Analysis of the professional preparation of Montana head coaches

Daniel James Peters

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AN ANALYSIS OF THE PROFESSIONAL PREPARATION
OF MONTANA HEAD COACHES

By
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B.A., University of Montana, 1963
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for the degree of
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D.J.P.
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CHAPTER I
INTRODUCTION

The establishment and acceptance of interscholastic athletics on the junior and senior high school level as part of a comprehensive education program has produced a demand to find qualified persons who possess the necessary competencies to conduct such programs. In the public schools the responsibility for the conduct of sports and athletic programs in most cases rests with the teacher-coach. Generally, the teacher-coach is that person hired for a teaching position in a particular school and who assumes additional duties of coaching one or more sports. In most cases he receives compensation for his coaching duties beyond his teaching salary.

In recent years, chiefly because of injuries and even fatalities occurring in some sports, most often football, coaches and school officials have become more concerned about the professional preparation of the coach. Various investigations have indicated that mere participation in the sport alone does not prepare the coach in the areas of health, nutrition, training procedures, care and prevention of athletic injuries, and sound educational guidance of the growing youngsters for whom the coach is responsible.
Frost (5) has referred to athletics and sports as educational and has stated that all dimensions of education -- social, physical, emotional, intellectual, and spiritual -- are affected by participation in athletics and sports. With the high degree of physical stress which develops in sports competition and the emotional pressures which the sports participant faces, it becomes natural to assume that the coach must be capable of understanding these situations and guiding the youth through them.

Frost (6) has made a comparison between a coach and a mechanic. Just as the mechanic should know the functions of component parts of the automobile or airplane for good performance, the coach should understand the functions of the human body in order to best condition the individual for effective performance. However, as further indicated by Frost, the analogy between the coach and mechanic ends when one compares the electrical system of a modern aircraft to the nervous system of the human. Although it is possible to have a complete understanding of the complicated electrical system for an aircraft, it may be impossible to hold anyone responsible for a complete understanding of the nervous system of man. Therefore, coaches are not mechanics, as mechanics do not mold human beings. Moreover, coaches should receive a preparation that gives them an understanding of the basic physiological, psychological and sociological functions of youth. In
other words, coaching is more than knowledge of games and
game strategy.

Special preparation of coaches is, at the present
time, beginning to receive much attention. In 1962,
the American Association for Health, Physical Education
and Recreation (1) through the sponsorship of a Professional
Preparation Conference held in Washington, D.C.,
established a set of competencies which it believed should
be possessed by all coaches of interscholastic sports at
every level. Results of the conference indicated that
coaches should have more than just actual playing experi­
ence in athletics. They should also have specific
professional education which would qualify them for the
educational guidance of the relatively immature youngsters
with which they deal. The educational viewpoint is that
the greatest welfare of each boy is the basic aim of the
program, and the development of a highly skilled sports
performer is no more than a by-product.

Another development by the AAHPER (1) was the
establishment of a special committee responsible for the
development of a coaching minor. This coaching minor was
designed to give students majoring in various academic sub­
jects and desiring to coach the additional training
needed to justify their employment as teachers of youth
involved in highly competitive sport situations. Presently,
an attempt is being made to get teacher-training
institutions to initiate programs of this type. Further proposals and reports of this committee are still in the developmental stage.

It appears that an examination and comparison of the professional preparation of Montana head coaches in relation to nationally recommended preparation standards would provide valuable information to those persons interested in strengthening the professional preparation program of those students wishing to enter the coaching profession. Based upon this assumption and the fact that a careful review of the literature indicated that an evaluation of the professional preparation of coaches had never been done, was this study undertaken.

I. STATEMENT OF THE PROBLEM

The problem of this investigation was that of assessing the professional preparation of selected head coaches in the state of Montana and comparing their preparation to nationally recommended standards.

Significance of the Study

The study attempted to disclose facts which will provide information on the professional preparation of selected head coaches in Montana high schools compared to that of recommended standards. The facts derived from this investigation should provide a basis on which to
make suggestions and recommendations for the improvement of professional preparation programs for coaches in the state of Montana. This information could possibly be valuable for professional coaching organizations, the state high school athletic association, the state department of public instruction, teacher training institutions or any other official organization interested in improving the professional preparation of coaches.

Assumptions

The following assumptions were made before undertaking this study.

1. Appropriate evaluative criteria related to the qualifications and preparation of head coaches could be developed and validated.

2. An appropriate instrument could be developed from the evaluative criteria which would elicit from head coaches of major sports the information pertinent to the purpose of this study.

3. An analysis of the data obtained from the investigation would be of value in determining the overall qualifications and professional preparation of head coaches in the state of Montana.

4. The results of this study would be used as guide lines for improving the professional preparation of coaches in the State of Montana.

Limitations of the Study

1. Only head coaches in football, basketball, track, and wrestling at the senior high school level were surveyed. These are considered the major sports in Montana.

2. A mailed questionnaire was used to gather the data.
Definition of Terms

1. **Professional Preparation**: refers to those college or university undergraduate and graduate courses of study designed to prepare individuals for coaching positions in the public and private schools of Montana.

2. **Coach**: refers to the individual who is responsible for the preparation of participants for athletic events.
CHAPTER II
REVIEW OF RELATED LITERATURE

It has been generally accepted in American education that all activities that take place under the auspices of the school are part of the curriculum. Interscholastic athletics being a part of the curriculum becomes a very important part of the students education. Moreover, athletic programs are so universal in today's schools and involve so many of the students that the programs must receive careful attention by the administrators of education. It is generally believed that the person who is directly responsible for the athletic program should be both generally educated and specifically trained to meet his educational responsibilities. Various studies and professional opinions in related literature have expressed this viewpoint.

I. PREPARATION STUDIES

In 1945, Galligan (7) reported that approximately 50 percent of the injuries in high school athletics were attributable to inadequate safety essentials and equipment hazards. He listed six essentials for athletic safety: 1) trained coaches, 2) proper equipment, 3) adequate facilities, 4) sound conditioning,
5) carefully selected officials, and 6) attention to type of competition.

