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**Cronic, Danny George**

**SUBJECT AREAS AND TEACHING CERTIFICATIONS OF SELECTED  
GEORGIA HIGH SCHOOL FOOTBALL COACHES**

*Middle Tennessee State University*

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Subject Areas and Teaching Certifications  
of Selected Georgia High School  
Football Coaches

Danny G. Cronic

A dissertation presented to the  
Graduate Faculty of Middle Tennessee State University  
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Subject Areas and Teaching Certifications  
of Selected Georgia High School  
Football Coaches

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## Abstract

### Subject Areas and Teaching Certifications of Selected Georgia High School Football Coaches

by Danny G. Cronic

This study surveyed the teaching certifications and subject areas of Georgia high school football coaches. There are 358 high schools in the Georgia High School Association. These schools are divided into four classifications. These classifications are AAAA, AAA, AA, and A, and are determined by the average daily attendance. There are eight geographic regions in each of the four classifications, or 32 regions. The population sampled included one high school from each of the 32 regions. Twenty-nine (90.6%) of the 32 schools participated in the survey, and 201 (85.5%) of the 235 coaches at these schools filled out and returned the questionnaires. The questionnaire was subjected to a pilot study using the 17 coaches on the staff at LaGrange High School in LaGrange, Georgia. The form was designed to construct a profile on a sampling of coaches to ascertain their teaching areas and teacher certification. In final form the instrument was three pages in length, contained 17 questions, and required 31 responses. To aid in the

accuracy, reliability, and validity, each coach was asked to include his daily teaching schedule, which was cross-referenced with several of the questions. Data were collected and analyzed, results were put into frequencies, and percentages were derived. It was found that the Teacher Competency Test (TCT) has contributed to the inability of Georgia high schools to maintain adequate numbers of new or beginning teacher/coaches to replenish the coaching force. Conclusions of the study found that (1) coaches and administrators have almost exhausted all possibilities for employing coaches certified to teach physical education only, (2) there was an overabundance of teacher/coaches with certification in physical education, driver education, and social studies, and (3) it is not realistic to look for new or additional coaches in the high school teaching ranks. It was recommended that certifying institutions look into approving course work in anatomy, biology, physiology, and kinesiology for meeting certification requirements in both physical education and science. It was also recommended that administrators consider vacancies in elementary, middle, and junior high schools for coaches.

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## Chapter I

### Introduction

Instead of demanding better professional preparation of coaches, many states are liberalizing requirements and making it easier to employ coaches with little or no professional preparation. Many high schools are relaxing the requirements for employing coaches because of the following circumstances:

1. Decisions of many teachers hired as teacher-coaches to give up their coaching positions after a few years, but to continue as teachers or administrators in the system.

2. Maintenance of status quo or reduction in numbers of full-time teachers due to economic factors or declining enrollments.

3. Expansion of the interscholastic athletic program--especially the girls' sports program.

These factors alone have made it extremely difficult for administrators to find coaches to staff all the sports offered in a comprehensive interscholastic athletic program. Consequently, there has been limited interest by high school administrators in working for a coaching certification which they viewed as compounding the staffing problems that administrators now face. Football coaches are especially

affected by this dilemma because of the large number of coaches required to staff football programs. The biggest obstacle appears to be finding coaches who are certified to teach in fields other than the traditional areas of physical education, health, and driver education.

The collegiate major of individuals interested in coaching as a career has traditionally been physical education. There has been greater demand for teachers of subjects other than physical education. Coaching is closely associated with physical education, and it is logical that individuals who wish to coach would channel themselves into physical education as a college major.

#### Statement of the Problem

The purpose of this study was to survey teaching certification and subject areas that selected Georgia high school football coaches are employed to teach. This survey profiled the teaching areas and certifications of these coaches.

#### Need for the Study

With the addition of new sports and women's sports, more coaches are needed to handle the coaching duties. According to Georgia Department of Education (1978) regulations, a person may coach extracurricular activities only if that person is hired for the purpose of instruction during the school day. However, it is a fact that there

are many more coaching positions than there are physical education positions (Arnold, 1978).

At the same time, the number of physical education positions do not appear to be increasing with the new demands for coaches. Additional coaches may have to come from teaching fields other than physical education. Prospective coaches may need to be advised of the current staffing problems, and counsel may need to be given to them so that they can realize their desires for coaching by also becoming qualified and teaching in an area other than physical education.

Much has been written about coaching certification (a move to qualify coaches for their extracurricular assignments). The ideal situation would be for all coaches to have physical education majors with special backgrounds and competencies in the sports to be coached by them. The problem seems to be that either persons must be found who are willing to become certified to teach in other subject areas, or teachers must be found who are certified in other subject areas and are willing to coach. Until these staffing problems are solved, administrators will not actively support a coaching certification (Noble & Corbin, 1978). This means that an increasing number of coaches will not have adequate backgrounds in physical education.

A study of the current teaching areas of Georgia football coaches was needed to obtain data concerning the teaching areas and other certification areas of the coaches. This study was to document many assumptions presently held, void some inaccurate opinions, and help in solving staffing problems.

In Georgia, there are more coaching positions than there are matching physical education teaching positions. This study revealed what teaching areas coaches were employed to teach and was designed to address the following questions:

1. Are classroom teachers being recruited into the coaching field?
2. Do many coaches begin coaching after teaching for a few years, or do they get into teaching in the beginning of their careers in order to coach?
3. Is it realistic to look for additional coaches in present teaching ranks?
4. Do certain selected teaching vacancies need to be reserved for prospective coaches?
5. Are many of the coaches forced to become certified in fields other than physical education?
6. What percent of the coaches teach physical education?

7. What percent of the coaches are certified in physical education?

8. Are a majority of coaches planning to enter administration?

9. Are coaches teaching in schools other than the schools where they are coaching?

10. Are coaches given lighter class loads so they can prepare for their coaching responsibilities?

11. What do coaches think about a coach's certification for future teachers who wish to coach?

With the answers to these questions, colleges and universities can better counsel, advise, and direct students into appropriate fields of study, and students can better meet the supply and demand for teaching and coaching. Not only will this study aid high school administrators in making better decisions when they try to balance their teaching and coaching positions, but it will also alert the public, especially school boards, of the dilemma facing coaches and administrators. The public and the school boards can then be more supportive in helping administrators and coaches fulfill their purposes and missions.

#### Limitations of the Study

This study was limited to randomly selected high school football coaches in the State of Georgia. A

sample was used with one school being selected at random from each of the 32 regions in the state which are members of the Georgia High School Association (GHSA). To date, only males have coached football in Georgia high schools. The questionnaire used was developed by the writer and members of his committee, with attention being given to brevity in order to assure a better return of the sampling.

#### Definitions of Terms

For the purpose of clarity, the following terminology is defined:

Subject areas. Teachers are certified to teach only in areas of study where they have met the required course work. For example, an English teacher holding a T4 certificate must have completed 45 quarter hours or 30 semester hours in English. Subject areas, teaching areas, and teaching fields are synonymous for this study. There are more than 64 different teaching fields recognized by the state.

Teacher certifications. Prospective teachers for the schools in the state of Georgia must secure the recommendations for professional certification from the college or university. This recommendation must verify that the applicant has successfully completed the teacher education program in the specific field for which certification is requested. The certificate is a license

granted by the state to teach (Georgia Department of Education, 1978).

There are four basic certificates for teachers and three certificates for administrators. They are described as follows:

T4 Certificate. The certificate issued to a graduate of a 4-year (Bachelor's degree) education program approved by the state board of education.

T5 Certificate. The standard professional teaching credential issued based on the Master's degree.

T6 Certificate or Specialist's Degree. This certificate requires a minimum of 50 quarter hours or 33 semester hours of graduate study in the subject area.

T7 Certificate. The certificate issued for the individual who has obtained the Doctorate in Education.

AS5 Certificate. The certificate issued for a Master's level certification in Administration/Supervision.

AS6 Certificate. The certificate issued for a Specialist's degree in Administration/Supervision.

AS7 Certificate. The certificate for the individual who has obtained the Doctorate in Educational Administration/Supervision.

V4 Certificate. The certificate issued to a graduate of a 4-year (Bachelor's degree) vocational course of study. Two years of experience or work are required.

Provisional Certificate or B Certificate. The temporary certificate issued to an individual who holds a degree but has not finished the professional education courses required for complete certification. Failure to pass the Teacher Competency Test (TCT) in the appropriate field would result in provisional certification. The Provisional certificate expires after 1 year.

In-Field. A term used to define teaching in a subject area for which an individual is certified.

Out-of-Field. A term used to define teaching in a subject area for which an individual is not certified. A person must have at least 18 quarter hours or 12 semester hours in a subject area in order to teach that subject even one period a day.

Periods in a School Day. For the purpose of this study, there are six periods in a school day.

Major Portion of the School Day. A term used to describe the teaching load of an individual with at least half of his or her teaching periods in a particular subject area. This may range from teaching five classes in a subject area to only two classes in a certified subject area. Administration is not counted as part of a teaching load. For example, a coach could have one period in administration, one planning period, two periods in a certified teaching area, and two periods

in an area where he or she is not certified but has 18 quarter hours or 12 semester hours.

Minor Portion of the Day. A term used to describe teaching load of an individual who is teaching less than half of the periods in a school day in a particular subject. A teacher may teach out of field for two periods a day as long as he or she has a minimum of 12 quarter hours or 8 semester hours in that field.

Certification of Coaches. A move to qualify coaches for their extracurricular activities. Many states are accrediting coaches who have completed 15 quarter hours or 10 semester hours of study in courses to qualify them to coach extracurricular athletics after the regular school day.

Standards. Rules and regulations, or standards, that govern the high schools in the state of Georgia are set by two agencies. The Georgia Department of Education sets state standards; the Southern Association of Colleges and Schools also sets standards. They are accrediting agencies.

ADA. Average daily attendance. For classification purposes, ADA is taken in Grades 10, 11, and 12.

GHSA. Georgia High School Association, the governing body for Georgia high school athletics.

GHSA Classification. The ADA classifies schools. AAAA represents schools with an ADA of 875 and up; AAA, schools

with an ADA of 550 through 874; AA, schools with an ADA of 325 through 549; and A, schools with an ADA of 324 or less.

AAHPERD. American Alliance of Health, Physical Education, Recreation, and Dance.

## Chapter II

### Review of Related Literature

A review of literature dealing with teaching areas and teaching certification of coaches in high schools reveals that a limited amount of research has been done specific to the area. Related areas of literature have been organized into six categories:

1. A brief history of coaching and athletics in high schools.
2. Staffing the high school interscholastic program.
3. Problems with teaching and coaching in high school (such as turnover and time).
4. Subject areas where teachers are in the greatest demand.
5. Coaching certification and its effect on staffing athletic programs in high schools.
6. Alternatives to the present staffing of high school athletic programs.

#### The History of Coaching and Athletics in High School

According to O'Hanlon (1983), public schooling was restructured and reoriented in fundamental ways at the turn of the century. Schools were preparing people for

specialized work roles. But because of the complex national economic system, individualistic qualities needed to be disciplined by a sense of interdependence and teamwork. Efficient citizenship seemed to demand more social cooperation than ever before. In the early decades of the century, the high school became a crucial agency in the socialization of American youth.

