty-six (23.4%) coaches had undergraduate majors in education, followed by seventeen (15.3%) with majors in science. Thirteen (11.7%) coaches chose mathematics and thirteen (11.7%) coaches chose social studies as their majors. Five (4.5%) coaches did not list their undergraduate majors (see Table 10).

Florida's 383 female secondary physical educator coaches showed undergraduate majors in eight categories. Three hundred two (78.9%) coaches majored in physical education only, while fifty-eight (15.1%) coaches listed health, physical education, recreation, and safety as their major area. Another eleven (2.9%) coaches listed double majors including physical education and another subject



Table 10  
Undergraduate Major of 111 Florida Female  
Secondary Classroom Teacher Coaches

Major	# (N = 111)	%
Education	26	23.4
Language Arts	27	24.3
Mathematics	13	11.7
Science	17	15.3
Social Studies	13	11.7
Social Studies--Language Arts	2	1.8
Others: (Art, Music, Public Administration, and Recreation)	8	7.2
None Listed	5	4.5

area. The remaining twelve (3.1%) high school coaches claimed undergraduate majors in five other subject areas, including dance, elementary education, language arts, special education, and social studies (see Table 11).

Undergraduate Minor of Florida  
Female Secondary Coaches

Of the one hundred eleven female secondary classroom teacher coaches in this study, thirty-one (27.9%) coaches listed no undergraduate minors. The remaining eighty (72.1%) coaches identified nine subject areas for their undergraduate minors. Education and social studies minors led with twenty-four (21.6%) coaches each. Language arts had

Table 11  
Undergraduate Major of 383 Florida Female  
Secondary Physical Educator Coaches

Undergraduate Major	# (N = 383)	%
Dance	2	0.5
Elementary Education	1	0.3
HPERS (Health, Physical Education, Recreation, and Safety)	58	15.1
Language Arts	4	1
Physical Education	302	78.9
Physical Education and other Subject Areas	11	2.9
Special Education	1	0.3
Social Studies	4	1

twelve (10.8%), while science had eleven (9.9%). The other five subject areas claimed the remaining nine (8.1%) coaches.

One hundred fifty-three (39.9%) of Florida's female secondary physical educator coaches reported no undergraduate minors. The remaining 230 coaches revealed undergraduate minors in fourteen subject areas or subject area combinations. Sixty-four (16.7%) physical educator coaches minored in science, while fifty-six (14.6%) coaches named health, physical education, recreation, and safety as their minor area. Forty-two (11%) high school coaches minored in social studies. The remaining sixty-eight

(17.8%) coaches minored in eleven subject areas or combinations of subject areas.

Of the 494 Florida female high school coaches surveyed, one hundred eighty-four (37.2%) had no undergraduate minors. Science and social studies minors led with seventy-five (15.2%) and sixty-six (13.4%) coaches, respectively, in each subject area (see Table 12).

Graduate Major of Florida  
Female Secondary Coaches

Fifty-one of the female secondary classroom teacher coaches surveyed earned graduate degrees. The leading graduate major was language arts with ten (19.6%) coaches. Science followed closely with nine (17.6%) coaches, while mathematics and social studies had six (11.8%) coaches each. The remaining nineteen (37.2%) coaches revealed graduate majors in six other subject areas, while one (2%) coach did not list a graduate major (see Table 13).

Physical education was the leading graduate major of the 124 female high school physical educator coaches who earned graduate degrees. Physical education, with sixty (48.4%), with various health, physical education, recreation, and safety combinations, accounted for seventy-four (59.7%) coaches. Nineteen (15.3%) coaches reported graduate majors in administration and supervision, with eleven (8.9%) coaches majoring in education. The other eighteen (14.5%) coaches listed nine different graduate major areas, with two

Table 12

Undergraduate Minor of 111 Florida Female Secondary Classroom Teacher Coaches  
and 383 Florida Female Secondary Physical Educator Coaches

Minor	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
Art	2	1.8	0	0	2	0.4
Business	2	1.8	2	0.5	4	0.8
Coaching	0	0	2	0.5	2	0.4
Dance	0	0	2	0.5	2	0.4
Education	24	21.6	15	3.9	39	7.9
HPERS (Health, Physical Education, Recreation, and Safety)	0	0	56	14.6	56	11.3
HPERS and other Subject Areas	0	0	10	2.6	10	2
Home Economics	0	0	2	0.5	2	0.4
Language Arts	12	10.8	18	4.7	30	6.1
Library Science	1	0.9	1	0.3	2	0.4
Mathematics	3	2.7	8	2.1	11	2.2
Music	1	0.9	1	0.3	2	0.4
Science	11	9.9	64	16.7	75	15.2
Social Studies	24	21.6	42	11	66	13.4
Subject Area Combinations	0	0	7	1.8	7	1.4
None Listed	31	27.9	153	39.9	184	37.2

Table 13  
Graduate Major of Fifty-one Florida Female  
Secondary Classroom Teacher Coaches

Graduate Major	# (N = 51)	%
Administration and Supervision	5	9.8
Education	5	9.8
Guidance and Counseling	4	7.8
Home Economics Education	1	2
Language Arts	10	19.6
Library Science	3	5.9
Mathematics	6	11.8
Science	9	17.6
Social Studies	6	11.8
Vocational Business Education	1	2
None Listed	1	2

(1.6%) respondents failing to identify their graduate majors (see Table 14).

Graduate Minor of Florida  
Female Secondary Coaches

Of the fifty-one female high school classroom teacher coaches who earned graduate degrees, thirty-seven (72.5%) reported no graduate minors. Education was the leading graduate minor of four (7.8%) coaches, followed closely by language arts with three (5.9%) coaches. The

Table 14  
Graduate Major of 124 Florida Female Secondary  
Physical Educator Coaches

Graduate Major	# (N = 124)	%
Administration and Supervision	19	15.3
Curriculum and Instruction	5	4
Dance	1	0.8
Deaf Education	1	0.8
Education	11	8.9
Guidance and Counseling	6	4.8
HPERS (Health, Physical Education, Recreation, and Safety) Combinations	14	11.3
Mathematics	1	0.8
Perceptual Motor	1	0.8
Physical Education	60	48.4
Psychology	1	0.8
Special Education	1	0.8
Speech	1	0.8
None Listed	2	1.6

remaining five subject areas claimed seven (13.7%) coaches (see Table 15).

One hundred twenty-four of the female secondary physical educator coaches earned graduate degrees. Of this number, seventy-three (58.9%) coaches reported no graduate minors. Physical education led with twelve (9.7%) coaches,

Table 15  
Graduate Minor of Fifty-one Florida Female  
Secondary Classroom Teacher Coaches

Graduate Minor	# ( N = 51)	%
Child and Family Studies	1	2
Education	4	7.8
Language Arts	3	5.9
Library Science	1	2
Mathematics	1	2
Science	2	3.9
Social Studies	2	3.9
None Listed	37	72.5

while eleven (8.9%) coaches had graduate minors in administration and supervision. The remaining twenty-eight (22.6%) secondary coaches had twelve different graduate minor areas (see Table 16).

#### Coaching Experience of Florida Female Secondary Coaches

Florida's 494 female secondary coaches in this study ranged in years of coaching experience from zero to thirty-two years. Two hundred forty-one (48.8%) coaches had coached three years or less, while 354 (71.7%) coaches had coached five years or less. Ninety (18.2%) of the female coaches had coached eight years or more.

Table 16  
Graduate Minor of 124 Florida Female Secondary  
Physical Educator Coaches

Graduate Minor	# (N = 124)	%
Administration and Supervision	11	8.9
Coaching	2	1.6
Curriculum	2	1.6
Dance	1	0.8
Education	5	4
Guidance and Counseling	3	2.4
Health	6	4.8
History	1	0.8
Junior College Education	1	0.8
Physical Education	12	9.7
Psychology	3	2.4
Safety, Health, and Recreation	1	0.8
Science	2	1.6
Tests and Measurement	1	0.8
None Listed	73	58.9

One hundred eleven secondary classroom teacher coaches showed zero to ten years coaching experience, with the largest group, thirty (27%), having coached two years. Twenty-two (19.8%) female coaches reported three years of coaching experience, followed by nineteen (17.1%) classroom teacher coaches with one year of coaching experience. Four



high school coaches had no experience. These four groups, from zero to three years experience, represent more than two-thirds (75 or 67.6%) of all the female secondary classroom teacher coaches. The remaining thirty-six (32.4%) coaches had coached between four and ten years.

Third-year secondary physical educator coaches outnumbered all others with eighty-two (21.4%) coaches, followed by second-year coaches with fifty-four (14.1%). Nine (12.8%) coaches had four years previous coaching experience, and forty-two (11%) coaches had coached five years. Two hundred fifty-seven (67.1%), or approximately two-thirds, of the high school physical educator coaches had five years or less coaching experience, compared to approximately two-thirds (67.6%) of the high school classroom teacher coaches who had three years or less coaching experience (see Table 17).

#### Coaching Experience Groups of Florida Female Secondary Coaches

Twenty-three (20.7%) of the 111 secondary classroom teacher coaches and thirty (7.8%) of the 383 physical educator coaches reported zero or one year of coaching experience.

Sixty-four (57.7%) of the 111 high school classroom teacher coaches and 185 (48.3%) of the 383 secondary physical educator coaches listed two to four years coaching experience.

Table 17

Coaching Experience of 111 Florida Female Secondary Classroom Teacher  
Coaches and 383 Florida Female Secondary Physical  
Educator Coaches

Years of Coaching Experience	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
0	4	3.6	4	1	8	1.6
1	19	17.1	26	6.8	45	9.1
2	30	27	54	14.1	84	17
3	22	19.8	82	21.4	104	21.1
4	12	10.8	49	12.8	61	12.3
5	10	9	42	11	52	10.5
6	5	4.5	26	6.8	31	6.3
7	4	3.6	15	3.9	19	3.8
8	3	2.7	16	4.2	19	3.8
9	1	0.9	12	3.1	13	2.6
10	1	0.9	11	2.9	12	2.4
11	0	0	5	1.3	5	1
12	0	0	12	3.1	12	2.4
13	0	0	3	0.8	3	0.6
14	0	0	4	1	4	0.8

Table 17 (continued)

Years of Coaching Experience	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
15	0	0	5	1.3	5	1
16	0	0	1	0.3	1	0.2
17	0	0	4	1	4	0.8
19	0	0	1	0.3	1	0.2
20	0	0	2	0.5	2	0.4
21	0	0	3	0.8	3	0.6
23	0	0	2	0.5	2	0.4
24	0	0	1	0.3	1	0.2
25	0	0	1	0.3	1	0.2
26	0	0	1	0.3	1	0.2
32	0	0	1	0.3	1	0.2

Twenty-four (21.6%) female secondary classroom teacher coaches and 168 (43.9%) female secondary physical educator coaches claimed five or more years coaching experience (see Table 18).

#### Teaching Experience of Florida Female Secondary Coaches

The 111 secondary classroom teacher coaches who responded to this study had teaching experience ranging from zero to twenty-four years, while the 383 secondary physical educator coaches' teaching experience ranged from zero to thirty-five years.

Fifty-three (47.7%) classroom teacher coaches had taught from zero to five years, while 134 (35%) physical educators had the same amount of teaching experience. In the six to ten year range, the classroom teacher coaches numbered forty-one (36.9%), while there were 135 (35.2%) physical educator coaches in this category. Seventeen (15.3%) classroom teacher coaches had taught from eleven to twenty-five years. One hundred fourteen (29.8%) physical educators reported teaching experience in the eleven to thirty-five year range (see Table 19).

#### Subject Areas Taught by Florida Female Secondary Coaches

Florida's 111 female high school classroom teacher coaches reported teaching assignments in seventeen subject areas or combinations of subject areas. The language arts

Table 18

Three Coaching Experience Groups for 111 Florida Female Secondary  
Classroom Teacher Coaches and 383 Florida Female  
Secondary Physical Educator Coaches

Coaching Experience	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
0-1 year	23	20.7	30	7.8	53	10.7
2-4 years	64	57.7	185	48.3	249	50.4
5 years or more	24	21.6	168	43.9	192	38.9

Table 19

Teaching Experience of 111 Florida Female Secondary Classroom Teacher  
Coaches and 383 Florida Female Secondary  
Physical Educator Coaches

Years	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
0-5	53	47.7	134	35	187	37.9
6-10	41	36.9	135	35.2	176	35.6
11-15	12	10.8	62	16.2	74	15
16-20	3	2.7	27	7	30	6.1
21-25	2	1.8	13	3.4	15	3
26-30	0	0	9	2.3	9	1.8
31-35	0	0	3	0.8	3	0.6

area, which included English, composition, literature, reading, speech, and foreign languages, showed twenty-three (20.7%) classroom teacher coaches. The second largest group was seventeen (15.3%) coaches teaching science, followed closely by fifteen (13.5%) social studies teachers. Eleven (9.9%) mathematics teachers responded to this survey, and eight (7.2%) classroom teacher coaches revealed various subject area combinations. Thirty-five (31.5%) coaches were distributed among the remaining twelve subject areas, with two (1.8%) coaches not listing their subjects (see Table 20).