Sterner (16) gathered data which indicated that if a man played football in college and was later employed as a secondary school teacher, the chances seemed to be about three to one that he would coach football during his first or second year of teaching. The experience of these coaches showed that almost every coach of a competitive sport had played the game he was coaching in high school or college. Sterner reported that only about one-third (17-46) of the coaches of football and boy's basketball had been certified in physical education. He concluded that beginning teachers certified in physical education coached activities related to that subject field; and that about half of the men certified in science, mathematics, or social studies were coaches of football and/or boy's basketball. Therefore, as stated by Sterner, it seems reasonable to allow college men to elect courses in coaching football, or basketball, if they play on inter-collegiate teams and are not majoring in physical education. Moreover, it seems that systematic advisement and supervision of prospective teachers by college authorities would make it possible for college students to take formal courses and participate in college activities in order that they might be better qualified to coach athletic activities.
Neal (13) completed a questionnaire study of superintendents, basketball coaches, and football coaches, in the state of Minnesota, in which he investigated whether specific competencies identified were essential to successful coaching of interscholastic sports. He found a basic agreement between school administrators and coaches that the following competencies should be possessed by all coaches:

1. The coach should be qualified to plan athletic programs that will encompass all patterns of child growth and development as well as individual differences.

2. The coach should understand the relationship of physical education, including athletics, to the objectives of education.

3. The coach should provide learning experiences in motor activities which will have a positive effect on attitudes and behavior.

4. The athletic coach should be able to administer school and departmental policies and cooperate closely with school administrations.

5. The coach should be able to supervise every facet of athletic safety and understand legal responsibilities, and at all times must maintain his responsibilities as a member of the school faculty.

On November 4, 1956, as a result of this study, the Minnesota State Board of Education unanimously adopted a regulation requiring that all coaches of interscholastic football, basketball, baseball, hockey, wrestling, and track and field, possess, as a minimum qualification, a minor in physical education as a prerequisite for certification. This regulation became effective during the 1959-60 school year.
Maetozo (11) made a study of the preparation of coaches throughout the United States which is probably the most comprehensive ever conducted in this area. In surveying 1410 coaches and sampling all 50 states, he reported these findings:

1. Coaches are assigned to instruct in a variety of subjects regardless of their major.

2. Among the many subjects in which coaches majored, physical education appeared about twice as often as any other subject.

3. Only a few of those coaches who majored in other subjects had a minor in physical education.

4. There are very few written statements on the qualifications of coaches.

5. Coaches have responsibility in more than one sport.

6. Few coaches work with intramurals.

In addition, Maetozo surveyed the opinions of city and state athletic directors, principals, and executive secretaries of the National Federation of State High School Athletic Associations on whether coaches of interscholastic sports should be certified specifically as coaches. Except for high school principals, this group was predominantly in favor of certification for coaches which would consist of competencies beyond the standard teacher certificate. This group, except for principals, was about evenly divided on whether there should be professional preparation for assistant coaches and whether head coaches should be physical education majors.
From his study Maetozo also disclosed some areas in which coaches advocated more preparation. They were:

1. More training in squad management and organization
2. More technical information in the sports
3. Better preparation in training and conditioning
4. More knowledge of legal implications
5. Better training in officiating
6. More discussion of relationship between coaches and physicians

Marsh's (12) study, which surveyed head coaches in 100 high schools in four eastern states, revealed that participation in athletics is extremely important, but not essential for anyone entering the coaching field. Enrollment in various selected courses considered part of professional preparation in physical education is extremely important for a person planning to coach at the secondary level.

Perry (15) in a recent study concluded that in light of the work load required of coaches, it is difficult if not impossible, for principals of secondary schools in Southern California to hire physical education majors for coaching positions. He further concluded that, in the training of teachers, there should be an area of special training for those men interested in coaching but who are not physical education majors.

II. OPINIONS AND VIEWPOINTS ON PREPARATION

In 1950, DeGroot (3) strongly supported competent leadership for the extensive area of athletics. He felt that there was a failure to recognize the magnitude and
importance of the demand for competent leadership, and also, a failure to organize specialized training programs designed specifically to train leaders for this new and rapidly expanding vocation. He stated: 1) coaching is recognized as a profession but specialization has not yet been applied to the field, 2) many students go to college with the desire to become coaches, and 3) students have to be majors in physical education to secure any approach to this training. However, he said that physical education courses have prepared coaches to teach, but has given them little specialized training for coaching. He further stated that the major should be in coaching and the minor in a subject field.

Johnson and Massey (9) developed a set of criteria which purported to test the competency of a coach. They stated that if a man was to be considered a bona fide coach-educator, he should have demonstrated desirable personality traits for teaching and a competence in course work in the following areas:

1. Science -- psychology, anatomy, physiology, physiology of exercise
2. Physical fitness and conditioning, first aid and safety
3. Sports theory for handicapped, child growth and development
4. Philosophy of physical education, methods of teaching and coaching
Duncan and Carruth (4) state that high school coaches should be teachers of some subject and that physical education is the most logical one. In an attempt, to support their statement, the question "Should high school coaches be teachers of physical education or teachers of some other academic subject?" was asked of people in the areas of physical education and coaching. The following viewpoints were expressed:

Grady Skillern, Supervisor of Boys' Physical Education, Tulsa, Oklahoma, Public Schools, says: My 25 years' experience as a coach leads me to believe that there are several advantages in having the coach teach physical education. In most cases the coach is looked upon as one of the leaders of the school and community; as a teacher in physical education, he is in a physical development. He comes in contact with many more students than he would in an academic class, and thus has the opportunity to select and encourage boys to try for the teams.

A coach needs time to make preparations for each practice period. The time between periods in physical education is usually 12 to 15 minutes longer than in academic subjects. Some of this can be used for planning without interfering with teaching assignments.

In most cases I have found that the coach prefers to teach physical education. If this be the case, it is a mistake to place him in a classroom teaching something he does not like.

Glenn Holmes, Director, Department of Health, Physical Education, Recreation, and Safety, Madison Public Schools, Wisconsin says: A major problem in high school administration is to find enough coaches on a faculty staff to handle a diversified program in interscholastics. Ideally, the head coaches should be physical education trained men and the assistants, academic teachers. Frequently men teaching academic subjects have minors in physical education which creates an ideal situation.

Granted that many academic teachers make fine coaches, by and large, they do not have the interest, enthusiasm, or knowledge found in a member of the
physical education staff. The physical education teacher has close contact with all the boys in the school and has a better understanding of their physical capacities than any other teacher. The fact that a teacher was a fine athlete in his high school or college days is not an assurance that he will be an outstanding coach. And, of course, all physical education teachers do not make good coaches.