Popular team sports like football and basketball more often than not preceded physical education into the high schools. High school teams following the example of their older brothers in the colleges, often organized their own games, hired coaches, secured officials, and collected their own gate receipts. Student-controlled teams were on the decline by the first decade of the 20th century, but they were still common enough to concern school administrators. "By the 1920's, athletics were not only under the control of the school, but competition between teams in most states was regulated by conferences and state high school associations. Most coaches were regular members of the faculty" (O'Hanlon, 1983).

Coaches became regular faculty members, but unlike many physical educators, their occupational identity was primarily derived from their experience as athletes, not from their academic major. This does not mean that coaching and teaching physical education were separate

professions. There was considerable overlap. Coaches began to major in physical education in increasing numbers during the 1930s, but large numbers continued to major in other subjects.

In one sense, the historical development of physical education programs was clearly aided by the popularity of sports and the association between sports and social values. Contests between schools offered and continue to offer dramatic entertainment. The drama is enhanced by the performance of gifted athletics. The combination of drama and artistry is a major source of the enduring appeal of sports at all levels--high school, college, and professional.

#### Staffing the High School

##### Athletic Program

Arnold's (1978) article was written from the viewpoint of principals and administrators. He believes that the public expects high school sports programs to be as enjoyable, educational, and safe as possible. There can be little doubt in anyone's mind that among the two or three most influential factors in establishing and maintaining such programs is leadership.

"There are too many coaching vacancies, too few teaching vacancies" (Arnold, 1978, p. 75). Schools are feeling pressure to build an expanded number of sports

programs with sufficient numbers of sports and levels of competition to meet the needs of all interested students. Program expansion has created a demand for coaches that has depleted the supply of coaching talent within the school. The number of coaching vacancies exceeds the number of teaching vacancies. The situation is made more grave by the fact that individuals can and do coach two or more sports.

The task of providing competent leadership is compounded when those currently coaching relinquish coaching assignments but retain teaching positions. The number of teachers making this decision is greater than the attrition which could normally be expected. Some reasons for this situation are listed below:

1. Coaching is becoming a more demanding profession each year.
2. Many female coaches have gotten involved in coaching on a trial or temporary basis.
3. Some male coaches will not adjust to the competition from women's programs.
4. Coaching increments usually are not commensurate with time demands.

Unfortunately, under the seniority systems operative in many states, those most recently hired are the first to be released when staff cuts become inevitable. This may

eliminate a young staff member who wants to coach and retain another staff member who does not want to coach. "The demand for coaches far exceeds the demand for physical educators and the gap is getting wider" (Arnold, 1978, p. 76).

Stimulus to adopt coaching certification programs in every state has been provided by the increasing number of athletic injuries and related lawsuits. Certification improves the chances that coaches will have the qualifications to make the interscholastic experience a positive factor in a student's education. The adoption of state programs of certification would clarify for schools the kinds and amounts of experiences which coaches need to be fully qualified.

Several states have adopted at least some minimal requirements for coaching certification. Other states are still working to answer such questions as:

1. Will certification be required for all sports, or just the most hazardous?

2. Are colleges prepared to offer students the variety of experiences--academic courses, participation, and student coaching, which will enable them to meet whatever standards are adopted?

Many situations seem to dictate that coaching vacancies be filled with teachers who do not have the

required course work. The principal or athletic director must weigh the risk of offering the programs against the benefits of providing the team or teams with uncertified personnel.

Most state associations require that all coaches be certified to teach. Alabama and Florida may be noted as exceptions to this general rule. In these states, noncertified personnel may be utilized to coach minor sports teams under the supervision of certified personnel. Both states require use of certified personnel for major sports. Virginia permits the use of nonschool personnel to assist with practices only and prohibits payment to such persons.

Most state athletic associations require that coaches spend a minimum of three periods per day teaching classes, supervising study halls, or performing administrative duties equivalent to teaching three periods. Colorado permits substitute teachers to coach.

Bylaws of numerous states permit staff members of feeder schools to serve as coaches of teams at a higher level. Some states permit teacher aides to coach interscholastic teams as long as they are certified to teach and are hired by the school district as aides. Many public schools are not in a position to overlook any possible option that may contribute competent coaching for programs.

Schools could gain relief by working through their state associations to enact or revise bylaws so that administrators gain flexibility to respond to staffing needs. Raising coaching increments so that they are more reflective of the amounts of time and energy poured into interscholastic programs would undoubtedly make these assignments more attractive to teachers.

Programs cannot be expanded without expending additional funds to pay coaches and to cover other expenses. If a school cannot afford to provide competent leadership for its athletic program, then it simply cannot afford the program. The growth of interscholastic programs must not exceed the supply of competent leaders within the schools.

According to Hartman (1978), the selection of coaches is one of the most important decisions an administrator must make. The coach has the opportunity to work with young people every day over a long period of time; thus, the coach has the opportunity to mold, create, and develop students who possess those qualities which are so important for the making of responsible citizens in today's society. There is a school-coach relationship which goes beyond the individual athlete. The coach represents the institution and becomes a counselor to those in trouble and one that others turn to when leadership is needed.

Not everyone fits the mold of the successful coach, and the successful coach is not always the one who wins the most games. It is essential that coaches be selected not only on the basis of their attitude toward young people but also for their interest and enthusiasm.

Problems with Teaching and  
Coaching in High School

The constant turnover in coaching at virtually all levels makes one wonder as to the reasons for entering the coaching ranks. Stillwell's (1978) survey of 168 physical education majors shows the percentages of affirmative responses to the following questions:

1. Found it a challenging profession? 76%
2. Liked to work with young people? 90%
3. Respected their former coaches and wished to follow in their steps? 40%
4. Have a keen interest in athletics? 88%
5. Had exposure to coaching at some level and enjoyed it very much? 60%

Stillwell researched why individuals enter the coaching profession; Lackey (1977) surveyed why high school coaches were discharged or why they quit. Forty-four percent of the administrators said they had been at a school where a coach was dismissed. Administrators gave the following reasons for the dismissal of these coaches: relationships with

players and students (22.8%), personal habits (20.9%), failure to win (15.5%), relationships with community (14.6%), classroom performance (12.6%), coaching ability (6.8%), administrative relationships (4.4%), and peer relationships (2.4%).

Seventy percent of the principals said they had been administrators at schools from which a coach had left the coaching profession. The principals gave the following reasons for the resignation of coaches: career changes (41.5%), personal factors (26.6%), pressures (24.2%), and student-related factors (7.7%).

Poor player/coach relationships and less than desirable personal habits were the main causes for dismissal of coaches. It would be hard to separate either reason mentioned, since *probably result* in poor performance. The first two factors would probably result in poor performance.

Voluntary resignation was motivated mainly by the desire to enter another field of employment. Monetary consideration and opportunity for promotion were the primary factors mentioned by the respondents.

Lackey (1977, p. 23) made the following conclusions:

1. Most people entering the coaching profession should expect to have a short tenure.

2. Human relationships play an important role in the life of a coach, but the area of human relationships is an elusive one and one for which many coaches seem ill-prepared.

3. Winning is not as important a factor in dismissal as many coaches suggest.

Lackey (1977, p. 23) recommended:

1. People preparing to coach should also be trained in another field in order to be prepared for the day when they give up coaching (which may be sooner than they expect).

2. The student preparing to coach needs more thorough preparation in the sociological and psychological aspects of coaching.

3. Since the findings indicate that lack of technical knowledge is not an important factor in a coach's decision to leave the profession, the institutions training coaches should require less preparation in technical aspects and more in the human relations aspect of coaching.

Massengale (1977) described the role conflict in the teacher/coach as being between school organizational expectations and personal professional expectations. Teacher/coaches usually perceive the main responsibility of their positions as coaching and winning. Because they cannot gain total control over their teaching role, they ask for, and completely accept, responsibility for positions

filled with uncertainty, in order to eliminate as much uncertainty as possible.

The unsolved role conflict can cause teacher/coaches to have very few feelings of loyalty and commitment to the school. They become devoted to professional coaching careers that exceed all organizational boundaries. Teacher/coaches cannot develop loyalty to an organization when they view their positions as temporary. If they are successful, they will attempt to move to a better position; if they are unsuccessful, they will expect to be fired.

The coach is normally authoritarian in nature, which noncoaching faculty members often view as infringement of individual rights and freedoms. Teacher/coaches must also fulfill many of the functions of the traditional father. They must be strong, virile, and tough. While the father role is seldom initiated by or expected of other members of the faculty, it is expected of the coach.

Coaching decisions are characteristically practical, rational, and expedient. As a group, coaches often criticize faculty and administrative decision making that involves delay tactics and the use of theory instead of basic down-to-earth reality.

When dissatisfaction becomes extreme, the teacher/coach can become incompetent, ineffective, cynical, and may digress to become an individual who constantly belittles the

importance of teaching and coaching. Combined with or apart from teaching, coaching must be considered an occupation, and the uniqueness of that occupation creates occupational role conflict for the teacher/coach.

Ogilvie and Tutko (1971) presented the view that athletes are so thoroughly socialized that, when they enter the field of coaching, they bring with them certain personality traits that are characteristic of athletes and coaches, and not necessarily characteristic of other members of the faculty. Coaches as a group are aggressive, highly organized, and seldom pay attention to what others say. They display an unusually high amount of psychological endurance, persistence, and inflexibility. Coaches appear to dislike change and tend to be very conservative--politically, socially, and attitudinally.

Most teacher/coaches, regardless of the teaching field, tend to ignore teaching journals and become devoted readers of coaching journals. They also tend to ignore educational conferences, while they regularly attend coaching conventions, cliics, and workshops. For all practical purposes, it appears that most teacher/coaches fail to resolve their occupational role conflict, attempt to withdraw from the problem, then make a large commitment to the coaching portion of the role and a small commitment to the teaching portion (Massengale, 1977).

Retreat in the form of strategic withdrawal can lead to better coaching positions, more time spent in developing coaching expertise, and a happier, more effective coach with a more positive mental attitude. Strategic withdrawal can also lead to another career resulting from notoriety gained through coaching success, which was the outcome of a concentrated effort in coaching instead of teaching.

Templin, Anthrop, and Franklin's (1980) survey also gave some credibility to the presence of legendary coaches who successfully coach athletic teams but are unsuccessful or ineffective in an academic setting or in the case of the physical education class which rolls out the ball. The role conflict and dysfunction are unavoidable. The teacher/coach is caught in the midst of a highly complex and unequal reward system, where skill in compromise and role bargaining becomes a matter of professional necessity and survival (p. 8).

Coaching is expected of physical education teachers. Rog (1984) says that the ability to view coaching as a part-time job secondary to teaching benefits students but not athletes.

A study in Iowa (Carroll et al., 1980) confirmed that over 40 percent of that state's history teachers were coaches. Eighty-five percent of the teacher/coaches that

responded noted that coaching was required by their contract when they were hired. Superintendents indicated that the need to fill coaching vacancies affected the hiring of social studies teachers.

When success or failure in coaching overshadows performance in the classroom, teaching and coaching cease to be compatible. Difficulties stemming from combining coaching with teaching history can be remedied without rules banning such combinations. Teacher education programs ought to be sufficiently demanding that persons mainly interested in coaching cannot slide by with minimum preparation in easy courses. If programs of certification were tightened, history certification would not provide an easy route to a coaching position. Others think that the manner in which coaches are hired affects their professional attitudes toward both their teaching and coaching roles (Hungerford, 1981).