The 383 Florida female high school physical educator coaches reported a variety of assignments within their schools and were divided into sixteen classifications. Three hundred fifty-three (92.2%) physical educator coaches taught physical education full-time or a portion of the school day. Twenty-one (5.5%) physical educator coaches taught classroom subjects, while eight (2%) were administrators. One (0.3%) respondent did not list her subject area (see Table 21).

#### Sports Coached by Florida Female Secondary Coaches

One hundred eleven Florida female secondary classroom teacher coaches reported coaching assignments in ten different sports, while the 383 physical educator coaches were responsible for coaching fourteen sports. The four

Table 20  
Subjects or Subject Areas Taught by 111  
Florida Female Secondary Classroom  
Teacher Coaches

Subjects or Subject Areas	# (N = 111)	%
Art	4	3.6
Business	3	2.7
Distributive Education	3	2.7
Elementary Grade	2	1.8
Guidance	1	0.9
Health	1	0.9
Home Economics	5	4.5
Language Arts	23	20.7
Library Science	3	2.7
Mathematics	11	9.9
Physical Education	3	2.7
Physical Education and Other Subject	5	4.5
Science	17	15.3
Social Studies	15	13.5
Special Education	4	3.6
Subject Area Combinations	8	7.2
Teacher Aide	1	0.9
None Listed	2	1.8



Table 21  
Subjects or Subject Areas Taught by 383  
Florida Female Secondary Physical  
Educator Coaches

Subjects or Subject Areas	# (N = 383)	%
Administration	4	1
Center for Special Instruction	1	0.3
Elementary Classroom	1	0.3
English	3	0.8
Guidance Counselor	4	1
Home Economics	1	0.3
Mathematics	2	0.5
Physical Education	310	80.9
Physical Education and Health	20	5.2
Physical Education and One Other Subject	16	4.2
Physical Education and Two Other Subjects	5	1.3
Physical Education and Combination of Subjects	2	0.5
Science	11	2.9
Social Studies	1	0.3
Vocational	1	0.3
None Listed	1	0.3

sports in which no classroom teacher coaches were involved included badminton, field hockey, football, and soccer.

The three sports involving the largest number of Florida's female coaches were volleyball (39.5%), basketball (32.4%), and softball (29.5%).

The five sports coached most often by high school classroom teacher coaches were basketball (30 or 37%), tennis (23 or 20.7%), softball (21 or 18.9%), volleyball (18 or 16.2%), and swimming and diving (17 or 15.3%). The five sports most frequently coached by high school physical educator coaches included volleyball (177 or 46.2%), basketball (130 or 33.9%), softball (125 or 32.6%), tennis (62 or 16.2%), and track and field (62 or 16.2%).

The additional five sports coached by the secondary classroom teacher coaches were assigned to thirty-one (27.9%) teachers. The remaining nine sports coached by 104 (27.2%) high school physical educators included badminton, bowling, cross country, field hockey, football, golf, gymnastics, soccer, and swimming and diving (see Table 22).

#### Coaching Assignments of Florida Female Secondary Coaches

Eighty-seven (78.4%) of the female secondary classroom teacher coaches and 179 (46.7%) secondary physical educator coaches reported one sport coaching assignments. This left 228 (46.2%) coaches responsible for directing two or more sports.

Table 22

Sports Coached by 111 Florida Female Secondary Classroom  
Teacher Coaches and 383 Florida Female Secondary  
Physical Educator Coaches

Sports	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
Badminton	0	0	9	2.3	9	1.8
Basketball	30	27	130	33.9	160	32.4
Bowling	2	1.8	3	0.8	5	1
Cross Country	9	8.1	22	5.7	31	6.3
Field Hockey	0	0	2	0.5	2	0.4
Football	0	0	1	0.3	1	0.2
Golf	5	4.5	9	2.3	14	2.8
Gymnastics	1	0.9	29	7.6	30	6.1
Soccer	0	0	2	0.5	2	0.4
Softball	21	18.9	125	32.6	146	29.6
Swimming and Diving	17	15.3	27	7	44	8.9
Tennis	23	20.7	62	16.2	85	17.2
Track and Field	14	12.6	62	16.2	76	15.4
Volleyball	18	16.2	177	46.2	195	39.5

Note: The percents will not total 100 because of multiple coaching assignments.

Teachers assigned to coach two sports included nineteen (17.1%) classroom teacher coaches and 152 (39.7%) physical educator coaches. Those responsible for three sports included five (4.5%) classroom teachers and thirty-eight (9.9%) physical educators. Fourteen (3.6%) coaches reported four, five, or six sport coaching assignments (see Table 23).

Athletic Directorships Held by  
Florida Female Secondary  
Coaches

The data reveal that twenty-five (5.1%) Florida female high school coaches were also athletic directors. Of that number, seven (1.4%) coached in all-girl schools, and ten (2%) coaches were either assistant athletic directors or in charge of only the girls' programs. The remaining seven (1.4%) female coaches were athletic directors in coeducational secondary schools (see Table 24).

Florida Female Secondary Coaches  
in All-girl Schools

Two (1.8%) of the 111 female secondary classroom teacher coaches reported teaching in all-girl schools, while the number of secondary physical educator coaches teaching in all-girl schools was ten (2.6%) (see Table 25).

Table 23

Individual Coaching Assignments for 111 Florida Female Secondary  
Classroom Teacher Coaches and 383 Florida Female  
Secondary Physical Educator Coaches

Number of Sports	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
One	87	78.4	179	46.7	266	53.8
Two	19	17.1	152	39.7	171	34.6
Three	5	4.5	38	9.9	43	8.7
Four	0	0	9	2.3	9	1.8
Five	0	0	3	0.8	3	0.6
Six	0	0	2	0.5	2	0.4

Table 24

Athletic Directorships Held by 111 Florida Female  
Secondary Classroom Teacher Coaches and 383  
Florida Female Secondary Physical  
Educator Coaches

Coaches	# (N = 25)	%
Classroom Teacher (N = 111)	1*	0.9
Physical Educator (N = 383)	24**	6.3
*Girls' sports only		
**10 for girls' sports only; 7 in all-girl schools		

Table 25

Florida Female Secondary Classroom Teacher Coaches  
and Florida Female Secondary Physical  
Educator Coaches Who Teach in  
All-girl Schools

Coaches	# (N = 12)	%
Classroom Teacher (N = 111)	2	1.8
Physical Educator (N = 383)	10	2.6

Florida Athletic Coaches Association  
Membership by Florida Female  
Secondary Coaches

Florida's female high school classroom teachers reported a membership of forty-four (39.6%) in the Florida Athletic Coaches Association. Two hundred four (53.3%) of the 383 secondary physical educator coaches claimed membership. Of the 494 female coaches in the study, 248 (50.2%) reported membership in the state Coaches Association (see Table 26).

OFFICIATING EXPERIENCE, COACHING  
 EXPERIENCE, AND COMPETITIVE  
 PARTICIPATION

Officiating Experience of  
Florida Female Secondary  
Coaches

Twenty (18%) high school classroom teacher coaches reported officiating experience in the sport or sports they were coaching, while 103 (26.9%) high school physical educators revealed officiating experience in their sport or sports. A total of 326 (66%) of those surveyed had no officiating experience. Eight (7.2%) of the classroom teacher coaches and thirty-three of the physical educator coaches had officiating experience in one or two but not in all sports they were coaching (see Table 27).

Table 26

Membership in the Florida Athletic Coaches Association by 111  
 Florida Female Secondary Classroom Teacher Coaches and  
 383 Florida Female Secondary Physical  
 Educator Coaches

Responses	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
Yes	44	39.6	204	53.3	248	50.2
No	63	56.8	171	44.6	234	47.4
No Response	4	3.6	8	2.1	12	2.4



Table 27

Officiating Experience of 111 Florida Female Secondary  
Classroom Teacher Coaches and 383 Florida Female  
Secondary Physical Educator Coaches

Responses	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
Yes (N = 123)	20	18	103	26.9	123	24.9
No (N = 326)	83	74.8	243	63.4	326	66
Yes, for one or two but not for all sports coached (N = 41)	8	7.2	33	8.6	41	8.3
No Response (N = 4)	0	0	4	1	4	0.8

Coaching Experience in Sport  
Coached by Florida Female  
Secondary Coaches

More than three-fourths (381 or 77%) of the 494 Florida female secondary coaches surveyed reported coaching experience in the one to five year range. This experience applied to the sport or sports they were currently assigned to coach. Twenty-six (5.3%) coaches revealed no experience in the assigned sport. In the six or more years coaching experience category, there were ninety-seven (24.1%) physical educators, while the classroom teachers had fifteen (12.9%) coaches (see Table 28).

Coaching Experience in other  
Sports by Florida Female  
Secondary Coaches

Slightly more than one-half (50.2%) of the 494 female high school coaches in this study reported no coaching experience in other sports, while 246 (49.8%) coaches revealed coaching experience in one, two, three, or more sports other than the one presently assigned.

Seventeen (15.3%) of the 111 secondary classroom teacher coaches and 102 (26.6%) of the 383 secondary physical educators showed coaching experience in one other sport. Nine (8.1%) classroom teacher coaches and eighty-two (21.4%) physical educators had coached two other sports. Those having coached three or more additional sports

Table 28

Coaching Experience in the Sport or Sports now Coached by 111 Florida  
 Female Secondary Classroom Teacher Coaches and 383 Florida  
 Female Secondary Physical Educator Coaches

Years	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 116*)	%	# (N = 403**)	%	# (N = 519)	%
0	10	8.6	16	4	26	5
1-5	91	78.4	290	72	381	73.4
6 or More	15	12.9	97	24.1	112	21.6

\*N = 116 because 5 coaches belonged in two categories due to dual coaching assignments.

\*\*N = 403 because 20 coaches had varying number of years coached in multiple coaching assignments.

included two (1.8%) classroom teachers and thirty-four (8.9%) physical educators (see Table 29).

Athletic Experience of Florida  
Female Secondary Coaches

Two hundred eighty-seven (58.1%) of the 494 female secondary coaches played on a varsity interscholastic team, 185 (37.4%) in the same sport now coached. Sixty-one (55%) classroom teacher coaches and 226 (59%) physical educator coaches played on a varsity high school team. Forty-one (37%) classroom teachers and 144 (37.6%) physical educators were involved in the same sport now coached.

Two hundred twenty-one (44.7%) of the 494 Florida female high school coaches were members of an inter-collegiate athletic team, 144 (29.1%) in the same sport now coached. Twenty-nine (26.1%) classroom teachers and 192 (50.1%) physical educators played on a college team. Eighteen (16.2%) classroom teachers and 126 (32.9%) physical educators played the same sport now coached (see Table 30).

Both Interscholastic and Intercollegiate  
Athletic Experience in the Sport  
Coached by Florida Female  
Secondary Coaches

Of Florida's 494 female high school coaches who responded to this study, eighty-eight (17.8%) coaches participated in the same sport in high school and college as the sport presently assigned to coach (see Table 31).

Table 29

Coaching Experience in other Sports of 111 Florida Female  
 Secondary Classroom Teacher Coaches and 383 Florida  
 Female Secondary Physical Educator Coaches

Other Sports*	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
0	83	74.8	165	43.1	248	50.2
1	17	15.3	102	26.6	119	24.1
2	9	8.1	82	21.4	91	18.4
3 or More	2	1.8	34	8.9	36	7.3

\*Refers to sports other than those presently assigned.

Table 30

Interscholastic and Intercollegiate Athletic Experience of 111 Florida  
 Female Secondary Classroom Teacher Coaches and 383 Florida  
 Female Secondary Physical Educator Coaches

Level	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
High School	61	55	226	59	287	58.1
In Same Sport Now Coaching	41	37	144	37.6	185	37.4
College	29	26.1	192	50.1	221	44.7
In Same Sport Now Coaching	18	16.2	126	32.9	144	29.1

Note: The percent does not equal 100 because the respondents could not answer any or all four questions.

Table 31

Florida Female Secondary Classroom Teacher Coaches  
and Secondary Physical Educator Coaches with  
Interscholastic and Intercollegiate  
Athletic Experience in the  
Sport now Coached

Coaches	#	%
Classroom Teacher (N = 111)	12	10.8
Physical Educator (N = 383)	76	19.8

Florida Female Secondary Coaches  
with No Athletic Experience

Forty-two (37.8%) secondary classroom teacher coaches and 103 (26.9%) physical educator coaches reported no interscholastic nor intercollegiate athletic experience. This gives a total of 145 (29.4%) coaches with no athletic experience at either level (see Table 32).

### PROFESSIONAL PREPARATION

Coaching Courses Taken by Florida  
Female Secondary Coaches

Three of the eighteen coaching courses listed had each been taken by more than half of the 111 high school classroom teacher coaches: child growth and development with eighty (72.1%) coaches, sociology with seventy-three (65.8%), and speech with seventy-one (64%) coaches. The

Table 32

Florida Female Secondary Classroom Teacher  
Coaches and Secondary Physical Educator  
Coaches with No Interscholastic Nor  
Intercollegiate Athletic  
Experience

Coaches	#	%
Classroom Teacher (N = 111)	42	37.8
Physical Educator (N = 383)	103	26.9

data show that four courses were taken by more than 90 percent of the 383 physical educator coaches, which included human anatomy (96.9%), health education (93.7%), first aid (93.2%), and child growth and development (90.9%).