The problem is complicated when a teacher is carrying a full load and, in addition, is coaching sports all year. A teacher, either academic or physical education, should not coach more than two sports during the school year. Too much time spent in coaching frequently results in inferior work in either physical education or academic subjects.

The coaching of sports by an academic teacher can be compared to the teaching of physical education by a classroom teacher. Although in some school systems this arrangement is necessary, and frequently good teaching and coaching is the result, trained physical education teachers have the background to do the best job.

Lloyd Stussy, Basketball and Track Coach, Wells, Minnesota, says: Preparation in the field of physical education should be a major qualification for a coach of interscholastic sports. All coaches need not teach classes in physical education, but they should have majors or minors in physical education.

A coach should not be concerned entirely with winning but with developing a student physically, mentally, socially, and emotionally. If a coach is going to educate a boy physically he should be trained as an educator of the physical. As a teacher of an academic subject, he would have preparation in the proper methodology for imparting information to his students, but would he have the other necessary knowledge and understanding?

A coach who is educated to be a teacher in physical education is more desirable because of his specialized background and training. To mention just a few specifics; his knowledge of anatomy, physiology, and kinesiology help him understand an athlete at his various stages of development; his understanding of growth and development give him a concern for the well-being of the young player and he does not place winning the game ahead of the physical and emotional welfare of the student; he knows healthful living and safety in practical situations and how to impart this information directly to team members; he is better able
to see the broad picture of the physical education program and will not feel that everything has to revolve around the sport which he is coaching; he is prepared to help develop a more harmonious athletic education program consisting of interscholastic athletics, intramurals, and physical education.

Douglas Evans, Director of Physical Education, Public Schools, Sioux Falls, South Dakota, says: High school coaches may be teachers of physical education or an academic subject providing they have adequate professional preparation and providing they bring to the instructional program the same energy, zeal, and dedication which they bring to the coaching of a team. Most coaches will do an effective job in physical education and in other academic areas if they are sold on what they are doing.

When a candidate signs a contract he should be told precisely what is expected of him in the instructional program. He should be told that the students involved are as entitled to expert instruction as are the varsity athletes. Coaches must measure up to educational standards and be given a reasonable load with proper balance between teaching and coaching. Candidates must realize the importance of their work in the instructional program to two non-concurrent sports will ultimately take pressure off the coach and be a boon to the instructional program.

If administrators expect and demand that coaches be professional teachers, both by designation and act, it matters not what they teach — physical education, science or history. It is imperative that they be professionally prepared for the subject matter area as well as for the coaching assignment. Although parts of a coach's training could be gained through majoring in some liberal arts area or through personal study, he should be adequately prepared in physical education (major or minor).

John D. Lawther, Associate Dean, College of Physical Education and Athletics, Pennsylvania State University, says: A teacher should teach in the areas in which he is adequately trained and competent. However, (1) a reasonable knowledge of anatomy and physiology, (2) understanding of the growth and development problems of youngsters, and (3) basic knowledge of first aid, health, and safety as they apply to competitive sports, may be a background of many a young man or woman who is not a physical education major. For the most part, technical competence is acquired through actual practice and competition in
sports under able teachers and coaches. Granting that any teacher needs a broad general education as a base, an area of specialty for teaching, and perhaps a minor or two, I see no reason to insist that the area of specialty of the coach be physical education. If not, however, his minor must include the three background areas numbered above.

In general the physical education major will have had such a background and, if selected to coach, will have had the laboratory experience of intense practices and intercollegiate competition. Therefore, he is more likely to be adequately prepared for the coaching profession. What else he can teach well is a different problem. The employer must ask himself these questions: (1) In what area besides coaching can he do effective teaching? (2) With three or four sport teams playing concurrently per season, can you find suitable teaching assignments for so many coaches with physical education backgrounds? (3) Does this teacher have the energy and vitality to do a real teaching job during the day in physical education, with all the demonstration and other activity demanded; and still be full of teaching and guiding a major-sport athletic team? How many years will this vitality continue to be adequate? (4) To what extent does teaching an academic subject keep the coach in touch with the total educational purpose? Does this type of assignment aid in staff relationships? (5) Is this physical education major adequately prepared to be given the serious responsibility of training and guiding our children through all the hazardous conditions of preparation and competition in our interschool sports?

The opinions expressed relate different views on the type of preparation for coaches. In spite of these differences, there does seem to be a feeling that some physical education preparation is beneficial to the coach.

Frost (6) generalizes that people involved in athletics usually agree on competencies beyond those required for teacher professional preparation. He states that, beyond the standards required for teacher certification, coaches should have competencies in the following areas:
1. An understanding of the relationship of the interscholastic athletic program and the particular sport they are coaching to the total education program.

2. A knowledge of first aid and the safety practices and techniques pertinent to the sport they are coaching.

3. An understanding of the possibilities of legal liability as well as sound practices and preventive measures.

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

5. A knowledge of the most accepted principles of growth and development and their implications for the sport.

6. An understanding of the best methods of developing and conditioning members of athletic squads.

7. A knowledge of the basic principles in the care and prevention of injuries together with an understanding of the proper relationship of the coach to the school or team physician.

8. The ability to speak in public so as to bring credit to the profession and the school and so as to more effectively inform the public of the educational possibilities of his sport.

9. An understanding of the basic psychological principals of motivation, stress, play, emotion and group interaction.

10. A thorough knowledge of the fundamentals, offenses, defenses, strategies and teaching methods involved in the particular sport. Included will be squad organization, coaching techniques and sound motivational procedures.

11. A knowledge of and a sense of responsibility for local, state and national rules and regulations.
The Green Meadows Conference (14) conducted by the Ohio Association of Health, Physical Education and Recreation, and the Ohio High School Athletic Association made these recommendations for the professional preparation of coaches in Ohio.

1. Since coaching is considered a definite part of physical education programs, special certification of coaches and assistant coaches should be required for teachers of any other teaching area.

2. Teachers with a teaching certificate in physical education or a special certificate in physical education should be considered qualified to coach interscholastic athletics.

3. The program of certification of coaches should be administered by the Ohio Department of Education, Division of Teacher Education and Certification.

The National Conference on Professional Preparation of the American Association for Health, Physical Education and Recreation (1) made the following statement:

In order to upgrade the athletic programs of our nation's schools, it is essential that all coaches and athletic trainers not only have actual experience in athletics but also have some specific professional education that qualifies them to care for and to coach interscholastic and intercollegiate athletic teams.