#### Subject Areas Where Teachers

#### Are in the Greatest Demand

Roth's (1981) data indicates that most states are experiencing teacher shortages in special education, science, mathematics, and industrial arts. According to the National Council of Teachers of Mathematics (1981), the popular press has announced for nearly 15 years that teaching is a poor career choice. Declining birth rates

and school enrollments have caused school planners to make major modifications in projections for needed teachers, classrooms, and buildings.

However, there is a need for teachers of certain subject matter, of which math is one. Attention needs to be given to new course offerings and trends in curriculum to find teaching vacancies.

Flatt (1975), in a study of Tennessee high school coaches, found that 67% of the respondents had an undergraduate major in physical education. The remaining athletic coaches had undergraduate degrees in 18 other subject areas. The top percentage areas other than physical education were: history, 7.3%; business, 6.2%; biology, 4.7%; math, 3.7%, English, 3.1%; and political science, 1.56%.

Coaching Certification and Its  
Effect on Staffing Athletic  
Programs in High School

School administrators have for years recognized the need for more and better prepared coaches. In many instances, teachers equipped with enthusiasm and energy, but with little or no experience or background in coaching, have been recruited to fill the growing number of coaching vacancies within the school system. Part of the dilemma has been caused by the fact that most coaching duties have

been traditionally handled by physical education teachers. Coaching duties have become too numerous to be handled by only physical educators (Adams, 1974).

From this need has emerged in the college curriculum a core of courses that is usually referred to as a coaching minor. In most cases this curriculum is directed toward students who plan to teach in disciplines other than physical education, and it is designed to give these students a background in coaching. Students are thus able to pursue their chosen or preferred teaching disciplines and still pursue coaching careers (Adams, 1974).

Administrators are concerned with requirements of a coaching minor because there are not nearly enough nonphysical education majors seeking the coaching minor to fill all the needed coaching vacancies. Administrators do not want any requirements that would place a hindrance on filling coaching vacancies (Adams, 1974).

The American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD) division of men's athletics has long been aware that many coaches were inadequately prepared for coaching assignments (Esslinger, 1968). To attack this problem, a Task Force on Certification of High School Coaches was appointed. The Task Force came to the conclusion that the best way to liquidate unqualified coaches is for each state to establish certification

standards for teachers of academic subjects who desire to coach. Such standards should be designed only for coaching, not for teaching physical education.

Surveys have indicated that coaches should be certified teachers (Noble & Corbin, 1978). Some states have coaching certification requirements while others are in the process of implementing such requirements. There is widespread ignorance of the coaching certification requirements on the part of the people working in the state departments of education and in the teacher-preparing institutions.

The support for certification is largely from within the teacher-preparing institutions. The opposition to coaching certification is largely from administrators charged with having more and more coach/teacher positions. Some resistance comes from high school athletic associations and practicing coaches. The need for more coaches accentuates the need for separate programs in our teacher-preparation institutions (Noble & Corbin, 1978).

An ideal situation is for a school jurisdiction or a state to require coaching certification. However, one of the major problems is staffing varsity programs with competent coaches. The rapid decrease in enrollment creates so many problems with staffing that coaching certification just is not feasible. "If we couldn't replace coaches who retire and hang on to their teaching position with nonstaff

personnel, then programs would have to be dropped" (Klement & Youngblood, 1984, p. 63).

Kelley and Brightwell (1984) ask: Is it better to have a team supervised by an unqualified person or to have a team? In our view, everyone-in-charge would think school administrators would hire nonprofessionals.

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#### Alternatives to the Present Staffing of High School Athletic Programs

Pennsylvania is allowing part-time employees to coach in its schools if they hold a valid Pennsylvania athletic coaching certificate (Maetozo, 1977). During the teacher shortage of the 1960s, many boards of education granted temporary teaching licenses to select college graduates. This arrangement helped hold the fort until the supply of teachers caught up with the demand. Many of the temporaries went on to take the necessary education courses and become exemplary faculty members. There is no reason to believe that many of the new nonteacher/coaches will not follow the same course (Ostro, 1983).

Nonteachers will be able to receive their certificates from a state-approved college program or an in-service program conducted by schools, colleges, or other recognized agencies. The New York regents believe this system will provide a practical alternative to curtailment of

after-school programs. In California, the superintendents of schools determine the standards for the hiring of nonteacher coaches (Ostro, 1983).

Broderick (1984) warns that a new phenomenon exists in the person of the walk-on coach. These walk-ons usually accept the authority and direction of a head coach. Often, however, they do not owe any particular allegiance to the school, nor do they share the regular teacher/coaches' philosophied commitments to education. The relationship of off-campus coaches to the principal, superintendent, and school board is not the same as it is for regular employees. The danger is clear. Whenever control is taken from those empowered with educational responsibility, the justification for athletics in schools may be lost. Already the rent-a-coach syndrome in Connecticut is causing students to specialize in a particular sport rather than to experience a wide variety of activities.

Regulations should permit qualified persons without a teaching certificate to coach if a qualified person knowledgeable in athletics and with a teaching certificate is not available. Boards should require noncertified coaches to enroll in coaching courses offered by state, private, or community colleges during the school year.

## Chapter III

### Methods and Procedures

#### Development of the Instrument

A survey was determined as the best way to gather the data needed to ascertain the certifications and teaching fields of Georgia high school football coaches. The survey instrument was a questionnaire developed by the investigator and dissertation committee members (see Appendix A).

The questionnaire was subjected to a pilot study using the 17 coaches on the staff at LaGrange High School in LaGrange, Georgia. In the pilot study, the questionnaire was accompanied by a cover letter (see Appendix B) and a form to critique the questionnaire (see Appendix C). The subjects were conscientious and very helpful in recommending needed improvements. The critique form accompanying the questionnaire asked for participants in the pilot study to record the amount of time they used to complete the questionnaire. The time ranged from 2 to 12 minutes. The author believed that in order to get a high return on the sampling, the questionnaire should be kept short.

The pilot study resulted in changes in the questionnaire. Two questions were changed for clarity.

Five additional questions were formulated to give greater detail to the findings. Members of the dissertation committee all contributed to the formation and refinement of the survey instrument.

In final form the questionnaire was three pages in length and contained 17 questions. As many questions as possible were designed to be answered by checking the appropriate response. A space was provided for a less common response to be written. Four questions called for short answers. To aid in the accuracy, reliability, and validity of several questions, each coach was asked to write in his daily teaching schedule. This schedule was useful in determining if answers to other questions were correct or properly understood.

#### Procedure for Administering the Questionnaire

The purpose of the questionnaire was to construct a profile on a sampling of coaches to ascertain their teaching areas and teacher certifications. These questionnaires were mailed to Georgia high school football coaches randomly selected to participate in this study.

There are 358 high schools which make up the membership of the Georgia High School Association. These schools are divided into four classifications determined by their average daily attendance (ADA). These classifications are

AAAA, AAA, AA, and A. There are eight geographic regions in each of the four classifications, for a total of 32 regions. The population sampled included one high school from each of the 32 regions. All football coaches on the staff of each school selected were asked to be participants in this study. The questionnaire was mailed to a total of 249 coaches.

The questionnaires were mailed to the head coaches of each school selected. In the cover letter (see Appendix D), the head coaches were given an explanation of the research and information needed and were asked to distribute the questionnaires to the assistant football coaches at their respective schools (see Appendix E). When all the questionnaires had been completed, the head coaches mailed them to the investigator. After two weeks, the investigator called each head coach who had not returned the questionnaires; all but three schools returned them. An average of one coach per school did not complete the questionnaire. In most cases, these coaches had resigned their position for the next year.

#### Objective Analysis of Data

Data from the returned questionnaires were entered into a computer, retrieved, and presented in frequencies and percentages. The first portion of Chapter 4 presents the detailed objective analysis of this data.

### Subjective Analysis of Data

The data from several of the questions have special inferences and needed interpretation. These data have been examined and discussed so as to explain how these inferences were drawn. The subjective analysis is included in the second portion of Chapter 4.

## Chapter IV

### Analysis of Data

The data were obtained from the questionnaires distributed to randomly selected high school football coaches throughout the state of Georgia. The primary statistical procedure used in this study placed the collected data in frequencies and derived a percentage.

#### Accountability for Questionnaires

Thirty-two schools were asked and agreed to participate in the study (1 school from each region in the state). Twenty-nine schools returned the questionnaires; 3 schools did not return the questionnaires.

Two hundred and forty-nine questionnaires were mailed; 201 were received by the investigator, for an 81% return. One school from each of the classifications AAA, AA, and A did not return any of their questionnaires. Fourteen individual coaches from these 3 schools were not represented in the survey results. Ninety-one percent of the schools surveyed returned the majority of their questionnaires. Thirty-four individual coaches did not have their questionnaires returned with their school pack. The majority of these coaches were not returning as a coach

to the school where they were currently employed. Eighty-six percent of the coaches at schools represented in the survey returned their questionnaires. Totals of this information can be found in Table 1.

Table 1

Number of Samples Taken from Each of the Four Classifications

	Classification									
	AAAA		AAA		AA		A		Total	
Questionnaires	No.	%	No.	%	No.	%	No.	%	No.	%
Mailed	75	--	68	--	58	--	48	--	249	--
Returned	68	91	49	72	43	74	41	85	201	81
Unreturned	7	9	19	28	15	26	7	15	48	19
Returned by Schools										
Responding	8	100	7	88	7	88	7	88	29	91
Most	12	--	10	--	8	--	7	--	12	--
Fewest	5	--	4	--	4	--	4	--	4	--
Average	8.5	--	7	--	6.1	--	5.9	--	6.9	--
Avg. Unreturned	.9	--	2.1	--	1.3	--	.4	--	1.2	--

Comparisons of the number of samples taken from the four classifications can be found in Table 1. All regions in AAAA are presented in the results. Region 6 from the

AAA classification, region 3 from the AA classification, and region 2 from the A classification were not represented. The lack of representation of three schools resulted in the exclusion of 14 questionnaires. These three schools will be called nonparticipants. Table 1 includes the range of numbers of questionnaires returned from an individual school for each classification. Also included is the average number of questionnaires for that classification.

#### Tabulation of Questionnaire Results

The questionnaire included 17 questions that required 31 responses. Data from the 201 returned questionnaires were entered into a microcomputer using dBase III, a database management software program. The data were retrieved and presented in frequencies and percentages rounded to the nearest tenth. Data not presented in tables or figures were summarized in the text of the chapter in the appropriate section.

#### Objective Analysis of Data

Question 1. What grades does your high school include? As revealed in Table 2, the vast majority of the coaches coached at schools which included Grades 9-12. Grades 8-12 were substantially more frequent than Grades 7-12 and 10-12.

Table 2

Grades Included in Schools Where Coaches Coach

Grades	Number	Percent
7-12	20	10
8-12	44	22
9-12	119	59
10-12	18	9
Totals	201	100

Question 2. Do you teach at a school other than the high school where you coach? The response of 165 (82%) was "no." The vast majority of coaches teach at the schools where they coach. Thirty-six (18%) indicated that they did teach at a school other than where they coached.

Question 2a. If the answer is "yes," (to Question 2), indicate the appropriate school. Of the 36 coaches that answered "yes," 10 (5%) taught in elementary schools and 15 (7.5%) taught in middle schools. Nine (4%.5) taught in junior high schools; two (1%) were social workers in their school systems (see Table 3).