The courses taken least often by secondary classroom teacher coaches included kinesiology, officiating, psychology of coaching, and physiology of exercise. Each of these courses had been taken by six (5.4%) of the classroom teacher coaches. The four courses taken most infrequently by secondary physical educator coaches included public relations (21.1%), athletic conditioning (34.5%), psychology of coaching (35.5%), and legal responsibilities (37.1%) (see Table 33).



Table 33

Professional Preparation of 111 Florida Female Secondary Classroom  
Teacher Coaches and 383 Florida Female Secondary  
Physical Educator Coaches

Courses	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
Athletic Injuries	15	13.5	193	50.4	208	42.1
First Aid	49	44.1	357	93.2	406	82.2
Human Anatomy	32	22.8	371	96.9	403	81.6
Kinesiology	6	5.4	335	87.5	341	69
Health Education	43	38.7	359	93.7	402	81.4
Athletic Conditioning	9	8.1	132	34.5	141	28.5
Philosophy of Athletics	12	10.8	205	53.5	217	43.9
Organization & Administration of Athletics	10	9	256	66.8	266	53.8
Officiating	6	5.4	281	73.4	287	58.1
Psychology of Coaching	6	5.4	136	35.5	142	28.7
Theories of Learning	49	44.1	259	67.6	308	62.3

Table 33 (continued)

Courses	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
Child Growth and Development	80	72.1	348	90.9	428	86.6
Sociology	73	65.8	308	80.4	381	77.1
Speech	71	64	290	75.7	361	73.1
Public Relations	22	19.8	81	21.1	103	20.9
Legal Responsibilities	16	14.4	142	37.1	158	32
Physiology of Exercise	6	5.4	298	77.8	304	61.5
Coaching Methods	13	11.7	171	44.6	184	37.2

Percent of Coaching Courses Completed  
by Florida Female Secondary Coaches

The data reveal that ninety-nine (89.2%) of the secondary classroom teacher coaches had completed less than 50 percent of the coaching courses listed, while fifty-three (13.8%) secondary physical educator coaches had taken fewer than 50 percent of the eighteen courses.

Eighty-nine (18%) of the 494 female secondary coaches had completed 80 percent or more of the courses listed. Eleven (2.2%) secondary coaches reported having completed all eighteen courses (see Table 34).

Coaching Methods Courses Completed  
by Florida Female Secondary  
Coaches

Thirteen (11.7%) female secondary classroom teacher coaches reported coaching methods courses in their professional preparation, with eleven (9.9%) coaches having completed one methods course.

Of the 171 (44.6%) high school physical educator coaches reporting coaching methods courses, eighty-eight (23%) had completed one methods course, fifty-eight (15.1%) had completed two courses, and twenty-five (6.5%) had taken three or more coaching methods courses (see Table 35).

Sports Methods Courses Completed by  
Florida Female Secondary Coaches

Four (3.6%) secondary classroom teacher coaches completed a coaching methods of basketball (3.6%) course.

Table 34

Percent of Coaching Courses Completed by 111 Florida Female Secondary  
Classroom Teacher Coaches and 383 Florida Female  
Secondary Physical Educator Coaches

Percent of Courses	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
80%-100% (15-18 courses)	3	2.7	86	22.5	89	18
50%-79% (9-14 courses)	9	8.1	244	63.7	253	51.2
0%-49% (0-8 courses)	99	89.2	53	13.8	152	30.8

Table 35

Coaching Methods Courses Completed by 111 Florida Female Secondary  
Classroom Teacher Coaches and 383 Florida Female  
Secondary Physical Educator Coaches

Number of Courses	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
1	11	9.9	88	23	99	20
2	1	0.9	58	15.1	59	11.9
3 or More	1	0.9	25	6.5	26	5.3

Volleyball and basketball coaching methods courses were taken by seventy-five (19.6%) and seventy (18.3%) high school physical educator coaches, respectively (see Table 36).

#### COACHING COMPETENCIES

The 111 Florida female secondary classroom teacher coaches were divided into three groups based on their number of years of coaching experience. Group one numbered twenty-three teachers who had zero to one year coaching experience. Group two was composed of sixty-four coaches with two to four years experience, while group three consisted of twenty-four coaches with five or more years experience.

Florida's 383 high school physical educator coaches in this study were grouped the same way as the classroom teacher coaches. Group one (zero to one year) had thirty physical educators, group two (two to four years) had one hundred eighty-five coaches, and group three (five years or more) had one hundred sixty-eight coaches.

Using the chi square technique to test for homogeneity, the responses or self-ratings on the thirty-six selected coaching competencies of experience group one high school classroom teacher coaches were compared to the self-ratings of group one high school physical educator coaches. The same comparisons were made between the self-ratings of

Table 36

Sports for which Coaching Methods Courses were Completed by 111 Florida  
 Female Secondary Classroom Teacher Coaches and 383 Florida  
 Female Secondary Physical Educator Coaches

Sports	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
Badminton	0	0	5	1.3	5	1
Basketball	4	3.6	70	18.3	74	15
Bowling	0	0	1	0.3	1	0.2
Cross Country	0	0	2	0.5	2	0.4
Field Hockey	0	0	2	0.5	2	0.4
Football	0	0	1	0.3	1	0.2
Golf	1	0.9	4	1	5	1
Gymnastics	0	0	16	4.2	16	3.2
Individual Sports	0	0	1	0.3	1	0.2
Soccer	0	0	3	0.8	3	0.6
Softball	2	1.8	46	12	48	9.7
Swimming	3	2.7	13	3.4	16	3.2
Team Sports	0	0	2	0.5	2	0.4
Tennis	3	2.7	26	6.8	29	5.9
Track and Field	2	1.8	26	6.8	28	5.7
Volleyball	1	0.9	75	19.6	76	15.4

experience group two coaches and repeated again with both group three coaches.

The following data (see Table 37) were collected for each of the thirty-six coaching competencies.

1. Understand the place of athletics in the total school program. The chi square values were: group one (4.06), group two (4.37), and group three (.20), with no significant differences in responses evidenced. (With 4 df, a chi square value of 9.49 or greater was needed for significance at the .05 level, with a chi square value of 13.28 or greater needed for significance at the .01 level.)

2. Knowledge of best methods of developing, training, and conditioning athletes. The chi square values for experience groups one, two, and three were 12.37, 19.16, and .81, respectively, with the group one value showing significance at the .05 level and the group two value showing significance at the .05 and .01 levels of confidence.

3. Knowledge of legal liability in athletics. The chi square values were 9.08, 9.62, and 3.19 for groups one, two, and three, respectively, with the group two value showing a significant chi square at the .05 level of confidence.

4. Knowledge of fundamentals in my sport. The group one chi square value was 13.94, the group two value



Table 37

Comparison of 111 Florida Female Secondary Classroom Teacher Coaches  
and 383 Florida Female Secondary Physical Educator Coaches  
in Three Coaching Experience Groups on Thirty-six  
Selected Coaching Competency Self-ratings  
Using the Chi Square Technique

Competencies	<u>Chi Square Values</u> Coaching Experience Groups		
	0-1 yr.	2-4 yrs.	5 yrs. and over
1. Understand the place of athletics in the total school program.	4.06	4.37	.20
2. Knowledge of best methods of developing, training, and conditioning athletes.	12.37*	19.16**	.81
3. Knowledge of legal liability in athletics.	9.08	9.62*	3.19
4. Knowledge of fundamentals in my sport.	13.94**	13.51**	.37
5. Knowledge of strategies in my sport.	19.29**	9.16	1.35
6. Professional ability to teach my sport.	20.75**	37.50**	1.94
7. Thorough knowledge of rules of my sport.	7.72	4.85	3.02
8. Desirable procedures in squad management and organization.	8.98	2.63	10.41*

Table 37 (continued)

Competencies	Chi Square Values Coaching Experience Groups		
	0-1 yr.	2-4 yrs.	5 yrs. and over
9. Knowledge of fundamentals of officiating in my sport.	19.57**	2.64	.69
10. Actively participate in professional associations.	7.92	24.72**	.63
11. Maintain emotional control under stress of competition.	3.39	2.98	3.10
12. Ability to provide emergency care for the injured athlete.	9.17	34.79**	13.97**
13. Use of safety practices for my sport.	11.92*	19.32**	4.84
14. Ability to provide rehabilitation following injury.	15.46**	20.46**	4.91
15. Knowledge of function, by-laws, and standards of the FHSAA.	8.58	7.47	2.22
16. Ability to motivate the athlete.	5.94	5.71	9.92*
17. Ability to utilize audio-visual materials of my sport.	9.74*	6.49	8.94
18. Recognize and initiate procedures to resolve behavioral and emotional problems.	4.58	3.22	3.59

Table 37 (continued)

Competencies	Chi Square Values Coaching Experience Groups		
	0-1 yr.	2-4 yrs.	5 yrs. and over
19. Understand the mechanics of movement applicable to my sport.	6.67	44.05**	13.81**
20. Knowledge of Title IX and its implications.	6.52	10.64*	21.36**
21. Ability to foster and promote team unity.	4.17	5.90	3.68
22. Knowledge of the effects of environmental conditions and exercise upon the circulatory and the respiratory systems.	15.98**	34.27**	15.69**
23. Ability to diagnose a game situation and make adjustments to it.	12.54*	9.44	1.36
24. Knowledge of the effects of nutrition upon health and performance.	6.13	8.81	3.72
25. Knowledge of the effects of drug use on the body.	1.26	1.54	1.10
26. Apply physiological research findings to my sport.	11.95*	15.33**	2.16
27. Encourage sportsmanship for self, players, officials, and fans.	9.27	10.87*	.93
28. Ability to administer budgets.	7.13	8.18	5.52

Table 37 (continued)

Competencies	Chi Square Values Coaching Experience Groups		
	0-1 yr.	2-4 yrs.	5 yrs. and over
29. Ability to purchase and care for equipment.	5.40	5.45	5.45
30. Ability to arrange schedules.	3.62	4.65	.66
31. Understand the numerous responsibilities that occur before, during, and after the season.	7.24	17.16**	.82
32. Organize practices for most efficient use of time.	8.14	1.20	.71
33. Ability to utilize a variety of skill drills for maintaining athlete's interest.	14.15**	10.64*	3.09
34. Ability to identify and correct skill errors.	11.50	32.18**	3.34
35. Ability to identify the most advantageous positions for player utilization.	9.21	11.96*	1.80
36. Speaking ability to address news media, banquets, and other groups about my sport.	9.46	9.58*	12.73*
*Significant at .05 level (chi square value 9.49 or greater).			
**Significant at .01 level (chi square value 13.28 or greater).			

was 13.51, and the group three value was .37. Values for groups one and two were significant at both levels.

5. Knowledge of strategies in my sport. The chi square values of 19.29, 9.16, and 1.35 were derived for groups one, two, and three, respectively. The group one chi square value evidenced significance at the .05 and .01 levels.

6. Professional ability to teach my sport. Experience groups one, two, and three showed chi square values of 20.75, 37.50, and 1.94, respectively, with the group one and the group two values revealing significance at each level.

7. Thorough knowledge of rules of my sport. Chi square values were: group one (7.72), group two (4.85), and group three (3.02) revealing no significant differences in the responses of each of the groups.

8. Desirable procedures in squad management and organization. Chi square values of 8.98, 2.63, and 10.41 were calculated for groups one, two, and three, respectively. The chi square value for group three showed significance at the .05 level of confidence.

9. Knowledge of fundamentals of officiating in my sport. The chi square value for experience group one was 19.57, for experience group two was 2.64, and for experience group three was .69. The group one value evidenced significance at both levels of confidence.

10. Actively participate in professional associations. Experience groups one, two, and three evidenced chi square values of 7.92, 24.72, and .63, respectively, with the group two chi square showing significance at the .05 and .01 levels.

11. Maintain emotional control under stress of competition. The chi square values were: group one (3.39), group two (2.98), and group three (3.10). No significant differences in responses were revealed.

12. Ability to provide emergency care for the injured athlete. The chi square values were calculated for groups one, two, and three, respectively, as 9.17, 34.79, and 13.97. The group two and the group three chi square values were significant at both levels.

13. Use of safety practices for my sport. Groups one, two, and three showed chi square values of 11.92, 19.32, and 4.84, respectively, with the group one value revealing significance at the .05 level and the group two chi square showing significance at either level of confidence.

14. Ability to provide rehabilitation following injury. The chi square value for coaching experience group one was 15.46, for group two was 20.46, and for group three was 4.91. Groups one and two revealed that chi square values evidenced significance at the .05 and .01 levels of confidence.

15. Knowledge of function, by-laws, and standards of the FHSAA. The chi square values were computed at 8.58 for group one, 7.47 for group two, and 2.22 for group three, revealing no significant differences in responses.

16. Ability to motivate the athlete. Chi square values were: group one (5.94), group two (5.71), and group three (9.92), with the latter showing significance at the .05 level.

17. Ability to utilize audio-visual materials of my sport. The group one chi square value was 9.74, the group two value was 6.49, and the group three value was 8.94. The group one value was significant at the .05 level of confidence.

