

AN ANALYSIS OF THE CURRENT STATUS
OF VIRGINIA COACHES WITH
REGARD TO A COACHING ENDORSEMENT

by

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CHAPTER I

Introduction

Interscholastic Athletics

Interscholastic athletics have been an important part of the educational system in the United States for many years. Coaches, athletic directors, and educational administrators have proudly proclaimed the educational value of athletics; however, they cannot, according to Forsythe and Keller (1977), take full credit for formulation of these activities. Students, in fact, initiated athletic competition in their schools (Forsythe and Keller, 1977).

Interschool competition, and eventually interscholastic competition, was initiated by students in the form of athletic clubs (Forsythe and Keller, 1977). College athletic clubs were first formed following the Civil War to meet the need students identified for competition and social events (Forsythe and Keller, 1977). Imitating colleges, high school students began to form their own athletic associations around 1880 (Forsythe and Keller, 1977). As the interest in competition grew, it became common for non-students to be recruited to play on school teams. From this dubious beginning developed the program of interscholastics known today (French and Lehston, 1973). Forsythe and Keller (1977) note four distinct periods in the evolution of high school athletics. They are: (1) the period of opposition; (2) the period of toleration; (3) the period of recognition; (4) the period of exploitation.

During the first period, the period of opposition, which began in the late nineteenth century, teams representing student athletic associations were formed. Although these teams were not formally sponsored by schools, they came to be identified with the players' schools. Controversy over the recruitment of players and of voluntary coaches who lacked training as teachers resulted in great attempts by administrators to discourage these organizations.

The second period, the period of toleration, emerged due to the growing popularity of the athletic teams and the realization by administrators that these activities would endure. The majority of the school leaders concluded that their best strategy would be to assume control of athletics (Forsythe and Keller, 1977).

During the third period, the period of recognition, (Forsythe and Keller, 1977), the most dramatic change occurred. School leaders began to recognize the potential educational benefits that would result from properly planned and administered interscholastic programs. In this developmental period specific educational objectives for athletic programs were first formulated by principals and coaches. As these objectives and standards were adopted by the schools and became an integral part of the secondary educational program, extending athletic experiences to all students through physical education became a reality.

Because of the popularity of interscholastic sports, non school organizations and individuals began to promote the interscholastic athletic program and its events. This represents the fourth period, the period of exploitation. The purposes of the promoters were to generally gain recognition, to generate advertising revenue, and to raise funds.

Promotional activities were sometimes exploitive. Because of this exploitation, school administrators worked to establish rules and regulations on both the state and national levels (Forsythe and Keller, 1977).

A philosophy of athletics evolved simultaneously with the development of athletic programs. In 1954 the Educational Policies Commission stated that students' participation in a sound athletic program contributes to health, happiness, physical skill, emotional maturity, social competence, and development of moral values. The commission asserted that competition and cooperation are important components of American life (School Athletics, 1954).

A 1962 platform statement published by the Division of Men's Athletics of the American Association of Health, Physical Education and Recreation claimed the following virtues of athletics:

Because athletics are of historical and social significance in our national culture. Because athletics provide a primary means through which may be developed and maintained the physical vigor and stamina required to defend successfully our concept of freedom and to realize fully our potential as Americans. Because athletics provide a primary means through which may be developed the habits, attitudes, and ideals requisite to ethical competition and effective cooperation in a free society. Because athletics provide a primary means through which may be utilized in a healthful and wholesome fashion the leisure of our citizens and youth. Because athletics have a powerful appeal for young people during their formative years and can be utilized to further the harmonious development of youth...

We believe that participation in athletics should be included in the educational experience offered to all students in the schools and the colleges of the United States. (Steitz, 1971, p. 80)

Archer (1971) noted the following with regard to historical and philosophical development of interscholastic athletics:

We have come a long way in interscholastic athletics...the abuse and inequities that once existed have been nearly wiped out...We have a safeguard to protect our students, our school authorities. This safeguard is a set of standards which we accept as our guide in administration of athletics. These standards have been developed over the years by the local school, by democratic processes in our state athletic associations, and by agreement among neighboring schools. Our National Federation of State Athletic Associations has made an outstanding contribution to our cause through the strength it has given to these efforts. (p. 74)

The remainder of Chapter I presents additional background material with regard to coaching certification on a state and national level. In addition, this chapter includes the statement of the problem, the definition of terms, the limitations and delimitations of the study, the values of the study, and a summary.

Professional Preparation

As sports became an integral part of school life and school activity, the coaching profession evolved from the teaching profession. According to Meinhardt (1971), the professional preparation of interscholastic coaches progressed from the volunteer coach of the 1890's to the hiring of former athletes of the early 1900's. In the late 1920's, the physical education curriculum assumed a permanent place in secondary level education and certification of coaches was adopted. Improvements in the professional preparation of coaches seemed imminent; however, this only materialized for coaches who were physical educators (Meinhardt, 1971), and continued as a trend for the next few decades.

Numerous factors that have arisen since the late 1960's point dramatically to the need for coaching certification. Four major factors, however, amplify the need for proper, professional training of the athletic coach. First, as the number of new sports and teams increases, the demand for coaches becomes greater than the supply of physical education teachers (Adams, 1978). This program expansion has created a demand for coaches that has diluted the coaching talent within the schools. Providing competent leadership is compounded when those presently coaching relinquish coaching assignments but retain teaching positions. The number of teachers making this decision is currently greater than could normally be expected (Arnold, 1978).

Arnold (1978) states that reasons for this situation include:

1. coaching is becoming a more demanding profession each year;
2. many women coaches have become involved in coaching on a trial or temporary basis;
3. some men coaches will not adjust to the competition in women's programs for athletic dollars, facilities, and equipment; and
4. coaching increments usually are not commensurate with time demands. (p. 76)

The Athletic Education Report (1976) stated the following, as an example, of the increased demand for coaches:

Until a few short years ago most schools were satisfied to field teams in three to six sports. Now many schools are participating in inter-school competition in from 6 to 15 sports for boys and in a like number of sports for girls. Not only is the number of sports increasing, but it is not unusual to find schools fielding sophomore, junior varsity, and varsity teams, but also districts are fielding junior high school teams in

increasing numbers. Furthermore, the problem is compounded, are schools to employ female coaches in a comparable number of sports to comply with Title IX? Thus there usually is an imbalance between the number of coaches and the number of physical education teachers available. (p. 2)

A similar pattern in the increase of sports participation in Virginia schools is shown in Table 1. This data for selected years comes from the National Federation of State High School Associations.

In addition, McIntyre indicates with the following facts that the physical educator does not monopolize the coaching market:

1. In Madison, Wisconsin, in 1970-71, only 28 of 112 coaches were physical education teachers.
2. In Lenape, New Jersey, in 1973-74, only 26 of 95 coaches were physical education instructors.
3. In Minnesota the number of girls varsity athletic teams has grown from 493 in 1971-1972 to 2280 in 1975-76. Each of these 2280 teams represents a need for a minimum of one varsity coach and varying numbers of assistant coaches for junior varsity, freshman, and junior varsity high school teams in each sport. (The Athletic-Education Report, 1976, p. 2)

It is apparent that staffing school sports programs with qualified personnel is a serious problem for schools today.

Accountability is a second factor affecting school sports programs today. School programs, practices, and personnel are evaluated by public scrutiny and formal assessment. The public demands accountability in how tax dollars are spent in education.

In addition, the question of legal liability is part of accountability. People are increasingly suing public schools for a variety of reasons (The Athletic Educators Report, 1977, p. 6). With the increase

Table 1

Secondary School Sports Participation in Virginia for Selected Years

Sport	1 9 7 9				1 9 7 5				1 9 7 1			
	No. of Schools	Boys	No. of Schools	Girls	No. of Schools	Boys	No. of Schools	Girls	No. of Schools	Boys	No. of Schools	Girls
Baseball	271	10,250	--	--	270	9,890	--	--	264	6,462	--	--
Basketball	284	11,625	284	5,700	282	11,430	255	3,060	280	11,280	70	3,500
Cross Country	175	2,700	--	--	156	2,250	--	--	116	1,726	--	--
Football	277	24,350	--	--	270	22,497	--	--	260	22,777	--	--
Golf	190	1,600	--	--	200	1,600	--	--	139	1,112	--	--
Gymnastics	--	--	120	1,800	--	--	108	1,620	--	--	63	630
Softball	--	--	180	3,515	--	--	110	2,200	--	--	82	4,100
Swimming	35	710	28	210	25	500	--	--	9	135	--	--
Track & Field												
Indoor	155	3,600	50	624	150	350	--	--	99	1,485	--	--
Outdoor	278	9,950	267	7,850	275	9,035	192	4,900	250	8,370	--	--
Tennis	200	2,000	180	2,330	150	1,500	84	840	105	1,050	23	1,150
Volleyball	--	--	84	1,312	--	--	40	600	--	--	6	300
Wrestling	181	6,850	--	--	150	5,900	--	--	116	3,768	--	--

in litigation came the added potential dangers to teachers and coaches of loss of potential lifetime earnings if a boy or girl is injured and/or is not treated satisfactorily.

It appears that the courts have said the assignment of an individual to function as a coach can be a liability on the part of the employer if that coach proves to be incompetent (The Athletic-Educators Report, 1977, p. 7). It is imperative, therefore, that qualified men and women be hired to coach.

A third factor often implicated for effecting school sports programs is the effect of Title IX. Participation in girls interscholastic programs has spiralled since 1975 (Adams, 1978). The success or failure of these girls' programs rest largely with the coaches. Many women teachers have little or no background in competitive athletics. Girls involved in interscholastic athletics should not be kept from reaching their potential because of the coaches' deficiencies in knowledge and in experience (Adams, 1978).

A fourth factor effecting school sports programs is that many school districts have experienced declining enrollments since the mid 1970's. This has resulted in staff reductions while attempting to retain or to increase the number of coaching positions needed to meet the growing number of activities and the increase in participation (Adams, 1980).

In 1965, Frost stated in a paper presented to the National College of Physical Education Association for Men:

One of the important aspects of teacher preparation in our field is teacher certification. It has been shown that procedures, regulations, and policies which are established by our state departments of

education and which govern the eligibility of teachers to work in a given community, have a far reaching effect on programs of professional preparation. (Frost, 1966, p. 77)

The professional preparation and certification of coaches was surveyed between 1950 and 1982 by several researchers. These surveys show that in the 1950's the only requirement necessary for coaching was a valid teaching certificate; a few states had no requirements. In the sixties, however, surveys reported the need for specialization. It was suggested by these surveys that each state require special coaching certification. Among the first states to make this requirement were Minnesota and Indiana (Meinhardt, 1971).

Other survey studies and professional preparation were conducted by Fritz (1970) who reported that nine states had certification requirements for coaches to be certified teachers. Several years later, Aldrich (1975) determined that there were eight states with certification requirements. In the March, 1977 Update Maetozo reported that twelve states had mandated specialized professional certification programs for coaches, while another six states were in the process of implementing such requirements.

Noble and Corbin (1978) note that only eight states have specific certification requirements, and that some states no longer require coaches to be certified teachers. They found that Arkansas, Oregon, New York, Minnesota, Oklahoma, Iowa, Wyoming, and South Dakota have minimum certification requirements beyond a teaching certificate. The requirements range from a teaching certificate in physical education, to twelve credit hours in areas of expertise similar to those proposed

by the American Alliance of Health, Physical Education, Recreation, and Dance, to completion of a first aid course and previous coaching experience.

The rules and regulations of the Virginia High School League state in 27-2-1 Coaches Rule that:

All coaches and sponsors of League activities, both athletic and nonathletic, shall be certified teachers regularly employed by the school board and responsible to the principal... (Virginia High School League Handbook, 1980-81, p. 41)

There is no apparent endorsement policy by the Virginia State Certification Board; however, recommendations and suggestions have been made. In 1960, the Spong Report, formulated by the Commission on Public Education, was presented to then Governor J. Lindsay Almond and the General Assembly of Virginia. The principal topic of the report was health and physical education; but, several comments refer specifically to coaching. The following is an excerpt from that report:

The public generally associates physical education in the schools with interscholastic athletics. When the average citizen thinks of physical education he thinks in terms of the local high school football or basketball team. Yet, these sports rarely involve more than 10% of a student body.

There is a place in the public schools for interscholastic athletics. Competition between schools at times when it does not interfere with studies is a healthy activity and should be continued. The desire to represent one's school and community should be encouraged; yet one phase of the school program should not be emphasized to the neglect of much of the rest. Unfortunately, much of the physical education program seems to be caught in a crossfire between those whose interest is in interscholastic sports only, and those

who in their zeal for strengthening the curriculum have become antiathletic.

The public should understand that when one speaks of physical education he is not referring to interscholastic sports. An all winning football team is no way indicative of the well-being of the great percentage of students who do not participate in the more rugged sports. Moreover, it is unrealistic to expect coaching personnel, whose prime interest is in developing the prowess and abilities of varsity and junior varsity players, to have either time or inclination to direct the type of program which should be a part of every school in this nation.

To assure physical education programs where primary attention will be devoted to those students who do not participate in interscholastic sports, a solution might be to separate coaching personnel completely from the physical education program. Those responsible for physical education would have no coaching responsibilities.

The implications of this situation are serious. It has long been recognized that competitive athletics have exceptional education potential. Inclusion of athletics in secondary schools has been justified on the basis of significant contributions to educational goals. It is erroneous to assume that untrained leadership can elicit the educational values inherent in athletics. Our entire educational system is predicated upon professionally trained leadership. (Meinhardt, 1971, p. 48)

In 1964, Virginia's Committee on Professional Health and Physical Education Courses passed a resolution that was referred to the Chairman of the State Certification Committee. The committee recommended the following:

That in addition to the general courses required for certification to teach in the Virginia Public Schools, all athletic coaches be required to possess the following endorsements:

1. The completion of advanced first aid and/or the completion of a course in the Care and Prevention of Athletic Injuries.

2. The completion of a course in Adolescent Psychology.

3. The completion of a theory course in the sport concerned and/or evidence of having participated in the sport concerned on a college level. (Committee on Professional Health and Physical Education, Letter, 1964)

In 1965 a committee was appointed to study and to make recommendations to the State Certification Committee. After due deliberation the committee recommended the following qualifications for athletic coaches in their development of knowledge, skills and abilities:

1. Basic philosophy and principles of athletics as integral parts of physical and general education.
2. Prevention and care of accidents and injuries.
3. Developing, training and conditioning athletes.
4. Theory and techniques of coaching.
5. Organization and administration of the athletic program. (Committee on Professional Health and Physical Education, Letter, 1965)

The committee further stated that:

We would like to recommend that this be incorporated as a note under the certification requirements for health and physical education page 11 of the present State Certification Bulletin. It is our opinion that this would serve as a guide to school superintendents in the hiring of applicants to fill coaching positions and would result in the upgrading of the coaching program in our school. (Letter to The State Certification Committee, Chairman, 1965)

At the present time the only requirements necessary for coaches in the state of Virginia are those mandated by the Virginia High School

League rules and regulations. Meinhardt (1971) evaluates this situation:

The implications of this situation are serious. It has long been recognized that competitive athletics have exceptional educational potential. Inclusion of athletics in secondary schools has been justified on the basis of significant contributions to educational goals. It is erroneous to assume that untrained leadership can elicit the educational values inherent in athletics. Our entire educational system is predicated upon professionally trained leadership. (p. 48)

Statement of the Problem

In secondary schools it is not practical to fill all coaching positions with physical educators, because most secondary schools compete in six to fifteen sports and field junior varsity and freshman teams in most, if not all, of these activities. The number of physical education staff members needed to handle the physical education program is not adequate to provide head coaches for each of these squads. In such a situation, the principal must recruit academic teachers or non-professionals to coach.

The purpose of this study was to survey a sample of Virginia high school athletic coaches, principals, and superintendents to determine:

1. the extent to which coaches were professionally prepared to coach athletic teams;
2. the practicality of requiring state endorsement for high school coaches;
3. what criteria principals and superintendents utilized in selecting and hiring the coaches;

4. the need for higher standards for high school coaches in the state of Virginia;
5. the areas of study considered important for the preparation of coaches; and
6. the relationships of various factors in the professional preparation of high school coaches.

Definition of Terms

For the purpose of clarification, the following terms are defined as they relate to this study:

AAHPERD. The American Alliance for Health, Physical Education, Recreation and Dance (formerly known as the American Association for Health, Physical Education, and Recreation).

Areas of Coaching Preparation. The desirable attributes and abilities to be considered in the professional preparation of a coach. These include the following curriculum areas:

1. medical aspects,
2. social and psychological aspects of sport,
3. coaching theory,
4. kinesiological and physiological background,
5. administration,
6. techniques and skills, and
7. legal aspects (Whiddon, 1977, p. 12).

Athletic Coach. An individual who is assigned the tasks of instruction, administration, and physical and mental preparation of athletes for interscholastic preparation (Fyfe, 1971). Two types of coaches will be mentioned:

1. Head Coach--an individual who has the major responsibility for the training and direction of an athletic team (Maetozo, 1965).
2. Assistant Coach--an individual who assists a head coach but does not have the major responsibility for the training and direction of athletic teams (Chambers, 1972).

Coaching Certification. The requirements set forth by the state department of education permitting a person to perform in the capacity of coach of interscholastic athletic events (Aldridge, 1975).

Endorsement. The term endorsement and certification are used interchangeably in the literature. In order to maintain consistency throughout this study, the terms endorsement and certification are defined in Coaching Certification noted above.

Interscholastic. Athletic competition for students between individuals or teams representing different schools (Whiddon, 1977).

Principal. An individual who is totally accountable for the management of a secondary school including supervision of the planning, organizing, and administration. He/she has final authority and ultimate responsibility in all matters pertaining to interscholastic and inter-school activities (Virginia High School League Handbook, 1976).

Title IX. An Education Amendments Act of 1972 section that mandates equal opportunity for both sexes in all educational programs in federally funded institutions (Whiddon, 1977).

The Virginia High School League (VHSL). An organization of the public high schools in the Commonwealth of Virginia under the sponsorship of the School of Continuing Education of the University of Virginia and

affiliated with the National Federation of State High School Associations (Virginia High School League Handbook, 1980).

School Classifications. Classification of high schools in the Commonwealth of Virginia by student enrollment:

1. Class AAA--consists of high schools with a membership of 1001 students or more with schools having no more than 150 fewer than 1001 students given the option of being AAA membership (Virginia High School League Directory, 1979).
2. Class AA--consists of high schools with a membership of 501 to 1000 students inclusive, with schools exceeding 1000 by not more than 150 students, or having not more than 100 fewer than 501 students (Virginia High School League Directory, 1979).
3. Class A--consists of high schools with a membership of 500 students or less inclusive, with schools exceeding 500 or not more than 100 students given the option for Group A membership (Virginia High School League Directory, 1979).

Limitations and Delimitations of the Study

Limitation. Virginia senior high schools (284) that were members of the Virginia High School League in 1980-1981 were randomly sampled from each of the basic enrollment classifications. Fifty-five schools were sampled from each classification (165). The sample excluded those schools from each classification which were previously selected as part of a pilot study.

Delimitation. A coaches' professional preparation is an important issue; however, in order to confine this study, the investigator has delimited the problem to the following specific areas.

1. The school principal of each school surveyed.
2. The high school coaches in boys and girls interscholastic sports of those sports recognized by the VHSL.
3. The evaluation of the status of the above mentioned coaches, their professional preparation (education, athletic participation, and coaching experience).
4. The superintendents of selected school districts.
5. The middle school principals meeting the criterion of grades 7, 8, 9.

Values

This study could aid in ascertaining the present professional preparation of interscholastic coaches in the state of Virginia. An example of a change that might be considered based on the results of this study would be a decision to implement a coaching endorsement program for nonprofessionally trained head and assistant coaches. In addition, Virginia colleges and universities might cooperatively pursue instituting coaching endorsement programs or coaching minors in their existing physical education programs. A change in criteria for the employment of athletic coaches on the secondary level could be made for those persons who are only part-time coaches or not full-time employees of a school district. Such a suggested program of preparation could result in more effective coaching leadership.

Summary

The material presented in this chapter began with a brief historical resume of interscholastic athletics and the stages through which

athletics have progressed. In addition, four basic underlying reasons were discussed relative to endorsement. The final segment of the opening remarks discussed endorsement programs in other states and the background of Virginia's endorsement program. The primary problem, together with its attending subproblems, was stated. The next section of this chapter dealt with the definition of terms, the limitations of the study, and the potential impact of the study.

Chapter Two reviews the literature related to this study beginning with the salient problems making certification a necessity. The second section is related to studies and research that have been conducted on the professional preparation of coaches in interscholastic athletics. Attention is also given to articles from professional and related sources relevant to this study.

Chapter Three is concerned with the methodology of this study. The subjects, materials, and the procedure are discussed and described in detail.

Chapter Four provides in detail the results of the survey instrument and analysis of the data. Frequency and percentage of response and the use of other descriptive statistics are discussed. Further discussion includes findings that either support or disagree with studies conducted prior to this investigation.

Chapter Five presents a summary of the entire study. Conclusions are presented with relationship to the major problem and subproblems. Recommendations are made for the direction the Virginia schools, the State Department of Education, and professional preparation institutions might take to accomplish a certification or endorsement standard. Through

future studies, additional valuable conclusions could be drawn to reinforce potential implementation of a coaching endorsement program in Virginia.

CHAPTER II

Review of Related Literature

The purpose of Chapter Two is to provide the reader with an overview of the literature related to the problem of coaching certification. The academic literature, although limited in the field of professional preparation and the certification of athletic coaches, is adequately supportive and is increasing rapidly. This chapter is divided into the following topical categories: (1) Certification, (2) Title IX, (3) Legal Guidelines, (4) Professional Preparation, and (5) Course Content.

