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AN ANALYSIS OF THE PROFESSIONAL PREPARATION  
OF MONTANA GIRL'S ATHLETIC COACHES

by

Barbara S. Eisenbarth

B.S., Boise State University, 1973

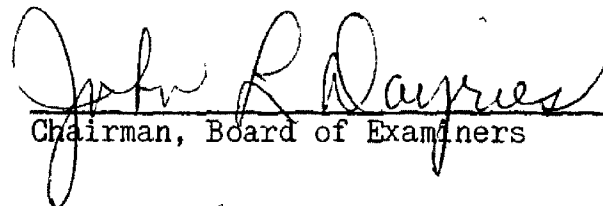
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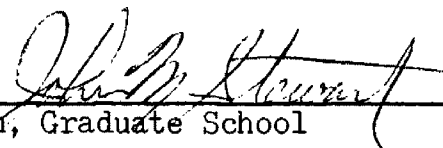
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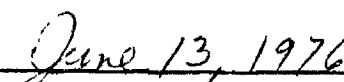
UNIVERSITY OF MONTANA

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Eisenbarth, Barbara S., January, 1976

Physical Education

An Analysis of the Professional Preparation of Montana Girl's  
Athletic Coaches. (67 pp)

Director: John Dayries



The purpose of this study was to analyze the professional preparation of the head coaches of girl's interscholastic basketball, track and field, gymnastics, and tennis in the state of Montana during the 1974-1975 school year. The data in this study was obtained through the use of a specifically designed questionnaire. The questionnaire was sent to the total population of Montana high schools who were members of the Montana High School Association.

The conclusions reached include:

1. A large number of men are involved in coaching girl's interscholastic athletics in Montana.
2. Many of the coaches are involved in coaching more than one sport.
3. The majority of the women coaches have undergraduate majors in physical education.
4. The majority of the women coaches are employed as physical education teachers while the majority of men coaches teach in other academic areas.
5. The male respondents possessed more teaching experience than the female respondents.
6. There was a low percentage of coaches holding graduate degrees.
7. For the respondents in this study, physical education provided the most adequate preparation in recommended areas of coaching.
8. Coaches with physical education minors showed a deficiency in the science related area.
9. Coaches with preparation in an area other than physical education showed deficiencies in all areas.
10. The men coaches had more participatory experience than the women.

## ACKNOWLEDGMENTS

The author wishes to express her sincere appreciation to Dr. John Dayries, Dr. Gary Nygaard, and Dr. Robert Anderson for their assistance and support throughout this study.

Special appreciation is extended to those who believed and offered the encouragement necessary to make this possible.

## TABLE OF CONTENTS

	Page
ABSTRACT . . . . .	ii
ACKNOWLEDGEMENTS . . . . .	iii
LIST OF TABLES . . . . .	vi
 Chapter	
I. INTRODUCTION . . . . .	1
STATEMENT OF THE PROBLEM . . . . .	5
SIGNIFICANCE OF THE STUDY . . . . .	6
DELIMITATIONS OF THE STUDY . . . . .	6
LIMITATIONS OF THE STUDY . . . . .	6
DEFINITION OF TERMS . . . . .	6
II. REVIEW OF RELATED LITERATURE . . . . .	8
PREPARATION STUDIES . . . . .	8
OPINIONS ON PREPARATION . . . . .	10
SUMMARY OF RELATED LITERATURE . . . . .	16
III. PROCEDURES USED IN THE STUDY . . . . .	17
SOURCE OF DATA . . . . .	17
DEVELOPMENT OF THE QUESTIONNAIRE . . . . .	17
PROCEDURE FOR DISTRIBUTION OF QUESTIONNAIRE . . . . .	18
METHODS OF ANALYZING DATA . . . . .	18
IV. PRESENTATION AND DISCUSSION OF DATA . . . . .	20
PROGRAM AND PERSONNEL . . . . .	20
PERCENTAGE OF MEN AND WOMEN COACHES . . . . .	22

Chapter	Page
SPORTS AND COACHES INVOLVED . . . . .	22
GENERAL PREPARATION OF HEAD COACHES . . . . .	25
EDUCATIONAL BACKGROUND (UNDERGRADUATE) . . . . .	27
EDUCATIONAL BACKGROUND (GRADUATE) . . . . .	29
SPECIFIC TEACHING AREAS OF RESPONDENT COACHES . . . . .	31
TEACHING EXPERIENCE OF RESPONDENT COACHES . . . . .	33
SPECIFIC AREA PREPARATION OF HEAD COACHES . . . . .	35
PHYSICAL EDUCATION MAJORS . . . . .	36
PROFESSIONAL PREPARATION OF PHYSICAL EDUCATION MINORS . . . . .	40
OTHER MAJORS . . . . .	44
SPORT PARTICIPATION OF HEAD COACHES . . . . .	47
COACHING EXPERIENCE . . . . .	51
DISCUSSIONS . . . . .	51
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	55
SUMMARY . . . . .	55
CONCLUSIONS . . . . .	57
RECOMMENDATIONS . . . . .	58
BIBLIOGRAPHY . . . . .	59
APPENDIX . . . . .	62

## LIST OF TABLES

Table	Page
I. Analysis of Respondents According to School Classification and Sex . . . . .	21
II. Analysis of Number of Sports Coached . . . . .	23
III. Analysis of Sport Coaching Patterns . . . . .	24
IV. Analysis of Sports Included in Study . . . . .	26
V. Undergraduate Physical Education Background . . . . .	28
VI. Graduate Physical Education Background . . . . .	30
VII. Teaching Areas of Coaches . . . . .	32
VIII. Teaching Experience of Respondent Coaches . . . . .	34
IX. Percentages of Specific Courses Taken by Physical Education Majors . . . . .	37
X. Percentages of Specific Courses Taken by Physical Education Minors . . . . .	41
XI. Percentages of Specific Courses Taken by Coaches With Majors Other Than Physical Education . . . . .	45
XII. Playing Experience of Basketball Coaches . . . . .	48
XIII. Playing Experience of Track and Field Coaches . . . . .	48
XIV. Playing Experience of Tennis Coaches . . . . .	50
XV. Experience of Gymnastics Coaches . . . . .	50
XVI. Coaching Experience . . . . .	52



## Chapter I

### INTRODUCTION

Interest in and acceptance of girl's and women's athletic programs has increased steadily the past several years and is now being reinforced by the implementation of Title IX of the 1972 Education Amendment. This law states that, "No person in the United States shall be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." (3) This law provides a legal mandate for equal athletic opportunity in that it says that any high school or college receiving federal funds could risk losing that money if it does not provide equal athletic opportunity for women. Because of the opportunities resulting from the increased interest in women's sport and the implementation of Title IX it has become apparent that there is a definite need for qualified coaches for girl's and women's athletic programs.

In the secondary schools the responsibility for the girls' athletic program normally falls into the hands of the girls' physical education staff. However, in many instances, the physical education staff is either too small or else unqualified to handle the entire coaching load. In these instances the responsibility moves to the teacher-coach. Usually the teacher-coach is that person hired for a teaching position in a particular school who assumes the additional

duties of coaching one or more sports. (21) In most cases the teacher-coach is not a member of the physical education department and receives additional compensation for coaching duties.

In recent years school officials have become concerned with the preparation of coaches in the boys' athletic programs and much study has been conducted in this area. Little attention has been focused on the preparation of women coaches, however due to the sudden emergence of women's athletics such programs are faced with similar analysis. The basic problem facing administrators is that of securing coaching staffs made up of coaches who are adequately prepared and who can obtain outcomes which are consistent with a quality education program. The Division of Girl's and Women's Sports of the American Alliance for Health, Physical Education and Recreation (4) stated their position when they said, "competent leadership is necessary to assure desirable outcomes."

Many studies have been made of the professional preparation of male coaches in athletic programs. (2,5,6,14,16) These studies have materialized because of a concern for the values claimed by athletic programs as well as the effect that coaches have on such programs. As Esslinger (4) says, "coaches who lack professional preparation are handicapped in obtaining the social, moral, ethical, mental, and physical values inherent in inter-school sports, and they are not capable of protecting the health and well-being of the participants."

The basic conclusion of the various studies would indicate that it takes much more preparation to coach than mere participation

in the sport being coached. Participation does not prepare the coach in the area of health, training procedures, care and prevention of athletic injuries, and a sound educational basis for the program. (21)

As a result of these studies specific recommendations regarding professional preparation or coaching competencies have been developed, particularly in boy's and men's athletic programs. Maetozo summarized the thoughts of many writers when he stated that professional preparation programs for coaches should provide for the development of the following competencies: (17)

1. An understanding of the relationship of the interscholastic athletic program and the particular sport they are coaching to the total educational program.
2. A knowledge of first aid and safety procedures 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 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 the sport.
9. An understanding of the basic physiological principles of motivation, stress, play, emotion and group interaction.

10. A thorough knowledge of the fundamental offenses, defenses, strategies, and teaching methods involved in a particular sport.
11. A knowledge of and a sense of responsibility for local, state, and national rules and regulations.