18. Recognize and initiate procedures to resolve behavioral and emotional problems. Chi square values of 4.58, 3.22, and 3.59 were calculated for groups one, two, and three, respectively, with none of the values showing significance.

19. Understand the mechanics of movement applicable to my sport. The chi square value for group one was 6.67, for group two the value was 44.05, and for group three the value was 13.81. Group two and group three chi square values reveal significant differences in responses at both levels.

20. Knowledge of Title IX and its implications. Groups one, two, and three chi square values were 6.52,

10.64, and 21.36, respectively, with groups two and three significant at the .05 and .01 levels of confidence.

21. Ability to foster and promote team unity. Chi square values were: coaching experience group one (4.17), group two (5.90), and group three (3.68). No significant values are evidenced.

22. Knowledge of the effects of environmental conditions and exercise upon the circulatory and the respiratory systems. Chi square values of 15.98, 34.27, and 15.69 were calculated for coaching experience groups one, two, and three, respectively. All three groups revealed significant chi squares at either level of confidence.

23. Ability to diagnose a game situation and make adjustments to it. The chi square values derived for groups one, two, and three were: 12.54, 9.44, and 1.36, respectively. The chi square value for group one was significant at the .01 level.

24. Knowledge of the effects of nutrition upon health and performance. Chi square values were: group one (6.13), group two (8.81), and group three (3.72), with none of the three values showing significant differences.

25. Knowledge of the effects of drug use on the body. The group one chi square value was 1.26, while the group two value was 1.54, and the group three value was 1.10. No significant differences were revealed.



26. Apply physiological research findings to my sport. Chi square values of 11.95, 15.33, and 2.16 were arrived at for coaching experience groups one, two, and three, respectively, with the group one and the group two chi square values significant at the .05 level. The group two value was also significant at the .01 level.

27. Encourage sportsmanship for self, players, officials, and fans. The chi square value for group one was 9.27, the group two value was 10.87, and the group three value was .93. The group two value showed significance at the .05 level of confidence.

28. Ability to administer budgets. Chi square values for the three coaching experience groups were: group one (7.13), group two (8.18), and group three (5.52), with none of the derived values evidencing significant differences in responses.

29. Ability to purchase and care for equipment. Groups one, two, and three chi square values were 5.40, 5.45, and 5.45, respectively. No significant differences were revealed for the three groups.

30. Ability to arrange schedules. The chi square values were 3.62, 4.65, and .66, respectively, for groups one, two, and three, with none of the values indicating significant differences in responses.

31. Understand the numerous responsibilities that occur before, during, and after the season. The group one

chi square value was 7.24, while the group two value was 17.16, and the group three value was .82. The group two chi square value was significant at both levels of confidence.

32. Organize practices for most efficient use of time. The chi square values for the three experience groups were: group one (8.14), group two (1.20), and group three (.71), with none of the values showing significance.

33. Ability to utilize a variety of skill drills for maintaining athlete's interest. Chi square values of 14.15, 10.64, and 3.09 were calculated for groups one, two, and three, respectively. The group one chi square was significant at both levels, and the group two value was significant at the .05 level of confidence.

34. Ability to identify and correct skill errors. Groups one, two, and three showed chi square values of 11.50, 32.18, and 3.34, respectively, with the group one value significant at the .05 level and the group two value significant at either level.

35. Ability to identify the most advantageous positions for player utilization. The group one chi square value was 9.21, while the group two value was 11.96, and the group three value was 1.80. The group two chi square value revealed significance at the .05 level of confidence.

36. Speaking ability to address news media, banquets, and other groups about my sport. The chi square values for coaching groups one, two, and three were 9.46,

9.58, and 12.73, respectively (see Table 37). The group two and the group three values were each significant at the .05 level of confidence.

Five of the thirty-six selected coaching competencies prompted weak or very weak self-ratings from 20 percent or more of the 494 Florida female secondary coaches surveyed. These five included: No. 10 with 160 (32.4%) coaches rating themselves weak or very weak on active participation in professional associations; No. 14 with 134 (27.1%) coaches listing self-ratings of weak or very weak on ability to provide rehabilitation following injury; No. 26 with 126 (25.5%) coaches rating themselves weak or very weak in applying physiological research findings to their sport; No. 15 with 116 (23.5%) coaches with weak or very weak self-ratings on knowledge of function, by-laws, and standards of the FHSAA; and No. 17 with 103 (20.9%) coaches listing self-ratings of weak or very weak in ability to utilize audio-visual materials of their sport (see Table 38).

Four of the thirty-six selected coaching competencies showed combined weak or very weak self-ratings from 10 to 19 percent of the 494 Florida female secondary coaches in this study. They were: No. 36 with ninety-two (18.6%) coaches rating themselves weak or very weak on speaking ability to address news media, banquets, and other groups about their sport; No. 3 with seventy-eight (15.8%) coaches reporting self-ratings of weak or very weak

Table 38

Self-ratings of 494 Florida Female Secondary Coaches  
on Thirty-six Selected Coaching Competencies

Competencies	Very Strong	Strong	Adequate	Weak	Very Weak	No Response
1. Understand the place of athletics in the total school program.	383	168	37	4	0	2
2. Knowledge of best methods of developing, training, and conditioning athletes.	42	159	234	53	4	2
3. Knowledge of legal liability in athletics.	70	138	206	70	8	2
4. Knowledge of fundamentals in my sport.	201	196	84	13	0	0
5. Knowledge of strategies in my sport.	123	197	134	35	1	4
6. Professional ability to teach my sport.	165	204	105	13	5	2
7. Thorough knowledge of rules of my sport.	227	187	69	10	1	0
8. Desirable procedures in squad management and organization.	108	246	118	18	3	1
9. Knowledge of fundamentals of officiating in my sport.	129	188	144	26	5	2
10. Actively participate in professional associations.	81	97	148	103	57	8

Table 38 (continued)

Competencies	Very Strong	Strong	Adequate	Weak	Very Weak	No Response
11. Maintain emotional control under stress of competition.	129	188	144	26	5	2
12. Ability to provide emergency care for the injured athlete.	86	176	183	41	7	1
13. Use of safety practices for my sport.	187	219	82	5	1	0
14. Ability to provide rehabilitation following injury.	42	113	202	110	24	3
15. Knowledge of function, by-laws, and standards of the FHSAA.	57	129	190	85	31	2
16. Ability to motivate the athlete.	106	230	146	11	1	0
17. Ability to utilize audio-visual materials of my sport.	63	136	190	82	21	2
18. Recognize and initiate procedures to resolve behavioral and emotional problems.	94	224	158	15	2	1
19. Understand the mechanics of movement applicable to my sport.	90	214	155	31	3	1
20. Knowledge of Title IX and its implications.	102	155	172	46	14	5
21. Ability to foster and promote team unity.	125	238	121	9	1	0

Table 38 (continued)

Competencies	Very Strong	Strong	Adequate	Weak	Very Weak	No Response
22. Knowledge of the effects of environmental conditions and exercise upon the circulatory and the respiratory systems.	83	201	161	41	7	1
23. Ability to diagnose a game situation and make adjustments to it.	81	211	155	32	4	11
24. Knowledge of the effects of nutrition upon health and performance.	121	211	137	23	2	0
25. Knowledge of the effects of drug use on the body.	142	201	127	23	1	0
26. Apply physiological research findings to my sport.	36	112	215	105	21	5
27. Encourage sportsmanship for self, players, officials, and fans.	328	114	20	2	0	0
28. Ability to administer budgets.	124	151	158	33	8	20
29. Ability to purchase and care for equipment.	187	185	97	11	4	10
30. Ability to arrange schedules.	205	167	101	7	2	12
31. Understand the numerous responsibilities that occur before, during, and after the season.	212	191	84	7	0	0

Table 38 (continued)

Competencies	Very Strong	Strong	Adequate	Weak	Very Weak	No Response
32. Organize practices for most efficient use of time.	160	232	88	12	0	2
33. Ability to utilize a variety of skill drills for maintaining the athlete's interest.	121	235	109	26	0	3
34. Ability to identify and correct skill errors.	96	235	132	29	2	0
35. Ability to identify the most advantageous positions for player utilization.	99	246	126	21	2	0
36. Speaking ability to address news media, banquets, and other groups about my sport.	72	115	215	69	23	0

concerning knowledge of legal ability in athletics; No. 20 with sixty (12.2%) coaches revealing weak or very weak self-ratings on knowledge of Title IX and its implications; and No. 2 with fifty-seven (11.5%) coaches reporting weak or very weak self-ratings on knowledge of best methods of developing, training, and conditioning athletes. The remaining twenty-seven coaching competencies showed fewer than fifty coaches rating their competencies as weak or very weak on each item (see Table 38).

#### CLINICS, WORKSHOPS, IN-SERVICE EDUCATION

##### Overall Coaching Competency Self-rating of Florida Female Secondary Coaches

Florida's 111 female secondary classroom teacher coaches reported self-ratings for overall coaching competency in the sport coached as highly competent or adequate by eighty-nine (80.2%) coaches. Seventeen (15.3%) classroom teacher coaches rated their coaching competency as less than adequate, while five (4.5%) coaches did not respond to the question.

None of the zero to one year coaching experience group reported a highly competent self-rating, while none of the five or more years experience group revealed a self-rating of less than adequate (see Table 39).

Of the 383 Florida female secondary physical educator coaches responding to this study, 147 (38.4%)



Table 39

Overall Coaching Competency Self-rating of Three Coaching Experience  
Groups of 111 Florida Female Secondary  
Classroom Teacher Coaches

Self-rating	Coaching Experience Groups						Total	
	0-1 Year		2-4 Years		5 or More Years			
	# (N = 23)	%	# (N = 64)	%	# (N = 24)	%	# (N = 111)	%
Highly Competent	0	0	16	25	9	37.5	25	22.5
Adequate	14	60.9	37	57.8	13	54.2	64	57.7
Less than Adequate	8	34.8	9	14.1	0	0	17	15.3
No Response	1	4.3	2	3.1	2	8.3	5	4.5

physical educators rated their overall coaching competency as highly competent. Two hundred eighteen (56.9%) coaches rated themselves adequate, with nine (2.3%) coaches rating themselves less than adequate. Nine (2.3%) coaches did not respond to the question.

The responses of the three physical educator coaching experience groups of zero to one year, two to four years, and five or more years were reported as 96.6 percent, 94.6 percent, and 95.8 percent, respectively, with self-ratings of highly competent or adequate (see Table 40).

Comparison of Florida Female  
Secondary Coaches on Overall  
Self-rating Using Chi Square  
Test

Further analysis was made on the female high school coaches' overall coaching competency self-ratings by using the chi square test. The coaches were placed in the same three experience groups used for the thirty-six coaching competency comparisons. Group one classroom teacher coaches were compared to group one physical educator coaches based on their response to the question of overall coaching competency. Group two and group three comparisons were also made. The following results were obtained: the chi square value for group one (0-1 year coaching experience) was 13.44; for group two (two to four years) was 12.50; and for group three (five years or more) was .67 (see Table 41).

Table 40

Overall Coaching Competency Self-rating of Three Coaching Experience  
Groups of 383 Florida Female Secondary  
Physical Educator Coaches

Self-rating	Coaching Experience Groups						Total	
	0-1 Year		2-4 Years		5 or More Years		# (N = 383) %	
	# (N = 30)	%	# (N = 185)	%	# (N = 168)	%		
Highly Competent	7	23.3	66	35.7	74	44	147	38.4
Adequate	22	73.3	109	58.9	87	51.8	218	56.9
Less than Adequate	1	3.3	5	2.7	3	1.8	9	2.3
No Response	0	0	5	2.7	4	2.4	9	2.3

Table 41

Comparison of 111 Florida Female Secondary Classroom  
Teacher Coaches and 383 Florida Female Secondary  
Physical Educator Coaches on Overall Coaching  
Competency Self-rating Using the Chi  
Square Technique

Experience Groups	Classroom Teacher Coaches	vs. Chi Square Value	Physical Educator Coaches
0-1 Year		13.44**	
2-4 Years		12.50**	
5 or More Years		.67	
*Significant at .05 level (chi square of 5.99)			
**Significant at .01 level (chi square of 9.21)			

Seeking Additional Coaching Skills  
and Knowledge by Florida Female  
Secondary Coaches

Four hundred eighty-six (98.4%) of the 494 female secondary coaches responded positively to the question concerning the seeking of additional knowledge and skills in their sport. Classroom teacher coaches and physical educators responded similarly with the former at 97.3 percent and the latter at 98.7 percent (see Table 42).

Methods Used by Florida Female  
Secondary Coaches to Acquire  
Coaching Skills and Knowledge

When responding to the question concerning the methods used to acquire additional coaching knowledge and

Table 42

Responses of 111 Florida Female Secondary Classroom  
Teacher Coaches and 383 Florida Female Secondary  
Physical Educator Coaches Concerning the  
Seeking of Additional Coaching  
Knowledge and Skills

Coaches	#	<u>Yes</u>	#	<u>No</u>	<u>No Response</u>	
		%		%	#	%
Classroom Teacher (N = 111)	108	97.3	3	2.7	0	0
Physical Educator (N = 383)	378	98.7	2	0.5	3	0.8

skills, high school classroom teacher coaches most often read professional literature (58.6%). Fifty-nine (53.1%) coaches often consulted male coaches; forty-seven (42.3%) often asked other female coaches; thirty-six (32.4%) often attended clinics, workshops, and conventions; and four (3.6%) female coaches often took college courses.