The Conference recommended eight areas in which a coach should be prepared. They were: 1) basic biological science, 2) growth and development, 3) anatomy and physiology, 4) personal health and nutrition, 5) safety and accident prevention specific to activity areas, 6) first aid, athletic training and conditioning, 7) theory and practice in coaching various sports, and 8) principles and administration of physical education and athletics. In its concluding
recommendations, the National Conference acknowledged that the curriculum in physical education in most accredited colleges and universities constitutes adequate preparation for athletic coaching provided that the basic areas listed above are included and supplemented by specific methods and playing experience.

The National Conference also made the following statements about laboratory experiences that needed emphasis in men's athletics: (1)

The first stage of laboratory experiences in athletics for the physical education major is competition on the playing court or field. The next stage is sports coaching and teaching in schools. Additional coaching in playground or recreational leagues and intramurals is recommended. A year of assisting on the varsity squads during the fifth year of professional preparation would add invaluable experience.

The laboratory experiences in athletic administration may take the form of an apprenticeship under a competent director in an extensive and varied program. This apprenticeship could well be a required part of the fifth year of professional preparation.

The specific laboratory experiences for the potential athletic trainer should be centered in the training room. The prospective trainer should spend many hours during his undergraduate days working under the supervision of competent trainers in various sports. There are always opportunities in connection with the intramural sports program for additional valuable experience.

The AAHPER Division of Men's Athletics (1) has been a leader in bringing to the attention of the people involved and interested in interscholastic sports that many coaches are not adequately prepared for the positions they hold. To cope with this problem a Task Force on the Certification
of High School Coaches was appointed by the AAHPER. Its membership was drawn from many leading authorities and promoters of certification for coaches. The deliberation of this Task Force has developed a program referred to as minimum essentials which every secondary school head coach should possess. The courses and semester hours recommended are as follows:

1. Medical Aspects of Athletic Coaching - 3 semester hours

The Medical Aspects of Coaching should include the following areas:

1. Medical Aspects
2. Protective Equipment and Facilities
3. Training
4. Injuries
5. Medical and Safety Problems
6. In-Service Training — Care to Athletes
7. Medical Research related to Athletics

2. Principles and Problems of Coaching - 3 semester hours

Under the heading of Principles and Problems of Coaching the Task Force recommended these areas of study be provided for the prospective coach:

1. Personal Relationships
2. Organization
3. Important Considerations
4. Motivation and Special Inducement to Athletes
5. Coaching Ethics

3. Theory and Techniques of Coaching - 6 semester hours

The following areas were recommended under Theory and Techniques of Coaching:

1. Educational Implication of Sports
2. Fundamental Detail
3. Technical Information
4. Scouting
5. Conditioning for Specific Sport
6. Organization and Management
7. Practice Sessions
8. Safety Aspects of Particular Sports
9. Rules and Regulations
10. Evaluation
4. Kinesiological Foundations of Coaching - 2 semester hours

Under the Kinesiological Foundations of Coaching it was recommended that a coach should have knowledge in the following two areas:

1. Anatomical Facts
2. Mechanics of Movement

5. Physiological Foundations of Coaching - 2 semester hours

It was recommended by the Task Force that the Physiological Foundations of Coaching should give the coach a background in physiology in areas such as:

1. Physiological Factors
2. Exercise Physiology Factors

III. SUMMARY OF RELATED LITERATURE

The literature in the area of professional preparation of coaches in general seems to indicate that a person with the desire to coach should possess a certificate beyond that required by a regular teacher. This certification would constitute professional preparation and should consist of playing experience in the sport to be coached, courses specifically related to coaching, and a major or minor area of study in physical education.
CHAPTER III
PROCEDURE USED IN THE STUDY

At the time of this study the state of Montana had no specific requirements for coaches other than certification as a teacher in a specific discipline or a general area such as elementary education. The responsibility for determining the qualifications of a coach rested with the employing agency, namely the local board of education, school superintendent, personnel director, or individual school principal.

I. SOURCE OF DATA

The problem with which this study dealt required a determination of the professional preparation of selected head coaches in Montana at the senior high school level. The coaches selected for the study were obtained from the 1967-68 Directory of Member Schools of the Montana High School Association. This directory contained the names of each head football, basketball, track and wrestling coach in the state whose school was a member of the association. All listed head coaches in the above mentioned sports were selected to be surveyed. The total number of coaches selected to participate was 376.
II. DEVELOPMENT OF THE QUESTIONNAIRE

The initial step in the development of the question­naire used in this study involved a comprehensive review of available literature related to the problem. Every effort was made to investigate the literature dealing specifically with the professional preparation of coaches. Based on this review a questionnaire was constructed which reflected the areas in which national committees determined that professional preparation was necessary. The ques­tionnaire employed the use of completion and check-list techniques. It was designed to be as short as possible in order to facilitate replies. Questions were stated in such a way that the respondent could simply recall the needed information without research of past records or transcripts. The questionnaire provided questions in the areas of education, teaching experience, and coaching preparation and experience. This questionnaire was developed with reference to recommended courses suggested by the AAHPER Professional Preparation Committee and Dr. John Lawther, a member of that committee, who at the time was assisting in the development of the questionnaire. With information provided by him and other members of the research committee, it was felt that questions on these courses would validate a questionnaire on adequate preparation of coaches. Secondly, experience was determined first by the participation
experience of the head coach at the high school and college level in the sport he was coaching and also by the number of years he had held the position as a head coach in the sport he is coaching. The completed questionnaire had a total of 56 items.

III. PROCEDURE FOR DISTRIBUTION OF QUESTIONNAIRE

The questionnaire was distributed by mail. Each questionnaire was accompanied by a letter of explanation and a return envelope. The letter stated the purpose of the study and assured respondents that the study was not an attempt to evaluate their individual preparation, but rather an attempt to develop a profile of the professional preparation of Montana coaches. Although each questionnaire was identified, assurances were given that information would be treated anonymously and confidentially.

The questionnaire was mailed directly to each of the 376 coaches at their respective schools between May 1 and May 3, 1968. Follow-up by personal contact and telephone produced a return of 251 questionnaires. Coaches in all areas of the state were included and no distinction was made as to size or classification of the school. (Questionnaires appear as Appendix E.)
IV. METHODS OF ANALYZING DATA

The results of the questionnaire were tabulated and recorded in tables which were used to supplement the descriptive analysis of results. The attempt was made to determine the actual preparation of Montana coaches and how this preparation compared with that suggested by leading authorities on preparation of coaches.