Presently, women have not set forth specific standards for professional preparation of women's coaches; however, professional judgements would appear to be in line with the competencies outlined by Maetozo. (17) According to Donna Miller, (17) in her book, Coaching the Female Athlete, acknowledged technical preparation skills and knowledges demanded of coaching may be summarized as follows:

1. A thorough knowledge of the sport, including understanding of advanced skills and strategies, effective practice procedures, rules and their interpretations, officiating techniques and practices.
2. Knowledge of kinesiology, mechanics of movement and exercise physiology, in order to effectively evaluate competencies, to elicit skill improvement and proper physical conditioning, to impart such information to players as will make their practice sessions and training programs meaningful.
3. Knowledge of psychology and sociology in order to understand oneself as well as other people.
4. Knowledge of organization and administration of competitive sports.

Although much study has taken place on the certification of coaches, actual progress through legislation or state requirements has been limited. Currently, only one state has established standards for certifying those who coach girl's interscholastic athletic teams. In 1971, the Minnesota State Board of Education (1) approved certification for any man or woman who coaches a girl's interscholastic team. The certification requirements include:

- A. 18 quarter hours of experience designed to develop competencies in all of the following areas:

1. Foundations of girl's and women's sports.
  2. Theory and techniques of coaching.
  3. Organization and management of girl's interscholastic sports.
  4. Growth and development and psychology of adolescent behavior.
  5. Medical aspects of coaching girl's sports.
  6. Scientific basis of conditioning and skills performance.
  7. Sports officiating.
- B. A Practicum. In-Service Coaching for Women.
- C. Means for assessing competencies to be developed.

Interscholastic athletics in the State of Montana is regulated by the Montana High School Association. The Association requires that coaches hold a valid Montana teaching certificate but does not have any specific endorsement or certification requirement for coaches of either boy's or girl's sports. It appears that a study of the professional preparation of Montana girl's interscholastic athletic coaches would provide valuable information to anyone concerned with improving the girl's athletic program, certification of girl's coaches, or improvement of professional preparation programs of those students who wish to enter coaching.

#### STATEMENT OF THE PROBLEM

The problem of this study was an analysis of the professional preparation of girl's interscholastic athletic coaches in the State of Montana. In addition, a comparison of their preparation to suggested standards of national committees was made.

## SIGNIFICANCE OF THE STUDY

The facts obtained from this study could be used as a basis to evaluate and make recommendations concerning present and future professional preparation of female coaches in interscholastic athletics. In addition, this information could be of value to the Montana High School Association, other organizations concerned with girl's and women's sports, institutions of higher education, or any other organization interested in improving the professional preparation of women coaches.

## DELIMITATIONS OF THE STUDY

1. Only head coaches of girl's interscholastic basketball, gymnastics, track and field, and tennis teams at the senior high school level were used in this study. These are considered the main girl's sports in Montana.
2. A mailed questionnaire was used to gather the data.

## LIMITATIONS OF THE STUDY

1. There is a degree of variability of interpretation of items when using a survey questionnaire.
2. A pilot questionnaire was not used in this study.

## 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. (21).

2. Coach: refers to the individual who is responsible for the preparation of participants for athletic events. (21)

3. Interscholastic Athletics - Athletic Program: these terms are used synonymously in this study and refer to athletic competition for boys and girls which exists between different schools.

## Chapter II

### REVIEW OF RELATED LITERATURE

It is a common belief that the most important basis for the inclusion of athletics in the high school curriculum is the educational potentialities that athletics possess. Administrators and coaches alike have become concerned with the leadership necessary for these programs and have begun to examine the preparation of the people involved. It has become generally accepted that in order to get the most from athletic programs it is essential that coaches be specifically trained for their positions.

Most of the focus in the past has been on men's programs, however due to the recent popularity of girls' and women's programs it has become apparent that they too are faced with this same issue. Various ideas have been expressed concerning this problem in regard to both the men's and women's programs.

### PREPARATION STUDIES

In 1945, Galligan (7) conducted a study concerned with injuries as related to interscholastic athletics. He reported that 50 per cent of injuries occurring in high school athletics were attributable to inadequate safety procedures and safety hazards. Moreover, 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.



In 1957, Neal (18) surveyed head football and basketball coaches and superintendents in the Minnesota high school system, in an attempt to determine what formal preparation had been obtained by coaches and what coaches themselves, as well as superintendents, believed the essential functions and competencies of the coach should be. Neal found that there was basic agreement on the following competencies:

1. The coach should plan the athletic program based on the recognized patterns of child growth and development.
2. The coach should understand the relationship of physical education and athletics to the total educational objectives.
3. The coach should provide learning experiences in motor activities which will be toward the benefit of the athlete.
4. The coach should be willing to assist in teaching and rendering service in the related areas such as health and first aid.
5. The coach should have a thorough understanding of all the legal responsibilities.
6. The coach should be able to administer school and departmental policies and work closely with the school administration.

As a result of this study, the Minnesota State Board on November 14, 1950 adopted a regulation requiring that all coaches of interscholastic football, basketball, baseball, hockey, wrestling, and track and field, possess a minimum qualification of a minor in physical education before they could be certified to coach.

Maetozo (15) conducted a study of the preparation of coaches throughout the United States. His study involved 1,410 coaches from 50 states from which these findings were reported:

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

2. Among the subjects in which coaches majored, physical education appeared about twice as often.
3. Only a few of the 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 city and state athletic directors, principals, and executive secretaries of the National Federation of State High School Athletic Associations on the question of whether coaches of interscholastic athletics should be certified specifically as coaches. The result was that with the exception of high school principals, the group was in favor of certification which consisted of competencies beyond the standard teacher certificate.

#### OPINIONS ON PREPARATION

In 1950, DeGroot (2) strongly advocated specialized training for those involved in coaching. He stated that, "we have failed to recognize that the training for physical education teachers and the training for athletic directors and coaches are quite separate and distinct problems." He compared the coaching profession with the field of medicine, and the coach with the medical specialist. DeGroot stated that:

1. Coaching is recognized as a profession but specialization has not been applied to the field.
2. Thousands of high school graduates have entered college with a desire to coach but must enter the field of physical education to get the necessary training.

3. Providing students with a major in coaching and a minor in another teaching area could solve the problem of job placement.

Duncan and Carruthers (5) posed the question, "Should high school coaches be teachers of physical education or teachers of some other academic subject?", to people in the areas of coaching and physical education. The following are some of the opinions expressed:

Harriet V. Fitchpatrick, supervisor of secondary girls physical education, Cleveland, Ohio Public Schools, says: Whether a coach is a teacher of physical education or of an academic subject should not, in my opinion, be a decisive factor in his selection. An effective coach must have a thorough knowledge of the sport to be taught; possess character qualifications above reproach; be a wise leader of youth; be able to work under great pressure; have an educational preparation giving him full status as a teacher with a physical education major or minor; possess respect for students, faculty, and community groups; have a knowledge of how to build good public relations; possess a sound educational philosophy; and be in excellent health.

These are the basic qualifications which should take precedence in selection of coaches. Obviously, these qualifications are not the exclusive property of either the physical education teacher or the academic subject teacher. They may be found in the social studies teacher, in a science teacher, and in an English teacher as well as in a regular member of the physical education staff. To get the best possible coaching staffs, which is every school's goal, we should make use of all the resources available and not limit ourselves to choosing candidates from our own departments.

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 any teacher needs a broad education as a base, an area of speciality for teaching, and perhaps a minor or two, I see no reason to insist that the area of speciality of the coach be physical education. If not, however, his minor must include the three background areas mentioned 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 an effective teaching? 2) With three or four sports teams playing concurrently per season, can you find suitable teaching assignments for 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 of the demonstration and other activity demanded; and still be full of teaching and guiding for a major-sport athletic team. 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 inter-school sports?

Lloyd Stussey, 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 and 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 the 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.

In 1968, Hartman (10) stated that it was time to reexamine preparation programs and begin to train women coaches. She expressed the notion that professional preparation of women coaches needs to be improved by:

1. Providing coaching classes that would emphasize the sports which are popular with women.
2. Developing women with better skill backgrounds through the addition of intermediate and advanced skill level courses.
3. Giving skill teaching the same respect as research so that the highly skilled woman physical educator can be brought back to teaching and coaching.

Sisley (22) also believed that the professional preparation for women coaches must be improved. She stated that "Our professional preparation programs must be revised to provide experiences for women to start to develop coaching skills. It must be emphasized that the program designed for women to develop coaching competencies should not be identical to the men's program." She suggested that an important step toward better preparation would be in the area of practical experiences, some of which are listed below:

1. Participation on an intercollegiate team.
2. Serving as a manager or trainer for a team.
3. Coaching a recreational team or assisting a coach in either the educational or recreational setting.
4. Officiating experience.

Patsy Neal (19) outlined what she felt was essential knowledge for the coach. She felt that a good coach should:

1. Understand the workings of the human body.
2. Know the best and most up-to-date methods for training and conditioning athletes.
3. Have the insight in how to best use personnel.
4. Have the ability to analyze and correct form.
5. Believe in the values of competition.
6. Be aware of the opportunities for personality development in sports.