Forty-three (38.7%) classroom teacher coaches sometimes asked male coaches and sometimes attended clinics, workshops, and conventions.

Seventy-six (68.5%) secondary classroom teacher coaches never took college courses for improvement of coaching skills, and twenty-seven (24.3%) never attended clinics, workshops, and conventions (see Table 43).

Secondary physical educator coaches often read professional literature (70.8%) to increase coaching

Table 43

Methods Used by 111 Florida Female Secondary Classroom  
Teacher Coaches to Acquire Additional  
Coaching Knowledge and Skills

Methods	<u>Often</u>		<u>Sometimes</u>		<u>Never</u>		<u>No Response</u>	
	#	%	#	%	#	%	#	%
Ask other female coaches	47	42.3	40	36	10	9	14	12.6
Ask male coaches	59	53.1	43	38.7	4	3.6	5	4.5
Read professional literature	65	58.6	35	31.5	6	5.4	5	4.5
Attend clinics, workshops, conventions	36	32.4	43	38.7	27	24.3	5	4.5
Take college courses	4	3.6	17	15.3	76	68.5	14	12.6

knowledge and skills. Two hundred (52.2%) female physical educator coaches often asked male coaches; 190 (49.6%) coaches often attended clinics, workshops, and conventions; 182 (47.5%) coaches often asked other female coaches; and 67 (17.5%) female coaches often took college courses.

One hundred seventy-one (44.6%) high school physical educator coaches sometimes asked other female coaches as a method of acquiring additional coaching information and techniques. One hundred sixty-seven (43.6%) coaches sometimes took college courses while 155 (40.5%) coaches sometimes attended clinics, workshops, and conventions. One hundred fifty-three (39.9%) coaches sometimes used male coaches as sources of coaching information.

Two (0.5%) physical educator coaches reported never reading professional literature to enhance coaching knowledge and skills, while 108 (28.3%) coaches never took college courses for this purpose (see Table 44).

Availability of Coaching Clinics  
and Workshops to Florida Female  
Secondary Coaches

Fifty-three (47.7%) of Florida's female secondary classroom teacher coaches reported that clinics and in-service workshops were available in their sport in their area of the state (within fifty miles). Forty-seven (42.3%) classroom teacher coaches responded negatively to this

Table 44

Methods Used by 383 Florida Female Secondary Physical  
Educator Coaches to Acquire Additional  
Coaching Knowledge and Skills

Methods	<u>Often</u>		<u>Sometimes</u>		<u>Never</u>		<u>No Response</u>	
	#	%	#	%	#	%	#	%
Ask other female coaches	182	47.5	171	44.6	14	3.6	16	4.2
Ask male coaches	200	52.2	153	39.9	17	4.4	13	3.4
Read professional literature	271	70.8	100	26.1	2	0.5	10	2.6
Attend clinics, workshops, conventions	190	49.6	155	40.5	31	8.1	7	1.8
Take college courses	67	17.5	167	43.6	108	28.2	41	10.7



question concerning the availability of coaching clinics and workshops.

Two hundred nineteen (57.2%) high school physical educator coaches reported clinics and workshops were available, while 143 (37.3%) coaches said they were not available in their sport (see Table 45).

Table 45

Responses of 111 Florida Female Secondary Classroom Teacher Coaches and 383 Florida Female Secondary Physical Educator Coaches Concerning the Availability of Clinics and In-service Workshops Related to Their Sport

Coaches	#	<u>Yes</u>		#	<u>No</u>		<u>No Response</u>	
			%			%	#	%
Classroom Teacher (N = 111)	53		47.7	47		42.3	11	9.9
Physical Educator (N = 383)	219		57.2	143		37.3	21	5.5

Adequacy of Clinics and  
Workshops for Florida  
Female Secondary  
Coaches

Twenty-six (23.4%) high school classroom teacher coaches and 149 (38.9%) high school physical educator coaches responded positively concerning the adequacy of clinics and workshops related to their sport. Two hundred fifty-six (51.8%) female coaches responded negatively to the question of adequacy.

Overall, coaching clinics and workshops were reported as adequate for 175 (35.4%) of Florida's 494 female secondary coaches (see Table 46).

Table 46

Responses of 111 Florida Female Secondary Classroom Teacher Coaches and 383 Florida Female Secondary Physical Educator Coaches Concerning the Adequacy of Clinics and Workshops Related to Their Sport

Coaches	#	<u>Yes</u>	#	<u>No</u>	#	<u>No Response</u>
		%		%		%
Classroom Teacher (N = 111)	26	23.4	55	49.5	30	27
Physical Educator (N = 383)	149	38.9	201	52.5	33	8.6

Availability and Convenience of  
College Coaching Courses to  
Florida Female Secondary  
Coaches

Of Florida's 494 female high school coaches responding to this survey, 147 (29.8%) coaches reported college coaching courses were available and convenient. Two hundred eighty-six (57.9%) coaches said they were not available and/or convenient, while sixty-one (12.3%) coaches did not respond to the question (see Table 47).

Table 47

Responses of 111 Florida Female Secondary Classroom  
Teacher Coaches and 383 Florida Female Secondary  
Physical Educator Coaches Concerning the  
Availability and Convenience of  
College Courses Related to  
Coaching

Coaches	#	<u>Yes</u>		#	<u>No</u>		<u>No Response</u>	
			%			%	#	%
Classroom Teacher (N = 111)	28		25.2	58		52.3	25	22.5
Physical Educator (N = 383)	119		31.1	228		59.5	36	9.4

Methods Preferred by Florida Female  
Secondary Coaches for Achieving  
Greater Coaching Competency

Three hundred seventy-nine (76.7%) coaches preferred participation clinics as the method for acquiring greater coaching competency, while non-participation clinics was the method least preferred (180 or 36.4%) by the 494 female high school coaches. Seventy-five (67.6%) classroom teachers and 269 physical educators, for a total of 344 (69.6%) female coaches, chose workshops as the second most preferred method. Two hundred seventy-one (54.9%) coaches were in favor of in-service courses for college credit to upgrade competencies (see Table 48).

Table 48

Responses of 111 Florida Female Secondary Classroom Teacher Coaches and  
 383 Florida Female Secondary Physical Educator Coaches  
 Concerning Preference of Methods of Achieving a  
 Higher Level of Coaching Competency

Methods	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
In-service courses	49	44.1	222	58	271	54.9
Participation clinics	90	81.1	289	75.5	379	76.7
Non-participation clinics	35	31.5	145	37.9	180	36.4
Workshops	75	67.6	269	70.2	344	69.6
None listed	4	3.6	16	4.2	20	4

Note: Respondents could check any or all methods listed; therefore, the percents will not total 100.

Times Preferred by Florida Female  
Secondary Coaches for Clinics,  
Courses, and Workshops

Saturdays was the time preferred for clinics, courses, and workshops by 260 (52.6%) coaches, while week nights was second (206 or 41.7%), and weekday afternoons (129 or 26.1%) was third (see Table 49).

Table 49

Responses of 111 Florida Female Secondary Classroom Teacher Coaches and  
 383 Florida Female Secondary Physical Educator Coaches  
 Concerning Time Preferred for Coaching Clinics,  
 Courses, and Workshops

Time Preference	Classroom Teacher Coaches		Physical Educator Coaches		All Coaches	
	# (N = 111)	%	# (N = 383)	%	# (N = 494)	%
Weekday afternoons	28	25.2	101	26.4	129	26.1
Week nights	51	45.9	155	40.5	206	41.7
Saturdays	57	51.4	203	53	260	52.6
None listed	4	3.6	17	4.4	21	4.3

Note: Respondents could check any or all times listed; therefore, percents will not total 100.

## Chapter 5

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

Since the enactment of Title IX of the Educational Amendments Act of 1972, a tremendous increase in the number of interscholastic sports for girls in the state of Florida has occurred. Questions have been raised concerning the qualifications of those who coach these sports.

The purpose of this study was to gather background information about the female secondary coaches of Florida and to investigate the coaches' perceived competencies based upon their self-ratings on thirty-six selected items. The data gathered concerning background information covered professional preparation, coaching experiences, officiating experiences, and varsity athletic experiences at the secondary and collegiate levels.

An additional purpose of this study was to secure information regarding the coaches' expressed need and desire for clinics, workshops, and in-service education for the improvement of their coaching abilities.

The data were collected by means of a questionnaire completed and returned by 494 Florida female secondary coaches who were listed in the 1976-77 Florida Sports Guide of High Schools and Colleges: Coaches Directory.<sup>1</sup> The original mailing of 815 questionnaires during the week of August 15, 1977, was followed by a second mailing five weeks later. The established deadline for inclusion in the study was November 30, 1977.

The 494 Florida female coaches were placed in two categories based on their areas of professional preparation. The two groups were classroom teacher coaches numbering 111 and physical educator coaches numbering 383. The classroom teacher coaches all had undergraduate and/or graduate majors and minors in areas other than physical education. The physical educator coaches had undergraduate and/or graduate majors or minors in physical education.

The 111 classroom teacher coaches and 383 physical educator coaches were each subdivided into three coaching experience groups. Group one coaches had zero to one year of coaching experience, group two coaches had two to four years of coaching experience, and group three coaches had five or more years of coaching experience.

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<sup>1</sup>Eugene M. Towne, ed., 1976-77 Florida Sports Guide of High Schools and Colleges: Coaches Directory (Tallahassee, Florida: Craftsman Publication, Inc., 1977), pp. 12-65.



The questionnaire (see Appendix C) was divided into five categories: (1) background information; (2) officiating experience, coaching experience, and competitive participation; (3) professional preparation; (4) coaching competencies; and (5) clinics, workshops, and in-service education.

The data were tabulated by frequency of responses and reported in percentages for categories one, two, three, and five. Category four, dealing with coaching competencies, was treated with chi square. To facilitate the use of the chi square test, the three coaching experience groups were established for classroom teacher coaches and for physical educator coaches. Using the chi square test, experience group one classroom teacher coaches' responses or self-ratings on the coaching competencies were compared to group one physical educator coaches' responses or self-ratings. The same comparisons were made for experience groups two and three to test for homogeneity of responses.

An additional item from category five was also treated with chi square. This involved a self-rating which described the coach's overall competency for the sport or sports coached.

Seventy-five percent of the 494 Florida female secondary coaches reported physical education as their undergraduate major, with 73.1 percent of the coaches

claiming a physical education teaching assignment.

Fifty-three percent of the coaches earned their undergraduate degrees in Florida colleges and universities.

While 38.9 percent of the Florida coaches evidenced more than five years of coaching experience, 62.1 percent of the coaches revealed more than five years of teaching experience.

Multiple coaching assignments were reported by 46.2 percent of the 494 coaches. Forty-nine and eight-tenths percent of the coaches disclosed coaching experience in one or more sports other than the sport or sports they were assigned to coach.

Three hundred twenty-six (66%) of Florida's female coaches reported no officiating experience in the sport or sports they were assigned to coach. Three hundred forty-nine (70.6%) coaches divulged varsity interscholastic or intercollegiate athletic experience in their backgrounds.

While 13.8 percent of the female physical educator coaches had completed less than half of the eighteen coaching courses, 89.2 percent of Florida's female classroom teacher coaches had completed less than half of the courses.

Only one of the thirty-six coaching competencies revealed significant differences in responses between all three coaching experience groups of classroom teacher coaches and physical educator coaches. This competency (No. 22) concerned knowledge of the effects of environmental

conditions and exercise upon the circulatory and the respiratory systems.

While 55.1 percent of the 494 Florida female secondary coaches reported clinics and workshops for their sport were available (within fifty miles) in their area of the state, 35.4 percent of these coaches revealed these clinics and workshops were not adequate in meeting their needs.

## FINDINGS

### Background Information on Florida Female Secondary Coaches

Fifty-three percent of the 494 Florida female secondary coaches surveyed earned their bachelors' degrees from twenty-two Florida schools and universities. Hatlem, in surveying Wisconsin male coaches, found that 75 percent had graduated from a school or university within the state.<sup>2</sup>

The majority (64.6%) of the female high school coaches in this study reported the bachelor's degree as the highest degree earned. Thirty-five and four-tenths percent of the coaches had earned a master's degree or higher, with

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<sup>2</sup>Roger Berent Hatlem, "Professional Preparation and Experience of the Coaches of the Wisconsin Interscholastic Athletic Association" (unpublished Doctoral dissertation, Springfield College, 1972), p. 151.

one coach reporting an earned doctoral degree. These findings are similar to those reported by Sheets in a study of Maryland coaches in which 63 percent of the coaches had earned bachelors' degrees, and 37 percent had earned masters' degrees or higher.<sup>3</sup>

Physical education was the undergraduate major of 75 percent of Florida's female secondary coaches. In a study of male coaches in Wisconsin, Hatlem reported 63 percent of the coaches had an undergraduate major in physical education.<sup>4</sup> Language arts was the second ranking major area with 6.3 percent of the coaches.