Certification

Today many professions are establishing either a certification or an accreditation program for individuals who have demonstrated a specific expertise in a particular field (American Society of Personnel Administrators Accreditation Institute, 1975). The 1961 AAHPERD with regard to professional preparation, stated in a national report that:

A responsible profession concerns itself with the standards of service its members provide. It must assume the responsibility for protecting the public against incompetent practitioners. This is entirely logical because in the final analysis only the professional knows and can evaluate not only what is acceptable but also what is best practice. (Professional Preparation, 1962, p. 113)

This stance was reaffirmed in 1973 by the Professional Preparation Conference utilizing the thinking of active professionals (Professional Preparation in Physical Education, 1974).

The American Society for Personnel Administration has enumerated several purposes of accreditation or certification, which they indicated are advantageous to their constituents. These purposes, equally applicable to teachers and coaches, are:

1. Colleges and universities may refer to the "body of knowledge" as a guide in developing curricula.
2. Students may better understand the various career alternatives available and select courses accordingly.
3. Senior practitioners may continue their education and maintain competence in their chosen area.
4. Employers may identify qualified practitioners by their accreditation status. (American Society of Personnel Administrators Accreditation Institute, 1975)

The various professions have learned that to obtain competent service on the part of each individual they must influence and approve professional preparation or education. Well-planned programs usually produce competent, well-qualified individuals, and while other factors relate to the competencies of an individual, none compares with professional preparation (Professional Preparation, 1974).

McIntyre, made the following statement about the basic purposes of certification of coaches:

1. That sports conducted within the educational domain be served by thoroughly trained and competent coaches.
2. That the physical and emotional well-being of students be protected in school-sponsored programs.

3. That students should be supervised by coaches who are qualified to transform the activities of the sports world into a worthwhile educational experience. (Athletic Educators Report, 1977, p. 5)

Title IX Implications

Competitive opportunities for girls and women have increased dramatically since 1972 (Sisley, 1976). The most significant factor related to this increase is the passage of Title IX of the Education Amendments in 1972. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program receiving federal financial assistance. (Appenzeller, 1975, p. 153)

Casper Weinberger, then Secretary of Health, Education and Welfare (1975), indicated that Title IX required federally funded educational institutions to identify and to correct any sex discriminatory practices. Pertinent to Title IX six categories in education receive the most publicity and public appraisal:

1. physical education
2. financial aid
3. foreign scholarships
4. pensions and benefits
5. curriculum and textbooks
6. athletics (Whiddon, 1977)

The regulations regarding athletics state that schools must provide equal opportunity, but not necessarily equal funds, for both sexes in

intramural, interscholastic and intercollegiate athletics. Separate teams are permissible in contact sports and in sports in which team selection is based on skill. The institution must provide opportunities for male and female students if interest is demonstrated by both sexes. When interest is apparent, separate teams must be provided when one team cannot accommodate the interest, or when the activity is classified as a contact sport (HEW Fact Sheet, 1975).

HEW also requires separate administrative structures for women when there are separate teams. Women have the privilege to coach and to administer their own programs (HEW Fact Sheet, 1975).

Title IX has created an increased need for competent women coaches. Currently, however, the number of experienced women coaches is insufficient, partly due to the lack of training programs (Adams, 1978).

Sisley (1976) confirms the need for training:

One of the basic standards set forth by the National Association for Girls and Women in Sports (NAGWS) and the American Alliance for Health, Physical Education and Recreation (AAHPER) is stated as follows: "Competent leadership is necessary to assure desirable outcomes." Esslenger stated that quality education is necessary for quality leadership, "Our entire educational system is predicated upon professionally prepared leadership. No one would argue the point that the competency of the coach is a key factor affecting the quality of the athletic program. (p. 87)

Sisley continues by enumerating the methods that exist for building competency in a coach. One method is being a participant, another is having coaching experience, and a third is having some form of professional preparation in the areas in which a coach needs competency.

As Hartman (1968) states, however, this variety of methods is not always available to prospective coaches:

Men's professional preparation programs are deliberately geared to coaching. One of the major differences found in men's and women's programs, in fact, is the inclusion of coaching courses for men and the exclusion of these for women. (p. 75)

A different situation, therefore, appears to exist between the preparation of men and women coaches. Sisley (1976) contends that most women who enter the profession of physical education have had neither the practical experience of competition nor the professional preparation of courses that might enhance their coaching ability. She continues:

As men in the profession strive to require certification of non-physical educators who are assigned coaching responsibilities, women are now trying to incorporate coaching courses into their professional preparation programs. (1976, p. 88)

Whiddon (1977), in her study regarding professional preparation programs, found that although coaching courses were offered for women, few institutions included coaching preparation programs as major or minor areas of concentration. Whiddon's finding corroborates the statements by Hartman and Sisley with regard to disparate coaching preparation for women and men.

Legal Guidelines

Participants, parents, and administrators expect an interscholastic sports program to be as enjoyable, educational and injury-free as

possible. It would seem that coaching leadership would be among the most influential factors in maintaining these criteria for a program.

Arnold (1978) elaborates:

Whenever unqualified teachers are pressed into service as coaches, it seems likely that unnecessary injuries are more apt to occur than where competent leadership is provided. Injuries are the genesis of the majority of lawsuits in physical education and athletics...And it seems probable that it would be easy for a court/jury to find a coach negligent for his (or her) failure to exercise due care, the administrator liable for hiring him, if that individual did not possess minimal qualifications... (p. 75-76)

Few cases exist where the courts have stated that the leadership has not been qualified. Determining competency has been left up to the administrators, principals, superintendents, and school boards (Arnold, 1978).

Arnold (1978) and Leibee (1971) have noted the importance of a coach's competency and professionalism by citing the Vendrell v. School District No. 26C, Malheur County (233 Ore. k,376 p. 2nd 406 (1962)).

Maetozo (1971) interprets the meaning of this decision:

In spite of the fact that many coaches and physical education instructors have little or no professional preparation in the prevention and care of athletic injuries, the judicial tendency is to measure their conduct against that of a hypothetical coach who has had preparation in coaching techniques, the care and prevention of injuries, the medical aspects of athletic coaching related to the sports which he coaches... Society expects its professionals to acquire skills greater than those possessed by the ordinary man, and as the Oregon case demonstrates, the coach is no exception. (p. 21)

In addition to the above Oregon case delineating the competency of a coach, the courts have ruled consistently that a school must provide proper and adequate supervision during voluntary as well as involuntary periods of attendance (Carabba v. Anacortes School District No. 103, Wash. 1967). In addition, Arnold (1978) notes the courts have ruled that the degree of supervision required is proportional to the risk of injury that exists or can be expected (Rodrigues v. San Jose Unified School District, et. al., Calif. 1958).

It has been established also that the employment of an incompetent individual constitutes negligence on the part of an employer. To avoid this kind of liability school administrators should carefully examine the qualifications of those applying for coaching jobs. In making this examination the administrators should be concerned with the background of their prospective coach in the training of athletes for a specific sport and in the care of injuries related to that sport (Maetozo, 1971).

A more recent court decision in Seattle, Washington as reported by Adams (1982) may have a major impact on interscholastic athletics. The primary allegations of negligence in this suit included: (1) failure to instruct the participants properly, and (2) failure to sufficiently warn each participant of the inherent dangers. These allegations were directed toward the School District and the coaching staff. An allegation directed exclusively at the school district was failure to have coaches certified.

Adams (1982) states the following about this case:

Certification of coaches might be a positive step in the prevention of future liability cases. An

allusion to this lack of certified coaches was made in questions which asked how coaches were chosen. Are they just teachers? How is he/she determined to be an expert? While it is not known if the jury was influenced by these questions, administrators and coaches will have to provide viable answers for these questions. This will cause states to give more serious concern to certification of coaches. (p. 12).

Professional Preparation of Coaches

A great deal has been written concerning professional preparation of the interscholastic coach. This section includes: professional stances on certification, related studies on coaching certification, and other related material pertinent to coaching certification.

Several surveys have been conducted by investigators interested in the professional preparation for interscholastic athletics coaches. One of the earliest examples is Robert Rowley's 1933 study in which he surveyed the Washington state schools to determine the professional and academic preparation of secondary school coaches. He found that 98 percent of the coaches were teaching academic subjects in addition to their coaching duties, and only two percent of the 98 percent were teaching physical education. Rowley recommended that: (1) coaches should be prepared in more than one area of teaching, and (2) the training of physical education leaders needed further investigation.

Lantz (1939) in a detailed study of the Rocky Mountain states in the late 1930's demonstrated that 40 percent of the coaches were not teaching in their major area of preparation, but that physical education was the leading subject taught by the coaches. Three important conclusions Lantz formulated were: (a) the teaching load of the coaches was viewed as too heavy, (b) a great need for student teaching in actual

coaching situations was evident, and (c) the efficiency of the coaches was affected by constant changing of positions and locations.

Anderson (1939) reported from an Ohio survey of coaches, that 58 of 219 coaches were teaching only physical education. In addition, 64 were teaching physical education and some other academic subject and 97 were teaching only in academic areas.

Degroot (1950) stated that separate professional preparation programs for teaching physical education and coaching needed to be developed. In this manner, specialists could be trained.

It was noted by Laporte (1951) that only the best trained physical education teachers should supervise interscholastic athletic programs. A joint committee representing the Society of State Directors of Health, Physical Education, and Recreation recommended that, because of the tremendous social and personal value accrued from an efficiently administered interscholastic athletic program, coaches should be members of the faculty and properly certified with adequate preparation in physical education for their coaching responsibilities (American Association of Health, Physical Education and Recreation, 1952).

A survey study by Zeck (1954) of the secondary schools in the state of Washington attempted to investigate the duties of coaches with regard to four areas: (1) years of coaching, (2) teaching assignments and loads, (3) the duties and coaching combinations of the individual coaches, and (4) additional duties. Zeck came to four principle conclusions: first, the preparation of the coach must include actual student-teaching experience in coaching; second, school administrators should encourage coaches to stay in coaching and to obtain graduate credit in

physical education; third, students interested in coaching should prepare to teach in areas other than physical education; and fourth, further study should be continued in these areas.

Lawther (1955) stated that a teacher should teach in the areas in which he or she is properly trained. A reasonable knowledge of anatomy and physiology, an understanding of growth and development, and knowledge of first aid, health and safety as they apply to competitive sports are a desirable background for coaches who are not physical educators. The coach's area of specialty need not be physical education; however, his minor should include the above subject areas. Usually, the physical education major would have this background and experience as well; therefore, he would have been more likely to be adequately prepared for coaching.

Shepard and Jamerson (1956) noted that, if a high school coach's qualifications are measured only by his knowledge and playing experience, this is not enough. The training that future teachers and coaches receive should prepare them for an understanding of the problems to be resolved in the organization and administration of athletics. This could not be acquired through team participation or through playing experience alone. Of more importance are leadership, the welfare of the participant, and the educational potentialities of athletic competition that professional preparation programs emphasize.

A study conducted by Struck (1956) indicated that a large majority of the school administrators stated that it would be unwise for teacher preparation institutions to establish a separate coaching curriculum. Struck maintains, however, that this would promote greater professionalism

in high school athletic programs and would bring about an increased division of athletics from the total school program.

The job the physical education profession must accomplish is to delineate the specific knowledge, skills, and competencies that a coach should obtain. The assistance of coaches on the job, physical education personnel, school administrators, and other qualified personnel is needed to accomplish this task. This information should then be translated into guidelines to be followed by certifying officers and school administrators in the hiring of coaches. Furthermore, it should be the responsibility of the professional preparation institutions to see that such training is offered, not only for the undergraduate who desires to go into coaching, but also in the form of in-service training preparation for coaches already in the field (Bucher, 1959).

Grieve (1963) has noted that in almost all states coaches were required to be a member of the school faculty. As teachers, they had to be knowledgeable in the areas of child and adolescent psychology, mental hygiene, and teaching methods. This was significant progress from the former years when a local athlete, who may have lacked comprehension of any of these areas, was hired to coach solely on the basis of his athletic ability.

Hughes, French, and Lehston (1962) concluded that when athletics were organized and conducted with a view toward developing desirable standards of health, fitness, skills, attitudes, and knowledge, the qualifications of the coach should exceed knowledge and technique of play. The coach should have professional training equivalent to at least a minor in physical education. He should also broaden his

training in educational philosophy and psychology, the biological sciences, child growth and development, athletic training practices and methods of teaching skill activities.

Marsh (1964) found the predominant college major among coaches to be physical education. He noted, however, that there were coaches who had majors in other areas and a large number had no training in physical education.

Maetozo (1965) drew the following conclusions from his study. First, he observed that professional education courses for prospective coaches were not being completed according to an approved and directed sequence in the institution of higher learning. Second, he observed that over 80 percent of the coaches and administrators were ready to consider a core of specified minimum professional education courses. Third, recommendations for physical education courses for coaches tend to be approved by both coaches and administrators who were closely related with interscholastic athletics. Fourth, the structure of professional experience for coaches seemed to be haphazard and inadequate. Fifth, minimum professional education course requirements were not generally in use at the state or local levels, although coaches and administrators agreed that state certification was desirable.

Arms (1965) found that the typical high school coach had a bachelor's degree with a major in physical education and a minor in social studies. The coach had five to ten years of experience, lettered in several sports in high school but only one in college, belonged to several professional groups, and taught physical education along with his coaching duties.

In 1966 the Green Meadows Conference report was formulated by the Ohio Association of Health, Physical Education, and Recreation and the Ohio High School Athletic Association. In discussion groups the conference participants identified the basic problems concerned with certification and made some general recommendations. The basic questions they raised are:

1. What is the problem relative to the certification of coaches necessary or desirable at this time?
2. Is the special certification of coaches necessary or desirable at this time?
3. Have educators accepted the premise that athletics are an integral part of the school program?
4. Is there a definite need for higher standards for high school coaches?

Their recommendations were:

1. Since coaching is considered a definite part of the physical education program, special certification of coaches should be required, as for teachers in any other training area.
2. Teachers with a teaching certificate in physical education should be considered qualified to coach.
3. The program for the certification of coaches should be administered by the Ohio Department of Education, Division of Teacher Education and Certification.
4. The profession should establish standards to help protect the coach due to the publicity and popularity given to interscholastic athletics (Green Meadows Conference, 1966).

The results of a survey conducted in North Dakota indicated that nearly one-fifth of the physical education teachers and/or coaches were not qualified to teach physical education according to state regulations. It was also reported that the majority of those who had majored or minored in physical education had more than the minimum number of hours for these respective majors and minors (Lee, 1966).

Veller (1967) stated that the impact of the coach on the lives of young people including team participants and the student body, as well as adults in the community, is a vital one. Preparing and keeping the right kind of people in public school coaching jobs is a great responsibility that must be met. At Florida State University, a start was made with the addition of a coaching education minor in 1965. Studies in Georgia and Florida indicate that approximately 25 percent of the coaches had no training at all in physical education or coaching (AAHPER, Certification of High School Coaches, 1971).

Chambers (1972) concluded that there was a definite need to improve the professional preparation of coaches in Ontario. He recommended that coaching courses be developed at the university level for all education majors including physical education majors. The majority of coaches were physical education majors or minors, most of whom indicated they were not adequately trained through their college preparatory work, according to Toothaker (1974).

Coaches and principals agreed in Paldanius' study (1974) that better preparation was needed, particularly in the areas of personnel relations, athletic coaching abilities, and health and safety of the participants. Kent (1974), in a survey study, found that the preparation of male coaches demonstrated:

1. As school size increased, the number of courses completed in professional preparation by coaches increased.
2. The fewer the courses completed, the more willing coaches were to take workshops in lieu of courses for certification.
3. Coaches in large schools completed more courses, higher degrees, and had more experience.
4. Ninety percent of the coaches did not meet guideline requirements for certification but were allowed to coach because of majors or minors in physical education. (p. v)

Leadership is a vital part of a sound sports program. The moral and legal emphasis placed upon the coach has made coaching preparation and certification necessary (AAHPER Coaches Manual, 1975). Interscholastic athletics should be administered by professionally prepared personnel of high integrity who are dedicated to the proper development of the players. The coach should be a certified teacher who possesses a thorough knowledge of the sport he is coaching (AAHPER, Professional Preparation in Physical Education and Coaching, 1974).

A more recent study by Whiddon (1977), referring specifically to the preparation of women coaches, states the following:

1. Athletic training and coaching could be recognized as an area of teacher certification.
2. Professional training for students who are not physical education majors, and who desire coaching or related athletic careers, could be provided through such programs.
3. Athletic coaching could be recognized as a major or minor field of study for degree candidates in education.

4. Areas of specialization may be proposed, e.g., aquatics, athletic administration, athletic training, and officiating. This would offer the students the opportunities to acquire such specialization without receiving a major or minor in coaching.

5. Where certification requirements are established, state and federation high school organizations could work in conjunction with higher educational institutions to devise in-service training opportunities for coaches. (p. 129-30)

Pestolesi and Sinclair (1978) stated that with the increased emphasis on safety in all sports programs the need for more professional training of athletic coaches is greater. Most states require that individuals be certified to teach in the public schools. Even though a teaching certificate permits an individual to conduct programs of athletic competition, it in no way ensures that person's training in coaching techniques, athletic conditioning, or prevention and care of injuries is adequate.

A recent survey by Fuller (1979) with regard to the professional preparation of interscholastic football coaches indicated that there were serious deficiencies (96 percent) in pregraduate preparation. Fuller's conclusion was that the completion of a normal physical education course of study does not adequately prepare college students to competently coach interscholastic football. This attests to the need for an athletic coaching minor.

Adams (1980) concluded that there were several alternatives available to the individual states and school districts. He emphasized that choosing among the following alternatives would depend on the size of the particular district:

1. Securing of legislation that would combine teaching and coaching contracts.
2. Limiting sports seasons and adjusting them so present staff can be utilized to their maximum. Shorter seasons with fewer games: more sports.
3. Providing money for attendance at in-service programs and clinics for certified personnel both presently and not presently coaching, and for non-credential personnel.
4. Secure legislation which would legalize the use of teacher aides as coaches, whenever they are qualified.
5. Cut some less popular sports programs.
6. Cut levels of competition. (Adams, 1980, p. 30)

The literature has indicated a negative response to the question: should all coaches be certified physical education teachers? Ball gave the following reasons for doubting the need for this certification:

1. It is highly impractical from a teaching standpoint to require that every coach be a certified physical education teacher.
2. A person who teaches physical education all day long may find himself too fatigued to devote the necessary energy to coaching.
3. A classroom teacher often has a better mental and physical attitude toward coaching duties after completing the regular school day.
4. There is a temptation for the physical education teachers who also coach to use class time as a training ground for their varsity assignments. (Klappholz, 1969, p. 60)

To require that all coaches be certified physical education instructors would eliminate a great many fine coaches from the sports program. Ball

stated, however, that every person who coaches should have some formal training in first aid and knowledge of the physical conditioning of the athlete (Klappholz, 1969).

Bonnette suggests that there is no need to provide a separate curriculum for coaches and physical educators. He reasons that:

First, it would be an admission of our failure to adequately prepare individuals for their "total" professional position. Second, this insidious seed of thought has profound and magnitudinous ramifications for our profession which we must carefully study. For one thing, those who would chose to coach and those who hire coaches would desire that potential coaches receive advanced education under the tutelage of coaches on the college or university staff, who have already chosen to leave classroom teaching. (Bonnette, 1969, p. 127-28)

Student Welfare

One last important aspect that must be considered in the professional preparation of coaches is the welfare of the student. Pleasant (1968), in a study of seven varsity-level interscholastic sports, found a lower frequency and severity of injuries associated with teams of coaches who had permanent physical education certification. He recommended that the head coach should be certified in physical education and should have a number of years experience coaching the particular sport.

Blyth and Muller (1974) studied the football injury rate versus the certification of coaches. They compared injury rate with age of participant, playing experience and coaching experience. In each case the injury rate was the highest for those at a younger age, for those with little playing experience, and for those coaches who had the least coaching experience. In summary, Blyth and Muller stated:

School administrators and university educators should evaluate the present status of high school football coaches. These men are responsible for the health and welfare of teenage boys, and there are no specified requirements for the position. At present, every certified teacher in the state of North Carolina has the qualifications to be a high school head football coach. It is time for a change. (Blyth and Muller, 1974, p. 57)

Redfern (1975) found that most coaches surveyed were providing initial emergency medical care of athletic injuries. He concluded that secondary schools were receiving medical advice from unqualified and unlicensed persons.

A study of 259 high school head football coaches in Texas revealed that 67 percent stated that upon graduation they were not prepared to prevent or to deal with athletic injuries. Seventy-seven percent of the coaches favored a special endorsement on a coach's teaching certificate for such training (Schatzle, 1980).

Ryan (1980) indicated it was safe to assume that a person with a degree in physical education had studied kinesiology, exercise physiology, the medical aspects of injury, emergency management, and coaching techniques. However, this does not ensure or guarantee quality medical care and supervision for junior and senior high school students. He stated that certification of coaches would not completely fill the void that exists in medical care of these athletes, but, if based on meaningful requirements, it is surely a step in the right direction.

Maetozo (1971) quotes Edward Holden, Superintendent of San Leandro schools in California as saying the following:

If reasonable standards of good practice and safety are to be maintained for high school athletes, it is imperative that school districts provide adequately trained coaches. The situation which currently exists not only assures second-rate quality of instruction, but it also endangers the health and safety of the student participants. (p. 13)

In support of additional training of coaches, Barnes (1970) wrote the following:

The growth of athletics in schools and colleges, the expanding public interest, and the complex cultural aspects of sports have resulted in athletic administration becoming a type of administration which is sufficiently unique to require specialized professional preparation. Thus the need for highly trained physical educators who can administer these increasingly complex athletic programs has become more and more important in today's education system. (p. 20)

Maetozo in AAHPER Certification of High School Coaches stated:

Research studies and related literature reveal that planned professional preparation for the person who wishes to coach but who does not care to teach physical education has been of concern to educators since the mid 1930's. Many high school athletic coaches have been trained as teachers of subjects which have little or no relation to instruction in sports. It is imperative that all future coaches receive at least specified minimal preparation to qualify them to coach interschool athletic teams. The legal implications in doing otherwise might have far-reaching consequences for home, school, and community.