Question 3. Do you receive a monetary supplement for your coaching duties? Two hundred coaches checked "yes"; one checked "no." Of the coaches surveyed, 99.5% received a coaching supplement.

Table 3

What Schools Coaches Taught In Other than Where They Coached

Type of School	Number	% of 201 Surveyed
Elementary	10	5.0
Middle	15	7.5
Junior High	9	4.5
Central Office	2	1.0
Total	36	18.0

Question 4. What sports other than football are you employed to coach? First, data was extracted showing the number of sports that this sample of coaches coach. Forty-three coaches (21.4%) coached football only. One hundred eighteen coaches (58.7%) coached football and one other sport. Forty coaches (19.9%) coached football and two other sports.

Data regarding head coaches was also extracted to ascertain if the number of their responsibilities differed from other coaches. Of the 29 head coaches, 22 (75.8%) coached football only. Six head coaches (20.7%) coached football and one other sport. One head coach (3.4%) coached football and two other sports. Eighteen (62.1%) of the head football coaches were also athletic directors, and two of them coached football and one other sport.

There are 16 sports other than football listed in the Georgia High School Association Directory 1984-1985 (1984). Football coaches of this survey reported there were 10 different sports which were coached. Sports that no football coaches reported coaching were swimming, rifle, volleyball, cheerleading, and softball.

For the purpose of organization and clarity, girls' and boys' basketball and girls' and boys' track were grouped together. None of the coaches indicated that they coached girls' and boys' basketball. Two coaches indicated that they coached girls' and boys' track. All three trainers were trainers for all other sports, not just football (see Table 4).

Question 5. Type of teaching certificate you currently hold: T4, T5, T6, T7, Provisional, Other. T4 was the certificate checked by the majority of the coaches. T4 or T5 certificates were held by 91.5% of the coaches. Only 1.5% were provisionally certified. An AS7 certificate was found, but there were no T7 certificates. Table 5 gives the frequencies and percentages for all certificates.

Question 6. Number of years of experience: teaching, coaching. The responses were broken down into 4-year intervals for the purpose of brevity and understanding. Frequencies were tabulated and percentages figured; a running percentage was also kept. The category for 5-8

Table 4

Sports in Addition to Football that Football Coaches Coached

Sport	Coaches <sup>a</sup>	
	Number	Percent
Basketball		
Girls'	19	9.5
Boys'	46	<u>22.9</u>
Total		32.4
Track		
Girls'	7	3.5
Boys'	30	14.9
Boys' and Girls'	2	<u>1.0</u>
Total		19.4
Baseball	36	17.9
Golf	17	8.5
Wrestling	17	8.5
Tennis	11	5.5
Soccer	3	1.5
Cross Country	3	1.5
Trainer	3	1.5

<sup>a</sup> Of the 201 coaches, some coached football only and some coached two other sports in addition to football. The percentage, therefore, will not equal 100%.

Table 5

Frequencies and Percentages for Certificates Held

Type Certificate	Frequency	Percent
T4	112	55.7
T5	72	35.8
T6	10	5.0
T7	0	0.0
AS5	1	0.5
AS6	1	0.5
AS7	1	0.5
V4	1	0.5
Provisional	3	1.5
Total	201	100.0

years showed a sharp rise; while the one for 9-12 years had almost as many as the category for 1-4 years. The question was left blank on two questionnaires (see Table 6).

Data from this question was broken down into two tables so that the first 9 years could be studied in more detail. The number of responses for each year were recorded. There was half the number the 2nd year that there was the 1st year. Normal attrition would dictate a continuing decline, which was not present. In fact, the numbers rose through the 7th and 8th years, then began the downward trend (see Table 7).

Table 6

Years of Experience Teaching and Coaching

<u>Years of Experience</u>	<u>Frequency</u>	<u>Percent</u>	<u>Running Percent</u>
<u>Teaching</u>			
1-4	37	18.4	18.4
5-8	54	26.9	45.3
9-12	36	17.9	63.2
13-16	24	11.9	75.1
17-20	19	9.5	84.6
21-24	11	5.5	90.1
25-28	11	5.5	95.6
29-32	5	2.4	98.0
33-36	2	1.0	99.0
Blank	2	1.0	100.0
Totals	201	100.0	100.0
<u>Coaching</u>			
1-4	40	19.9	19.9
5-8	56	27.9	47.8
9-12	37	18.3	66.1
13-16	20	10.0	76.1
17-20	20	10.0	76.1
21-24	10	5.0	91.1
25-28	11	5.5	96.6

(Table continues)

Table 6 (continued)

Years of Experience	Frequency	Percent	Running Percent
29-32	3	1.4	98.0
33-36	2	1.0	99.0
Blank	2	1.0	100.0
Totals	201	100.0	100.0

Table 7

First Ten Years of Experience Teaching and Coaching

Years of Experience	Frequency Teaching	Frequency Coaching
1	15	15
2	7	8
3	6	4
4	9	13
5	9	13
6	9	10
7	20	16
8	16	17
9	14	14
10	8	12

Question 7. Areas of certification where you currently teach a major portion of the day. One hundred ninety-three coaches checked an area of certification where they were teaching a major portion of the day. Eight coaches (4%) did not check any of the areas of certification; and by cross-checking with Questions 10 and 14, it was found these eight coaches were teaching out-of-field the majority of the day. Of the 201 coaches, 84.7% taught the majority of the day in one of five areas: health and physical education (42.3%), science, *double sp* ↑ mathematics (8%), driver education (5.5%). Study hall and alternative are a special certification (see Table

Question 8. Areas of certification where you currently teach a minor portion of the day. Thirty-six coaches (18%) checked areas of certification where they taught a minor portion of the day (one or two periods). Health and physical education was the most frequently mentioned area. Physical education had twice as many as driver education, which was second. Administration and supervision was third, and science was fifth (see Table 9).

Question 9. Indicate other areas for which you are fully certified, but currently not teaching or working. Eighty-two (40.8%) of the coaches indicated that they did have an area of certification where they were not currently teaching or working. Physical education had twice as many

Table 8

Areas of Certification Where High School Football Coaches  
Taught a Major Portion of the Day

Subject	Frequency	Percent	Running Percent
Health and Physical			
Education	85	42.2	42.2
Social Studies	41	20.3	62.5
Math	16	8.0	70.5
Driver Education	11	5.5	76.0
Science	11	5.5	81.5
Admin./Supervision	6	3.0	84.5
English	4	2.0	86.5
Counseling	3	1.5	88.0
Industrial Arts	3	1.5	89.5
Business Education	2	1.0	91.5
Distributive Education	2	1.0	92.5
Vocational Education	2	1.0	93.5
Alternative School	2	1.0	93.5
Agriculture	1	0.5	94.0
Art	1	0.5	94.5
Special Education	1	0.5	95.0
Planning	1	0.5	95.5
Study Hall	1	0.5	96.0
Out of Field	8	4.0	100.0
Total	201	100.0	100.0

Table 9

Areas of Certification Where Coaches Taught a Minor Portion  
of the Day

Subject	Frequency	% of 201	
		Surveyed	Running Percent
Health and Physical			
Education	14	7.0	7.0
Driver Education	6	3.0	10.0
Admin./Supervision	6	3.0	13.0
Science	5	2.5	15.5
Alternative School	2	1.0	16.5
Foreign Language	1	0.5	17.0
Social Studies	1	0.5	17.5
Study Hall	1	0.5	18.0
Total	36	18.0	18.0

as driver education, which was second but was being phased out of schools in the state of Georgia as noted later in this paper. See Table 10 for the degrees not being used.

Question 10. Indicate areas in which you teach out of field. These are areas in which you have 12 or more semester hours, but in which you are not certified.

Fifty-seven (28.5%) of the coaches taught out of their field at least some portion of the day (Table 11).

Table 10

Areas for Which Georgia High School Football Coaches Were Fully Certified but Not Teaching at the Time of the Study

Subject	Frequency	Percent	Running Percent
Health and Physical			
Education	33	16.4	16.4
Driver Education	17	8.5	24.9
Social Studies	13	6.5	31.4
Admin./Supervision	8	4.0	35.4
English	3	1.5	36.9
Business Education	2	1.0	37.9
Industrial Arts	2	1.0	38.9
Foreign Language	1	0.5	39.4
Science	1	0.5	39.4
Vocational Education	1	0.5	40.4
Counseling	1	0.5	40.9
Total	82	40.9	40.9

Eight (4%) taught the majority of the day out of their field, as mentioned in Question 7, leaving 49 coaches who taught a minor portion of the day out-of-field.

Science was the subject that had the most coaches out-of-field. Health and physical education was next. These coaches generally taught one period in physical education (mostly the last period of the day). Work in

administration/supervision was normally supervision in the lunchroom (see Table 11).

Table 11

Areas in Which Georgia High School Coaches Taught

Out-of-Field

Subject	Frequency	% of 201	
		Surveyed	Running Percent
Science	17	8.5	8.5
Health and Physical			
Education	14	7.0	15.5
Math	11	5.5	21.0
Social Studies	9	4.5	25.5
Admin./Supervision	4	2.0	27.5
Art	1	.5	28.0
Special Education	1	0.5	28.5
Total	57	28.5	28.5

Question 11. Did you add a certification in addition to the physical education? One hundred thirty-three coaches indicated in Question 11 that they did have a physical education certification. (This can be cross-referenced with Questions 7, 8, and 9 for validity.) Of the total coaches surveyed, 66.2% had a certification in physical education.

Of those certified in physical education, 85 (64.4%) taught physical education a major portion of their day, and 71 (53.4%) of those certified in physical education were certified in an additional area.

There are four subquestions in Question 11. These subquestions have been dealt with in the order they appeared in the questionnaire.

Question 11a. Did you add a certification in addition to physical education in order to hold your present position? Of the 133 coaches who had acquired physical education certification, 38 (28.8%) indicated they added an additional certification in order to hold their present position. These 38 coaches represented 18.9% of the total coaches surveyed (see Table 12).

Table 12

Coaches Who at the Time of the Survey Had Added an Additional Certification to Physical Education in Order to Hold Their Positions

Response	Frequency	% Physical Education Certified	% of 201 Surveyed
Yes	38	28.6	18.9
No	95	74.1	47.3
Total	133	100.0	66.2

Question 11b. Did you add a certification in addition to physical education with the anticipation of aid in securing employment? Fifty (37.6%) of the 133 coaches who were certified in physical education checked that they added an additional certification with the anticipation of aid in securing employment. These 50 coaches represented 18.9% of the 201 coaches surveyed (see Table 13).

Table 13

Coaches Who Added an Additional Certification to Physical Education with the Anticipation of Aid in Securing Employment

Response	Frequency	% Physical Education Certified	% of 201 Surveyed
Yes	50	37.6	24.9
No	83	62.4	41.3
Total	133	100.0	66.2

Question 11c. Did you add a certificate in addition to physical education because you preferred to teach something other than physical education? Twenty-two (16.5%) of the 133 who held a physical education certification checked that they added another certification because they preferred to teach in some other area. These 22 coaches represent 11% of the 201 coaches surveyed (see Table 14).