The Montana coaches were examined in the following categories; (1) undergraduate physical education preparation of head coaches by sport; (2) graduate physical education preparation of head coaches by sport; (3) high school and college playing experience of head coaches by sport.
CHAPTER IV
ANALYSIS AND DISCUSSION OF RESULTS

This study was carried out in an attempt to develop a profile of the professional preparation of head coaches in selected sports in the senior high schools of Montana. The purpose of this chapter is to present a detailed analysis and discussion of the results gleaned from the respondents to the questionnaire.

I. GENERAL AREA PREPARATION OF MONTANA HEAD COACHES

Since leading authorities (5) generally concede that the best preparation for head coaches of high school athletic teams includes a combination of a physical education major plus participating experience in the sport to be coached, it was necessary to examine the undergraduate and graduate preparation of the respondents to determine the amount of preparation in physical education each had.

Table I presents data which indicates the undergraduate physical education preparation of Montana head coaches by sport. From this table, it can be seen that 57 percent of the responding head coaches had physical education majors. This data discloses that, contrary to the general belief that a majority have majors in other academic areas, a majority of the responding head coaches do have majors in physical education.
TABLE I
UNDERGRADUATE PHYSICAL EDUCATION PREPARATION OF MONTANA HEAD COACHES BY SPORT

<table>
<thead>
<tr>
<th>SPORT</th>
<th>PE Major</th>
<th>PE Minor</th>
<th>No PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>15</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Basketball</td>
<td>19</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Track</td>
<td>16</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Wrestling</td>
<td>15</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Football, Wrestling</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Football, Basketball</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Basketball, Track</td>
<td>24</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Track, Wrestling</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Football, Track</td>
<td>14</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Football, Basketball, Track</td>
<td>24</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Football, Wrestling, Track</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>142</td>
<td>64</td>
<td>45</td>
</tr>
<tr>
<td>Percentages</td>
<td>57</td>
<td>25</td>
<td>18</td>
</tr>
</tbody>
</table>

As shown in Table II, the number of Montana head coaches who have graduate degrees is very low. Of the 251 respondents, only 41 or 16 percent have graduate degrees. A further examination reveals that only 5 or 1 percent of the respondents possess a Master's degree in physical education and only 1 has a Master's degree with minor preparation in physical education and a major preparation in another area. Therefore, a majority of the coaches having graduate degrees have these degrees in areas other than physical education. The majority of these degrees are in the field of education with emphasis in administration and guidance.
### Table II

**GRADUATE PHYSICAL EDUCATION PREPARATION OF MONTANA HEAD COACHES BY SPORT**

<table>
<thead>
<tr>
<th>SPORT</th>
<th>PE Major</th>
<th>PE Minor</th>
<th>No PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Basketball</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Track</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Wrestling</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Football, Wrestling</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Football, Basketball</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Basketball, Track</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Track, Wrestling</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Football, Track</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Football, Basketball, Track</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Football, Wrestling, Track</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5</strong></td>
<td><strong>1</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

Percentages: 1.4 14

---

### II. SPECIFIC AREA PREPARATION OF MONTANA HEAD COACHES

An analysis of head coaches with physical education majors reveals that their preparation has included many of the courses recommended by several AAHPER Task Forces and committees on the preparation of coaches. Table III discloses that 99 percent have taken a course in first aid and that 84 percent of the coaches with physical education majors possess a course in care and prevention of athletic injuries. These courses can be considered basic to the medical and safety aspects of coaching. Table III also reveals that 89 percent have taken courses in organization
and administration of athletics which is strongly rec­
mended in the area of principles and problems of coaching. It must be recognized that today the coach on the high
school level is faced with problems of purchasing athletic
equipment and supplies, as well as budgeting money for
travel purposes. It seems then that his preparation should
provide the coach with knowledge in these areas as well as
the ability to communicate with the public and school
officials who will judge the competence of his program.
A strong recommendation, then, is given for the preparation
of coaches in the organization and administration of athletics.

In the area of theory and techniques of coaching, it can be seen that the physical education majors have
advantages in that courses of this type are part of their
curriculum. Table III shows that 96 percent of the majors
have had a theory or technique course in football, 96 percent
in basketball, 93 percent in track, and 49 percent in
wrestling. Low percentages of majors having a technique
or theory course in wrestling may be attributed to the
recent adoption of wrestling as an intercollegiate sport
in the teacher-training institutions in Montana. The
reason for this is that theory and technique courses are
taught by the coach of that sport and until recent years
the institutions had no wrestling coaches.

Under the recommended kinesiological foundations of
coaching it was again found that the physical education
major possessed preparation in this area. Table III reveals
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Percentage Have Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Biological Science</td>
<td>84</td>
</tr>
<tr>
<td>Anatomy</td>
<td>100</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>65</td>
</tr>
<tr>
<td>Physiology</td>
<td>81</td>
</tr>
<tr>
<td>Physiology of Exercise</td>
<td>60</td>
</tr>
<tr>
<td>Nutrition</td>
<td>42</td>
</tr>
<tr>
<td>Personal Health</td>
<td>90</td>
</tr>
<tr>
<td>School Health</td>
<td>70</td>
</tr>
<tr>
<td>First Aid</td>
<td>99</td>
</tr>
<tr>
<td>Care and Prevention of Athletic Injuries</td>
<td>84</td>
</tr>
<tr>
<td>Coaching Theory Practice</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>96</td>
</tr>
<tr>
<td>Basketball</td>
<td>96</td>
</tr>
<tr>
<td>Track</td>
<td>93</td>
</tr>
<tr>
<td>Wrestling</td>
<td>49</td>
</tr>
<tr>
<td>Organization and Administration of Athletics</td>
<td>89</td>
</tr>
<tr>
<td>Child Growth and Development</td>
<td>80</td>
</tr>
<tr>
<td>Child and Adolescent Psychology</td>
<td>77</td>
</tr>
</tbody>
</table>

*Below fifty percent of the coaches taking this specific course

that 100 percent of the physical education majors now holding positions as head coaches have taken a course in basic anatomy. Table III also indicates that 65 percent of the respondents have taken a course in kinesiology, a
subject which familiarizes the student with the mechanics of body movement. A knowledge of the mechanics of movement and its relationship to performance in sports greatly enhances the ability to coach and, therefore, is a must in a professional preparation program.