7. Have the qualities of dedication, enthusiasm, and initiative.
8. Be capable of selflessness.
9. Understand psychology.
10. Have a sense of responsibility to players and public.

The Green Meadows Conference sponsored by the Ohio Association for Health, Physical Education and Recreation met in May of 1965, during which time the basic certification problems of coaches were considered. The conference produced the following recommendations:

1. Since coaching is considered a definite part of the physical education program, special certification of coaches and assistant coaches should be required, as for teachers in any other teaching areas.
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 for the certification of coaches should be administered by the Ohio Department of Education, Division of Teacher Education and Certification.
4. Due to the popularity and publicity given to interscholastic athletics, our profession should establish standards to help protect the coach.
5. A publicity program should be organized to encourage teacher education institutions to change their program for preparing teachers in health and physical education to meet present-day requirements for coaches of interscholastic sports.

The 1962 National Conference on Professional Preparation of the American Alliance for Health, Physical Education and Recreation (1) 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, 7) theory and practice in coaching various sports, and 8) principles and administration

of physical education and athletics. The National Conference acknowledged that the physical education curriculum in most accredited colleges and universities provided the basic areas listed.

In 1968, the American Association for Health, Physical Education and Recreation appointed a Task Force under the chairmanship of Arthur Esslinger to deal with the problem of preparation of coaches. The results of this Task Force was the development of a program referred to as minimum essentials which every high school coach should possess. The recommendations of the Task Force were 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 of the Athlete
7. Medical Research Related to Athletics

2. Principles and Problems of Coaching - 3 semester hours

The Principles and Problems of Coaching should include the following study:

1. Personal Relationships
2. Organization
3. Important Considerations

3. Theory and Techniques of Coaching - 6 semester hours

Theory and Techniques of Coaching should include the following areas:

1. Educational Implication of Sports
2. Fundamentals Detailed
3. Technical Information
4. Scouting
5. Conditioning for the 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

Kinesiological Foundations would include knowledge in these areas:

1. Anatomical Facts
2. Mechanics of Movement

5. Physiological Foundations of Coaching - 2 semester hours

Physiological Foundations would include knowledge in these areas:

1. Physiological Factors
2. Exercise Physiology Factors

#### SUMMARY OF RELATED LITERATURE

The literature concerned with the professional preparation of athletic coaches generally acknowledges that anyone who coaches an interscholastic athletic team should possess qualifications beyond those required for a regular teaching position. These qualifications consists of a major or minor in physical education, courses related to coaching theory and practice, and playing experience in the sport to be coached.

The literature dealing specifically with girl's and women's programs supports the qualifications given above, but indicates that there is much needed improvement in the professional preparation programs now offered to women coaches. There is general agreement that women's programs must be improved through the addition of more coaching classes, more advanced skill courses, and additional laboratory experiences.



## Chapter III

### PROCEDURES USED IN THE STUDY

The problem with which this study dealt required a determination of the professional preparation of girl's interscholastic athletic head coaches in the State of Montana. The purpose of this evaluation was to determine the current status of the professional preparation in the Montana high schools.

This chapter contains an explanation of the source of data, the development and distribution of the questionnaire, and an explanation of the treatment of the data secured.

#### SOURCE OF DATA

In order to evaluate the professional preparation of the head coaches in Montana it was first necessary to identify all coaches involved in these programs. Such information was contained in the 1974-1975 Directory of Member Schools of the Montana High School Association. The directory contains the names of each head basketball, track and field, gymnastics, and tennis coach whose school is a member of the Association. All listed coaches in these sports were included in the study, regardless of sex. The total number of coaches was 287.

#### DEVELOPMENT OF THE QUESTIONNAIRE

A questionnaire was developed following a thorough review of all available literature related to the topic of professional preparation

of coaches. The questionnaire was constructed to include areas which national committees had found professional preparation necessary. The questionnaire provided questions relative to educational background, teaching experience, coaching preparation, and coaching experience. The instrument was designed to be as short as possible in order to facilitate prompt responses. It employed the use of completion and check list techniques. The questions were stated in such a way as to enable the respondent to answer by simple recall. The completed questionnaire had a total of 66 items and appears in Appendix B.

#### PROCEDURE FOR DISTRIBUTION OF QUESTIONNAIRE

The questionnaire was distributed by mail. Each was accompanied by a letter (Appendix A) and a return self-addressed stamped envelope to facilitate a prompt response. The letter stated the purpose of the study and assured the respondent that all material would be treated confidentially.

The questionnaire was mailed to each of the 287 coaches at their respective schools on May 2, 1975. A follow-up letter (Appendix C) urging prompt response was sent to the coaches who had not responded by May 17, 1975. The initial letter and follow-up produced a total return of 182 responses or 63.4%.

#### METHODS OF ANALYZING DATA

The information on the completed questionnaires were tabulated and recorded in tables. Each table is accompanied by a descriptive analysis of the data contained in that table.

A comparison between the professional preparation of Montana coaches to that which has been suggested by leading authorities was made. The coaches were analyzed in the following areas:

1. Undergraduate preparation of coaches according to sport, school size, and sex.
2. Graduate preparation of coaches according to sport, school size and sex.
3. Teaching experience of the coaches.
4. Specific teaching areas of the coaches according to school size and sex.
5. Professional preparation in terms of course work taken according to school size and sex.
6. High school and college playing experience of head coaches according to sport, school size, and sex.
7. Coaching experience of head coaches according to school size and sex.

## Chapter IV

### PRESENTATION AND DISCUSSION OF DATA

A questionnaire was sent to selected coaches of girl's inter-scholastic basketball, track and field, tennis, and gymnastics in the State of Montana. Replies were received from 182 of the 287 coaches surveyed. The purpose of this chapter is to present data obtained from the respondent coaches.

### PROGRAM AND PERSONNEL

For the purpose of this study, schools were analyzed according to the classification system used by the Montana High School Association for girl's and boy's athletics. This system is based upon the total enrollment of each high school and is currently divided into four classes. The class AA schools consist of the fourteen largest high schools in the state, the class A schools are the next thirty-two schools, the class B schools consist of the next thirty-nine schools, and the remaining schools are designated as class C schools. Of the respondents, 36 were from AA schools, 41 from A schools, 34 represented B schools, and 71 were from class C schools (see Table I). Of the total 182 respondents 129 different high schools were represented. The 129 high schools broke down into 14 AA schools, 27 A schools, 28 class B schools, and 60 class C schools.

TABLE I

ANALYSIS OF RESPONDENTS  
 ACCORDING TO SCHOOL CLASSIFICATION AND SEX

	Total		AA		A		B		C	
	No.	%	No.	%	No.	%	No.	%	No.	%
Men Coaches	97	53%	23	65%	16	39%	14	41%	44	62%
Women Coaches	85	47%	13	36%	25	61%	20	59%	27	38%
All Coaches	182	100%	36	100%	41	100%	34	100%	71	100%

### Percentage of Men and Women Coaches

Of the 182 coaches of girl's interscholastic athletics, 97 or 53% were men and 85 or 47% were women. It can be seen that the AA and C schools had the largest percentage of men coaches with 64% and 62% respectively. This was reversed in the A and B schools where the women had the largest percentage with 61% and 59% respectively.

### Sports and Coaches Involved

The respondents were asked to indicate the sport or sports in which they had served as head coach during the 1974-75 school year. As indicated in Table II many coaches served as head coach for several different sports. Of the 182 coaches, 77 or 42% coached a single sport, 93 or 51% coached two sports, and the remaining 12 coaches or 7% were involved in three sports.

The majority of male coaches (52%) were involved in only one sport while 47% of the male respondents coached two sports and only one coach was involved in three different sports. Table II also shows that 32% of the women coaches were responsible for a single sport, 55% coached two sports, and 13% were involved in three sports.

Table III presents the various sports and sport combinations represented in this study as well as an analysis of the number and percentage of coaches associated with each of these patterns. Data depicted in Table III reveals that of the 182 respondent coaches, 46% coached both basketball and track and field. Seventeen percent coached basketball, 15% coached track and field, 5% coached tennis, 5% coached gymnastics, and the remaining 12% were distributed over the other combinations of sports. A further examination shows that

TABLE II

ANALYSIS OF NUMBER OF SPORTS COACHED

	All Coaches		Men Coaches				Women Coaches							
	Total		Total		AA	A	B	C	Total		AA	A	B	C
	No.	%	No.	%					No.	%				
Coach One Sport	77	42%	50	52%	16	9	9	16	27	32%	7	10	2	8
Coach Two Sports	93	51%	46	47%	6	7	5	28	47	55%	6	12	14	15
Coach Three Sports	12	7%	1	1%	1	0	0	0	11	13%	0	3	4	4
Totals	182	100%	97	100%	23	16	14	44	85	100%	13	25	20	27

TABLE III  
ANALYSIS OF SPORT COACHING PATTERNS

SPORT	All Coaches		Men Coaches				Women Coaches													
	Total No.	Total %	AA No.	AA %	A No.	A %	E No.	E %	C No.	C %	Total No.	Total %	AA No.	AA %	A No.	A %	B No.	B %	C No.	C %
Basketball	3	1%	0	0%	4	25%	0	0%	0	0%	11	55%	8	10%	1	9%	1	5%	6	22%
Track and Field	27	15%	14	17%	3	10%	0	0%	0	0%	5	11%	13	13%	1	1%	1	5%	2	7%
Tennis	10	5%	10	11%	3	30%	2	12%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Gymnastics	15	8%	4	4%	4	17%	0	0%	0	0%	0	0%	6	7%	4	31%	0	0%	0	0%
Basketball - Track	84	46%	43	44%	4	17%	6	38%	5	30%	28	64%	41	48%	11	15%	13	65%	15	56%
Basketball - Tennis	2	1%	1	1%	1	5%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
Track - Tennis	1	1%	1	1%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Track - Gymnastics	1	1%	1	1%	0	0%	1	6%	0	0%	0	0%	5	6%	4	31%	0	0%	1	5%
Track - Tennis - Gymnastics	1	1%	1	1%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Basketball-Track-Gymnastics	19	9%	0	0%	0	0%	0	0%	0	0%	0	0%	10	12%	0	0%	3	12%	4	15%
Basketball-Track-Tennis	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%



the basketball - track and field combination was the most common with 44% of the men and 48% of the women involved in coaching these two sports.