Science was the most preferred undergraduate minor, with social studies and the health, physical education, recreation, and safety areas being the second preferences. Two coaches reported coaching as their undergraduate minors.

Seventy-seven and five-tenths percent of the female coaches in this study reported a physical education major or minor. Similarly, Mach found 74 percent of the athletic coaches in Minnesota and bordering states had a major or

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<sup>3</sup>Norman L. Sheets, "Current Status of Certification of Coaches in Maryland," Journal of Health, Physical Education and Recreation, XLII (June, 1971), 11.

<sup>4</sup>Hatlem, p. 151.

minor in physical education.<sup>5</sup> Another study by Bousman of interscholastic coaches in Kansas revealed 73.2 percent of the coaches majored or minored in physical education.<sup>6</sup>

Eighteen graduate major areas were listed by 172 female coaches, with the health, physical education, recreation, and safety area listed by seventy-four coaches. Administration and supervision was the graduate major of twenty-four female coaches.

Florida's 494 female high school coaches surveyed ranged in coaching experience from zero to thirty-two years. Sixty-one and one-tenth percent of the coaches had less than five years of coaching experience. This differs from the findings of Flatt who reported 74.5 percent of the Tennessee interscholastic male coaches he surveyed had ten years or less coaching experience.<sup>7</sup> The Florida female secondary coaches with ten years or less of coaching experience included 90.7 percent of the 494 coaches in this study.

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<sup>5</sup>Francis George 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, 1969), p. 194.

<sup>6</sup>James R. Bousman, "A Study of Qualifications, Salaries, and Duties of Male Coaches of Interscholastic Athletics in the State of Kansas, 1965-66" (unpublished Master's thesis, Kansas State College, 1967), p. 23.

<sup>7</sup>Jerry E. Flatt, "A Study of the Professional Preparation of Football, Basketball, Baseball, and Track Coaches of the Tennessee Secondary Schools" (unpublished Doctoral dissertation, Middle Tennessee State University, 1975), p. 71.

The female physical educator coaches evidenced greater coaching experience in total years compared to the female classroom teacher coaches. While 71.6 percent of the physical educator coaches had five years or less of coaching experience, 87.4 percent of the classroom teachers reported five years or less of coaching experience.

Thirty-seven and nine-tenths percent of the Florida female secondary coaches had five years or less teaching experience, while 73.5 percent of this group reported ten years or less teaching experience. These findings were similar to Flatt's who reported 39.06 percent of the Tennessee male interscholastic coaches with five years or less teaching experience and 71.35 percent of the Tennessee coaches with ten years or less teaching experience.<sup>8</sup>

More of Florida's 494 female secondary coaches were involved with team sports than with individual sports. Volleyball, basketball, and softball involved 195, 160, and 145 coaches, respectively, while bowling, golf, and tennis involved 5, 14, and 85 coaches, respectively. One female coach reported a coaching assignment in football, while two coaches were responsible for coaching soccer teams.

Two hundred sixty-six (53.8%) female coaches were assigned to coach one sport, while 46.2 percent were responsible for coaching two or more sports.

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<sup>8</sup>Flatt, p. 74.

Of the twenty-five Florida female secondary coaches who held athletic directorships, seven held this position for all sports in coeducational secondary schools.

Approximately one-half (50.2%) of the Florida female coaches surveyed were members of the Florida Athletic Coaches Association.

Coaching, Officiating, and Athletic  
Participation Experiences of  
Florida Female Secondary Coaches

Three hundred twenty-six (66%) of the Florida female coaches reported no officiating experience in the sport or sports they were coaching.

Almost three-fourths (73.4%) of the female coaches revealed one to five years coaching experience in the sport or sports currently assigned to coach. Almost one-half (49.8%) of the coaches had coaching experience in one or more sports other than the sport or sports they were presently assigned to coach.

Fifty-eight and one-tenth percent of the Florida female coaches played on a varsity interscholastic athletic team, while 44.7 percent of the female coaches were members of an intercollegiate athletic team. Eighty-eight coaches participated in the same sport in high school and college as the sport currently assigned to coach. Almost 30 percent (29.4%) of the coaches had no athletic experiences at either level.

Professional Preparation of  
Florida Female Secondary  
Coaches

Eighty-nine and two-tenths percent of Florida's 111 female secondary classroom teacher coaches had completed less than half of the eighteen coaching courses listed, while 13.8 percent of the 383 female physical educator coaches had completed less than half of the courses.

The courses completed most often included: Child Growth and Development (86.6%), First Aid (82.2%), Human Anatomy (81.6%), and Health Education (81.4%). The coaching courses completed least often included: Public Relations (20.9%), Athletic Conditioning (28.5%), Psychology of Coaching (28.7%), and Legal Responsibilities (32%). Mach found that the majority of high school athletic coaches in Minnesota and bordering states thought they were inadequately trained in legal aspects of athletics.<sup>9</sup> Mach also found that over two-thirds of the coaches who majored in physical education had not completed course work in Athletic Conditioning and Psychology of Coaching.<sup>10</sup> Almost two-thirds (65.5% and 64.5%, respectively) of the Florida female secondary coaches had not completed either course.

Sixty-two and eight-tenths percent of Florida's female secondary coaches had not completed a Coaching

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<sup>9</sup>Mach, p. 194.

<sup>10</sup>Mach, p. 198.



Methods course. This is in contrast to Hatlem's study of male coaches in Wisconsin in which he found that just over 30 percent had never taken a Methods course.<sup>11</sup>

Self-ratings of Florida Female  
Secondary Coaches on Thirty-  
six Selected Coaching  
Competencies

Using the chi square test for homogeneity of responses, only one competency showed significant differences in the responses between classroom teacher coaches and physical educator coaches for all three coaching experience groups. This competency (No. 22) concerned knowledge of the effects of environmental conditions and exercise upon the circulatory and the respiratory systems.

Overall, the five or more years experience groups of classroom teacher coaches and physical educator coaches showed fewer (7) chi square values of significance at the .05 level of confidence than did the other two groups. Group one (zero to one year coaching experience) had thirteen items and group two (two to four years coaching experience) had eighteen items that showed significant differences in responses.

On the question of overall coaching competency for the sport or sports presently coached, only 5.3 percent of Florida's 494 female secondary coaches rated themselves as

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<sup>11</sup>Hatlem, p. 152.

less than adequately prepared to coach. Significant chi square values for coaching experience groups one and two were found on this question.

Clinics, Workshops, and In-service  
Education for Florida Female  
Secondary Coaches

Ninety-eight and four-tenths percent of Florida's female coaches who were involved in this study sought additional coaching skills and knowledge. The methods most often used to acquire greater competency included: reading professional literature (68%), asking male coaches (52.4%), and asking other female coaches (46.4%).

Forty-five and seven-tenths percent of the Florida female coaches reported often attending clinics, workshops, and conventions. Flatt found that 67.71 percent of the Tennessee football, basketball, baseball, and track coaches attended more than one coaching school per year.<sup>12</sup>

Slightly more than 37 percent (37.2%) of the Florida female secondary coaches never completed college courses to upgrade coaching competencies, although 286 coaches (57.9%) reported such courses were not available and/or convenient.

Fifty-eight (11.7%) female coaches in Florida revealed they never attended clinics, workshops, and conventions in an effort to learn more about coaching. In a

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<sup>12</sup>Flatt, p. 77.

similar study, Hatlem reported 20 percent of the Wisconsin coaches in his survey had not attended a coaching clinic in the last three years.<sup>13</sup>

Most Florida female secondary coaches preferred Saturdays (52.6%) or week nights (41.7%) for clinics, courses, and workshops. While participation clinics and workshops were the methods most preferred by Florida female coaches for acquiring greater competency, 38.5 percent of the coaches reported clinics and workshops were not available (within fifty miles) in their area of the state.

#### CONCLUSIONS

##### Background Information on Florida Female Secondary Coaches

The majority of the Florida female secondary coaches surveyed were inexperienced as coaches, with two of every three coaches reporting less than six years of coaching experience. Most of the female coaches had not spent their entire teaching careers coaching as the number of years of teaching experience exceeded the number of years of coaching experience.

The physical educator coaches showed greater coaching experience than did the classroom teacher coaches. The physical educator coaches outnumbered the classroom

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<sup>13</sup>Hatlem, p. 155.

teacher coaches by a margin of two to one in the five or more years of coaching experience category.

The position of athletic director was dominated by male coaches as only seven female coaches held this position in coeducational secondary schools.

Officiating Experiences, Coaching  
Experiences, and Competitive  
Participation of Florida Female  
Secondary Coaches

The Florida female secondary coaches reported limited officiating experiences, with two of every three coaches having had no experience officiating the sport or sports they were assigned to coach.

Although the female coaches were limited in total years of coaching experience, they evidenced diversity in overall coaching experiences. Almost half of the coaches revealed coaching experience in one, two, three, or more sports other than the sport or sports currently being coached.

The majority of Florida's female secondary coaches were former athletes with varsity playing experience on a high school or college athletic team. Prior to Title IX legislation, athletic opportunities for the female in the state of Florida were limited. This large number with athletic experience may be partially explained by the fact that almost half of Florida's female secondary coaches attended schools and universities in other states.

Professional Preparation of  
Florida Female Secondary  
Coaches

Many of Florida's female secondary coaches were in need of training in the areas of Public Relations, Athletic Conditioning, Psychology of Coaching, Legal Responsibilities, Coaching Methods, and Prevention and Care of Athletic Injuries. Less than half the coaches had completed courses in these areas.

The classroom teacher coaches evidenced inadequate professional preparation for coaching, with very few coaches having completed the following courses: Kinesiology, Athletic Conditioning, Officiating, Psychology of Coaching, and Physiology of Exercise. Another deficiency in the backgrounds of the classroom teacher coaches was the lack of training in the area of Prevention and Care of Athletic Injuries.

Coaching Competencies of Florida  
Female Secondary Coaches

As the years of coaching experience increased to five and beyond, the responses of the classroom teacher coaches and the physical educator coaches tended to be more alike on the thirty-six selected competencies. This was also true on the question of overall coaching competency.

Five of the thirty-six selected coaching competencies prompted weak or very weak self-ratings from many of the Florida female coaches surveyed. The

self-ratings revealed inadequacies in the following:

(1) ability to apply physiological research findings to my sport; (2) ability to provide rehabilitation following injury; (3) participation in professional associations; (4) knowledge of functions, by-laws, and standards of the FHSAA; and (5) ability to utilize audio-visual materials of my sport.

Coaching experience seemed to be an important factor in the coach's self-perceived competency for coaching. This could best be seen in the self-rating on overall coaching competency in the sport or sports coached. None of the zero to one year coaching experience group reported a highly competent self-rating, and only three coaches from the five or more years of experience group revealed a self-rating of less than adequate.

Clinics, Workshops, and In-service  
Education for Florida Female  
Secondary Coaches

The majority of Florida female secondary coaches did attempt to increase their coaching skills and knowledge. The methods most often used included reading professional literature or asking male coaches.

Clinics and workshops have not met the needs of Florida female secondary coaches. Many of them have been either inadequate or unavailable to the female coaches.

The colleges and universities of the state are not presently offering coaching courses that are available and/or convenient to the majority of the female coaches surveyed.

### RECOMMENDATIONS

Within the limitations of the survey instrument and the sample of Florida female secondary coaches, the following recommendations are offered.

1. Higher education in the state of Florida should give consideration to the following: provision for a coaching minor program; provision for field experience and practical experience; and institution of a coaching internship for undergraduate students who will coach. Consideration could be given to the teacher-coach in the field by providing Saturday and/or summer course work in such areas as Athletic Conditioning, Legal Responsibilities in Athletics, Psychology of Coaching, Prevention and Care of Athletic Injuries, and Coaching Methods.

2. The Florida Athletic Coaches Association should consider offering clinics and workshops on a regional basis to the in-service professional. Due to distance, time, and expense, many coaches can not attend the state coaching clinics, but would attend clinics closer to their residences.

3. Larger school systems in the state of Florida should consider in-service training and workshops for coaches in areas of expressed interest.

4. Female coaches in the state of Florida should avail themselves of the opportunities available for acquiring knowledge and skills in coaching. Concerns of female coaches should be made known to the state coaches association and to local school systems so that needs can be identified and met.

5. Female coaches should give consideration to the idea of self-organization in cities, counties, or areas of the state. In this way, they could organize and conduct their own clinics with visiting specialists.

#### Recommendations for Further Study

The following areas are suggested for additional study.

1. A replication study in ten years to determine differences in backgrounds, experiences, professional preparation, and perceived competencies of female coaches.

2. Identification of the special competencies needed by coaches working with team members of the opposite sex.

3. A future investigation of the tenure of the female coach to see if female coaches continue in the profession for long periods of time.



## APPENDIXES

## APPENDIX A

### LETTER TO COACHES

August 12, 1977

Dear Coach [name of coach],

Enclosed is a questionnaire pertinent to female coaches in the secondary schools of Florida. Please take a few minutes to read and complete this questionnaire.