Whether or not coaches of athletics should have completed a major or minor in health and physical education is not of primary concern. The important point is whether the coach possesses the necessary qualifications, background, and preparation to execute the duties of his position. The vast majority of professional groups involved in recent

studies believe that professional preparation should include specifically appraised competencies beyond those represented by traditional teaching certification. (Maetozo, 1971, p. 7)

Certification and Implementation

Coaching is only one phase of the total physical education program and coaching is teaching. Because of this close relationship with physical education and the educational field in general, a coach should be thoroughly qualified as a physical educator. He needs a background in physical and biological sciences, sports skills, behavioral sciences, educational techniques, and humanities. Only with this preparation can a coach best serve youth interested in athletics (Bucher, 1979).

Despite the apparent need for some type of endorsement the certification movement in the various states has been slow. Several states have adopted certification requirements for coaches in some or all interscholastic sports. Most states, according to Adams (1978), require that the coaches be certified teachers employed in the school or school district in which they coach.

Fritz (1970) reported that 41 states had no specific certification for coaches. A large number of these states stress that coaches have professional training in health and physical education. Several states, including Arkansas and Kentucky, indicated that they were considering the certification of coaches. In the state of Washington, the Department of Public Instruction strongly endorsed, but did not require, a coaching minor for those who plan to coach and who are not physical education majors or minors. Nine states had some type of coaching certification while Minnesota had the most stringent requirements.

Aldridge (1975) found 42 states lacking certification requirements for interscholastic coaches, although these states mandated that a coach hold a valid teaching certificate. Virginia is among this group of states. Aldridge also found that eight states had current requirements for certification of their high school coaches; and four states, which at the time of the survey did not have specific certification requirements for their high school coaches, indicated that they were currently in the process of developing such requirements. It was reported in the March, 1977, issue of Update that twelve states had implemented specialized professional preparation for coaches and another six were in the process of implementing such requirements (Jeppson, 1978).

Noble and Corbin (1978) reported that 45 states had no specific certification requirements; however, most required that a coach be a certified teacher. They found states had coaching certification available but not required, and five states had minimum certification requirements in addition to the teaching certificate.

One last survey, which was conducted in 1977 by the National Council of Secondary School Athletic Directors, asked if the state requirements allowed schools to employ nonschool personnel as coaches. Fifteen states replied that schools could employ people to coach on a part-time basis. In some of these states the part-time coach is still required to have a valid teacher certificate. In many cases these part-time personnel would serve only as assistant coaches (Jeppson, 1978).

Course Content

Professional preparation has been the concern of those involved in professional physical education for some time. Therefore, if there are

not enough qualified personnel to accept coaching positions, then a professional course of instruction leading to certification should be established. Seidler (1963) stated that the athletic coach should be certified on the basis of a rigorous professional education. He should be well acquainted with all facets of the profession. In order for him to prepare teams adequately for competition with a minimum of danger or injuries, he should possess sufficient technical, theoretical, and practical knowledge and be experienced in the particular sport he wishes to coach.

The programs formulated and recommended by various state education departments and the physical education departments of colleges and universities differ in many areas. They are remarkably similar, however, in curricular content. It is apparent that they have followed the recommendations and guidelines of the AAHPER Task Force on Coaching Certification reported by Esslinger in 1968. Esslinger, a member of the Task Force, stated that every secondary school head coach should possess the following minimum essential areas of knowledge: (1) medical aspects of coaching, (2) principles and problems of coaching, (3) theories and techniques of coaching, (4) physiological foundations of coaching, and (5) kinesiological foundations of coaching. This committee indicated that if each state required the above training, interscholastic coaching levels would improve appreciably.

At the University of California, Santa Barbara, a typical program coaching minor was developed and initiated by the Department of Physical Education for the individual who wished to be an academic classroom instructor and to be involved in coaching. A minimum of 30 quarter-units

must be completed. Eighteen of these units are required and the remaining 12 may be selected from related courses offered by the department. The following is a list of the courses offered:

Required Core Courses

Foundations of Athletics - Problems related to Athletics I (2)

Foundations of Athletics - Problems related to Athletics II (2)

Foundations of Athletics - Problems related to sport psychology (2)

Medical Aspects of Athletics (3)

Practicum in Physical Activities (3)

Theory of Team Sport Series (1)

Advanced Analysis of Team Sport Series (2)

Elective Courses

Physical Activities Series A-B-C

Survival and Standard First Aid

Survival and Advanced First Aid

Sports Appreciation

Principles of Officiating

Lifesaving

Elementary Water Safety

Intermediate Water Safety

Methods of Conditioning Athletes

Student Teaching (Gallon, 1969, p. 48)

Steir (1970) considers the traditional approach to preparation of coaches to be inadequate in quality and quantity of time spent. He, therefore, initiated the coaching intern program at Briar Cliff College, in Sioux City, Iowa to upgrade and complement the professional preparation of those wanting to coach, regardless of whether they possess a teaching certificate in physical education or in another academic field. The intern program is comprised of three sequential, interrelated course offerings:

Phase 1 - Athletic Training and Injury Prevention

Phase 2 - Coaching Theory in Specific Sports

Phase 3 - Practice Coaching (an actual practice coaching opportunity presented in the coaching intern program) (Steir, 1970, p. 28)

Meinhardt (1970) found in his study relating to student-teaching experiences that the emphasis during the student-coaching experience should be on actual coaching experiences and observations. He also concluded that out-of-class laboratory experiences and organization and management experiences should be included in a student-coaching program.

According to Kent (1974), Alley established guidelines for the professional preparation of coaches. Alley stated the following course content areas were necessary for obtaining an endorsement or certification for coaching:

1. the place and function of interscholastic athletics in public schools;
2. the structure and function of the human body;

3. growth and development of children and youth as related to physical activity;
4. athletic conditioning and care and prevention of injuries as related to interscholastic athletics;
5. the theory of coaching interscholastic athletics;
6. the organization and administration of interscholastic athletic programs;
7. the use of methods and techniques relative to coaching;
8. team management relative to equipment and facilities; and
9. first aid. (Kent, 1974, p. 3)

The major purpose, according to Kent, for the previously stated guidelines was to encourage the development of curricula in professional preparation and to assist in establishing certification or endorsement programs (Kent, 1974).

Cleland (1977) conceptualized common objectives in the training of coaching personnel:

1. Practical experiences are an integral part of the professional preparation of coaches and athletic administrators.
2. Prospective coaches and athletic administrators need models with which to identify.
3. Accurate concepts regarding sports in the socio-cultural process are essential for moving real programs in the ideal direction.
4. The ability to function within an athletic organizational structure requires familiarity with governing bodies.
5. Sound professional curricula must provide a basis for the training of coaches and athletic administrators. (Cleland, 1977, p. 78)

The following excerpt from a recent AAHPERD publication, Coaches Manual, A Guide to Athletic Coaching in Florida, Bulletin 714, concludes the review of literature chapter:

No part of the curriculum is more visible to the students, faculty, patrons, and in fact, to the entire community than is the interscholastic athletic program. The performance of the athletes, the competencies of the coaches, the appearance of the facilities, the behavior of the spectators, and the preparations and plans for the many aspects of crowd accommodations are constantly assessed by those attending games and contests. In this type of environment athletes have unique opportunities to discover and acquire personal values while demonstrating cognitive, affective, and motor behaviors in a laboratory-type setting which is always filled with emotion and excitement. Such opportunities provide a great challenge to the coaches who are possibly the most influential adult outside the home in the lives of high school athletes. (AAHPER, 1979, p. 1)

Summary

Chapter Two reviews the literature related to this study. The chapter was divided into five basic topical categories beginning with the concept of certification and reasons for its necessity. The second category related the affects and implications that Title IX has had upon interscholastic athletics. The third section discussed legal problems and guidelines. The fourth segment discussed professional preparation and stances taken with regard to coaching certification. The last unit discussed both suggested and actual course content in professional preparation and training programs. The basic thrust which underlies the related research and professional readings is that a profession must concern itself with standards of service that its members must provide.

CHAPTER III

Methodology

As stated previously, the major purpose of the study was to survey a sample population of Virginia high school athletic coaches, principals, who are members of the Virginia High School League, and superintendents to determine the extent to which coaches were professionally prepared and to determine if a coaching endorsement is indeed necessary. To gather and treat the data relative to the stated problem, the methodology of the study was organized into the following categories as described in this chapter:

1. design of the study,
2. selection and identification of the population,
3. development of the questionnaire to be sent to principals, athletic coaches, and superintendents,
4. limitations of the methodology,
5. data collection procedures, and
6. treatment and interpretation of the data.

The methodology used in this investigation was survey research. Because of the advantages of wide scope and relatively low cost in obtaining data, survey research proved to be the best method for securing personnel and social facts, beliefs and attitudes (Kerlinger, 1973).

The coaches were requested to complete a 21-item questionnaire. The administrators, principals and superintendents were requested to complete and return a 31-item questionnaire. Information received from

the questionnaires was compared to previously completed studies which dealt with professional preparation and coaching endorsement.

The Population

The continued interest and growth in the interscholastic athletic programs within the state dictated the necessity for surveying a population of principals, superintendents and athletic coaches belonging to the Virginia High School League (VHSL). The member schools are divided into three classifications according to enrollment size. At the time of this survey there were three classifications: Class AAA, Class AA, Class A (Table 2).

The VHSL Directory, 1980-1981 was used to identify the schools as well as the names and addresses of the personnel to be surveyed. The survey encompassed all of the sports recognized by the VHSL for which intrastate competition was held at the championship level. In addition, principals of all middle schools, grades seven through nine, throughout the state were surveyed.

Developing the Questionnaire

The nature of the information needed, the large number of coaches, principals, and superintendents surveyed, and their geographical distribution throughout Virginia made the use of a questionnaire the most practical and efficient method of collecting data. A closed-end form of questionnaire was selected for this study, because it is easy to complete, it takes a minimum amount of time, it keeps the respondent on the subject, it provides a greater uniformity in responses, and it is more easily processed. The questionnaires are included in Appendices A, B, and C.

Table 2

Classification of Virginia High Schools According to Enrollment

Class	Enrollment Range	Number of Schools
A	1 - 500	88
AA	501 - 1000	103
AAA	1001 - and up	93

As it was necessary to gather information from three separate groups (principals, superintendents, and athletic coaches), it was necessary to develop three questionnaires. Even though the questions for each group were similar, the existence of some differences required structuring three separate survey instruments.

The survey instrument specifically developed and sent to the administrators of each school and school district determined:

1. the professional preparation requirements for the employment of coaches,
2. the need for or desirability of special certification requirements at this time in Virginia,
3. the current role of the non-professional coach in Virginia,
4. the criteria principals use in the selection and hiring of coaches, and
5. the need for higher standards for high school coaches.

The last section of the questionnaire provided space for additional suggestions and/or general comments regarding further investigation of a proposed coaching endorsement program.

The survey instrument that was sent to the athletic coaches determined the coaches' professional preparation, athletic participation, and coaching experience, and opinions on the need for special certification at this time in Virginia. Space was included for additional comments relative to the investigation.

A pilot study was conducted in which the questionnaires were sent to all head coaches of 30 schools from each enrollment classification, 30 principals from each enrollment classification, and 47 superintendents.

Randomly selected, they represented approximately one-third of the population. The pilot study was undertaken for the following reasons:

1. to determine whether the questionnaire items had been stated in an understandable manner,
2. to determine if any additions or deletions should be made, and
3. to secure suggestions pertaining to any desirable or undesirable features of the questionnaire.

The pilot study group was requested to make any suggestions and criticisms that would help to improve the research instrument. On the basis of the data and comments obtained from the pilot study, several questions were rewritten and reordered so they might be understood more easily. The final questionnaires were then developed.

Limitations of the Methodology

The limitations of the methodology were the use of a questionnaire, coding the questionnaire, and interpretation of the questionnaire. Objections could be raised about the reliability of a study using a questionnaire. Kerlinger (1973) identifies the following problems inherent to survey research: first, a question may be interpreted in an entirely different manner by two individuals; second, the answers to a question are, in part, a function of the way a question is asked; third, a respondent may not have the necessary information to answer the questions; and fourth, there may be reasons prompting a respondent to give an answer which he or she knows to be inaccurate.

Collecting information through a questionnaire is less difficult than interpreting and summarizing what the gathered information means.

This fact underlies a basic weakness of the survey method. The survey provides a means of learning facts about a situation or problem. Generalizations about the data, however, are developed through subjective thought.

Data Collection Procedures

The three school enrollment classifications (Table 2) were surveyed. A sample of the population of coaches, principals, and superintendents was selected by random assignment using a Radio Shack TRS-80 computer random sample program. The coaches and administrators of the pilot study were excluded from this sample. Each athletic coach, principal and superintendent sampled was requested to respond to each statement or question with regard to the necessity of a coaching endorsement in Virginia.

The questionnaires were accompanied by a cover letter (Appendix D) stating the study's purpose, asking each participant's cooperation, and ensuring confidentiality of the responses. They were sent to the principals of secondary schools listed in the VHSL Directory (Table 3), to the superintendents listed in the Virginia Educational Directory (Table 4), and to all middle school principals listed in the Virginia Educational Directory who were administrators of schools containing grades seven, eight, and nine. The number of middle school principals meeting the above criterion was forty-seven. The athletic directors were sent a packet of questionnaires and were asked to distribute the coaching questionnaires to each head athletic coach (Table 5). Questionnaires were not initially sent to the athletic coaches but to the athletic directors for ease of distribution and because many coaching changes

Table 3

Population of School Principals Surveyed

Population Identified and Surveyed	A	AA	AAA	Total
Number of Virginia High Schools	88	103	93	284
Number of Principals Identified for Sample	55	55	55	165

Table 4

Population of Superintendents Surveyed

Population Identified and Surveyed	Counties	Cities	Towns	Total
Number of Virginia School Districts	95	41	5	141
Number of Superintendents Identified for Sample	63	36	4	103

Table 5
Population of Coaches Surveyed

Population Identified and Surveyed	A	AA	AAA	Total
Number of Virginia High Schools	88	103	93	284
Number of Coaches Identified for Sample	315	500	654	1469

occur each year. The athletic directors in turn were requested to return each questionnaire in a similar packet; in addition, provisions were made for the return of the instruments.

Follow-up letters were mailed fifteen days after the initial mailing and thirty days after the initial mailing. A second copy of the survey instrument was sent with the later mailing to all non respondents.

Analysis of the data began forty-five days after the initial mailing. The return response of the questionnaire mailing for the administrators and the athletic coaches is described in Tables 6, 7, 8 and 9.

Treatment of the Data

The questionnaires were sent to a random sample of coaches and administrators. The sample size was determined by the Krejcie and Morgan (1970) technique published in Educational and Psychological Measurement. After receiving the data from the questionnaires, the data was transferred to opscan sheets for computer processing. The data analysis of the questionnaire was then undertaken in several stages.

In the first stage of the analysis, the questionnaires were categorized based on the school enrollment classification of A, AA, and AAA in order to determine if there was a representative sample of responses from the administrators and from the coaches. Tests of significance (chi-square) were used to determine whether or not the questionnaires returned were representative of the non-responding population. In order to determine whether or not the returns were representative, the expected

Table 6

Percentage of Questionnaire Returns by Superintendents

	County	City	Town	Totals
Number of Questionnaires Mailed to Superintendents	64	35	4	103
Number of Questionnaires Returned	54	31	3	88
Percentage of Questionnaires Returned	84.3	88.6	75.0	85.4

Table 7
 Percentage of Questionnaires Returned
 by High School Principals

	Class A	Class AA	Class AAA	Total
Number of Questionnaires Mailed to Principals	55	55	55	165
Number of Questionnaires Returned	43	49	41	133
Percentage of Returns	78.1	89.0	74.5	80.6

Table 8
Percentage of Questionnaires Returned
by Middle School Principals

	Number of Questionnaires Mailed	Number Returned	Percentage of Return
Middle School Principals	47	33	70.2

Table 9

Percentage of Questionnaires Returned by Coaches

	Class A	Class AA	Class AAA	Grand Total
Number of Schools Receiving Coaches Questionnaire Packets	55	55	55	165
Percentage of Schools Returning Packets	72.7	78.2	72.2	74.5
Number of Questionnaires Mailed to Coaches	315	500	654	1469
Number of Coaches Returning Questionnaires	184	286	284	754
Percentage of Coaches Returning Questionnaires	58.4	57.2	43.4	51.3

values were calculated and substituted into the chi-square formula to reflect proportions of the total returns expected from the respondents. If no bias was demonstrated on the basis of the chi-square tests, it was assumed that the returns were representative of the non-responding population.

The second stage of analysis was to study the questionnaire responses of the coaches. First, the information was categorized by frequency and percentage of responses and compared in appropriate tables. Second, the data from the coaches questionnaire was examined for interrelationships among each of the variables. The significantly related pairs of variables were analyzed by the use of the chi-square statistical procedure for significance. The .05 level of confidence was considered significant.

The coaching questionnaire was further analyzed with the use of the linkage analysis technique. Linkage analysis, described by McQuitty (1961), was designed to convert a matrix of interassociations into clusters. The advantage of applying this technique is that it classifies variables into types and/or groups enabling the researcher to assess the extent to which each variable is representative of its cluster.

The third and final stage of the questionnaire analysis in this study focuses on the responses of the administrators. The information tabulated was categorized by frequency and percentage of response and compared in appropriate tables. In addition, the data from the administrators questionnaires was examined for interrelationships among each of the variables. The meaningfully interrelated variables were analyzed by the use of the chi-square statistical procedure for significance. The .05

level of confidence was considered significant. Additional comments by the respondents, administrators and coaches, were included in this section on the analysis of data.

Summary

Chapter Three presents the procedures followed in this study. A survey instrument was developed and mailed to a sample of coaches, principals and superintendents.

The treatment of the data was done in three stages. In the first stage tests of significances were used to determine whether or not the questionnaires returned were representative of the non-responding population. The second stage analyzed the responses of the coaches with frequency and percentages and the chi-square statistical procedure for significantly related pairs of variables. The coaches questionnaire was further analyzed with the use of the linkage analysis technique. The third and final stage of questionnaire analysis focused on the responses of the administrators. The procedures were similar to those used for the coaches.

CHAPTER IV

Analysis of Data

This chapter includes presentation and analysis of the responses of the administrators, superintendents and principals, and the coaches to the questionnaires on coaching preparation and endorsement. The questionnaire the coaches were requested to respond to covers the coaches' professional, athletic and coaching experiences, and the need for a special coaching endorsement. The administrators' questionnaire covers the professional preparation requirement for the employment of coaches, the need for special endorsement requirements, and which criteria administrators use in selecting and hiring of coaches.

Data analysis on the questionnaires returned was undertaken in several stages. In the first stage of the analysis, tests of significance were conducted to determine if the questionnaires returned are representative of the non-responding population. The second stage presents the analysis of the data from the coaches. The third stage of analysis presents the data compiled from the administrators and the fourth stage includes general comments on the professional preparation and endorsement of high school coaches.

Questionnaire Response Analysis

The chi-square statistic was used to determine if the returns were representative of the non-responding population of administrators and coaches. Table 10 illustrates the administrators' questionnaire return

Table 10

Administrators' Questionnaire Return Representativeness
as Determined by the Chi-Square Statistic

Group	Number Administrators Sampled	Expected Return	Observed Return	χ^2
Principals AAA	55	44.35	41	.253
Principals AA	55	44.35	49	.488
Principals A	55	44.35	43	.041
Middle School Principals	47	37.90	33	.295
Superintendents	103	83.05	88	.295
TOTAL	315		254	1.711

$\chi^2 = 1.711$, df = 4 not significant at the .05 level

rate by showing the total sample population, the expected return number, the observed frequency of returns, and the resulting chi-square statistic. The critical chi-square, with four degrees of freedom, is 9.49 at the .05 level, and the observed chi-square value is 1.71. It is reasonable, therefore, to assume that the number of questionnaires returned by the administrators, superintendents, and principals is representative of the non-responding population.

Table 11 shows the questionnaire return rate for coaches in the three enrollment divisions: A, AA, and AAA. This table represents the total population sampled, the expected return, the observed return, and the resulting chi-square statistic. The critical chi-square with two degrees of freedom is 5.99 at the .05 level, and the observed chi-square value is 14.40. It is obvious, therefore, that the total number of questionnaires returned by the coaches is not representative of the non-responding population. This statistical outcome is the result of the low response (41.2 percent) of the AAA enrollment division coaches. The cell chi-squares for the A and AA enrollment divisions contribute very little to the total chi-square of 14.40.

Analysis of Coaches' Responses

A total of 754 out of 1469 coaches returned questionnaires resulting in a 51.3 percent return response. This represents 74.5 percent of the sampled schools of the A, AA and AAA enrollment classifications.

Educational Preparation

Table 12 indicates that 61.2 percent of the coaches who participated in the survey had at least earned a bachelor's degree and were full-time

Table 11

Coaches' Questionnaire Return Representativeness
as Determined by the Chi-Square Statistic

School Classification	Number Coaches in Sample	Expected Return	Observed Return	χ^2
AAA	654	335.68	284	7.96
AA	500	256.63	286	3.36
A	315	161.68	184	3.08
TOTAL	1469		754	14.40

$\chi^2 = 14.40$, $df = 2$, significant at the .05 level

Table 12

Coaches' Gender and Degrees Earned by Responding Coaches

Type of Response	Number of Responses	Percent
Male	570	76.8
Female	172	23.2
Bachelor's Degree	459	62.1
Master's Degree	162	21.9
Master's Degree Plus	118	16.0

teachers in a Virginia High School League member school. In addition, 21.9 percent of the respondents had continued their education and received a master's degree, and 16.0 percent have earned graduate hours beyond the master's level. The results of the present study's sample compare favorably with Fyfe (1971), who reported all of his respondents held a bachelor's degree, 42 percent had earned a master's degree, and 5 percent had courses beyond a master's degree. Table 12 also indicates that 76.8 percent of the responses were from male coaches, and that 23.2 percent of the responding participants were female.