The single sports of basketball (23%), track and field (15%), and tennis (11%) followed as the most common pattern of coaching responsibility among all male respondents. Track and field (15%), a combination of basketball - track - gymnastics (12%), and basketball (10%) followed as most frequent pattern among the women coaches.

It can be noted that the women respondents were involved in coaching two or more sports more frequently than the men coaches. This could be attributed to the fact that more of the women coaches held positions in physical education and would therefore be expected to be more involved in the girl's athletic program.

Table IV presents an analysis of the percentage of coaches involved in coaching the four sports represented in this study. As shown, of the 182 total coaches, 127 (70%) coached basketball, 130 (71%) coached track and field, 14 (8%) coached tennis, and 27 (15%) coached gymnastics. It can also be seen that there were more male than female coaches in the areas of basketball and tennis, but more female coaches in the areas of track and field and gymnastics.

#### GENERAL PREPARATION OF HEAD COACHES

Leading authorities are in general agreement that the best preparation for head coaches of high school athletic teams is a combination of a physical education major and participation experience in the sport to be coached. This opinion is based on the fact that

TABLE IV  
ANALYSIS OF SPORTS INCLUDED IN STUDY

	BASKETBALL						TRACK AND FIELD					
	Total No.	%	AA	A	B	C	Total No.	%	AA	A	B	C
Men Coaches	66	68%	5	10	12	39	60	62%	10	10	7	33
Women Coaches	61	72%	3	15	18	25	70	82%	8	22	19	21
All Coaches	127	70%	8	25	30	64	130	71%	18	32	26	54

	TENNIS						GYMNASTICS					
	Total No.	%	AA	A	B	C	Total No.	%	AA	A	B	C
Men Coaches	13	13%	11	2	0	0	6	6%	5	1	0	0
Women Coaches	1	1%	0	1	0	0	21	24%	8	5	4	4
All Coaches	14	8%	11	3	0	0	27	15%	13	6	4	4

the course work and laboratory experiences contained in the physical education curriculum prepares the coach in many areas that deal with the physical as well as mental aspects of coaching. These experiences give the future coach a background from which to develop a sound athletic program. To gain information into whether the coach respondents held these qualities it was necessary to examine their undergraduate and graduate preparation as well as their participation experience.

#### Educational Background (Undergraduate)

The analysis of undergraduate preparation was based on whether the coach respondents held a college undergraduate major or minor in physical education, or a major in another academic area (Table V). The data revealed that regardless of sex or school classification, 54% of the coaches possessed a major in physical education, 18% had a minor in physical education, and 28% had a major in an area other than physical education.

This data can be further broken down to show that among the 97 male coaches, 28% were physical education majors, 22% were physical education minors, and 50% had other college majors. Among the 85 women coach respondents, 85% held physical education majors, 13% had minors in physical education, and 2% had other academic majors.

The male coaches in class B and C schools were alike in educational background in that 29% had physical education majors, 21% held minors in physical education, and 50% had a major in an area other than physical education. Among the AA male respondents 26% had physical education majors, 30% had physical education minors, and 44%

TABLE V

UNDERGRADUATE PHYSICAL EDUCATION BACKGROUND

	All Coaches						Men Coaches						Women Coaches					
	P.E. Major		P.E. Minor		Other Major		P.E. Major		P.E. Minor		Other Major		P.E. Major		P.E. Minor		Other Major	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
AA Schools	17	47%	9	25%	10	28%	6	26%	7	30%	10	44%	11	85%	2	15%	0	0
A Schools	29	71%	2	5%	10	24%	4	24%	2	13%	10	62%	25	100%	0	0	0	0
B Schools	20	58%	7	21%	7	21%	4	29%	3	21%	7	50%	16	80%	4	20%	0	0
C Schools	33	46%	14	20%	24	34%	13	29%	9	21%	22	50%	20	74%	5	19%	2	7%
All Schools	99	54%	32	18%	51	28%	27	28%	21	22%	49	50%	72	85%	11	13%	2	2%

had neither a major or a minor in physical education. The A schools had 25% holding physical education majors, 13% with minors, and 62% with other majors.

Virtually all of the women coaches in the four school divisions held physical education majors or minors with the exception of two coaches in the class C schools who had majors other than physical education.

An overview of the preparation of all coach respondents indicated that the majority possess a major in physical education. However, a further breakdown of the men and women coaches showed that of the 97 men who coached girl's sports, a rather small percentage (28%) possessed a major in physical education, while 50% of these coaches had no formal physical education background. In comparison, the women had a large majority of physical education majors and minors with 98% having this background, while only 2% had no formal preparation in physical education. This data would indicated that according to leading authorities the female respondents in this study possess a more adequate background for coaching girl's athletics than the male respondents performing the same responsibilities.

#### Educational Background (Graduate)

Table VI depicts the number of coaches among the respondents who had graduate degrees. Of the 182 coaches, 41 or 23% held graduate degrees of which 12 or 7% were in physical education. Five or 3% held graduate degrees with minors in physical education and 24 or 13% had majors in other areas.

TABLE VI

GRADUATE PHYSICAL EDUCATION BACKGROUND

	All Coaches						Men Coaches						Women Coaches					
	P.E. Major		P.E. Minor		Other Major		P.E. Major		P.E. Minor		Other Major		P.E. Major		P.E. Minor		Other Major	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
AA Schools	3	7%	2	6%	9	25%	1	4%	2	9%	9	39%	2	15%	0	0	0	0
A Schools	2	5%	0	0	6	15%	1	6%	0	0	5	31%	1	4%	0	0	1	4%
B Schools	4	12%	3	9%	5	15%	3	21%	2	14%	5	36%	1	5%	1	5%	0	0
C Schools	3	4%	0	0	4	6%	1	2%	0	0	4	9%	2	7%	0	0	0	0
All Schools	12	7%	5	3%	24	13%	6	6%	4	4%	23	24%	6	7%	1	1%	1	1%

Among male coaches 33 held graduate degrees as compared to 8 held by women coaches. However, 23 of the 33 degrees held by the male coaches were in majors other than physical education, while 6 of the 8 degrees possessed by the women were majors in physical education.

#### Specific Teaching Areas of Respondent Coaches

The analysis of specific teaching responsibilities of the coaches was based on those classes in which the coaches spent the majority of their time (Table VII). From the data compiled it can be seen that 43% of the coaches taught physical education classes, 12% taught mathematics classes, 8% taught science, 7% taught social studies, 7% taught English, and the remaining 33% had teaching duties spread over a variety of other disciplines.

The male coaches taught a variety of subjects, with 18% teaching physical education, 17% mathematics, 14% science, 11% English, 11% social sciences, 9% business, and the remainder in other subject areas.

Approximately three-fourths (72%) of the women coaches taught physical education while 7% of the female coaches taught mathematics and the remaining coaches were involved in other academic areas.

The data on teaching areas relates closely to the educational backgrounds of the respondent coaches. Among men coaches a relatively small number (18%) are teaching physical education, while the majority of women (72%) are teaching classes in physical education.