This instrument is designed to gather information about the background, knowledge, and skills of the female coach. The data collected will be used to complete the requirements of a doctoral dissertation at Middle Tennessee State University. All questionnaires will be treated anonymously.

The questionnaire is being mailed to more than 800 female coaches listed in the 1976-77 Florida Coaches Directory. The primary purpose of this study is to reveal the competencies of the female coaches in Florida and thereby indicate the desirability of additional clinics, workshops, and in-service courses to improve coaching competencies.

Your participation in this study will be greatly appreciated and will contribute to the impact this study may have in our state. Results of the study will be provided for you upon request.

Please return this questionnaire in the enclosed stamped, self-addressed envelope. Thank you.

Sincerely,

/s/ Lane Woodring

Mrs. Lane Woodring  
Softball Coach  
Suncoast High School  
Riviera Beach, FL 33404

Enclosure

Guy D. Penny, Ed.D.  
Department of Health, Physical Education,  
Recreation, and Safety  
Middle Tennessee State University  
Murfreesboro, Tennessee 37132

APPENDIX B

FOLLOW-UP LETTER TO COACHES

September 10, 1977

Dear Coach [name of coach],

Four weeks ago women coaches were mailed questionnaires concerning coaching competencies. The questionnaires, sent to all schools throughout the state, were to be completed and returned.

I have enclosed an additional questionnaire in case the original copy has been misplaced. Please take a few minutes to complete the questionnaire and return it in the enclosed stamped envelope. I would like for you to be included in the study.

Hopefully, the results of the study may provide the impetus for the offering of more coaching clinics, and in-service workshops for coaches.

If the questionnaire is now in the mail, please disregard this letter.

Thank you.

Sincerely,

/s/ Lane Woodring

Lane Woodring  
Softball Coach  
Suncoast High School  
Riviera Beach, FL 33404

Enclosure

Guy D. Penny, Ed.D.  
Department of Health, Physical Education,  
Recreation, and Safety  
Middle Tennessee State University  
Murfreesboro, Tennessee 37132

APPENDIX C

THE QUESTIONNAIRE

QUESTIONNAIRE ON THE BACKGROUNDS AND  
COMPETENCIES OF FEMALE COACHES  
IN THE SECONDARY SCHOOLS  
OF FLORIDA

School classification 1A 2A 3A 4A (Please circle.)

I. Background information

Received B.A. or B.S. degree from \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Received M.A., M.S., or M.Ed. degree from \_\_\_\_\_

Do you hold a specialist degree? Yes \_\_\_\_\_ No \_\_\_\_\_  
doctorate? Yes \_\_\_\_\_ No \_\_\_\_\_

Undergraduate major \_\_\_\_\_ Undergraduate minor \_\_\_\_\_

Graduate major \_\_\_\_\_ Graduate minor \_\_\_\_\_

How many years have you coached interscholastic sports? \_\_\_\_\_

How many years have you taught? \_\_\_\_\_

What subject or subject areas are you presently teaching?

What sport or sports are you presently coaching? \_\_\_\_\_

Do you hold the position of athletic director in your school? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you teach in an all-girl school? Yes \_\_\_\_\_ No \_\_\_\_\_

Are you a member of the Florida Athletic Coaches Association? Yes \_\_\_\_\_ No \_\_\_\_\_

II. Officiating Experience, Coaching Experience, and  
Competitive Participation

Have you had officiating experience in the sport or sports you are now coaching? (If you have officiated for less than a full sports season, please respond no.) Yes \_\_\_\_\_ No \_\_\_\_\_  
Yes \_\_\_, for one or two, but not all the sports I am presently coaching.

How many years of coaching experience do you have in the sport you are now coaching?

0 yrs. 1-5 yrs. 6 or more yrs.

Coaching experience in other sports?

Sport \_\_\_\_\_ 1-5 yrs. 6 or more yrs.

Sport \_\_\_\_\_ 1-5 yrs. 6 or more yrs.

Did you play on a varsity interscholastic high school team?

Yes \_\_\_\_\_ No \_\_\_\_\_

In the same sport you are now coaching? Yes \_\_\_\_\_ No \_\_\_\_\_

Were you a member of an intercollegiate athletic team?

Yes \_\_\_\_\_ No \_\_\_\_\_

In the same sport you are now coaching? Yes \_\_\_\_\_ No \_\_\_\_\_

### III. Professional Preparation of Coaches

Indicate with a check the courses you have taken during your professional preparation as a graduate or undergraduate student.

Courses:

Prevention and Care of Athletic Injuries . . . . .	_____
First Aid . . . . .	_____
Human Anatomy . . . . .	_____
Kinesiology . . . . .	_____
Health Education . . . . .	_____
Athletic Conditioning . . . . .	_____
Philosophy of Athletics . . . . .	_____
Organization and Administration of Athletics . . . . .	_____
Officiating . . . . .	_____
Psychology of Coaching . . . . .	_____
Theories of Learning . . . . .	_____
Child Growth and Development . . . . .	_____
Sociology . . . . .	_____
Speech . . . . .	_____
Public Relations . . . . .	_____
Legal Responsibilities . . . . .	_____
Physiology of Exercise . . . . .	_____



Coaching methods of the sport or sports you are now coaching. (Write in the sport you are now coaching.)

\_\_\_\_\_ : : : : \_\_\_\_\_  
 \_\_\_\_\_ : : : : \_\_\_\_\_  
 \_\_\_\_\_ : : : : \_\_\_\_\_

#### IV. Coaching Competencies

Following is a list of coaching competencies. Please rate your own ability for each of the items. Place a check mark in the appropriate column.

	Very Strong	Strong	Adequate	Weak	Very Weak
1. Understand the place of athletics in the total school program.	_____	_____	_____	_____	_____
2. Knowledge of best methods of developing, training, and conditioning athletes.	_____	_____	_____	_____	_____
3. Knowledge of legal liability in athletics.	_____	_____	_____	_____	_____
4. Knowledge of fundamentals in my sport.	_____	_____	_____	_____	_____
5. Knowledge of strategies in my sport.	_____	_____	_____	_____	_____
6. Professional ability to teach my sport.	_____	_____	_____	_____	_____
7. Thorough knowledge of rules of my sport.	_____	_____	_____	_____	_____
8. Desirable procedures in squad management and organization.	_____	_____	_____	_____	_____
9. Knowledge of fundamentals of officiating in my sport.	_____	_____	_____	_____	_____

	Very Strong	Strong	Adequate	Weak	Very Weak
10. Actively participate in professional associations.	_____	_____	_____	_____	_____
11. Maintain emotional control under stress of competition.	_____	_____	_____	_____	_____
12. Ability to provide emergency care for the injured athlete.	_____	_____	_____	_____	_____
13. Use of safety practices for my sport.	_____	_____	_____	_____	_____
14. Ability to provide rehabilitation following injury.	_____	_____	_____	_____	_____
15. Knowledge of function, by-laws, and standards of the FHSAA.	_____	_____	_____	_____	_____
16. Ability to motivate the athlete.	_____	_____	_____	_____	_____
17. Ability to utilize audio-visual materials of my sport.	_____	_____	_____	_____	_____
18. Recognize and initiate procedures to resolve behavioral and emotional problems.	_____	_____	_____	_____	_____
19. Understand the mechanics of movement applicable to my sport.	_____	_____	_____	_____	_____
20. Knowledge of Title IX and its implications.	_____	_____	_____	_____	_____
21. Ability to foster and promote team unity.	_____	_____	_____	_____	_____

	Very Strong	Strong	Adequate	Weak	Very Weak
22. Knowledge of the effects of environmental conditions and exercise upon the circulatory and the respiratory systems.	_____	_____	_____	_____	_____
23. Ability to diagnose a game situation and make adjustments to it.	_____	_____	_____	_____	_____
24. Knowledge of the effects of nutrition upon health and performance.	_____	_____	_____	_____	_____
25. Knowledge of the effects of drug use on the body.	_____	_____	_____	_____	_____
26. Apply physiological research findings to my sport.	_____	_____	_____	_____	_____
27. Encourage sportsmanship for self, players, officials, and fans.	_____	_____	_____	_____	_____
28. Ability to administer budgets.	_____	_____	_____	_____	_____
29. Ability to purchase and care for equipment.	_____	_____	_____	_____	_____
30. Ability to arrange schedules.	_____	_____	_____	_____	_____
31. Understand the numerous responsibilities that occur before, during, and after the season.	_____	_____	_____	_____	_____

	Very Strong	Strong	Adequate	Weak	Very Weak
32. Organize practices for most efficient use of time.	_____	_____	_____	_____	_____
33. Ability to utilize a variety of skill drills for maintaining the athlete's interest.	_____	_____	_____	_____	_____
34. Ability to identify and correct skill errors.	_____	_____	_____	_____	_____
35. Ability to identify the most advantageous positions for player utilization.	_____	_____	_____	_____	_____
36. Speaking ability to address news media, banquets, and other groups about my sport.	_____	_____	_____	_____	_____

#### V. Clinics, Workshops, In-service Education

Describe your overall competency for the sport or sports which you are now coaching.

\_\_\_\_\_ highly competent      \_\_\_\_\_ adequate      \_\_\_\_\_ less than adequate

Do you seek additional knowledge and skills in your sport?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, check to indicate which of the following you use:

	Often	Sometimes	Never
Ask other female coaches . . . . .	_____	_____	_____
Ask male coaches . . . . .	_____	_____	_____
Read the professional literature pertinent to my sport . . . . .	_____	_____	_____
Attend clinics, workshops, conventions . . . . .	_____	_____	_____
Take college courses . . . . .	_____	_____	_____

Are clinics and in-service workshops being held in your sport for your area of the state (within fifty miles)?  
Yes \_\_\_\_\_ No \_\_\_\_\_

Are college courses related to coaching being offered near enough for you to take them and at a time convenient for you? Yes \_\_\_\_\_ No \_\_\_\_\_

Indicate what can be done for you in terms of helping you achieve a higher level of competency.

\_\_\_\_\_ in-service courses for college credit  
\_\_\_\_\_ participation clinics  
\_\_\_\_\_ non-participation clinics  
\_\_\_\_\_ workshops

Please indicate your time preference for clinics, courses, etc.:

weekday afternoons \_\_\_\_\_  
week nights \_\_\_\_\_  
Saturdays \_\_\_\_\_

Would you like a summary of the results of this study? \_\_\_\_\_  
yes

Your school \_\_\_\_\_

Your comments on any aspect of the questionnaire will be appreciated. (Use the back.)

Thank you for your time and effort in completing this questionnaire.

Please return in the self-addressed envelope to:

Mrs. Lane Woodring  
Softball Coach  
Suncoast High School  
Riviera Beach, FL 33404

APPENDIX D  
SELF-RATINGS  
(ZERO TO ONE YEAR EXPERIENCE)

Self-ratings on Thirty-six Selected Coaching Competencies by  
Twenty-three Florida Female Secondary Classroom Teacher  
Coaches and Thirty Florida Female Secondary Physical  
Educator Coaches with Zero to One Year Coaching  
Experience, Including Chi Square Values on  
Comparisons of Responses  
Between Groups

Competencies	<u>Classroom Teacher Coaches</u> <u>zero to one year experience</u>					Chi Sq. Value	<u>Physical Educator Coaches</u> <u>zero to one year experience</u>				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
1. Understand the place of athletics in the total school program.	6	12	4	1	0	4.06	11	9	10	0	0
2. Knowledge of best methods of developing, training, and conditioning athletes.	0	2	10	10	1	12.37	2	9	16	3	0
3. Knowledge of legal liability in athletics.	0	2	8	12	1	9.08	2	4	18	6	0
4. Knowledge of fundamentals in my sport.	0	10	10	3	0	13.94	10	14	6	0	0
5. Knowledge of strategies in my sport.	0	3	14	6	0	19.29	6	16	6	2	0
6. Professional ability to teach my sport.	0	5	10	6	2	20.75	10	14	5	1	0

Competencies	Classroom Teacher Coaches zero to one year experience					Chi Sq. Value	Physical Educator Coaches zero to one year experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
7. Thorough knowledge of rules of my sport.	2	9	8	3	1	7.72	11	10	8	1	0
8. Desirable procedures in squad management and organization.	2	5	9	5	2	8.98	2	12	15	1	0
9. Knowledge of fundamentals of officiating in my sport.	0	2	15	3	3	19.57	5	14	7	4	0
10. Actively participate in professional associations.	0	0	8	9	6	7.92	2	5	9	9	3
11. Maintain emotional control under stress of competition.	5	11	5	2	0	3.39	8	18	4	0	0
12. Ability to provide emergency care for the injured athlete.	1	4	8	9	1	9.17	5	9	13	3	0
13. Use of safety practices for my sport.	3	5	14	1	0	11.92	12	12	5	1	0
14. Ability to provide rehabilitation following injury.	1	1	4	15	2	15.46	3	5	16	5	1