The coaches were requested to indicate their major and minor fields of academic work on the undergraduate and graduate levels. Table 13 summarizes their replies. The responses from the sample indicate that 56.7 percent majored in and received their bachelor's degree in a health and physical education curriculum, and that 31.4 percent also received a master's degree in that discipline. The studies of Rowley (1933), Anderson (1939), Zech (1954), Marsh (1964), and Fyfe (1971), reveal a gradual increase in the number of coaches majoring in physical education. The percentage ranges from two percent in 1933 to 56.7 percent projected by this study. In this sample, 11.9 percent of the respondents pursued a minor in health and physical education along with their academic major as compared to 21 percent reported by Fyfe (1971).

In addition, the responding coaches indicated that those who did not major or minor in physical education majored in an education curriculum--9.0 percent as an undergraduate major, 22.0 percent as an undergraduate minor, and 19.1 percent as a graduate major. A teaching major or minor in history or in science were the most frequent choice on

Table 13

Coaches Major and Minor Academic Areas
on the Undergraduate and Graduate Levels

Curriculum	Undergraduate Major		Undergraduate Minor		Graduate Major	
	Number	Percent	Number	Percent	Number	Percent
HPER	420	56.7	56	11.9	97	31.4
Education	67	9.0	104	22.0	59	19.1
History	106	14.3	103	21.9	--	--
Sciences	49	6.6	110	23.4	--	--
Administration Supervision	--	--	--	--	88	28.5

the undergraduate level for non physical education majors (history major 14.3 percent, minor 21.9 percent, and science minor 23.4 percent). The coaches indicated that administration and supervision courses were the most frequent graduate curriculum pursued (28.5 percent).

The coaches were also to indicate if they attended in-service clinics and if they were required to do so by their school district. Table 14 summarizes this data showing that the majority (86.5 percent) attend professional clinics, while 13.5 percent do not. Although 86.5 percent of the respondents were permitted to attend recognized in-service training functions, only 8.9 percent were required by their school district to attend these workshops or clinics. When compared with other studies the results reveal that the sample coaches attended clinics more frequently than those in the studies of Fyfe (1971) and Chambers (1972). The number of coaches required to attend clinics, however, is smaller in this study.

The number of clinics the coaches attended varied, but the majority (67.2 percent) attend two clinics during the year. Only 2.9 percent attended four or more clinics. Coaches attending no in-service or professional clinic during the previous year accounted for 20.8 percent of the sample (Appendix E).

Table 15 shows a comparable summary of the responses to the question of reimbursement. The responding coaches revealed that 22.6 percent receive no reimbursement for their expenses for attending professional clinics. However, 8.3 percent indicated that release time was provided in lieu of reimbursement. Fyfe (1971) indicated that 20

Table 14

The Number and Percentage of Coaches Who
 Attended and Were Required to Attend
 Professional Functions

Subject of Response	Yes		No	
	Number	Percent	Number	Percent
Number Attending Clinics	642	86.5	100	13.5
Number Required to Attend Clinics	66	8.9	678	91.1

Table 15

Clinic Attendance Reimbursement

Responses	Total Reimbursement	Partial Reimbursement	Release Time	No Reimbursement
Number of Responses	132	350	58	158
Percent	18.9	50.1	8.3	22.6

percent of the coaches received total reimbursement for clinic attendance, while 53 percent received no reimbursement.

Coaching Background and Preparation

The coaches were requested to indicate the number of years they had been coaching in high school both as a head coach and as an assistant coach. The categories used were 1-5, 6-10, 11-15, 16-20, and over 20 years as shown in Table 16. Of the sample respondents, 53.4 percent have been head coaches for five years or less. In addition, 24.6 percent of the head coaches have been coaching for ten years or less producing a total of 78.0 percent with no more than ten years experience. Candee (1975) and Chambers (1972) found in their studies that the majority of the head coaches (79.9 percent and 87.4 percent respectively) had experienced up to ten years of coaching.

The responses for assistant coaches' length of service is similar to that of the head coaches. Table 16 indicates that 58.0 percent have coached at this level for five years or less, and that 25.2 percent coached for 10 years or less. This means that 83.2 percent of the respondents have coached on the assistant level for 10 years or less.

The responding sample was also asked to indicate if coaching was considered to be part of their regular duties when they were hired for their present position. The majority (68.2 percent) responded they were hired both as a teacher and a coach. The remaining 31.8 percent responded that a coaching assignment was not considered one of their regular duties when they were hired (Appendix F). Chambers (1972) received a similar response.

Table 16

High School Coaching Tenure in the Head and Assistant Coaching Positions

	Years of Experience									
	1-5		6-10		11-15		16-20		Over 20	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Head Coach	364	53.4	168	24.6	84	12.3	42	6.2	13	3.5
Assistant Coach	290	58.0	126	25.2	47	9.4	24	4.8	13	2.6

The coaches were also asked to check the number of high school sports they coached, either as a head coach or an assistant coach in the past year. These results are shown in Table 17. The number of sports coached ranged from 0 to 4 sports in each coaching position. The table reveals that the majority of the head coaches (70.3 percent) and the majority of the assistant coaches (70.4 percent) provide leadership with one sport each year. Another 23.7 percent of the head coaches and 21.8 percent of the assistant coaches provide leadership for two sports each year. A total of 94.0 percent of the head coaches, and 92.2 percent of the assistant coaches, therefore, are involved in coaching up to two interscholastic sports activities a year. No coaches were responsible for more than four sports activities at either coaching level. Chambers (1972) included this query in his study and found that 20.5 percent coached one sport and 44.6 percent coached two sports for a combined measure of 65.1 percent. Including those who coached three sports (24.4 percent), he found a total percentage comparable to this study.

Also explored in the questionnaire was the coaches' participation in various levels of sport activity. Of the respondents, 84.5 percent of the coaches had been involved in sports activity and competed in a maximum of up to four activities. The largest percentage of respondents (31.5 percent) participated in three sports. This finding coincides with the seasonal sequence of football, basketball, baseball and/or track and field--the most popular responses of the sampled coaches. The majority of the coaches' participated in these activities on the junior high school, interscholastic, and intercollegiate levels of competition. Previous studies by Maetozo (1965), Fyfe (1971), Chambers (1972), and

Table 17

The Number of Sports Coached as a
Head or Assistant Coach in the Previous Year

Number of Sports Coached	Head Coach		Assistant Coach	
	Number	Percent	Number	Percent
0	9	1.4	13	3.2
1	448	70.3	278	70.4
2	151	23.7	86	21.8
3	27	4.2	18	4.6
4	2	.4	--	--

Kent (1974) corroborate these results. Athletic participation was considered by Maetozo (1965) and Fyfe (1971) as a positive contribution to the coaches' preparation (Appendix G).

The coaches were asked to indicate formal coaching experiences they had prior to their first high school coaching assignment. The questionnaire responses referred to experiences as a student assistant, a student-teacher, a junior high school coach, a little league coach, a graduate assistant, or as a college coach. Table 18 lists the responses.

Some form of coaching prior to their first high school coaching experience was reported by 75.3 percent of the coaches. The largest percentage of the coaches (35.5 percent) indicated a student-teaching experience, followed by little league coaching (26.6 percent), and student assistantships (22.5 percent). Coaches who had graduate assistantship experience (6.2 percent) or who were former college coaches (3.6 percent) were in the minority. Maetozo (1965), Meinhardt (1970), Stier (1970), and Fyfe (1971) concur that a student-teaching experience, laboratory experience, or an internship is an invaluable experience and should be professionally structured and supervised.

The coaches were asked to rate the importance of various playing levels and coaching experiences as well as educational preparation. A scale of six responses was used to indicate the strength of each coach's response. Means were taken for each question, and the results are presented in Table 19. The results of this question can be divided into two distinct areas: athletic sports participation, and actual educational and professional coaching experiences. The coaches rated playing experience at the interscholastic level (4.26) and intercollegiate

Table 18

Coaching Experience Prior to First
High School Coaching Assignment

Responses	Student Assistant	Student Teacher	Junior High School	Little League	Graduate Assistant	College Coach
Number	168	264	105	198	46	27
Percent	22.5	35.5	14.1	26.6	6.2	3.6

Note. Columns total more than 100 percent because respondents could mark more than one response.

Table 19
Importance of Certain Factors in the Preparation
of High School Coaches

Experience	Mean Value
1. Playing experience at the intramural level	2.58
2. Playing experience at the interscholastic level	4.26
3. Playing experience at the intercollegiate level	4.11
4. Playing experience at the professional level	2.57
5. Previous experience as an assistant coach	4.79
6. Coaching internship as an undergraduate	3.83
7. A major or minor in physical education	3.35
8. A minor in coaching	3.44

levels (4.11) as the most meaningful; whereas, intramural (2.58) and professional experiences (2.57) were not as meaningful in preparing for coaching.

In the educational or actual coaching experiences of the coaches, they rated the experience of an assistant coach (4.79) with the highest mean value followed by a coaching internship (3.83) as an undergraduate or student teacher. A major in physical education (3.35) and a minor in coaching (3.44) followed closely. Fyfe (1971) and Chambers (1972) documented similar information in detail. Fyfe indicated that the experiences needed for the preparation of a coach were: 1) prior coaching experience; 2) previous interscholastic and intercollegiate athletic participation; and 3) a major or minor in physical education. Chambers (1972) rated interscholastic and intercollegiate participation, courses in coaching, and a coaching internship in that order of importance for a coaches' educational preparation. Certification of coaches received the lowest ratings among the respondents. Several other studies, including Maetozo (1965) and Meinhardt (1970), did not address this question of coaching preparation. The importance of variables such as internships, athletic sports participation and the possession of a major or minor in physical education however, was evaluated. Athletic participation and an internship were the most valued.

Coaching Endorsement

The questionnaire also asked the coaches to indicate if they see a need for a coaching endorsement requirement for Virginia high school coaches. In addition, they responded to the idea of special endorsement

for specific sports, and if endorsement was made mandatory, would they be willing to earn such an endorsement. Table 20 provides the tabulated results. Although endorsement is not generally supported by the coaches (55.1 percent negative responses), a majority of the coaches (78.0 percent) would want to earn a coaching endorsement if it were mandatory.

The recommendations from previous studies have indicated a very strong positive attitude toward certification or endorsement of athletic coaches. The majority of the respondents from the following studies indicated that there should be certification requirements for coaches other than being a teacher certified in some field. Maetozo (1965), Fyfe (1971), Aldridge (1975), Whiddon (1977), and Schatzle (1980) all reported positive responses, however, Chambers (1972) and Candee (1975), reported a negative response that agreed with this study.

The results of the above studies were not positive with regard to the endorsement of coaches for specific sports. But, Aldridge (1975) determined that coaches indicated that endorsement should be recommended for football, basketball, baseball, track, and wrestling. The majority of the respondents in this study also favored swimming and gymnastics endorsements.

Coaches in this study were requested to indicate how they would prefer to achieve credit for endorsements if they favored earning this credential. Table 21 provides the results, which includes the options of clinics and workshops, college courses, a coaching minor, or a proficiency examination. It is apparent that the coaches prefer an in-service type of program including workshops and clinics (65.1 percent) to earn credit toward a coaching endorsement. The proficiency exam (22.0

Table 20

Coaches' Responses to Coaching Endorsement,
 Special Sport Endorsement, and Willingness
 to Earn Such an Endorsement

Questions	Yes		No	
	Number	Percent	Number	Percent
Is endorsement needed?	333	44.9	408	55.1
Is specific sport endorsement necessary?	252	34.3	482	65.7
Are you willing to earn a coaching endorsement?	577	78.0	163	22.0

Table 21
Coaches' Responses to Achievement of
Credit for a Coaching Endorsement

	Options			
	Clinic and Workshop	Coaching Courses	Coaching Minor	Proficiency Exam
Number	484	113	70	164
Percent	65.1	15.2	9.4	22.0

percent) was the second choice of the coaches in deference to college courses and a coaching minor. Aldridge (1975) noted that only a slight majority of the administrators (56 percent) favored a proficiency examination procedure.

The final question the coaches were requested to respond to covered the study areas that should be included in an endorsement program. A six response-scale was used to indicate the strength of each answer. Means were calculated for each question, and the results are presented in Table 22.

The coaches rated techniques and skills (5.37) the highest, but the care and prevention of injuries mean value (5.34) was a close second. Rules interpretation, coaching theory and strategy, sports physiology, legal aspects, and sports psychology topic areas followed in that order of selected importance. The coaches deemed administrative skills (3.93 mean value) as the least necessary topical area to be included in an endorsement program. All areas were close in mean value. In addition, many coaches indicated, in the space provided for additional comments, that all listed topics were important areas of study.

Other studies have reported on the curricular areas that were considered important in the preparation of an athletic coach. Although not rated as in the present study, they agree on the same general areas for preparation, and they have concurred with the guidelines Esslinger's Task Force on Certification for High School Coaches (1968) recommended.

Table 22

Coaches' Opinion Regarding Specific
Study Areas in an Endorsement Program

Study Area	Mean Value
1. Coaching theory and strategy	4.46
2. Rules interpretation	4.67
3. Sports physiology	4.41
4. Care and prevention of injury	5.34
5. Sports psychology	4.31
6. Administrative skills	3.93
7. Legal aspects	4.36
8. Technique and skills	5.37

Interrelationships Among Coaches' Responses

This section describes analysis of the interrelationships among the responses to the coaches' questionnaire. Responses were scaled ordinally for most items; e.g., agree = 1, tend to agree = 2, tend to disagree = 3, disagree = 4. When responses were nominal, separate dichotomous variables were established for each possible response: 0 = not chosen by responder, 1 = chosen. The matrix of intercorrelations among all the variables thus established was computed and inspected for significant ($p < .05$) relationships. Many of these were obviously artifactual; e.g., the correlation between participation in interscholastic and intercollegiate sports. However, a number of significant coefficients were judged to bear on the purpose of the study. In many cases groups of responses on the same general topic were somewhat intercorrelated. Each related submatrix of coefficients was then subjected to a linkage analysis to display which responses seemed to arise from similar basic beliefs or opinions (or which variables were more like each other than like any others in the submatrix). The significant coefficients not included in these analyses represented isolated pairs of responses and are reported as chi-square analyses (perforce statistically significant as were the corresponding correlation coefficients). This overall approach to analyzing interrelationships among responses, as just described, exhausted all meaningfully large correlations among the variables from the coaches' questionnaire.

Chi-Square Analysis

The first variables involved the relationship between coaches who had majored in physical education and respondents to the coaching

questionnaire who indicated that a major or minor in physical education was or was not an important factor in the preparation of an athletic coach. The critical chi-square with five degrees of freedom is 11.07 at the .05 level, and the observed chi-square value is 142.71. It is concluded that a statistically significant relationship was found between the variables.

The results, reported in Table 23 suggest that physical education majors tend to agree that a major or minor in physical education is an important factor in the preparation of an athletic coach. Conversely, responding coaches who had not majored or minored in physical education indicated that this was not an important variable in coaching preparation.

The second set of variables examined was the rating by importance of certain factors in the preparation of an athletic coach. The two variables examined were: (1) a major or minor in physical education, and (2) a minor in coaching. The critical chi-square with 25 degrees of freedom is 37.65 at the .05 level and the observed chi-square value is 534.04. It is concluded that a statistically significant relationship was found between these variables (Appendix H). The findings suggest that those coaches who responded positively with regard to a physical education major or minor as a necessary requisite for coaching also responded positively to a coaching minor. In a like manner those responding negatively to one variable responded negatively to the other.

The findings concerned with how the coaches would prefer to achieve endorsement (either through clinics, workshops, or a proficiency exam) are reported in Table 24. The critical chi-square with one degree of

Table 23

Chi-Square Test for Coaches' Questionnaire
Regarding a Physical Education Major and the
Importance of a Physical Education Major or Minor
Toward Coaching Preparation

Physical Education Major	Physical Education Major or Minor Toward Coaching Preparation					
	1	2	3	4	5	6
Yes						
Frequency	42	28	75	107	89	77
Cell χ^2	18.2	13.5	0.3	2.8	12.2	15.
Percent	5.68	3.78	10.14	14.46	12.03	10.41
Row Percent	29.58	28.51	52.82	66.46	81.65	87.50
No						
Frequency	100	70	67	54	20	11
Cell χ^2	23.6	17.6	0.4	3.7	15.9	19.5
Percent	13.51	9.46	9.05	7.30	2.07	1.49
Row Percent	70.42	71.43	47.18	33.54	18.35	12.50

$\chi^2 = 142.72$, $df = 5$, significant at the .05 level.

Table 24

A Chi-Square Analysis for Preferred
Methods of Achieving Endorsement: Proficiency
Exam or Clinics and Workshops

Clinics and Workshops	Proficiency Exam	
	Yes	No
Yes		
Frequency	101	377
Cell χ^2	8.0	3.1
Percent	17.44	65.11
Row Percent	21.13	78.87
No		
Frequency	61	40
Cell χ^2	37.9	14.7
Percent	10.54	6.91
Row Percent	60.40	39.60

$\chi^2 = 63.80$, $df = 1$, significant at the .05 level.

freedom is 3.84 at the .05 level and the observed chi-square value is 63.80. It is concluded that a statistically significant relationship was found between these two variables. Examination of the data reveals that those coaches who selected a proficiency exam as a preferred method of achieving endorsement responded negatively to clinics or workshops. The opposite relationship is also true.

The variables tested for a relationship were derived from the following questions: (1) do you believe that an endorsement requirement is needed? and (2) would you be willing to earn an endorsement if it were made mandatory? The critical chi-square with one degree of freedom is 3.84 at the .05 level, and the observed chi-square value is 60.24. The findings are reported in Table 25, and one can conclude that a significant relationship exists between these two variables. An examination of the data indicates that those coaches who responded positively to a needed coaching endorsement would also be willing to earn that endorsement if it were mandatory. Those who answered negatively to endorsement were also inclined to seek endorsement if it became mandatory.

The findings concerned with the relationship between the need for a coaching endorsement and the need for a special endorsement for specific sports are reported in Table 26. The data reveals a statistically significant relationship between these two items. The critical chi-square with one degree of freedom is 3.84 at the .05 level, and the observed chi-square is 231.96. The data reveal that the coaches who supported a coaching endorsement also tend to support the notion of an endorsement for specific sports. Coaches responding negatively to endorsement tended to respond negatively to a special endorsement for

Table 25

A Chi-Square Analysis of the Responses to a
Need for Coaching Endorsement and a Willingness
of the Respondents to Earn a Coaching Endorsement

Endorsement Needed	Willingness to Earn Endorsement	
	Yes	No
Yes		
Frequency	302	29
Cell χ^2	7.3	25.9
Percent	40.98	3.93
Row Percent	91.24	8.76
No		
Frequency	274	132
Cell χ^2	5.9	21.1
Percent	37.18	17.91
Row Percent	67.49	32.51

$\chi^2 = 60.24$, $df = 1$, significant at the .05 level.

Table 26

A Chi-Square Analysis of the Relationship
Between Coaching Endorsement and the Need
For a Special Endorsement for Specific Sports

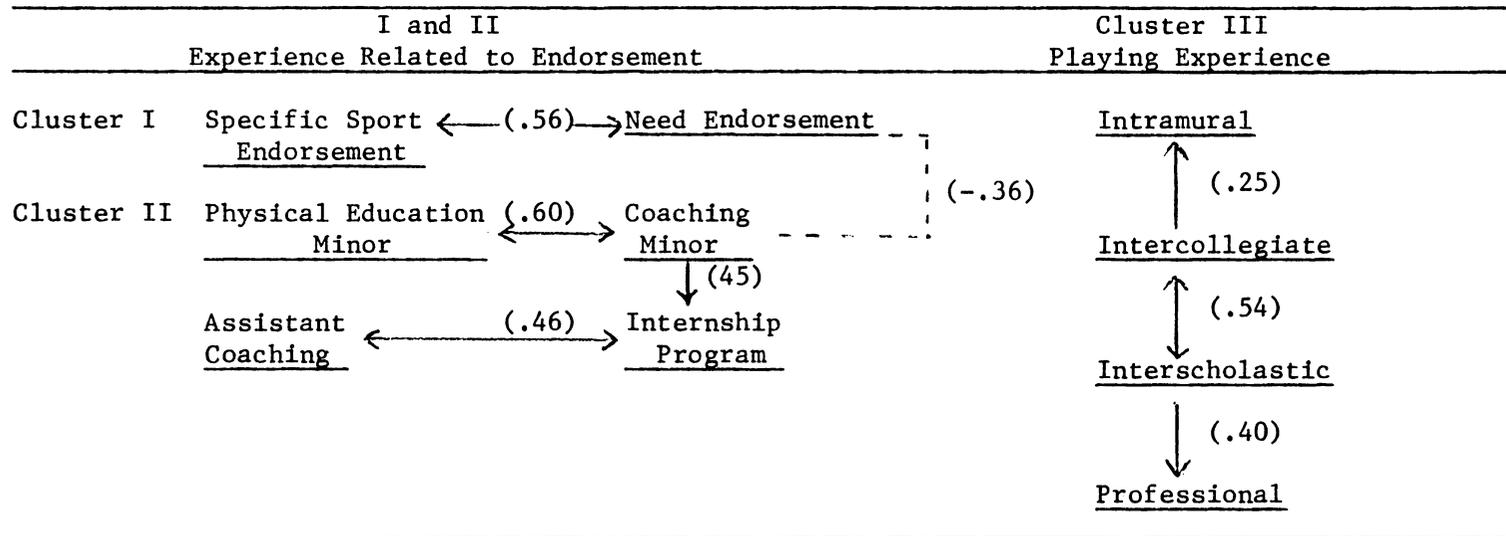
Coaching Endorsement	Endorsement for Specific Sports	
	Yes	No
Yes		
Frequency	212	121
Cell χ^2	83.1	43.5
Percent	28.92	16.51
Row Percent	63.66	36.34
No		
Frequency	40	360
Cell χ^2	69.2	36.2
Percent	5.46	49.11
Row Percent	10.00	90.00

$\chi^2 = 231.96$, $df = 1$, significant at the .05 level.

specific sports. A tendency also exists for those who responded positively to a coaching endorsement to indicate that no specific sport endorsement is necessary. These respondents indicated that only a single endorsement for coaching is necessary rather than individual endorsements.