The class C schools exhibited a rather low percentage of coaches who taught physical education classes, however, it could be

TABLE VII  
TEACHING AREAS OF COACHES

	All Coaches					Men Coaches					Women Coaches				
	Total	AA	A	B	C	Total	AA	A	B	C	Total	AA	A	B	C
Art	1%	0	0	0	3%	0	0	0	0	0	2%	0	0	0	7%
Business	6%	0	5%	3%	11%	9%	0	6%	7%	16%	2%	0	4%	0	4%
Driver Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
English	7%	6%	12%	5%	6%	11%	8%	32%	15%	5%	3%	0	0	0	7%
Foreign Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Home Economics	1%	0	0	3%	0	0	0	0	0	0	1%	0	0	5%	0
Industrial Arts	2%	0	2%	0	3%	3%	0	6%	0	5%	0	0	0	0	0
Mathematics	12%	22%	2%	3%	17%	17%	30%	6%	0	18%	8%	8%	0	5%	15%
Music	1%	0	0	0	3%	0	0	0	0	0	2%	0	0	0	7%
Physical Education	43%	44%	54%	59%	28%	18%	22%	6%	22%	18%	72%	84%	84%	85%	45%
Political Science	1%	0	2%	0	0	1%	0	6%	0	0	0	0	0	0	0
Psychology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	8%	14%	2%	9%	8%	15%	22%	6%	21%	11%	1%	0	0	0	4%
Social Studies	7%	8%	5%	3%	10%	11%	9%	13%	7%	14%	2%	8%	0	0	4%
Others	4%	6%	5%	3%	4%	4%	9%	6%	0	2%	5%	0	4%	5%	7%
Administration	3%	0	0	9%	6%	7%	0	0	21%	9%	0	0	0	0	0
Guidance	2%	0	3%	3%	1%	2%	0	0	7%	2%	1%	0	4%	0	0
Elementary	2%	0	8%	0	0	2%	0	13%	0	0	1%	0	4%	0	0



assumed that the smaller schools would hire more generalists and because they offer fewer physical education classes many of the coaches with physical education majors would teach in their minor areas.

#### Teaching Experience of Respondent Coaches

Table VIII shows the years of teaching experience of the respondent coaches. Of the 182 coaches replying to the questionnaire, 17% were first year teachers, 18% had taught for two years, 10% had three years of experience, 9% had four years, and 46% had taught five or more years. The average amount of teaching experience was 5.9 years.

The class AA schools had the fewest first and second year teachers with 8% and 11% respectively and the largest percentage of teachers with five or more years of experience with 62%. The average teaching experience of the AA schools was 5.9 years. The class A and B schools were much alike with 12% and 20% first year teachers, 17% and 15% with two years of experience, 15% and 6% with three years, 10% and 12% in the four year category, 46% and 47% with five or more years of teaching experience. The average teaching experience in the class A and B schools was 5.9 years and 5.5 years respectively. The class C schools had the highest percentage of first and second year teachers with 21% and 23% respectively and the lowest percentage of teachers with five or more years experience with 38%. The class C schools had an average of 5.2 years of teaching experience. The women coaches had the highest percentage of first year teachers with 24% compared to the men coaches who had 10%. The men had the highest

TABLE VIII

TEACHING EXPERIENCE OF RESPONDENT COACHES

	All Coaches										Men Coaches										Women Coaches															
	1		2		3		4		5+		$\bar{X}$ Yrs.	$\bar{X}$ Yrs.	1		2		3		4		5+		$\bar{X}$ Yrs.	$\bar{X}$ Yrs.	1		2		3		4		5+			
	No.	%	No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
AA Schools	3	8%	4	11%	3	8%	4	11%	22	60%	7.7	7.7	2	9%	1	4%	1	4%	2	9%	17	74%	7.3	7.3	1	8%	3	23%	2	15%	2	15%	5	39%	5	39%
A Schools	5	12%	7	17%	6	15%	4	10%	19	46%	5.6	5.6	1	6%	2	13%	2	13%	2	13%	9	55%	6.4	6.4	4	16%	5	20%	4	16%	2	8%	2	8%	10	40%
B Schools	7	20%	5	15%	2	6%	4	12%	16	47%	8.5	8.5	1	7%	2	14%	1	7%	2	14%	8	58%	3.4	3.4	6	30%	3	15%	1	5%	2	10%	8	40%		
C Schools	15	21%	16	23%	8	11%	5	7%	27	38%	6.4	6.4	6	13%	11	25%	3	7%	2	5%	22	50%	3.3	3.3	9	33%	5	19%	5	19%	3	11%	5	18%		
All Schools	30	17%	32	18%	19	10%	17	9%	84	46%	7.3	7.3	10	10%	16	17%	7	7%	8	8%	56	58%	4.2	4.2	20	24%	16	19%	12	14%	9	19%	28	33%		

percentage of coaches with five or more years of experience with 58% compared to 33% for the women. The male respondents averaged 7.3 years of teaching experience compared to the women with 4.2 years of experience.

The data in Table VIII reveals that the larger schools had the fewest number of first year teachers and the largest percentage of experienced teachers. This is supported by the average teaching experience of the respondents from the four classes. Class AA teachers averaged 7.5 years experience, class A teachers 5.9 years, class B teachers averaged 5.5 years, and class C averaged 5.2 years of experience. It can be assumed from this data that the larger schools would attract more experienced teachers and would be able to retain staff for a longer period of time than the smaller schools.

An examination of the teaching experience of the men and women coaches showed that the men had more teaching experience than the women. This could be attributed to the fact that the coaching profession for women has just opened in recent years, and therefore many women coaches would be new to their particular position.

#### SPECIFIC AREA PREPARATION OF HEAD COACHES

The specific area preparation of coaches was based upon courses which were taken by the coaches during their undergraduate and graduate education. The courses included in the survey were those which have been recommended by several AAHPER Task Forces and committees on the professional preparation of coaches.

### Physical Education Majors

Table IX shows the courses taken by those respondent coaches who held a major in physical education. It can be seen that a relatively high percentage of the coaches had taken the recommended courses.

Table IX shows that among respondent coaches 97% have taken a course in first aid, and 83% have had a course in the care and prevention of athletic injuries. These courses are considered a basic requirement in the areas of medical and safety aspects of coaching. A further look shows that the completion percentages in the first aid course for the men and the women were much the same, but 100% of the men had taken a course in care and prevention of athletic injuries in comparison to 76% of the women.

A course in organization and administration of athletics is strongly recommended under the areas of principles and problems of coaching. A course of this nature provides the coach with knowledge in the areas of budget and finance, and equipment purchasing. In addition, such a course provides the coach with knowledge in the area of public relations which is vital to the athletic program. As shown in Table IX, 89% of the coaches had taken a course in organization and administration of athletics.

In the area of theory and techniques of coaching, the courses were divided into those for women and those for men. Table IX shows that 28% of the coaches have had a course in basketball for men, and 49% have taken a similar course for women. Thirty percent of the coaches have taken a class in coaching track for men while 53% have taken the class for women. Six percent have taken a formal class in

TABLE IX

PERCENTAGES OF SPECIFIC COURSES TAKEN BY PHYSICAL EDUCATION MAJORS

Courses	All Coaches					Men Coaches					Women Coaches				
	Total	AA	A	B	C	Total	AA	A	B	C	Total	AA	A	B	C
Biology	85	100	83	80	82	81	100	75	100	69	86	100	84	75	90
Anatomy	99	100	100	100	97	100	100	100	100	100	99	100	100	100	95
Physiology	91	100	97	85	85	85	100	100	75	77	93	100	96	88	90
Physiology of Exercise	65	94	72	70	70	67	83	75	50	61	78	100	72	75	75
Kinesiology	85	100	97	95	91	89	100	100	75	85	83	100	96	100	95
Nutrition	52	76	48	55	42	30	50	0	50	23	61	91	56	56	55
Personal Health	92	94	90	100	91	96	100	100	75	100	90	91	88	100	85
School Health	78	94	83	70	70	85	83	100	100	77	75	100	80	63	65
First Aid	97	94	97	100	97	96	83	100	100	100	97	100	96	100	95
Care & Prevention	83	94	69	95	85	100	100	100	100	100	76	91	64	94	70
Organization & Adm.	89	94	93	95	79	85	100	100	100	69	90	91	92	94	85
Sports Officiating	86	83	90	95	76	81	67	75	100	85	88	100	92	94	70
Psychology of Sport	28	47	21	27	30	50	0	50	50	23	28	45	24	19	30
Sociology of Sport	32	41	31	30	30	26	33	50	25	15	35	45	28	31	40

TABLE IX (Cont.)

PERCENTAGES OF SPECIFIC COURSES TAKEN BY PHYSICAL EDUCATION MAJORS

Courses	All Coaches					Men Coaches					Women Coaches				
	Total	AA	A	B	C	Total	AA	A	B	C	Total	AA	A	B	C
Child Growth & Develop.	74	82	76	85	61	59	50	75	75	54	79	100	76	88	65
Child Psychology	72	71	76	65	73	67	50	75	75	69	74	82	76	63	75
Theory of Coaching:															
Basketball (men)	28	29	21	15	42	93	83	100	75	100	4	0	8	0	5
Basketball (women)	49	35	55	60	45	7	17	0	0	8	65	45	64	75	70
Track & Field (men)	30	29	21	20	45	96	83	100	100	100	6	0	8	0	10
Track & Field (women)	53	47	48	75	48	11	17	0	25	8	69	64	56	88	75
Tennis (men)	6	12	3	0	9	19	33	0	0	23	1	0	4	0	0
Tennis (women)	20	18	28	15	18	4	0	0	0	8	26	27	32	19	25
Gymnastics (men)	12	23	14	5	9	41	67	75	25	23	1	0	4	0	0
Gymnastics (women)	44	65	45	40	36	11	33	0	0	8	57	82	52	50	55

coaching tennis for men and 20% have taken a class for women, 12% of the coaches have had a class in coaching gymnastics for men, and 44% have taken a class for coaching women.