In the basic understanding of physiology also recommended as a part of the preparation of a coach, coaches with physical education majors were again found to have had this preparation. A basic course in physiology as evidenced in Table III was possessed by 81 percent of the respondents with physical education majors. In addition, 60 percent had courses in physiology of exercise, which would provide basic understanding of the physiological effects of conditioning and training procedures.

In addition to the recommended courses, the responding head coaches in Montana also possessed courses which would give them a better understanding of the sports participants they are coaching. Table III discloses that 80 percent of these coaches have had a course in child growth and development and 77 percent a course in child and adolescent psychology. Moreover, Table III also reveals that 90 percent of the coaches have had basic preparation in school health problems and 70 percent in personal health problems. Also 42 percent have a course in nutrition.

Further examination of head coaches with teaching majors in other academic subjects and a teaching minor in physical education produced the following data. Table IV
TABLE IV
SPECIFIC COURSES TAKEN BY COACHES
WITH MINORS IN PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Percentage Have Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Biological Science</td>
<td>78</td>
</tr>
<tr>
<td>*Anatomy</td>
<td>40</td>
</tr>
<tr>
<td>*Kinesiology</td>
<td>20</td>
</tr>
<tr>
<td>*Physiology</td>
<td>34</td>
</tr>
<tr>
<td>*Physiology of Exercise</td>
<td>17</td>
</tr>
<tr>
<td>*Nutrition</td>
<td>15</td>
</tr>
<tr>
<td>Personal Health</td>
<td>75</td>
</tr>
<tr>
<td>School Health</td>
<td>61</td>
</tr>
<tr>
<td>First Aid</td>
<td>95</td>
</tr>
<tr>
<td>Care and Prevention of Athletic Injuries</td>
<td>69</td>
</tr>
<tr>
<td>Coaching Theory Practice</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>94</td>
</tr>
<tr>
<td>Basketball</td>
<td>88</td>
</tr>
<tr>
<td>Track</td>
<td>78</td>
</tr>
<tr>
<td>*Wrestling</td>
<td>23</td>
</tr>
<tr>
<td>Organization and Administration of Athletics</td>
<td>80</td>
</tr>
<tr>
<td>Child Growth and Development</td>
<td>66</td>
</tr>
<tr>
<td>Child and Adolescent Psychology</td>
<td>74</td>
</tr>
</tbody>
</table>

*Below fifty percent of the coaches taking this specific course

reveals that 95 percent have taken a course in first aid, while 69 percent of the coaches prepared with a physical education minor possess a course in care and prevention of athletic injuries. A course in organization and
administration of athletics was taken by 80 percent of the coaches as revealed by the data in Table IV.

Theory and techniques of coaching again received a high degree of positive replies by the responding coaches with physical education minors. Table IV shows that 94 percent have taken a theory and technique course in football, 88 percent in basketball, 78 percent in track and 23 percent in wrestling. Again, it should be noted that the low number of head coaches with minors not having a theory and technique course in wrestling can be attributed to the recent adoption of this sport at the teacher training institutions of Montana.

The coach with teacher preparation in an academic area other than physical education but with minor preparation in physical education begins to show a deficiency in the recommended preparation when the science related areas are analyzed. Data in Table IV reveals that only 20 percent of the responding coaches with physical education minors have taken a course in anatomy and only 20 percent a course in the subject of kinesiology. Preparation in the area of physiology also is shown to be deficient by minors in physical education. Table IV shows only 34 percent of these coaches as having had a course in physiology. In addition, the data reveals that only 17 percent have had preparation in physiology of exercise, a course which in essence deals with the scientific bases of the coaching profession.
Although minors in physical education have marked preparation deficiencies in the scientific aspects of coaching, they do possess training in related areas. Table IV shows that 66 percent of the responding coaches with minors in physical education have had a course in child growth and development. Also, 74 percent have had a course in child and adolescent psychology. Courses in school health and personal health were taken by 61 percent and 75 percent of the coaches respectively. Also, data reveals that minors are deficient in the area of nutrition, as only 15 percent have taken a course in this subject.

The indication from the examination of head coaches in Montana with minor preparation in physical education is that their preparation does evidence some of the suggested recommendations in certain areas, however, they generally are deficient in the science related areas.

Analysis of head coaches with no formal preparation in physical education and with major preparation in another academic area revealed deficiencies in all recommended areas of preparation for coaching. It can be seen from Table V that 58 percent of these coaches have had a course in first aid and only 31 percent have had a course in the care and prevention of athletic injuries. From this data, it is evident that weaknesses in preparation dealing with the medical aspects of sports is present. Data from Table V also shows that only 4 percent of the coaches in this
TABLE V

MAJORS IN OTHER FIELDS WITH NO PHYSICAL EDUCATION PREPARATION

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Percentage Have Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Biological Science</td>
<td>56</td>
</tr>
<tr>
<td>*Anatomy</td>
<td>24</td>
</tr>
<tr>
<td>*Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>*Physiology</td>
<td>27</td>
</tr>
<tr>
<td>*Physiology of Exercise</td>
<td>4</td>
</tr>
<tr>
<td>*Nutrition</td>
<td>7</td>
</tr>
<tr>
<td>*Personal Health</td>
<td>42</td>
</tr>
<tr>
<td>*School Health</td>
<td>20</td>
</tr>
<tr>
<td>First Aid</td>
<td>58</td>
</tr>
<tr>
<td>*Care and Prevention of Athletic Injuries</td>
<td>31</td>
</tr>
<tr>
<td>Coaching Theory Practice</td>
<td></td>
</tr>
<tr>
<td>*Football</td>
<td>29</td>
</tr>
<tr>
<td>*Basketball</td>
<td>24</td>
</tr>
<tr>
<td>*Track</td>
<td>9</td>
</tr>
<tr>
<td>*Wrestling</td>
<td>2</td>
</tr>
<tr>
<td>*Organization and Administration of Athletics</td>
<td>4</td>
</tr>
<tr>
<td>*Child Growth and Development</td>
<td>40</td>
</tr>
<tr>
<td>Child and Adolescent Psychology</td>
<td>62</td>
</tr>
</tbody>
</table>

*Below fifty percent of the coaches taking this specific course

category have had a course in the organization and administration of athletics. Such a course is vital to the preparation of the coach as it is concerned with the operation of athletic programs within modern educational institutions.
From the data in Table V, it is interesting to note, that the coaches with no physical education preparation were inadequately prepared in the theory and techniques of coaching. It can be seen that only 29 percent of these coaches have taken a course in the theory and techniques of football, only 24 percent in basketball, 9 percent in track and field, and 2 percent in wrestling. From this it seems logical to assume that they are relying chiefly on playing experience as the basis for preparation to coach the sport.