Linkage Analysis

Linkage analysis is a procedure applied to a matrix of interassociations (in this case a correlation matrix), that determines clusters of variables more like each other than like any other variables in the matrix (McQuitty, 1971). Three areas of the coaches' questionnaire seemed to be particularly appropriate for this type of analysis. The first area involved: (1) Question IV, 1 (Is there a need for an endorsement requirement for Virginia high school coaches?); (2) Question IV, 2 (Should state endorsement be developed for specific sports?); and (3) Question III, 3 (How important are the following experiences in the preparation of an athletic coach: a) intramural experience, b) interscholastic experience, c) intercollegiate experience, d) professional experience, 3) experience as an assistant coach, f) an internship, g) a physical education major or minor, and h) a coaching minor?). The purpose of the linkage analysis of these questions was to learn which if any experiences were viewed as valuable by those favoring some type of endorsement as compared to those who favored no endorsement. Figure 1 shows the results of this analysis, and three clusters are evident. The requirement of an endorsement and approval for specific sports endorsement constituted a cluster; i.e., the areas contributing to coaching



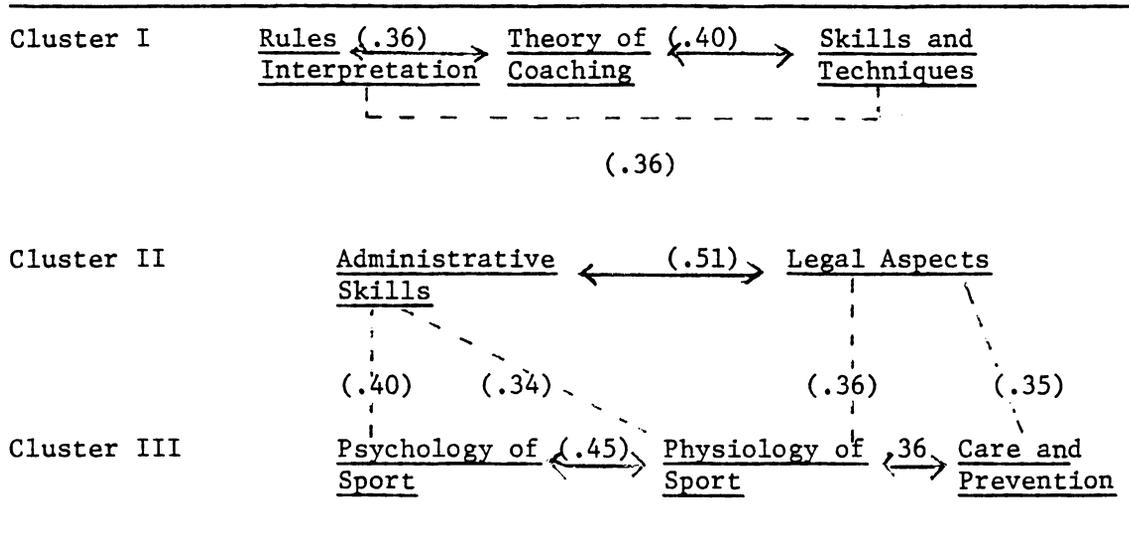
Note. The numbers represent correlation coefficients.

Figure 1. Linkage analysis of specific experiences needed for athletic coaching with relationship to endorsement.

experience were more related among themselves than to these issues. The coaching area questions yielded two clusters--one reflecting playing experiences and the others reflecting actual coaching experiences. While the endorsement cluster was independent of both of these, it was slightly related to the coaching experience cluster as indicated by the dotted line (correlation of $-.36$ between the need for a coaching endorsement and a coaching minor). Thus, to a limited extent it appears that those approving endorsement tend to value coaching experience more highly than those not approving endorsement. Neither group's endorsement response was meaningfully related to their opinions on the value of playing experience (correlation matrix is in Appendix I).

The second linkage analysis process involved Question IV, 6 of the coaches' questionnaire. This question asked about study areas and the emphasis that should be placed on each in an endorsement curriculum. The eight study areas are as follow: (1) coaching theory and strategy, (2) rules interpretation, (3) sports physiology, (4) care and prevention of injuries, (5) sports psychology, (6) administrative skills, (7) legal aspects, and (8) techniques and skills.

The purpose of this linkage analysis was to learn about the curriculum experiences viewed as necessary for a coaching endorsement program. Figure 2 reflects the results of this analysis. Three clusters have been identified. Rules interpretation, theories of coaching, and skills and techniques made up one cluster. These areas were related among themselves more than to the other variables. It appears that these curricular areas are related directly to each specific sports activity and are independent of other suggested curricular areas. The other



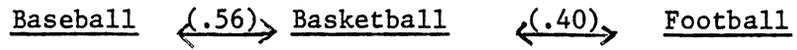
Note. The numbers represent correlation coefficients.

Figure 2. Linkage analysis of study areas deemed necessary for an endorsement program.

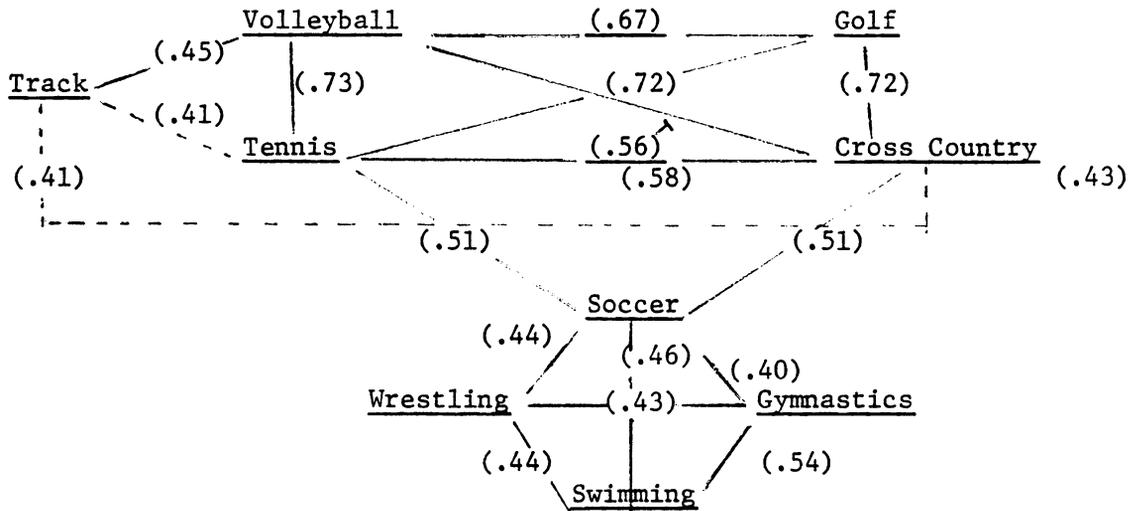
clusters are: 1) administrative skills and knowledge, and 2) health, welfare and safety of the participants. While the administrative skills cluster and the student athlete welfare cluster were independent, both were related as is shown by the dotted lines, correlation of .40 between administrative skills and psychology of sport; .34 between administrative skills and physiology of sport; .36 legal aspects and physiology of sport; and .35 between legal aspects and care and prevention (the correlation matrix is in Appendix I).

The third linkage analysis involved Question IV, 3 of the coaches' questionnaire. The question asked respondents who answered yes to endorsements for specific sports which sports they would suggest for such an endorsement. The sports listed were: baseball, basketball, cross country, football, golf, gymnastics, soccer, swimming, tennis, track and field, volleyball, and wrestling. Figure 3 shows the results of this linkage analysis (the correlation matrix can be found in Appendix I). Two clusters appeared. Baseball, basketball and football constituted one cluster; i.e., the sports in this group were related among themselves more than to the other sports activity variables. By tradition, these three sports are considered the major sports activities of an athletic program. With football in the lead, they all involve a certain degree of physical risk. The second cluster appears to be broken into two sub-groups with soccer straddling the dividing line. One group consists of track, volleyball, golf, tennis and cross country, with tennis and cross country being related to track. These sports seem to form a group of low risk, non-contact, recreational activities. The second sub-group of sports activities, including soccer, gymnastics,

Cluster I



Cluster II



Note The numbers represent correlation coefficients.

Figure 3. Linkage analysis of specific sports endorsement by the responding coaches.

swimming, and wrestling, is more physically demanding and provides the participant with a greater element of danger or risk. There appears to be no satisfactory explanation for the correlation between soccer and golf as indicated by the dotted line (.43 correlation).

Analysis of Administrators' Responses

A total of 254 out of 317 administrators returned their questionnaires, which resulted in a 80.1 percent sample return. Each category--superintendents (85.4 percent), principals of each enrollment classification (70.6 percent), and middle school principals (70.2 percent)--is adequately represented (Table 6, 7 and 8).

Educational Preparation

The administrators were asked to indicate their opinion of professional preparation of coaches and if they required a physical education endorsement for an athletic coaching assignment. They were also to respond specifically about endorsement for head coach and assistant coach positions. The results, shown in Table 27, indicate that a physical education endorsement for a coaching assignment (97.2 percent) is not a necessary prerequisite. When asked about physical education endorsement and specific coaching positions, the administrators responded negatively for head coaches (92.1 percent) and for assistant coaches (96.1 percent). Many respondents amended their response with the following explanation: because of the large number of coaches required to conduct athletic programs, especially in the larger schools, and an inadequate number of physical education teachers, it does not appear feasible to the administrators to require that coaches be endorsed in

Table 27

Administrators' Opinion on Physical Education
Endorsement for Head and Assistant Coaches

	Yes		No	
	Number	Percent	Number	Percent
Physical Education Endorsement for Coaching Assignment	7	2.8	246	97.2
Physical Education Endorsement for Head Coaches	20	7.9	234	92.1
Physical Education Endorsement for Assistant Coaches	10	3.9	244	96.1
One Person Assigned to Coaching Positions Without Physical Education Preparation	211	84.1	40	15.9

physical education. This reasoning may explain why 84.1 percent of the administrators sampled are selecting coaches not professionally oriented in physical education.

The studies of Fyfe (1971) and Aldridge (1975) agree with the results of this study. Fyfe (1971) stated that a physical education major was not a requirement for the selecting and hiring of an athletic coach. Aldridge (1975) found that most administrators said a physical education degree was not a necessary requisite to become a head or an assistant athletic coach. His respondents determined, however, that there would be an adequate supply of coaches even if specific certification requirements were established in their state.

The administrators in this study were also asked to evaluate if the physical education-oriented coaches were performing with any greater degree of success than those who were not trained in physical education. A scale with six responses to indicate the strength of each response was used. The mean was computed with a resulting mean value of 2.42. This mean response seems to indicate that the administrators tend to agree that both physical education and non-physical education prepared coaches perform their coaching duties with equal skill and success.

Candee (1975) reported that most respondents in his study responded that non-physical education majors performed their coaching duties as well as the physical education majors. Some respondents believed a few non-physical education majors had, at times, performed better than physical education majors.

The administrators were requested to evaluate the qualifications that they considered important in selecting athletic coaches. Eight

categories of experience were enumerated. A six response scale similar to the one in the coaches questionnaire was used. Means were taken for each question and, Table 28 shows the results. The responses to this question are divided into two distinct areas: first, athletic sports participation, and second, educational and professional experiences.

The administrators rated intercollegiate playing experience as the most important with a mean value of 4.59. Playing experience at the interscholastic, intramural and professional level followed in that order of importance. In the educational or actual experience of the coaches, the administrators rated the experience of an assistant coach (4.96) with the highest mean value. A coaching internship as an undergraduate or student teacher (3.64), a minor in coaching (3.06), and a major or minor in physical education (2.94) followed sequentially.

Table 29 is a composite showing the mean value responses of the coaches and the administrators to the question of the importance of different factors in an athletic coach's preparation. A high level of agreement exists among the sampled coaches and administrators. Previous experience as an assistant coach, as well as interscholastic and intercollegiate playing experience, were rated with the highest mean values by both groups. Playing experience at the intramural and professional levels and a major or minor in physical education received the lowest mean values among the sampled respondents.

Fyfe (1971) and Chambers (1972) also ranked specific experiences a coach needs in his or her professional preparation. Fyfe (1971) indicated that participation in intercollegiate athletics and in interscholastic athletics was deemed important in that order; whereas, Chambers

Table 28

Importance of Different Experiences in the Preparation
of High School Coaches as Determined by Administrators

Experience	Mean Value
1. Playing experience at the intramural level	2.73
2. Playing experience at the interscholastic level	4.40
3. Playing experience at the intercollegiate level	4.59
4. Playing experience at the professional level	2.44
5. Previous experience as an assistant coach	4.96
6. Coaching internship as an undergraduate	3.64
7. A major or minor in physical education	2.94
8. A minor in coaching	3.06

Table 29

A Comparison of Coaches and Administrators on the Different
Experiences Needed in the Preparation
of High School Coaches

Experience	Mean Value	
	Coaches	Administrators
1. Playing experience at the intramural level	2.58 (7)	2.73 (7)
2. Playing experience at the interscholastic level	4.26 (2)	4.40 (3)
3. Playing experience at the intercollegiate level	4.11 (3)	4.59 (2)
4. Playing experience at the professional level	2.57 (8)	2.44 (8)
5. Previous experience as an assistant coach	4.79 (1)	4.96 (1)
6. Coaching internship as an undergraduate	3.83 (4)	3.64 (4)
7. A major or minor in physical education	3.35 (6)	2.94 (6)
8. A minor in coaching	3.44 (5)	3.06 (5)

(1972) found that participation in intercollegiate athletics was valued ahead of interscholastic athletics. Both authors agree that on the educational level, experience as an assistant coach is most important, followed by an internship program, a coaching minor, and a major or minor in physical education. Other studies have addressed the variables mentioned above, but without ranking them in order of importance.

The use of written, professional preparation requirements was not a common practice in the school systems surveyed in this sample. Of the 253 administrators responding, only 12 (4.7) percent confirmed the availability and use of a written statement of qualifications that the coaches were expected to possess. Teacher certification requirements are usually the only criteria coaches must meet. Two of the administrators who have written requirements enclosed a copy when returning the questionnaires. These coaching requirements appear in Appendix J.

By an overwhelming majority, Maetozo (1965) and Fyfe (1971) both indicated that the use of written, professional preparation requirements or minimum competency standards were not used in hiring coaches. The percent of positive responses they elicited, however, was greater (14 percent) than the proportion found in this study.

Table 30 illustrates the responses made by the sampled administrators to specific regulations noted in the Virginia High School League Handbook. The administrators were also asked to indicate if the head coaches were permitted to assist in the selection of their assistant coaches. The administrators' responses show that 44.1 percent have used non-certified individuals as coaches. They also reveal that in 37.4 percent of the school districts non-paid assistant coaches have

Table 30

Administrators' Responses to Specific Virginia High School
League Regulations and the Head Coaches'
Participation in Selecting Assistant Coaches

Questions	Yes		No	
	Number	Percent	Number	Percent
Has your system used a non-certified person in an emergency?	112	44.1	142	55.9
Has your system used non-paid coaches to assist in practice only?	95	37.4	159	62.6
Are head coaches permitted to assist in selection of assistant coaches?	243	96.0	10	4.0

been used to supervise and to assist during practice sessions. Additionally, coaches assist in the selection of assistant coaches in 96.0 percent of the responses. A number of responding principals stated that they endorsed a cooperative effort by administrators and coaches working together on such issues as hiring.

The administrators also responded on how coaching positions were filled in the schools. The choices included: promotion from within, promotion of assistant coaches, promotion of junior high school coaches, and applications from outside sources. As a group, the administrators favored all four methods of filling a coaching position. They indicated that the most frequently used method was promotion of coaches from within the school system (98.0 percent). However, the selection of coaches from applications received from outside sources (92.5 percent) and the promotion of assistant coaches (90.5 percent) also rated highly. The promotion of junior high school coaches was the least frequent selection method indicated (70.1 percent).

The most frequently listed method of seeking applicants for coaching vacancies indicated by the administrative sample was the use of college and university placement bureaus (73.6 percent). The remaining two responses--the use of professional placement services (31.5 percent), and openings not publically announced (23.2 percent)--are not significant in their use (Appendix K).

The administrators were also asked to indicate how their coaches were compensated, and the results are shown in Table 31. It appears that 99.2 percent of the coaches receive an additional salary stipend for their coaching duties. A very small proportion of the coaches

Table 31

Administrators' Response on Coaches' Compensation

Method of Compensation	Yes		No	
	Number	Percent	Number	Percent
1. Additional salary	253	99.2	2	.8
2. Released time from teaching duties	29	11.5	224	88.5
3. Fewer administrative duties	31	12.2	224	87.8

receive release time from teaching duties (11.5 percent) or were assigned fewer administrative responsibilities (12.2 percent).

Coaching Endorsement

Table 32 indicates the administrators' responses to several questions regarding a coaching endorsement program. The questions were: (1) should a coaching endorsement be required; (2) should state endorsement be developed for specific sports; (3) should coaches be given an automatic endorsement; (4) should endorsement be made on the basis of a proficiency exam; (5) are clinics and workshops sufficient for coaching competency; and (6) should there be a coaching preparation program in the state colleges and universities.

In order to determine the perceived need for developing endorsement requirements for interscholastic coaching, the administrators were asked to respond to the merit of this concept. Currently the state of Virginia lacks a regulation or standard defining the requirements that a coach must meet beyond possessing a valid teacher's certificate. No minimum requirements, therefore, exist at this time.

The administrators responded negatively to the concept of a coaching endorsement requirement (78.9 percent). They also responded negatively to the query concerning an endorsement being developed for specific sports (79.9 percent). However, the administrators indicated that if such an endorsement plan were adopted by the state, active coaches should be granted an automatic endorsement qualification (62.8 percent).

The analysis of the data provided by the administrators expressed that, in their opinion, a coaching preparation program would serve a

Table 32
 Administrators' Responses to Specific Questions
 Relating to Coaching Certification

	Yes		No	
	Number	Percent	Number	Percent
1. Should a coaching endorsement be required?	53	21.1	198	78.9
2. Should state endorsement be developed for specific sports?	49	20.1	195	79.9
3. Should active coaches be given automatic endorsement?	155	62.8	92	37.2
4. Should endorsement be made on the basis of a proficiency exam?	91	37.8	150	62.2
5. Is attendance at clinics and workshops sufficient for coaching competency?	73	29.7	173	70.3
6. Should there be a coaching preparation program in the colleges and universities?	137	55.0	112	45.0

distinct purpose. Although the margin between the affirmative, 55.0 percent, and the negative responses, 45.0 percent, was narrow, it reflects the opinion that some method of adequately preparing coaches for both the classroom and the athletic field should be considered.

In addition to evaluating the necessity of a coaching endorsement program in the colleges and universities, the administrators were also requested to approximate how many hours should be required for a coaching endorsement. The administrators responded as follow: 45.1 percent from 0-6 semester hours; 25.0 percent from 7-12 semester hours; 21.4 percent from 13-18 semester hours; and 8.4 percent from 19-24 semester hours. Evidently, a wide range of opinion exists among the administrators, but their responses seem to support a coaching endorsement ranging between 6 and 18 semester hours.

Although the largest group of respondents, 45.1 percent, supported 0-6 semester hours, many of the respondents responded negatively to a coaching endorsement, and, therefore, were favoring no credit hours with this response (Table 33).

Table 32 addresses several questions germane to the main purpose of the questionnaire and of this study. Numerous studies including Maetozo (1965), Frost (1966), Fyfe (1971), Aldridge (1975), and Schatzle (1980), have elicited a positive response for coaching endorsement. Chambers (1972) and Candee (1975), however, like this study, received a majority of negative responses. Concerning endorsements for specific sports, Frost (1966) reported a primarily negative response, and Aldridge (1975) and Fyfe (1972) reported a favorable response. Fyfe (1972) indicated that in sports requiring strict observation of safety (football,

Table 33

Administrators' Responses to the Number of Curricular
Hours Needed for a Coaching Endorsement

	Semester Hours			
	0-6	7-12	13-18	19-24
Number of Responses	97	54	46	18
Percent	45.1	25.1	21.4	8.4

basketball, swimming, wrestling and gymnastics), special training should be mandatory. Mueller and Robey (1971) and Schatzle (1980) also indicated a special endorsement for football should be made a requirement. Aldridge (1975) reported a majority indicating if specific certification requirements were established, then automatic certification should be granted to existing coaches. The administrators responding to this study's questionnaire agreed.

Maetozo (1965), Fyfe (1971), Chambers (1972), Kent (1974), Aldridge (1975), and Whiddon (1977) reported positively that a coaching minor would provide a favorable solution for selecting and hiring coaches, with special emphasis toward those not professionally trained in physical education. No agreement exists among the studies on how many hours should be recommended for such a program. Although Maetozo (1965) and Aldridge (1975) indicated between 9 and 21 semester hours, their data was not definitive. Veller (1967), Gallon (1969), and Stier (1970) recommended 12, 24 and 6 semester hours respectively from existing programs.

The concluding question of this part of the questionnaire addressed the competency areas that should be included in an endorsement program. A six response-scale was used to indicate the strength of the administrators' responses. The question included eight competency areas which are identified by the mean values in Table 34.

The administrators rated care and prevention of injuries (5.50) as the highest. Learning and teaching of techniques and skills (5.23) scored a close second. It is interesting to note that the coaches rated these two study areas in opposite rank order. The mean values in

Table 34

Administrators' Evaluation of Eight Competency Areas
Relative to an Endorsement Program

Study Area	Mean Value
1. Coaching theory and strategy	4.32 (6)
2. Rules interpretation	4.67 (3)
3. Care and prevention of injuries	5.50 (1)
4. Sports physiology	4.47 (5)
5. Sports psychology	4.29 (8)
6. Administrative skills	4.31 (7)
7. Legal aspects	4.58 (4)
8. Technique and skills	5.23 (2)

both cases, however, were very close. Rules interpretation, legal aspects, sports physiology, coaching theory and strategy, and administrative skills followed in that order of selected importance. Although the administrators scored sports psychology (4.29) as the lowest ranked area to be included in an endorsement program, all the areas were extremely close in mean values, and all fell on the positive side of the rating scale. Again, additional notes from the administrators indicated that all eight areas should be considered important in a coach's preparation.