Low percentages in the women's coaching courses may be attributed to the fact that these courses have not been offered until recent years, and in many cases are still not available. The low percentages in the tennis and gymnastics classes for all coaches is attributable to the fact that there were relatively few coaches of those areas involved in the study.

Under the recommended kinesiological foundations of coaching it was found that the physical education major possessed necessary preparation. Table IX shows that 99% of the coaches have taken a course in basic anatomy. It also indicates that 85% of the respondents have taken a course in kinesiology. This course provides an understanding of the mechanics of movement which is of great importance to successful athletic performance and is vital part of the professional preparation program. The percentages of the men and women coaches were again basically the same.

A basic understanding of physiology has also been recommended as a part of the preparation of a coach. Coaches possessing a major in physical education were again found to have this preparation. A basic course in physiology was possessed by 91% of the respondent coaches. In addition, 65% of the coaches had taken a course in physiology of exercise which would provide them with knowledge of the physiological effects of training and conditioning.

In addition to the recommended courses, the respondents also possessed courses which would give them a better understanding of the athletes that they are coaching. Table IX reveals that a majority of the coaches have taken the remaining classes such as nutrition (52%), personal health (92%), sports officiating (86%), child and adolescent psychology (72%), and child growth and development (74%).

#### Professional Preparation of Physical Education Minors

Examination of coaches with teaching majors in other academic areas and a teaching minor in physical education produced the following data. Table X reveals that 97% have taken a first aid course, while 69% of the physical education minors have had a course in care and prevention of athletic injuries. Eighty-one percent of the coaches had taken a class in organization and administration of athletics.

In the area of theory and techniques of coaching 62% of the coaches had taken a men's coaching class in basketball and 25% had taken the women's coaching class. Forty-four percent of the coaches had taken a track and field class for men, with 31% having taken a similar class for women. Twenty-two percent had taken a course in coaching tennis for men while 16% had taken a course for women, 16% had taken a men's gymnastics coaching class and 22% had taken a women's class.

A further breakdown shows that 95% of the men had taken a coaching class for men's basketball, 67% had taken a track and field class, 33% had taken a tennis class, and 24% had taken a men's gymnastics class.



TABLE X

PERCENTAGES OF SPECIFIC COURSES TAKEN BY PHYSICAL EDUCATION MINORS

Courses	All Coaches					Men Coaches					Women Coaches				
	Total	AA	A	B	C	Total	AA	A	B	C	Total	AA	A	B	C
Biology	78	41	100	43	93	86	86	100	33	100	64	50	0	50	80
Anatomy	59	35	100	43	57	67	71	100	33	67	45	50	0	50	40
Physiology	44	35	100	43	21	52	71	100	33	33	27	50	0	50	0
Physiology of Exercise	31	12	50	14	43	38	14	50	0	67	18	50	0	25	0
Kinesiology	34	18	50	29	36	48	29	50	67	56	9	50	0	0	0
Nutrition	28	23	50	29	14	29	43	50	0	22	27	50	0	50	0
Personal Health	87	53	100	71	86	90	100	100	33	100	82	100	0	100	60
School Health	69	35	50	86	64	76	71	50	100	78	54	50	0	75	40
First Aid	97	53	100	100	93	100	100	100	100	100	91	100	0	100	80
Care & Prevention	69	41	100	43	71	76	86	100	33	78	54	50	0	50	60
Organization & Adm.	81	41	100	71	86	81	71	100	33	100	82	100	0	100	60
Sports Officiating	66	29	100	43	79	62	43	100	0	89	73	100	0	75	60
Psychology of Sport	31	18	50	29	29	33	29	50	33	33	27	50	0	25	20
Sociology of Sport	34	18	50	0	50	38	29	50	0	56	27	50	0	0	40

TABLE X (Cont.)

PERCENTAGES OF SPECIFIC COURSES TAKEN BY PHYSICAL EDUCATION MINORS

Courses	All Coaches					Men Coaches					Women Coaches				
	Total	AA	A	B	C	Total	AA	A	B	C	Total	AA	A	B	C
Child Growth & Develop.	66	18	100	71	79	67	29	100	67	89	64	50	0	75	60
Child Psychology	78	41	50	86	79	90	86	50	100	100	54	50	0	75	40
<b>Theory of Coaching:</b>															
Basketball (men)	62	35	100	43	64	95	86	100	100	0	0	0	0	0	0
Basketball (women)	25	12	43	21	9	14	0	0	0	11	54	50	0	75	40
Track & Field (men)	44	23	100	14	50	67	57	100	33	78	0	0	0	0	0
Track & Field (women)	31	18	0	29	36	9	14	0	0	11	73	100	0	50	80
Tennis (men)	22	18	0	14	21	33	43	0	33	33	0	0	0	0	0
Tennis (women)	16	6	0	14	21	5	0	0	0	11	36	50	0	25	40
Gymnastics (men)	16	6	0	0	29	24	14	0	0	44	0	0	0	0	0
Gymnastics (women)	22	12	0	14	29	0	0	0	0	0	64	100	0	25	80

Fifty-four percent of the women coaches with physical education minors had taken a course in coaching basketball for women, 73% had taken a track and field coaching course, 36% a tennis coaching course, and 64% had taken a course in gymnastics.

Again it must be noted that the low percentage of women coaches who have taken the coaching and techniques courses may be attributed to the fact that these courses have not been available to women.

The coach with a physical education minor begins to show deficiencies in recommended preparation when the science related areas are analyzed. Data in Table X reveals that 59% of the respondent coaches have taken a course in anatomy and only 34% have taken a course in kinesiology. Preparation in the area of physiology also is shown to be deficient by minors in physical education. Table X shows 44% of the coaches as having had a course in physiology. In addition, only 31% of the coaches have had preparation in physiology of exercise.

In addition to the recommended courses, the physical education minors also possess preparation in other related areas. Table X shows that 66% of the respondent coaches with minor in physical education have had a course in child growth and development and that 78% of these coaches have taken a course in child psychology. Courses in school health and personal health were taken by 69% and 87% of the coaches respectively. The data also reveals that only 28% of the minors have had a nutrition class.

The preceding examination of the head coaches with minor preparation in physical education indicates that their preparation does meet some of the recommendations in certain areas, but they are deficient in the science related areas.

## Other Majors

Analysis of head coaches without formal preparation in physical education and with a major in another academic area revealed deficiencies in all recommended areas of coaching preparation. A comparison between the male and female respondents is not given as there were only two female respondents consequently the data does not contribute significantly to the discussion.

It can be seen in Table XI that 65% of these coaches have had a course in first aid and only 29% have had a course in care and prevention of athletic injuries. This data also shows that 16% of the coaches in this category have taken a course in organization and administration of athletics.

Data from Table XI depicts that those coaches without physical education preparation were not prepared in the areas of theory and techniques of coaching. It can be seen that 22% of these coaches have taken a men's basketball coaching class and 12% have taken a similar women's class. Fourteen percent have taken a track and field coaching class for men while 2% have taken a women's class, 10% have taken coaching tennis for men, 6% have taken the coaching class for women, 6% have taken a class in coaching men's gymnastics. From this data it would be logical to assume that those coaches without any physical education background must be relying on playing experience as a basis for preparation to coach the sport.

Further examination of the data in Table XI discloses that coaches without formal preparation in physical education have very little preparation in the science related areas. It can be seen that

TABLE XI

PERCENTAGES OF SPECIFIC COURSES TAKEN BY COACHES WITH MAJORS OTHER THAN PHYSICAL EDUCATION

Courses	All Coaches					Men Coaches					Women Coaches				
	Total	AA	A	B	C	Total	AA	A	B	C	Total	AA	A	B	C
Biology	67	50	70	86	67	67	50	70	86	68	50	0	0	0	50
Anatomy	39	30	60	57	29	41	30	60	57	32	0	0	0	0	0
Physiology	31	40	40	43	21	33	40	40	43	23	0	0	0	0	0
Physiology of Exercise	4	0	10	14	0	4	0	10	14	0	0	0	0	0	0
Kinesiology	12	30	10	29	0	12	30	10	29	0	0	0	0	0	0
Nutrition	8	10	10	14	4	8	10	10	14	4	0	0	0	0	0
Personal Health	51	50	60	43	50	51	50	60	43	50	50	0	0	0	50
School Health	35	50	30	14	37	33	50	30	14	32	100	0	0	0	100
First Aid	65	80	50	71	44	65	80	50	71	64	50	0	0	0	50
Care & Prevention	29	40	20	14	33	29	40	20	14	32	50	0	0	0	50
Organization & Adm.	16	30	30	0	8	16	30	30	0	9	0	0	0	0	0
Sports Officiating	35	40	20	57	33	37	40	20	57	36	0	0	0	0	0
Psychology of Sport	6	10	10	0	4	6	10	10	0	4	0	0	0	0	0
Sociology of Sport	23	30	20	14	25	22	30	20	14	23	0	0	0	0	50

TABLE XI (Cont.)