Further analysis of data from Table V discloses that coaches with no formal preparation in the area of physical education are extremely ill-prepared in the scientific bases of coaching. Table V discloses that only 24 percent of the responding coaches have taken a course in anatomy and only 4 percent a course in the subject of kinesiology. Moreover, only 27 percent of the coaches in this category have had a course in physiology and only 4 percent a course in physiology of exercise. From this data, it is apparent that coaches with no formal preparation in physical education were more deficient in the scientific bases of coaching than their colleagues with formal preparation in physical education.

Coaches with no physical education preparation continued to evidence deficiencies in other areas which are basic to teaching. Only 40 percent had a course in
child growth and development while 62 percent had a course in child and adolescent psychology.

### III. SPORT PARTICIPANTS OF MONTANA HEAD COACHES

Since actual participation in the sport to be coached is considered essential, it was necessary to examine the participation experience of Montana head coaches in conjunction with the sport they coach. Table VI shows that 95 percent of the responding head football coaches had experience playing high school football. Further data showed that this experience averaged 3.4 years. Table VI also indicates that 66 percent of the coaches played college football for an average of 2.2 years.

#### TABLE VI

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Average Yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>95%</td>
<td>5%</td>
<td>3.4</td>
</tr>
<tr>
<td>College</td>
<td>66%</td>
<td>34%</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Table VII reveals that participation experience of head basketball coaches follows a similar pattern of the head football coaches. The data indicates that 99 percent of the head basketball coaches had participated in basketball at the high school level for an average of 3.7 years.
Also, 66 percent of the head basketball coaches were members of college varsity basketball teams for an average of 1.8 years.

**TABLE VII**

**BASKETBALL PLAYING EXPERIENCE OF MONTANA HEAD COACHES**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Average Yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>99%</td>
<td>1%</td>
<td>3.7</td>
</tr>
<tr>
<td>College</td>
<td>65%</td>
<td>35%</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Table VIII shows that 77 percent of the head track coaches participated in track and field at the high school level for an average of 2.5 years. At the college level, participation by head track coaches dropped to 32 percent for an average number of .9 years.

**TABLE VIII**

**TRACK EXPERIENCE OF MONTANA HEAD COACHES**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Average Yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>77%</td>
<td>23%</td>
<td>2.5</td>
</tr>
<tr>
<td>College</td>
<td>32%</td>
<td>68%</td>
<td>.9</td>
</tr>
</tbody>
</table>

Participation in the sport of wrestling by head coaches of wrestling shows the lowest percentage of participation. Table IX reveals that 49 percent of the head wrestling
coaches had participated in high school wrestling. In addition, 40 percent of the wrestling coaches had an average of 3.4 years of college wrestling experience.

**TABLE IX**

**WRESTLING EXPERIENCE OF MONTANA HEAD COACHES**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Average Yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>49%</td>
<td>51%</td>
<td>1.1</td>
</tr>
<tr>
<td>College</td>
<td>40%</td>
<td>60%</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Table X reveals that head football coaches had held their positions for an average of 4.5 years, head basketball coaches for 4.1 years, track for 4.8 years, and head wrestling coaches for 3.4 years.

**TABLE X**

**AVERAGE NUMBER OF YEARS AS HEAD COACH**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Average Years in Present Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>4.5</td>
</tr>
<tr>
<td>Basketball</td>
<td>4.1</td>
</tr>
<tr>
<td>Track</td>
<td>4.8</td>
</tr>
<tr>
<td>Wrestling</td>
<td>3.4</td>
</tr>
</tbody>
</table>
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to determine the professional preparation of Montana senior high school head coaches in football, basketball, track, and wrestling. The study also relates the participation experiences of coaches in the sport in which they were coaching.

Two hundred and fifty-one questionnaire responses were analyzed and this data was used to determine the type of professional preparation and amount of playing experience possessed by head coaches of the four sports studied.

I. SUMMARY OF RESULTS

Preparation of Montana Head Coaches

In this study, it was found that 57% of the responding head coaches in football, basketball, track and wrestling in the state of Montana possess undergraduate majors in physical education. Further examination disclosed that 25 percent of the coaches had a physical education minor and 18 percent had no formal training in physical education.

An examination of the specific area preparation revealed that head coaches with physical education majors met the nationally recommended competencies for coaching. Also, coaches in this category showed a high percentage of completion of the specific courses recommended by the AAHPER Task Force on Certificates of High School Coaches.
The study also disclosed that the head coach with a minor preparation in physical education met most of the recommended competencies by the Task Force, but were deficient in the science related areas. More specifically, they were deficient in anatomy, kinesiology, physiology, and physiology of exercise.

Coaches with no formal physical education preparation showed deficiencies in all of the recommended areas of preparation. It could be assumed that these coaches were relying completely on past participation experience as the most important factor of their preparation to coach.

Sport Participation of Montana Head Coaches

The study showed that actual participation of head coaches in the sport they were coaching was highest for football and basketball at the high school level. Ninety-five percent of the football coaches participated in high school football for an average of 3.4 years and 99 percent of the basketball coaches participated in high school basketball for an average of 3.7 years. The participation experience of these coaches at the college level showed that 66 percent of the head football coaches participated for an average of 2.2 years. In addition, 66 percent of the head basketball coaches participated at the college level for an average of 1.8 years.

In the study it was found that 77 percent of the track coaches participated in track and field at the college
level, for an average of 2.5 years. However, only 32 percent of these track coaches participated at the college level for an average of .9 years.

The study showed that 49 percent of the head wrestling coaches participated in that sport in high school for an average of 1.1 years. Also, 40 percent have had wrestling experience at the college level for an average of .8 years.

In examining the average number of years the respective head coaches have been coaching, it was found that head football coaches have held their positions for 4.5 years, head basketball 4.1 years, track for 4.8 years, and head wrestling for 3.4 years.

II. CONCLUSIONS

On the basis of the results of this study, the following conclusions have been made:

1. Montana's head coaches of football, basketball, track and wrestling do have more physical education training as a basis for their preparation for coaching than is generally assumed.

2. For the particular respondents of this study, a physical education major provides the most adequate professional preparation in specifically recommended areas of coaching.