Maetozo (1965), Kent (1974), Aldridge (1975), and Whiddon (1977), mention various content areas for a coaching certification program revolving around suggestions from AAHPER and Esslinger (1968). Fyfe (1971) stated an administrator's concern was the ability of a coach to organize and to administer athletic programs within budget boundaries. In addition, they should be prepared to conduct activities safely. The administrators also stated that coaches should have a greater understanding of the psychological effects of athletic competition as well as the physiological effects.

Junior High School/Middle School

In the last section of the questionnaire the administrators were asked to respond to several questions about junior high school/middle school athletics. The first question addressed the philosophy of middle school athletic programs. Should middle school athletic programs serve as a "feeder" system or as a developmental training school for basic sport skills? A six response-scale was used to indicate strength of

response, and a mean value of 4.80 was tabulated. This result indicates the administrators lean toward viewing the middle school athletic program as a developmental training school for basic sports skills.

Table 35 indicates the administrators' responses to questions with regard to supervision and leadership and the necessity for a special coaching endorsement for the middle school level of athletic competition and coaching. The responses indicated that the administrators do not support leadership as more critical at the middle school level of competition than at the senior high school level of coaching and competition (62.8 percent). The administrators' responses to the query concurred with the results in Table 32. Regarding a middle school level coaching endorsement, the administrators responded negatively (78.4 percent).

The final item of the administrators' questionnaire requested responses to coaching competency areas if a middle school endorsement was required. Six response levels were provided to indicate the strength of the responses. A mean value was tabulated for each competency area, and the results are described in Table 36.

The administrators rated care and prevention of injuries (5.37) as their top priority, with learning and teaching of the basic sports skills and techniques (5.10) ranked second. Sports physiology, rules interpretation, sports psychology, legal aspects, and coaching theory and strategy competency areas of coaching followed in that order of selected importance. The administrators scored administrative skills (3.80) as the lowest area to be included in an endorsement program. It is important to note again, that all the mean values, with the exception

Table 35

Administrators' Response to Middle School Coaching
Leadership and the Need for Special Endorsement

Question	Yes		No	
	Number	Percent	Number	Percent
1. Is leadership more critical at the middle school level athletic program?	90	37.2	152	62.8
2. Is a special coaching endorsement necessary for this level of coaching?	53	21.6	192	78.4

Table 36

Administrators' Evaluation of Eight Competency Areas
for a Middle School Coaching Endorsement

Study Area	Mean Value
1. Coaching theory and strategy	4.07 (7)
2. Rules interpretation	4.49 (4)
3. Care and prevention of injuries	5.37 (1)
4. Sports physiology	4.59 (3)
5. Sports psychology	4.37 (5)
6. Administrative skills	3.80 (8)
7. Legal aspects	4.36 (6)
8. Technique and skills	5.10 (2)

of administrative skills, were extremely close, and all were on the positive side of the rating scale. Injury and student welfare appears to be the primary concern of all administrators.

Table 37 is a composite table showing the responses in mean values of the coaches and all administrative groups for the question of competency areas for a coaching endorsement program. The major concerns for both coaches and administrators are care and prevention of injuries, rule interpretation, and the teaching and learning of proper techniques and skills. Administrative skills received the lowest mean value on the list.

Interrelationships Among Administrators' Responses

In this section of data analysis the responses of the administrators' questionnaire were examined. The procedure used was similar to that followed for the coaches. Six related items appear to be statistically significant, and exhaust all meaningfully large correlations among the variables of the administrators' questionnaire.

The findings concerned with the relationship between a required coaching endorsement program and a special endorsement for specific sports are the first variables examined. The critical chi-square with one degree of freedom is 3.84 at the .05 level, and the observed chi-square value is 64.16. A statistically significant relationship was found between the variables of total endorsement and an endorsement in specific sports. The findings suggest that respondents who tended to support endorsement also tended to support the idea of an endorsement for specific sports. It appears, however, that respondents, who also

Table 37

A Comparison of Mean Values of Coaches and Administrators
with Regard to Coaching Competency Areas

Competency Area	Coaches	Mean Value	
		Administrators	
		Senior High	Middle School
1. Coaching theory and strategy	4.46 (4)	4.32 (6)	4.07 (7)
2. Rules interpretation	4.67 (3)	4.67 (3)	4.49 (4)
3. Care and prevention of injuries	5.34 (2)	5.50 (1)	5.37 (1)
4. Sports physiology	4.41 (5)	4.47 (5)	4.59 (3)
5. Sport psychology	4.31 (7)	4.29 (8)	4.37 (5)
6. Administrative skills	3.93 (8)	4.31 (7)	3.80 (8)
7. Legal aspects	4.36 (6)	4.58 (4)	4.36 (6)
8. Technique and skills	5.37 (1)	5.23 (2)	5.10 (2)

supported endorsement tended not to support a specific sport endorsement. As shown in the row percent of Table 38, the administrators indicate that only one endorsement encompassing all sports is necessary. A majority of the administrators, however, were opposed to both issues.

The findings concerned with the administrators' responses to the questions relating to a required endorsement program and the need for a coaching program in the colleges and universities are reflected in Table 39. The critical chi-square with one degree of freedom is 3.84 at the .05 level, and the observed chi-square value is 38.13. It is concluded that a significant relationship was found between the variables. Examination of the data reveals that respondents who supported coaching endorsement also tended to support a coaching program in the university curriculum. The responses by the administrators who did not support a required endorsement program, but who supported the coaching programs, and by administrators who were totally negative to both variables, were not as definitive.

A third set of variables examined encompasses the relationship between a required coaching endorsement and a special endorsement for middle school level coaches. The critical chi-square with one degree of freedom is 3.84 at the .05 level, and the observed chi-square value is 64.89. The results, included in Table 40, suggest that respondents who supported endorsement also supported the endorsement of middle school coaches. Opponents to endorsement opposed endorsement at all levels. A small, but significant, number of respondents in favor of overall endorsement did not feel that there is a need for middle school endorsement.

Table 38

A Chi-Square Analysis of the Administrators' Responses
Regarding Coaching Endorsement and
Endorsement for Specific Sports

Required Endorsement	Specific Sport Endorsement	
	Yes	No
Yes		
Frequency	31	22
All χ^2	40.3	9.9
Percent	12.76	9.05
Row percent	58.49	41.51
No		
Frequency	17	1.73
All χ^2	11.2	2.8
Percent	7.00	71.19
Row percent	8.95	91.05

$\chi^2 = 64.16$, $df = 1$, significant at .05 level

Table 39

A Chi-Square Analysis of the Administrators' Responses
Regarding Coaching Endorsement and the Need for a
Coaching Program at the University Level

Coaching Endorsement	Coaching Program	
	Yes	No
Yes		
Frequency	49	4
Cell χ^2	13.5	16.5
Percent	19.84	1.62
Row percent	92.45	7.55
No		
Frequency	87	107
Cell χ^2	3.7	4.5
Percent	35.22	43.32
Row percent	44.85	55.15

$\chi^2 = 38.13$, $df = 1$, significant at the .05 level.

Table 40

A Chi-Square Analysis of the Administrators' Responses
Regarding Coaching Endorsement and the Need for
Middle School Coaches Endorsement

Coaching Endorsement	Middle School Coaches Endorsement	
	Yes	No
Yes		
Frequency	32	18
Cell χ^2	40.1	11.3
Percent	13.28	7.47
Row percent	64.00	36.00
No		
Frequency	21	170
Cell χ^2	10.5	3.0
Percent	8.71	70.54
Row percent	10.99	89.01

$\chi^2 = 64.89$, $df = 1$, significant at the .05 level.

The administrators were requested to rate the importance of several factors in the preparation of a coach. One response concerned a coach having a physical education major or minor. The findings for this question and the responses of the administrators to the assignment of coaching positions to persons lacking physical education preparation appear in Appendix L. A statistically significant relationship exists between the opinion on persons assigned to coaching positions without physical education preparation and the support for a physical education major or minor as critical to professional preparation. Those persons who responded negatively to a physical education requirement indicated it was not an important factor in a coach's preparation. Apparently, the opposite holds true for administrators who require a physical education background.

Table 41 reflects the results of the questions regarding the need for a coaching program at the university or college level and the number of semester hours recommended for such a program. The critical chi-square with three degrees of freedom is 7.82 at the .05 level, and the observed chi-square value is 45.64. Examination of the data reveals a statistically significant relationship between administrators who indicated support of a coaching program and the number of hours to be required (0-18 hours). The number of hours recommended by respondents not in favor of a coaching program was much lower (0-6 hours).

The last variable to be found statistically significant dealt with the need for a coaching program at the university level as opposed to attendance at clinics or workshops as sufficient means for achieving coaching competency. The critical chi-square with one degree of freedom

Table 41

A Chi-Square Analysis of the Administrators' Responses to
the Need for a Coaching Program at the University Level
and the Number of Semester Hours to be Required

Coaching Program	Number of Semester Hours			
	0-6	7-12	13-18	19-24
Yes				
Frequency	34	45	34	13
Cell χ^2	9.8	4.8	3.1	0.4
Percent	15.89	21.03	17.29	6.07
Row percent	26.36	34.88	28.68	10.08
No				
Frequency	62	9	9	5
Cell χ^2	14.9	7.2	4.7	0.6
Percent	28.97	4.21	4.21	2.34
Row percent	72.94	10.59	10.59	5.88

$\chi^2 = 45.64$, $df = 3$, significant at the .05 level.

is 3.84 at the .05 level, and the observed chi-square value is 28.39. Table 42 reflects the analysis. Administrators who indicated that a coaching program was necessary did not support that clinics or workshops would sufficiently augment coaching proficiency. By examining the row data, it appears that respondents who are totally negative and those who do not support the coaching program, however, support clinics and workshops.

Additional Comments by Coaches and Administrators

Additional comments in space provided were made by 31.3 percent of the high school coaches and 41.3 percent of the administrators. The comments or excerpts of comments that made a specific point beyond items found in the questionnaire or added significantly to a particular point are included in the following section.

High School Coaches' Comments

I feel that the key to the development of high school coaching is in making a coaching option available to non-physical education specialists. No school can practically obtain sufficient physical education staff to run all its sports, with the result that the overall program suffers as untrained people are pressed into coaching. If a coaching option could be offered at the undergraduate level, and certification provided for this effort, the quality of coaching and thus interscholastic athletics will rise.

The most important area for anyone coaching is your ability to communicate with and motivate others. Without human understanding all the technical knowledge in the world won't do you any good.

I feel coaching techniques and theories should be an important part of a coaching endorsement, but without question, until the burden is taken off the high

Table 42

A Chi-Square Analysis Comparing the Administrators' Responses
to the Need for a Coaching Program at the University
Level to Attendance at Clinics or Workshops
to Obtain Coaching Competency

Coaching Program	Sufficiency of Clinics	
	Yes	No
Yes		
Frequency	21	112
Cell χ^2	9.0	3.9
Percent	8.64	46.09
Row percent	15.79	84.21
No		
Frequency	52	58
Cell χ^2	10.9	4.7
Percent	21.40	23.87
Row percent	47.27	52.73

$\chi^2 = 28.39$, $df = 1$, significant at the .05 level.

school coach in the treatment of injuries in their respective programs the main emphasis for endorsement should be in the injury related area. On too many occasions coaches are asked to diagnose and treat injuries which they have no business dealing with. This undoubtedly causes a lot of discomfort for the athlete and creates numerous legal situations for the coach. Until school divisions and the VHSL require schools to employ certified trainers the area of care and treatment of injuries should be paramount.

The coaching certification experience I had in Nebraska during the early 70's included:

1. Theory and strategy
2. Care and treatment of athletic injuries
3. Sports psychology
4. Rules interpretation

I think one of the most important aspects of a coaching endorsement program would be an apprenticeship type experience where a would be coach could see the technique of various coaches and could experience actual situations that occur.

Courses can be developed on segments of games taught by knowledgeable individuals. I will be teaching such a course at the University of Calgary this summer. I intend to stress content and practical application. Methods of presentation, although important, remain a poor substitute for knowing and for experiencing.

Coaches should be highly qualified individuals because they are just carrying their capacity as a teacher into the field of athletics and are still dealing with the education of our young people. An unqualified teacher of athletics should not be allowed in our school program anymore than an unqualified academic teacher should be.

I feel that some type of an endorsement program is very necessary to coach a sport because there are many unqualified coaches today. To be certified you should either be a P.E. major or minor, attend clinics once every 2-3 years (mandatory) and take a

proficiency exam and have some practical experience in the sport.

If an endorsement program is approved then before it is approved the coaches supplement should be increased at the state and local level to warrant taking extra classes. I do not feel that we should place so much emphasis on winning, winning, winning which I feel is the ultimate goal of the endorsement program; but rather instill leadership, a worthy use of leisure time, a good self image and developing an athlete to his/her potential. Coaching on the scholastic level is not a business but a time of encouraging athletes to do their best and enjoy what they do.

Every system I have had experience with hires you first as a teacher and supplements you as a coach. I believe if an endorsement program for coaching is approved, this would change the system to hiring coaches which could make the classroom suffer.

In some areas coaches are almost impossible to obtain. An endorsement program, while certainly advantageous in many ways, might compound the problem. The major difficulty I have seen with "non-certified" personnel is lack of an ability to discipline young people. Don't know that an endorsement program would solve that problem.

An endorsement program is not practical because of several reasons. Many smaller schools have trouble filling openings now. Many of our larger schools are losing enrollment and are suffering cutbacks in staff. These positions must be filled by people that have not studied to be coaches but to be teachers and many would be unwilling to take additional courses to become endorsed. The idea of endorsement is a fine one, but because of shortages of dedicated people it is not practical for most areas.

High School Administrators' Comments

I would like to suggest that consideration be given to an endorsement for the coaching of interscholastic athletics. I realize the controversial nature of this

suggestion; however, I feel this is an area that really deserves study. Endorsement could involve only a few courses, many of which are currently an integral part of other endorsements. Many--but not all--coaches attend Virginia High School League and national clinics; this approach could also be considered.

At the present time, thousands of young boys and girls in the Commonwealth participate in a variety of interscholastic sports whose sponsor(s) are appointed usually on the basis of experience as a participant or simply availability. There is no assurance that persons assigned as coaches have been adequately trained in such areas as psychology, first aid, athletic injuries, and coaching techniques. In addition to teaching, they perform functions related to all of these areas, without meeting any specific criteria beyond those required locally. This fact, coupled with the awareness that their influence probably is greater than that of most other classroom teachers, should give all of us concern.

This is probably not an opportune time to consider additional endorsements, especially in this area; however, I feel strongly that the feasibility of such an endorsement should be studied.

Each state should be responsible for endorsing a coach based on a set of national guidelines--courses and characteristics of a coach. Each school area or perhaps District would have a coaches screening committee (composed of school administrators and successful high school coaches) to interview prospective coaches who have qualified as far as minimal criteria--courses, clinics, internship, coaching assistantship, etc.

1. Demonstrate excellent sportsmanship.
2. Ability to motivate without yelling, screaming and berating students.
3. Teaching skills that would apply in any teaching-learning situation and some knowledge of rules, techniques, and concepts of the sport would be excellent endorsement requirements for coaches. As a result I do not believe we need separate endorsement.

There should be basic classes on philosophy of sports programs as related to safety and what is sound for the age group involved. I.E., I do not endorse interscholastic programs at the middle or junior high level, but strongly support a well organized intramural program.

Today schools are having a difficult time finding individuals to fill vacant coaching positions. I am concerned that if the Department of Education institutes a program of "Coaching Certification," the quest to fill vacant coaching positions may be made more difficult. Aside from this concern based on the supply-demand factor, coaching certification could prove most beneficial as a step to help prepare young men and women for the responsibilities of a coaching career.

There is one major reason why I would not support an endorsement program, "Cost." A school with a small enrollment, small staff and a small budget could not expect its coaches to be endorsed. You must understand that a small school handles sports differently from the triple "A" schools and I feel we would be the ones who would suffer from a professional coaching endorsement.

A lot of competency areas mentioned in this questionnaire are important, however, I have found that a coach should be made aware of the 1) proper supervision of athletes; 2) care and prevention of injuries; and 3) administrative skills.

In a rural area, our coaches have a lot of contact with community people. It is important that they display the proper skills to encourage the proper support of our athletic programs.

1. Having participated at least through high school level in the sport he wants to coach.

2. A thorough knowledge in the basic psychology of handling young people. A positive approach to their performance.

3. Attendance at clinics required to upgrade and keep endorsement.

1. Minimum amount of time spent as an assistant before being able to take on the head coaching position.

2. Pass state officials test for the sport that you will be coaching.

3. Take a required course in care and prevention of athletic injuries.

4. Take required course in athletic school law.

Endorsement for coaches would be great. But ask any administrator or personnel director any type of coach is hard to come by this day and time, especially junior and senior high schools.

CHAPTER V

Summary, Conclusions, and Recommendations

The purpose of this study was to analyze professional preparation of high school coaches in the state of Virginia. The study also attempted to ascertain the practicality of requiring a state endorsement for high school coaches and the criteria which administrators, principals and superintendents utilize in the selection and hiring of athletic coaches. In addition, the study attempted to determine what factors were deemed important in the professional preparation of a coach.

A survey instrument was developed and revised following a pilot study. A questionnaire was mailed to a sample of 315 superintendents, high school principals, and middle school principals. A questionnaire was also mailed to a sample of 1469 coaches who represented each of the three enrollment divisions. The questionnaires were returned from 254 (80.6 percent) of the administrators and 754 (51.3 percent) of the coaches.

Questionnaires were sent out in numbers such that expected return rates would insure reasonably accurate estimates of parameters for the subpopulations of returners among coaches and administrators. The sizes of these subpopulations were estimated by multiplying the proportions of returners by the total numbers in the populations of coaches, principals and superintendents. Then use of a formula presented by Krejcie and Morgan (1970) yielded the following accuracy estimates expressed as a proportion of the parameters: .024 for coaches, .055 for principals, and .054 for superintendents. Inferences extended to the populations of nonreturners can be made only in a very limited

manner, based on the similarity of returners and nonreturners on variables known for both, such as school type.

The data received was arranged in tabular form and analyzed with regard to the purposes and guidelines of the study. Following the analysis, conclusions were drawn from the data which led to recommendations for the development of professional preparation of interscholastic athletic coaches.

Summary

The results showed that the majority of the coaches surveyed can be characterized as follows and have: (1) earned a bachelor's degree and are full time teachers; (2) received their bachelor's degree in a health and physical education degree with a minor in history; (3) (although not required to do so) attended at least one clinic per year and have received partial reimbursement for attending these professional clinics; (4) coaching experience from one to ten years; (5) coached one to two sports per year; (6) participated on the average in one to four sports, principally on the interscholastic and intercollegiate playing levels of competition; (7) had formal coaching experiences as a student assistant or student teacher; (8) been hired both as a teacher and as a coach as part of their regular duties; (9) indicated that there should be no endorsement of coaches, but would be willing to earn such an endorsement if it were required; (10) indicated that an endorsement in specific sports is not necessary; and (11) stated that clinics and workshops would be the preferred method for earning credit toward a coaching endorsement.

Linkage analyses were completed in three basic areas related to coaching endorsement. The areas were: (1) educational and athletic experiences needed for athletic coaching; (2) curricular study areas necessary for an endorsement program; and (3) specific sports that would be endorsed on an individual basis. Each of these is significant to endorsement.

The first analysis indicated that those coaches approving of an endorsement for coaches value the coaching experience either as an assistant coach or through an internship program more highly than most other types of experiences. There is no apparent relationship between athletic and educational experience.

The second linkage analysis delineated specific clusters of curricular areas. Those directly related to sport activities, such as skills and techniques, coaching theory, and rules formed a directly related group. The remaining curricular clusters formed two groups, one for administrative functions and related skills and a second group related to the health and welfare of the student. These latter two groups were highly interrelated.

The last comparison involved specific sports endorsement. This analysis determined that baseball, basketball and football were those sport activities that should be considered for specific sports endorsement. Swimming, soccer, gymnastics and wrestling are also sport activities involving an element of risk and were placed in the second cluster of activities for individual sport endorsement.

The majority of the administrators surveyed can be characterized as follows and have: (1) not required a physical education endorsement

as a prerequisite for either head or assistant coaches; (2) reported that written professional preparation requirements for the employment of athletic coaches were not used; (3) on occasion used a non-teacher certified person on a non-paying basis to coach; (4) permitted head coaches to assist in the selection of assistant coaches; (5) compensated their coaches with additional salary; (6) indicated that there should not be a coaching endorsement on the high school or junior high school level, and no endorsement for specific sports; (7) indicated that active coaches should be given an automatic endorsement if a mandatory endorsement program is instituted; (8) indicated that coaches who do not hold a physical education degree have performed as adequately as those who have a degree in physical education with regard to their coaching duties; (9) responded that there should be a coaching program conducted in the colleges and universities covering between 6 to 18 semester hours of credit, as clinics and workshops would not be sufficient; and (10) indicated that coaching positions were filled principally by promoting an assistant coach from within the building or school districts. In addition, college and university placement bureaus were considered the most reliable outside agency source in the search for coaches.

The coaches and administrators were in general agreement as to educational and athletic experiences that a coach should have for his preparation as a coach. They ranked the following experiences in this order: (1) previous experience as an assistant coach; (2) playing experience at the interscholastic level of competition (the coaches ranked this item second, the administrators third); (3) playing experience at the intercollegiate level of competition (the coaches ranked

this item third, the administrators second); (4) a coaching internship as an undergraduate student; (5) a minor in coaching; (6) a major or minor in physical education; (7) playing experience at the intramural level of competition; and (8) playing experience at the professional level of competition.