PERCENTAGES OF SPECIFIC COURSES TAKEN BY COACHES WITH MAJORS OTHER THAN PHYSICAL EDUCATION

Courses	All Coaches					Men Coaches					Women Coaches				
	Total	AA	A	B	C	Total	AA	A	B	C	Total	AA	A	B	C
Child Growth & Develop.	65	40	80	86	62	63	40	80	86	59	100	0	0	0	100
Child Psychology	41	30	60	43	37	39	30	60	43	32	100	0	0	0	100
Theory of Coaching:															
Basketball (men)	22	10	30	14	25	22	10	30	14	27	0	0	0	0	0
Basketball (women)	12	10	20	0	12	8	10	20	0	4	100	0	0	0	100
Track & Field (men)	14	0	3	29	8	14	0	30	29	9	0	0	0	0	0
Track & Field (women)	2	0	0	0	4	0	0	0	0	0	50	0	0	0	50
Tennis (men)	10	30	20	0	0	10	30	20	0	0	0	0	0	0	0
Tennis (women)	6	10	20	0	0	6	10	20	0	0	0	0	0	0	0
Gymnastics (men)	6	20	0	0	4	6	20	0	0	4	0	0	0	0	0
Gymnastics (women)	4	20	0	0	0	4	20	0	0	0	0	0	0	0	0

39% of the coaches have taken an anatomy course, and only 12% have taken a course in kinesiology. Only 31% of the coaches in this category have taken a basic physiology course and only 4% a course in physiology of exercise.

Coaches without physical education preparation continued to show deficiencies in other areas which are basic to coaching. Only 41% had taken a child psychology course and 65% had taken a course in child growth and development. Thirty-five percent had taken a sports officiating course and 8% had a nutrition course.

#### SPORT PARTICIPATION OF HEAD COACHES

Since actual participation in the sport to be coached is considered essential background for the coach, it was necessary to examine the participation experience of the head coaches in conjunction with the sport that they coached.

Table XII presents such data and shows that 69% of the basketball coaches had high school playing experience. Moreover the average years of experience was 2.3 years. A further examination shows that 95% of the men coaches have played high school basketball for an average of 3.5 years, while only 34% of the women coaches participated for an average of 1.1 years.

Table XII also indicates that 50% of the basketball coaches have played college basketball for an average of 1.3 years. Fifty-seven percent of the women coaches participated in a college program for an average of 1.6 years as compared to 42% of the men who played for 1.1 years.

TABLE XII

PLAYING EXPERIENCE OF BASKETBALL COACHES

	All Coaches			Men Coaches			Women Coaches		
	Yes	No	Yrs.	Yes	No	Yrs.	Yes	No	Yrs.
High School	69%	31%	2.3	95%	5%	3.5	34%	66%	1.1
College	50%	50%	1.3	42%	58%	1.1	57%	43%	1.6

TABLE XIII

PLAYING EXPERIENCE OF TRACK AND FIELD COACHES

	All Coaches			Men Coaches			Women Coaches		
	Yes	No	Yrs.	Yes	No	Yrs.	Yes	No	Yrs.
High School	63%	37%	2.0	80%	29%	2.8	46%	54%	1.4
College	37%	63%	1.0	68%	32%	.8	42%	58%	1.0



Table XIII reveals that 63% of the head track and field coaches had participated in track and field at the high school level for an average of 2 years. Further analysis shows that 80% of the men coaches participated for 2.8 years compared to 46% of the women who participated for an average of 1.4 years. Thirty-seven percent of the track and field coaches were members of varsity college track and field teams for an average of 1 year.

Table XIV shows that 35% of the tennis coaches participated in tennis at the high school level for an average of 3.4 years. Further data reveals that 35% were involved in collegiate competition for 2.6 years. The women coaches had no high school or college experience.

Data from Table XV indicates that only 22% of the gymnastic coaches had participated in gymnastics at the high school level for an average of 2.8 years. Further examination shows that 33% of the men coaches had high school experience compared to 19% of the women. There was an increase in the amount of participation on the collegiate level with 33% of the coaches competing for an average of 2.6 years. Fifty percent of the men had competed as did 28% of the women.

In analyzing the preceding data it must be noted that the low percentage of participation by the women coaches is due to the fact that during their high school and college education very little opportunity was available to them in the areas of interscholastic and inter-collegiate athletics.

TABLE XIV

PLAYING EXPERIENCE OF TENNIS COACHES

	All Coaches			Men Coaches			Women Coaches		
	Yes	No	Yrs.	Yes	No	Yrs.	Yes	No	Yrs.
High School	35%	63%	3.4	38%	63%	3.4	0%	100%	0
College	35%	65%	2.6	38%	62%	2.6	0%	100%	0

TABLE XV

EXPERIENCE OF GYMNASTIC COACHES

	All Coaches			Men Coaches			Women Coaches		
	Yes	No	Yrs.	Yes	No	Yrs.	Yes	No	Yrs.
High School	22%	78%	2.8	33%	67%	3.5	19%	81%	2.5
College	33%	67%	2.6	50%	50%	2.6	28%	72%	2.6

## COACHING EXPERIENCE

Table XVI indicates the number of years of coaching experience possessed by the coaches involved in this study. Of the 182 coaches surveyed, 18% were first year coaches, 18% were in their second year of coaching, 15% had three years of coaching experience, and 47% had been coaching five years or more. The class AA schools had the largest percentage of coaches with five or more years of experience with 53% and the lowest percentage of first year coaches with only 8%. There were 13% first year coaches in the class A schools, 21% in the B schools, 25% in the class C schools. The class B schools possessed the second highest percentage of experienced coaches with 44% followed by class A and C schools with 37%.

The data indicated that again the larger schools seemed to attract and retain the coaches with more experience. The smaller schools seem to be a starting point for many new coaches.

## DISCUSSION

The results of this study are quite similar to the results obtained in earlier studies concerned with coaches of boy's athletic programs. The results compare with Maetozo's (15) study in that:

1. There are few written statements on the qualifications of women coaches.
2. Coaches are assigned to instruct in a variety of subjects regardless of their majors.
3. Among the undergraduate majors of coaches, physical education appears most often.
4. Coaches have responsibility for more than one sport.

TABLE XVI

## COACHING EXPERIENCE

	All Coaches					Men Coaches					Women Coaches				
	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	5+ Yrs.	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	5+ Yrs.	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	5+ Yrs.
AA Schools	8%	11%	14%	14%	53%	9%	4%	9%	17%	61%	8%	23%	23%	8%	38%
A Schools	12%	19%	24%	7%	37%	6%	25%	25%	6%	38%	16%	16%	24%	8%	36%
B Schools	20%	15%	15%	6%	44%	7%	7%	14%	14%	58%	30%	20%	15%	0	35%
C Schools	25%	21%	10%	7%	37%	23%	18%	4%	7%	48%	29%	26%	19%	7%	19%
All Schools	18%	18%	15%	8%	41%	14%	14%	10%	10%	52%	22%	21%	20%	6%	31%

5. Only a few of the coaches who majored in other subjects had a minor in physical education.

There were a few major differences in the studies with the exceptions of areas which were included in Maetozo's study but not included in this study.

The data from this study also supports statements made by Hartman (10) in 1968, in which she stated that there was a need for more coaching classes for women. The data revealed that few women coaches had taken course in the areas of coaching and techniques. Since the majority of the women in this study held physical education majors it can be assumed that classes were not available or required in their program of study. In addition, the study revealed that this was also a weak area for those without physical education majors. Since courses of this nature are essential for the coach, the professional preparation programs need to require these courses in their physical education minor programs as well as in any coaching minor programs.

Since many authorities support the notion that the best preparation for the coach is a major or minor in physical education it is interesting to note that the majority of the women involved in the study did have this preparation while 50% of the men did not. Such data would indicate that in many instances the man who is involved in coaching a girl's sport may not be adequately prepared. It can be assumed that school administrators are appointing these coaches in the belief that the man would have more athletic background than the average woman and because of this could do a better job of coaching. The data from this study contradicts that idea.

According to Sisley (22) it is very important that the coach have participatory experience in the sport being coached. Data obtained from this study indicated that the coaches presently employed in the State of Montana have very little participation experience particularly at the collegiate level. The women coaches possessed the least experience, however many of these coaches did not have the opportunity to participate because of the lack of athletic programs. It could be expected that many of the men who coached but did not have the physical education preparation, would use their participation experience as the basis for qualification to coach. The data pointed out that although most were involved in high school athletics very few possessed collegiate experience in significant quantities.

An overview of the preparation of the men coaches as compared to the women coaches shows that the women were better prepared in that the majority did have a physical education major. Within this background however there were definite weaknesses in the areas of coaching courses and playing experience.

Although this study did not attempt to answer the question of whether a man should coach in the girl's athletic program it did point out that the coaches involved in this program were not, in many cases, qualified to coach. It does appear that some administrators are appointing men to coach based only on the assumption that a man has an inherent knowledge in athletics. These are practices which can only harm the girl's athletic programs and should be stopped by the inclusion of some form of certification for coaches.