3. Head coaches in Montana do not pursue graduate work in physical education.

4. For the respondents of this study a physical education minor shows a deficiency in professional preparation for coaching in the science related
areas, most notably, physiology, physiology of exercise, and kinesiology.

5. More head coaches have had high school experience in playing and participating in the sport they now coach than college experience.

III. RECOMMENDATIONS

In view of the findings and conclusions of this study, the following recommendations have been made:

1. Further studies should be conducted to investigate in greater detail, the preparation of coaches.

2. It is recommended that teacher training institutions make known to potential teachers and coaches the responsibility of the job they wish to assume and attempt to make them aware of what the recommended professional preparation courses are.

3. School administrators should encourage teachers presently employed as coaches to pursue a greater amount of graduate work in physical education.

4. Additional studies should be conducted to determine the correlation between the success of a coach and his professional preparation.

5. State Departments of Public Instruction should require specific courses for all teachers interested in coaching interscholastic sports.

6. Minor programs of study in physical education should be strengthened in the science related areas with emphasis being placed on the scientific basis of coaching.

7. State coaching associations should encourage more clinics for coaches which emphasize scientific methods of training and conditioning.
SELECTED BIBLIOGRAPHY
SELECTED BIBLIOGRAPHY


Dear Sir:

In 1962, a professional preparations committee fostered by the National Education Association and the American Association for Health, Physical Education and Recreation attempted to recommend standards for preparation of teachers in various aspects of physical education. Within their report is included certain statements about certification requirements needed for any secondary school teacher, regardless of his teaching major, who is assigned the responsibility for coaching interscholastic sports. The recommendations covered chiefly the health, physical development and welfare of those adolescents for whom the coach is responsible.

Since that time a committee chaired by Dean Arthur A. Esslinger of the University of Oregon has been working on outlining and recommending certain competencies a coach should have to satisfy the above recommendations. Although the committee is also interested in knowledge and skill of the teacher in the sport for which he has coaching responsibility, my major concern is with the requirement of specific courses of study which would provide the coach with the above competencies. These requirements would in turn constitute certification for coaching interschool sports.

I am working with Dr. Walter C. Schwank of the University of Montana, a consultant to the American Association for Health, Physical Education and Recreation committee which has the responsibility for investigating the desirability of state-required certification for men coaching interschool sports. The committee needs your opinion in regard to certification requirements for coaches so they can develop recommendations acceptable to state superintendents.

Will you please complete the enclosed brief questionnaire and return it to me. Thank you for your consideration.

Sincerely yours,

Daniel J. Peters
Department of Health and Physical Education

Enclosure (1)
1. Should secondary school teachers, who also have the responsibility for coaching an interschool sport, be required to complete specific courses which provide competencies in those areas basic to the health, physical development and welfare of the interschool participants?

_______ yes  ________ no

2. As of the present date, has your State taken any action in regard to the certification of coaches?

_______ yes  ________ no

3. Is any action anticipated in the near future?

_______ yes  ________ no

4. If your State has requirements regarding certification of high school coaches, will you please send me a copy.

5. Comments. (optional)

Name_________________________________________

State_________________________________________
University of Montana
Missoula, Montana 59801
January 3, 1968

Dear Sir:

About December 20, 1967, you should have received a letter and questionnaire concerning the certification of high school interscholastic coaches. Knowing the holiday rush may have delayed or postponed your reply, it would be greatly appreciated if a response could be obtained from you at this time.

Enclosed is a copy of the brief questionnaire.

Yours truly,

Daniel J. Peters
Department of Health
& Physical Education

Enc.
Dear Coach:

To further establish the position of the interscholastic coach in the modern educational system it is felt that more information is necessary on the specific professional preparation of the men holding these positions. In an attempt to do this, a survey of the head coaches of high school football, basketball, track, and wrestling in the state of Montana is being carried out.

It is not the purpose of this survey to attempt to evaluate or in any way determine what is the best preparation. Its only purpose is to show the specific types of preparation and experience the coaches in the state of Montana have.

It would be greatly appreciated if you would promptly return the enclosed questionnaire.

Sincerely yours,

Daniel J. Peters
Department of Health and Physical Education
University of Montana

map

Enc.
I.

: AA A B C

Education - College or University

A Undergraduate
1. University of College attended ______________________ State __________
2. Degree ______________________________
3. Major Field ______________________________
4. Minor Field ______________________________

B Graduate
1. University or College attended ______________________ State __________
2. Degree ______________________________
3. Major Field ______________________________
4. Minor Field ______________________________

Teaching Experience

A. Number of years in teaching ______________________________

B. Present Position
1. Number of years in present position ______________________________
2. Check the area in which you are presently teaching and number of periods per day PERIODS
   a. Business _________
   b. Drivers Training _________
   c. English _________
   d. Foreign Languages _________
   e. Mathematics _________
   f. Physical Education _________
   g. Science _________
   h. Social Studies _________
   i. Vocational Arts(Shop) _________
   j. Others _________
3. If not teaching a subject, check one of the following classifications
   a. Guidance _________
   b. Administration _________

Coaching Preparation

A Playing experience (Circle correct response)
1. High School Years of Participation
   a. Football a. 1 - 2 - 3 - 4
   b. Basketball b. 1 - 2 - 3 - 4
   c. Track c. 1 - 2 - 3 - 4
   d. Wrestling d. 1 - 2 - 3 - 4
APPENDIX E (continued)

2. College (Circle correct response)
   a. Football  
   b. Basketball  
   c. Track  
   d. Wrestling  
   e. Other

B. Professional Preparation
   1. Check all courses below you have taken at the undergraduate or graduate level.
      a. Basic Biological Science
      b. Anatomy
      c. Kinesiology
      d. Physiology
      e. Physiology of Exercise
      f. Nutrition
      g. Personal Health
      h. School Health
      i. First Aid
      j. Care and Prevention of Athletic Injuries
      k. Theory and Practice of Coaching
         (1) Football
         (2) Basketball
         (3) Track
         (4) Wrestling
      l. Organization and Administration of Athletics
      m. Child Growth and Development
      n. Child and Adolescent Psychology

2. Coaching Clinics
   a. Have you attended a coaching clinic in the past two years?  yes
   b. In attending clinics, did you attend sessions on care and prevention athletic training?  yes

Coaching Experience

A. Number of years in coaching

B. Check present coaching position and Number of years.

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HEAD  ASSISTANT  NO. of YEARS