The coaches and administrators were also in general agreement with regard to what competency areas should be included in a curriculum for a coaches preparation program. The following curricular competency areas were ranked thusly: (1) the care and prevention of athletic injuries (ranked first by administrators and second by the coaches); (2) technique and skills of sports activities (ranked first by the coaches and second by administrators); (3) rules interpretation of specific sports; (4) sports physiology; (5) the legal aspects of coaching; (6) coaching theory and strategy; (7) sports psychology; and (8) administrative skills. It should be remembered that the basic comment attached to this question referred to the fact that all these curricular areas were important.

Several questions were asked of the administrators with regard to middle school athletic programs and the type of leadership needed for these programs. Based upon the responses received the administrators, superintendents, high school principals, and middle school principals indicated that the middle school athletic programs should serve as a developmental training program for basic sports skills. In addition, they indicated that the leadership in a middle school athletic program was no more critical at this level of activity than in a senior high school program.

Several pairs of variables were identified and analyzed by the chi-square statistical procedure. The related variables which demonstrated the closest relationships can be grouped into three basic topical areas. They are: (1) a coaching endorsement related to specific sports endorsement (coaches and administrators), a willingness to earn an endorsement if it were made mandatory (coaches), a middle school coaching endorsement (administrators), and a coaches preparation program at the university or college level (administrators); (2) a coaching program at the college or university level related to the number of semester hours for inclusion in such a program (administrators), and the holding of a major or minor in physical education (coaches); and (3) clinics and workshops related to proficiency exams as methods of obtaining an endorsement for coaching.

Conclusions

As a result of the analysis of the findings from the responses of the Virginia high school superintendents, principals, and athletic coaches the following conclusions have been reached:

1. The majority of the coaches were health and physical education majors or minors at the undergraduate level of preparation. Administrators, however, indicated that this was not a necessary prerequisite for a coaching position.

2. Coaches demonstrated a strong tendency in participating in clinics and workshops as well as a tendency in using them as a means of achieving endorsement. Administrators were not, however, of the opinion that clinics and workshops were sufficient to gain coaching competency.

3. The majority of administrators and coaches indicated that a statewide coaching endorsement was not necessary for coaching personnel at this time. In addition, a coaching endorsement in specific sports is not necessary.

4. The majority of the administrators indicated that no written job descriptions or guidelines are in use for hiring or appraising high school coaches by the administrators in the state of Virginia. A similar conclusion was reached in the studies of Fyfe (1971) and Maetozo (1964).

5. The majority of the administrators and coaches agreed that an assistant coaching position or an internship program and participation on an interscholastic and/or intercollegiate athletic team are considered as important experiences for a coaching background.

6. Administrators and coaches agreed that the following areas of knowledge are necessary for coaches: (a) care and prevention of athletic injuries, (b) skills and techniques of each sport, (c) rules interpretation for each sport, (d) sports physiology, (e) legal aspects of coaching, (f) coaching theory and strategy, (g) sports psychology, and (h) administrative skills. It may also be concluded that both groups, administrators and coaches, place a heavy emphasis upon the health and safety of each participant, as well as the teaching of proper skills to student athletes at all levels of athletic competition.

7. The administrators demonstrated a tendency that there is a need (55 percent) for a college or university coaching preparation program to include the curricular areas described above. Therefore, it is apparent

that the colleges and universities should develop and encourage a formal type of coaching preparation to improve the standards for coaching.

8. It appears that the burden for ensuring a minimal level of competency will rest with the local school systems. With help from the state this could be accomplished by sponsoring in-service programs or requiring coaches to enroll in similar programs in colleges and universities.

9. The primary purpose of a middle school athletic program is that of a developmental training school of basic sport skills. However, no special endorsement is necessary to coach at this level of participation.

10. Endorsement seems to be an ideal and not a reality as of this moment; and any attempt to implement it should not be allowed to impair the educational opportunities provided through sports by limiting the expansion of programs and the sports experience for students in today's secondary schools.

11. Inferences extended to the population of nonreturner coaches can be made only in a very limited manner, based on the similarities of returners and nonreturners on variables known for both.

Recommendations

Several recommendations to be considered for future study, in line with this investigation, are as follows:

1. It is recommended that an examination and evaluation of present endorsement programs in other states be studied according to their objectives, success in meeting objectives, and the problems met at various stages of development.

2. It is recommended that the colleges and universities in the state of Virginia be studied to determine the courses presently being offered to students interested in coaching. In addition, it would seem desirable to determine their interest in developing and including a curriculum appropriate for future high school coaches. The development of such a course of study would be for academic teachers who desire to coach as well as teach in the classroom.

3. A survey of college students who are in majors other than physical education and who display an interest in a future commitment to coaching, as well as teaching should be conducted to determine what would fill their needs with regard to a coaching education.

4. It is imperative for the safety and welfare of young athletes, as indicated by the administrators and coaches, that anyone working with the students meet minimal standards of first aid and sports medicine. It is recommended that a survey study be completed in the training and experience of each coach with regard to sports related injuries and the feasibility of requiring a certified trainer.

5. A study should be conducted of a similar nature for coaches of intercollegiate level athletic programs.

Recommendations of Implementation

The following recommendations for the implementation of an endorsement program are as follow:

1. State endorsement requirements should be developed by an endorsement committee with representatives from high school coaches, high school administrators, professional physical educators, state

certification personnel and representatives from the Virginia High School League.

2. It is recommended that the state of Virginia develop immediate and long range plans for establishing minimum standards of professional preparation and eventual endorsement of interscholastic athletic coaches which meet the national standards set by the American Alliance for Health, Physical Education, Recreation, and Dance.

3. A student assistant or intern coaching program should be developed at the collegiate level, for undergraduate and graduate students wishing to coach.

4. Administrators should develop and use written qualifications and job analysis for head coaching positions. These should be basic to the hiring of a coach. The studies of Maetozo (1965) and Fyfe (1971) specifically recommend that a review of preparation, experiences, competencies and personality should be made prior to appointment.

5. Administrators should encourage coaches to attend clinics and workshops and other professional functions. If funds are available to a coach for attendance at such functions, attendance should be required. The reimbursement of funds would certainly be a good incentive.

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APPENDIX A
Superintendents Questionnaire

FOR SUPERINTENDENTS

Directions: Please respond by checking the appropriate answers or by writing in the necessary word or words in the blanks provided.

I. General Information

1. Please indicate your high school classification within your county, city, or town school district.

1. A
 2. AA
 3. AAA

II. Educational Preparation

1. Do you require a physical education endorsement for an athletic coaching assignment?

1. YES
 2. NO

2. Do you feel that all head coaches should hold a physical education endorsement?

1. YES
 2. NO

3. Do you feel that all assistant coaches should hold a physical education endorsement?

1. YES
 2. NO

4. In your opinion, have coaches without a physical education background performed as well with their coaching duties as those with physical education preparation? (Circle the most appropriate number for your answer.)

Strongly Agree Strongly Disagree
 1 - 2 - 3 - 4 - 5 - 6

III. Selection and Hiring

1. Does your school system have written professional preparation requirements that are used in the selection of coaches other than the possession of a Virginia teaching certificate?

1. YES
 2. NO

If your response is YES to question #1, section 3, would you explain briefly or enclose a copy of these requirements.

2. The Virginia High School League regulations state that all coaches shall be certified teachers regularly employed by the school board (27-2-1). However, in an emergency situation when no other qualified person is available, a noncertified person may coach. Has this type of situation arisen in your school system?

1. YES
2. NO

3. The VHSL also permits assistant coaches who are not paid under supervision to coach at practice sessions. Do you allow this practice in your school system?

1. YES
2. NO

4. Are head coaches permitted to assist in the selection of assistant coaches?

1. YES
2. NO

5. Are persons assigned to coaching positions without any preparation in physical education?

1. YES
2. NO

6. When coaching jobs become available are these position openings filled by: (Check all that apply.)

1. promotion from within
2. promotion of assistant coaches
3. promotion of junior high school coaches
4. application from outside sources

7. Are coaching job openings listed with: (Check all that apply.)

1. college and university placement bureaus
2. professional placement services
3. openings are not publically announced

8. How are coaches compensated for their coaching time and responsibilities?

1. Additional salary - 1. YES 2. NO
2. Released time from teaching duties - 1. YES 2. NO
3. Fewer administrative duties - 1. YES 2. NO

9. How would you rate the importance of the following factors in the preparation of an athletic coach? (Circle the Appropriate response.)

	<u>Least</u>			<u>Most</u>		
	<u>Important</u>			<u>Important</u>		
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
1. Previous playing experience at the intramural level.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
2. Previous playing experience at the interscholastic level.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
3. Previous playing experience at the intercollegiate level.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
4. Previous playing experience at the professional level.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
5. Previous experience as an assistant coach.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
6. A coaching internship at the undergraduate level	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
7. A major or minor in physical education	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
8. A minor in coaching.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>

IV. Coaching Certification

A. Senior High School

1. Should a coaching endorsement program be required in the state of Virginia?

- 1. YES
- 2. No

2. Taking into consideration the nature of each sport in your athletic program, should state endorsement be developed for specific sports rather than for all sport activities?

- 1. YES
- 2. NO

If your answer to #2 is NO, then skip to question #4.

3. If you answered YES to the above question, which of the following sports would you suggest for coaching endorsement? (Check the appropriate answers.)

- | | |
|--------------------------------|---------------------------------|
| 1. <u> </u> BASEBALL | 7. <u> </u> SOCCER |
| 2. <u> </u> BASKETBALL | 8. <u> </u> SWIMMING |
| 3. <u> </u> CROSS COUNTRY | 9. <u> </u> TENNIS |
| 4. <u> </u> FOOTBALL | 10. <u> </u> TRACK & FIELD |
| 5. <u> </u> GOLF | 11. <u> </u> VOLLEYBALL |
| 6. <u> </u> GYMNASTICS | 12. <u> </u> WRESTLING |

4. If endorsement of coaches were to be established in Virginia, should all active coaches be given automatic certification?

- 1. YES
- 2. NO

5. Should the provision for endorsement be made on the basis of a proficiency examination?

- 1. YES
- 2. NO

6. Is there a need for a "Coaching" program in the Virginia colleges and universities?

- 1. YES
- 2. NO

7. How many hours do you feel should be required for a coaching endorsement?

- 1. 0- 6 semester hrs. (or 0- 9 quarter hrs.)
- 2. 7-12 semester hrs. (or 10-18 quarter hrs.)
- 3. 13-18 semester hrs. (or 19-27 quarter hrs.)
- 4. 19-24 semester hrs. (or 28-36 quarter hrs.)

8. What emphasis do you feel should be placed on each of the following competency areas for endorsement? (Circle the appropriate number.)

	<u>Least</u>				<u>Most</u>		
	<u>Important</u>				<u>Important</u>		
1. Coaching theory and strategy . . .	<u>1</u>	<u>2</u>	<u>3</u>	4	<u>5</u>	<u>6</u>	
2. Rules interpretation	<u>1</u>	<u>2</u>	<u>3</u>	4	<u>5</u>	<u>6</u>	
3. Care and prevention of injuries . .	<u>1</u>	<u>2</u>	<u>3</u>	4	<u>5</u>	<u>6</u>	
4. Sports physiology	<u>1</u>	<u>2</u>	<u>3</u>	4	<u>5</u>	<u>6</u>	
5. Sports psychology	<u>1</u>	<u>2</u>	<u>3</u>	4	<u>5</u>	<u>6</u>	
6. Administrative skills	<u>1</u>	<u>2</u>	<u>3</u>	4	<u>5</u>	<u>6</u>	
7. Legal aspects	<u>1</u>	<u>2</u>	<u>3</u>	4	<u>5</u>	<u>6</u>	
8. Techniques and skills	<u>1</u>	<u>2</u>	<u>3</u>	4	<u>5</u>	<u>6</u>	

9. Do you feel that attendance at clinics or workshops is sufficient to obtain coaching competency?

- 1. YES
- 2. NO

B. Junior High School/Middle School

1. Should a junior high or middle school interscholastic program serve as a "feeder" or farm system for the senior high school interscholastic athletic program or as a developmental training school for basic sport skills? (Circle the appropriate response.)

	<u>Development</u>
<u>Farm</u>	<u>of Basic Sport</u>
<u>System</u>	<u>Skill</u>
<u>1</u> - <u>2</u> - <u>3</u> - <u>4</u> - <u>5</u> - <u>6</u>	

2. In your opinion, is the supervision and leadership of a junior high or middle school interscholastic athletic program more critical than that of a senior high program?

- 1. YES
- 2. NO

3. One of the basic purposes of the junior high or middle school concept is to help the student make a transition from an elementary school child to that of an older adolescent. In light of the varying physiological and psychological differences of this group, in your opinion, is a special endorsement necessary for this level of coaching?

- 1. YES
- 2. NO

4. What emphasis do you feel should be placed on each of the following with regard to junior high/middle school competency areas for endorsement? (Circle the appropriate number.)

	<u>Least</u>			<u>Most</u>		
	<u>Important</u>			<u>Important</u>		
1. Coaching theory and strategy . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
2. Rules interpretation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
3. Care and prevention of injuries. .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
4. Sports physiology.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
5. Sports psychology.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
6. Administrative skills.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
7. Legal aspects.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
8. Techniques and skills.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>

5. If an endorsement program were approved, list briefly those requirements that you, as an administrator, would like to be specified in the development of the endorsement requirement of high school coaches. (Use the back of the page or append additional pages if desired.)

APPENDIX B
Principals Questionnaire

FOR PRINCIPALS

Directions: Please respond by checking the appropriate answers or by writing in the necessary word or words in the blanks provided.

I. General Information

1. Please indicate your school classification.

1. A
2. AA
3. AAA

2. What are the total number of athletic coaches (head and assistant) employed by the school? (Count each coach only once.)

1. MALE PROGRAM
2. FEMALE PROGRAM

3. What number of the above coaches are physical education instructors?

1. MALE
2. FEMALE

II. Educational Preparation

1. Do you require a physical education endorsement for an athletic coaching assignment?

1. YES
2. NO

2. Do you feel that all head coaches should hold a physical education endorsement?

1. YES
2. NO

3. Do you feel that all assistant coaches should hold a physical education endorsement?

1. YES
2. NO

4. In your opinion, have coaches with a physical education background performed as well with their coaching duties as those without physical education preparation? (Circle the most appropriate number for your answer.)

Strongly Agree Strongly Disagree

1 - 2 - 3 - 4 - 5 - 6

III. Selection and Hiring

1. Does your school have written professional preparation requirements that are used in the selection of coaches other than the possession of a Virginia teaching certificate?

1. YES
2. NO

If your response is YES to question #1, section 3, would you explain briefly or enclose a copy of these requirements.

2. The Virginia High School League regulations state that all coaches shall be certified teachers regularly employed by the school board (27-2-1). However, in an emergency situation when no other qualified person is available, a noncertified person may coach. Has this type of situation arisen in your school?

1. YES
2. NO

3. The VHSL also permits assistant coaches who are not paid under supervision to coach at practice sessions. Do you allow this practice in your school?

1. YES
2. NO

4. Are head coaches permitted to assist in the selection of assistant coaches?

1. YES
2. NO

5. Are persons assigned to coaching positions without any preparation in physical education?

1. YES
2. NO

6. When coaching jobs become available are these position openings filled by: (Check all that apply.)

1. promotion from within
2. promotion of assistant coaches
3. promotion of junior high school coaches
4. application from outside sources

7. Are coaching job openings listed with: (Check all that apply.)

1. college and university placement bureaus
2. professional placement services
3. openings are not publicly announced

8. How are coaches compensated for their coaching time and responsibilities?

- 1. Additional salary - 1. YES 2. NO
- 2. Released time from teaching duties - 1. YES 2. NO
- 3. Fewer administrative duties - 1. YES 2. NO

9. How would you rate the importance of the following factors in the preparation of an athletic coach? (Circle the appropriate response.)

	<u>Least</u>			<u>Most</u>		
	<u>Important</u>			<u>Important</u>		
1. Previous playing experience at the intramural level.	1	2	3	4	5	6
2. Previous playing experience at the interscholastic level.	1	2	3	4	5	6
3. Previous playing experience at the intercollegiate level.	1	2	3	4	5	6
4. Previous playing experience at the professional level.	1	2	3	4	5	6
5. Previous experience as an assistant coach.	1	2	3	4	5	6
6. A coaching internship at the undergraduate level.	1	2	3	4	5	6
7. A major or minor in physical education.	1	2	3	4	5	6
8. A minor in coaching.	1	2	3	4	5	6

IV. Coaching Certification

A. Senior High School

1. Should a coaching endorsement program be required in the state of Virginia?

- 1. YES
- 2. NO

2. Taking into consideration the nature of each sport in your athletic program, should state endorsement be developed for specific sports rather than for all sport activities?

- 1. YES
- 2. NO

If your answer to #2 is NO, then skip to question #4.

3. If you answered YES to the above question, which of the following sports would you suggest for coaching endorsement? (Check the appropriate answers.)

- | | |
|---|--|
| 1. <input type="checkbox"/> BASEBALL | 7. <input type="checkbox"/> SOCCER |
| 2. <input type="checkbox"/> BASKETBALL | 8. <input type="checkbox"/> SWIMMING |
| 3. <input type="checkbox"/> CROSS COUNTRY | 9. <input type="checkbox"/> TENNIS |
| 4. <input type="checkbox"/> FOOTBALL | 10. <input type="checkbox"/> TRACK & FIELD |
| 5. <input type="checkbox"/> GOLF | 11. <input type="checkbox"/> VOLLEYBALL |
| 6. <input type="checkbox"/> GYMNASTICS | 12. <input type="checkbox"/> WRESTLING |

4. If endorsement of coaches were to be established in Virginia, should all active coaches be given automatic certification?

- 1. YES
- 2. NO

5. Should the provision for endorsement be made on the basis of a proficiency examination?

- 1. YES
- 2. NO

6. Is there a need for a "Coaching" program in the Virginia colleges and universities?

- 1. YES
- 2. NO

7. How many hours do you feel should be required for a coaching endorsement?

- 1. 0- 6 semester hrs. (or 0- 9 quarter hrs.)
- 2. 7-12 semester hrs. (or 10-18 quarter hrs.)
- 3. 13-18 semester hrs. (or 19-27 quarter hrs.)
- 4. 19-24 semester hrs. (or 28-36 quarter hrs.)

8. What emphasis do you feel should be placed on each of the following competency areas for endorsement? (Circle the appropriate number.)

	<u>Least</u>			<u>Most</u>		
	<u>Important</u>			<u>Important</u>		
1. Coaching theory and strategy . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
2. Rules interpretation.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
3. Care and prevention of injuries . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
4. Sports physiology	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
5. Sports psychology	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
6. Administrative skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
7. Legal aspects	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
8. Techniques and skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>

9. Do you feel that attendance at clinics or workshops is sufficient to obtain coaching competency?

- 1. YES
- 2. NO

B. Junior High School/Middle School

1. Should a junior high or middle school interscholastic program serve as a "feeder" or farm system for the senior high school interscholastic athletic program, or as a developmental training school for basic sport skills? (Circle the appropriate response.)

	<u>Development</u>					
<u>Farm</u>	<u>of Basic Sport</u>					
<u>System</u>	<u>Skill</u>					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>

2. In your opinion, is the supervision and leadership of a junior high or middle school interscholastic athletic program more critical than that of a senior high program?

- 1. YES
- 2. NO

3. One of the basic purposes of the junior high or middle school concept is to help the student make a transition from an elementary school child to that of an older adolescent. In light of the varying physiological and psychological differences of this group, in your opinion, is a special endorsement necessary for this level of coaching?

- 1. YES
- 2. NO

4. What emphasis do you feel should be placed on each of the following with regard to junior high/middle school competency areas for endorsement? (Circle the appropriate number.)

	<u>Least</u>			<u>Most</u>		
	<u>Important</u>			<u>Important</u>		
1. Coaching theory and strategy . . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
2. Rules interpretation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
3. Care and prevention of injuries . .	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
4. Sports physiology	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
5. Sports psychology	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
6. Administrative skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
7. Legal aspects	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
8. Techniques and skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>

5. If an endorsement program were approved, list briefly those requirements that you, as an administrator, would like to be specified in the development of the endorsement requirement of high school coaches. (Use the back of the page or append additional pages if desired.)

APPENDIX C
Coaches Questionnaire

FOR COACHES

Directions: Please respond by checking the appropriate answers or by writing in the necessary word or words in the blanks provided.

I. General Information

1. Please indicate your school classification.

1. A
2. AA
3. AAA

2. What is your sex?

1. MALE
2. FEMALE

3. How many years of experience do you have in high school coaching? (Check the appropriate number under both headings.)

<u>Head Coach</u>	<u>Assistant Coach</u>
<input type="checkbox"/> 1 - 5	<input type="checkbox"/> 1 - 5
<input type="checkbox"/> 6 - 10	<input type="checkbox"/> 6 - 10
<input type="checkbox"/> 11 - 15	<input type="checkbox"/> 11 - 15
<input type="checkbox"/> 16 - 20	<input type="checkbox"/> 16 - 20
<input type="checkbox"/> Above 20	<input type="checkbox"/> Above 20

4. When hired for your present position, was coaching considered to be part of your regular duties?

1. YES
2. NO

5. How many sports did you coach last year as: (Indicate the proper number in the blanks that are provided.)

1. A HEAD COACH
2. AN ASSISTANT COACH

II. Educational Preparation

1. What is the highest degree you have earned?

1. BACHELORS
2. MASTERS
3. MASTERS PLUS

2. What was your undergraduate course of study? (Check the appropriate course of study under both headings.)

- | <u>Major</u> | <u>Minor</u> |
|---|--------------------------|
| 1. <input type="checkbox"/> HEALTH AND PHYSICAL EDUCATION | <input type="checkbox"/> |
| 2. <input type="checkbox"/> EDUCATION | <input type="checkbox"/> |
| 3. <input type="checkbox"/> SCIENCES | <input type="checkbox"/> |
| 4. <input type="checkbox"/> BUSINESS AND ECONOMICS | <input type="checkbox"/> |
| 5. <input type="checkbox"/> LANGUAGES | <input type="checkbox"/> |
| 6. <input type="checkbox"/> HISTORY, SOCIOLOGY, POL. SC. | <input type="checkbox"/> |
| 7. <input type="checkbox"/> MATH | <input type="checkbox"/> |
| 8. <input type="checkbox"/> PSYCHOLOGY | <input type="checkbox"/> |

3. If you have earned an advanced degree, what was your graduate area of study?

- MAJOR
1. HEALTH AND PHYSICAL EDUCATION
 2. ADMINISTRATION AND SUPERVISION
 3. GUIDANCE AND COUNSELING
 4. CURRICULUM AND INSTRUCTION
 5. EDUCATION (OTHER)
 6. SCIENCES
 7. MATH
 8. LANGUAGE
 9. HISTORY, POL. SCIENCE, SOCIOLOGY, ETC.