Table 14

Coaches Who Added a Certificate in Addition to Physical Education Because They Preferred to Teach Some Other Subject

Response	Frequency	% Physical Education Certified	% of 201 Surveyed
Yes	22	16.5	11.0
No	111	83.5	55.2
Total	133	100.0	66.2

Question 11d. Did you add a certification in addition to physical education? Specify. Of the 133 certified physical education majors, 4 specified a reason other than a, b, or c. All 4 stated they were working toward a degree in administration. These 4 made up 3% of the certified physical education teachers and 2% of the surveyed population.

Question 12. Number of periods given to administration/supervision (lunchroom supervision if replaced a teaching period), and/or counseling. One hundred sixty-seven (83%) of the coaches indicated they did not have any periods given to administration or supervision. Thirty-four (16.9%) of the coaches indicated that they did have some periods given to administration and supervision (see Table 15).

Table 15

Georgia High School Football Coaches Assigned Periods for  
Administration/Supervision

Response	Number	Percent
Yes	34	16.9
No	167	83.1
Total	201	100.0

These 34 coaches were asked to indicate the number of periods in a school day that were given over to administration/supervision. Table 16 shows the number of periods these coaches were assigned to administration/supervision.

A count was tabulated on head coaches for Question 12 to find the number and percentage of their assignments to administration/supervision. Eleven of the 29 head coaches indicated that they had class periods assigned to administration/supervision. These 11 comprise 37.9% of the head coaches surveyed, whereas only 16.9% of coaches in general had administrative assignments.

These 11 head coaches were asked to indicate the number of periods in a school day that were given to administration/supervision. Table 17 lists these assignments.

Table 16

Number of Periods the High School Football Coaches Were  
Assigned to Administration/Supervision

Periods of Admin./Supervision	Coaches Assigned
1	18
2	5
3	3
4	3
5	1
6	4
Total	34

Table 17

Number of Periods Head High School Football Coaches Were  
Assigned to Administration/Supervision

Periods of Admin./Supervision	Coaches Assigned
1	4
2	1
3	1
4	2
5	1
6	2
Total	11

Question 13. Are you given an additional planning period to prepare for your coaching duties? Twenty-one of the 201 coaches checked yes. This was 10.4% of the sampled population. Head coaches' questionnaires were polled for their response to Question 13.

Fifteen of the 29 head coaches indicated they were given an extra planning period to prepare for their coaching duties. Column one shows the coaches with an extra planning period with the percentage next to the number (see Table 18).

Table 18

Coaches with Extra Planning Periods

Coaches	Extra Planning	No Extra Planning	Total
Assistant coaches	6 (3.5%)	166 (96.5%)	172 (100%)
Head coaches	15 (51.7%)	14 (48.3%)	29 (100%)
Total	21 (10.4%)	180 (89.6%)	201 (100%)

Question 14. Please write in the subject you teach beside each period listed below. First, coaches were asked to indicate whether they had homeroom responsibility or not. Eighty-five (42.3%) indicated they did have homeroom responsibility. Seventy-one (35.3%) indicated they did not

have homeroom responsibility. Forty-five (22.4%) did not respond to the question.

Head coaches were singled out from the data to see if their percentage differed from football coaches as a whole. Two (6.9%) of the 29 head coaches indicated they did have homeroom. Twenty (69%) indicated they did not have homeroom responsibility. Seven (24.1%) did not respond. Fifty-one (29.7%) of the assistant coaches did not have a homeroom assignment. Thirty-eight (22.1%) did not respond.

The teaching schedules of all the coaches were cross-referenced with Questions 7, 8, 9, 10, 12, and 13. Because of the interrelationships implicated for coaches in the scheduling of physical education, administration/supervision, and planning, Table 19 has been compiled so that observations could be made.

The number of coaches teaching physical education each period were well distributed. The number scheduled for administration fourth period is double that of any other period. The most notable distribution variation is sixth period for planning. Almost three times as many coaches had planning sixth period as any other period (see Table 19).

By checking Question 7 with Question 14, it was found that two of the three coaches scheduled for alternative school had physical education certifications. Both coaches scheduled for study hall had physical education

certifications. Of the driver education teachers who were teaching driver education, 16 of 17 (94.1%) were certified in physical education. Of the coaches certified in driver education, 30 of 34 (88.2%) were also certified in physical education.

Table 19

Scheduling of Three Areas for High School Football Coaches

Period	Physical Education	Administration/ Supervision	Planning Period
1	58	13	25
2	69	11	15
3	74	7	16
4	64	24	24
5	68	6	31
6	65	8	71

There were 133 coaches certified to teach physical education. Fifty-nine (44.4%) taught only physical education (or administration/supervision, study hall, or alternative school). Twenty-nine (21.8%) coaches taught physical education a major portion of the day but taught an additional subject the remainder of the day. Twelve (9%) of the physical education certified coaches taught physical education a minor portion of the day.

Thirty-three (24.8%) of these coaches certified in physical education taught in some other area the entire school day (see Table 20).

Table 20

Amount of the School Day the Coaches Certified in Physical Education Taught Physical Education

School Day	Frequency	% of 133 in Physical Education	% of 201 Certified
All Day	59	44.4	29.4
Major Part	29	21.8	14.4
Minimum Part	12	9.0	6.0
None	33	24.8	16.4
Total	133	100.0	66.2

Listed in Table 21 are the fields other than physical education taught by football coaches a major portion of the day. These coaches are also certified in physical education. Driver education, social studies, math, and science lead the list.

Table 21

Nonphysical Education Areas Where Coaches with a Physical Education Certification Taught a Major Portion of the Day

School Day	Frequency	% of 133 in Physical Education	% of 201 Certified
Driver Education	11	8.3	5.4
Social Studies	10	7.6	5.0
Math	6	4.5	3.0
Science	5	3.8	2.5
Admin./Supervision	5	3.8	2.5
Alternative School	3	2.3	1.5
Counseling	2	1.5	1.0
English	1	0.8	0.5
Vocational Education	1	0.8	0.5
Special Education	1	0.8	0.5
Distributive Education	1	0.8	0.5
<b>Total</b>	<b>45</b>	<b>34.1</b>	<b>22.9</b>

The subjects taught by Georgia high school football coaches a minor portion of the day are listed in Table 22. These coaches taught physical education a major portion of the day.

By studying the schedules of these coaches, several of the previous questions have been checked. However,

Table 22

Areas Where Physical Education Teacher/Coaches Taught a  
Minor Portion of the Day

School Day	Frequency	% of 133 in Physical Education	% of 201 Certified
Science	13	9.8	6.5
Social Studies	7	5.3	3.5
Driver Education	4	3.0	2.0
Math	3	2.3	1.5
Art	1	0.8	0.5
Special Education	1	0.8	0.5
Total	29	21.8	14.4

there were some discrepancies with Questions 12 and 13. The schedules indicated that only 30 coaches were given administration/supervision as opposed to the 34 coaches that checked that they did. There was no discrepancy with head coaches for Question 12.

The schedules indicated that on Question 13 there were 17, not 21, coaches who had an additional planning period, and 13 head coaches, not 15, who had an additional planning period. Thirty-seven (18.4%) of the coaches did not show a planning period on their schedules. One reason why the discrepancy exists is that many coaches had different schedules during the fall quarter.

Data were collected from the class schedules to determine those coaches who had extra planning, administration supervision, or a combination (see Table 23).

Table 23

Coaches with Extra Planning, Administration/Supervision  
Period, or a Combination of the Two

Class Periods		Coaches		
Admin./ Supervision	Planning	Head	Assistant	Total
6	0	2	1	3
5	1	1	0	1
4	2	1	0	1
4	0	1	0	1
0	4	1	0	1
3	1	1	0	1
0	3	1	1	2
3	0	1	0	1
1	2	2	1	3
0	2	8	1	9
2	0	2	1	3
1	1	2	8	10
Total		23	13	36

From the total figures, it was observed that 23 (79.3%) of the head coaches had periods given to administration/supervision or an extra planning period. Thirteen (7.6%) of the assistant coaches were scheduled for extra planning or administration/supervision period. Thirty-six (17.9%) of the 201 coaches surveyed were scheduled for extra planning or administration/supervision. The differences in administrative assignments between head coaches and assistant coaches can be observed in Table 24.

Table 24

Percentages of Coaches with Extra Planning, Administration/Supervision, or a Combination of the Two

Coaches	Extra Planning or Admin./Supervision	Percent
Head Coach	23 of 29	79.3
Assistant Coaches	13 of 172	7.6
Total	36 of 201	17.9

Question 15. Are you in favor of requiring 10-15 hours of course work (i.e., athletic injuries, psychology of coaching, physiology or exercise) as a coaching certification for beginning teachers who wish to coach?

A majority, 149 (74.1%) of the 201 coaches surveyed, were

in favor of the coaching certification. A minority of 52 (25.9%) were opposed to the coaching certification.

Question 16. Do you plan on coaching until you retire from teaching? Of the 201 coaches, 141 (70.1%) indicated that they planned on coaching until they retired from teaching. Fifty-two of the 201 coaches (29.9%) indicated they did not plan to coach until they retired from teaching.

Question 17. Are you now or do you plan on becoming an administrator? Seventy of the 201 coaches (34.8%) indicated that they planned on becoming (or already were) an administrator. One hundred thirty-one of the 201 coaches surveyed (65.2%) indicated they did not plan on becoming an administrator.

#### Subjective Analysis of Data

The data from several of the questions have special inferences and needed interpretation. These selected questions have been examined as follows and discussed to clarify their implications.

Question 2. Do you teach at a school other than the high school where you coach? Only 36 (18%) of the coaches taught at a different school from where they coach. Of these 36 coaches, 5% taught in elementary schools, 7.5% in middle schools, 4.5% in junior highs, and 1% in central offices.

Because there were more grades in the elementary, middle, and junior high schools, there were more teaching positions in the first seven or eight grades of public education than there were in the last four or five grades of high school. More than 18% of the coaches could find positions in these elementary, middle, and junior high schools.

Question 4. Sports other than football that you are employed to coach. The number of coaches coaching no other sports and those coaching two other sports are virtually the same. Football coaches then are almost always called upon to coach at least one other sport. However, three fourths of the head coaches coached football only. This further emphasizes that a large percentage (82%) of assistant football coaches coach at least one or more other sports.

The figures in Table 4 show that 70% of the coaches also coached basketball, track, or baseball. Chances were good that a football coach would also need to coach one of these three sports.

Question 6. Number of years of experience: teaching and coaching. It was hoped that this question could determine the number of teachers being recruited into the coaching field. The results strongly indicated that coaches begin coaching when they begin teaching. They did not begin coaching after having taught for a few years. A significant

number of coaches were not recruited from the teaching population.

A review of Table 7 revealed half of the teacher/coaches did not return after their first year of employment. This dropout rate was more than normal attrition. It was strongly suggested that the Teacher Competency Test (TCT) was eliminating many of the 1st-year teachers. A passing grade on the TCT was required for certification by the end of the 1st year of employment.

Table 7 also revealed there were more teacher/coaches with 7 years of experience than there were with 1 year of experience. The TCT was instituted 6 years prior to this study of the test. Passing this test was required for all teachers who graduated from a certifying institution after September 1, 1978. The TCT has exerted a very strong influence on the number of new coaches. Table 7 further revealed many of the coaches with less than 7 years of experience teaching had more years of experience coaching than they did as teachers. These coaches served as graduate assistants in college or volunteer coaches at various levels of athletics prior to entering the teaching ranks.