Competencies	Classroom Teacher Coaches zero to one year experience					Chi Sq. Value	Physical Educator Coaches zero to one year experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
15. Knowledge of function, by-laws, and standards of the FHSAA.	1	2	6	7	7	8.58	0	7	13	8	2
16. Ability to motivate the athlete.	1	8	12	1	1	5.94	3	17	10	0	0
17. Ability to utilize audio- visual materials of my sport.	3	1	11	4	4	9.74	3	8	12	7	0
18. Recognize and initiate procedures to resolve behavioral and emotional problems.	2	8	12	0	1	4.58	1	18	11	0	0
19. Understand the mechanics of movement applicable to my sport.	1	7	10	4	1	6.67	5	15	8	2	0
20. Knowledge of Title IX and its implications.	2	4	8	6	3	6.52	5	9	13	2	1
21. Ability to foster and promote team unity.	1	11	10	0	1	4.17	6	14	10	0	0

Competencies	Classroom Teacher Coaches zero to one year experience					Chi Sq. Value	Physical Educator Coaches zero to one year experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
22. Knowledge of the effects of environmental conditions and exercise upon the circulatory and the respiratory systems.	2	2	10	8	1	15.98	6	14	8	1	1
23. Ability to diagnose a game situation and make adjustments to it.	0	5	11	5	2	12.54	3	14	10	1	1
24. Knowledge of the effects of nutrition upon health and performance.	4	8	8	3	0	6.13	6	12	11	0	1
25. Knowledge of the effects of drug use on the body.	7	6	9	1	0	1.26	8	12	9	1	0
26. Apply physiological research findings to my sport.	0	3	5	12	2	11.95	2	2	18	7	0
27. Encourage sportsmanship for self, players, officials, and fans.	6	11	6	0	0	9.27	20	8	2	0	0
28. Ability to administer budgets.	1	7	9	4	0	7.13	4	10	13	0	1

Competencies	Classroom Teacher Coaches zero to one year experience					Chi Sq. Value	Physical Educator Coaches zero to one year experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
29. Ability to purchase and care for equipment.	4	7	8	2	0	5.40	8	16	4	1	0
30. Ability to arrange schedules.	1	11	8	0	0	3.62	7	16	7	0	0
31. Understand the numerous responsibilities that occur before, during, and after the season.	5	5	10	3	0	7.24	5	15	10	0	0
32. Organize practices for most efficient use of time.	3	7	12	1	0	8.14	7	17	6	0	0
33. Ability to utilize a variety of skill drills for maintaining the athlete's interest.	1	5	12	5	0	14.15	4	18	8	0	0
34. Ability to identify and correct skill errors.	0	5	13	5	0	11.50	4	16	8	2	0

Competencies	Classroom Teacher Coaches zero to one year experience					Chi Sq. Value	Physical Educator Coaches zero to one year experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
35. Ability to identify the most advantageous positions for player utilization.	1	6	12	3	1	9.21	3	18	8	1	0
36. Speaking ability to address news media, banquets, and other groups about my sport.	0	3	13	3	4	9.46	3	4	14	9	0

APPENDIX E

SELF-RATINGS  
(TWO TO FOUR YEARS EXPERIENCE)

Self-ratings on Thirty-six Selected Coaching Competencies by  
Sixty-four Florida Female Secondary Classroom Teacher  
Coaches and 185 Florida Female Secondary Physical  
Educator Coaches with Two to Four Years  
Coaching Experience, Including Chi  
Square Values on Comparisons of  
Responses Between Groups

Competencies	<u>Classroom Teacher Coaches</u> <u>two to four years experience</u>					Chi Sq. Value	<u>Physical Educator Coaches</u> <u>two to four years experience</u>				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
1. Understand the place of athletics in the total school program.	34	22	7	1	0	4.37	102	72	8	1	0
2. Knowledge of best methods of developing, training, and conditioning athletes.	1	16	30	14	3	19.16	12	54	102	15	0
3. Knowledge of legal liability in athletics.	5	17	28	9	5	9.62	27	50	82	22	2
4. Knowledge of fundamentals in my sport.	15	26	17	6	0	13.51	73	77	32	3	0
5. Knowledge of strategies in my sport.	14	21	18	10	1	9.16	42	72	59	10	0
6. Professional ability to teach my sport.	15	17	24	5	3	37.50	58	96	29	1	0

Competencies	Classroom Teacher Coaches two to four years experience					Chi Sq. Value	Physical Educator Coaches two to four years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
7. Thorough knowledge of rules of my sport.	24	25	12	3	0	4.85	86	75	21	3	0
8. Desirable procedures in squad management and organization.	12	28	20	4	0	2.63	34	99	44	7	0
9. Knowledge of fundamentals of officiating in my sport.	11	23	24	5	1	2.64	45	68	59	10	1
10. Actively participate in professional associations.	7	7	19	12	19	24.72	34	39	55	41	12
11. Maintain emotional control under stress of competition.	27	26	10	1	0	2.98	56	91	34	3	0
12. Ability to provide emergency care for the injured athlete.	12	11	25	12	4	34.79	27	78	72	7	0
13. Use of safety practices for my sport.	17	24	19	3	1	19.32	71	87	27	0	0
14. Ability to provide rehabilitation following injury.	5	7	28	14	10	20.46	15	48	75	41	4

Competencies	Classroom Teacher Coaches two to four years experience					Chi Sq. Value	Physical Educator Coaches two to four years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
15. Knowledge of function, by-laws, and standards of the FHSAA.	4	10	30	16	4	7.47	20	54	67	31	11
16. Ability to motivate the athlete.	15	20	26	3	0	5.71	31	89	60	5	0
17. Ability to utilize audio- visual materials of my sport.	9	13	23	14	5	6.49	21	52	75	32	4
18. Recognize and initiate procedures to resolve behavioral and emotional problems.	13	26	20	4	1	3.22	36	82	60	7	0
19. Understand the mechanics of movement applicable to my sport.	9	17	20	16	2	44.05	34	78	69	3	0
20. Knowledge of Title IX and its implications.	15	10	28	6	4	10.64	34	62	64	20	3
21. Ability to foster and promote team unity.	18	24	19	3	0	5.90	36	100	45	4	0



Competencies	Classroom Teacher Coaches two to four years experience					Chi Sq. Value	Physical Educator Coaches two to four years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
22. Knowledge of the effects of environmental conditions and exercise upon the circulatory and the respiratory systems.	7	14	26	13	4	34.27	31	85	62	6	1
23. Ability to diagnose a game situation and make adjustments to it.	7	25	22	9	1	9.44	28	78	66	8	0
24. Knowledge of the effects of nutrition upon health and performance.	16	20	23	4	1	2.81	36	93	49	7	0
25. Knowledge of the effects of drug use on the body.	19	23	18	6	0	1.54	50	79	43	12	1
26. Apply physiological research findings to my sport.	4	9	22	20	8	15.33	10	48	86	34	6
27. Encourage sportsmanship for self, players, officials, and fans.	38	19	5	2	0	10.87	127	54	4	0	0
28. Ability to administer budgets.	21	15	18	8	1	8.18	36	64	62	12	4

Competencies	Classroom Teacher Coaches <u>two to four years experience</u>					Chi Sq. Value	Physical Educator Coaches <u>two to four years experience</u>				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
29. Ability to purchase and care for equipment.	24	18	18	3	1	5.45	62	72	42	2	2
30. Ability to arrange schedules.	25	17	16	3	1	4.65	74	65	40	4	0
31. Understand the numerous responsibilities that occur before, during, and after the season.	28	16	16	4	0	17.16	80	75	30	0	0
32. Organize practices for most efficient use of time.	23	23	14	3	0	1.20	64	78	38	5	0
33. Ability to utilize a variety of skill drills for maintaining the athlete's interest.	14	22	18	9	0	10.64	46	82	51	6	0
34. Ability to identify and correct skill errors.	7	22	20	13	2	32.18	30	93	58	4	0

Competencies	Classroom Teacher Coaches two to four years experience					Chi Sq. Value	Physical Educator Coaches two to four years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
35. Ability to identify the most advantageous positions for player utilization.	12	24	20	7	1	11.96	36	89	56	4	0
36. Speaking ability to address news media, banquets, and other groups about my sport.	14	14	23	8	5	9.58	17	40	94	26	8

APPENDIX F

SELF-RATINGS  
(FIVE OR MORE YEARS EXPERIENCE)

Self-ratings on Thirty-six Selected Coaching Competencies by  
 Twenty-four Florida Female Secondary Classroom Teacher  
 Coaches and 168 Florida Female Secondary Physical  
 Educator Coaches with Five or More Years  
 Coaching Experience, Including Chi  
 Square Values on Comparisons of  
 Responses Between Groups

Competencies	Classroom Teacher Coaches 5 or more years experience					Chi Sq. Value	Physical Educator Coaches 5 or more years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
1. Understand the place of athletics in the total school program.	17	6	1	0	0	.20	113	47	7	1	0
2. Knowledge of best methods of developing, training, and conditioning athletes.	4	8	10	2	0	.81	23	70	66	9	0
3. Knowledge of legal liability in athletics.	5	6	12	1	0	3.19	31	59	58	20	0
4. Knowledge of fundamentals in my sport.	12	9	3	0	0	.37	91	60	16	1	0
5. Knowledge of strategies in my sport.	9	10	5	0	0	1.35	52	75	32	7	0
6. Professional ability to teach my sport.	10	7	7	0	0	1.94	72	65	30	0	0

Competencies	Classroom Teacher Coaches 5 or more years experience					Chi Sq. Value	Physical Educator Coaches 5 or more years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
7. Thorough knowledge of rules of my sport.	11	12	1	0	0	1.94	72	65	30	0	0
8. Desirable procedures in squad management and organization.	5	13	5	0	1	10.41	53	89	25	1	0
9. Knowledge of fundamentals of officiating in my sport.	8	11	5	0	0	.69	60	70	34	4	0
10. Actively participate in professional associations.	4	6	7	4	3	.63	34	40	50	28	14
11. Maintain emotional control under stress of competition.	7	12	5	0	0	3.10	71	57	35	5	0
12. Ability to provide emergency care for the injured athlete.	2	6	16	0	0	13.97	39	68	49	10	2
13. Use of safety practices for my sport.	6	14	4	0	0	4.84	78	77	13	0	0
14. Ability to provide rehabilitation following injury.	3	5	7	7	2	4.91	15	47	72	28	5

Competencies	Classroom Teacher Coaches 5 or more years experience					Chi Sq. Value	Physical Educator Coaches 5 or more years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
15. Knowledge of function, by-laws, and standards of the FHSAA.	3	7	10	2	2	2.22	29	49	64	21	5
16. Ability to motivate the athlete.	13	10	1	0	0	9.92	43	86	37	2	0
17. Ability to utilize audio-visual materials of my sport.	6	7	7	1	3	8.94	21	55	62	24	5
18. Recognize and initiate procedures to resolve behavioral and emotional problems.	8	12	4	0	0	3.59	34	78	51	4	0
19. Understand the mechanics of movement applicable to my sport.	2	9	10	3	0	13.81	39	88	38	3	0
20. Knowledge of Title IX and its implications.	6	5	7	2	3	21.36	40	65	52	10	0
21. Ability to foster and promote team unity.	12	9	3	0	0	3.68	52	80	34	2	0

Competencies	Classroom Teacher Coaches 5 or more years experience					Chi Sq. Value	Physical Educator Coaches 5 or more years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
22. Knowledge of the effects of environmental conditions and exercise upon the circulatory and the respiratory systems.	2	10	6	6	0	15.69	35	76	49	7	0
23. Ability to diagnose a game situation and make adjustments to it.	6	11	6	0	0	1.36	37	78	40	9	0
24. Knowledge of the effects of nutrition upon health and performance.	6	9	9	0	0	3.72	53	69	37	9	0
25. Knowledge of the effects of drug use on the body.	8	9	7	0	0	1.10	50	72	41	5	0
26. Apply physiological research findings to my sport.	4	7	8	4	1	2.16	16	43	76	28	4
27. Encourage sportsmanship for self, players, officials, and fans.	15	8	1	0	0	.93	122	44	2	0	0
28. Ability to administer budgets.	4	8	6	1	1	5.52	58	47	50	8	1



Competencies	Classroom Teacher Coaches 5 or more years experience					Chi Sq. Value	Physical Educator Coaches 5 or more years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
29. Ability to purchase and care for equipment.	7	9	6	0	0	5.45	82	63	19	3	1
30. Ability to arrange schedules.	10	8	4	0	0	.66	88	50	26	0	1
31. Understand the numerous responsibilities that occur before, during, and after the season.	10	12	2	0	0	.82	84	68	16	0	0
32. Orgnaize practices for most efficient use of time.	8	13	3	0	0	.71	55	94	15	3	0
33. Ability to utilize a variety of skill drills for maintaining the athlete's interest.	9	11	4	0	0	3.09	47	97	16	6	0
34. Ability to identify and correct skill errors.	6	11	7	0	0	3.34	49	88	26	5	0

Competencies	Classroom Teacher Coaches 5 or more years experience					Chi Sq. Value	Physical Educator Coaches 5 or more years experience				
	Very Strong	Strong	Adeq.	Weak	Very Weak		Very Strong	Strong	Adeq.	Weak	Very Weak
35. Ability to identify the most advantageous positions for player utilization.	7	12	5	0	0	1.80	40	97	25	6	0
36. Speaking ability to address news media, banquets, and other groups about my sport.	11	5	4	3	1	12.83	27	49	67	20	5

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