4. Do you attend professional coaching clinics, workshops, or schools?

1. YES
2. NO

If YES then how many did you attend last year? (Circle the appropriate answer.)

0 - 1 - 2 - 3 - 4

5. Are you required to attend these functions?

1. YES
2. NO

6. To what extent is the expense of attending professional functions reimbursed by your school system?

1. TOTAL REIMBURSEMENT
2. PARTIAL REIMBURSEMENT
3. NO REIMBURSEMENT - RELEASED TIME PROVIDED
4. NO REIMBURSEMENT

III. Sports Participation and Coaching Experience

1. Check those sports that you have participated in as an athlete.

	<u>Junior High</u>	<u>High School</u>	<u>Junior College</u>	<u>College</u>	<u>Professional</u>
Baseball	___	___	___	___	___
Basketball	___	___	___	___	___
Cross Country	___	___	___	___	___
Football	___	___	___	___	___
Golf	___	___	___	___	___
Gym- nastics	___	___	___	___	___
Soccer	___	___	___	___	___
Swimming	___	___	___	___	___
Tennis	___	___	___	___	___
Track & Field	___	___	___	___	___
Volleyball	___	___	___	___	___
Wrestling	___	___	___	___	___

2. Prior to your first high school coaching assignment, what form of coaching experience did you have? (Check those answers that apply.)

1. ___ STUDENT ASSISTANT
2. ___ LABORATORY SCHOOL EXPERIENCE
3. ___ STUDENT TEACHING
4. ___ JUNIOR HIGH SCHOOL
5. ___ LITTLE LEAGUE
6. ___ GRADUATE ASSISTANT
7. ___ COLLEGE COACHING

3. How would you rate the importance of the following factors in the preparation of an athletic coach? (Circle the appropriate answer.)

	<u>Least</u>			<u>Most</u>		
	<u>Important</u>			<u>Important</u>		
1. Previous playing experience at the Intramural level.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
2. Previous playing experience at Interscholastic level.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
3. Previous playing experience at Intercollegiate level.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
4. Previous playing experience at Professional level.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
5. Previous experience as an assistant coach.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
6. A coaching internship at the undergraduate level.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
7. A major or minor in physical education.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
8. A minor in coaching.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>

IV. Certification

1. Do you believe that there is a need for an endorsement requirement for Virginia high school coaches, other than a general teaching certificate?

- 1. YES
- 2. NO

2. Taking into consideration the nature of each sport in the athletic program, should state endorsement be developed for specific sports rather than comprehensive sport coverage?

- 1. YES
- 2. NO

If your answer to #2 is NO, then skip to question #4.

3. If you answered YES to the above question, which of the following sports would you suggest for coaching endorsement? (Check the appropriate answers.)

- | | |
|--------------------------------|-----------------------------------|
| 1. <u> </u> BASEBALL | 7. <u> </u> SOCCER |
| 2. <u> </u> BASKETBALL | 8. <u> </u> SWIMMING |
| 3. <u> </u> CROSS COUNTRY | 9. <u> </u> TENNIS |
| 4. <u> </u> FOOTBALL | 10. <u> </u> TRACK AND FIELD |
| 5. <u> </u> GOLF | 11. <u> </u> VOLLEYBALL |
| 6. <u> </u> GYMNASTICS | 12. <u> </u> WRESTLING |

4. Assume that coaching endorsement has been made mandatory and you do not meet the requirements, would you be willing to earn a coaching endorsement?

- 1. YES
- 2. NO

If your answer is NO, then skip to question #6.

5. Would you prefer to achieve credit for this endorsement through:

- 1. CLINICS AND WORKSHOPS
- 2. COLLEGE COURSES
- 3. A COACHING MINOR
- 4. PROFICIENCY EXAMINATION

6. What emphasis should be placed on each of the following study areas for endorsement? (Circle the most appropriate number.)

	<u>Least</u>			<u>Most</u>		
	<u>Important</u>	<u>Important</u>	<u>Important</u>	<u>Important</u>	<u>Important</u>	<u>Important</u>
1. Coaching Theory and Strategy	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
2. Rules Interpretation	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
3. Sports Physiology	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
4. Care and Prevention of Injuries	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
5. Sports Psychology	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
6. Administrative Skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
7. Legal Aspects	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
8. Techniques and Skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>

7. If an endorsement program were approved, list briefly those requirements that you, as a coach, would like to be specified in the development of the endorsement program. (Use the back of the page or append additional pages if desired.)

APPENDIX D

Letters of Transmission

Route 2, Box 94B
Lexington, VA 24450
November 1, 1981

Dear Administrator:

I am requesting your assistance and participation in a research project. The project is designed to survey the professional preparation of Virginia High School coaches and the possible need for developing a method of endorsement for future coaches.

This research project is being done in conjunction with my doctoral program in the College of Education at Virginia Polytechnic Institute and State University. It is under the direction of the faculty of the Division of Educational Administration and H.P.E.R.

Your cooperation in completing the enclosed questionnaire is important to this project. You have been selected in a random sample of educational administrators in Virginia. In order that the results will represent accurately the thinking of these administrators, it is important that each questionnaire be returned.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off the mailing list when your questionnaire is returned.

Please return the questionnaire in the enclosed, self-addressed, stamped envelope within ten (10) days. You may receive a copy of the results by writing "copy of results requested" on the back of the return envelope and printing your name and address below it.

Thank you for your consideration, assistance, and cooperation.

Sincerely,

Margaret L. Driscoll
Professor of Education
Division of H.P.E.R.
Virginia Tech
Blacksburg, Virginia 24061

Arnold W. Joyce
Doctoral Candidate, Div. H.P.E.R.
Virginia Tech
Blacksburg, Virginia 24061

Route 2, Box 94B
Lexington, VA 24450
December 1, 1981

Dear Sir:

I am requesting your assistance and participation in a research project. The project is designed to survey Virginia high school athletic coaches, principals, and superintendents to determine the professional preparation of the high school coaches and their opinion as to the need for developing endorsement requirements for future coaches.

This research project is being done in conjunction with my doctoral program in the College of Education at Virginia Polytechnic Institute and State University. This project is under the direction of the faculty of the Division of Educational Administration and H.P.E.R.

Because of the large number of coaches and their frequent changes, it is not feasible to contact each one; therefore, a packet of questionnaires is being sent to V.H.S.L. member schools. I am asking your assistance as athletic director in distributing to and collecting from each head coach the questionnaire. Please emphasize their cooperation, as your school has been selected in a random sample. In order that the results will represent accurately the thinking of these coaches, it is important that each questionnaire be returned.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so that we may check your school's name off the mailing list when your questionnaires are returned.

Each head coach should receive a cover letter and a questionnaire. Will you please request your coaching staff to complete and return the questionnaires to you within five (5) days, and then will you please return the questionnaires to me in the enclosed, stamped, and addressed envelope.

The success of the study depends upon your cooperation; therefore, encourage your staff to complete the questionnaire. Thanks for your consideration and assistance.

Sincerely,

Margaret L. Driscoll
Professor of Education
Division of H.P.E.R.
Virginia Tech
Blacksburg, Virginia 24061

Arnold W. Joyce
Doctoral Candidate, Div. H.P.E.R.
Virginia Tech
Blacksburg, Virginia 24061

Route 2, Box 94B
Lexington, VA 24450
December 1, 1981

Dear Coach:

I am a doctoral student in the College of Education at Virginia Polytechnic Institute and State University. I am requesting your participation in a research project designed to survey and analyze Virginia high school coaches, principals, and superintendents with regard to professional preparation and as to the need for developing endorsement requirements for future coaches in the state of Virginia.

Your cooperation in completing the enclosed questionnaire is important to this study. Your school has been selected in a random sample. In order that the result will represent accurately the thinking of the coaches, it is important that each questionnaire be returned. Upon completion of the questionnaire, please return it to your athletic director so that in turn it can be sent to me. The information you furnish will be completely confidential.

Thank you for your cooperation and assistance.

Sincerely,

Margaret L. Driscoll
Professor of Education
Division of H.P.E.R.
Virginia Tech
Blacksburg, Virginia 24061

Arnold W. Joyce
Doctoral Candidate, Div. H.P.E.R.
Virginia Tech
Blacksburg, Virginia 24061

Dear Sir:

This is a reminder about the questionnaire you received two weeks ago pertaining to the professional preparation of interscholastic athletic coaches and the need of a coaching endorsement.

Your reply is important to me and this study. Please take a few minutes and complete the questionnaire, place it in the stamped, self-addressed envelope provided, and return it to me.

Thank you for your time and cooperation.

Sincerely,

Arnold W. Joyce
Doctoral Candidate, Div. HPER
Virginia Tech
Blacksburg, Virginia 24061

Dear Sir:

Four weeks ago a request was made for the return of the questionnaire which had been sent to you concerning the professional preparation of the interscholastic athletic coaches and the need of a coaching endorsement.

The response has been relatively good from those individuals contacted. However, I have not heard from you.

I would appreciate a response from you at your earliest convenience. In the event that the questionnaire has been misplaced, another has been included at this time.

Sincerely,

Arnold W. Joyce
Doctoral Candidate, Div. HPER
Virginia Tech
Blacksburg, Virginia 24061

APPENDIX E

The Number and Percentage of Clinics
Attended by the Responding Coaches

The Number and Percentage of Clinics
Attended by the Responding Coaches

Responses	Number of Clinics Attended				
	0	1	2	3	4
Number	153	274	219	67	21
Percent	20.8	37.3	29.9	9.1	2.9

APPENDIX F

Coaches Responses with Regard to Coaching Being
Considered to be Part of Their Regular Duties

Coaches Responses with Regard to Coaching Being
Considered to be Part of Their Regular Duties

Responses	Yes	No
Frequency	506	236
Percent	68.2	31.8

APPENDIX G

Coaches Participation at Various
Levels of Sport Activities

Coaches Participation at Various
Levels of Sport Activities

Responses	Number of Sports				
	1	2	3	4	over 4
Number	79	130	222	166	108
Percent	11.2	18.4	31.5	23.5	15.1

APPENDIX H

A Chi Square Analysis Regarding the Relationship of
Physical Education Majors and the
Importance of a Minor in Coaching

A Chi-Square Analysis Regarding the Relationship of
Physical Education Majors and the
Importance of a Minor in Coaching

Physical Education Major	Coaching Minor					
	1	2	3	4	5	6
1. Frequency	93	13	15	13	6	2
Cell χ^2	175.2	1.4	4.9	9.2	14.3	13.7
Percent	12.60	1.76	2.03	1.76	0.81	0.27
Row Percent	69.40	9.15	10.56	9.15	4.23	1.41
2. Frequency	13	38	28	13	6	2
Cell χ^2	1.3	52.2	3.4	2.6	7.2	8.4
Percent	1.76	5.45	3.52	1.76	0.81	0.27
Row Percent	13.27	38.78	26.53	13.27	6.12	2.04
3. Frequency	10	18	60	22	25	9
Cell χ^2	9.7	0.0	42.9	1.9	0.1	4.1
Percent	1.36	2.44	8.13	2.98	3.12	1.22
Row Percent	7.04	12.68	42.25	15.49	16.20	6.34
4. Frequency	5	14	27	58	40	16
Cell χ^2	19.9	2.0	0.2	18.6	5.2	0.7
Percent	0.68	1.90	3.66	7.86	5.42	2.17
Row Percent	3.13	8.75	16.88	36.25	25.00	10.00
5. Frequency	9	7	6	28	34	24
Cell χ^2	5.7	3.3	9.8	1.4	12.1	8.6
Percent	1.22	0.95	5.56	3.79	4.61	3.25
Row Percent	8.33	6.48	4.38	25.93	31.48	22.22
6. Frequency	4	4	3	19	20	38
Cell χ^2	9.0	4.6	10.9	0.0	1.4	67.9
Percent	0.54	0.54	0.41	2.57	2.71	5.15
Row Percent	4.55	4.54	3.41	21.59	22.73	43.18

$\chi^2 = 534.04$, $df = 25$, significant at the .05 level.

APPENDIX I

Correlation Matricies for Figures 1, 2, and 3

Correlation Matrix for Linkage Analysis of Figure 1

	1	2	3	4	5	6	7	8	9	10
1. Intra-mural	-	25	9	6	-10	-6	9	2	6	5
2. Inter-scholastic	25	-	54	11	13	2	1	-3	6	6
3. Inter-collegiate	9	54	-	41	16	22	10	11	-4	-5
4. Profes-sional	6	11	41	-	22	29	13	21	-1	-6
5. Assistant Coach	-10	12	16	22	-	46	17	31	-12	-12
6. Internship	-6	2	22	29	46	-	28	45	-18	-15
7. PE Major	9	1	10	13	17	28	-	60	-28	-15
8. Coaching Minor	2	-3	11	21	31	45	60	-	-36	-26
9. Need Endorse-ment	6	6	-4	-1	-12	-18	-28	-36	-	56
10. Special Sport Endorse-ment	5	6	-5	-5	-12	-15	-15	-26	56	-

Correlation Matrix for Linkage Analysis of Figure 2

	Theory	Rules	Physio- logy	Injury	Psycho- logy	Adminis- tration	Legal	Skills
Theory	-	36	22	8	31	20	11	40
Rules	36	-	27	27	16	29	32	36
Physio- logy	22	27	-	36	45	34	36	20
Injury	8	27	37	-	24	22	35	22
Psycho- logy	31	16	45	24	-	40	29	23
Adminis- tration	20	29	34	22	40	-	51	26
Legal	10	32	36	35	29	51	-	23
Skills	40	36	20	22	23	26	23	-

Correlation Matrix for Linkage Analysis of Figure 3

	1	2	3	4	5	6	7	8	9	10	11	12
Base- ball	-	56	32	9	25	22	32	15	25	30	37	34
Basket- ball	56	-	40	-1	28	8	31	23	13	15	25	28
Foot- ball	32	40	-	6	15	11	19	31	9	4	15	8
Gymnas- tics	9	-1	6	-	40	54	27	43	36	32	37	31
Soccer	25	28	15	40	-	46	34	44	51	43	51	41
Swim- ming	22	8	11	54	46	-	29	44	46	45	51	38
Track	32	31	19	27	34	29	-	34	41	32	41	45
Wrestling	15	23	31	43	44	44	34	-	33	27	33	26
Cross- Country	25	13	9	36	51	45	41	33	-	72	58	56
Golf	30	15	4	32	43	44	32	27	78	-	72	67
Tennis	37	25	15	37	51	51	41	33	58	72	-	73
Volley- ball	34	28	8	31	41	38	45	26	56	67	73	-

APPENDIX J

Job Analysis for Coaches

Title: Athletic Coach, Southampton High School

- Minimum Qualifications:
1. Must be under contract to Southampton County School Board.
 2. Must have demonstrated an understanding of the rules and fundamentals of the sport to be coached.
 3. Must exhibit a positive image and example for participants and the community.

- Job Goals:
1. To aid young people in maturity, both physically and mentally.
 2. To foster development of high standards of conduct and good sportsmanship.
 3. To aid in developing pride and confidence in ones self and with others.
 4. To teach the fundamentals of the game to provide for recreational value in later life.

Responsibilities: Each coach must...

1. Present a positive and congenial attitude towards participants, staff, and community. Should always seek to project the best image possible for the program.
2. Assure that all participants:
 - A. examined by a liscensed physican prior to participation and physically fit
 - B. covered by insurance either through the school or his/her parent or guardian. In the latter instance a signed statement of such coverage must be secured
 - C. eligible under all regulations of the school and the VHSL. Proper forms regarding that eligibility must be prepared
3. Provide a program of training which conditions the participant physically to injury and to perform to his individual maximum limits.
4. Secure equipment necessary for the conduct of the activity through the athletic director. Equipment issued to participants must be recorded and signed for. At the conclusion of the season all equipment must be accounted for, cleaned and readied for storage. Each coach is responsible for storage. Each coach is responsible for the

cleanliness and maintenance of equipment and uniform during the season. Items lost by participants must be paid for.

5. Assure the preparation of the playing area on which his/her team participates.
6. Report results of contests to the press on a regular and efficient basis. In addition relations with the media must be positive, even under the most adverse of conditions.
7. Prepare the athletes in such a way to achieve success. Present day society emphasizes success and coaches are expected to reflect that standard. In all instances winning is to be sought within the rules of the game.
8. Seek to promote the activity within the school and establish the best of relationships with all students, whether participants in the activity or not. Students should be encouraged to participate. Coaches must realize that participation is voluntary on the part of students. There is reward for team membership. Under no circumstances or in any way may a non-participant be penalized.
9. Realize that coaching is as much a profession as teaching and should be approached as such. The coach must know the rules and regulations of the game and strive to apply them. He should approach his work with pride and dignity as an example to the players, school and community.

A. Criteria for Making Assignments

The principal shall observe the following criteria in making assignments:

1. Athletics

Individuals assigned to coach athletics must meet the following criteria:

- a. Must conform to the Virginia High School League requirements for coaches.
- b. Must have majored or minored in a physical education program which included a course in the care and prevention of athletic injuries, or must have satisfactorily completed a course in each of the following areas: a standard first aid course or a course in the care and prevention of athletic injuries and a course in the methods and techniques of coaching.

- c. Must have demonstrated qualities of leadership.
- d. Must attend at least once every two years a coaching clinic sponsored by the Virginia High School League or one approved by principal.
- e. Shall exemplify behavior that is representative of the educational staff of the school and a credit to the teaching profession.

APPENDIX K

Administrators Responses to Questions Pertaining to
how Position Openings are Filled and
what Sources are Used

Administrators Responses to Questions Pertaining to
how Position Openings are Filled and
what Sources are Used

Question	Responses	
	Number	Percent
1. How are position openings filled?		
a. Promotion from within	249	98.0
b. Promotion of assistant coaches	230	90.5
c. Promotion of junior high coaches	178	70.1
d. Outside sources	235	92.5
2. How are coaching job openings listed?		
a. College and university placement bureaus	187	73.6
b. Professional placement service	80	31.5
c. Not publically announced	59	23.2

APPENDIX L

A Chi-Square Analysis of the Administrators Responses Regarding
a Major or Minor in Physical Education and no Physical
Education Requirement for Coaching

A Chi-Square Analysis of the Administrators Responses Regarding
a Major or Minor in Physical Education and no Physical
Education Requirement for Coaching

Coaching Requirement	P.E. Major or Minor					
	1	2	3	4	5	6
No P.E.						
Frequency	35	52	63	37	12	2
Cell χ^2	0.8	0.6	0.2	0.1	1.3	4.9
Percent	14.58	21.67	26.25	15.42	5.00	0.83
Row Percent	17.41	25.87	31.34	18.41	5.97	1.00
P.E. Required						
Frequency	1	4	8	10	8	8
Cell χ^2	4.0	2.9	1.1	0.7	6.9	25.0
Percent	0.42	1.67	20.51	25.64	20.51	20.51
Row Percent	2.56	10.26	11.27	21.28	40.00	80.00

$\chi^2 = 48.53, df = 5, \text{ significant at the } .05 \text{ level.}$

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AN ANALYSIS OF THE CURRENT STATUS OF VIRGINIA COACHES
WITH REGARD TO A COACHING ENDORSEMENT

by

Arnold W. Joyce

(ABSTRACT)

Interscholastic athletic participation has increased significantly over the last twenty years; with this increase the need for more and qualified coaches is necessary. The purpose of this study was to investigate, in the state of Virginia, the opinions of school superintendents, principals, and athletic coaches toward the practicality of requiring a coaching endorsement for high school coaches, analyze the professional preparation of high school coaches, and what criteria administrators utilize in the selection of coaches.

The population of this research was randomly selected. A total of 315 administrators and 1469 coaches represented each of the three school enrollment divisions. The data received were arranged in tabular form and analyzed according to frequency, the chi-square procedure, and linkage analysis.

The results suggested that:

1. Endorsement at this point in time is the ideal and not a reality.
2. The burden of ensuring a minimal level of competency will rest with the local school system, and with help from the state this could be accomplished by sponsoring inservice programs or requiring coaches to enroll in similar programs in colleges and universities.

3. Administrators should develop and use written qualifications and job analyses for head coaching positions. An intensive review of preparation, experiences, competences, and personality traits should be made prior to the coach's appointment.

4. Administrators and coaches agreed that the following areas of knowledge are necessary for coaches and should be included in a coaching curriculum: (a) care and prevention of athletic injuries, (b) skills and techniques of each sport, (c) rules interpretation of each sport coached, (d) sports physiology, (e) legal aspects of coaching, (f) coaching theory and strategy, (g) sports psychology, and (h) administrative skills. It may also be concluded that both groups, administrators and coaches, place a heavy emphasis upon the health and safety of each participant, as well as the teaching of proper skills to student athletes at all levels of competition.

5. The administrators indicated that there is a need for a college or university coaching preparation to improve the standards of coaching especially for academic teachers who desire to coach as well as teach in the classroom.

6. A physical education degree is not a necessary prerequisite for coaching; however, an assistant coaching position or an internship program and participation on an interscholastic and/or intercollegiate athletic team are considered important experiences for a coach to possess.