In May of 1980, all beginning teachers had to pass a teacher assessment. This teacher assessment did not

have nearly so profound an effect on attrition as the TCT. In 1979 a failure rate of 75% was estimated for physical education majors seeking certification. Physical educators seeking certification had one of the highest failure rates of any teaching area. The failure rate has improved since 1979. Beginning teachers were required to pass the TCT in their subject area before their 2nd year of employment. A beginning teacher had 3 years to pass the teacher assessment.

Question 7. Area of certification where you currently teach a major portion of the day. There were more than twice the number certified in physical education as there were in any other area. Table 8 showed social studies to have twice the number as any other area besides physical education. The majority (62.5%) of high school football coaches surveyed were teaching either physical education or social studies. Only 4% were teaching out-of-field the major portion of the day.

Question 8. Areas of certification where you currently teach a minor portion of the day. Eighteen percent of the coaches of this study taught in at least two areas of certification during the day. A minor portion of the day was either one or two periods. Physical education was the most frequent subject taught a minor portion of the day. Administrators would often take one physical education

position (five or six classes) and let two or three coaches teach one or two periods of physical education during the day. Many teachers and coaches did not want five academic subjects, nor did they want to teach physical education all day long. They preferred a mixture. Driver education and administration/supervision were the second most-mentioned subjects taught a minor portion of the day. Table 9 shows the other subjects mentioned.

Question 9. Indicate areas which you are fully certified, but currently are not teaching or working.

A large number (82 or 40.8%) of the coaches had areas of certification where they were not teaching. Thirty-three coaches (16.4%) were not using their certification in physical education. Seventeen (8.5%) were certified to teach driver education but were not doing so. There were only 17 coaches who taught driver education a major or minor portion of the day; half of the certified driver education teachers were not teaching the subject. Social studies certification was not being used by 13 (6.5%) of the coaches. This figure would indicate a slight overabundance of physical education, driver education, and social studies teachers.

It was found, by adding the physical education respondents on Tables 9 and 10, that 47 coaches who had a certification in physical education were teaching

some other area the majority of the school day. These 47 coaches represent 35.6% of the certified physical education coaches surveyed and 23.4% of the total coaches surveyed.

Question 10. Indicate areas in which you teach out-of-field. These are areas in which you have 12 or more semester hours, but in which you are not certified.

There were 57 (28.5%) of Georgia high school football coaches who taught out-of-field. Of these coaches, 49 (24.5%) taught only a minor portion of the day out-of-field. Eight (4%) of the coaches taught the majority of the day out-of-field. These coaches are required to take 7 semester hours or 10 quarter hours of college credit every year in the field in which they are teaching in order to continue in that teaching position.

Science was the most frequently mentioned subject taught out-of-field. Physical education majors have a good background in anatomy and biology and are often called upon to teach out-of-field in this area of science. Seventeen (8.5%) of the coaches taught science out-of-field. Fourteen (7%) of the coaches taught physical education out-of-field. These were mostly coaches teaching physical education when many of the athletes they coached were taking physical education. Lower-level math courses were taught by 11 coaches (5.5%) teaching out-of-field.

Question 11. Did you add a certification in addition to physical education? A very high percentage (66.2% or 133) of the Georgia high school football coaches included in the study was certified to teach physical education. Seventy-one (53.8%) of these coaches were certified to teach in an additional area to physical education. Most of these who were certified in another area in addition to physical education obtained this certification in order to secure employment. They realized there was a greater demand for coaches than for physical education teachers.

Question 12. Number of periods given to administration/supervision (lunch room supervision if it replaces a teaching period) and/or counseling. Eleven (37.9%) of the 29 head coaches and 23 (13.4%) of the 172 assistant football coaches checked that they were given periods in administration/suprvision. Of the total coaches surveyed, 16.9% had periods in administration/supervision. Head coaches were the only ones significantly different from the normal population of noncoaching teachers.

There was some discrepancy in these figures when compared to the actual field situation. For example, in Table 17 two coaches were shown as assigned six

periods of administration/supervision. One was a full-time principal at a middle school, the other attended to mostly athletic duties. Many coaches varied in how they marked a period for planning or administration/supervision.

Question 13. Are you given an additional planning period to prepare for your coaching duties? Six (3.5%) of the assistant coaches and 15 (51.7%) of the head coaches indicated they were given an extra planning period to prepare for their coaching duties. Again, head coaches were the only ones significantly different from the normal population of noncoaching teachers.

Question 14. Please write in the subject you teach beside each period listed below. A majority of the responding coaches had a homeroom responsibility. A majority (20 or 69%) of the head coaches did not have a homeroom. A minority (51 or 29.7%) of assistant coaches did not have a homeroom. All coaches wrote in their teaching schedules, which were cross-referenced with Questions 7, 8, 9, 10, 12, and 13.

Table 19 was presented so the scheduling for physical education, administration/supervision, and planning could be observed. The number of physical education classes were well distributed throughout the school day. The number

scheduled for administration/supervision for the fourth period doubled that of any other period. Coaches were normally assigned lunchroom supervision during the fourth period. The most notable distribution variation in scheduling was sixth-period planning. Almost three times as many coaches have planning for the sixth period as for any other period. This was in order for the coach to be dressed, to be organized, and to be ready for practice. Also, in the past, many away B-team basketball and football games required the team to leave school during the sixth period. (This was especially true for spring sports.) By scheduling the coaches for planning in the sixth period, no one had to cover their classes.

One third of coaches certified to teach physical education taught another subject all day or at least a major portion of the day. A majority (55.6%) of the coaches certified in physical education taught some other subject at least a minor portion of the day. In order to profile these teaching areas and frequencies, Tables 20, 21, and 22 were provided.

Almost all driver education teachers, study hall teachers, and alternative school teachers were certified in physical education. Social studies was the most common area of additional certification other than driver education. Science was the most often taught subject that football coaches taught out-of-field.

There was some ambiguity as to whether a coach was using administration/supervision periods for the purpose of planning or organizing for athletics. Data were collected from the class schedules to determine those coaches who had extra periods for administration/supervision, planning, or a combination of the two. Tables 23 and 24 show that the vast majority (23 or 79.3%) of the head coaches had periods given to administration/supervision or an extra planning period. Very few (13 or 7.6%) of the assistant coaches were scheduled for extra planning or administration/supervision periods.

Question 15. Are you in favor of requiring 10-15 hours of course work (i.e., athletic injuries, psychology of coaching, physiology of exercise) as a coaching certification for beginning teachers who wish to coach?

A majority (149 or 74.1%) of the coaches surveyed were in favor of the coaching certification. Few of these coaches have the responsibility for recruiting and hiring teacher/coaches. These coaches do recognize the value in this course work.

Question 16. Do you plan on coaching until you retire from teaching? A majority (141 or 70.1%) of the coaches plan on coaching until they retire from teaching. Of the surveyed coaches, 52 (29.9%) plan on not coaching until they retire from teaching. This implies that these coaches will

have to be replaced by coaches who will hold some other teaching position.

Question 17. Are you now or do you plan on becoming an administrator? About one third (70 or 34.8%) of the coaches planned on becoming or already were administrators. A very similar number planned on getting out of coaching before retiring from teaching. Many of the coaches who planned on getting out of coaching planned on becoming administrators.

## Chapter V

### Conclusion

The purpose of the study was to survey the teaching certification and teaching areas of Georgia high school football coaches. The head football coach from one randomly selected school in each region was asked to distribute questionnaires to his assistant coaches. Twenty-nine (90.6%) of the 32 head coaches had the questionnaires filled out and returned. Of the 235 coaches at these 29 participating schools, 201 (85.5%) completed and returned the questionnaires.

The survey instrument included 17 questions that required 31 responses. The questionnaire was designed to construct a profile on a sampling of coaches to ascertain their teaching areas and teacher certification.

Data compiled from the respondents were analyzed and presented according to the frequency of answers and in percentages rounded to the nearest tenth. Data not presented in tables were summarized in the chapter in the appropriate section.

#### Summary of Results

1. Only 18% of Georgia high school football coaches teach in a different school from where they coach. There

were more teaching positions in the first seven or eight grades of elementary, middle, and junior high schools than there were in the four or five grades of high school. It is rational that more than 18% of the teaching positions for coaching could have been found in the elementary, middle, and junior high schools.

2. A vast majority (82%) of assistant football coaches coach at least one other sport. Only 25% of the head football coaches coach another sport.

3. Georgia high school football coaches must have a teaching certificate in a recognized field of study in order to teach and coach in the state. Only 1.5% were provisionally certified, and they were required to take 10 quarter hours or 7 semester hours in the subject they teach prior to the following school year.

4. The Teacher Competency Test (TCT) has played a major role in the high attrition for 2nd-year teacher/coaches. The number of 2nd-year coaches is half that of 1st-year coach  
 the 2nd-year o  
 education cert.  
 certification.

*Correction  
 prior*

TCT was required before  
 ailure rate for physical  
 than for most areas of

The TCT was implemented 6 years ago. There were 65% more coaches with 7 years of teaching experience than there were coaches with 2 years of teaching experience.

There were more coaches with 7 years of experience than there were 1st-year teacher/coaches. The results of this survey indicate that Georgia high schools are not acquiring enough new or beginning teacher coaches to maintain the coaching force.

5. Coaches were not being recruited from the teaching ranks. It was not realistic to look for them in high schools. However, new coaches or teaching positions for new coaches may be found in lower-grade-level schools. These elementary and middle-school positions may be especially helpful in placing certified physical education teachers who want to coach.

6. Almost two thirds (66.2%) of Georgia high school football coaches were certified to teach physical education. Twice as many football coaches taught physical education as any other subject. However, a majority (55.6%) of these physical education certified coaches taught some other subject at least a minor portion of the school day. (Alternative school, study hall, and administration/supervision were not counted as teaching in another subject.)

A majority (53.4%) of football coaches certified in physical education have added at least one additional area of certification. It was noted that 24.8% of certified physical education football coaches did not teach any

physical education during the school day. Of the coaches certified in physical education, 35.6% taught something else the majority of the day. Football coaches that taught only physical education (or in combination with administration/supervision, study hall, or alternative school) made up 44.4% of those certified to do so. These football coaches that taught only physical education made up 29.4% of the total coaches surveyed.

7. There was an overabundance of teachers with certifications in physical education, driver education, and social studies. These three areas of certification were the most frequent with Georgia high school football coaches. Also, driver education was being phased out in Georgia. These recurring certifications were the reason that 28% of the 201 coaches surveyed taught out of field at least a minor portion of the day.

8. Science was the subject most often taught out-of-field. There was a demand for more science teachers, and physical educators had a strong background in anatomy and biology.

9. Coaches who taught driver education, study hall, and alternative school almost always had a teaching certificate in physical education.

10. As many teaching vacancies as possible in physical education, social studies, driver education,

alternative school, study hall, and administration/supervision need to be held as teaching positions for coaches.

11. Periods of administration/supervision and/or extra planning periods were scheduled for 79% of the head football coaches. Only 7.6% of the assistant football coaches were scheduled for an extra planning or administration/supervision period.

12. Of the head coaches, a majority (69%) had no homeroom assignments. Of the assistant coaches, a minority (29.7%) had no homeroom assignments.

13. A majority (74.1%) of Georgia high school football coaches favored a coaching certification. These coaches recognize the value and insight found in the course work. However, administrators were aware of the extra red tape and difficulty in hiring teacher/coaches with still another certification.