## Chapter V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

This study was conducted to determine the professional preparation of interscholastic head coaches in basketball, track and field, tennis, and gymnastics in the State of Montana. The replies of 182 head coaches, representing 129 different high schools, were analyzed.

The study revealed that of the 182 respondents, 97 were men and 85 were women. These coaches were involved in coaching one, two, and sometimes three different sports which were included in the study. The majority of the coaches were involved in coaching two sports, however, many of the female respondents coached three different sports.

The study revealed that 28% of the male respondents possessed a major in physical education, 22% held a physical education minor, and 50% had a major in an area other than physical education. In comparison, 85% of the female respondents held physical education majors, 13% had minors in physical education, and 2% had majors in other areas.

The number of coaches holding graduate degrees was rather low. Forty-one of the coaches held graduate degrees, of which 12 were in physical education, 5 were minors in physical education and 24 were in another major.

Seventy-two percent of the women coaches were involved in teaching physical education, while only 18% of the men taught physical education.

An examination of the specific area preparation revealed that head coaches with a major in physical education met the preparation standards recommended by national authorities. In addition, these coaches obtained high completion percentages for course work recommended by the AAHPER Task Force on Certification of High School Coaches. The only weakness exhibited by these coaches was in the area of theory and techniques of coaching. In this area the women respondents were found to have rather low percentages of completion for the selected coaching classes, however, this is attributable to the fact that these classes have not been offered until recent years.

The results of this study disclosed that the coach with minor preparation in physical education met most of the standards recommended by the Task Force, but was deficient in the science related areas. These deficiencies were most evident in anatomy, physiology, physiology of exercise and kinesiology.

The coaches without formal preparation in physical education were found to have deficiencies in all areas recommended by the Task Force.

The data concerned with the sport participation of the coaches revealed that the men coaches had more participatory experience at the high school level than the women, however both were much alike at the college level. The amount of experience was low for the women due to the fact that opportunities for women to compete have not existed until recent years.



## CONCLUSIONS

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

1. There are a large number of men involved in coaching girl's interscholastic athletics in the State of Montana.
2. Many coaches in girl's interscholastic basketball, track and field, tennis, and gymnastics are involved in coaching more than one sport.
3. The majority of the women involved in coaching the four sports have physical education training as the basis for their professional preparation to coach.
4. The majority of women coaches are employed as physical education teachers while the majority of the men coaches teach in other academic areas.
5. The men involved in coaching the four sports have a low percentage of training based on the physical education major or minor.
6. The male respondents possessed more teaching experience than the female respondents in this study.
7. The number of coaches holding graduate degrees is low.
8. For the respondents in this study, a physical education major provided the most adequate preparation in recommended areas of coaching.
9. For the respondents in this study, a physical education minor shows a deficiency in the science related areas, particularly in physiology, physiology of exercise, and kinesiology.
10. For the respondents in this study, preparation in a major other than physical education showed deficiencies in all areas.
11. The men coaches involved in this study had more participatory experience in high school than the women. The amount of college experience for both sexes was low.

## RECOMMENDATIONS

In view of the findings and conclusions of this study, the following recommendations are proposed:

1. Further studies should be conducted to examine the professional preparation of all of the coaches of girl's interscholastic athletics in further detail.
2. Follow-up studies should be conducted to evaluate the preparation of the coaches in future years to determine if improvement is made in preparation.
3. Teacher training institutions should upgrade their professional preparation programs in the areas of coaching and theory classes for women.
4. The teacher training institutions should make coaching minors available for all those interested in coaching.
5. The State Department of Education should require specific courses for all those who coach girl's interscholastic athletics.
6. More clinics with emphasis on coaching female athletes should be made available to the coaches in the state.
7. Further studies should be conducted to determine the professional preparation of the coach and its relationship to the success of the program.

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## APPENDIX

## APPENDIX A

## INITIAL LETTER

Dear Coach,

With the implementation of Title IX and the increased interest in girls and women's athletics there is now an added interest in the leadership of these programs. I am currently conducting research in an attempt to gain more information on the specific professional preparation of the coaches involved. To gain this information a survey of the head coaches of girls interscholastic high school basketball, track and field, gymnastics, and tennis in the state of Montana is being carried out.

This survey is not an attempt to evaluate or determine what is the best preparation. Its only purpose is to determine the specific preparation and experience that the coaches in the state of Montana now have.

The enclosed questionnaire will take only a few minutes to complete and all information will be held confidential. It would be greatly appreciated if you would promptly return the questionnaire.

Sincerely yours,

Barbara Eisenbarth  
Department of Health and Physical  
Education  
University of Montana

APPENDIX B

QUESTIONNAIRE

NAME \_\_\_\_\_

HIGH SCHOOL \_\_\_\_\_

CLASS:      AA          A          B          C

I. Education

A. Undergraduate

1. University or College Attended \_\_\_\_\_

2. Degree \_\_\_\_\_

3. Major \_\_\_\_\_

4. Minor \_\_\_\_\_

B. Graduate

1. University or College Attended \_\_\_\_\_

2. Degree \_\_\_\_\_

3. Major \_\_\_\_\_

4. Minor \_\_\_\_\_

II. Teaching Experience

A. Number of years in teaching (including present year) \_\_\_\_\_

B. Present Position

1. Number of years in present position \_\_\_\_\_

2. Check the areas in which you are currently teaching and indicate number of periods per day.

		PERIODS
a. Art	_____	_____
b. Business	_____	_____
c. Driver Education	_____	_____
d. English	_____	_____
e. Foreign Languages	_____	_____
f. Home Economics	_____	_____
g. Industrial Arts	_____	_____
h. Mathematics	_____	_____
i. Music	_____	_____
j. Physical Education	_____	_____
k. Political Science	_____	_____
l. Psychology	_____	_____
m. Science	_____	_____
n. Social Studies	_____	_____
o. Others _____	_____	_____



3. If not teaching a subject, check one of the following classifications.
  - a. Administration \_\_\_\_\_
  - b. Guidance \_\_\_\_\_
  - c. Elementary Teaching \_\_\_\_\_

III. Coaching Preparation

A. Playing Experience (Circle correct response)

1. High School Years of Participation
  - a. Basketball 1 - 2 - 3 - 4
  - b. Track and Field 1 - 2 - 3 - 4
  - c. Tennis 1 - 2 - 3 - 4
  - d. Gymnastics 1 - 2 - 3 - 4
  - e. Football 1 - 2 - 3 - 4
  - f. Other \_\_\_\_\_ 1 - 2 - 3 - 4
2. College Years of Participation
  - a. Basketball 1 - 2 - 3 - 4
  - b. Track and Field 1 - 2 - 3 - 4
  - c. Tennis 1 - 2 - 3 - 4
  - d. Gymnastics 1 - 2 - 3 - 4
  - e. Football 1 - 2 - 3 - 4
  - f. Other \_\_\_\_\_ 1 - 2 - 3 - 4

B. Professional Preparation

1. Check all courses you have taken at the undergraduate or graduate level.
  - a. Basic Biological Science \_\_\_\_\_
  - b. Anatomy \_\_\_\_\_
  - c. Physiology \_\_\_\_\_
  - d. Physiology of Exercise \_\_\_\_\_
  - e. Kinesiology \_\_\_\_\_
  - f. Nutrition \_\_\_\_\_
  - g. Personal Health \_\_\_\_\_
  - h. School Health \_\_\_\_\_
  - i. First Aid \_\_\_\_\_
  - j. Care and Prevention of Athletic Injuries \_\_\_\_\_
  - k. Organization and Administration of Athletics \_\_\_\_\_
  - l. Sports Officiating \_\_\_\_\_
  - m. Psychology of Sport \_\_\_\_\_
  - n. Sociology of Sport \_\_\_\_\_
  - o. Child Growth and Development \_\_\_\_\_
  - p. Child and Adolescent Psychology \_\_\_\_\_
  - q. Theory and Practice of Coaching \_\_\_\_\_

	Women	Men
(1) Basketball	_____	_____
(2) Track and Field	_____	_____
(3) Tennis	_____	_____
(4) Gymnastics	_____	_____

2. Coaching Clinics. List clinics attended in the past five years. Specify the type attended.

<u>Clinic</u>	<u>Location</u>	<u>Year</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### IV. Coaching Experience

- A. Number of years of coaching \_\_\_\_\_
- B. Check present coaching position and the number of years.

Number of Years

- |                    |       |       |
|--------------------|-------|-------|
| 1. Basketball      | _____ | _____ |
| 2. Track and Field | _____ | _____ |
| 3. Tennis          | _____ | _____ |
| 4. Gymnastics      | _____ | _____ |

## APPENDIX C

## FOLLOW-UP LETTER

May 27, 1975

Dear Coach:

About May 5, 1975, you should have received a letter and a questionnaire concerning the professional preparation of head coaches of girls interscholastic athletics in the state of Montana. The results of this study should be of interest to all who are involved in these programs.

I realize that you may have overlooked the questionnaire, but it would be greatly appreciated if you could complete it and return it at this time.

Thank you very much for your time.

Sincerely,

Barbara Eisenbarth  
Department of Health and Physical  
Education  
University of Montana

BE/slr