14. A large majority (70%) of the football coaches planned on coaching until they retired from teaching.

15. About one third (34.8%) of the coaches planned on becoming or already were administrators. Many of the coaches with administrative futures planned on getting out of coaching before retiring from the teaching profession.

## Findings

In Chapter 1 the writer stated that the following questions would be answered by this study:

1. Are classroom teachers being recruited into the coaching field? Question 6 on the questionnaire dealt with this question. In Tables 10 and 11, years of coaching can be compared with years of teaching. If teachers were being recruited into the coaching field, years of experience teaching would exceed years of experience coaching. The data revealed just the opposite. Before teaching, many high school coaches served as graduate assistants and coaching on the high school level.

2. Do coaches begin coaching after teaching for a few years, or do they get into teaching in the beginning of their careers in order to coach? Coaching nearly always began with the first year of teaching. The priority was with the coaching as far as initial careers were concerned.

3. Is it realistic to look for additional coaches in the current teaching ranks? No, it is not realistic to look for additional football coaches in the current high school teaching ranks. Sports such as golf, tennis, swimming, and cheerleading can sometimes find a coach or sponsor within the established teaching ranks. A reserve coaching pool may be found in elementary, middle, and junior high physical education teachers.

4. Do certain selected teaching vacancies need to be reserved for prospective coaches? Yes, all physical education positions need to be reserved for coaches if at all possible. Any alternative school, internal suspension, and study hall positions need to be held for coaches. Many supervision and some administrative positions need to be held for coaches. Some consideration needs to be given to social studies positions, as 27.4% of the coaches were certified in social studies. All driver education positions need to be held for coaches. (Driver education is no longer funded by the state in Georgia. It can be sustained only with local funds.)

5. Are many of the coaches forced to become certified in fields other than physical education? Yes, a majority (55.6%) of coaches certified in physical education taught some other subject at least a minor portion of the day. (Alternative school, study hall, and administration/supervision were not counted as subjects.) A majority (53.4%) of football coaches certified in physical education have an additional area of certification. The survey revealed that 33.8% of those coaches certified in physical education taught something else a major portion of the day, and 24.8% of the certified physical education teachers did not teach any physical education classes during the school day.

6. What percent of the coaches teach physical education? A majority (54.1%) of Georgia high school football coaches taught physical education at least one period a day; 29.4% teach physical education all day. Coaches who taught other subjects but still taught physical education a major portion of the day made up 21.8% of the coaches surveyed. Eleven percent of the coaches taught physical education a minor portion of the day.

7. What percent of the coaches are certified in physical education? Nearly two thirds (66.2%) of the Georgia high school football coaches were certified in physical education. Over one third (35.3%) of the Georgia high school football coaches were certified in physical education and in an additional area of certification. Six percent of coaches surveyed were certified in physical education but taught it only a minor portion of the day. Of the coaches surveyed, 16.4% were certified in physical education but taught in another subject area all day long.

8. Are a majority of coaches planning to enter administration? Over one third (34.8%) of the coaches stated that they planned on becoming administrators. Many of these coaches did not plan on coaching until they retired from teaching.

9. Are coaches teaching in schools other than the schools where they are coaching? Only 18% of the coaches

taught at a school other than where they coached, 5% taught in elementary schools, 7.5% taught in middle schools, 4.5% taught in junior high schools, and 1% worked in the central office. These lower-grade-level schools may contain areas where physical education positions and other teaching positions can be found for prospective coaches. More than 18% of the teaching positions for coaches can be found in the first eight grades of school. Eighty-two percent of the teaching positions for the surveyed coaches were in the last four grades.

10. Are coaches given lighter class loads so that they can prepare for their coaching responsibilities? Data were collected from the class schedules to determine those coaches who have extra planning, administration/supervision, or a combination of the two. A vast majority (79.3%) of head coaches had periods given to administration/supervision or an extra planning period. A small percentage (7.6%) of the assistant coaches were scheduled for extra planning or an administration /supervision period. A majority (69%) of the head coaches did not have a homeroom assignment. A minority (29.7%) of assistant coaches did not have a homeroom assignment.

11. What do coaches think about a coach's certification for future beginning teachers who wish to coach? Almost three fourths (74.1%) of the coaches voted

in favor of a coach's certification. They basically believed that the course work could provide some valuable knowledge and insight. Principals have been opposed because of the extra limitations imposed on an understaffed area.

#### Conclusions of the Study

1. For the past six years Georgia high schools have not been able to maintain adequate numbers of new or beginning teacher/coaches to replenish the coaching force. The Teacher Competency Test (TCT) has had an effect in creating this situation.

2. Georgia high school football coaches must have a teaching certificate in a recognized field of study in order to teach and coach in the state. Only 1.5% of the football coaches were provisionally certified for one year.

3. A large majority (82%) of assistant football coaches in Georgia high schools are employed to coach at least one and sometimes two other sports.

4. It is not realistic to look for new or additional coaches in the high school teaching ranks.

5. Only 18% of the high school football coaches taught in a different school from where they coached. Elementary, middle, and junior high schools may contain areas where physical education positions and other teaching positions can be found for prospective coaches.

6. Coaches and administrators have almost exhausted all the possibilities of employing coaches certified to teach physical education only. Coaches with only a physical education certification were found supervising alternative schools, internal suspension programs, and study halls. Many times a single physical education position has been assigned to two coaches who taught other subjects at varied times during the school day.

7. There was an overabundance of football coaches with a physical education certification. Football coaches who taught only physical education made up fewer than 30% of the coaches certified in physical education.

8. The majority (55.6%) of football coaches have added an additional certification because they realized there was a greater demand for coaches than physical education teachers.

9. Football coaches who taught driver education, study hall, and alternative school almost always had a teaching certificate in physical education.

10. There was an overabundance of teacher/coaches with certification in physical education, driver education, and social studies. These three areas of certification were the most frequent with Georgia high school football coaches.

11. Administration/supervision or extra planning were given as time compensation for 79% of the head coaches, and 7.6% of time to assistant coaches. Most head coaches did

not have a homeroom responsibility, and most assistant coaches did have a home room responsibility.

12. A large majority (74.1%) of Georgia high school football coaches favored a coaching certification. These coaches recognized the value and insight found in the course work. However, administrators were aware of problems in hiring teacher/coaches with still another certification.

13. A large majority (70%) of football coaches planned on coaching until they retire from teaching.

14. More than one third of the coaches planned on becoming or already were administrators.

#### Recommendations

1. Certifying institutions should look into approving course work in anatomy, biology, physiology, and kinesiology for meeting certification requirements in both physical education and science.

2. Colleges and universities should be made aware of the failure rate of the Teacher Competency Test (TCT), especially for physical education. These institutions should prepare students for the TCT. Governing authorities should insure that TCT be made more compatible with the subject matter.

3. Administrators should approach vacancies in their elementary, middle, and junior high schools with consideration of filling these positions with teachers who

will also coach, especially subject areas where high school coaches are most often certified.

4. Future football coaches majoring in physical education should seek additional certification in an area other than social studies or driver education.

5. Prospective coaches should be encouraged to seek certification in math, science, special education, and other areas to match teacher supply and demand.

6. High school administrators should hold as many teaching vacancies as possible for coaches in physical education, social studies, driver education, alternative schools, and administration/supervision.

7. A study should be done to determine the future of driver education teachers in the Georgia public schools.

8. A study should be done to determine the subject areas and teaching certifications of Georgia high school basketball coaches.

9. Administrators should be surveyed for their input on staffing the high school athletic programs.

APPENDICES

APPENDIX A  
Final Questionnaire

## QUESTIONNAIRE

Name \_\_\_\_\_ Name of School \_\_\_\_\_

Competing in Region \_\_\_\_\_

1. What grades does your high school include: 8-12 \_\_\_\_\_

9-12 \_\_\_\_\_ 10-12 \_\_\_\_\_ Other (specify) \_\_\_\_\_

2. Do you teach at a school other than the high school where you coach?

No \_\_\_\_\_ Yes \_\_\_\_\_ If answer is yes, indicate the appropriate school: Elementary \_\_\_\_\_ Middle School \_\_\_\_\_

Jr. High \_\_\_\_\_ Other \_\_\_\_\_

3. Do you receive a monetary supplement for your coaching duties? Yes \_\_\_\_\_ No \_\_\_\_\_

4. Sports other than football that you are employed to coach: \_\_\_\_\_

5. Type of teaching certificate you currently hold:

T4 \_\_\_\_\_ T5 \_\_\_\_\_ T6 \_\_\_\_\_ T7 \_\_\_\_\_ Provisional \_\_\_\_\_

Other \_\_\_\_\_

6. Number of years of experience: teaching \_\_\_\_\_ coaching \_\_\_\_\_

7. Areas of certification where you currently teach a major portion of the day:

- |                            |                              |
|----------------------------|------------------------------|
| 1. English _____           | 11. Vocational Ed. _____     |
| 2. Foreign Language _____  | 12. Art _____                |
| 3. Social Studies _____    | 13. Music _____              |
| 4. Mathematics _____       | 14. Health and P.E. _____    |
| 5. Science _____           | 15. Driver Ed. _____         |
| 6. Business Ed. _____      | 16. Special Ed. _____        |
| 7. Industrial Arts _____   | 17. Admin. Supervision _____ |
| 8. Agriculture _____       | 18. Counseling _____         |
| 9. Home Economics _____    | 19. Alternative School _____ |
| 10. Distributive Ed. _____ | 20. Other (specify) _____    |

8. Areas of certification where you currently teach a minor portion of the day:

- |                            |                              |
|----------------------------|------------------------------|
| 1. English _____           | 11. Vocational Ed. _____     |
| 2. Foreign Language _____  | 12. Art _____                |
| 3. Social Studies _____    | 13. Music _____              |
| 4. Mathematics _____       | 14. Health and P.E. _____    |
| 5. Science _____           | 15. Driver Ed. _____         |
| 6. Business Ed. _____      | 16. Special Ed. _____        |
| 7. Industrial Arts _____   | 17. Admin. Supervision _____ |
| 8. Agriculture _____       | 18. Counseling _____         |
| 9. Home Economics _____    | 19. Alternative School _____ |
| 10. Distributive Ed. _____ | 20. Other (specify) _____    |

9. Indicate other areas for which you are fully certified, but currently not teaching or working:

- |                            |                              |
|----------------------------|------------------------------|
| 1. English _____           | 11. Vocational Ed. _____     |
| 2. Foreign Language _____  | 12. Art _____                |
| 3. Social Studies _____    | 13. Music _____              |
| 4. Mathematics _____       | 14. Health and P.E. _____    |
| 5. Science _____           | 15. Driver Ed. _____         |
| 6. Business Ed. _____      | 16. Special Ed. _____        |
| 7. Industrial Arts _____   | 17. Admin. Supervision _____ |
| 8. Agriculture _____       | 18. Counseling _____         |
| 9. Home Economics _____    | 19. Alternative School _____ |
| 10. Distributive Ed. _____ | 20. Other (specify) _____    |

10. Indicate areas in which you teach out of field. These are areas in which you have 12 or more semester hours, but in which you are not fully certified.

- |                            |                              |
|----------------------------|------------------------------|
| 1. English _____           | 11. Vocational Ed. _____     |
| 2. Foreign Language _____  | 12. Art _____                |
| 3. Social Studies _____    | 13. Music _____              |
| 4. Mathematics _____       | 14. Health and P.E. _____    |
| 5. Science _____           | 15. Driver Ed. _____         |
| 6. Business Ed. _____      | 16. Special Ed. _____        |
| 7. Industrial Arts _____   | 17. Admin. Supervision _____ |
| 8. Agriculture _____       | 18. Counseling _____         |
| 9. Home Economics _____    | 19. Alternative School _____ |
| 10. Distributive Ed. _____ | 20. Other (specify) _____    |

11. Did you add a certification in addition to physical education:
- in order to hold your current position?  
Yes \_\_\_\_\_ No \_\_\_\_\_
  - with the anticipation of aid in securing employment?  
Yes \_\_\_\_\_ No \_\_\_\_\_
  - because you preferred to teach something other than physical education?  
Yes \_\_\_\_\_ No \_\_\_\_\_
  - Other (specify) \_\_\_\_\_
12. Number of periods given to administration, supervision (lunchroom supervision if replaces a teaching period), and/or counseling: \_\_\_\_\_
13. Are you given an additional planning period to prepare for your coaching duties?  
Yes \_\_\_\_\_ No \_\_\_\_\_
14. Please write in the subject you teach beside each period listed below.
- Home Room responsibility (circle): Yes or No
- |                  |                  |
|------------------|------------------|
| 1st Period _____ | 5th Period _____ |
| 2nd Period _____ | 6th Period _____ |
| 3rd Period _____ | 7th Period _____ |
| 4th Period _____ |                  |
15. Are you in favor of requiring 10-15 hours of course work (i.e., athletic injuries, psychology of coaching, physiology of activity. . .) as a coaching certification for beginning teachers who wish to coach?
16. Do you plan on coaching until you retire from teaching?  
Yes \_\_\_\_\_ No \_\_\_\_\_
17. Are you now or do you plan on becoming an administrator?  
Yes \_\_\_\_\_ No \_\_\_\_\_

APPENDIX B  
Cover Letter to LaGrange Coaches for  
Pilot Study

May 1, 1984

Dear LaGrange Coach,

I am preparing to survey the subject areas taught by Georgia high school football coaches. Prior to sampling the state, I would like to use the LaGrange High Coaching Staff as a pilot study.

I am asking all coaches at LaGrange High to complete the enclosed questionnaire. Please complete all items in the questionnaire; each one is essential. Note the time it takes you to complete the form.

Place your completed questionnaire in my box in the teacher workroom or give it to me.

Thank you for your time and help.

Sincerely,

Danny Cronic

DC/mc

APPENDIX C  
Pilot Study  
Questionnaire and Critique

## Questionnaire

Name \_\_\_\_\_ Name of School \_\_\_\_\_

Competing in Region \_\_\_\_\_

1. What grades does your high school include: 8-12 \_\_\_\_\_

9-12 \_\_\_\_\_ 10-12 \_\_\_\_\_ Other (specify) \_\_\_\_\_

2. Sports other than football that you presently coach:

\_\_\_\_\_

3. Type of teaching certificate you presently hold:

T4 \_\_\_\_\_ T5 \_\_\_\_\_ T6 \_\_\_\_\_ T7 \_\_\_\_\_ Provisional \_\_\_\_\_ Other \_\_\_\_\_

4. Number of years of experience: teaching \_\_\_\_\_ coaching \_\_\_\_\_

5. Areas of certification where you presently teach a major portion of the day:

- |                            |                              |
|----------------------------|------------------------------|
| 1. English _____           | 11. Vocational Ed. _____     |
| 2. Foreign Language _____  | 12. Art _____                |
| 3. Social Studies _____    | 13. Music _____              |
| 4. Mathematics _____       | 14. Health and P.E. _____    |
| 5. Science _____           | 15. Driver Ed. _____         |
| 6. Business Ed. _____      | 16. Special Ed. _____        |
| 7. Industrial Arts _____   | 17. Admin. Supervision _____ |
| 8. Agriculture _____       | 18. Counseling _____         |
| 9. Home Economics _____    | 19. Alternative School _____ |
| 10. Distributive Ed. _____ | 20. Other (specify) _____    |

6. Areas of certification where you presently teach a minor portion of the day:

- |                            |                              |
|----------------------------|------------------------------|
| 1. English _____           | 11. Vocational Ed. _____     |
| 2. Foreign Language _____  | 12. Art _____                |
| 3. Social Studies _____    | 13. Music _____              |
| 4. Mathematics _____       | 14. Health and P.E. _____    |
| 5. Science _____           | 15. Driver Ed. _____         |
| 6. Business Ed. _____      | 16. Special Ed. _____        |
| 7. Industrial Arts _____   | 17. Admin. Supervision _____ |
| 8. Agriculture _____       | 18. Counseling _____         |
| 9. Home Economics _____    | 19. Alternative School _____ |
| 10. Distributive Ed. _____ | 20. Other (specify) _____    |

7. Number of periods given to administration, supervision, and/or counseling: \_\_\_\_\_
8. Are you given an extra planning period to prepare for your coaching duties? Yes \_\_\_\_\_ No \_\_\_\_\_
9. Please write in the subject you teach beside each period listed below.
- Home Room responsibility (circle): Yes or No
- |                  |                  |
|------------------|------------------|
| 1st Period _____ | 5th Period _____ |
| 2nd Period _____ | 6th Period _____ |
| 3rd Period _____ | 7th Period _____ |
| 4th Period _____ |                  |
10. Are you in favor of requiring 10-15 hours of course work (i.e., athletic injuries, psychology of coaching, physiology of activity. . .) as a coaching certification for new teachers who wish to coach?  
Yes \_\_\_\_\_ No \_\_\_\_\_
11. Do you plan on coaching until you retire from teaching?  
Yes \_\_\_\_\_ No \_\_\_\_\_
12. Are you now or do you plan on becoming an administrator?  
Yes \_\_\_\_\_ No \_\_\_\_\_

Please offer critical comments about the questionnaire concerning the following:

1. Clarity of questions:
2. Organization or items that are confusing:
3. Are there some important items or questions left off the questionnaire?
4. Suggest any improvements that need to be made.
5. How long did it take you to complete the questionnaire?

APPENDIX D  
Cover Letter to Head Coaches

May 1, 1985

Name  
Head Football Coach  
High School  
Address One  
Address Two  
City, State Zip

Dear Coach \_\_\_\_\_:

I am surveying the subject areas taught by Georgia High School football coaches. Your staff has been selected from your region to be surveyed.

Please ask each football coach on your staff to complete a questionnaire (include yourself) based on the 1984-85 school year. It is important for all of you to answer each question. The questionnaire will take less than five minutes to complete. I would be very appreciative if you would collect the completed forms and mail them back to me in the return envelope.

I believe that finding and hiring quality football coaches is a job that is compounded by having to match their certification with a teaching position. I am in hopes that compiling this information will help all of us solve some of our staffing problems.

Sincerely,

Danny Cronin  
336 Brookridge Drive  
LaGrange, GA 30240

mc

APPENDIX E  
Names and Addresses of  
Head Coaches and Schools Selected

RANDOM SELECTION OF SCHOOLS  
SURVEYED FROM EACH REGION

AAAA Classification

<u>Reg.</u>	<u>Head Coach and High School</u>	<u>Address</u>	<u>Questionnaires</u>	
			<u>Mailed</u>	<u>Ret'd.</u>
1	Jim Hughes Colquitt Co.	1800 Park Ave. Moultrie, GA 31768	12	12
2	John Drew Hardaway	2901 College Dr. Columbus, GA 31995-2	6	6
3	David McKnight Glenn Academy	P.O.Box 1678 Brunswick, GA 31520	9	9
4	Robert Davis Warner Robins	P.O. Drawer 99B Warner Robins, GA 31093	8	7
5	Ray Broadaway Marietta	121 Winn St. Marietta, GA 30064	12	9
6	Danny Cronic LaGrange	516 N. Greenwood St. LaGrange, GA 30240	11	11
7	Bill Cloer Redan	5247 Redan Road Stone Mtn., GA 30088	7	5
8	Billy Henderson Clarke Central	350 S. Milledge Ave. Athens, GA 30601	10	9
<b>Total</b>			<b>75</b>	<b>68</b>

AAA Classification

<u>Reg.</u>	<u>Head Coach and High School</u>	<u>Address</u>	<u>Questionnaires</u>	
			<u>Mailed</u>	<u>Ret'd.</u>
1	Bonwell Royal Coffee Co.	1303 S. Peterson Ave. Douglas, GA 31533	13	8
2	Gene Crislip Glenn Hills	2840 Glenn Hills Dr. Augusta, GA 30906	6	5
3	Alton Shell Americus	805 Harrold Ave. Americus, GA 31709	6	4
4	Graham Hixon Woodward Academy	P.O. Box 87190 College Park, GA 30337	9	9
5	Dean Hargis Marist	3790 Ashford Dunwoody Rd. Atlanta, GA 30319	9	7
6	James Jackson Northside	2875 Northside Dr. Atlanta, GA 30305	4	0
7	Bill Chappell Dalton	1500 Manly St. Dalton, GA 30720	11	10
8	Bobby Gruhn Gainesville	1120 Rainey St. Gainesville, GA 30305	10	6
<b>Total</b>			<b>68</b>	<b>49</b>

AA Classification

<u>Reg.</u>	<u>Head Coach and High School</u>	<u>Address</u>	<u>Questionnaires</u>	
			<u>Mailed</u>	<u>Ret'd.</u>
1	Tom Taylor Mitchell-Baker	Rt. 3, Box 510 Camilla, GA 31730	8	8
2	Dale Williams Waycross	700 Central Ave. Waycross, GA 31501	10	8
3	Tommy Perdue R. E. Lee	P.O. Box 872 Thomaston, GA 30286	6	0
4	Wayne Bradshaw Morgan Co.	1231 College Dr. Madison, GA 30650	7	6
5	Bill Railey Lovett	4075 Paces Ferry Rd. Atlanta, GA 30327	9	6
6	Tom Rice North Fulton	2890 N. Fulton Dr. Atlanta, GA 30305	4	4
7	Lynn Hunnicutt Pepperell	Dragon Dr. Lindale, GA 30147	7	6
8	Larry Prather Jefferson	U.S. Highway 129 Jefferson, GA 30549	7	6
	<b>Total</b>		<hr/> 58	43

A Classification

<u>Reg.</u>	<u>Head Coach and</u>		<u>Questionnaires</u>	
	<u>High School</u>	<u>Address</u>	<u>Mailed</u>	<u>Ret'd.</u>
1	Leroy Riley Pelham	P.O. Box 628 Pelham, GA 31779	4	4
2	Jim Wiggins Atkinson Co.	P.O. Box 248 Pearson, GA 31642	4	0
3	David Franks Johnson Co.	P.O. Box 260 Wrightsville, GA 31096	6	5
4	Larry Campbell Lincoln Co.	P.O. Box 579 Lincolnton, GA 30817	6	6
5	Dwight Hochstetler Greenville	P.O. Box T Greenville, GA 30222	7	6
6	Larry Weatherington Bremen	504 Georgia Ave. Bremen, GA 30110	7	7
7	Thurston Taylor Palmetto	505 Carlton Rd. Palmetto, GA 30268	7	7
8	Ray Lamb Commerce	Lakeview Dr. Commerce, GA 30529	7	6
<b>Total</b>			<b>48</b>	<b>41</b>

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